

TIME FOR TEA

Time for Tea and your School

How non-formal learning supports education policy



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Joint



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1. Introduction

This handbook has been produced to help teachers, youth workers and other educators to understand how non-formal learning activities can be integrated into the framework of a formal school curriculum. More specifically, the aim of this document is to enable teachers to overcome obstacles and to get approval for introducing such activities (in particular, *Time for Tea*, as described below) into their work.

One of the problems faced by teachers is that their freedom of activity is (or seems to be) restricted by the policy framework within which they work. This makes it difficult to incorporate non-formal education into a school context, other than as wholly extra-curricular activities which are often impossible because of a lack of staff time, access to premises, and other resources. If school directors / principals and other senior policy-makers do not understand the point of non-formal learning, they may not support this kind of activity. In order to get their support, it is necessary to “speak their language” and show that their priorities will be actively enhanced by the proposed activities.

In compiling the handbook, we have confirmed the previous experience of the project partners that there is a need for policy guidance of this kind. Teachers who want to bridge the gap between formal and non-formal education face many obstacles, often including the difficulty of persuading school directors or principals to give approval for activities outside the curriculum. We hope that the evidence and advice given here will prove that non-formal activities can directly support education policy at national and local level, and that school leaders who encourage innovation inside and outside the classroom will thereby not only enhance the reputation of their schools but also effectively reach their own educational and social objectives.

The support we have received from the Erasmus Plus programme also indicates how an increased connection between formal and non-formal learning is encouraged at the European level.

The information and guidance in this handbook is based on the following evidence:

- Research on national, regional and local policies, compiled by each of the project partners, representing Italy, Poland, Spain and the UK.
- Comparisons of public, private and independent education practice.
- Examples of alternative education philosophy or non-standard approaches to educational policy and practice.
- Case studies submitted by each partner, giving examples of how non-formal activities have been successfully implemented in a school context.
- *Time for Tea* pilot projects
- Interviews with teachers and youth workers.
- Focus groups with young people.
- Online survey of teachers, youth workers and other education professionals in 18 countries, on the use of non-formal activities in schools and obstacles to implementation.

2. About *Time for Tea*

The handbook has been produced as part of the project *Time for Tea*, implemented during 2020-21 by a partnership between Regional Volunteer Centre (Poland), Associazione Joint (Italy), Biderbost, Boscán & Rochin (Spain) and Momentum World (UK).

Time for Tea is a unique non-formal educational activity which uses tea to encourage global learning, creative thinking and social action, and to give young people a voice. *Time for Tea* is simple, fun and accessible to people of any age or ability, anywhere in the world.

The climate change crisis has given rise to a number of global movements, such as that led by Greta Thunberg, which have drawn young people – even young children – into increased activism. While this demonstrates the passion, energy and indeed intelligence of the younger generation, it has also caused

resistance from some older people who believe that the youth should stay at school and continue to learn in traditional ways.

Clearly, it is important to find new and smarter ways to allow young people to learn about global issues, to speak out on issues that matter to them, and to enable effective dialogue between them and older generation decision makers, without disrupting education itself. This is exactly what *Time for Tea* does, because through non-formal activity this dialogue can take place within, not outside, the education process. At the same time it can add positive value to what is being taught in the classroom, as we show in section 9 below.

Time for Tea has been designed as a framework which allows maximum flexibility, so the approach, content, activities and timetable can be tailored to the needs and interests of each school, class or individual teachers and students involved.

Any teacher, teaching assistant or youth worker can lead a *Time for Tea* project, with a group of any age, either in school or somewhere else. No special knowledge is required.

There are 3 simple steps:

Prepare

- Plan your activities. Choose which class or group of children or young people you will work with. Remember – it needs to be their own project: the teacher's role is to advise and support.
- Encourage the group to explore the issues that matter to young people about the world, near or far.
- Facilitate a discussion and reach a decision on which topic is most important to them: what do they want to say about it, and who do they want to hear them?

Create

- Get some tea, and help the young people to work together to design an imaginative packet for the tea together with their message. Encourage them to be as creative as possible.

Communicate

- The young people should then deliver their tea and message to the person or people they have chosen. (They will need help from the teacher and perhaps other adults, to arrange the necessary contacts). The only request to the recipient is to drink the tea and think about the message; but with luck, they will send an answer or offer to meet the group.
- Tell the story of your project, through video, photographs or other media (again, let the young people themselves decide how to do it). This will then be shared with the world on the Time for Tea website, leading to possible links between schools in different countries, and further international projects.

Further information is available at <https://www.time4tea.info>

Why tea?

- Tea brings people together. It is enjoyed in many different cultures all round the world.
- When busy people have a cup of tea, they stop and relax for a moment – the perfect time to ask them to listen and think.
- The medium of tea allows young people to initiate dialogue with decision makers in a way that is engaging and non-confrontational.

Our vision

With support from Erasmus Plus, we have already run *Time for Tea* pilot projects in 20 countries, involving schools and youth groups as far afield as Armenia, Jordan, Turkey and Ukraine as well as within the EU. These projects have shown how a simple cup of tea can generate social, technical and educational

innovation. Our plan is to extend the *Time for Tea* programme to schools and youth groups in 100 countries.

3. Non-formal education

Everyone knows what formal education is. This is what happens at school, college or university. It generally takes place in a classroom and follows a fixed curriculum based on specific subjects or technical skills. It results in recognised qualifications usually assessed through exams. More often than not, it is compulsory.

Non-formal education, on the other hand, is mainly about developing interpersonal, communication, teamworking and general professional skills and behaviours – what are usually called “soft” or “transferable” skills. These are the skills that employers always say that young people need – but frequently lack – when applying for jobs. Most schools consider the development of these skills as an important, but often secondary, part of their responsibility. As we indicate in these guidelines, this responsibility may actually be explicitly mentioned in national laws and policies for education. But it is not always fulfilled, for a variety of reasons (see section 5 below).

Non-formal education can take place in a variety of different settings, and participation is normally voluntary. Nevertheless, it involves a structured process managed and facilitated by appropriate teachers, youth workers or other adults. The emphasis is on working with and understanding others, building self-confidence, and learning through experience. This learning becomes even more effective if it takes place at an international level.

Well-known examples of non-formal education include youth clubs, summer camps, outdoor education and sports, and so on. In the UK and many other countries, the Duke of Edinburgh’s Award Scheme / International Youth Award Scheme is one of the most effective non-formal programmes, recognised by universities and employers.

Non-formal education also differs from “informal education” which is simply all the learning we accumulate in our own free time.

“Non-formal learning teaches life skills. In schools the education children receive is limited. It helps them achieve a result on a test from a work sheet; it measures only the ability to remember and repeat. Non-formal education is real and is so valuable to a child, as it can be catered for individual needs.”

4. The school context

The main purpose of schools is generally considered to be the transmission of academic knowledge. In more traditional contexts, teachers teach and students listen, write and repeat. But of course the reality is more complex. Legal, political and social factors combine to create the context for school education. Multiple stakeholders are involved and their different expectations have to be satisfied. The policy framework for education may make provision for more than academic subject teaching: indeed, in most countries the laws and regulations governing education make at least some reference to broader objectives in terms of personal, social, health and economic education (PSHE) as well as development of soft (transferable) skills for employment.

In reality, state-funded schools tend to focus mainly on academic achievement. Even when there is a supposed requirement to enable the broader types of development mentioned above, in practice teachers may not have the time, capacity or skills to organise relevant activities; and school leaders are often under pressure to reach grade targets or to improve performance ratings in league tables of exam results. Resources may depend on this.

Naturally, parents want their children to get good grades in exams, and to progress onward to university and into the world of work. But they want more than this too, and will typically judge one school to be better than another if it offers a wide range of extracurricular activities, for example sports, music, arts and trips away. In the UK, one can understand how parents perceive the added value of private schools simply by looking at their prospectuses: details of academic achievements will be placed alongside impressive photographs of football teams, drama productions, geography field trips and international exchanges. Non-formal education is prized. Employers, too, are looking for soft skills, and often comment that these are not developed sufficiently by schools.

At secondary level, creative (arts) subjects are frequently marginalised, while priority is given to core subjects (native language, maths, science) plus others such as history and geography. Foreign languages are also important in most countries (the UK is somewhat an exception, though the pattern varies from school to school).

Primary schools usually take a more mixed approach. We find creative subjects given equal prominence as academic ones, and there is a greater integration of non-formal and formal approaches. Looking at pre-primary (kindergarten) education, we see that the emphasis is almost entirely on the creative, non-formal, physical, play and story-based learning. It is not surprising, therefore, that primary schools find it easier to adopt non-formal activities into their timetables than secondary schools.

The questions of why we change the way we learn as we get older, and why creativity, physical education and storytelling are seemingly less valued for older age groups, is at the heart of ongoing public debate about the purpose and practice of education. It also relates to philosophical and neurological theories about the relative importance of left-brain and right-brain modes of thinking. We encourage further exploration of these topics, though they are not the purpose of this document.

Schools are an integral part of the communities where they are located. They inevitably have an impact there, but this tends not to be reflected in policy or practice apart from behaviour and disciplinary issues. On the other hand local communities provide context and resources for learning, and especially non-formal activities such as *Time for Tea*. Equally, these activities can have a highly beneficial effect on community relations and the reputation of the school.

Teaching quality and other standards are fundamental to school policies. Nothing gives school leaders and teachers more stress than visits by government inspectors. In seeking approval for additional (non-formal) activities, it is therefore important to be able to show how these activities will demonstrate innovation, quality and impact on learning outcomes.

5. Identifying the benefits and the problem

In order to introduce Time for Tea or other non-formal activities into a school, we need to consider both how these activities will add value, and what the possible obstacles might be. The following list is not exhaustive, but it represents the main issues identified from our survey of teachers, youth workers and others, together with our own experience as non-formal educators. (See Annex 1).

The majority of teachers have some experience of non-formal activity and are confident about organising it. In our survey, just over 75% of respondents had organised some or many activities. The value of these activities is not disputed: 100% of educators think they are very or extremely important, and 98% agree that they complement the formal curriculum. Almost all schools organise extracurricular activities of some kind.

The principal benefits mentioned by teachers are:

- Experiential as opposed to theoretical learning.
- Motivation and excitement. Young people become more enthusiastic about learning new things.
- Critical thinking
- Soft skills development and career preparation. Life skills for the real world
- A basis for “learning to learn”

- Engaging with the complexity of the world. Building connections across differences, and a sense of identity.
- Building tolerance, activating curiosity, allowing room for creativity.
- More productive learning for children who are not star performers in formal education, giving them more confidence to perform well. It is important that they don't feel like learning, and they gain knowledge and experience without trying hard or feeling bored.
- Developing personality and awareness of personal power and ideas.
- Putting skills into practice in real life situations and opening children's minds to the problems communities might be facing, and how to tackle those problems.
- Young people feel valued because they are the main actors, they make things work and they feel involved, they become responsible. They also learn about their emotions, psychology, and other people.
- It helps children to relax and contribute or talk about matters that affect them. It also helps them to exercise and be able to network with others.

"I believe non-formal teaching allows children to harness lessons in a more relaxed environment, which allows them to have fun while learning, and absorb more information. Extra-curricular activities also teach life skills you don't learn in a formal classroom environment, such as better communication skills, working as a team, and more (depending on the activity)."

Notwithstanding these benefits, there are many obstacles in the way of non-formal activities. The two most significant obstacles identified through our research are lack of time and not getting support from school management (both of these were mentioned by 40% of teachers). The other main obstacles are:

- School policies
- Lack of confidence
- Risk and liability
- Not enough support from colleagues
- Not actively encouraged
- Lack of creative thinking
- Covid-19

Regarding *Time for Tea* specifically, the key issue which frequently arises is the availability and capacity of teachers. There is no doubt that teachers everywhere are under great pressure to fulfil their regular duties, and do not have the capacity or the freedom simply to take on additional work. There needs to be clear justification either to deviate from the core curriculum or to take on extra work. Implementing new activities almost always carries some cost. However, there is also an opportunity cost in rejecting these activities, in that the school cannot fulfil its wider objectives or meet the expectations of parents or community.

Consequently, being able to show a link to higher level policies including national legal frameworks as well as the publicly stated mission and ethos of the school, is the key to getting approval for non-formal and extracurricular activities.

6. Education policies and philosophies

Education everywhere is ultimately governed by national legislation. This will normally cascade down into a variety of lower-level policies, regulations and procedures, including the strategic plans and priorities of individual schools, the expected standards of teaching and the inspection of schools by government-appointed authorities or agencies. It is normally true that these laws and regulations make some provision for extracurricular and non-formal activities, in relation to the responsibility of schools to develop the personal, social and career skills of their students, and the general psychological wellbeing of young people.

The legal and regulatory frameworks in Italy, Poland, Spain and the UK (partners in the current project) are summarised in Annexes 2 – 5. Such information is published by the government and normally made available via official websites, but it may take a certain amount of research to locate the specific references that govern the non-formal aspects.

School mission statements, standards, priorities and targets are naturally easier to locate and should form the starting point for any new activity. Approximately 50% of respondents to our surveys knew that their schools have a policy relating to non-formal and extracurricular activities. The other 50% either did not know, or reported that no policies were found.

Government policies are not the only factors to take into account, however. A great many alternative approaches have been proposed, developed and implemented. In many countries (though by no means all) schools have a certain degree of latitude in setting their own policies, and those that fall outside the state system (or even groups within it) are able to take innovative approaches which may give a greater level of prominence to non-formal, extracurricular and community-based activities. Here we mention a few examples as illustrations, but there are many more across Europe and around the world. The fact is that no one has a monopoly on the meaning or purpose of education, or how it should be delivered in practice.

The internationally renowned educationalist, Sir Ken Robinson (1950-2020), was a prominent critic of the way children are educated, which he described as a 19th century factory model, “processing” children in batches according to age groups, unfit for the 21st century. He advocated a renewed emphasis on creativity, the arts and soft skills. He set out three goals of education. First, it should foster diversity by offering a broad curriculum and encourage individualisation of the learning process. Secondly, it should promote curiosity through creative teaching, which depends on high quality teacher training and development. Finally, it should focus on awakening creativity through alternative didactic processes that put less emphasis on standardised testing, thereby giving the responsibility for defining the course of education to individual schools and teachers. Robinson emphasised that we can only succeed if we recognise that education is an organic system, not a mechanical one. His views are best expressed in his popular TED talks and in an illustrated lecture for the Royal Society of Arts, UK. Links are provided in Annex 9.

Equally interesting, but considerably more influential, were the ideas of an earlier 20th century German thinker, Kurt Hahn (1886-1974), whose educational philosophy was based on respect for adolescents, and the need for students to be given opportunities for personal leadership and to see the results of their own actions. He believed, for example, that outdoor adventure should be a key element of education, together with the core values of concern and compassion for others, willingness to accept responsibility, and pursuit of the truth. This could be summed up as “education for democracy”. He also emphasised the importance of community service.

Kurt Hahn founded United World Colleges (UWC), an international network of schools (of which Atlantic College, Wales, and Adriatic College, Italy are probably the best known). The curriculum offered by these schools is a blend of formal and non-formal education based on his philosophy, and includes significant elements of sport, outdoor education and community service alongside academic subjects. UWC schools promote students' holistic development by having the 'Creativity, Activity, Service' Programme (CAS) at its core. Each UWC school and college offers CAS activities and includes a wide range of additional activities led by staff and students. See <https://www.uwc.org>

CAS is also a key element in the International Baccalaureate (IB) diploma, which was originally developed by Atlantic College and is now a mainstream school leaving qualification across Europe and internationally. The IB aims “to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically”.

The most respected non-formal learning programme in the UK is the Duke of Edinburgh’s Award Scheme (also available in over 130 other countries as the International Award for Young People). This is offered by many schools as an extracurricular activity, and is widely recognised by universities and employers as an equivalent qualification. The Award is also based on the philosophy of Kurt Hahn. It has four levels

(bronze, silver and gold) and is based on four types of activity: volunteering, physical activity, learning a new skill and expedition, with an additional residential section at gold level.

Returning to schools, specifically, it is worth considering other independent initiatives and models which challenge the standard formal approach. An example of this in the UK is Schools of Tomorrow (SoTo) network <https://schoolsoftomorrow.org>. Whereas traditionally school performance is judged mainly on academic achievement, SoTo views this as just one of four equal based on four equal aspects of what makes a school “outstanding”: wellbeing, soft skills and community engagement are also considered.



