

UPPER Good Practice	
Code	UNIMORE – 07
Name (title) of the good practice:	We have a dream
Country/region	Monterotondo (LAZIO – ITALY)
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> <input type="checkbox"/> Policy Making <input checked="" type="checkbox"/> Teachers Competence Development <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Concrete School Practice <input checked="" type="checkbox"/> Community Building <input type="checkbox"/> Mainstreaming <p><i>Short Description:</i> The Istituto Comprensivo Monterotondo (including a kindergarten, two primary schools and a middle school) developed an educational offer involving all the classes of the schools in different project and initiatives: Project Peace and legality for UNESCO, including “The schools of the world: the memories of Benin, Romania, Albania, Ukraine, Bangladesh, Nicaragua combine to present and new dreams”; “We have a dream”; “We are all different, we are all foreigners”; “The mayor fisherman”; IMUN (UNESCO). The Institute is a member of UNESCO Associated schools (https://www.istitutobuozzimonterotondo.gov.it)</p>
Full Description	<p>The Comprehensive Institute Monterotondo Viale Buozzi has been collaborating with the Angelo Frammartino foundation, for the realization of projects with the aim of education for peace, legality and active citizenship. The theme proposed for this school year (2017) was the following: "School: knowledge and citizenship". As part of this project, secondary school pupils have followed a learning path based on the vision of two films, "I go to school" and "Once in a lifetime", at the "Angelo Frammartino" House of Peace and the participation in Frammaday, event held in May, in which all the local schools had the opportunity to present their work.</p> <p>This year, for the first time, the school participated in the 4th edition of IMUN, Italian Model United Network - Middle School Edition. This is a three-day event in which the participating students take on the role of ambassadors and diplomats, "delegates", coming from various countries of the world to discuss and deliberate, exclusively in English, on topics on the political agenda. international.</p> <p>Just as during the work of the UN General Assembly, within the "committees", our student-delegates negotiated with their counterparts, allies and adversaries, coming from other schools in Rome and the province. Before the</p>

	<p>event, the students took a course in which they learned the rules of procedure of the United Nations and of public speaking. For many of them, just twelve years old, it was an opportunity to approach for the first time issues of great importance and to find themselves interested in cooperating for the good of the world. Our students have entered the "committees" assigned to them and, during the work, they have tried to put all their effort to contribute, discussing, negotiating alliances and making proposals, to the drafting of a resolution or "Resolution Paper". Finally, at the time of the vote and the ratification of the final documents, they could make their presence felt strong.</p>
Why is the case interesting?	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. <u>Transformative</u> 2. <u>Observable results</u> 3. <u>Methodologically structured</u> 4. Potential for re-contextualisation 5. Beneficiaries consider it a GP <p>The Institute offers opportunities, initiatives and project about awareness of injustice, peace and legality consistence with the age and educational level of pupils: we can ideally consider it as an offer from kindergarten to the end of the middle school (college).</p>
Coordinating institution	Comprehensive Institute Monterotondo
<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. <u>Avoiding segregation</u> 2. Leadership/governance 3. <u>Information on diversity</u> 4. Teacher education on diversity 5. <u>Diversity in teaching workforce</u> 6. <u>Curriculum and pedagogies (1)</u> 7. Multilingual education 8. Interactive, culturally relevant methods 9. <u>School-Society relationship (2)</u> 10. Socially responsible ICT 11. <u>Involving NGOs and Youth organisat.</u> 12. Incentives and reward for GP 13. <u>Social integration</u> 14. <u>Awareness of injustice (4)</u> 15. <u>Promotion of Peace Value (3)</u> 16. Other (please specify)
Accessibility of data and persons by UPPER Team	Easy – Average -Difficult
Impact	<p>The evaluation report of the Institute is available on line: http://cercalatuascuola.istruzione.it/cercalatuascuola/istituti/RMIC88200C/monerotondo-via-buozzi/</p> <p>The result of the National Agency is as following:</p>

	<p>The level of key competences and citizenship achieved by the students is good; social and civic competences are properly developed (peer collaboration, responsibility and respect for the rules). Most students achieves an adequate autonomy in the organization of the study and in the self-regulation of learning. They are not present abnormal concentrations of problematic behaviours in specific sections, plexuses, school addresses. The school adopts criteria common for behavioural assessment and use at least one tool to assess the achievement of skills key and citizenship of the students.</p>				
Brief description of the context in which the practice was applied	<p>The educational path involves all pupils from kindergarten till the middle school, with different projects and initiatives adapted to the age and class. The school collaborate with different no profit associations and institutions of the territory.</p>				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	(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					
Other (please specify)					
Critical aspects in the application of the practice	<p>Lack of spaces and times for the collaborative professional working and information exchange between colleagues. The school should improve the sharing of tools and materials among teachers.</p>				
Sustainability elements and recommended use in UPPER	<p>The school has included in its PDM a transversal project "Peace and legality "that involves the whole institute project are education for peace and awareness of the own rights and duties, to become good active citizens. In carrying out the activities they are involved the other training agencies and institutions of the territory. From school year 2016-17 the school participates in the network AspNet UNESCO Italy with the works carried out under the Peace and legality project.</p>				

	<p>The school has adopted the Regulations of the institute and the Pact based on the co-responsibility of education, published on the website.</p> <p>In case of problematic behaviours, the school talks with the students and with families to understand the cause of the problem and adopt the best solution. In some cases the collaboration of the centre for the families in other particularly serious schools ask the support for social services.</p>
Contact persons	<p>https://www.istitutobuozzimonterotondo.gov.it/pace-legalita-unesco</p> <p>Principal and school manager: Prof. Rosa Apa</p>
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