



**Widespread  
School**

## **WIDESPREAD EDUCATION BOOKLET**

**- Exploring Education Outside the Classroom in Europe -**



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# What is WIDESPREAD EDUCATION?

**It is** an approach that sustains the curriculum through non-formal learning experiences engaging the local environment and communities for pedagogical purposes.

**It is** a way of hybridizing, merging and bridging formal, non-formal and/or informal agents, learning experiences and spaces across time (minimum 1 week, even spread throughout several weeks).

**It is** an approach involving primary and secondary schools developing curricular objectives in cooperation with other organizations and actors outside the school (museums, libraries, farms, art centers, etc.) that extends and enriches the educational action.

**It is** an approach that involves establishing sustainable relationships across time and space among actors that transforms the communities involved.

"It is a pedagogical approach that engages primary and secondary schools developing curricular objectives in cooperation with other organizations and actors outside the school across time on contextualized, real, and authentic issues and questions that matters to students and communities by co-researching, co-designing, and co-teaching, bridging formal, non-formal and/or informal agents and connecting learning experiences in and out of school"





## It is characterized by:

- The outdoor visit is not sporadic, but occurs over several days (minimum 1 week).
- The collaboration among formal, non-formal and/or informal agents is sustained over time.
- Learning environment is considered a “community funds of knowledge and identity”, that is, a “contextualized board” to extend and link the schooling practices and empower collective/shared identities.
- Learning environment planning is an integral part of instructional co-design.
- Learning objectives are chosen considering both learners’ curricular needs, interests, motivations and inquiries and the potential that the space and the skills of the agents involved can bring to reach them.
- Multiple actors co-design and are present together during the teaching action to support active student learning.
- Learners become co-researchers of issues and questions that matter to them and communities.
- Some kind of involvement and support from local government (i.e., municipality) are provided.





# WIDESPREAD EDUCATION

## inspiring experiences ...



sustainability    patrimony

**widespread**

equity    culture    society    identity

nature    science

citizenship    **education**

curriculum    creativity    art





## “Scuola Diffusa” at Reggio Emilia (Italy)

“Scuola Diffusa” (“Widespread School”), born as a response to the need for classroom distancing during the Covid19 pandemic, is now characterized as an approach to knowledge in the city of Reggio Emilia. “Scuola Diffusa” is a project designed and promoted by Officina Educativa, a service of the Municipality of Reggio Emilia, which deals with morning educational projects in schools and afternoon educational services for children and young people aged between 6 and 14. It works, collaborates and co-projects with primary and secondary schools in the city, with the territory and its public and private, formal and informal agencies. The entire city area, through the “Pact for Education and Knowledge” signed by the Municipality of Reggio Emilia and the city's Comprehensive Institutes, becomes “school”, crossing the boundaries between places and experiences. “Scuola Diffusa” offers the city's primary and secondary schools seven significant places outside of school buildings in which to explore educational content in dialogue with the identity of the places that host the classes for five days. In this project primary and secondary school classes (children and young people aged between 6 and 14) in the city of Reggio Emilia, on a rotating basis, meet significant places and people in the city social cooperatives, associations for social and cultural promotion, and consortia for the protection and promotion of local products during one week (Monday to Friday). Children and young people interpret the civic education curriculum through exploratory moments, dialogues and meetings with professionals. The group that accompanies the classes is made up of teachers, Officina Educativa educators and experts working in the various places that are part of the experience, with different professional skills. The classroom becomes a base where we come together to start, and then meet again to share, revise and deepen the knowledge.

The following pages will present three of the seven “Scuola Diffusa” experiences promoted by the Municipality of Reggio Emilia's 'Officina Educativa' service: Spazi di cittadinanza (Spaces of Citizenship), La Collina (The Hill) and i Teatri (Theatres).







## “Scuola Diffusa”, Spaces of Citizenship (Reggio Emilia, Italy)

Scuola diffusa, Spaces of Citizenship, is a network promoted and designed by the Municipality of Reggio Emilia, of which the following are members: social cooperatives, associations for social and cultural promotion, consortia for the protection and promotion of local products and, of course, Officina Educativa. Children and young people interpret the civic education curriculum through exploratory moments, dialogues and meetings with professionals.

**Who are we?** Scuola Diffusa\_spaces of *citizenship* co-designs different ways of doing school activities outside the classroom by choosing one of three different areas of interest: **i) Art and expressive languages** with SD Factory, a creative workshop for artistic production (music, photography, videomaking, theater, dance); **ii) Material transformation** through collaboration with Iren, a multiservice holding company that produces and delivers electricity, integrated water services and environmental services enhancing environmental and social sustainability; Remida, creative recycling centre, cultural project of sustainability, creativity and research on waste materials. It promotes the idea that waste, the imperfect, is the bearer of an ethical message, capable of soliciting reflection, proposing itself as an educational resource, thus escaping the definition of useless and waste. Remida recovers, from a network of 200 companies in the area, about 20 tonnes per year of material destined for disposal, which is put back into circulation through projects and a distribution service to about 400 schools and associations Nuovamente, a project of Caritas Reggio Emilia. It is a large warehouse that collects used materials that citizens make available free of charge: furniture, appliances, books, clothes, accessories that go on sale. The proceeds from the sale finance many projects to help the poorest, people with physical or mental disabilities, women and men in prison, women released from trafficking, immigrants; **iii) Food processing** through a network made up of: Consorzio Parmigiano Reggiano, founded in 1934 with the aim of protecting and enhancing Parmigiano Reggiano cheese by guaranteeing its quality and authenticity; Pause-Atelier dei Sapori srl (Reggio Children Foundation), has its roots in the heart of the educational experience that characterizes the city of Reggio Emilia, in particular in the kitchens of the infant-toddler centers and preschools. The kitchen is considered as a physical and cultural place, because it is the concrete expression of 'taking care' of the child in his or her entirety, as a person, but also the concrete expression of an idea of education that believes in the complexity of learning and knowledge, in the participation of subjects in the processes of knowledge, in the synergic exchange between different languages and knowledge, and that never separates doing from thinking, the mind from the body. Pause-Atelier dei Sapori srl is an integrated system with a restaurant, a large, bright cafeteria and a shop that combines food and culture with a focus on the local products. Pause with its spaces and its proposals wants to bring a new attention to the culture of food, becoming a meeting place, combining food education, gastronomy, ethics and aesthetics with care for the environment and the table; Rigenera, a social cooperative that promotes social inclusion through work placements of disabled persons, creative recycling, participation in educational and community development projects. Rigenera's Bottega promotes local food and wine projects, handicrafts, with a view to sustainable trade and creative recycling.





Socio-educational ecosystem of the spaces of citizenship initiative

## What's our purpose?

- Consolidate the dialogue between the civic realities and the school world by allowing children to experience key and formative traits of our territory (as suggested by the Italian National Indications and New Scenarios, 2018) through proposals that favor an experiential encounter with the territory.
- Promote an inclusive school that is open to the local context through active citizenship, ethics of responsibility and shared care for oneself, others and the environment, experiencing democracy and solidarity.
- Strengthen the links between representatives of the private sector, the private social sector and citizens through the promotion of widespread welfare capable of integrating institutional services with experiences of care and participation originating from the territories.

**How do we do it?** The city of Reggio Emilia interprets the right to study by guaranteeing a series of corollary services to school attendance, which in the week of widespread schooling are characterized by:

- Free transport: the meeting point for classes is the school they belong to; classes whose school is far away from the widespread school location use the free transport provided by Officina Educativa.
- Qualification of the educational offer: teachers participating in Scuola Diffusa are guaranteed retribution for the hours of planning through the economic commitment shared between schools and the Municipality of Reggio Emilia (signed in the “Pact for Education and Knowledge”).
- Co-designing: planning of class participation in Scuola Diffusa is shared between different professionals. The adults involved are educators from Officina Educativa (1 or 2), teachers from the school (at least 2), experts from the places hosting the classes. The designing is divided into:
  - A meeting dedicated to each class, before the start of the Scuola Diffusa, to define the values of the experience, outline common intentions, organizations

and project objectives also in relation to the school curriculum. Educators and teachers plan a classroom visit to get to know the children and collect expectations and visions about the Scuola Diffusa week;

- A mid-week planning meeting (during the week of participation in Scuola Diffusa) between educators and teachers accompanying the children during the week, to discuss observations and research interests emerging from the students. The purpose is identifying in-depth studies to be relaunched and further implemented as the class goes back to school, possibly also with educators help and co-teaching.
- An evaluation meeting with teachers in the weeks following widespread school, with materials documenting the experience to reflect and evaluate the course together.

Officina Educativa promotes documentation as a founding value of the service. It is a strategy for making memories, tracing cognitive processes and outlining new pathways of work and investigation born from concrete situations that actively involve children and young people. The week's documentation is shared in different ways (in paper form, digitally) among all the adults involved (teachers and educators) and the participating children/young people. It is collected and shared, through:

- Notes, audio/video recordings and photographs;
- Summary documentation (videos, power point presentations);
- Documentation made by children and young people through notes, graphics, diagrams, maps, summaries, photographs, videos, notebooks. In particular, the use of notebooks is a cross-curricular strategy for all the Widespread School experiences, and takes an 'hybrid' form between personal notes to retain the individual's interests and curiosities (similar to the personal diary formula) and useful cues for curricular insights to be shared with the whole class;
- Topic/conceptual/research-specific adult documents that enhance the “learning by doing”.

All the activities are co-led by: Educators from Officina Educativa (1 or 2), school teachers (at least 2), professionals expert of the places. A flexible classroom organization (large-medium-small group) is required. A mid- and large-group assembly is the strategy for sharing among the students what happened during the morning and planning the intentions guiding the whole week. Expressive languages are used as contexts for in-depth study: sensoriality, photography, graphics.

**How long will we stay?** An immersive week, between October and May, from Monday to Friday, from 9 a.m. to 12, preceded by at least one classroom meeting in which the educators meet the children, to collect expectations and visions, and followed by at least one more classroom meeting to resume experiences, continue research, and collect evaluations.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Creation of a network of adults who professionally design different specific educational actions for the class group.</li> </ul>	<ul style="list-style-type: none"> <li>Living for only one week in the area involves making choices about which aspects of citizenship to experience, failing to explore all other possible enquiry paths that could arise from encounters with other significant places and adults of reference.</li> </ul>	<ul style="list-style-type: none"> <li>Work on co-design and observation tools shared with the teaching team that allow teachers to continue some in-depth studies independently, building on the strategies tested during the Widespread School week.</li> </ul>
<ul style="list-style-type: none"> <li>Experience enables children to trace the formative value of non-formal and informal experiences; children and young people learn through contact with real life institutions and businesses, that become a whole network of educational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Not being able to continue for prolonged time the in-depth studies in the classroom with the educators.</li> </ul>	<ul style="list-style-type: none"> <li>Coordination with teachers on areas of observation/evaluation that emphasize formalized school learning through the use of expressive languages other than those proposed by everyday school life.</li> </ul>
<ul style="list-style-type: none"> <li>Interpreting the national guidelines for education in an active way by putting the children's interests and curiosity at the centre of the knowledge process.</li> </ul>		

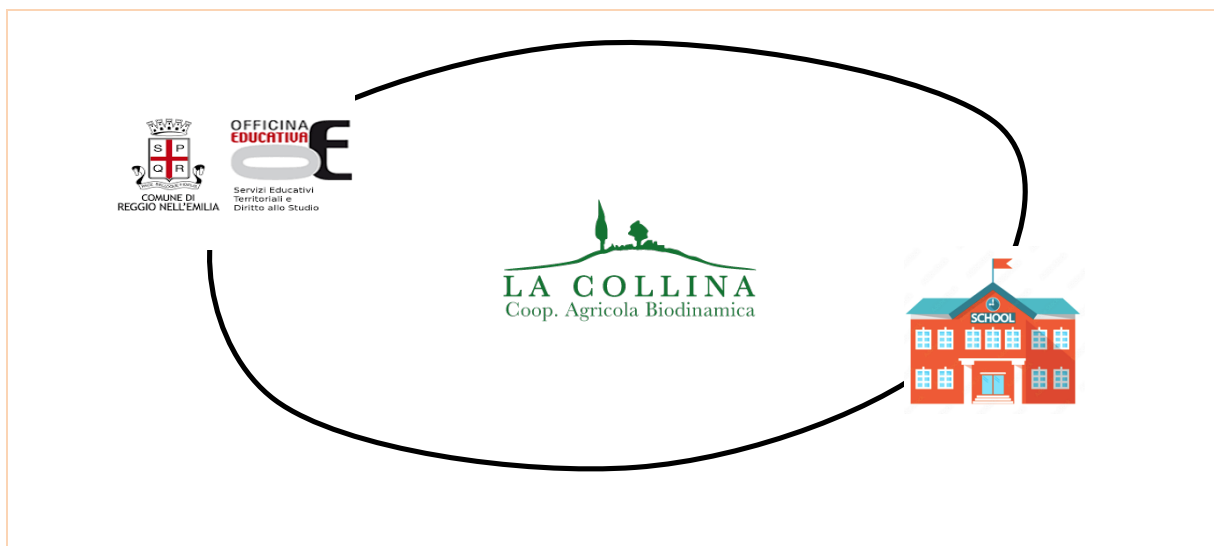
Source: <https://www.comune.re.it/argomenti/scuola/progetti/scuola-diffusa>



## “Scuola Diffusa” La Collina (Italy)

‘Scuola diffusa’ at La Collina is primarily an outdoor experience, in a predominantly natural setting. It therefore involves the body in its entirety: it is by its very essence a rich sensory experience, made up of movements and gestures, detailed visions and perspectives, landscapes that open up to infinity, immersions in a wide range of light and shadow, shapes and colours, scents and flavours, materials and textures, patterns and sounds. The widespread-school weeks at La Collina involved 18 primary school classes in the school year 2022-23, mostly first-grade classes; one class per week. The widespread schooling values, the reciprocity and exchange of experiences between children and adults, offering itself as an opportunity to create contexts in which to relate to the natural environment and the farm, building connections with everyone's knowledge.