Schools of Tomorrow “4 quadrant” model

Based on their work for SoTo, education experts John West-Burnham and Malcolm Groves have gone a step further with their innovation network called “Flipping Schools” <http://www.flippingschools.net>, where they set out a more radical manifesto:

“School improvement that bases itself purely on flawed numerical measures and does not take proper account of broader outcomes, such as personal and social development and wellbeing, has now become dangerous and damaging. School improvement that fails to understand the difference between organisation and community cannot now take us to the levels of excellence and equity we need.”

Many other examples could be mentioned. The point is that non-formal and extracurricular activities are by no means marginal: indeed some pedagogical models place them at the heart of education. This should be taken into account by anyone wishing to implement *Time for Tea* in a school environment.

7. Bridging the gap

As indicated above, most teachers would like to implement more non-formal activities alongside their regular work. But how can they bridge the gap between formal and non-formal, and get approval for what they want to do?

At the same time, in some countries, there are youth workers who work in school-based contexts – either directly, providing support activities inside schools, or indirectly through after-school activities for specific groups of students. In order for this work to be effective, it must be supported at the policy level. This requires a constructive relationship between youth workers and teachers, and a clear articulation of how any proposed non-formal activity will relate to the requirements of the formal curriculum and help to achieve the objectives and targets of the school both in relation to individual student achievement and in support of broader societal objectives.

Any teacher who wants to organise a *Time for Tea* project (and by extension, non-formal learning in general) needs to show how this directly adds value to formal education and supports the school curriculum, and also that there is a clear and direct link to relevant local, regional and national education policies. This will ensure that non-formal learning is approved and supported at all levels of policy-making.

It will also be helpful to mention specific examples of previous projects in their school or elsewhere. As an illustration, 17 case studies from 4 countries are included below at Annex 6.

The first step is to know who they need to persuade. According to our survey, in 65% of schools, it is the school principal or director alone who approves additional activities. In another 20%, the Head of

Department or even the class teacher can take this decision. In the remaining 15%, it is a combination of these staff, or, in rare cases, a local education authority member.

8. Making your case

“Leaving the constrictions of a formal classroom, ensures that each child is given the opportunity to learn in a way and in an environment that they feel comfortable in. Not every child can sit for 6 or more hours a day, formally learning.”

Knowing who you need to persuade is one thing; but how to persuade them is another matter. We recommend a structured approach. An informal request may not achieve results. Spend some time preparing your request and gathering the evidence you need.

It is a good idea to prepare your proposal in a way similar to a traditional project “logical framework” (LOGFRAME) or, in more current terminology, a Theory of Change. This means creating a chain of links from the description of your activity at the top, through to the underlying national education policies at the bottom. We also suggest a further step, beyond national policy, namely the UN Sustainable Development Goals (SDGs) – see section 14 below. You should be able to demonstrate a causal relationship in two directions:

- from top to bottom, i.e. IF we do this activity, THEN students will learn W, THEN the impact will be X, THEN we will meet school policy objectives Y, and THEN the school will deliver its responsibilities in regard to national policies Z (and perhaps SDGs).
- from bottom to top, i.e. National education policy says Z, which is reflected in school policy Y, SO we need to deliver impact X, and SO we want our students to learn W, and SO we will work with this group of students and organise the activity described.

The parts of the chain would look something like this:

1. Describe the activity and give it a name.
2. Say how many students will be involved, from which class / year group
3. Explain the timetable and any resources needed. Also create a simple list or map of stakeholders (anyone interested or affected by the activity). Support from other people, even if they are not in official decision-making positions, can be extremely useful.
4. Explain the learning outcomes. What academic subjects (on the school curriculum) will be supported by the activity? (see section 9 below for further ideas). Also list any other skills (technical / creative / soft) that the activity will develop, and any expected impact on student behaviour and achievement, especially for unmotivated or low-achieving students
5. Describe how the activity will have a positive impact on the school’s reputation or support its values, and how you intend to publicise the results. Also consider the wider impact on students, parents, the local community etc.
6. If school policy requires a formal agreement to be signed with external partners, make sure that you know this. Some schools need this in order to justify the activity (especially if it is international) to inspectors or other authorities.
7. Find the specific parts of your school’s policies which relate to non-formal activities, and be sure that your planned activity would support these.
8. Research relevant sections of your country’s national, regional or local education policies (as appropriate) and quote from these.
9. Check the UN SDGs and reference any that may underpin school policy in general or your activity in particular.

A simple template for preparing your case can be found at Annex 7. This is only meant for writing notes: if you need to submit a formal proposal, you will need to write a more complete detailed document, but still follow the same logical structure.

9. Time for Tea and the curriculum

If it is not possible to run *Time for Tea* as a totally extracurricular activity, and if further evidence (beyond the link to policy) is needed in order to get approval for it, then we can embed it more deeply into the formal curriculum. The beauty of *Time for Tea* is that it will support almost any subject area.

In primary schools, with their greater emphasis on creativity, soft skills and thematic learning, starting a complementary activity is usually easier than at secondary level, where the divide between subjects becomes more rigid.

Here we offer some possible topics to think about. There could be many more. Teachers will not find it difficult to develop imaginative lesson plans from these starting points.

Arts

- Graphic design – how does tea packaging differ between brands? Design some imagery to appeal to different types of people (young, old, male, female, etc.)
- Fine art – research famous paintings that feature tea; create your own artworks
- Pottery – learn about the development of porcelain and why it was so special; compare different designs of tea cups / pots; make your own
- General – run an art competition on the theme of tea
- Tea and music

Maths

- Weights and measures
- Budgets
- Profit and loss
- Accounting

Languages

- General conversation at tea time
- Practice dialogues based around tea (shops, cafés, home life etc.)
- Creative writing competition on the theme of tea

Geography

- Where does tea originally come from? Where does it grow? What kind of climate is needed? Are there variations between
- What countries

History

- The story of tea drinking
- The tea trade
- Silk roads
- Boston Tea Party
- Tea and Empire
- Tea and wars (e.g. the opium wars; tea in the trenches)

Business studies & marketing

- Commodity trading
- The beverages industry
- Hospitality sector
- Fair trade & business ethics
- Supply chains
- Competition
- Social media campaigns
- Advertising
- Retail – from popular to specialist

Design and technology

- Product processing and automation of manufacturing
- Transport
- Innovative packaging
- Integration of new technology
- Virtual packaging
- Mixed media and augmented reality

Digital media

- Film making for PR and marketing
- Telling stories through film

Social and cultural studies

- Tea as a cultural phenomenon
- Traditions and customs relating to tea
- Different types and uses of tea
- Teahouses
- Myths and folklore about tea
- Countries which don't drink tea
- Perceptions of tea (different countries; different generations etc.)
- Coffee vs. tea
- Why do the English love their afternoon tea so much?
- What are the cultural stereotypes that go along with tea?
- Tea pets
- Tea accessories
- Tea ceremonies
- Medicinal uses of tea

Science

- Chemistry of tea
- Physics of brewing the perfect cup of tea
- Biology and botany
- Natural history / classification etc
- Herbology

Citizenship

- Global and local issues
- Campaigning
- Lobbying
- Representation of different voices (young, old etc)
- Active participation

Vocational learning

- Cookery and nutrition
- Agriculture / horticulture

10. Time for Tea and soft skills

Non-formal education projects add the greatest value by developing soft (transferable) skills: that is, skills for life and employability. It is frequently said that formal school education does not do enough to develop these. In fact, as already explained, schools do have a responsibility for this more holistic education of young people. Once the connection with policy has been established, there is every reason why they should implement programmes like *Time for Tea*.

One of the most useful recent descriptors of soft skills is the “Big 13”, a framework designed by Rotherham Ready, an award-winning enterprise education organisation in the UK. The “Big 13” is used to record activity and measure students' progress throughout their life at school. Students can use the framework to self-assess their progress in 13 enterprise skills identified by education and business as those needed by young people in order to be successful and contribute to a dynamic economy. They are:

Team Work

The degree to which a group of people can work together effectively can be a decisive factor in whether they can achieve their goals. Much of good team work comes down to how well people get on with each other and their ability to apply basic social skills to get the best out of others and their situation. These skills include flexibility, sensitivity, compromise, persuasion, respecting and participating. With these skills a group can commit to a common purpose and attain their goals, act as effective mentors and nurture the best in one another.

Risk

Being willing to take a risk, and ‘go for it’ even when there is the possibility of failure is a key skill for enterprise and innovation. Life is full of uncertainty and failure, and an inability to cope with these risks can lead to fear and inaction. Managing risk is the process of identifying different threats and possibilities and seeing how they can be mitigated, controlled or simply accepted. Learning to take calculated risks is imperative for anyone that wants to make progress and turn risks into opportunities.

Negotiating and Influencing

People spend a lot of time and effort trying to persuade each other to do what they want, whether in personal or professional situations. Effective negotiation requires a high level of communication, the ability to build rapport and persuade rationally, and the confidence to deal with ‘difficult’ situations that could be a block to success. Negotiating and influencing also encompasses the ability to listen and compromise. It includes the ability to be turned down or knocked back, but to still participate.

Effective Communication

This is an essential skill for life. From understanding the importance of first impressions to having the confidence to speak in meetings, to sending appropriate emails or making a connection with someone over the phone – a high level of communication is essential. Children benefit from activities which develop communication and give them the tools and language to express themselves. Students need new vocabulary to be able to describe their learning, skills and experiences; as well as activities with a ‘presentation’ element which challenge them out of their communication ‘comfort zones.’

Creativity and Innovation

These skills can be seen in a number of ways – the generation of ideas and concepts, making things or even taking a new approach to teaching and learning. It is about being imaginative – thinking ‘outside the box’ – looking for solutions, solving problems, inventing new ideas. And then imagining that something ‘extra’ which will be the spark for innovation or improvement. Teachers have a key role to play here, providing creative learning opportunities which fire the imagination of learners and create that spark.

Positive ‘Can Do’ Attitude

When Henry Ford said: “If you think you can, or you think you can’t, you’re probably right,” he succinctly summed up the influence attitude can have on outcome. Negativity says ‘I can’t...’ It anticipates difficulties and creates images of failure and embarrassment that hold people back. Positivity says ‘I Can...’ It manifests itself in self-belief, constructive thinking, finding solutions and optimism. Many successful people credit their energy, motivation, creativity and success to maintaining a positive attitude. Some say it is the single most important factor that gave them the power to keep going until they achieved their goal.

Initiative

Initiative can be seen as the willingness to take the first step, or make the first move. If no-one was willing to take the initiative nothing would progress. How many people talk wistfully of big ideas they’ve had, but never acted upon? Sometimes the gap between idea and reality is the hardest one to bridge because it requires tangible action. Taking the initiative includes elements of risk, positive attitude and good

judgement. Importantly though, it includes the willingness to 'just do it' – which is essential in a fast paced competitive world where every job, business idea and opportunity will have many people chasing it.

Organisational/Planning Skills

Planning and organisation is a key factor in the success of projects and activities. This includes being able to manage time and workload, being able to rank priorities and ration scarce resources against competing claims and the ability to take a project from an idea through to final product despite any obstacles that may arise. Students learn best by 'doing', overcoming problems as they go, evaluating their experiences, identifying weakness and planning for improvement in the future.

Problem Solving

This demands an ability to approach situations logically, yet creatively, identifying where you want to be and weighing up different ways of getting there. Problem solving requires evidence to be evaluated, alternatives to be considered and decisions to be made and see problems as a way of finding and approaching situations. Identifying opportunities becomes part of this process – it's often that a brilliant opportunity is spotted when a 'problem' is being solved.

Leadership

Good leaders have the ability to motivate and influence, they get things done - by their own hard work and their ability to engage others. Leadership is a quality that seems to include many of the other enterprise capabilities. Good leadership requires communication, a positive attitude, initiative, creativity and the ability and confidence to negotiate and influence. In adult life good leadership can be the difference between failure and success, satisfaction and frustration and profit and loss. Providing leadership opportunities for pupils is essential – so they have a taste of what it is like to take responsibility, make decisions, manage peers and problems and deliver a final product or activity successfully.

Making Ethical Decisions

No person, enterprise or corporation operates in a vacuum and every action has consequence, positive or negative. Where previously profit ruled, the rise of Corporate Social Responsibility highlights how increasingly business is being asked to consider the 'triple bottom line' of People, Planet, Profit. Groups such as Fair Trade, 1% for the Planet, and Oxfam have done a great deal to increase awareness of issues around sustainability, the environment and the exploitation of Third World Workers. Issues which affect people's lives, the environment and society should be considered with integrity and thought.

Financial Literacy

How do you manage a budget? How much do things cost? How much do you need to live? What is profit and loss? Developing a real awareness of how the world of money works is vital for a young person. While an endless source of materials, resources and funds seem to abound from home and school to meet their requirements, then young people are not developing the knowledge and awareness of the 'real world' that will give them purpose and motivation for studying and working. Learning about how money works in a practical way can be fun – but the lessons are real: nothing comes for free, you can work hard and improve what you had, and sometimes things go wrong and you have to start again.

Product and Service design

All the goods and services that are available for consumers to buy have been through some kind of design, development and production process. They have been researched well and meet a need. For a product to be successful it has to be creative, for a service to survive it has to be well planned. For a production process to run smoothly and successfully a team has to work well and communicate. Activities based on product and service design are a coherent way of bringing together different enterprise skills and identifying, in a very real way, their importance.

Time for Tea will make a significant contribution to all these personal and professional outcomes. Furthermore, after completing their Time for Tea projects, young people can be given further opportunities as activity leaders and role models for students in lower years who want to follow in their footsteps.

11. Time for Tea and special needs education

Time for Tea is a flexible framework that allows young people of any ability to participate. Special needs groups are encouraged to take part, and may indeed benefit more than other groups from this type of non-formal learning. It will be for the teacher to decide the appropriate type of activity and how to involve the students according to their interests. There are of course specific challenges, but these can easily be overcome by setting realistic goals and allowing plenty of time. For example, it may be a good idea to concentrate more on the creative aspects of the project. The balance will vary from group to group. The important thing is to remain flexible and adapt as you go along.

12. Time for Tea and teachers

Teachers also benefit greatly from *Time for Tea*. The programme offers new methodologies and allows them to get experience of non-formal and youth work approaches which they may not have had the chance to try before. It thus contributes to the continuing professional development (CPD) of teachers and encourages innovation in pedagogy. These factors are also important within the policy and staff development frameworks of most schools.

13. Time for Tea and the community

As already indicated, schools value their relationship with their local community and are usually looking for ways to strengthen this. *Time for Tea* offers an ideal way to build intergenerational dialogue, enable young people to engage with local issues, and promote community action. If they are recognised as making a positive contribution, they will earn respect, which in turn will lead to increased community cohesion and improved safety and security for all. It follows that the school's reputation will be enhanced by this engagement.

14. Time for Tea and the SDGs

The UN Sustainable Development Goals underpin educational, economic and social development around the world. It is a common misconception that the SDGs refer only to developing countries: in fact they are relevant to all.

Time for Tea is all about global learning. Whether the students choose to focus their project on international, national or local issues, this is an excellent opportunity to relate their ideas to particular areas within the SDGs and to learn about the SDG concept as a whole.

An obvious focus would be SDGs 13 (climate action), 14 (life below water) or 15 (life on land) – all of which refer to environmental issues which young people everywhere care about and will have to solve in the future. It will be easy to see how most of the other SDGs are applicable as well.

A short description of the SDGs can be found at Annex 8.

15. Time for Tea and intercultural learning

Time for Tea allows young people to learn about themselves and others, to understand identity and to overcome prejudice and cultural divisions both locally and internationally. The programme has the potential to expose them to other cultures and to work with other young people different from themselves. They may feel better able to confront racism, misogyny, homophobia and other societal ills. They will acquire and develop shared European values.

16. School and youth links

Schools which implement *Time for Tea* projects become part of an international network of global educators. Results of projects are promoted on the *Time for Tea* website, so that it is possible to find schools or groups in other parts of the world which have similar interests. The programme aims to facilitate connections between schools (and youth groups) thereby encouraging further knowledge sharing and cooperation, leading to new international projects and exchanges. This creates even more added value.

In our new age of online and hybrid learning, it is easier than ever before to build these links, via the Erasmus+ e-Twinning programme or other similar initiatives.

For schools or groups which already have international links, Time for Tea can provide rich content and a focus for meaningful new cooperative activities.

