

UPPER Good Practice	
<b>Code</b>	FREREF - PRACTICE #8
<b>Name (title) of the good practice:</b>	Citizenship Calendar
<b>Country/region</b>	Belgium
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Making</li> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> <li>▪ <b><u>Concrete School Practice</u></b></li> <li><input type="checkbox"/> Community Building</li> <li><input type="checkbox"/> Mainstreaming</li> </ul> <p><i>Short Description:</i> At the beginning of the school year, this calendar is distributed in French speaking part of Belgium. It offers information and classroom activities around the theme of sustainable global agriculture and responsible food.</p> <p>In this calendar, a theme is offered per week. Each time it is an opportunity to reflect in class with the students and, why not, to consider concrete action to take. The goal of this support is to show students that citizenship concerns everyone and starts with small gestures.</p>
<b>Full Description</b>	
<b>Why is the case interesting?</b>	This tool allows to have concrete reflexion on a regular basis all along the school year in the class. It invites to initiate small and bigger actions. The calendar mentions also other international event related to the topic.
<b>Coordinating institution</b>	Iles de Paix (Peace islands) - Belgian NGO
<b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)	<ol style="list-style-type: none"> <li>1. Avoiding segregation</li> <li>2. Leadership/governance</li> <li><b>3. <u>Information on diversity</u></b></li> <li>4. Teacher education on diversity</li> <li>5. Diversity in teaching workforce</li> <li>6. Curriculum and pedagogies</li> <li>7. Multilingual education</li> <li>8. Interactive, culturally relevant methods</li> <li>9. School-Society relationship</li> <li>10. Socially responsible ICT</li> <li><b>11. <u>Involving NGOs and Youth organisat.</u></b></li> <li>12. Incentives and reward for GP</li> <li>13. Social integration</li> <li><b>14. <u>Awareness of injustice</u></b></li> </ol>

	15. Promotion of Peace Value 16. Other (please specify)				
<b>Accessibility of data and persons by UPPER Team</b>	<b>Easy - Average</b> - Difficult				
<b>Impact</b>	More and more schools in French speaking part of Belgium using this calendar. It raises the awareness of pupils (around 10 years old)				
<b>Brief description of the context in which the practice was applied</b>	<i>This tool is used in the French speaking part of Belgium.</i>				
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	(1min to 5max) .				
<b>Matrix</b>	1	2	3	4	5
Partnership structure					X
Methodology					X
Content of training					X
Stakeholders involvement					X
Evaluation approach			X		
Training to practitioners					
Other (please specify)					
<b>Critical aspects in the application of the practice</b>					
<b>Sustainability elements and recommended use in UPPER</b>	The use of a tool that can be used on a regular basis (every week) within the class allows to build a routine in the way pupils see the issue of Peace and citizenship. It maintains a constant involvement of their mind all along the year.				
<b>Contact persons</b>	<a href="mailto:education@ilesdepaix.org">education@ilesdepaix.org</a>				
<b>Web link(s)</b>	<a href="https://www.ilesdepaix.org/ecoles/enseignement-primaire/outils/">https://www.ilesdepaix.org/ecoles/enseignement-primaire/outils/</a>				
<b>Filled by</b> [name and partner institution]:	Axel Joder - FREREF				