**Who are we?** La Collina (The Hill) is a social agricultural cooperative that adopts an organic farming method, guaranteed by the Institute for Ethical and Environmental Certification. The interest in respecting nature and the Earth led the cooperative to deepen its knowledge of the biodynamic farming method as a safeguard for the environment and human wellbeing. This way of working the land considers soil fertility, biodiversity, and the environment as common goods to be returned with added value to future generations, and therefore respects the limits of production, while maintaining an efficient economy and guaranteeing excellent agronomic quality of products. At the widespread school on La Collina the educators and pedagogical coordinators of Officina Educativa, the teachers of the schools, and the educators from the cooperative are all co-designer of the week. In this experience, boys and girls encounter the natural environment, educators, administrators and farm staff. This contact generates new points of view, curiosity, empathy and a desire to learn and deepen knowledge.



Socio-educational ecosystem of La Collina project





**What's our purpose?** At La Collina - widespread school connects children's experiences, school curriculum and everyday life in schools, valuing children's participation in the construction of knowledge. At La Collina there is potential to access knowledge in different ways. In seeking to bridge the divide between inside and outside, the experience at La Collina is first and foremost a context for stimulating and exercising naturalistic intelligence, through sensory skills, interest in and empathy for living things, the recognition of patterns in the natural world, and the desire to collect and organize natural objects, always in dialogue with children's other intelligences. The aim of the widespread-school week is to enable children to actively experience a holistic view of learning:

- That weaves together prior and formalized knowledge from school with new experiences.
- Where the body (learning by doing) is always involved both to enhance learning and to overcome physical challenges with the help of others that become metaphors for teamwork.

In this process, an alliance is needed between families and teachers who must embrace the potential and challenges of learning in nature, where acting with the body involves fatigue, getting dirty and unforeseen events that are also taken into account during planning meetings.

## **How do we do it?**

- A meeting at La Collina dedicated to each class, before the start of the Scuola Diffusa, to define the values of the experience, outline common intentions, organizations and project objectives also in relation to the school curriculum. Educators and teachers plan a classroom visit to get to know the children and collect expectations and visions about the Scuola Diffusa week.
- A mid-week planning meeting (during the week of participation in Scuola Diffusa) between educators and teachers accompanying the children during the week, to discuss observations and research interests emerging from the students. The purpose is identifying in-depth studies to be relaunched and further implemented as the class goes back to school, possibly also with educators help and co-teaching.
- An evaluation meeting with teachers in the weeks following widespread school, with materials documenting the experience to reflect and evaluate the course together.

**How long will we stay?** An immersive week, between October and April, from Monday to Friday, from 9 a.m. to 12 noon, preceded by at least one appointment in class in which the educators meet the children, to collect expectations and visions, and followed by at least one more classroom meeting to resume experiences through documentation, continue research, and collect evaluations.



Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Immersion in nature, through the body and the senses.</li> </ul>	<ul style="list-style-type: none"> <li>Transformations traceable in nature cannot be grasped in the limited time of one week, since they occur in a prolonged period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Building a more stable relationship between schools and La Collina on school gardens, in terms of continuity of research and experience</li> </ul>
<ul style="list-style-type: none"> <li>Relationship with living beings.</li> </ul>		<ul style="list-style-type: none"> <li>Deepening the knowledge and research on seasonal changes and natural architectures.</li> </ul>
<ul style="list-style-type: none"> <li>Relationship with the topics of food, nutrition and school lunches.</li> </ul>		<ul style="list-style-type: none"> <li>Exploring the possibilities offered by the place to the body as a knowing subject, in relation to physical education.</li> <li>Working on co-design and observation tools shared with the group of teachers that allow them to continue some in-depth studies independently, enhancing the strategies tested during the widespread-school week.</li> <li>Coordinating with teachers on areas of observation/evaluation that emphasize formalized school learning through the use of expressive languages other than those proposed by everyday school life.</li> </ul>

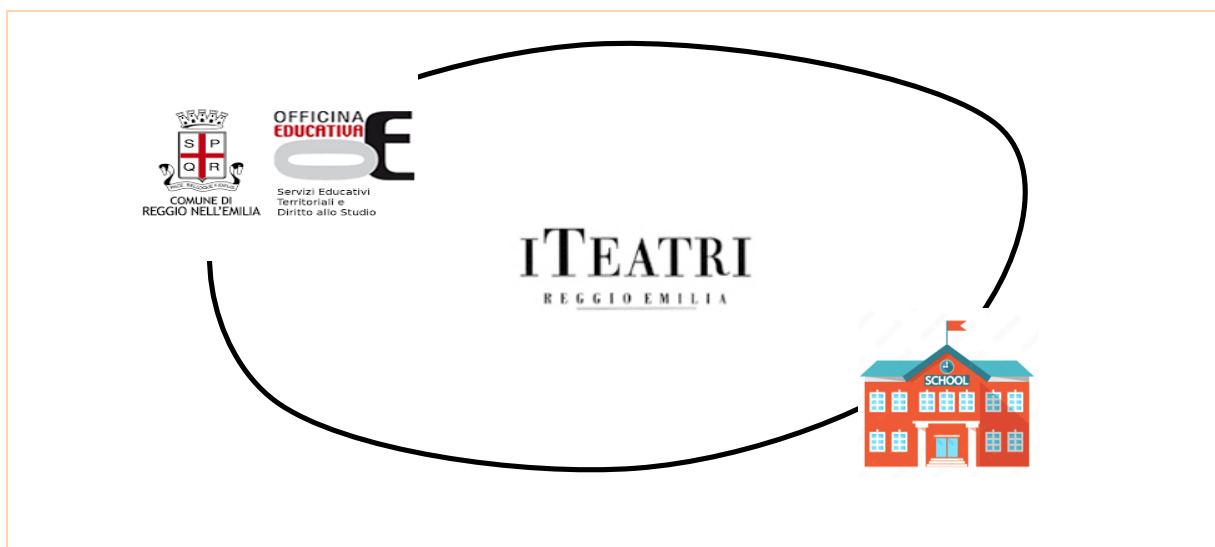


## “Scuola Diffusa” at the Theaters of Reggio Emilia (Italy)

The **week of “Scuola Diffusa” at the Reggio Emilia’s Theatres** is characterized by the simultaneous presence of two classes living the weekly experience by inhabiting the spaces and contexts of Reggio Emilia main public theaters Ariosto and Valli together. The classes, both primary and secondary schools, are matched according to age group or the fact that they belong to the same Comprehensive Institute. During the scholastic year, the classes have the opportunity to participate in the productions that the theater prepares, meet the various professionals, attend rehearsals of the shows and reflect on the themes that the venue allows them to explore, for example: what is the role of the body and expressive languages in the learning processes of children and young people.



### Who are we?



Socio-educational ecosystem of the “Scuola Diffusa” at the theatres of Reggio Emilia



**What's our purpose?** Inhabiting the theaters for a week means offering an educational experience in search of synergies among musical, dramaturgical and choreographic language and the learning process. Investigating an idea through different languages offers a strategy to accommodate all children in their different ways of learning. Furthermore, they enter into a relationship with others and open up to an intuitive, scientific and narrative approach that is enriched in the aesthetic relationship with the context.

**How do we do it?** All the activities are co-led by: Educators from Officina Educativa (1 or 2), school teachers (at least 2), professionals expert of the places. A flexible classroom organization (large-medium-small group) is required. A mid- and large-group assembly is the strategy for sharing among the students what happened during the morning and planning the intentions guiding the whole week. Expressive languages are used as contexts for in-depth study: sensoriality, photography, graphics.

**How long will we stay?** 1 or 2 visits of educators in school during the week prior to the experience, 5-day of Widespread School - Monday-Friday 9-12 a.m. 1 or 2 meetings in the following week.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Encountering and gaining familiarity with a place seldom frequented by children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>The theatrical language in its complexity needs more time to be inhabited by the children. The Widespread School week is not enough, it can only offer a foretaste of the deep understanding of the place and the mastering of expressive languages.</li> </ul>	<ul style="list-style-type: none"> <li>Work on co-design and observation tools shared with the teaching team that allow teachers to continue some in-depth studies independently, building on the strategies tested during the Widespread School week</li> </ul>
<ul style="list-style-type: none"> <li>Meetings with different professionals and skills.</li> </ul>		<ul style="list-style-type: none"> <li>Coordination with teachers on areas of observation/evaluation that emphasize formalized school learning through the use of expressive languages other than those proposed by everyday school life.</li> </ul>
<ul style="list-style-type: none"> <li>Use of body and theatrical language.</li> </ul>		

Source: <https://www.comune.re.it/argomenti/scuola/progetti/scuola-diffusa>



# Secondary School throughout the Spanish Quarter (Naples, Italy)

This is a ‘Scuola Diffusa’ – Widespread School experience in the Spanish Quarter (Naples) implemented by Foqus (Fondazione Quartieri Spagnoli) Onlus. A first year secondary school class, school years 2018-21, did its schooling cooperating with a network of organizations, associations and private individuals active in the neighborhood. Lessons took place both inside the school (building-base) and at gyms, cultural places, work places (stores, artisans), gardens within the neighborhood. The children moved in small groups, which then met in the base building to tell each other about their experiences.



**Who are we?** The project was activated for a class of 14 girls and boys of age 11 to 14 with very difficult personal history and family background. The activity was led and managed by a group of teachers from "Dalla Parte dei Bambini" Schools (Naples), seconded on this special project, and another group of young teachers. This experience saw the interaction of: **i)** Foqus Foundation with teachers and educators; **ii)** Social services and other municipal services; **iii)** AUSL (the local health authority), especially to support students with special educational needs (SEN); **iv)** A center for psychoanalytic observation to support teachers and students; **v)** ONLUS who are in charged of educational, cultural and sports projects; **vi)** Individual such as store keepers, artisans and just private citizens leaving in the neighborhood and available to host groups for training activities (the so called “Master of life”); **vii)** Older high school students to support the secondary school students in studying and homework; **viii)** High school students as tutors; **viii)** Private citizens and shop keepers; **viv)** different cultural associations.



Socio-educational ecosystem of the “Scuola diffusa” in the Spanish Quarter, Naples







The spaces used for these interactions were: the school, run by the Focus Foundation; neighborhood spaces, i.e., artisans' workshops, production workshops, urban garden, gymnasium, municipal offices; other cultural spaces outside of the neighborhood. This is not a school-to-work alternation, but professionals offer their experience to give teachers new tools (for example: from the baker's shop, the children learn how bread rises). This is an opportunity for this marginalized, yet central neighborhood to reinvent itself, finding new opportunities to socialize and creating connections, while helping and supporting the growth of younger generations and finding pride along the way.

## What's our purpose?

- To overcome the traditional school model, bringing back to the center of learning processes questions rather than answers to predefined questions;
- To make the school the place to find oneself and organize one's reflections, after the external environment has provided inputs;
- To counter school dropout in an "at-risk" area of the city, by providing meaningful instruction;
- To involve the neighborhood as a space for co-construction of social identity.

**How do we do it?** Students move in the neighborhood looking for information, answers to problems, connections to real life situations. The cultural model is that of active schooling, particularly Freinet, but also Dewey, Montessori, Don Milani. The project implies:

- Carrying out standard curricular activities in workshops, gyms, museums, gardens and different locations outside the school building, to create connection to real life situation and provide new meaning for the learner;
- Increasing curricular hours from 30 to 42: 21 disciplinary and 21 on new knowledge (21st century life skills);
- Working in small group defined by skill levels to enable the design of individualized learning paths, to work more effectively on specific needs;
- project-based learning; and
- connecting with real life experience to explore different possible life trajectories.





Regular meetings have been held with families as key stakeholders, although the relationship is not always easy to manage. The “non-teacher educators” involved are the adults engaged in the productive, economic and public service activities of the neighborhood. Bakers, restaurateurs, printers, pastry chefs, mechanics, carpenters, photographers, public health personnel and that of the Municipality's technical services join the teachers during schooling activities. The operators involved had to conduct a short training course. The schedule of school activities was defined according to their availability. In the preparatory phase, there was intense discussion between the teaching group and the educational management of the widespread school project: methodological and didactic premises were discussed, the conditions of the context, teachers compared experiences with those of the other schools of "Dalla Parte Dei Bambini" thereafter, there were processes of verification, self-evaluation and program re-discussion. During these discussions individualized learning pathways for each student were designed. Teachers participated, before the start and during the year, in in-depth theoretical activities and training courses. Co-designing and evaluation meetings were held throughout the year. To document and disseminate the experience, the children compiled a journal, which also included photographs and interviews with the co-educating adults.