Other kinds of partnerships can be envisaged, locally and nationally, such as:

- Transition projects run jointly between primary and secondary schools, or secondary and further / higher education institutions
- State and private school cooperation
- Mainstream and special education schools
- Formal (school) and non-formal education providers (e.g. youth organisations or charities)

17. Embedding Time for Tea in the school calendar

Very often, the most successful school projects and extracurricular activities are those that have become a termly or annual fixture within the school calendar. By embedding the activity in this way, we can ensure that the activity becomes well known, respected and eagerly anticipated. Knowledge is shared around the school and more staff (or different departments) decide to get involved. A measure of success is when students begin to compete to take part.

Secondly, repeating the activity year after year created opportunities for young people's progressive development, moving up from being participants one year, to group leaders and mentors the next.

Also, once the activity is established on an ongoing basis, there is no need to spend time seeking approval again and again. Indeed the link between the activity and the policy framework becomes stronger and better understood by everyone.

18. Celebrating and disseminating your results

Enabling your students to tell the world what they have done is integral to the *Time for Tea* concept. Projects should be publicised throughout the school and the wider community. The participation and commitment of young people should be recognised and if possible accredited, so that they feel a real sense of achievement and pride.

All possible means should be used to promote the project, including school websites, social media, newsletters, class or whole school assemblies, parents' events, local media, visits by members of parliament or other dignitaries, education conferences and so on.

There may also be opportunities to talk to other schools locally or within wider networks and to help them to start their own projects.

Young people should be given as much responsibility as possible for these activities.

19. Conclusion – it's up to you!

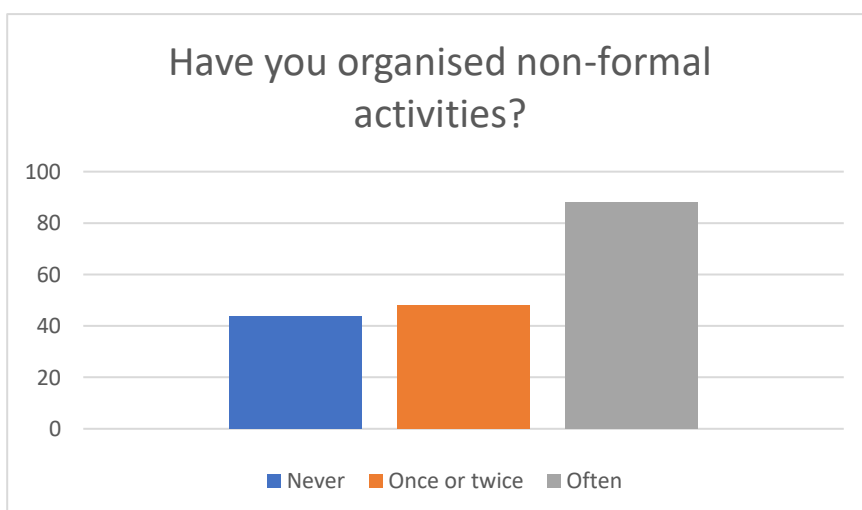
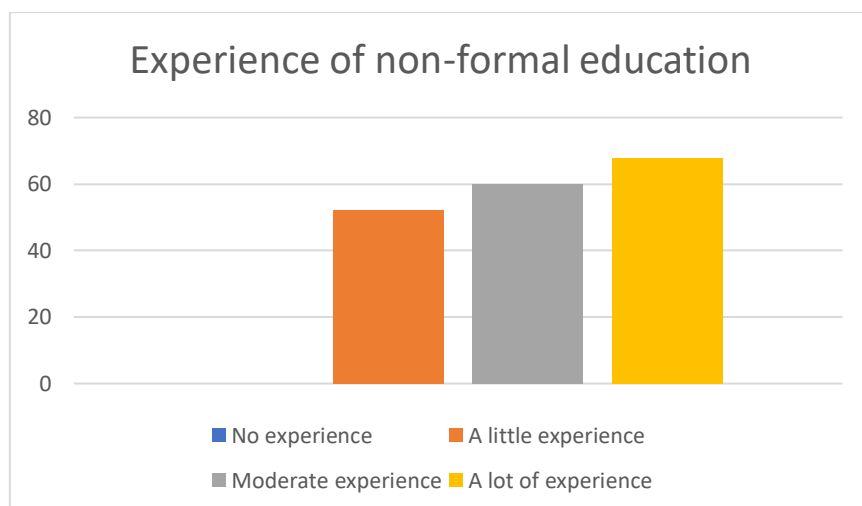
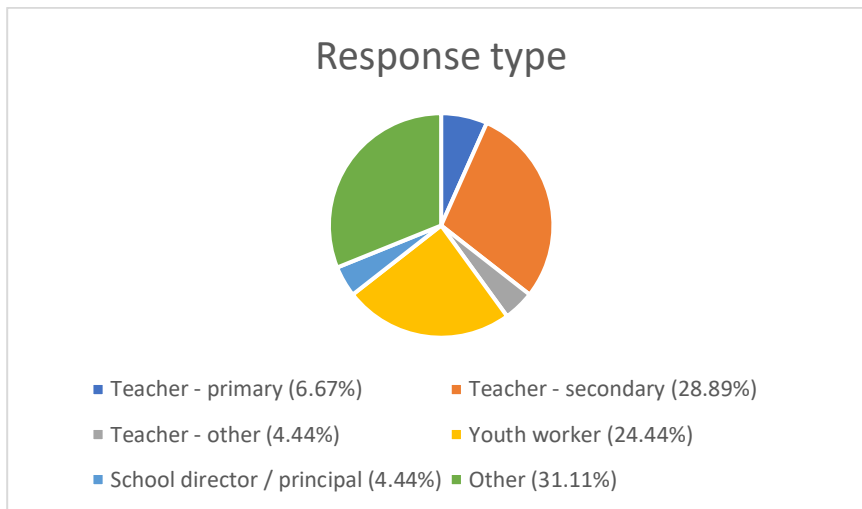
The guidance and ideas set out in this document will support you or any other teacher who wants to implement *Time for Tea* in their school, by enabling you to explain the outcomes of the project, make links to the curriculum and to show a clear link to educational policy at different levels. This will help you to make a case for the project and to get approval for the activity from the school principal or other authority.

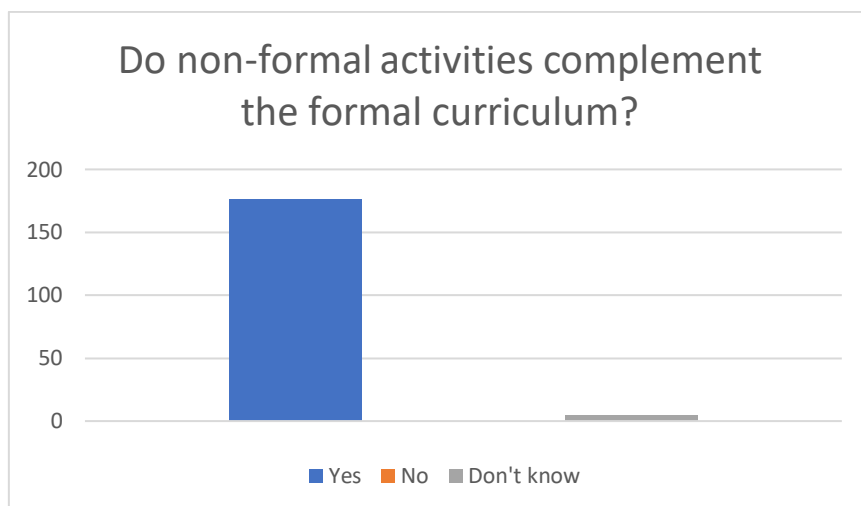
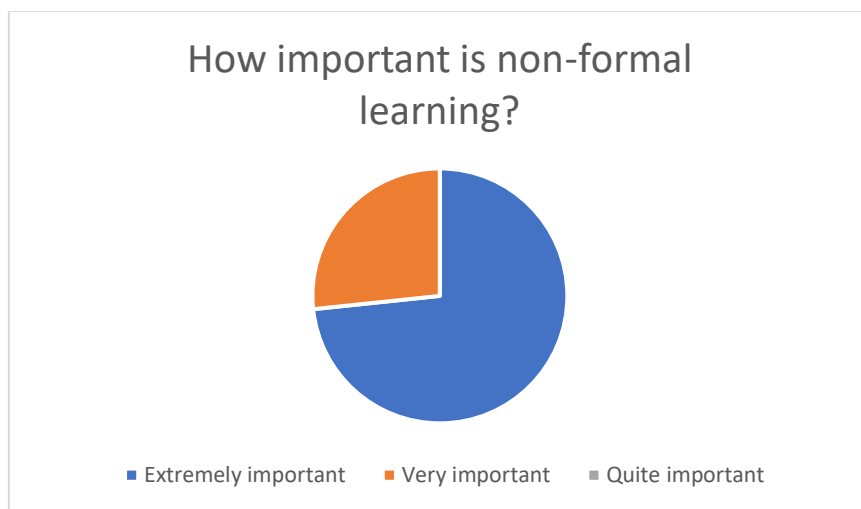
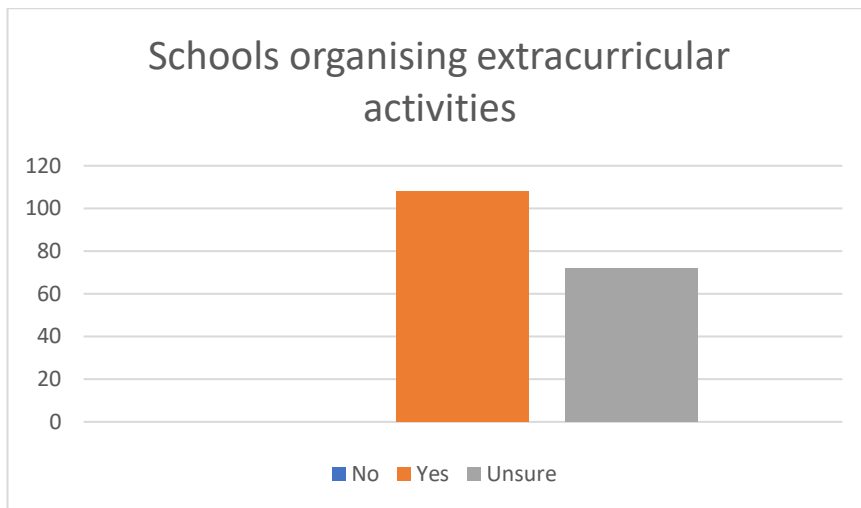
Despite all that, what matters most is the motivation, commitment and creativity of each individual teacher. Ultimately this is the key to getting the approval you need, as well as the ultimate success of the project. If you believe the activity is worth doing, keep on saying so, and don't take no for an answer.

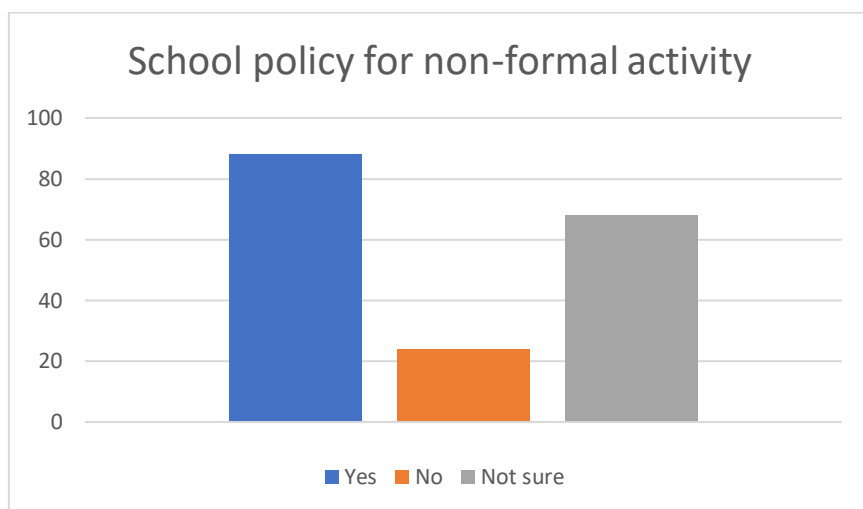
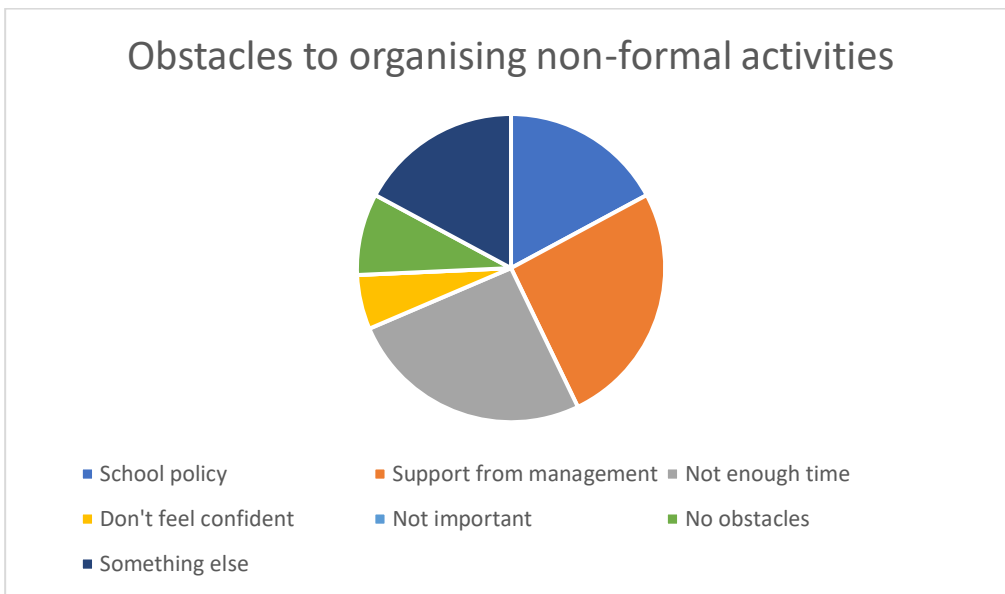
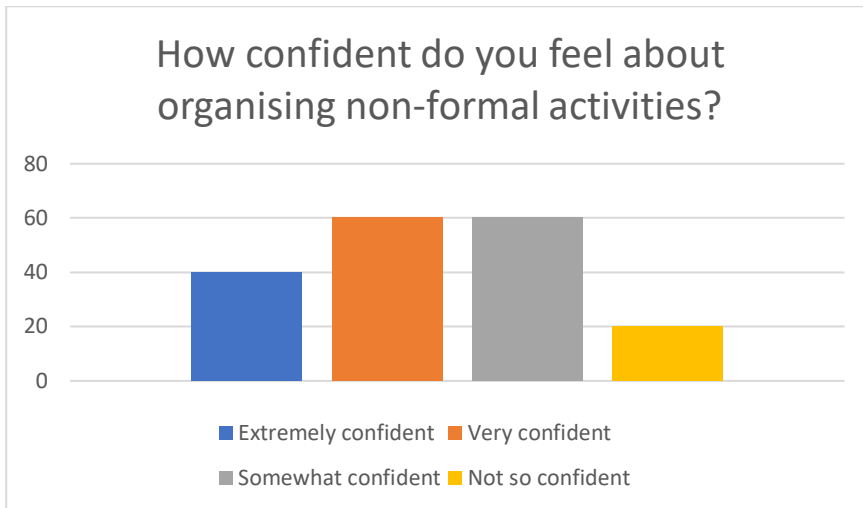
Good luck.

