

UPPER Good Practice	
Code	UNIMORE –10
Name (title) of the good practice:	Global Schools: EYD 2015 to embed Global Learning in primary education. Autonomous Province of Trento (PAT) CVM- Comunità volontari per il mondo, EAS
Country/region	Italy (Marche Region) and Autonomous Province of Trento (PAT)
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> ▪ <u>Policy Making</u> ▪ <u>Teachers Competence Development</u> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Assessment ▪ <u>Concrete School Practice</u> <ul style="list-style-type: none"> <input type="checkbox"/> Community Building <input type="checkbox"/> Mainstreaming <p><i>Short Description:</i> The project activities include the spread of global education in the curricula of primary schools and provide for a strong involvement of the various local authorities in Europe. The long-term purpose: the initiatives aims therefore at promoting a cultural change in teaching, designed to make students more aware of the mechanisms of historical, geographical and social factors that favour the reduction of poverty, the protection of human rights, the promotion of sustainable lifestyles. The specific objective is to design and promote models of Global learning in primary education replicable by schools in similar systems through the creation of a European network of 155 schools that in a structured manner integrate Global learning in their curriculum.</p>
Full Description*	<p>CVM has promoted a network of 400 trainers of trainers. These - after a 72-hour course and after a proven experimentation in the classroom of UDA (Learning Unit) on the themes of global citizenship -, went to the schools of the Marche, where they activated the experimentation for the application of nodes qualifiers of the World Citizenship Education Curriculum promoted by the UNESCO Pedagogical Document on "Education for World Citizenship" (May 2015) in line with the UN Agenda 2030.</p> <p>The educational institutions that host the meetings are those of the IC "Rita Levi Montalcini" of Chiaravalle; of the "Medi" IC of Porto Recanati; of the "Pagani" IC of Pedaso - Petritoli; of the IC "Nutti" of Fano. More than 20 participating teachers have been trained by the CVM Trainers in November and December. The schools participating in the project are more than 20.</p>

	<p>The training path is composed by 3 modules:</p> <ol style="list-style-type: none"> 1) The first module illustrates the international documents on "Education for global citizenship", to be able to reason on the new paradigms of education with particular attention to the values of interdependence, decentralization, empathy, interconnection and thought. divergent. These are the qualities required of the new citizen, committed to acting responsibly in the territorial context of reference in a "glocal" perspective. 2) In the second module we reasoned on the characteristics of a pedagogical model suitable for conveying the items of global citizenship. We are oriented towards the teaching of constructivist cognitivism, intertwined with that for problems, to arrive at Service Learning, as a hinge able to link theory to practice. In this way it is intended to promote a responsible activism in the student, calling him to transfer skills and knowledge, acquired in the educational path, in tasks and situations that solve problems. And this to improve the territorial context of reference, from a holistic perspective. 3) In the third module, the trainee teachers have experimented the UDA designing of world citizenship to be carried out in the classroom. The topics - in line with those of the UNESCO Educational Document- are: sustainability, environment, human rights, legality, respect, geopolitics, migration, volunteering, cooperation, group, rules, friendship. <p>The Activities proposed by the project are as following:</p> <p><i>The Experts groups & the International Scientific Committee</i> will focus on the provision of technical expertise to embed Global learning competences in the curriculum:</p> <ul style="list-style-type: none"> ▪ analysis of the curricula to identify entry points for Global learning, identification of key Global learning competences to be included in the curriculum, ▪ provision of methodological advice for i) the production of educational resources and ii) for teacher training. <p><i>The training of Local authorities</i> will help them to promote Global learning in primary education and lead the Multi-stakeholder "roundtables"</p> <p><i>The international seminar for Local authorities</i> will allow for comparing roles and Global learning experiences of Local authorities across 10 EU countries.</p> <p><i>The roundtables</i> will be places for Local authorities, NGOs, schools, training centres and universities to get to know each other, exchange views and experiences and plan joint work to raise awareness on Global learning issues and promote Global learning in school practice. Depending on the situation in the country, "roundtables" will be chaired by Local authorities or NGOs.</p> <p><i>The production of Global learning educational resources</i> is essential for curriculum development: educational committees composed of teachers and experts will produce the material that will be tested and used in teacher</p>
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	<p>training. This is key to equip teachers with the competences to use Global learning resources in the Local authorities.</p> <p>Teacher training will be documented through an action research to understand what works in terms of approaches and what are the changes in teaching practices. This in turn will influence the design of future teacher training which will occur by European exchanges as well</p> <p>NGOs will be trained to facilitate co-teaching of Global learning by teachers and NGOs</p> <p>Sharing of experiences between co-applicants will be facilitated through awareness on Global learning issues and promote Global learning in school practice.</p>
<p>Why is the case interesting?</p>	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. Transformative 2. Observable results 3. Methodologically structured 4. Potential for re-contextualisation 5. Beneficiaries consider it a GP
<p>Coordinating institution</p>	<p>CVM, Comunità volontari per il mondo</p> <p>CVM has been working in schools with the EAS sector - Education for Development since the 1980s, through training and awareness work for teachers to bring the themes of world citizenship to school: migration, sustainability, interdependence between North and South of the world, dialogue between different cultures and religion, climate chaos, environmental degradation, legality</p>
<p>Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> 1 Avoiding segregation 2 Leadership/governance 3 Information on diversity 4 Teacher education on diversity 5 Diversity in teaching workforce 6 Curriculum and pedagogies 7 Multilingual education 8 Interactive, culturally relevant methods 9 School-Society relationship 10 Socially responsible ICT 11 Involving NGOs and Youth organisation 12 Incentives and reward for GP 13 Social integration 14 Awareness of injustice 15 Promotion of Peace Value 16 Other (please specify)
<p>Accessibility of data and persons by UPPER Team</p>	<p>Easy - Average - Difficult</p>

Impact	The European project Global School aims to experiment the possibility of reforming the school curricula, embedding transversally the education to world citizenship. It is necessary to adopt the bottom up approach, involving the active teachers, because the true reform of thought and school cannot be imposed from above, but it will be the result of a daily, capillary work of many teachers who will return the dream with their students and hope for a society today in a profound moral and cultural crisis.				
Brief description of the context in which the practice was applied	In Italy (Region Marche) the project involved 400 trainers and teachers and more than 20 schools. The project also involved the University of Peace of Ancona which, in addition to supporting experimentation at the First Cycle school, has paved the way for high schools involving two extremely significant regional centers: the "Medi" scientific high school in Senigallia and I.P.S.S.A.R. "F. Buscemi" "S.Benedetto". The European Project Global School aims to activate a collaboration between society and territory in the belief that only a synergy between different actors can promote real changes: it is also about working with the world of politics, which has governance and the destinies of people and peoples. Indirectly, the beneficiaries of the new culture will also be the parents of the pupils and the civil society sector, including journalists and columnists.				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	From 1 min to 5 max.				
Matrix	1	2	3	4	5
Partnership structure				X	
Methodology				X	
Content of training				X	
Stakeholders involvement					X
Evaluation approach			X		
Training to practitioners				X	
Other (please specify)					
Critical aspects in the application of the practice	N/A				
Sustainability elements and recommended use in UPPER	N/A				

Contact persons	Giovanna Cipollari – Project Manager EAS CVM
Web link(s)	http://scuola.cvm.an.it/progetto-europeo-global-school-leducazione-la-costruzione-nuova-cittadinanza-terrestre/ http://scuola.cvm.an.it/uda-global-schools-2017/ http://istitutochiaravalle.forumfree.it
Filled by [name and partner institution]:	Monica Turrini UNIMORE