**How long will we stay?** Throughout the school year there was an increase in weekly curricular hours. The experience took place in the 21 dedicated hours, continuously, with several outings per week.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>The three years of experimentation have triggered real change. A different model is possible an educating community has been built, beyond the traditional parent-teacher perimeter.</li> </ul>	<ul style="list-style-type: none"> <li>This experimentation is very expensive and therefore hard to sustain.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize complexity and accept that no process is plannable, controllable in its entirety.</li> </ul>
<ul style="list-style-type: none"> <li>“Scuola diffusa” has also given co-educational function to the adult protagonists of outdoor spaces.</li> </ul>	<ul style="list-style-type: none"> <li>“Scuola diffusa” cannot eradicate the phenomenon of school dropout. By itself cannot change the condition of the Spanish Quarter as a marginalized neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>Involve more groups, but maybe less intensively.</li> </ul>
<ul style="list-style-type: none"> <li>“Scuola diffusa” in the neighbourhood has shown that schools can take on a generative role.</li> </ul>		

Source: Quaglia, R. (2022). *Quartiere educante. L'esperienza della scuola diffusa nei Quartieri Spagnoli di Napoli*. Zeroseiup.

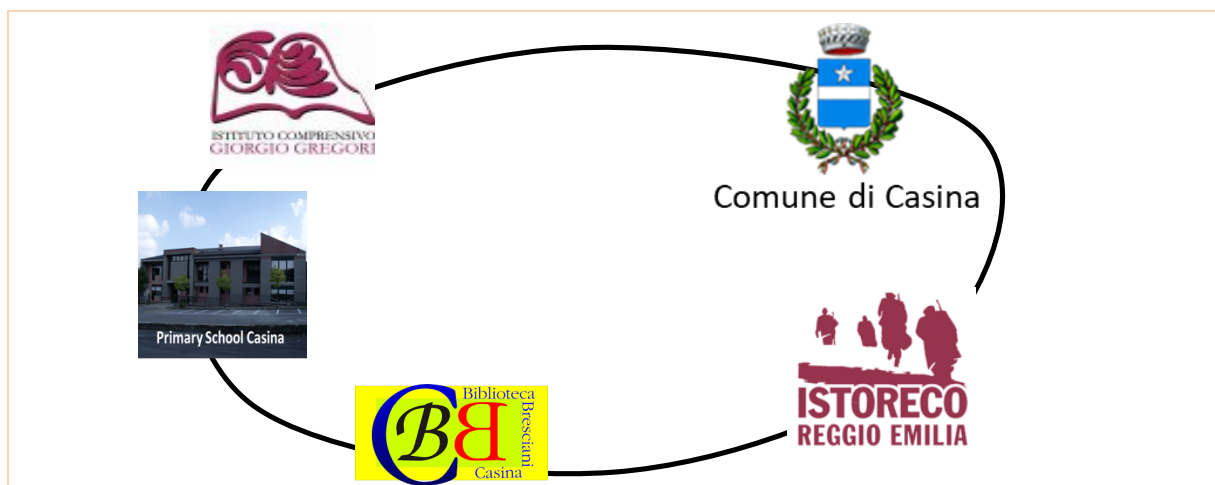




## The Roots of the Constitution (Casina, Reggio Emilia, Italy)

During the 2022-2023 school year, the fifth-grade classes of the primary school of the ICG. Gregori' of Carpineti-Casina embarked on **a journey to discover the Constitution of the Italian Republic**, as part of Civic Education program. The pupils reflected on the roads and villages of origin of some illustrious people from the Casina village. Group work was carried out on six local historical figures who also had a national scope. The town of Casina became an open-air classroom where the pupils traced the places and streets of the inhabitants under investigation. The neighbouring territory was also explored thanks to the collaboration of Istoreco. The project ended with a public walk/guided tour open to families and the entire population and the production of a booklet documenting the activity.

**Who are we?** Different agents involved in the experience were: **i)** Pupils and teachers of the fifth grade primary school in Casina; **ii)** Sara Signorelli Principal; **iii)** Stefano Costi Mayor of the Municipality of Casina; **iv)** “S. Bresciani” Library in Casina, with historian Giovanna Caroli, the librarian and a volunteer; **v)** Istoreco - Institute for the History of Resistance and Society for visits to the area; **vi)** Families and citizens.



Socio-educational ecosystem of the project

### What's our purpose?

- To know and understand the Italian Constitution.
- To know the historical events related to the struggle for liberation from Nazi-fascism
- To establish and share a common language to bring pupils closer to the facts of the past.
- To become familiar with the territory, identifying significant places for the past-present correlation.





**How do we do it?** Class teachers meetings to plan and design the activities. Meetings between teachers and actors outside the school (Library, Istoreco) to plan and design activities. Project grid with objectives and expected results. Final documentation 'At the roots of the Constitution in Casina', which can be viewed on the Institute's website and which collects the 'identity cards' of some illustrious personalities. <https://www.iccarpineticasina.edu.it/wp-content/uploads/2023/06/Alle-radici-della-Costituzione-Libro.pdf> Production of a collective poetic text 'To the Fallen in Casina's War' recited during the 25 April Liberation day celebrations for children and posted on the school website together with drawings reproducing illustrations by Luzzati <https://www.iccarpineticasina.edu.it/alle-radici-della-costituzione/> Participation in a 'Treasure Hunt' organised by the Municipal Library. The trigger for the whole project was a visit to Reggio Emilia Museum of the Tricolour (the Italian flag that was first designed in Reggio Emilia) that motivated pupils on studying the Constitution.



A variety of methodologies were applied to the rest of the project. Students worked in class with materials chosen by the teachers together with Professor Giovanna Caroli, a local historian, and the Casina librarian Monica Sassi in order to obtain information on the toponymy of the Casina area and the relevant historical information. At home, the pupils expanded their knowledge by collecting testimonies from family members and friends. Afterwards, they took part in a meeting in the library with Prof. Caroli and then they went out into the local area to discover the places in order to gather further information and images. A special in-depth study was proposed in collaboration with Istoreco on the figure of two partisans to whom a street in the village is dedicated. All of these actions, analysis and reflections became the book 'At the roots of the Constitution in Casina'. The final version of the book then required further sharing and reworking in class. The project ended in the presence of the mayor with a tour led by the children through the streets of the town. The students told the stories they had collected to their parents and the townspeople, many of whom asked to have a copy of the book produced. The project was also narrated in an article in the local weekly Tutto Montagna.

**How long will we stay?** About ten days of school work, plus in-depth work done at home. Several outings (5 or 6) throughout the school year, on average every few weeks.



Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Direct involvement of pupils in local history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>The project started very late, when the second semester had already begun.</li> </ul>	<ul style="list-style-type: none"> <li>Extending analysis and research to further places and different historical periods.</li> </ul>
<ul style="list-style-type: none"> <li>Relationship and connection with external experts involved in the project.</li> </ul>	<ul style="list-style-type: none"> <li>It would have been interesting to elaborate an even more tangible sign of local historical memories.</li> </ul>	
<ul style="list-style-type: none"> <li>Publication of the booklet that presents documentation value for the students and the community.</li> </ul>	<ul style="list-style-type: none"> <li>There was a lack of specific attention to 'digital' work from the pupils.</li> </ul>	
<ul style="list-style-type: none"> <li>Direct participation of children in the life of the village.</li> </ul>	<ul style="list-style-type: none"> <li>A meeting with a living witness from the past could not be organized.</li> </ul>	
<ul style="list-style-type: none"> <li>Collaboration of the families who supported the children in their research activities.</li> </ul>		



## Traces of *Stories* in the Landscape (Carpineti, Reggio Emilia, Italy)

The proposed experience involved 22 class group 3A of the 'Don Pasquino Borghi' Primary School in Carpineti. The starting point was a trace left in the landscape by man: the remains of a *traditional way to build a row of vines* on the back of a hill. That was an aspect of the territory that became evidence of past histories and allowed the pupils to read and interpret the facts of their own geographic reality, by crossing different disciplines and fostering the development of social and civic skills. The final step was the creation of a fairy tale set within the old *vineyard*, drawing on characters from the popular imagination, as the fairy tale as a literary genre has always described the landscapes and culture of



a community. A correlation between reality and the imaginary that immediately captured the pupils' curiosity, significantly involving learning, motivation and creative expression.

**Who are we?** This project was part of a broader initiative called “School of Landscape” part of the SNAI (National Strategy for the Internal Mountain Areas) "Milky Mountain" actions. Participants were: Curricular teachers in the two disciplinary areas (linguistic-anthropological and scientific-mathematical); Local history writer and local history expert N. Albertini with her book *On the shoulders of women*; Interventions and co-designing with the geographer F. Frignani within the Strategia delle Aree Interne (landscape planning that involved during the school year 2021-22 some schools of the Union of Municipalities of the mountain territory of the Reggio Emilia Apennines).







Socio-educational ecosystem of the project.

## What's our purpose?

- Exploring and searching the living environment for past and present traces relating to the landscape and local history.
- Systematically observing environments and/or landscapes, identifying the elements that characterize them and their changes over time.
- Develop awareness and critical attitudes based on knowledge of the local cultural heritage and observation of this reality from different points of view.

## How do we do it?

It was a didactic journey concerning the 'landscape' that generated interdisciplinary learning from both a linguistic-anthropological and a scientific-logical-mathematical point of view. Thanks to the exploration of the surrounding environment and the recovery of autobiographical narrative texts, the pupils



discovered the traces of an outdated cultivation practice involving the use of maple trees to support vine shoots. The methodology intertwined teachers' training in outdoor settings, visits to exposition presenting the landscape from the apennines, the study of a specific landscape with the help of a geographer, the construction through modeling of rows of wines. The planting of vines was tackled through a workshop activity of designing and constructing a model row of vines: divided into small groups, students analyzed the available space and used mathematical concepts in order

to devise and construct miniature rows of vines in the garden. They followed current planting rules using stakes. Those "signs" left in the landscape, that belonged to past memories, became part of collective writing. Pupils invented and drafted a fairy tale during three outings in the Carpineti area, inserting into it "imaginary" characters typical of the popular tradition and



presented by tales author Normanna Albertini. Both experiences ended with guided reflections on environmental education, knowledge and protection of the area's heritage: themes such as identity, respect and biodiversity emerged, conducted by the Geographer. The following teaching tools were used: Cooperative learning for the realisation of the row model; Collective Writing (Don Milani) for the realisation of the fairy tale; brainstorming and focus groups for civic education reflections.

**How long will we stay?** The TRACES OF STORIES IN THE LANDSCAPE route was developed throughout the 2021/22 school year. During the first four months teachers trained in outdoor locations and co-designed the activities with the eco-narration experts. Project was implemented in the second half of the school year. 5 meetings with experts in class and 4 outings were done.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Connection between the school environment and the outside world: a school that does not remain only within 'theory' but becomes 'concrete'. Pupils do not just learn content but experience processes (observation, reflection, planning...) while the local community understands the importance of the process.</li> </ul>	<ul style="list-style-type: none"> <li>Careful planning and great didactic flexibility is required, ready to react to feedback and reshape the activities while fully mastering certain teaching methodologies in order to avoid dispersion and inefficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>Multiannuality and continuity of the landscape study project to valorize and make effective the experience gained and the design tools built for this purpose.</li> </ul>
<ul style="list-style-type: none"> <li>An inevitable interdisciplinary approach is triggered: different disciplines contaminate and intersect, generating meaningful learning.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation processes might be tricky. There is a need to design tools to observe and monitor learning in disciplinary fields and the acquisition of life skills.</li> </ul>	<ul style="list-style-type: none"> <li>Formalizing the collaboration between the various entities willing to cooperate with the school, to facilitate relations during the design and implementation phase.</li> </ul>
<ul style="list-style-type: none"> <li>A recovery of history and culture that belong to the territory.</li> </ul>		



## The *Castles'* Project (Paullo, Reggio Emilia, Italy)

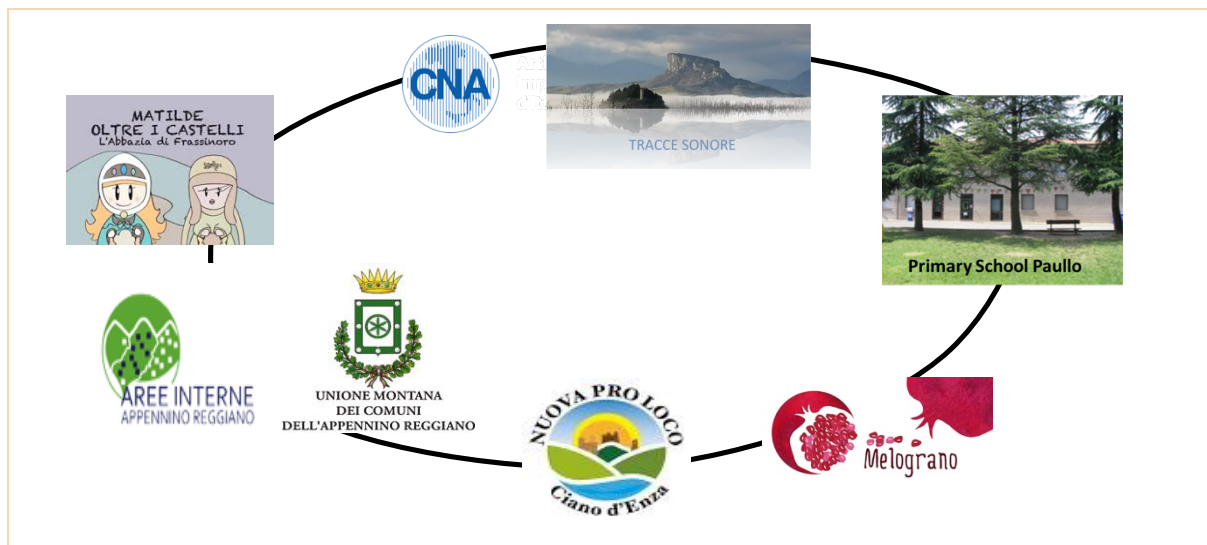
In the school year 2022-23, 2 multi age primary school classrooms from 'G. Marconi' Primary School in Paullo, decided to **explore “castles”**. It is customary for the teachers to identify an annual project (similar to a curricular design based on an integrative background), which accompanies and “hooks” the various activities proposed and which involves the surrounding area, throughout the school year from September to June. Pupils and teachers, in this case, visited, studied and represented castles mainly in the surrounding Matildic territory, but also in other parts of Italy. In addition, to discover the culture, traditions and lifestyle of middle-age castles students learned about a typical product already known in Matilda's time, balsamic vinegar, taking advantage of a collaboration with Cna. Clothing, music of the period and the history of the ars Canusina (of modern times but based on medieval iconography) were also explored.