ANNEX 1: SURVEY RESPONSE DATA

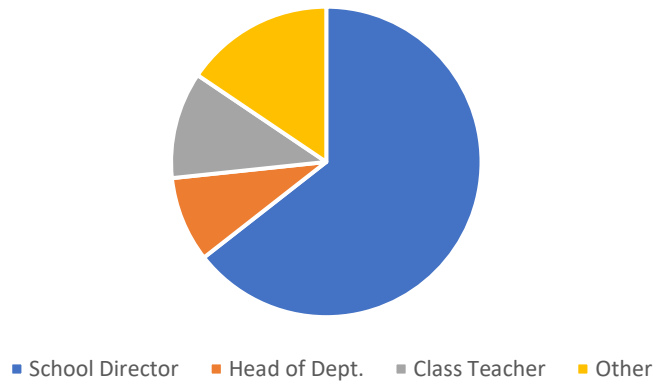
Total responses: 180



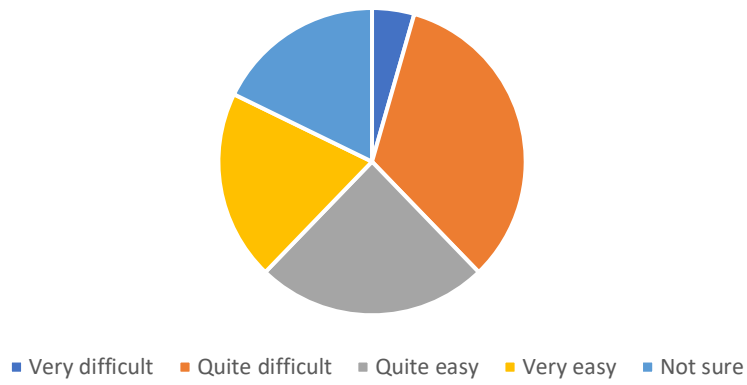




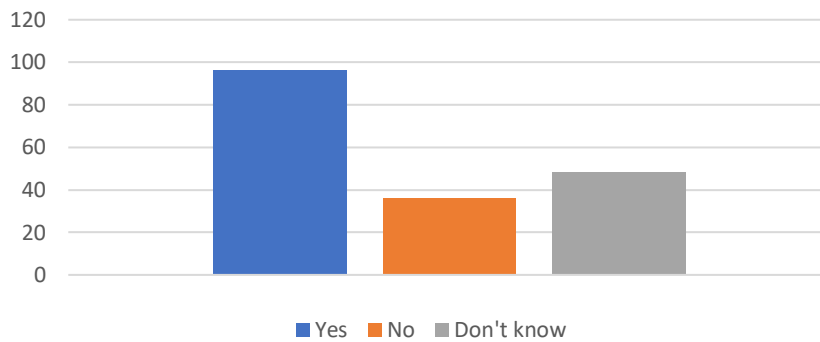
Who approves activities?



How easy is it to get support?



Does national education policy recognise NFE?



ANNEX 2: ITALY POLICY

INTRODUCTION

What are the sources of law in hierarchical order in Italy?

The Constitution of the Italian Republic, entered into force in 1948, occupies the highest position in the hierarchy of sources of law. The main characteristics of the Constitution are: length (tends to be programmatic) and rigidity (tough to amend).

Below the Constitution source there are primary sources (international treaties, EU Directives and regulations, ordinary laws, regional laws, Decrees); secondary sources (regulations, EU decisions); tertiary sources (customary law).

THE ITALIAN CONSTITUTION AND ITS REFERENCES TO HUMAN PERSON AND EDUCATION

Basic principles Art.3

“All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions. It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country.”

Ethical and Social Rights and Duties -

- **Art. 33** *“The Republic guarantees the freedom of the arts and sciences, which may be freely taught. The Republic lays down general rules for education and establishes state schools of all branches and grades. Entities and private persons have the right to establish schools and institutions of education, at no cost to the State. The law, when setting out the rights and obligations for the non-state schools which request parity, shall ensure that these schools enjoy full liberty and offer their pupils an education and qualifications of the same standards as those afforded to pupils in state schools. State examinations are prescribed for admission to and graduation from the various branches and grades of schools and for qualification to exercise a profession. Higher education institutions, universities and academies, have the right to establish their own regulations within the limits laid down by the law.”*
- **Art. 34** *“Schools are open to everyone. Primary education, given for at least eight years, is compulsory and free of tuition. Capable and deserving pupils, including those lacking financial resources, have the right to attain the highest levels of education. The Republic renders this right effective through scholarships, allowances to families and other benefits, which shall be assigned through competitive examinations.”*

HOW IS THE LEGISLATIVE POWER DISTRIBUTED IN ITALY? WHO IS RESPONSIBLE FOR EDUCATION?

Art.117 of the Constitution establishes what are the prerogatives of the State, Regions, Provinces, Metropolitan Cities and Municipalities.

“Legislative powers shall be vested in the State and the Regions in compliance with the Constitution and with the constraints deriving from EU legislation and international obligations.” The State has exclusive legislative powers in different matters. *“Concurring legislation applies to the following subject matters:”* ... *“education, subject to the autonomy of educational institutions and with the exception of vocational education and training;”*.

Education system: The role of MIUR (Ministry of Education, University and Research):

MIUR is responsible among the others for the functions and tasks attributed to the State with regard to school education.

In 2018, MIUR has published [guidelines with a focus on transversal skills and orientation](#).

In paragraph 3 *“It is necessary to strengthen the central role of the student in the educational activity, to improve the collaboration with the territorial context and to set up effective learning paths, oriented to integrate the founding nucleus of the teachings together with the development of transversal or personal skills, commonly indicated in the school and in the labour market as soft-skills. The school, as fundamental actor of the educational community, has to develop for this reason, an integrated educational action, aimed at promoting and fostering the connections between learnings in formal, informal and non formal context, enhancing the emotional and relational side as substantial part of the formation process, through which learning, participating, communicating, socializing, sharing, experiencing and discovering are fundamental elements of the educational process, providing the development of key competence for lifelong learning. The acquisition of transversal competences allows the student to enrich its own personal asset with a set of knowledge, abilities and attitudes that allows to assume correct behaviours in different context, from the most simple to the most difficult.”*

Learning approach and methodology & Certification of Competences: according to the different levels of the Italian education system (Primary and secondary lower and upper school) the related sources were analysed according to the learning approach and methodology and the Certification of Competence system.

PRIMARY EDUCATION:

Learning approach and methodology

- 1) Ministerial Decree 16 November 2012, no. 254 (curriculum national indication) -> [National guidelines and new scenarios - 2018](#)

The document is already transposing the EU Recommendations and the Council of Europe Indications on the 8 key competences but from now on the necessity of a specific and detailed re-reading of the 2012 Indications with a view to a development of competences focused into active citizenship and sustainability (more specifically the document transposes the new 2030 UN Agenda Goals).

Law 20 August 2019 no.93 “Introduction of civic education in the education system”: a new subject of study is introduced with tre macro areas: 1)Constitution, law and solidarity; 2) sustainable development 3) digital citizenship.

Certification of Competences

- 1) Law 13 July 2015, n0. 107 (“Buona scuola” - system education reform, students evaluation reform)
- 2) Legislative Decree 13 April 2017, no. 62 (specific dispositions on the students evaluation)

See Art. 9 “*Certificazione delle competenze nel primo ciclo*” - comma 3. “*The national models for the certification of the competences are enacted with Ministry of Education Decree, University and Research on the basis of the following principles:*

....

d) valorization of potential relevant competences developed also in non formal and informal contexts

- 3) Ministerial Decree 3 October 2017, no. 741 (final State evaluation reform - first cycle)
- 4) [D.M. 3 ottobre 2017, n. 742 \(certification of competences model\)](#)

There is a box within the document dedicated to the description of the competence acquired in a non formal or extra-curricular context by the students.

- 5) Ministerial Order 4 December 2020 no.172 - [attachment: evaluation of learnings primary school](#)

SECONDARY EDUCATION:

Lower level:

Learning approach and methodologies:

- 1) Ministerial Decree 16 November 2012, no. 254 (curriculum national indication)

Certification of the competences:

- 1) Law 13 July 2015, no. 107 ("Buona scuola" - system education reform, students evaluation reform)
- 2) Legislative Decree 13 April 2017, no. 62 (specific dispositions on the students evaluation - evaluation and certification of competences - first cycle of education and State exams)
- 3) Ministerial Decree 3 October 2017, no. 741 (final State evaluation reform - first cycle)
- 4) [D.M. 3 ottobre 2017, n. 742 \(certification of competences model\)](#)
- 5) Ministerial Order 4 December 2020 no.172 - [attachment: evaluation of learnings primary school](#)

Upper level:

Learning approach and methodology:

- 1) Law 13 July 2015, no. 107 (so-called "Buona scuola" - system education reform, students evaluation reform)

Art.7 *"learning outcomes identified as priority from the following:"*: ...

comma d) *development of competences in the field of active and democratic citizenship through the valorization of intercultural and peace education, the respect of differences and the dialogue between cultures, the support of the acceptance of responsibility, the solidarity, the care of common goods and the awareness about rights and duties;"*

Art.23 *"to support and to promote, in the broader context of [lifelong learning](#), ... , the implementation of new organizational and educational structure, to improve the education level of the adults and to empower the key competences for lifelong learning."*

Art.28 *"Secondary schools (upper level) introduce optional courses ... are part of the student path and are entered into the curriculum of the student that identifies a profile by associating it to a digital identity and collects data useful also for the orientation and access to labour market, related to the path of study, acquired competences, eventual choice of optional teachings, educational experiences also in the context of the (so-called) alternance school-labour and cultural, artistic, musical, sport, volunteering activities, carried out in an extracurricular context."*

Certification of competences:

- 1) Legislative Decree 13 April 2017, no. 62 (specific dispositions on the students evaluation - evaluation and certification of competences - first cycle of education and State exams)

Purpose and object (of the final State exam - secondary upper school) Art.12 comma2 "In relation to the educational, cultural and professional profile specific of every field of studies, the State exam takes into account also the participation in activities of school-labour alternance, the development of digital competences and the student path..."

- 2) Law 13 July 2015, no. 107 (so-called "Buona scuola" - system education reform, students evaluation reform)

REGIONAL EDUCATION POLICY

Districts have exclusive legislative power on the vocational and educational system (VET). For the rest every district has a concurrent legislative competence.

VET are three/four-year courses of vocational education and training (VET) aimed at students who have successfully completed the first cycle of education. It is an alternative to upper secondary school.

The main district competences can be further delegated to Provinces and Municipalities according to a trend whereby the districts are increasingly responsible for the policy orientation, programming and monitoring districts and less and less for the management.

LOCAL EDUCATION POLICY

Provinces are responsible for education, limited to secondary upper school. Since 2015 the provinces have been transformed into second level institutional bodies and ten “Metropolitan Cities” have been formed. (law 56/2014)

Municipalities act on their own competence and by proxy the districts or provinces. Municipalities have specific tasks for the operation of pre-primary, primary and secondary lower level of education. In particular, they ensure the realization, provision and extraordinary maintenance of the school buildings. Furthermore, they are responsible for the delivery of services such as the home to school local transportation, free or reduced price food service according to the family economic conditions, concession of vouchers for purchase of textbooks or other subsidies. This subject is regulated by state and district laws. Furthermore, the Municipalities are responsible for the establishment, aggregation, fusion and suppression of schools and educational network organization plans according to their level of competence.

OTHER EDUCATION FRAMEWORKS OR ALTERNATIVE / EXPERIMENTAL INITIATIVES

Art.33 of the Italian Constitution allows organizations and private entities to establish schools and educational institutions. These schools, defined as non-state schools can be:

- Equivalent schools
- non equivalent schools
- foreign schools

Examples of alternative approaches to education:

- Montessori method
- Waldorf education
- “Scuola senza zaino” - “school without school backpack”
- Libertarian school
- “Scuola nel bosco” - “School in the Woods”.

SCHOOL POLICY EXAMPLES – PRIMARY

Name of school	
	1) Istituto Comprensivo “Antonio Bergamas” - Trieste - Primary “Duca d’Aosta”
	2) Istituto Comprensivo “Sorelle Agazzi” - Milano - Pre-Primary, Primary and Secondary School

<p>General education policy</p>	<p>The “Three Year Educational Offer Plan” is the key document that expresses the cultural and project-oriented school identity and the curricular, extracurricular, educational and organizational planning, integrated by strengthening actions and project activities.</p> <p>This document is prepared and approved on the basis of different factors such as the socio-economic and cultural context in which the school operates; the material, financial, instrumental and human resource at the disposal of the school; purposes and recommendations collected among the users and the local community; the reception of new national guidelines...</p> <p>The document is structured as following:</p> <ul style="list-style-type: none"> • Context and needs analysis • Strategy plan • Educational offer / curriculum • Organization plan • Monitoring, evaluation and accountability <p>Usually it also contains sections about competencies, evaluation of the pupils, extracurricular activities.</p>
<p>School curriculum and pupil achievement targets</p>	<p>1)TPOF 2019-2022</p> <p>Pag.6 learning outcomes and curriculum</p> <p>5.1 PURPOSE</p> <p>The schools of the Institute aim to create a positive relational and learning climate, able to promote personal initiative and the ability to make motivated choices in order to overcome difficulties, to develop and enhance their skills and aptitudes.</p> <p>It is therefore important for pupils to recognise the positive value of the things they already know how to do (e.g. when they enter primary school) and for them to recognise the value of the skills they already have.</p> <p>The pupil will be guided in his journey to reflect on:</p> <p>What can I do? Where do I want to go? What am I doing to get there? Where have I got to?</p> <p>The educational objectives that the schools of the Institute have set as a priority are common to all schools and are transversal to each field of experience and each school subject.</p> <p>They are formulated with regard to identity, autonomy, sociality and the cognitive development of knowledge, which are the main pillars of the educational process. The cognitive development of knowledge, which are the cornerstones of each child's learning process, as well as orientation, removal of social obstacles, environmental education and intercultural education.</p> <p>Identity: to know oneself also in relation to one's abilities, interests,limits; acquiring tools to manage emotional and intellectual states; reflecting on one's own experiences; deciphering, recognising and evaluating information and stimuli; learning to take responsibility; knowing how to dialogue and express one's own opinion; to respect others.</p> <p>Relations with others: accepting different opinions; knowing how to establish interpersonal relationships of collaboration, participation, solidarity; accepting, understanding and valuing the diversity of others as an enrichment.</p> <p>Autonomy: to develop the ability to choose, make decisions, reflect,carry out tasks, assume responsibility; adequately expressing emotions, feelings, needs.</p>

Orientation: expressing one's own interests; promoting one's own areas of excellence and making up for deficiencies; planning one's own future in collaboration with the school and the family.

Citizenship: knowing the Italian constitutional and administrative organisation and the essential elements of Community and international law; to reflect on one's rights and duties as a citizen, also by means of by reading articles from the International Convention on the Rights of the Child; to respect the rules of social coexistence in any context; to respect the environment

Working behavior: knowing how to participate by paying attention during lessons; intervening in a pertinent and correct manner; to make contribution in the classroom to fulfil school duties by carrying out tasks in an orderly manner, precision and regularity; to have the necessary materials; carry out tasks; respecting time and deliveries.

Cultural tools: to have cognitive curiosity; to develop the habit of reading, consulting and researching; to acquire the fundamental knowledge and skills of the various disciplines; to acquire specific languages of the various disciplines; to consolidate/recover basic knowledge and skills.

Recovery from hardship: educationally recovering children suffering physical, cultural, social restrictions and deprivation, in order to overcome discrimination on both a cultural and existential level

Environmental education: discovering the meaning and value of the environment for the physical and spiritual well-being of the person; to identify and implement forms and methods of respect, conservation and protection of the environmental spaces in which we live

Safety and health education: living the school experience with serenity and wellbeing; to facilitate harmonious growth of the personality and to establish positive interpersonal relationships.

Intercultural education: to know, recognise and accept diversity (physical, mental, cultural, racial, religious, lifestyle).

Learning outcomes:

Knowledge: self-knowledge; concepts of identity/diversity; chronological and temporal concepts; concepts of space and orientation; concepts of order and relationship; concepts of quantity and measurement; Symbolisation and communication concepts; concepts of evaluation and judgement; knowledge of languages and concepts of discipline-specific methods; knowledge of various measuring instruments.

Know-How: 1) consolidate skills: listening (capacity for attention, concentration, memory); sensory perceptual and motor skills (awareness of the bodily self as an as expression, relation, operativity; ability to structure space/time); linguistic - expressive (ability to communicate one's own thoughts clearly; understanding of the explicit and implicit meanings of the languages of the fields of experience and the disciplines ability to use, produce, rethink); logical (ability to group, order, classify, quantify, measure; ability to explore, systematise, to symbolise, relate, deduce, analyse and synthesise) instrumental (acquisition of basic instrumentality in each discipline).

2) problematising: ability to observe, evaluate, hypothesise, experiment, verify, solve.