**Who are we?** Since this was an annual project, all, or at least most, of the agencies that contribute to the territory's educational network were involved in the actions. The school worked together with: **i)** the 'Il Melograno' association organizing the visit to the castles of Sarzano in Casina, Carpineti and Bianello in Quattro Castella; **ii)** The Pro Loco di Canossa organizing the visit to the castles of Canossa and Rossena; **iii)** CNA (National artisanship confederation) for activities related to balsamic vinegar, with the participation of the 'il Vascello del Monsignore' vinegar factory in Cervarezza; **iv)** Middle-age-era expert Eleonora Grasselli to explore and understand the culture of the time; **v)** Grandparents and parents in the preparation of medieval crowns and clothing; Finally, **vi)** the atelierista of Tracce Sonore (a project included in the action "Progettazione 0 -10" National Strategy Inner Areas Appennino Reggiano "Montagna del Latte"), to learn about the music of the era







Socio-educational ecosystem of the Castles' project

**What's our purpose?** The actions put in place aim to develop both disciplinary competences and the key European and Civic Education competences envisaged, through an engaging project with the intention of making beauty known and to make children grow a passion for the territory in which they were born, for arts, crafts and traditions. In summary, the objectives can be summarized as

- Experiencing familiar places in a surrounding area from a new perspective, connecting them to traditions and culture, but also valuing its origins and beauty.
- Enhancing the relationship between children, families and educational agencies in the area to assess their opportunities for growth.
- Enhancing knowledge and use of linguistic, artistic and expressive skills.
- Enhancing the spirit of observation and the ability to relate places, events and natural environments through travel.
- Developing European key competences such as social and civic competences, digital skills, cultural awareness and expression, and a sense of initiative.

**How do we do it?** The project was designed by the teaching team, which includes all teachers from the school. As a second step the various agencies in the area were involved: the CNA, the Merulo Music Institute, internal and external experts, including one on the Matildic period. Contacts were made with the various agencies that manage castles in the area, to organize various visits/activities. Institute project sheets and conceptual maps were used for planning. The methodologies used were varied and different according to the specific activity and the class(es) involved:

- Flipped classroom following research done with Treasure Box.
- Mixed age groups.
- Learning by doing: ars canusina and clothing.
- Cooperative learning in activities related to balsamic vinegar.
- Brainstorming: to start the various activities by having the children "choose" what to investigate.
- Storytelling: done by the children for their classmates in other classes.



- Outdoor education.
- Project based learning.
- Interdisciplinary paths.

The idea was firstly to make the children designers of the various activities, secondly to ensure that they could 'touch with their hands' what they were going to 'get to know', and then to take the knowledge they had acquired back to school and possibly expand and enrich it. The final step was giving back to others what had been learnt: to parents, to other classmates (kindergarten, collaboration with Casina's secondary classes), to the community (exhibition in the village of Cortogno, Christmas show at the Casina theatre).

Since the school is rural, attended by children living in areas far away from each other and from the centre, who hardly have the opportunity to meet in the extra-school, it is considered indispensable to carry out projects together with the local area, so as to give everyone the opportunity to get to know it and experience it directly.



**How long will we stay?** The project lasted for one year: it started on the first day of school when the children were welcomed to 'Castel Marconi' (the primary school is in fact named after Guglielmo Marconi) and ended in June, in the Sarzano Castle, with the presentation of the entire project to the families by means of an extensive multimedia presentation made by the children. The total number of hours devoted to the project was approximately 50 hours : about 30 for educational outings (6 outings) and 20 for other activities.





Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>. Extensive relations with local authorities.</li> </ul>	<ul style="list-style-type: none"> <li>. Children need to keep a constant track of their work, as they tend to forget what had been done in the previous months: a sort of paper or digital logbook.</li> </ul>	<ul style="list-style-type: none"> <li>. Study more incisive strategies for giving back to the territory, making the knowledge and skills developed effective and tangible, also in the service of the territory itself (guides, panels, explanatory QR-codes). So that children can see traces of their work in the years to come and the community can use it to disseminate knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>. Collaboration with families.</li> <li>. Use of teaching and educational methodologies other than lectures, based on experience and peer planning.</li> </ul>	<ul style="list-style-type: none"> <li>. Educational outings should be better planned, making them more participative for the children.</li> </ul>	<ul style="list-style-type: none"> <li>. Designing multi-year learning projects that can be useful to the school and the community (e.g. on the Via Matildica del Volto Santo).</li> </ul>

Source: <https://www.iccarpineticasina.edu.it/wp-content/uploads/2023/06/NOI%E2%80%A6TRA-I-CASTELLI-documentazione-progetto.pdf>



# El “Parc de les Olors” as a Community Funds of Knowledge and Identity in Celrà (Catalonia, Spain)

The “Parc de les Olors de Celrà” (The Scented Park) project began in the 2020-2021 academic year through a collaboration between L’Aulet public school for early childhood and primary education and the private non-profit social initiative entity, Tirgi, centred around the "Parc de les Olors" ("park of scents"). This park, owned by the municipality, is dedicated to the dissemination of information and the production of medicinal and culinary aromatic plants.



**Who are we?** L’Aulet led the project with approximately 250 students in early childhood and primary education. Initially, Tirgi, established in 1999 with the aim of comprehensive waste recovery and actively contributing to environmental protection, participated. Additionally, they facilitated the employment integration of individuals at risk of social exclusion, by hiring individuals with physical, sensory, and intellectual disabilities, or severe mental disorders. A steering group was formed in the academic year 2022-2023, to annually co-design the project. It was comprised of the education technician and a councillor of education from the Celrà City Council, researchers from the University of Girona, the Municipal Dance School, the Association of Families of the educational centre, the school's management team, and Tirgi workers.



Socio-educational ecosystem of the “Parc de les Olors de Celrà” (The scented park) project





**What's our purpose?** Through co-design processes within the steering group, the objectives were to:

- Strengthen collaboration and educational action among various social, educational, and community agents in Celrà municipality.
- Promote meaningful learning processes through the use of community resources as educational opportunities, particularly focusing on environmental topics.
- Foster shared belonging – sense of community (“feel part of the town”, “community building”).

**How do we do it?** The project began in the 2020-2021 academic year with students making aromatic bags in various workshops with workers from “Parc de les Olors” (The scented park). In the 2021-2022 academic year, students designed and implemented a therapeutic path in the park. In the 2022-2023 academic year, environmental and natural sciences content is integrated with the cultivation, growth analysis, and planting of different plants in the park by various school years. The L’Aulet - Tirgi ecosystem expanded in the 2022-2023 academic year to include other social and community agents such as the university and the town council.



**How long will we stay?** The project spans the school year with various visits and activities in the Parc de les Olors (The scented park). Since the establishment of the steering group in the 2022-2023 academic year, it meets once a month for hour-and-a-half sessions to carry out project co-design, monitoring, evaluation, and implementation. In the 2023-2024 academic year, a celebration was held in the Parc de les Olors (The scented park) a natural space near the school to present what was learnt and work achieved in the form of workshops.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>The project has been consolidated over time.</li> </ul>	<ul style="list-style-type: none"> <li>Requires time to organize the project and conduct activities through steering group sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Expand critical literacy content and competencies in sustainability.</li> </ul>
<ul style="list-style-type: none"> <li>The natural environment allows for the exploration of various content and competencies related to natural sciences, environment, and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges related to changes in professionals and the viability of park management by TirGi.</li> </ul>	<ul style="list-style-type: none"> <li>Expand activities to other curricular areas, such as English language learning.</li> </ul>
<ul style="list-style-type: none"> <li>Involvement of all students in the educational centre.</li> </ul>		<ul style="list-style-type: none"> <li>Use artefacts (i.e., portfolios, lifebooks) to document different learning evidence over time.</li> </ul>

**Source:** Boned, P., Gubern, E., Quintana, E. & Esteban-Guitart, M. (in press). El codiseño de proyectos educativos desde la perspectiva de los fondos comunitarios de conocimiento e identidad. El proyecto “Parc de les Olors de Celrà” como ejemplo ilustrativo. *Revista de Ciències Socials*.





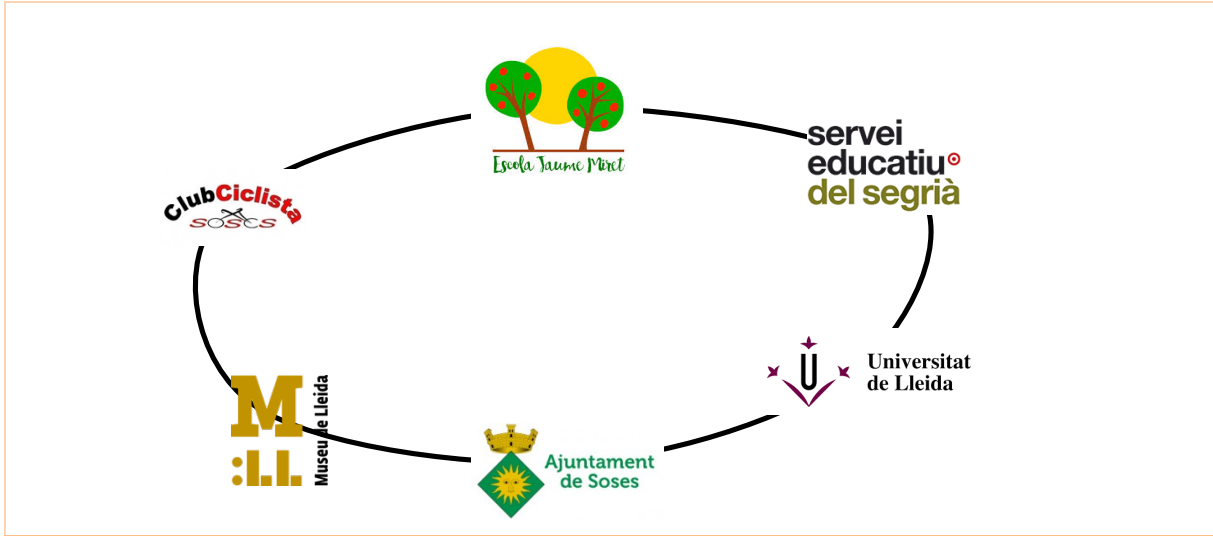
## An Archaeological Site as a Learning Tool in Soses (Catalonia, Spain)

The project "**Fem escola. Descobrim Gebut**" ("Let's Make School. Let's Explore Gebut") began in the academic year 2017-2018 at the Jaume Miret public school for early childhood and primary education located in the municipality of Soses. The project centred on the excavation work at the Iberian site of Gebut (800-200 BC) conducted by the Prehistoric Research Group of the University of Lleida. The community and pedagogical project involved various social and community entities from the area. The aim was to carry out pedagogical activities both within and outside the school, with reference to the settlement and ways of life of the Iberians.



**Who are we?** The project started with the arrival of the new management team of Jaume Miret Educational Centre in the 2017-2018 academic year, along with the University of Lleida, the Soses City Council, the Pedagogical Resources Centre of Segrià, the Lleida Museum, the Association of Students' Families of the centre, and local associations such as the "Cycling Club." The spaces used included the archaeological site of Soses, located just 4 km from the Jaume Miret educational centre, where activities take place before and after visiting the site, as well as other municipal facilities such as the Lleida Museum.





Socio-educational ecosystem of the “Fem Escola. Describrim Gebut” (Let’s Make School. Let’s Explore Gebut)

**What’s our purpose?** Using a project-based methodology, the objectives are the following:

- Contextualize learning related to the curricular contents of environmental, social sciences and language areas.
- Foster links and relationships between the educational centre and its local environment.
- Facilitate processes of community involvement and shared belonging based on the Iberian past of Gebut.

**How do we do it?** The project unfolds throughout each academic year under a specific project comprising a variety of activities. In the first years of implementation, activities are led by the archaeological team of the University of Lleida, providing explanations both in the classroom and at the archaeological site related to the historical heritage of the town.