3) use metacognitive skills: ability to reflect on one's own learning path

Knowing How to Be: have self-esteem and self-respect; have respect for others, the environment, things (collaboration, participation, solidarity; respect and care for the environment and materials); working in a group; be motivated to learn (interest and curiosity for the school experience); to control emotions (awareness of emotional states and control of negative ones); be autonomous (personal, judgemental, social autonomy); be responsible (ability to commit oneself and complete an activity); be

	<p>open to others (awareness of diversity as an asset, openness to dialogue and confrontation).</p> <p>2) TPOF 2019-2022</p> <p>https://www.icsorelleagazzi.edu.it/wp-content/uploads/2021/11/Curricolo-verticale-nov-2021.pdf</p> <p>National Indications are the basis for the ideation of the school curriculum.</p> <p>For each class and subject are defined:</p> <ol style="list-style-type: none"> 1) Objective of the assessment document 2) Objectives to monitor/evaluate in itinere 3) Achievements for the development of competences at the end of primary school cycle (only for the last class) <p>For the monitoring/evaluation in itinere of the pupils there is an evaluation grid that take into account: 1) dimensions to observe (autonomy, continuity, resources, situations); 2) how the dimensions are put into practice (rating scale from the best case to the worst)</p>
<p>Community engagement objectives</p>	<p>1) TPOF 2019-2022</p> <p>Pag.6 The school is located in the outskirts of the city adequately provided with services, in particular health and public transportation. Business presence is good as well as school services. Widespread and solid is the presence of educational facilities (community center, youth center, library)</p> <p>According to this context the project and extra-curricular activities of the school are related to: environmental education, physical education and sport, health education, reading education, artistic education, english language, active citizenship and team-work, experiential and creativity workshops</p> <p>2) Pag.5 The school is located in the outskirts of Milan. The area is inhabited by about 200.000 inhabitants. 24% of this population is foreigners. It is the second largest area in Milan by percentage of resident immigrants (especially Chinese and Latin American). Great example of self-sufficient neighborhoods today is suffering from a tendency of segregation from the city centre and nearby neighborhoods. The population from a social and cultural point of view is heterogenous and different. Social, cultural and educational institutions are poor.</p> <p>For this reason the school signed a Memorandum of Understanding with all the associations working in the neighborhood. In different extracurricular activities educators and volunteers of different associations are carrying out moments of social interaction with a collaborative attitude to fight social exclusion, emotional vulnerability and to promote interculturality. The projects are related to: reception of the pupils; reinforcement of the Italian language for second-generation migrants; orientation; school, health and psychological well-being; safety and legality; literacy.</p>

SCHOOL POLICY EXAMPLES – SECONDARY

<p>Name of school</p>	<p>Liceo Classico Linguistico Statale Francesco Petrarca - Trieste</p>
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<p>General education policy</p>	<p>The “Three Year Educational Offer Plan” is the key document that expresses the cultural and project-oriented school identity and the curricular, extracurricular, educational and organizational planning, integrated by strengthening actions and project activities.</p> <p>This document is prepared and approved on the basis of different factors such as the socio-economic and cultural context in which the school operates; the material, financial, instrumental and human resource at the disposal of the school; purposes and recommendations collected among the users and the local community; the reception of new national guidelines...</p> <p>The document is structured as following:</p> <ul style="list-style-type: none"> • Context and needs analysis • Strategy plan • Educational offer / curriculum • Organization plan • Monitoring, evaluation and accountability
<p>School curriculum and pupil achievement targets</p>	<p>TPOF 2019-2022</p> <p>The curriculum covers different areas:</p> <p>Methodological area:</p> <ol style="list-style-type: none"> 1) To acquire an autonomous and flexible method of study, which enables the students to carry out research, to achieve personal development and to continue effectively in higher studies, a natural continuation of high school, and to be able to keep up to date throughout life 2) To be aware of the diversity of methods used by the various subject areas and to be able to evaluate the criteria of reliability of the results achieved in them. 3) To be able to make the necessary interconnections between the methods and contents of the individual disciplines. <p>Logical-argumentative area:</p> <ol style="list-style-type: none"> 1) Knowing how to support one's own thesis and how to listen to and critically evaluate the arguments of others. 2) To acquire the habit of reasoning logically, identifying problems and possible solutions. 3) To be able to read and critically interpret the contents of different forms of communication. <p>Linguistic and communicative area:</p> <ol style="list-style-type: none"> 1) To fully master the Italian language and in particular: A) master writing in all its aspects, from the elementary (spelling and morphology) to the more advanced (complex syntax, accuracy and richness of vocabulary, including literary specialised vocabulary), modulating these skills according to the different contexts and purposes. B) to be able to read and understand complex texts of different kinds, grasping the implications and nuances of meaning of each one, in relation to the typology and the relative historical and cultural context C) to take care of oral expression and the ability to adapt it to different contexts. 2) To have acquired, in a modern foreign language, structures, methods and communication skills corresponding at least to level B2 of the Common European Framework of Reference.

- 3) to be able to recognise the multiple relationships and establish comparisons between the Italian language and other modern and ancient languages.
- 4) Being able to use information and communication technologies to study, research, and communicate.

Historical-humanistic area

- 1) To know the cultural assumptions and the nature of political, juridical, social and economic institutions, with particular reference to Italy and Europe and understand the rights and duties that characterise being a citizen.
- 2) To know, with reference to events, geographical contexts and the most important personalities, the history of Italy within the European and international context, from antiquity to the present day.
- 3) To use methods (spatial perspective, man-environment relations, regional synthesis), concepts (territory, region, location, scale, spatial spread, mobility, relationship, sense of place...) and tools (maps, geographic information systems, images, statistics tools) of geography for the reading of historical processes and for the analysis of contemporary society.
- 4) To know the fundamental aspects of Italian culture and literary, artistic, philosophical and religious tradition through the study of works, authors and the most significant currents of thought and acquire the necessary tools to compare them with other traditions and cultures.
- 5) To be aware of the cultural significance of the Italian archaeological, architectural and artistic heritage, its importance as a fundamental economic resource, the need to preserve it through the tools of protection and conservation.
- 6) to place scientific thought, the history of its discoveries and the development of technological inventions within the broader context of the history of ideas.
- 7) Be able to enjoy the creative expressions of the arts and the means of expression, including performance, music and the visual arts.
- 8) to know the essential and distinctive elements of the culture and civilisation of the countries whose languages are studied.

Scientific, mathematical and technological area

- 1) Understanding the specific formal language of mathematics, knowing how to use the typical procedures of mathematical thinking and knowing the fundamental contents of the theories underlying the mathematical description of reality.
- 2) To possess the fundamental contents of the physical sciences and natural sciences (chemistry, biology, earth sciences, astronomy), mastering their own procedures and methods of investigation, also in order to be able to orient themselves in the field of applied sciences.
- 3) To be able to make critical use of computer and telematic tools in study and research activities; understanding the methodological value of information technology in formalising and modelling complex processes and in identifying solution procedures.

The aim is to develop transversal competences in all disciplines by proposing interdisciplinary learning units implemented within individual Class Councils.

Community engagement objectives

The socio economic cultural context is rich and structured. The Province is characterised by a low unemployment rate even if slightly lower compared to the North East of Italy. The immigration rate is slightly superior to the national data but inferior to the North East regions. The school cooperates with the Municipality, the Region, the University, the local newspaper, health, economic and cultural institutions of the city.

The students originate mainly from secondary schools of the Province; there are also students from bordering areas and foreigners. Families actively participate in school life in a cooperative relationship with the teachers. A Parents Committee has been established to ensure cooperative work between the parents, the head teachers and the students in order to propose new activities and extracurricular projects.

The school joined the project "Human rights friendly schools" together with Amnesty International, structured in different sub-projects. Other projects are related to creativity and communication, school well-being, support to learning, valorization of excellence, foreign languages and EU opportunities, classical and scientific culture, environment, health and sport, digital citizenship, orientation, innovation of learning.

ANNEX 3: POLAND POLICY

THE NATIONAL EDUCATION SYSTEM

How is the national schooling system organised in terms of years?

- Kindergarten – 3 years
- Pre-school 0 class – 1 year
- Primary school – 8 years (change from 6 years under the previous system)
- Secondary school – the number of years vary depending on the type of school, ie. 4 year comprehensive secondary school, 5 year technical vocational school, 3 year sectoral vocational school (stage I), 2 year sectoral vocational school (stage II). This system is not however fully operational yet and will only start in the school year 2019/2020 after lower secondary schools have been completely phased out. Until then, the old structure is still in place, ie. 3 year comprehensive secondary school, 4 year technical vocational school and 3 year basic vocational school.

How is the national schooling system organised in terms of levels?

1. Kindergarten - 3 years
Kindergarten is optional for the 3, 4 and 5 year olds.
2. Pre-school - 1 year
6 year olds have to attend the so-called „0 class”. This is available both as the final year of the kindergarten cycle or the initial year of the primary school cycle. It's up to the parents to decide whether the child completes it as part of their kindergarten or school education.
3. Primary school - 8 years (a change from 6 years)
8-grade primary school from the age of 7 to 15
4. Secondary education - 4 or 5 years
Within the old structure there were two separate stages of secondary education – lower secondary education (gymnasium/ middle school - 3 years) and upper secondary education (comprehensive secondary school, technical vocational school, basic vocational school - 3, 4 and 3 years respectively). Last September, lower secondary schools started to be gradually phased out to finally disappear in the school year 2019/2020. So in practice, these types of schools still exist but will soon be gone as they are not provided for in the new education system.
5. Higher education (supervised however by the Ministry of Science and Higher Education and not by the Ministry of Education)

What is the compulsory education level (in number of years and/or in age)?

At the moment, still, full-time compulsory education lasts for 10 years and comprises the last year of pre-school education, 6 years of primary school education and 3 years of lower secondary school education. Starting 2017 a new structure of school education is being implemented in which full-time compulsory education will last for 9 years (the last year of pre-school education and 8 years of primary school education). In the Polish education system full-time compulsory education and part-time compulsory education are defined. Full-time compulsory education (obligation to attend primary and lower secondary school – old structure, and primary school – new structure) applies to pupils aged 7-16 years (7-15 in the new structure) while part-time compulsory education (obligation to be in education) concerns pupils aged 16-18 (15-18 in the new structure) and it may take place either in school settings (a student attends an upper secondary school) or in non-school settings (e.g. a student follows vocational training offered by employers). In terms of age compulsory education starts at the age of 6 and lasts until 18 years old.

The vocational education system

Vocational education in secondary school has been perceived for many years as inferior to comprehensive education and one of the most striking educational changes over the last 30 years has been a dramatic decline in enrolment in vocational schools. Especially, the trend gained momentum after the education

reform of 1999, which introduced a then new type of school – lower secondary school, the so-called gymnasium (these are being phased out now under the current reform). The unexpected result of the reform was a rapid decrease in vocational school enrolment ratio and this number remained low throughout the following years. As a consequence, between 1995 and 2015 the percentage of people with higher education raised from around 5% to 27% and the percentage of young people (19-30) with vocational education fell from 30% to 13%.

To tackle that, Poland started implementing reforms of its VET system in the school year 2012/2013. It is also being reshaped under the current reform. Now vocational education is slowly starting to regain its former position. According to statistics, in 2016 49% of students enrolled in vocational education after completing lower secondary school.

Even though the perception of VET has been strengthened and raised in the recent years, still a lower degree of esteem is being attached to this kind of career opportunities comparing to the academic path. The student profile commonly associated with VET is: low to medium achiever, often low socioeconomic status of the family, parents of same level of educational attainment.

Which are the public administration and government entities in charge of the education system?

- Central level: Ministry of National Education (general and vocational education), Ministry of Science and Higher Education (higher education), Ministry of Culture and National Heritage (artistic schools),
- Regional level (voivodeship): Central government appointed Governor (wojewoda) acting through the Superintendent of Education. A Superintendent of Education is the chief school supervision officer in the region, s/he supervises both public and non-public schools and is responsible for the implementation of the tasks defined in the School Education Act and in the regulations relevant to the particular voivodeship.
- Local level: local government units
- School level: headteacher/ director of the school, teachers' board

Other relevant information

The Polish education system is currently undergoing significant changes that were introduced in the school year 2016/2017. It is all very new so many of its aspects are still taking shape and the whole reform will only be fully completed in the school year 2022/23. Major changes have been made concerning the structure as well as the types of schools available to students, reversing the reform implemented by the previous government. At the moment, we're during a transition phase, and the two systems kind of coexist side by side as the changes are implemented gradually.

The 1999 three-level system of compulsory education was organised on the basis of:

- five years of elementary school;
- three years at lower secondary school;
- three to four years of secondary school, technical vocational school or basic vocational school.

The two-level system that will replace it comprises:

- eight years at primary school;
- four to five years at high school, technical vocational school or basic vocational school.

A student's time at vocational school will be subdivided into two stages of three years and a further two years. The new style vocational school is intended to emulate the German dual education system. This will combine students' classroom study with a minimum 50% of hands-on learning.

Lower secondary schools (gymnasium) are expected to stop enrolling new students in 2017 and to close in 2019.

The government's main arguments for the reform are:

- to provide equal educational opportunities for young people from different social backgrounds
- to address a need to extend the period of general education at high school level;
- to improve the quality of VET and make it more relevant to the labour market needs

REGIONAL EDUCATION POLICY

There is no regional education policy separate from the state one. However, in each region, there is "Kuratorium" an office in charge of school supervision appointed by the Ministry of Education.

LOCAL EDUCATION POLICY

Local communities are responsible for running schools, hiring teachers, maintaining facilities. The impact on education curriculum is very limited but municipalities can arrange additional activities, create atmosphere of openness etc.

SCHOOL POLICY EXAMPLES – SECONDARY

Name of school	5th GENERAL EDUCATIONAL Lyceum named after KS. PIOTRA ŚCIEGIENNY IN KIELCE
General education policy	<p>The school carries out the goals and tasks set out in the Education Law Act and in the regulations issued on its basis, as well as included in the Educational and Preventive Program adapted to the developmental needs of students and the needs of the local environment.</p> <p>In our school, we prepare students for active life in the modern world by shaping independence, entrepreneurship and a sense of responsibility for one's own future, and by planning and implementing one's own educational path and professional.</p>
School curriculum and pupil achievement targets	<p>Graduate of High School No. 5:</p> <ol style="list-style-type: none"> 1) is a conscious and responsible person who can plan his own future, 2) is able to make the right life choices, guided by timeless ones moral and ethical values, 3) can exist in the conditions of the new reality in Europe and the world of the 21st century, 4) acquires knowledge and skills enabling self-realization and further education, 5) skilfully uses information technology that facilitates the use of various sources of knowledge, 6) is open to others and is able to cooperate in solving problems, 7) is able to present his own point of view and takes into account the views of other people, 8) is interested in the development of the country and is prepared for a democratic life state, 9) has a sense of national identity, knows the history of his country and cares for his native ones traditions.
Community engagement objectives	<p>The school's youth is involved in and participates in many projects in the field of ecology, which aim to raise the awareness of students and residents of Kielce. They were:</p> <ol style="list-style-type: none"> 1. "Postaw na Słońce" - As part of this project, we organized one of the largest eco-events in Kielce - "Postaw na Słońce - ecological debate". The aim of the project is to disseminate knowledge about micro-installations of Renewable Energy Sources, in particular photovoltaic installations, which allow you to generate electricity on your own, for your own use. The event was open to the public and was held under the honorary patronage of the President of the City of Kielce and the City Hall of Kielce. During the implementation of this program, we concluded an inter-school art competition organized by us - "Postaw na Słońce - EkoArt", the aim of which was to create an ecological poster. We have established cooperation with SP 27 in Kielce in activities promoting the project. Effect: Raising the awareness of students and residents of Kielce about the need to use renewable energy and resignation from conventional energy sources. 2. School with a climate:

	<p>a plan of space around the school was prepared to adapt the green area to the increasingly observed climate changes. We have prepared a project that takes into account all possible eco-solutions in the functioning of our environment (anti-smog trees, permeable surfaces, retention reservoirs, anti-smog mural made with photocatalytic paint, etc.). The result was: Raising the awareness of students and residents of Kielce about the threats resulting from climate change. Indication of methods of minimizing the negative effects of progressive climate change and threatening the natural environment</p> <p>3. Norwegian and EEA funds - you know it!</p> <p>Preparing the works required students to get acquainted with the Norwegian Financial Mechanism and the Financial Mechanism of the European Economic Area (i.e. EEA Grants). We focused on the area - environmental protection. Effect: Acquainting with the possibilities of financing activities and tasks aimed at environmental protection</p> <p>A student of our school is a Councilor of the Youth City Council, whose aim is to include young people in the decision-making process that affects young people and their immediate environment, and to carry out activities to disseminate the idea of self-government among them.</p> <p>The Volunteer Circle is very active in our school, under which our volunteers are involved in helping the inhabitants of our city - we cooperate with the Hospice. st. Mother Teresa of Calcutta in Kielce, Shelter for homeless animals in Dyminy, Social Welfare Home, ul. Sobieski, the Single Mother House in Kielce, the parish of St. Józefa Robotnik - we conduct fairs during which funds are collected to help those in need, artistic performances for the residents of the estate.</p>
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SCHOOL POLICY EXAMPLES – VOCATIONAL

Name of school	The Gastronomy and Food Industry Schools Complex in Kielce
General education policy	<p>School is distinguished by cultivating typically Polish tradition as well as by modernity and innovative methods of vocational training in gastronomy. Our students occupy top places in national culinary competitions. We have created the European School Development Plan in line with European Training Strategies so we implement the global education in the school curriculum. We are dedicated to learning foreign languages, our students use the latest teaching materials and multimedia teaching equipment. We have taken part in many European projects for many years. Because of that we connect and integrate the youth in many cultures and languages.</p> <p>Moreover, the school gains extremely educational and cultural experience, promote good practices, interpersonal and cultural relations and ideas that confirm the durability of the European community.</p>
School curriculum and pupil achievement targets	<p>The school offers technical education in specialities: nutrition and catering services, waiter and food technology as well as a three-year first-degree and two-year second-degree vocational school in the specialities: confectioner, cook, waiter. Being a student of our school helps students to find a good job in a very difficult labour market not only in Kielce. Taking part in many training not only in the best gastronomy restaurants and hotels in Kielce but also participating in foreign training will enable students to transform the theoretical knowledge into practical skills. They will increase their professional and language, personal and social competence. Being the graduate of our school help students start on the European labour market.</p>
Community engagement objectives	<p>In our school we try to involve students and teaching Staff in many community project. That is why in 2019, the school again received the Open and Creative School Quality Label awarded by the European Dialogue Association.</p>

The teaching staff was awarded for the EASO Obesity Day European Day Awards in 2019 in Brussels (ZSPS -Best Public Engagement program) and the Laurel of the master of Creative Education for 2018 and 2019.

We are also awarded as a School Free of the Discrimination.

As a school, we are involved in many activities for the local community, e.g. collecting gifts for the Residential Home, visiting kennels and collecting money and useful equipment for them.

Every year we take part in "Szlachetna Paczka" or Wielka Orkiestra Świątecznej Pomocy"- the most famous and the biggest charity event in Poland.

Participating in community programme helps students feel part of a community and being responsible for the other person. It develops their social skills

ANNEX 4: SPAIN POLICY

NON-FORMAL OR EXTRACURRICULAR ACTIVITIES IN SPAIN

In Spain, who has the competence of education are the Autonomous Communities, that is, the regional governments. Therefore, they are in charge of directing as far as the Constitution allows them the educational policy. In this way, the Ministry of Education of Castilla y León promotes and allows educational innovation and good practice programs. Likewise, the Provincial Councils promote and finance the best practices in schools. We can see that from the sphere of concerted / private education there is a greater interest in best practices, an example of this are these two case studies. Many of the charter schools are Catholic and are coordinated by various regional religious organizations that advise and inform about new educational forms.

Extracurricular activities in Spain have always been defined in article 51 of the Organic Law of the Right to Education 8/1985 of July 3. This law, in turn, was modified in Organic Law 8/2013, of December 9. In both, extracurricular activities have been recognized as a right that students have to have the opportunity to enjoy them.

https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886

Spain has 17 Autonomous Communities and two autonomous cities (Ceuta and Melilla). As mentioned throughout this EXCEL, each Autonomous Community manages the educational competences of its territory and, therefore, can decide whether to follow Spanish law or go another way.

In the case of BB&R, which is located in Castilla y León, the regulations of this Autonomous Community that govern extracurricular activities is DECREE 7/2017. This law is available at the following link:

<https://bocyl.icyl.es/boletines/2017/06/05/pdf/BOCYL-D-05062017-2.pdf>

Below is a summary of the most relevant points:

Complementary school activities, extracurricular activities and complementary services will be voluntary, the participation of the students being subject to the consent of the parents or legal guardians, without there being any discrimination for the students who do not participate in them.

The extracurricular activities will not contain teachings included in the teaching program of each course, so they will not be linked to the development of the curricular contents of the areas or subjects, nor may they be subject to evaluation for the academic purposes of the students.

Those that are developed within the scope of specific programs to improve school results regulated by the Education Administration will not be considered as extracurricular activities.

In Spain, since Organic Law 5/2002 on Qualifications and Vocational Training has opened, at least in theory, the door to which any training acquired in the different educational subsystems can be validated: formal education, training occupational and continuous training. Another question is how to demonstrate the skills acquired in these processes. While the educational system has it quite easy: you only have to obtain a diploma in this system to be validated, the rest of the subsystems will have to demonstrate it to be able to be accredited, which continues to put those who are trained in these subsystems at a frank disadvantage in Spain (Herrera, 2006).

<https://www.boe.es/buscar/act.php?id=BOE-A-2002-12018>

Nevertheless, there is not really a General policy on how formal education or schools must approach non-formal education or activities. At least not in school, because everything is focus in non-university education. Non-formal education inside formal education is very linked with environmental education or socio-cultural animation. At the same time, non-formal education may be more present in extracurricular activities or subjects where students decide whether they want to take them or not, or which one to join (in case they have several options).

The Recognize Network (Red Reconoce) is a state network of organisations including public administrations, companies and youth and volunteer organisations that promote the recognition of skills

acquire in non-formal education activities to promote employability. This initiative is more linked with grass-root participation in volunteer activities that can promote youth employability, recognising and valuing the capacities and competencies develop. Despite the fact that the schools are not obligated to take into account this and that maybe is more focused in young adults, It is an initiative that is gaining ground and that is becoming more and more widely used. It is like a Spanish YouthPass. Its website is: <https://reconoce.org>

NON-FORMAL OR EXTRACURRICULAR ACTIVITIES IN CASTILLA Y LEÓN (REGIONAL LEVEL)

Free exam preparation programs for obtaining the graduate in E.S.O. (secondary education)

A program that is aimed at people over 18 years of age to directly obtain the E.S.O. degree. The program is limited to 400 hours, 12 hours per week. Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access. The program is divided into three areas of knowledge: communication, social, and scientific-technological.

Preparation programs for entrance exams in Ciclo Formativo de Grado Medio

A program that is aimed at people over 18 years of age to prepare the Ciclo Formativo de Grado Medio entrance exam (professional education, foundational courses). Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access.

Preparation programs for entrance exams in Ciclo Formativo de Grado Superior

A program that is aimed at people over 18 years of age to prepare the Ciclo Formativo de Grado Superior entrance exam (professional education, higher level courses). Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access.

University entrance exam preparation programs for people over 25 and over 45

A program that is aimed at people over 25 and over 45 to prepare the University entrance exam. The program is limited to 400 hours, 12 hours per week. Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access.

Programs for the development and reinforcement of basic competencies

A program that is aimed at people over 18 years of age. Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access. These programs are aimed at developing and reinforcing the following basic skills:

- Linguistic skills in the Spanish language.
- Linguistic skills in a foreign language.
- Mathematical skills.
- Scientific and technological skills.
- Digital skills and in the treatment of information.
- Social and civic skills and Cultural and artistic competence.

Programs for the acquisition and development of professional skills

These programs contribute to the acquisition and development of professional skills. They are taught in the authorized workshop classrooms of the specific adult education centres. A program that is aimed at people over 18 years of age. Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access.

Exam preparation programs for the Técnico y Técnico Superior de Formación Profesional degree

A program that is aimed at people over 18 years of age to obtain the Técnico y Técnico Superior de Formación Profesional (professional education, foundational and higher level) degree. The program is limited to 400 hours, 12 hours per week. Those over 16 years of age who have a work contract (that do not allow them to go to educational centres under the ordinary regime) and high-performance athletes will also be able to access.

SCHOOL POLICIES AND ACTIVITIES

CEIP Filiberto Villalobos Salamanca

Library, Directed Study, "Activity" (Art + English), Football and Basketball School by Danone, Ping Pong, Robotics.

CEIP Rufino Blanco

Football, Chorus, Basketball, Atletism, Scouts, Gymnastics workshops, Skating

Colegio Amor de Dios Salamanca

Singapore Maths: The reason is that students end up knowing how to solve problems because they really understand the concepts and their interrelationship on a deeper level and they are not just learning them to pass an exam. The method is the use of drawing diagrams to represent the concepts which allows to easily find a solution that would be reached through equations with several variables using the traditional methodology

Colegio San Juan Bosco

Robotics Workshop, Digital Skills (Ms Office), Singapore Maths, Languages, Introduction to Music, Sports, Plastic Arts

Colegio Calasanz

Computer science and typing, Modern Dancing, Music School, Scouts, Chess game

OTHER INITIATIVES

Gamification in Early Childhood Education.

A gamified educational proposal to promote the development of multiple intelligences

Author: Raquel Yagüe Medrano (University of Valladolid)

This Final Degree Project is aimed at introducing gamification and the theory of multiple intelligences of Howard Gardner's as innovative teaching-learning strategies that are becoming increasingly relevant in the field of education. This way, it can be seen as powerful methodologies to both foster students' motivation and the development of meaningful competences and skills in childhood education. Firstly, we conceptualize gamification as a methodology with emphasis in its main characteristics in comparison to Game Based Learning approach and we briefly described each one of the eight intelligences defined by Gardner providing some strategies that teachers can integrate in their teaching practices to contribute to the development of the full range of intelligences. Furthermore, we analyze several educational experiences related to gamification and the development of multiple intelligences that were carried out in Childhood and Primary Education settings. The analysis carried out in the state of the art of this final project degree allowed us to design a didactical proposal aimed at fostering different areas related to the eight intelligences in a creative and motivational way for the students through gamification. Finally, we described the final conclusions derived from this work and we pointed out different limitations derived from the present work.

Create the car of the future to promote robotics

Author: Colegio Salesiano Hermano Gárate (Ciudad Real), and has been promoted by the teacher Carlos García Turrillo.

The aim of the project is for students to build a model car and as a team using geometric bodies and with the use of renewable energy. The initiative has been developed in three phases and concepts of Geometry, Natural Science, Language and Robotics have been worked on.

Yo sé resolver problemas con Ecuaciones: Matemáticas en video

(I can solve problems with Equations: Mathematics on video)

Author: Professor Ignacio Santa-María, Colegio Heidelberg (Las Palmas de Gran Canaria)

The project Yo sé resolver problemas con Ecuaciones: Matemáticas en vídeo consisted of the students recording on video the explanation of a problem with equations. Subsequently, the students uploaded the recording to Google Classroom and, after review by the teacher, they were assigned a grade. The evaluation was carried out using criteria and using ICT. As part of the project, a website has been created as a problem bank so that students can consult it.

Educación Física a través de Fortnite EF

(Physical Education through Fortnite videogame)

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Adapting some of the objectives and strategies of the Fortnite video game to the contents of Physical Education, this initiative works with the students different conditions of the video game in real life. In this way, students learn values such as generosity, fair play, respect, or creativity while practicing healthy habits and communication skills.

ANNEX 5: UK POLICY

ENGLAND OFSTED SCHOOL INSPECTION FRAMEWORK 2021

In the UK, education policy is devolved to the separate Administrations in Wales, Scotland and Northern Ireland. There are significant differences between the education systems in these countries. The UK Government is only responsible for education in England.

In England, the laws governing education are the Education Acts. These are Acts of Parliament (primary legislation) which have developed cumulatively over the past 200 years, starting from the Education Act of 1833 and culminating most recently in the Education Act of 2011. There are frequent amendments in secondary legislation.

For practical purposes including the introduction of non-formal activities such as Time for Tea into schools, it is more useful to look at the OFSTED school inspection framework, which sets out the expected standards across the whole range of school activities and responsibilities. These are the standards against which schools are measured. Any teacher wishing to start a new activity will normally make sure that it supports the achievement of the relevant OFSTED objectives, so that there will be a positive reason for the school director or principal to approve it.

The following sections from the OFSTED Framework are relevant to non-formal education in state and private schools.

STATE SCHOOLS

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Grade descriptors for personal development

Outstanding (1)

In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good (2)

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Requires improvement (3)

- Personal development in the school is not good.

Inadequate (4)

Personal development is likely to be inadequate if any one of the following applies.

- A significant minority of pupils do not receive a wide, rich set of experiences.
- Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
- Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.
- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.

- Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.
- Pupils are unprepared for life in modern Britain.

INDEPENDENT SCHOOLS

Personal development

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils. Where usual opportunities have been disrupted by the pandemic, inspectors will look at whether the school has found alternative approaches to providing a rich range of personal development opportunities.

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education (RSE)
- providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
 - unbiased careers advice
 - experience of work, and
 - contact with employers
 - to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Inspectors will assess a school's entire provision, including any specialist provision offered, when reaching a judgement about personal development.

Spiritual, moral, social and cultural development

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise), and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The DfE has published ‘The independent school standards: guidance for independent schools’. This includes previously published non-statutory advice to help schools understand their obligations relating to a school’s provision for pupils’ spiritual, moral, social and cultural development.

Sources of evidence specific to personal development

Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils’ character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils’ understanding of the protected characteristics and how equality and diversity are promoted (see the guidance ‘Inspecting teaching of the protected characteristics’)
- the quality of careers information, education, advice and guidance and how well it benefits pupils in choosing and deciding on their next steps

Grade descriptors for personal development

In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

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- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
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- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law, and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training by providing unbiased information to all about potential next steps and high-quality careers advice and guidance.

Requires improvement (3)

- Personal development in the school is not good.

Inadequate (4)

Personal development is likely to be inadequate if any one of the following applies.

- A significant minority of pupils do not receive a wide, rich set of experiences.
- Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
- Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.
- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.
- Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.
- Pupils are unprepared for life in modern Britain.

ANNEX 6: CASE STUDIES

Case study 1	Example of a non-formal or extracurricular activity
Name of school	Istituto Comprensivo “Antonio Bergamas” - Trieste - Primary “Duca d’Aosta”, Italy
Type of activity and short description	<p>ABITARE IL FUTURO - I BAMBINI E I RAGAZZI PER IL FUTURO INHABIT THE FUTURE - CHILDREN AND YOUNGSTERS FOR THE FUTURE</p> <p>The project promotes a culture of research and curiosity within cities through a path of co-planning initiative that involves children and youngsters from schools, teachers and architects.</p> <p>The aim of the project was to bring inside the schools the culture of quality architecture, project design and the importance of architecture as common good. Furthermore it was implemented for the necessity to start a research path in which children and youngsters as citizens, users active subjects in the cities and important for the urban planning of the future.</p> <p>Methodology and activities:</p> <p>Outdoor activities, workshops</p> <ul style="list-style-type: none"> - Words and images maps (cities and identity) - Observation, experimentation, interaction - Reflection: strengths and weaknesses of the public space - New ideas, purposes - Communication - Implementation of the ideas - dissemination
How did they get approval?	The project idea was presented to the National Council of the Italian Architects on the occasion of the 8th National Congress in 2018. It was realized in cooperation with REGGIO Children Foundation - Centro Loris Malaguzzi.
Impact on students and other	<p>In the last two years It involved more than 200 architects, 2000 among children and youngsters and 100 schools.</p> <p>In 2019 the results of the research conducted by children and youngsters, teachers, tutors/architects were finalized with an exhibition. 89 classes joined the event.</p> <p>http://www.awn.it/images/Artivoli%20vari/Abitare%20il%20Paese/AIP%20I%20edizione/rev.AIP1_VOL2 Esperienze completo compressed.pdf</p>
Quotes from teachers and students	See weblink
Photos or web links	<p>http://www.awn.it/pubblicazioni-main/abitare-il-paese</p> <p>https://www.frchildren.org/it/ricerca/progetti/abitare-il-paese</p> <p>http://www.awn.it/images/Artivoli%20vari/Abitare%20il%20Paese/AIP%20II%20edizione/Trieste_AIP_II.pdf</p>

Case study 2	Example of a non-formal or extracurricular activity
Name of school	Istituto Comprensivo "Antonio Bergamas" - Trieste - Primary "Duca d'Aosta", Italy
Type of activity and short description	<p>LE BUONE ABITUDINI - GOOD HABITS</p> <p>Despar is an important consortium that operates in the field of food distribution. The project was born in 2006 and is part of the "Despar Health Project" to promote health and healthy food culture.</p> <p>It is a complete educational cycle and it consists of: training for teachers, learning paths for pupils with laboratories and theatrical workshops, meetings with experts, dissemination moments.</p> <p>In the learning path children are the active subject. They deepen and put into practice at school and home what they learn through experiential activities to promote a healthy diet.</p> <p>The project builds a bridge between schools and families to raise awareness among the children about the importance of a healthy life.</p>
How did they get approval?	The project is an initiative promoted by Despar totally free of charge.
Impact on students and other	<p>The project involved more than 7600 pupils, 275 schools, and 100 municipalities. The children had fun and they realized a final theatrical representation written by themselves to convince other children to taste fruits and vegetables.</p> <p>https://www.lebuoneabitudini.despar.it/app/uploads/2020/01/LBA_report_20182019.pdf</p>
Quotes from teachers and students	See weblink
Photos or web links	<p>https://www.lebuoneabitudini.despar.it/descrizione-programma/</p> <p>https://www.lebuoneabitudini.despar.it/esperienza-nelle-scuole/</p> <p>https://www.lebuoneabitudini.despar.it/foto-e-video/</p>