Additionally, activities take place at the Lleida Museum focusing on human bone structure or the organization of settlements and habits of the Iberian village. Collaboration with families includes studying characteristics of historical periods or religions, as well as investigating the artisanal culinary traditions of different cultures present in the school context. These are showcased at a fair in the municipality where students present their work and learning achievements during the academic year.



Since the academic year 2021-2022, the project has focused on just one year, the fifth grade of primary with students of 10 to 11 years of age. The project became called "Guides of Gebut," as the main activity of the students was to present



the heritage characteristics to a specific audience. In this sense, in the academic year 2022-2023, students became guides to the excavation site for a group from another school in the province of Lleida.

**How long will we stay?** The project spans the school year with various visits, mainly to the archaeological site of Soses, along with pedagogical work before and after the visit. Students use a "lapbook," a notebook filled with fold-outs, stickers, drawings, and text that students fill out throughout the school year.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>The project has become consolidated over time.</li> </ul>	<ul style="list-style-type: none"> <li>Requires time to organize and carry out activities.</li> </ul>	<ul style="list-style-type: none"> <li>Establishing a liaison figure to facilitate relationships between the various social, educational, and community agents involved.</li> </ul>
<ul style="list-style-type: none"> <li>It allows contextualizing learning through the pedagogical use of a community resource, the archaeological site of Soses.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty in implementing the project in all grades of the educational centre.</li> </ul>	<ul style="list-style-type: none"> <li>Focusing the project on a single academic year level.</li> </ul>
<ul style="list-style-type: none"> <li>It involves a broad network of social, educational, and community agents.</li> </ul>	<ul style="list-style-type: none"> <li>Requires support to facilitate travel between the educational centre and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Using artefacts (portfolios) to document different learning evidence over time.</li> </ul>

**Source:** Esteban-Guitart, M., Iglesias, E., Boned, P., & Llovera, L. (2023). La creación de ecosistemas socioeducativos locales desde la mirada de educación 360. El proyecto Gebut como ejemplo ilustrativo. En W. Ramos & A. Engel (Eds), *Experiencias Inovadoras na Educaçao Básica. Relatos da Espanha e Brasil* (pp. 143-160). Editora CRV.





## NEXES: “Diguem-li Paraigües” project in Girona (Catalonia, Spain)

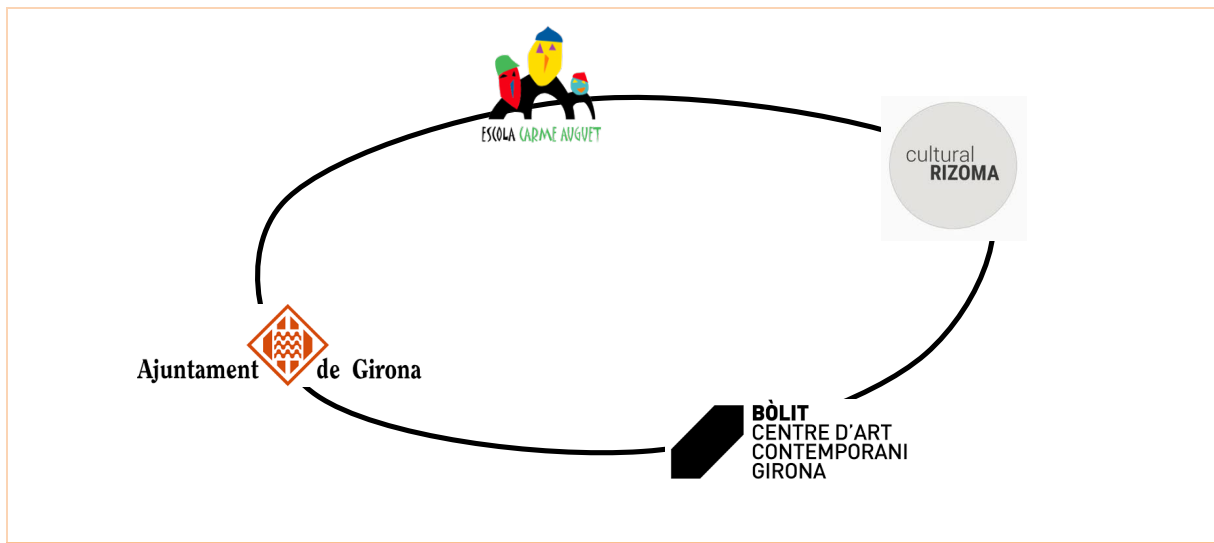
The project "**NEXES**" is a program driven by the Girona's Municipal Education Service to incorporate artistic, scientific, and literary learning into public schools in the city to enhance educational opportunities that promote academic success and to develop the educational function of culture by strengthening cross-cutting alliances between some of the schools in Girona and a municipal partner/facility. It is an initiative that emerges to interconnect different spaces, services, facilities and municipal resources with the school or high school with the intention of involving the entire city in the education of future generations. It promotes collaboration between schools of maximum and high complexity with the experts and professionals from museums and cultural facilities to develop projects within the school curriculum throughout the academic year with the aim of fostering educational success and providing more educational opportunities for students to achieve a good development of competencies. Carme Auguet School participates in this project by collaborating with two artists from El Bòlit who spend three hours per week with the students. This year the students involved are the 1st, 2nd and 3rd graders with ages ranging from 6 until 9. Each group benefits from the experience during three months in an academic year.







**Who are we?** “Diguem-li paraigües” (“Let’s call it Umbrella”) is a proposal that falls within the NEXES program of the Education Area of the City Council of Girona, which, in this specific case, proposes to establish a continuous relationship between the Carme Augustet School in the Pont Major neighborhood of Girona and the Bòlit, Center for Contemporary Art. The general structure of the project, designed to be developed over three academic years, involves working with artists with the students of the school, as well as a series of mediation strategies aimed at expanding the methodologies and contents deployed in the classroom to teachers and the communities of the neighborhood and linking the same neighborhood to the city’s contemporary art center and other reference facilities in the field of visual arts in Girona.



Socio-educational ecosystem of the NEXES project at Carme Augustet school

## What’s our purpose?

- Promoting and improving students' academic success by proposing methodological changes that promote the individualization of centers with the involvement of the educational community of each center.
- Individualizing the educational center through areas of interest linked to the Bòlit, Center for Contemporary Art in Girona.
- Enhancing the reputation of educational centers within their immediate environment and strengthening the self-esteem of the educational community through actions that expand the work carried out at the center in relation to other stakeholders and the community of the Pont Major neighborhood.
- Establishing alliances with specialized partners to establish prestigious synergies and collaboration both within and outside the educational center.
- Creating new learning environments and experiences and familiarizing students with the cultural life of the city through proposals that link the teaching staff and students with the Bòlit, Center for Contemporary Art in Girona.



**How do we do it?** “Diguem-li paraigües” (“Let's call it Umbrella”) began last year with regular work with the groups of 1st and 2nd grades of Primary school and incorporates some more occasional actions with the group of I5. In this way, the sessions had been developed intermittently on Thursday afternoons, one week with the 1st-grade group and the next with the 2nd-grade group - and so on - and, as for the I5 group, a monthly work session has been scheduled, which puts into play some of the contents deployed more widely with the other two groups. This year we are continuing the work accompanying the same groups over time, so that, in the last year of the project, work will be carried out with the 2nd, 3rd, and 4th grades of Primary school. Regarding the general structure, continuous work in the classroom is proposed from mid-October to early June. The work sessions are part of the hours that the school dedicates to artistic projects, and direct dialogue throughout the project has been with the teachers who make up the school's art team, who are also some of the tutors of the groups with whom they have worked directly these first two years. Apart from these hours dedicated to specific work by the artists with the group of students participating in the project, some hours of dialogue and work with the art team are reserved in order to articulate the sessions and transfer contents that they will later be responsible for sharing with the rest of the teaching staff. Regarding the figure of the mediator, throughout the project, they will be responsible for the dialogue between artists, the teaching team of the center, the persons responsible for the NEXES project of the Girona City Council and the Bòlit, and initially, they will accompany the artists in some of the classroom work sessions. In parallel with the work carried out by the artists with the group of participating students, they will design proposals to link these contents

with other agents in the neighborhood, both with families, through the School's AFA or through links with community projects such as Bambú or Espai Niu, as well as with the rest of the community seeking the complicity of facilities such as the neighborhood civic center or the Just M. Casero



Library. In addition, actions will be jointly designed with the artists for the teaching staff of the center and actions to link the school community with the Bòlit, Center for Contemporary Art. Girona. The main figures involved in designing the project are artists Marta R. Chust (born in Barcelona, 1995) and Roc Domingo Puig (born in Lleida, 1992), both residents of Girona. They collaborate closely with the teaching team at Carme Auguet School, particularly with educators working with the 1st, 2nd, and 3rd grade classes. The reference facility of the project is “El Bòlit, Centre d'Art Contemporani” in Girona. Besides, project's primary support comes from "El Bòlit", Centre d'Art Contemporani de Girona, with the mediation process managed by the Cultural Rizoma cooperative based in Celrà. During the first school year, a strong bond was established with the teaching staff of the school, understanding their needs and dynamics. In addition to meetings with the school's art team, a work session was organized at El Bòlit,





Contemporary Art Centre, to provide tutors with tools related to contemporary artistic practices.

The methodology of the project arises from the students' sense of surprise and discovery, their curiosity, and especially from the context in which the school is situated, including its natural surroundings such as the Ter river. The project is planned to be implemented over three academic years with the aim of preparing a final exhibition at El Bòlit as a conclusion to the project, offering an immersive experience for students, families and educators. During these three years a variety of artistic experiences, materials and tools will be used. Students will work with natural materials like clay, as well as human-made materials such as plastic or debris, with the intention of raising awareness about the importance of environmental conservation. Additionally, they will utilize online resources such as videos and websites, as well as technological devices for professional audio recording. In the first year (2022-2023), the project focused on exploring various concepts related to the landscape and the Ter River, which serves as a central theme due to its significance for both the students, citizens of Girona, and the school's project. To achieve this, the artists initially involved the students with Roc Domingo Puig's installation 'Un mapa com un autorretrat (2019),' a large carpet placed on the floor of the hall. Throughout the first year, the emphasis was on identifying the elements that constitute the river and raising awareness about pollution by encouraging students to collect trash. Ultimately, this led to the creation of artistic pieces such as sculptures and collages, aimed at highlighting river pollution in a creative manner. All activities and objectives were aligned with the school curriculum, ensuring that the learning experiences were meaningful and rooted in real-world contexts. During this second year, the work on the project has been divided into three blocs. Each group of students is in charge of one of these blocs. The blocs are the following ones:

- Bloc I: water harvesting structures. This first bloc aims at making the children think about what they can do to save water and the use we are making in the school, for instance the amount of water that runs before the fountain stops. The final product includes some mud figures with an artistic and functional result since they will be placed inside the water pipes of the toilet to reduce the amount of water used.
- Bloc II: make it rain! This second work block aims to explore the understanding of the water cycle through hydrological language, by examining vocabulary and idioms related to making it rain, as well as exploring rituals and spells various cultures have developed to induce rainfall. The final output will be an audio piece.
- Bloc III: The river as a character. The last work block focuses on understanding the river through its personification, crafting a narrative around its history. For this reason, a research process is proposed centered on understanding how the river operates and exploring representations and personifications of it, in order to build a narrative around it.

The final stage of the "Diguem-li paraigües" project focuses on conceptualizing and organizing the resulting exhibition, planned for February to April 2025 at the Bòlit, Centre of Contemporary Art in Girona. Inspired by the project "The narrative of an exhibition" by M|A|C Mataró Art Contemporani, the goal is to involve students in all aspects of exhibition production, from narrative development and design to communication strategies and audience engagement.



**How long will we stay?** This experience is based on the regular work of 3 groups of students during three years. They are going to dedicate 1,5 hours per week during three months in an academic year. Each term a different group works on the project, so that at the end of the three years, the groups that will have completed the project will be 2nd, 3rd, and 4th grades.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Running for three consecutive courses with the same team fosters continuity and stability (consistency).</li> </ul>	<ul style="list-style-type: none"> <li>Not all students from the school are benefiting from the project.</li> </ul>	<ul style="list-style-type: none"> <li>Improving the regularity of meetings by proactive scheduling in advance.</li> </ul>
<ul style="list-style-type: none"> <li>The team's active involvement and motivation are evident, contributing to project success (engagement).</li> </ul>	<ul style="list-style-type: none"> <li>Lack of more scheduled meetings on a regular basis with the entire team.</li> </ul>	<ul style="list-style-type: none"> <li>By establishing a set schedule, it should enhance coordination and maximize the project's impact across the school community.</li> </ul>
<ul style="list-style-type: none"> <li>The project's connection to the school's curriculum and real-world classroom activities enhances its relevance and effectiveness (alignment with curriculum).</li> </ul>		
<ul style="list-style-type: none"> <li>Effective coordination among professionals facilitates seamless collaboration and resource sharing (professional collaboration).</li> </ul>		





# Science Education for Action and Engagement towards Sustainability. The case of the “Hope and Plastic” unit (Norway)

The case described here is part of a larger European research project funded as part of the “Science with and for society” funding scheme of the Horizon 2020 program of the European Research Council. The aim of the SEAS project was to design, implement, and evaluate **open schooling initiatives**—that is, initiatives in which schools and actors outside of the school collaborate with the shared goal of achieving social well-being in the school’s local communities—across six European countries. In this booklet, we draw from one specific case within the Norwegian open schooling network. The unit engaged students in the co-creation of a public space called “The Cathedral of Hope” built up with plastic collected from the sea, collaborating with local artists, activists, industry, governmental and non-governmental organizations. The students and teachers referred to their involvement and the educational experience as the “Hope and Plastic” project.