Case study 3	Example of a non-formal or extracurricular activity
Name of school	Istituto Comprensivo "Sorelle Agazzi" - Milano - Pre-Primary, Primary and Secondary School, Italy
Type of activity and short description	<p>LA MIA SCUOLA E' DIFFERENTE - MY SCHOOL IS DIFFERENT</p> <p>It is a project with a focus on children and youngsters (5-14 years old) and aims to enrich the educational offer for three cities in Northern Italy. The issue of periphery areas is the object of attention for the local and national policies. It is also an opportunity to consider some issues such as migrations, not a problem but an opportunity.</p> <p>The project intervenes on 16 school partners reaching about 4200 children and youngsters. It offers them an additional learning path that also involves families,</p>

	<p>teachers, non-profit organizations and associations. The project partners are 24 among which there is also CELIM Ngo.</p> <p>CELIM Ngo is working with “Sorelle Agazzi School” and is in charge of three sub-projects. The first is “La mia scuola non va in vacanza” (“My school does not go on vacation”): learning campus are organized where the children can also have fun with science and technology and, at the same time, a support to the families is offered during the suspension of the lessons; the second is “Laboratori di scuola aperta” (“Open school laboratories”) that offer open extracurricular activities to the neighborhood; the third “Risorse di famiglia” (“Family resources”): support to families and pupils with difficulties to find opportunities for growth.</p>
How did they get approval?	«La Mia Scuola è Differente!» was selected from “Con i Bambini” in the framework of the call for proposals of the fund to counter minors' educational poverty. The duration of the project is three years (2019-2022).
Impact on students and other	<p>Neighbourhoods (and schools) involved in the project: Data, Bicocca, Niguarda, Comasina, Bovisasca (Milan); Spina 3 and Centro (Turin); Stanga, Forcellini, Camin (Padova)</p> <p>https://www.coopdiapason.it/wp-content/uploads/2021/06/Report-2-anno-lmsd.pdf</p> <p>“Risorse di famiglia” was a fundamental action to meet the needs that emerged during the pandemic.</p> <p>“La mia scuola non va in vacanza” was the first action that took place in presence during the pandemic period. It represented an opportunity for a return to “normality” for the children and also an opportunity to become familiar with social distancing measures.</p> <p>“Laboratori di scuola aperta” was an opportunity to develop cognitive skills and others and an occasion to socialize.</p>
Quotes from teachers and students	/
Photos or web links	<p>https://percorsiconibambini.it/scuoladifferente/scheda-progetto/</p> <p>https://www.facebook.com/ScuolaDifferenteMilano/</p>

Case study 4	Example of a non-formal or extracurricular activity
Name of school	Various schools (Italy)
Type of activity and short description	<p>TRENO DELLA MEMORIA - TRAIN OF MEMORY</p> <p>Treno della Memoria is a learning and cultural path. It mainly consists of a visit to concentration camps in Poland to strengthen remembrance. but it is also a network made by young active citizens. It is a project of non-formal education that develops an educational strategy that aims to activate a natural process for the horizontal transmission of knowledge, experience and emotions in a perspective of cooperation, respect and solidarity.</p> <p>Each group is accompanied by two or more educators with which pre-departure activities are carried out. It is a combination of both non-formal activities and formal education. Forms of creative and artistic expression are encouraged. The learning path goes beyond the trip to Poland but it continues once the participants come back. In fact other dissemination activities are realized together with the local community of reference.</p>

	The entire learning path is certificated by a scientific Committee by Associazione Treno della Memoria, which includes university professors, researchers and trainers.
How did they get approval?	The school cooperates together with social cooperatives as for example “Tempo per l’Infanzia” and its community youth center “Tempo per il barrio”. The organization is involved in the promotion of the projects among schools. The project is the result of a Convention signed by all the parties involved in the project: schools, NGOs and the Municipality of Milan.
Impact on students and other	The project started in 2005 and so far more than 25.000 students have been involved all over Italy.
Quotes from teachers and students	/
Photos or web links	http://www.trenodellamemoria.it/ https://www.facebook.com/trenomemoria

Case study 5	Example of a non-formal or extracurricular activity
Name of school	Liceo Classico Linguistico Statale Francesco Petrarca Trieste, Italy
Type of activity and short description	<p>“Start the change! ” is a project aimed to raise European citizens’ awareness of the importance of a joint effort to contribute to ending poverty, protecting the planet and ensuring peace and prosperity for all, as stated in the Sustainable Development Goals by the United Nations.</p> <p>Start the Change aims to:</p> <ul style="list-style-type: none"> – propose a replicable educational model to increase the engagement of students and young people within their communities; – give to young people tools to face contemporary world challenges and to actively engage themselves on migration and development issues, starting from their practical experiences; – strengthen networks among schools, organisations and local authorities.” <p>Methodology:</p> <ul style="list-style-type: none"> - Peer to peer approach - Workshops on Agenda 2030 SDGs - Story telling - ICT for global learning
How did they get approval?	<p>The project is a three-year project for the education of global citizenship and it is co-funded by the European Commission involving 15 NGOs among 12 EU countries.</p> <p>The Italian partners are NGOs involved in the field of international cooperation: ProgettoMondo MlaI, CISV, Amnesty International Italia and Amici dei Popoli.</p>

Impact on students and other	The project has involved more than 26.400 youngsters (15-24 years old) and 1.300 between teachers and educators
Quotes from teachers and students	/
Photos or web links	https://www.startthechange.eu/ https://www.facebook.com/StartTheChangeProject/photos

Case study 6	Example of a non-formal or extracurricular activity
Name of school	Community projects in ZDZ VET School of Kielce, Poland
Type of activity and short description	<p>There is a student volunteer centre set up by students themselves. The volunteers get actively involved in many charity initiatives in and around the city of Kielce, eg. Christmas/ Easter food drives, the World Day of the Sick - student voluntary service at a hospice, books and school supplies collection for Africa, volunteering at an animal shelter etc. Most of these initiatives are implemented during summer or winter holidays so they do require quite a lot of determination and engagement on the part of the students. On the other hand, they are very rewarding – the students emphasize that being part of the volunteer centre makes them feel needed and important.</p> <p>Another school organization that brings together school philanthropists is the School Blood Donation Centre which is responsible for blood donation actions directed to students, teachers and members of the public. The actions are very effective, only last year the volunteers managed to collect over 20 litres of blood. The initiative is managed solely by students who are supported by two administrative staff members.</p> <p>Another initiative that is worth mentioning here is an international project implemented under the ESF programme called “A youth social and cultural animator for the elderly”. Earlier this year a group of students completed an innovative, pilot course for a social and cultural animator for the elderly and then went on to work in a nursing home. It turned out to be a huge success as the students, some of whom had been difficult to manage and caused discipline problems at school, got extremely involved in their work, showed huge amounts of empathy and sensitivity towards seniors and turned out to be great carers. This again confirmed that the sense of being needed and appreciated is a huge motivation to the students.</p>
How did they get approval?	By the headmaster.
Impact on students and other	<p>Competencies gained:</p> <ul style="list-style-type: none"> Sense of initiative Self Confidence Responsibility for the Community <p>Impact on the community:</p> <p>Various activities for the community.</p>
Quotes from teachers and students	/
Photos or web links	https://szkoly.zdz.kielce.pl/aktualnosci-szkoly-dla-mlodziezy/273-podziekowanie-dla-wolontariuszy.html

Case study 7	Example of a non-formal or extracurricular activity
Name of school	Zespół Szkoły Podstawowej nr2 i przedszkola w Zagnańsku, Poland
Type of activity and short description	Extracurricular programmes connected with developing mainly students' language and social skills are introduced every year. The students have been taking part in Erasmus plus program and English Teaching program for many years. They communicate in English, take part in international meetings both online and in person. Students are divided into advanced groups that they learn higher level of English on extra lessons every week as well. They meet international volunteers thanks to a cooperation with Regionalne Centrum Wolontariatu in Kielce. The students have opportunity to talk to them both online and in person.
How did they get approval?	The English Teaching Program was founded and got approval by the <u>Polish-American Freedom Foundation</u> and the <u>Nidzica Development Foundation "NIDA"</u> Erasmus plus programs that have been at school from several years got a grant from EU (National Agency). Nowadays we are doing two Erasmus plus programs.
Impact on students and other	English Teaching program develops language skills among children and teenagers from rural areas and small towns. By taking part in a number of activities organized as part of the English Teaching Program, those children will develop their knowledge of English, gain self-confidence and overcome barriers. The same competences students can learn through Erasmus plus. They can also have possibilities to take part in international meetings and get to know new culture, make new friends and improve their English skills. The program also gives opportunity to improve learning and English skills among the teachers who have taken part in Erasmus plus projects.
Quotes from teachers and students	Both teachers and students are very pleased and they can't wait to meet the next program. Comenius and Erasmus programmes have always been a big opportunity to our staff and children to do something exciting and wonderful. All the activities that we have learnt still are used and put into practise. All statements are written in our Comenius and school chronicles. There are some quotes from international guests who have visited us during organised mobilities as well.
Photos or web links	https://zszagnansk.edupage.org/

Case study 8	Example of a non-formal or extracurricular activity
Name of school	John Paul II Primary School No. 23 in Kielce, Poland
Type of activity and short description	For several years, Primary School No. 23 has been taking part in the Szlachetna Paczka campaign. Students of all grades, teachers, parents as well as the local community run this volunteer extracurricular initiative. After a thorough consideration of candidates in need of help, a family is chosen, and call for collection of necessary items is issued. Information about the donations is posted at the school and on the school's website. Once all donations are received, students participate in sorting and wrapping donated gifts and deliver them to chosen family just in time for Christmas. In 2021, money was also collected to purchase winter heating fuel for this family.
How did they get approval?	Running the Szlachetna Paczka campaign is always positively received by students, teachers, parents and the local community. Everyone contributes by donating gifts, a collection of money is also organized among teachers and school employees to buy additional necessary items. Every year the campaign is supported financially by the local parish. Financial or in-kind assistance is also sought and support often received from the local business community.
Impact on students and other	These actions taken by our school students teach them to help other, often share what they have; the students further learn to be compassionate and empathetic towards needs of other people. They realize the value of volunteering and develop

	social competences and teamwork skills. Working together, preparing packages and making necessary purchases is an enjoyable way of spending time together after class.
Quotes from teachers and students	<p>"If it makes another person happy, it means that helping is worthwhile."</p> <p>"Holidays are a magical time for everyone"</p> <p>"We are Santas, with gifts that someone is waiting for. (student)"</p> <p>"The slogan "I like people" is like a magnet to join the action."</p>
Photos or web links	<p>http://sp23.kielce.eu/aktualnosci-strona-glowna-galeria/17122021/final-akcji-szlachetna-paczka</p> <p>http://sp23.kielce.eu/aktualnosci-strona-glowna/15122020/final-akcji-szlachetna-paczka</p>

Case study 9	Example of a non-formal or extracurricular activity
Name of school	Colegio La Merced y San Francisco Javier Jesuitas, Burgos, Spain
Type of activity and short description	<p>Entre homínidos anda el juego - Games with apes</p> <p>PBL, cooperative work, gamification, learning by competencies, multiple intelligences, peer tutoring, metacognition, use of ICTs and role playing.</p> <p>6 hours per week divided between Tuesdays and Fridays, in two blocks of 3 hours in a row, and always with two teachers in the classroom. Total: 51 teaching hours of the second term.</p>
How did they get approval?	Link to school objectives and policy. The five stages of Prehistory seen from the field of Plastic Education, the Spanish Language and Social Sciences (bilingual and non-bilingual). Interdisciplinary and collaborative project.
Impact on students and other	<p>Despite initial reluctance from many of the students and families, the project has been a success. The evaluations made by the students have been mostly positive and they have shown both their appreciation for being able to learn so much and in such an enjoyable way, as well as their desire to return to work using these methodologies in the not too distant future. The families point out that they have returned home excited, talking non-stop about the activities, the challenges, the rewards, the difficulties, why not, that there has also been a good portion of troubles that, however, they have managed to solve with surprising maturity.</p> <p>Yes, we can say, without fear of being wrong, that with these methodologies we are making people more competent, creative, aware, compassionate and committed to the change that society demands and deserves" (Rosa María Martín Rodríguez, article director, 2019).</p>
Quotes from teachers and students	/
Photos or web links	<p>http://www.trenodellamemoria.it/</p> <p>https://www.facebook.com/trenomemoria</p>

Case study 10	Example of a non-formal or extracurricular activity
Name of school	Colegio La Milagrosa, Salamanca, Spain
Type of activity and short description	<p>Via Litterae (touristic routes in the City of Salamanca with digital support) Cooperative learning, gamification, learning landscapes, learning – services 18 weeks duration</p> <p>It is a proposal that addresses 3rd and 4th course of Literature in High School through active methodologies, such as service-learning, gamification and digital platforms. A digital narrative and a fictional plot structure guide the work of the 37 students in cooperative groups towards the creation of a final product: a digital map of literary tourist routes through the city of Salamanca that contributes to the enhancement of the literary facet of a World Heritage City such as Salamanca.</p>
How did they get approval?	<p>The director of the school was persuaded through the following arguments:</p> <p>Since the final product that would be generated would serve to publicize and value the importance of the school beyond the school, building an authentic learning community.</p> <p>It would help to weave a network of alliances and collaborations between the school, its environment and its administrations or services.</p> <p>It was an opportunity for personal and professional growth for the teacher as it will pose new didactic challenges by renewing their energy and teaching vocation.</p>
Impact on students and other	<p>The initiative was made available to the Department of Education and Tourism of the Salamanca City Council, as well as to the Salamanca City of Knowledge Foundation for its dissemination among the different users - tourists, visitors, educational centers, associations and local groups linked to tourism and culture (thus meeting a tourist demand for which until now there was no institutional response).</p> <p>The agents involved in the project: more than thirty professors from the University of Salamanca responded to the emails sent by the students, we had three visits from professionals in the field of education and tourism, the visit to the Provincial Historical Archive, the support of the Salamanca City of Knowledge Foundation and the support of the Salamanca City Council's Department of Tourism and Education were key to the development of the project.</p> <p>Cooperative learning: students form heterogeneous cooperative groups and work together and collaboratively thanks to the Google Suite environment, sharing folders and documents on Google Drive. It was exciting to see how the 37 students worked at the same time on a collaborative spreadsheet, turning the results of their investigations (which combined the search for information, reading and subsequent analysis, sending emails and even phone calls, into a complete fieldwork) and see how that great puzzle came to life in real time. It should be noted that cooperative learning has been implemented in our school for seven years and students are used to the use of roles and social and communication skills, which greatly favors work dynamics.</p> <p>Gamification: the fantastic narrative on which it is articulated invites students to overcome challenges that will allow them to climb within the Secret Order of Via Litterae - from "apprentice" to "grand master" - and receive rewards that will provide them, starting of their qualifications, badges with which to earn special powers in Classcraft, a platform in which their progress is made more dynamic through different scenarios and missions with a role-playing game interface.</p>
Quotes from teachers and students	/