**Who are we?** The educational ecosystem that was mobilized in the “Hope and Plastic” project involved an upper secondary school in the South of Norway; a non-governmental organization called “Cathedral of Hope” involving artists, traditional builders, activists, and social workers; a local plastic fabric called Biobe; the Norwegian Center for Circular Economy, which also was located in the municipality; and the University of Oslo.



Socio-education ecosystem of the SEAS (Science Education for Action and Engagement towards Sustainability)





**What's our purpose?** The aim of the project was to generate innovative educational opportunities for students through engaging them in actively contributing to the creation of a space for dialogue on sustainability challenges constructed using materials collected from the sea, more precisely wood and plastic. A further aim was to establish a lasting collaboration among the organizations involved to generate further learning opportunities beyond the project.

**How do we do it?** The project follows an open schooling approach, which involves the organization of research-based co-design workshops in which the different stakeholders collaborate in defining a local sustainability problem and envision solutions for it that engage school communities in collaboration with university and out-of-school actors. These workshops lead to the design of educational activities, both within and outside of the classroom, that then are reflected upon, revised and re-designed throughout an iterative cycle of co-design, implementation, analysis and re-design. Responsibility for coordinating activities and of the organization of the activities in the different arenas inside and outside the school is distributed across the actors, leading to shared ecological leadership and impacting and potentially transforming all institutions and organizations involved. In the case of the unit described here, the collaboration network was established building on prior and emerging links between the school and local actors. It became an interdisciplinary unit involving teachers of English, Norwegian, Science, and Social Studies. Once the focus on building the Cathedral of Hope was identified, other relevant actors were recruited because of their involvement in that overall goal outside the school. Students would participate along Cathedral of Hope actors in the collection



of plastic from the sea and its preparation for recycling at Biobe, the fabric in charge of producing the cathedral's ceiling plates. Students got the chance to visit the fabric, participate in the recycling and enter dialogue with members from the industry on the industry's role and challenges in the transition towards a more sustainable world. To further nuance the emerging perspectives on the issues, students got the opportunity to discuss with the Norwegian Center of Circular Economy on the opportunities and challenges connected to recycling and circular economy. Gathering all the insights they collected throughout their collaboration, the students designed and organized an exhibition with images, posters, and activity stands on the impact of plastic pollution, its connections with climate change and biodiversity, and its sociopolitical dimensions. The exhibition was broadcasted on national TV and politicians and other public figures were invited by the students.



**How long will we stay?** The collaboration among the partners involved lasted for an entire academic year, although the specific unit described here lasted for a couple of months. The unit led to questions and ideas that were taken as the starting point of further projects within the academic year, engaging additional actors and expanding the learning materials beyond plastic: first into an inquiry on behavioral and systems change more generally, and then towards another unit on the history of how local enterprises produced goods—a project based on the film and project “The Story of Stuff” and which they students called “The Story of Fredrikstuff” in reference to the name of the city where the school is located (Fredrikstad).

### Areas of insights

- . The **students** need to be supported in their inquiry process, providing them with tools and competences to investigate independently, working in action oriented cycles in which they get to see and examine the impact of their actions, and engaging support from multiple subjects/disciplines. Furthermore, students are to be encouraged to explore and deal with the complexity of sustainability challenges in ways that enhance their agency and capacity to make a difference, and not just in theory. This in turn demands encouraging critical perspectives and critical thinking. Finally, tools and opportunities are to be generated to help them bridge across multiple settings of relevance (the school, the home, the out-of-school), including supporting integrating the different perspectives and narratives that they get from participating in the different arenas, and through diverse formats and media that they need to master to become literate and meaningful participants in authentic practices.
- . The relevance of carefully curating **the co-design spaces and processes** is emphasized, considering the intrinsic (rather than instrumental) value in the collaboration, and addressing the emerging contradictions and tensions that emerge in the collaboration. The latter also involves attending to the division of labour and the generation of coordination structures that support the work within and across sites, with particular attention to the time, resource allocation, and the distribution of leadership and tasks.
- . Measures to **support teachers** to create safe and sustainable practices is key. In this kind of collaborations, teachers must be encouraged to explore the relevance of opening boundaries at the same time as they need to be provided time and resources for making their involvement feasible and sustainable. Professional development and learning opportunities need to be integrated for teachers exceed the competences within a given domain. The fine balance between authentic activities outside the school and the demands of disciplinary curricula, particularly in terms of how to design adequate assessment, are also of central concern.

Source: <https://www.seas.uio.no/publications-reports/>

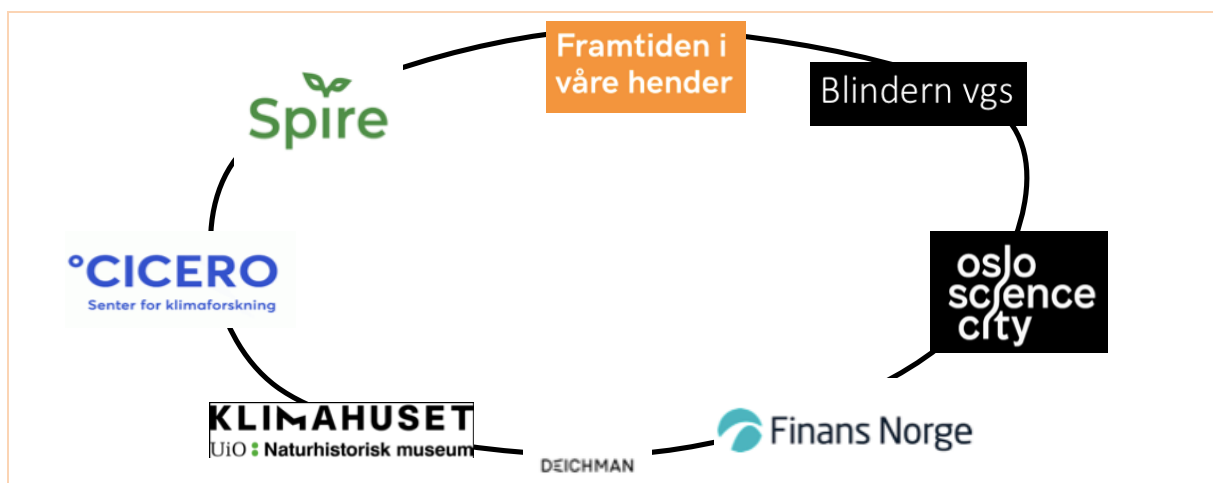




## Action Towards Sustainability through Knowledge Co-Creation (Norway)

The case described here is part of a larger social innovation project funded by the University of Oslo (Norway) with the aim to **generate new spaces and patterns of cooperation across society and formal and informal education**. The case builds upon open schooling ideas and involves upper secondary students and teachers in social economics. In the specific unit described here, upper secondary education students get the mission to investigate how Norwegian enterprises are adjusting their way of functioning with regards to the green transition. In the unit, three main elements connect university, school, and society: (i) Expert academics and actors outside of the school participate along teachers and students in a kick-off seminar discussing the pressing need to transition towards a green model for businesses; (ii) Students contact, interview, and conduct investigation about national and international companies operating in their national context; (iii) Students present their findings at a public arena (a local library and the university campus) and get feedback from and the opportunity to discuss with Finance Norway members and the public more generally.

**Who are we?** The overall project begun as a cooperation between the University of Oslo, the biggest innovation district in Norway, Oslo Science City, and an upper secondary school in Oslo with the aim to co-design and test educational initiatives focusing on sustainability and connecting the university, the school, and the local community through enterprises and organizations. Climate scientists from the Norwegian Center for International Climate Research (CICERO), a professor in Economics from the University of Oslo, members of the innovation district Oslo Science City, an association representing all Norwegian banks and financial institutions, Finance Norway, and the biggest national environmentalist organization, “Fremtiden i Våre Hender” [The Future in Our Hands], participated in the project, allowing for inter- and trans-disciplinary dialogues during seminars and workshops at the school and outside of the school (a library, the university campus, visiting local enterprises).



Socio-educational ecosystem of AKA (Action Towards Sustainability) project







**What's our purpose?** The purpose of the overall project was to bridge the gap between knowledge sharing and generation about the ongoing sustainability crises, on the one hand, and the necessary action to address emerging local sustainability challenges. By fostering dialogue across academics, teachers, informal learning educators, as well as members from different organizations and businesses, the aim is to generate trans-disciplinary knowledge relevant for the ecosocial transition and where students take part in its generation. This is knowledge resulting from the meeting of divergent, sometimes excluded perspectives, as actors address and attempt to find solutions for local sustainability challenges that concern them directly. The experiences and insights are then codified into curricular and assessment activities within the school, thus expanding both the content—which becomes richer and deeper—and the meaning of education for sustainability—where the goal becomes not just qualification but also the generation of community well-being through education. All of these aspects apply to the specific unit described above, where students are tasked to investigate how local enterprises adjust their businesses and practices to the ecosocial transition, getting into dialogue with academics, activists, enterprises, and financing actors to discuss the possibilities for change in the way businesses in Norway work.

**How do we do it?** The project follows an open schooling approach, which involves the organization of research-based co-design workshops in which the different stakeholders collaborate in defining a local sustainability problem and envision solutions for it that engage school communities in collaboration with university and out-of-school actors. These workshops lead to the design of educational activities, both within and outside of the classroom, that then are reflected upon, revised and re-designed throughout an iterative cycle of co-design, implementation, analysis and re-design. Responsibility for coordinating activities and of the organization of the activities in the different arenas inside and outside the school is distributed across the actors, leading to shared ecological leadership and impacting and potentially transforming all institutions and organizations involved.



In the case of the particular unit described here, and with some reminiscences to citizen science, through interviews and internet documentation, the students generate data and knowledge about a local reality that would otherwise go undocumented. This reality—how concrete companies are addressing and contributing to the ecosocial transition from the ground, how are they relating to national legal frameworks, thinking investment, etc—is then made the object of further reflection via communication and discussion events—including a public debate at a public library.

**How long will we stay?** The collaboration with the specific school in which the unit described here was developed begun in 2021 and is still ongoing today. The specific unit was designed throughout a period of several weeks of collaboration and negotiation among university, school, and out-of-school actors. The unit itself lasts for about 6-8 weeks. Following the first implementation, follow-up and reflection meetings were organized that resulted in the planning of a new iteration in 2022. The unit is now in its third iteration, and the school has integrated it in its annual program for the social economics subject. The school continues testing and expanding its collaboration with actors outside the school even when the university has pulled out as main driver of the cooperation. In this regard, this unit is the example of a sustainable and expansive open schooling collaboration.

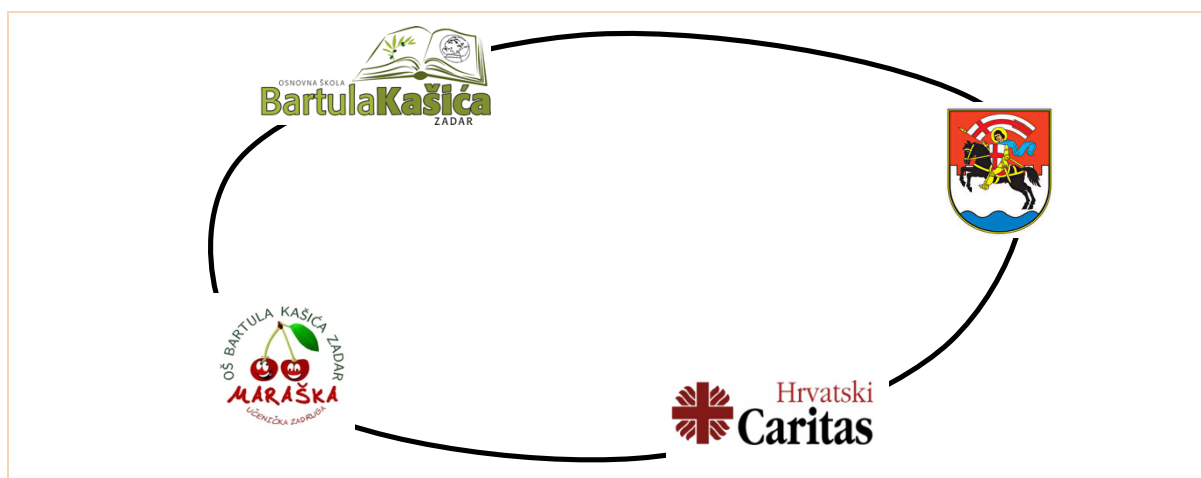
Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Teachers developed new personal and professional relationships with their own disciplinary subjects, with themselves and with each other within the school context, and more intentional relationships with university academics and other actors.</li> </ul>	<ul style="list-style-type: none"> <li>Organizational challenges connected to allocation of time and the establishment of interdisciplinary teams within or across educational levels.</li> </ul>	<ul style="list-style-type: none"> <li>A need for lasting structures of coordination that connect the university, school, and the broader society.</li> </ul>
<ul style="list-style-type: none"> <li>Students got to see and test the relevance of the theoretical knowledge that they learn in school (theories about how companies and national regulation interact) as this knowledge is mobilized and challenged in meeting real concrete sustainability challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Even when spaces and time are allocated for interdisciplinary collaboration, a culture of interdisciplinary collaboration where teachers are open to and prepared for flexible and exploratory collaboration need to be established.</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary cooperation within the school remains a major challenge.</li> </ul>
<ul style="list-style-type: none"> <li>Academics and society actors developed new relationships to knowledge, as new ties were established across partners within the Oslo Science City innovation district. The participants' respective communication and knowledge bases have been adjusted and developed to better attuned with broader audiences and concerns.</li> </ul>		

Source: <https://www.skoleiverden.uio.no/rapporten/ask-rapport-norsk-final.pdf>

## Recipes from My Homeland (Zadar, Croatia)

The publication entitled **Recipes from my Homeland** was collaboratively crafted by educators and students of Primary School 'Bartul Kašić' in Zadar. Encompassing students from third to eighth grade, both genders were involved in this project. Organized into groups, they were assigned specific tasks, ranging from classroom activities to those conducted within familial settings, the school garden, kitchen, town square, and museum. Moreover, an annual celebration of Apple Day on October 20th unfolds in the town square, where students, alongside their parents, vend homemade cakes and showcase handicrafts centred around the theme. Following its digital compilation, the booklet was published into a physical format, which was publicly presented at the Duke's Palace and featured across various media channels. The event garnered the presence of representatives from the City of Zadar, further affirming the esteem and caliber of the students' endeavors and outputs.