Case study 11	Example of a non-formal or extracurricular activity
Name of school	COLEGIO VIRGEN DE LA ROSA, Burgos, Spain
Type of activity and short description	<p>Ready to innovate: Maths&Sports4all</p> <p>Its main objective is to develop a toolkit for students between 6 and 11 years old to learn, expand and reinforce mathematics content through physical education by training teachers in this new approach.</p> <p>As secondary objectives of the project:</p> <ul style="list-style-type: none"> · Develop a package of educational tools to improve mathematical competence from the playground and gym. · Favouring the process of ubiquitous learning and teaching. · Strengthen the conditions of women in Physical Education and Maths to educate schoolchildren in equality. · Carry out activities in different countries to know and promote social cohesion, cultural awareness, international cooperation and understanding within Europe.
How did they get approval?	<p>The school director was persuaded through the following information to give green light to this initiative:</p> <p>Several investigations assure that education in Europe is equal in terms of gender perspective. However, we know that, due to cultural tradition, certain countries still make distinctions between boys and girls and give more value to the male figure.</p> <p>Physical education is a subject positively valued by most students. Despite its benefits to improve physical condition and health, many teenagers decrease physical activity or certain sports because they consider that they masculinise them.</p> <p>On the other hand, the percentage of girls enrolled in STEM careers or degrees (31%) and physical education (20%) is low. In addition, it is quite common that a high number of students feel rejection towards mathematics, which makes them more unwilling towards learning this subject and others highly linked to it.</p> <p>Therefore, what we intend is to promote maths learning through physical education, from a gender perspective. We want students to improve results, change their perception towards the subject and increase their performance and level of satisfaction. Also, we intend to promote the scientific vocation especially among the girls, always keeping co-education in mind.</p>
Impact on students and other	<p>They want to reach as many schools, teachers and students possible from their community. They are going to celebrate multiplier events to disseminate the project, present the battery of tools to teachers and attract more interested colleagues in the methodology. All the students from the schools will get involved to prepare activities and workshops and will have the opportunity to go through a unique experience that will change them as person, developing their social and civic competence as members of the common space that is Europe.</p>
Quotes from teachers and students	/
Photos or web links	/

Case study 12	Example of a non-formal or extracurricular activity
Name of school	Netherthorpe School, Derbyshire, UK
Type of activity and short description	Time for Tea. This was one of the first Time for Tea pilot projects, Netherthorpe is a state secondary school. Three separate groups of students worked on creative projects using the Time for Tea methodology. Each group chose a topic, decided a message and created a package. The school organised a visit to the UK Parliament to deliver the packages to Members of Parliament. Subsequently, the school was visited by the Secretary of State for Education, to whom the students also presented their ideas. The chosen topics were: prevention of war; body image; human trafficking.
How did they get approval?	The project was fully integrated into the Design and Technology curriculum, so that the students' projects were credited towards their end of year results. There was a clear relationship between the activities and the requirements of the curriculum. Learning outcomes were well documented. In addition, the school principal understood the promotional and public relations value of the activity.
Impact on students and other	Students developed creative thinking, advocacy and design / artistic skills, putting their theoretical learning into practical application. They also gained increased self-confidence, communication, team working and presentation skills. They felt a great sense of pride for representing their school at Parliament and meeting the Secretary of State.
Quotes from teachers and students	See link below.
Photos or web links	The project is featured on the Time for Tea website at: https://www.time4tea.info/wp-content/uploads/2019/10/TFT_News_v3.pdf

Case study 13	Example of a non-formal or extracurricular activity
Name of school	High Storrs secondary school, Sheffield, Yorkshire, UK
Type of activity and short description	"This is Sheffield". A group of students were trained in film making, storyboarding and production skills over a 1-week period. Using these skills, they were given the challenge of scripting and producing a 5-minute promotional film for the City of Sheffield, covering its cultural, sporting and social life. During the process they were able to interview Jessica Ennis-Hill, one of the UK's most famous Olympic gold medal winning athletes. After production, the film was presented to a full meeting of the City Council.
How did they get approval?	This was an additional activity which supported the objectives of the school's media department. The promotional benefit of the project was well understood from the outset. The project was planned well in advance and the senior management team of the school were consulted. The project was delivered by Paul Oxborough, Creative Director of Momentum World, working with the head of media at the school.
Impact on students and other	Students gained creative and technical skills, as well as a range of transferable skills (team working, project planning, communications, presentation). They increased their self-confidence. The greatest impact was on the personal development of students who were not high achievers in academic work. All the students felt a great sense of pride at meeting celebrities and representing their school and their City in front of the Council.
Quotes from teachers and students	The leader of the City Council said that the film was better than anything that had been made by any official organisations or departments because it presented a true and natural view, promoting a positive image of the city to potential visitors and investors.

Photos or web links	The film can be seen at https://vimeo.com/31549344
Case study 14	Example of a non-formal or extracurricular activity
Name of school	Deincourt secondary school, Derbyshire, UK
Type of activity and short description	<p>“Fear of Darkness” was a film making project for students aged 15-16, exploring the industrial heritage of the local area. This part of England had previously been a major coalfield, and a life down the mines was the normal expectation of any young boy. Solidarity among the mining community was at the heart of daily life, creating strong social bonds. All this was destroyed when most coalmines closed during the 1980s, and the scars on the community are still felt. Many former miners are still alive, but many of their stories and their traditions have been forgotten. This project was an opportunity for young people to connect, understand and give a voice to the older generation.</p> <p>The students were given full responsibility for planning, scripting and producing the film, with support from Momentum World. They decided on a fictionalised approach, telling the story of a mine disaster through the eyes of a boy on his first day in the mine.</p> <p>The completed film was shown to former miners at the local Working Men’s Club.</p>
How did they get approval?	There was a direct connection between the project and the local community, in particular with the older generation. The exploration of local heritage was a priority interest for the school. The added value to the formal curriculum was also clearly articulated by the teachers.
Impact on students and other	<p>Students developed a range of creative, technical and soft skills. They saw the importance of team working and commitment to a process from start to finish. They took great pride in presenting the finished work to old former miners and other community members who had lived through events similar to the one depicted.</p> <p>The presentation events were highly emotional. Miners are regarded as tough men who do not show much emotion. However, many were brought to tears by the evocation of the events in the film, and the remembrance of the community life which had been lost.</p>
Quotes from teachers and students	Not currently available
Photos or web links	https://vimeo.com/33155739

Case study 15	Example of a non-formal or extracurricular activity
Name of school	3 primary schools in the UK (St. Joseph’s Catholic Primary School, Bromley, Kent; St.Mary’s School, Truro, Cornwall; Chandlers Ridge Academy, Middlesbrough.
Type of activity and short description	<p>“Amazing Amazon Adventure” is a one-day blended learning activity for primary schools, organised by UK and Brazilian facilitators online, supported by teachers in the classroom. In the first part of the day, the children learned about the geography of the Amazon, starting from its location and size, distance from their country, travel time, and so on. Further topics included the natural environment and forest destruction. During the afternoon session, students were introduced to the life of the indigenous people of the Rainforest through a video of the daily life of a girl living there, of about the same age as themselves. They then learned how to use natural objects to express a forest</p>

	<p>story, and how to make a simple stop-motion animation using their objects. Each topic or activity was started with a short online presentation or set of questions. This led on to classroom activity facilitated by the teachers. Finally students presented back from their classrooms to all the other online participants.</p>
How did they get approval?	<p>The activity directly supports the Key Stage 2 geography curriculum in primary schools, which is currently based on the theme of the Rainforest. The lesson was planned and delivered by an external provider, thus minimising the amount of extra work for the teachers. The opportunity to connect with other schools in the UK, as well as with indigenous people in the Amazon Rainforest, was a huge attraction. The schools appreciated the low cost of the activity as well as the high added value, including the benefit to their reputation for innovation and inspiration.</p>
Impact on students and other	<p>The activity roused the children’s curiosity about the environment, nature and life of communities in a distant part of the world. The immersive nature of the activities created a personal connection that would not be possible through normal lessons. The intercultural learning element was significant, particularly as children saw how in some ways the life and interests of a girl in the Rainforest was similar to their own, while in other ways it was very different. This was best illustrated when they saw that she kept a pet, but instead of a dog or cat, it was a small monkey.</p> <p>The project was also a great learning opportunity for the teachers, giving them new methodologies as well as specific content for their lessons.</p> <p>The activity generated ideas, questions and content for inclusion in subsequent geography lessons, increasing children’s interest in learning and at the same time reducing the burden on teachers.</p>
Quotes from teachers and students	<p>See link below</p>
Photos or web links	<p>https://create2inspire.co.uk/2021/11/05/off-travelling-once-again/</p>



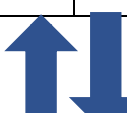

Case study 16	Example of a non-formal or extracurricular activity
Name of school	Kelford and Hilltop Special Schools, Rotherham, Yorkshire, UK
Type of activity and short description	<p>“The S-Factor” was a large scale music and dance talent show organized every year by two special education schools in Yorkshire. The aim of the event was to include all students, build their self-confidence, communication and interpersonal skills, support independence and change perceptions of disability within the local community.</p> <p>Momentum World selected students from 4 mainstream secondary schools to work with the special needs group for 2 days prior to the event, organizing preparatory activities such as room decoration, creating posters, making cakes, taking photographs and selling programmes. This was a rare opportunity for young people with and without learning disabilities to meet and participate together.</p>
How did they get approval?	<p>The activity was personally led by the head teacher (principal) of the special schools and incorporated into the school curriculum throughout the whole year.</p> <p>The mainstream schools were motivated to send their students to the project as a way of fulfilling their wider objectives for personal, social, economic and health education, as well as for the opportunity for their schools to demonstrate innovative practice.</p>
Impact on students and other	<p>The impact on the special education students in terms of personal development, confidence and sense of inclusion was massive. The event created a strong feeling of achievement and self-worth.</p>

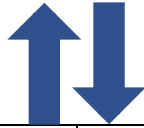
	<p>The students from mainstream schools were able to develop leadership skills and completely changed their idea about disabled young people. The motivation for this activity was so strong that some of the students decided to pursue a career in special needs teaching.</p> <p>Parents of all the students were inspired and motivated by the activity.</p> <p>The reputation of all the schools was greatly enhanced.</p>
Quotes from teachers and students	See link below.
Photos or web links	https://vimeo.com/124123807 https://vimeo.com/109529781

Case study 17	Example of a non-formal or extracurricular activity
Name of school	Tibshelf secondary school and Heath primary school, Derbyshire, UK
Type of activity and short description	<p>“Transition Impossible” was a film-based project involving both primary and secondary students. The aim of the project was to provide reassurance to children about the transition from primary to secondary school, by confronting some of the prevalent “myths” about how frightening “big school” would be. Topics such as bullying, angry teachers, getting lost, and so on were addressed through 10 scenes acted out by secondary pupils and filmed by primary age children.</p>
How did they get approval?	<p>Transition between schools always poses a problem for teachers and school management at both levels. Helping new students to adjust to a new and scary environment is a dominant concern at the start of every school year. The head teachers were therefore happy to approve a project that would address this issue, increase the confidence of students and at the same time develop valuable skills.</p> <p>The project was initiated by the head teacher of Heath primary school, working with Momentum World. This was an example of how a non-formal (youth work) organisation can influence decisions within the formal sector.</p>
Impact on students and other	<p>The students at both levels overcame fears and prejudices: the secondary school students were more surprised at this, seeing the film making skills that were shown by children a few years younger than themselves. All the students developed communication skills and self-confidence, together with creative and technical skills.</p> <p>The film was disseminated as a resource to schools across the region.</p>
Quotes from teachers and students	Not currently available
Photos or web links	https://vimeo.com/31897146

ANNEX 7: PLANNING YOUR ACTIVITY IN THE POLICY CONTEXT

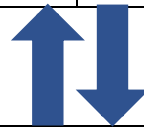
This form can be used for *Time for Tea* or any other non-formal activity)

NAME AND SHORT DESCRIPTION OF YOUR ACTIVITY	
	
Which class or group will take part in the activity? How many students? What age?	When and where will you organise the activity? Will it be during class hours or in free time? What is the total amount of time required?
	
Who are the key stakeholders (other people who could be involved or affected by the project)? Who can help you to approve, implement or promote the activities?	Does your activity need financial or other resources?
	
Which formal academic subjects will be supported by your activity? What will the students learn?	What additional skills will be developed? Will there be an impact on student achievement and behaviour in general?
	

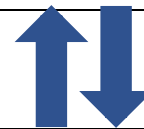


How will the activity give the school a positive reputation? How will it be promoted and disseminated (e.g. school website, local media, online etc)?

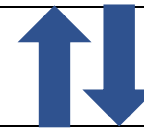
What will the wider impact be, within the school and the local community? Will you be able to involve parents and other community members?



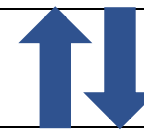
Will you need a formal agreement with partners or providers (in particular for international programmes)?



Does your school have a policy or public statement about extracurricular or additional activities, or about the wider personal and social development of the students? Refer to the relevant sections.



It is helpful to show a link to your national education laws and policies. Find a reference to the section which covers non-academic / non-formal aspects of education.



Does the activity relate to the UN Sustainable Development Goals? Which ones?

ANNEX 8: UN SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals



1 NO POVERTY
836 million people live on less than **\$1.25** a day



2 ZERO HUNGER
1 in 9 people in the world are undernourished



3 GOOD HEALTH AND WELL-BEING
6 million children still die before their fifth birthday each year



4 QUALITY EDUCATION
57 million children are still out of school



5 GENDER EQUALITY
Women earn 24% less than men globally



6 CLEAN WATER AND SANITATION
5,000 children die on average each day due to preventable water diseases



7 AFFORDABLE AND CLEAN ENERGY
1 in 5 people in the world lack access to electricity



8 DECENT WORK AND ECONOMIC GROWTH
470 million jobs are needed globally for new entrants to the labour market



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
2.6 billion people face difficulties in accessing electricity



10 REDUCED INEQUALITIES
Income inequality increased by 11% in developing countries



11 SUSTAINABLE CITIES AND COMMUNITIES
By 2030, almost 60% of the world's population will live in cities



12 RESPONSIBLE CONSUMPTION AND PRODUCTION
1.3 billion tonnes of food are wasted every year



13 CLIMATE ACTION
Since 1990, global emissions of carbon dioxide have increased by almost 50%



14 LIFE BELOW WATER
40% of world oceans are heavily affected by human activities



15 LIFE ON LAND
13 million hectares of forests are being lost every year



16 PEACE AND JUSTICE, STRONG INSTITUTIONS
Conflicts have forced 60 million people to abandon their homes



17 PARTNERSHIPS FOR THE GOALS
Official Development Assistance was \$135 billion in 2014



2015 – 2030
193 nations
7 billion people

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More information available here: <https://sustainabledevelopment.un.org/>

Images, information and resources available through creative commons licence at: <http://www.globalgoals.org/>

More than 7,000 schools have joined the Global Learning Programme, which is supported by the UK Government. You can register your school to get access to funding, resources and other support at www.glp-e.org.uk
The Royal Geographical Society (with IBG) provides a range of online resources, CPD, pupil study days, Geography Ambassadors presentations and membership opportunities for teachers, their departments and students.
For more information please see www.rgs.org/schools and for more resources global development go to www.rgs.org/glp.

[@RGS_IBGschools](https://twitter.com/RGS_IBGschools) [@glp_e](https://twitter.com/glp_e)

ANNEX 9: LINKS AND RESOURCES

TIME FOR TEA

Time for Tea main website: <https://www.time4tea.info>

About the Erasmus+ project, including links to further resources: <https://www.time4tea.info/ka2-project-page/>

Promotional animation film: <https://vimeo.com/645018564>

Introduction to the Virtual Teahouse: <https://vimeo.com/654669093>

Original inspiration (Satish Kumar): <https://www.youtube.com/watch?v=qbWBIHDBm04>

PROJECT PARTNERS

Regional Volunteer Centre, Kielce, Poland: <http://centrumwolontariatu.eu/>

Associazione Joint, Milan, Italy: <https://associazionejoint.org/>

Biderbost Boscan & Rochin, Salamanca, Spain: <https://www.bbyr.com>

Momentum World, London, UK: <https://www.momentumworld.org>

EDUCATION POLICIES

UK Department of Education

<https://www.gov.uk/government/organisations/department-for-education/about>

England Education Acts history

<http://www.educationengland.org.uk/history/timeline.html>

Education Scotland

<https://education.gov.scot>

Italy MUIR guidelines

<https://www.miur.gov.it/documents/20182/1306025/Linee+guida+PCTO+con+allegati.pdf/3e6b5514-c5e4-71de-8103-30250f17134a?version=1.0&t=1570548388496>

Education system in Poland

<http://en.men.gov.pl/>

https://ec.europa.eu/education/sites/education/files/monitor2017-pl_en.pdf

http://eurydice.org.pl/wp-content/uploads/2017/10/Education-System-in-Poland_2017_2018_EN.pdf

Non-formal education in Spain

https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886

OTHER LINKS

Sir Ken Robinson RSA Animate: <https://www.youtube.com/watch?v=zDZFcdGpL4U>

Sir Ken Robinson on TED:

https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?language=en

United World Colleges: <https://www.uwc.org>

International Baccalaureate: <https://www.ibo.org>

Schools of Tomorrow: <https://schoolsoftomorrow.org>

Flipping Schools: <http://www.flippingschools.net>