**Who are we?** Our institution, Primary School 'Bartul Kašić' Zadar, accommodates approximately 1100 students annually. Operating for the past seven years, the **Maraška Student Association** within our school orchestrates a diverse array of activities with a focus on ecological awareness, cultural heritage preservation, humanitarian efforts, and related endeavours. These initiatives are realized through workshops, excursions, collaborations with various institutions, and participation in local and external events and manifestations. As part of our outreach, we extend gestures of kindness, such as presenting fruits harvested from our school garden (including tangerines and lemons) to residents at the Home for the Elderly and Infirm. Additionally, we engage in humanitarian initiatives, including gathering essential items for the social self-service at Caritas. Both parents and students enthusiastically partake in these altruistic ventures. Beyond our city's borders, we annually partake in the County Fair of Student Cooperatives, further extending our school's involvement in broader community engagement. Comprehensive details regarding these activities are available for review on our **school's official website**.



Socio-educational ecosystem of Recipes from My Homeland project.



**What's our purpose?** Our objective is to foster creativity among our students, nurturing a diverse set of skills to cultivate self-assurance, critical thinking abilities, a collaborative ethos, and the exploration of untapped potential. We aspire to instill an entrepreneurial mindset within our school community and beyond, thereby empowering students to navigate and excel in various facets of life.



**How do we do it?** Students were organized into groups, each assigned specific tasks. One group focused on compiling tea recipes, while another gathered recipes sourced from mothers, grandmothers, aunts, and neighbours. The third group undertook photography, while the fourth group engaged in both photography and illustration. Subsequently, all compiled works were amalgamated into a digital booklet through collaborative efforts involving teachers, students, parents, and broader community participation.

**How long will we stay?** The duration of this project spanned one academic year, with the compilation of the booklet itself requiring approximately two months. Furthermore, ongoing activities persist within our school community. Our engagement extends to tending to the olive grove, where children actively participate in pruning (including branch collection) and harvesting olives. We diligently maintain the school garden, predominantly cultivating indigenous plant species such as lavender, sage, rosemary, lemon balm, and immortelle. The garden demands significant attention during the spring season, presenting an opportune time for around 70 students spanning from 3rd to 8th grade to actively participate in the Maraška Student Association activities. Notably, students express particular enthusiasm for gardening during the spring planting season.







### Strengths

- Stimulating experience for both educators and our students alike.
- Parents play a pivotal role in supporting our endeavours outside the classroom, offering transportation assistance for their children to attend events where we showcase and sell our products, as well as partake in other mentioned activities.
- Financial sustenance for our projects is self-generated through the sale of our handicrafts, with occasional support from the local community, including the City of Zadar. Moreover, the City of Zadar communal company – Nasadi ltd. – generously donates flowers and plants, enhancing the beauty of our school garden. Collaborative efforts with the University also yield fruitful outcomes, as they contribute apples from their orchard. Parents creatively utilize these apples to craft cakes for Apple Day, an event where we conduct sales in the town square.

### Weaknesses and area for improving

- To elevate the quality of our initiatives, we find ourselves constrained by limited financial resources. There is a pressing need for additional funding to enhance our endeavours. Specifically, these financial resources would be allocated towards enriching the school garden with indigenous plant species.

Source: <https://read.bookcreator.com/qJBFONRGcKNYGnsRijuVNNQrGst1/EW000-LjT5Wf0VXRgqcsEQ/GxCb-QVuRrSFTTFgDawrvA>  
<https://uzmaraska.weebly.com/novosti-2024.html>  
<http://os-bkasica-zadar.skole.hr>

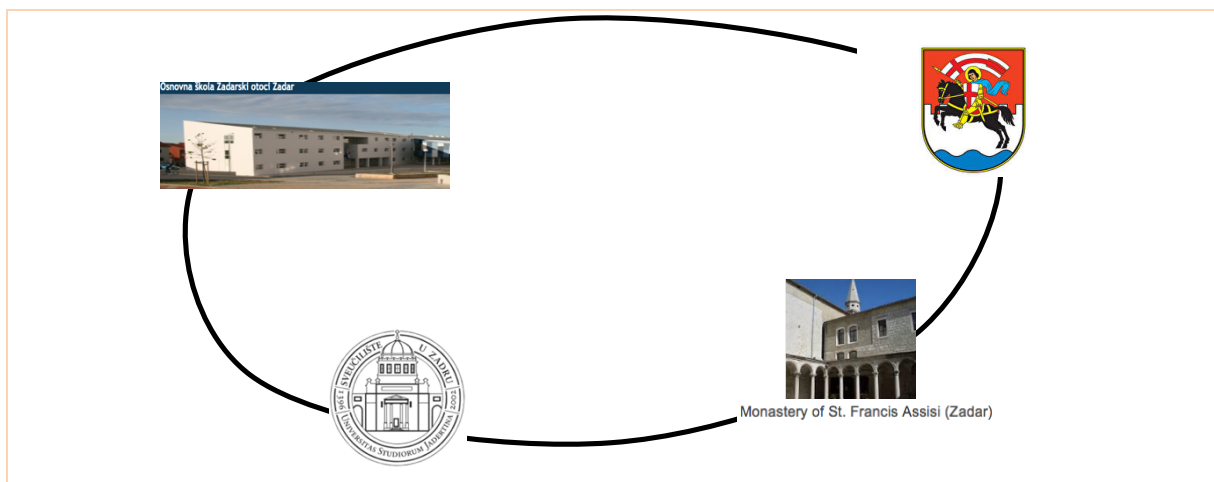




## City of Zadar – City of Peace (Croatia)

Students spanning from first to eighth grade at Primary School 'Zadar Islands' actively participate in the initiative known as **Zadar Peace for World Peace**. This program encompasses a wide array of activities, including manifestations, humanitarian sporting events such as races, dance performances, workshops, presentations, exhibitions, quizzes, artistic competitions, pilgrimages, and other endeavours aimed at preserving heritage and commemorating a significant historical event in Zadar's history. The focal point of these activities is the Zadar Peace Treaty, signed on February 18, 1358, at the Franciscan Monastery of St. Francis Assisi in Zadar. This treaty holds immense historical significance for Zadar and the nation, shaping both its history and identity. Through engaging in research activities, students gain insights into relevant historical facts beyond the confines of the classroom.

**Who are we?** The Primary School 'Zadar Islands,' are proud to spearhead the 'Museum in the School' project, which serves as a platform for promoting heritage and cultivating a culture of peace. In collaboration with the children's folklore group Donatići, students ranging from 1st to 8th grade actively participate in these initiatives. As the driving force behind this endeavour, with invaluable support from the broader local community, particularly the City of Zadar and the Franciscan Monastery of St. Francis Assisi in Zadar, we have successfully mobilized a diverse array of participants for this event. Remarkably, this initiative has been ongoing for the past 13 years. Participants in this program encompass various entities, including other elementary schools in our city, music schools, high schools, the University of Zadar, kindergartens, tourist communities, religious communities, cultural and artistic associations, city museums, sports clubs, city music ensembles, and historical troops from different regions of the Republic of Croatia. Our efforts have garnered recognition on international platforms, having been showcased at festivals of cultural manifestations and tourist destinations, as well as international peace conferences. Detailed accounts of our activities are available for viewing on our **school's official website**.



Socio-educational ecosystem of the City of Zadar – City of Peace project.





## What's our purpose?

- Through our project initiatives, we aim to revive heritage and foster a culture of peace.
- We utilize educational platforms to instill values of tolerance and understanding among our students, promoting peaceful coexistence.
- Our efforts emphasize the advantages of freedom and harmonious living.
- We are committed to constructing a peaceful world and nurturing an identity that prioritizes peace, recognizing it as a fundamental prerequisite for social and material prosperity.

## How do we do it? Our approach involves the following methods:

- Students engage in research activities beyond the classroom, delving into relevant historical facts.
- Educational activities are enriched through the involvement of teachers, historians, museum personnel, and tourist guides.
- Students collaboratively design interactive programs presented to the public, which include presentations, picture books, editorial work for the school newspaper, interviews, dance performances, and artistic expressions.
- All participants actively engage in interactive experiences during events, collectively reviving and experiencing shared topics.
- Through these endeavours, we instill values essential for achieving the project's goals into both personal and collective identities.

Specifically, students' research involves visiting authentic historical sites (such as the Zadar National Museum, sacristy and monastery of St. Francis, Museum of Sacred Art, Gold and Silver of the City of Zadar, etc.), guided tours within the historic city core, research in city libraries, and conducting interviews with individuals who offer firsthand testimonies. The outcomes of these efforts include contributions to the school calendar, articles in school magazines, choir performances, dance presentations, workshops focused on crafting souvenirs with messages of peace, and more.



**How long will we stay?** The activities have been ongoing for over a decade, with students actively engaged throughout the entire school year, dedicating 2 hours per week. These activities encompass a wide range of events including dance performances, musical renditions, workshops, quizzes, presentations, exhibitions, and more. Additionally, we host art competitions and humanitarian races under the banner of "Sports for Peace". Our endeavor is to bring heritage to life and integrate it into every facet of a child's life. We operate as a living



museum, instilling values through our various activities, which serves as our overarching goal. Our engagement unfolds chronologically throughout the academic year.

- In September (12.09.), we commemorate a significant memorial day for our city with student participation in performances, songs, recitations, etc.
- In October, we honor the patron saint of our city, St. Simon, through a pilgrimage.
- November 24<sup>th</sup> marks Zadar City Day, celebrated with students through literary and artistic contributions.
- December sees us hosting a Christmas fair with a humanitarian focus, where students' handicrafts from art workshops are sold at symbolic prices to aid families in need.
- Throughout January, students participate in Museum Night, visiting city museums and thematic exhibitions.
- February 18<sup>th</sup> is dedicated to commemorating Zadar Peace Day with student involvement ([the link](#) is attached down below).
- The latter half of March is dedicated to celebrating "Greetings to Spring", featuring children's games and outdoor art workshops.
- April sees the organization and execution of a humanitarian race, "Sports for Peace", open to all students.
- In May, students present their artworks and handicrafts on city streets as part of the Glagolitic Path project.
- June involves showcasing our activities, including songs, dances, exhibitions, handicrafts, and souvenirs, on city streets. Participation extends to children from other city schools.

Importantly, children are not exempted from classes during these periods as these activities are integrated into the curriculum. While leading up to the main event in February, known as "Zadar Peace", these activities also stand independently, all imbued with messages of peace.

Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>• The significance of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient financial backing is essential.</li> </ul>	<ul style="list-style-type: none"> <li>• Securing funds for the creation of historical costumes.</li> </ul>
<ul style="list-style-type: none"> <li>• Its recognition within the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>• The organization and execution of these activities demand more time than what is typically allotted within the official working hours of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquiring mobile billboards to facilitate exhibitions in various locations.</li> </ul>
<ul style="list-style-type: none"> <li>• The development of children's personalities.</li> </ul>		
<ul style="list-style-type: none"> <li>• The enhancement of social competencies.</li> </ul>		
<ul style="list-style-type: none"> <li>• The fostering of synergy among diverse interest groups.</li> </ul>		

Source: <https://www.057info.hr/vijesti/2020-02-19/zadarski-mir-i-danas-pokazuje-smjer-kojim-trebamo-ici/>  
<https://zadarskilist.novolist.hr/zadar-zupanja/foto-zadarska-djeca-poslala-poruke-mira-za-rat-u-ukrajini/>  
<https://www.057info.hr>





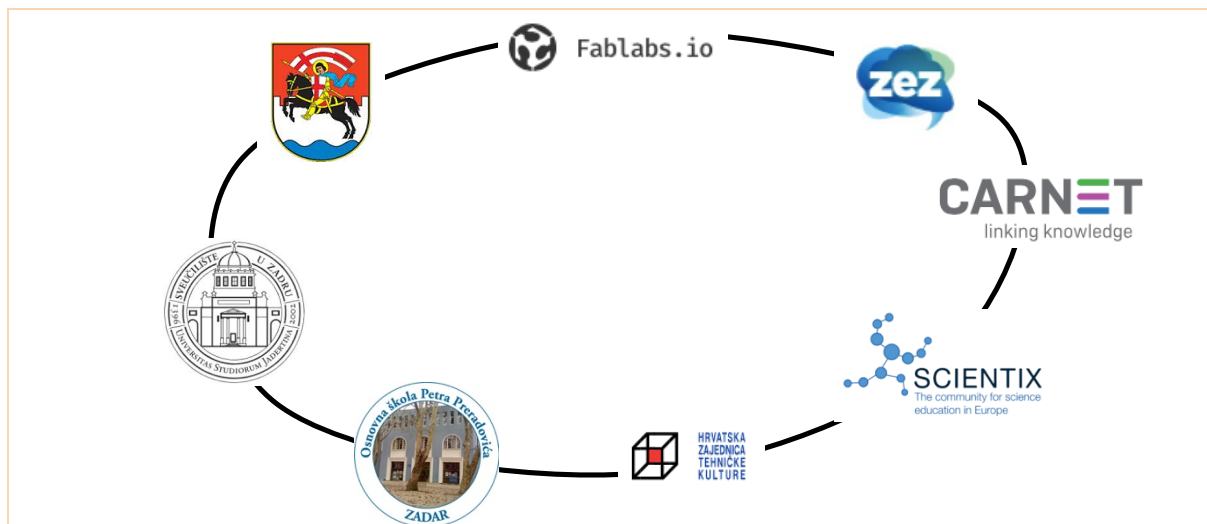
## STEM Week (Croatia)

The **STEM Week project** has evolved from its initial humble conception with FabLab Croatia in 2018 and is now a well-loved event in the local community. Over 500 pupils from the primary and lower secondary school 'Petar Preradović' attend a series of workshops for pupils, while the teachers are able to participate in professional training with the aim of introducing them to new technologies and processes in education, with the aim of a better and higher quality transfer of knowledge and experiences. The project involves various associations and organisations at a national and international level.



**Who are we?** Primary School 'Petar Preradović' is the oldest primary and lower secondary school in Zadar. Fifty five teachers are employed and over five hundred students attend the school. The school has a longstanding cooperation with the University of Zadar and holds various quality STEM labels including European Expert STEM School, eTwinning school and Wakelet school and has achieved many awards and recognitions connected to STEM projects. The school also has a dedicated Erasmus+ project team and their mathematics teacher Anita Šimac is a Microsoft Innovative Education Expert and trainer, Scientix ambassador and eTwinning ambassador. Each year the school hosts weekly STEM workshops in conjunction with a variety of national and international speakers, associations, and organisations. These include lecturers from the University of Architecture in Zagreb, CARNET, FabLab, ZEZ, Bioteka, Višnjan Observatory and many more.





Socio-educational ecosystem of the STEM Week.

**What's our purpose?** The STEM Week project involves most of the teachers of the Primary School 'Petar Preradović' and various associations and organisations at a national and international level. With the assistance of Scientix, FabLab, CARNET, the Croatian Community of Technical Culture, Smartplay and Bioteka the aim is to promote the popularization of science and technology, to develop the skills and competences of teachers and pupils in the field of technology and information and communication sciences. During the event an entire day is dedicated to professional development with workshops held by many experts including: **i)** Bojan Markičević (*The scientific method of teaching workshop*) an experienced facilitator and scientific communicator who is involved in STEM education both through formal and informal levels. Professor Markičević works as a physics teacher at the Velika Mlaka Elementary School and is a lecturer of transversal scientific skills at the undergraduate study "The Limits of Living Systems Science" at the Centre for Research and Interdisciplinarity in Paris within the Paris Descartes University; **ii)** Robert Vdović from the University of Architecture, Zagreb is an expert on 3d printing; **iii)** Korado Korlević, a Croatian teacher and prolific amateur astronomer, who ranks among the world's top 20 discoverers of minor planet and leads the Višnjan Observatory team is a world-renowned speaker on the future of education. Several workshops are held for all the pupils of the school including:



- Makerspace by Do It, a European initiative that promotes entrepreneurial skills for young innovators in the digital world.
- Learning through games, 3D pens and virtual reality all held by CARNET (Croatian Academy and Research Network).

- Sensor laboratory and 3d printing with FabLab from Trieste (FabLab is part of a global network of associations that enable innovations with personal access to digital production tools).
- Sounds workshops held by the Science Educational Entertainment Centre (ZEZ), Zagreb.
- Creating coding workshop with Smartplay.
- DNA analysis workshop with Bioteka.
- Woodwork and digitalization workshops held by the Croatian Community of Technical Culture.

**How do we do it?** Organising a successful STEM (Science, Technology, Engineering, and Mathematics) week, on a yearly basis, involving national and international associations and organizations requires careful planning, coordination, and implementation. A comprehensive methodology incorporating pedagogical strategies for such an event include: **i)** Establishing clear objectives by defining the purpose and goals of the STEM week. This includes promoting STEM education, fostering collaboration, showcasing innovations, or addressing specific challenges; **ii)** Collaborative planning which involves representatives from various national and international associations and organizations in the planning process and working groups to oversee different aspects such as program development, logistics, marketing, and outreach; **iii)** Curriculum development is crucial to ensure a diverse and engaging approach in relation to the curriculum that covers various STEM disciplines and caters to different age groups and proficiency levels. Incorporating hands-on activities, workshops, demonstrations, competitions, and interactive sessions to make learning fun and memorable.

Pedagogical strategies that are taken into consideration are: **i)** Inquiry-based learning by designing activities that encourage participants to ask questions, investigate phenomena, and solve problems through hands-on experimentation and critical thinking; **ii)** Project-based learning which encourages participants to work on activities that involve real-world problems, collaborative teamwork, and application of STEM concepts, among others.



**How long will we stay?** Although the project itself lasts up to a week, the preparation and organization of a successful event takes months. The goal is to hold STEM week in March or April each year as we aim to connect it with the European STEM Discovery Campaign. Many factors need to be considered including finances, the availability of speakers, workshop presenters and obtaining a location which has in the past included a museum (Providur's Palace) and the town square.



Strengths	Weaknesses	Areas for improving
<ul style="list-style-type: none"> <li>Promoting STEM Education. A STEM week provides a platform to promote interest and engagement in science, technology, engineering, and mathematics among pupils and the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Organizing a STEM week requires significant resources in terms of time, funding, manpower, and logistical support.</li> </ul>	<ul style="list-style-type: none"> <li>Develop follow-up initiatives, mentorship programs, or online resources to sustain interest and engagement beyond the duration of the STEM week.</li> </ul>
<ul style="list-style-type: none"> <li>Collaboration: Bringing together national and international associations and organizations fosters collaboration, knowledge sharing, and networking opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining momentum and impact beyond the event can be challenging without sustained support, follow-up initiatives, and ongoing engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that activities and content align with educational standards and curriculum goals to maximize the educational impact of the STEM week.</li> </ul>
<ul style="list-style-type: none"> <li>Hands-on activities, workshops, and demonstrations allow participants to experience STEM concepts first-hand, making learning more tangible and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Without careful planning and alignment with educational objectives, a STEM week may fail to effectively support curriculum goals or address educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a diverse range of activities and sessions catering to different interests, age groups, and skill levels to appeal to a broader audience.</li> </ul>
<ul style="list-style-type: none"> <li>Exposing participants to cutting-edge research, technologies, and innovations can inspire creativity and innovation in STEM fields.</li> </ul>		<ul style="list-style-type: none"> <li>Explore sustainable funding models such as partnerships, grants, or sponsorships to ensure financial stability and long-term viability of the STEM week.</li> </ul>
<ul style="list-style-type: none"> <li>Engaging with local communities, schools, and organizations strengthens community ties and raises awareness about the importance of STEM education and careers.</li> </ul>		

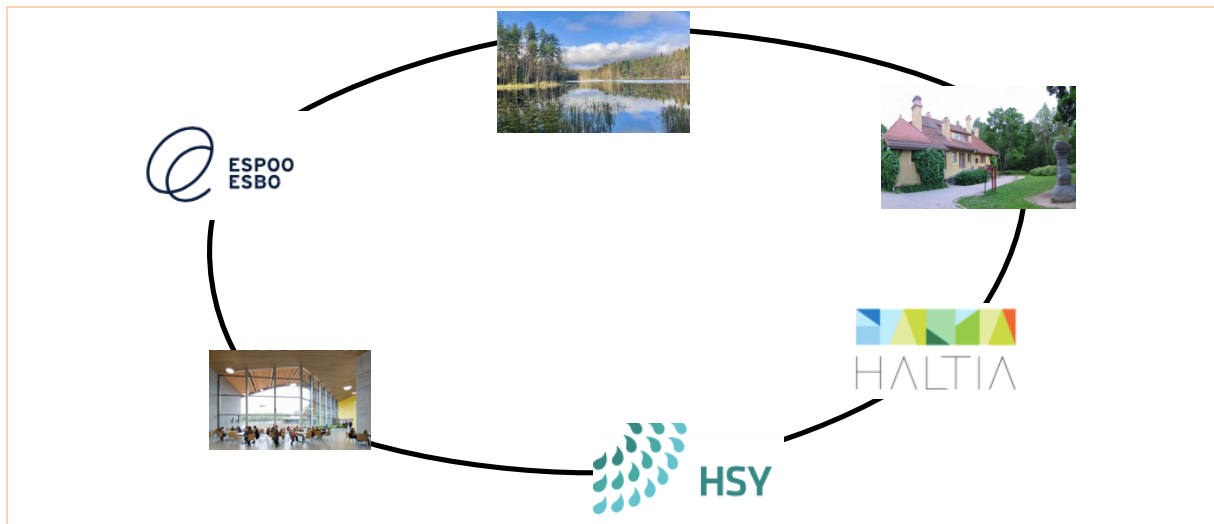




## Outdoor Education in Local Forest (Espoo, Finland)

This is an action-based project for 2nd grade pupils conducted in Espoo, Finland. The purpose is to learn reading, counting and working as a group. Other subjects may be included as well depending on the partners who are joining to the lessons. The outdoor learning takes place every week in **local forests**.

**Who are we?** There are formal, informal and non formal agents involved. Formal system is composed by 75 of the 2nd grade pupils, three teachers, and a special needs assistant. The informal system is the environment itself, free breaks in the forest with the other children. The non-formal system is materialized by a Nature House Villa Elfvik, Finnish Nature Center Haltia and HSY Helsinki Region Environmental Services (part of KULPS path in Espoo).



Socio-educational ecosystem of Outdoor Education in Local Forest project.

**What's our purpose?** In Finnish curriculum we have multidisciplinary learning modules for every grade from 1<sup>st</sup> to 9<sup>th</sup>. This has to happen at least once during a school year but it's typical that especially in primary schools teachers are implementing the idea of multidisciplinary approach widely. The curriculum there is a concept of transversal competence which includes seven topics from ICT-skills and multiliteracy skills to thinking and learning to learn -skills. Schools (and teachers) can decide with which subjects, during how long term (must be more than few lessons or one theme day), with which methods etc..this multidisciplinary learning takes place. In Espoo we have a KULPS -path, which means that every pupil from 1<sup>st</sup> to 9<sup>th</sup> grade should have one experience outside of the school in sports, culture and library. In Espoo we have a network of facilities, organisations and associations who deliver the content and facilities for schools every school year. Typically this means either **i)** visiting for example a museum and having a lesson there or **ii)** an expert visits the school and gives a lesson. This procedure normally includes pre-tasks and post-visit tasks for the class. These KULPS -visits as such are not multidisciplinary learning but they can be part of the



multidisciplinary learning -projects. In this project the main objective is to improve reading skills, mathematics and learning about the seasons in the forest.

**How do we do it?** Teacher team is in responsible for the planning and executing the curriculum. The partners are communicating about the content and the needs of the group before their part of the project. They also collect feedback afterwards. The methods used with the small children are action-based, problem-based and built around the phenomena. So the approach is multidisciplinary and integrative instruction.



**How long will we stay?** During the year 2h/week. In the classroom before and after the forest lessons pupils are learning about mathematics and/or natural science. For example geometry: In forest they learn in practice by concrete means how to use material around to build different geometrical shapes or the arithmetical system from 1-100 etc. In the classroom they repeat what they learned in the forest and learn more “with paper and pen”.

Strengths	Weaknesses and areas for improving
<ul style="list-style-type: none"> <li>We have a curriculum which supports OEC-approach.</li> </ul>	<ul style="list-style-type: none"> <li>Timetables in the lower secondary school are challenging.</li> </ul>
<ul style="list-style-type: none"> <li>Many stakeholders and partners in the capital region who are supporting school education by offering free entrance and different concepts of collaboration. In Espoo we have the specialty KULPS -path which gives us more connections to improve our OEC –learning.</li> </ul>	<ul style="list-style-type: none"> <li>The resources with the groups are limited. Groups are big and there are only few adults with the groups (1-2 adults with 25-35 children) so the methods are limited and the teacher is always in response.</li> </ul>
<ul style="list-style-type: none"> <li>All the students from certain age group are having these OEC-experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The collaboration with different stakeholders is challenging when the time is limited.</li> </ul>

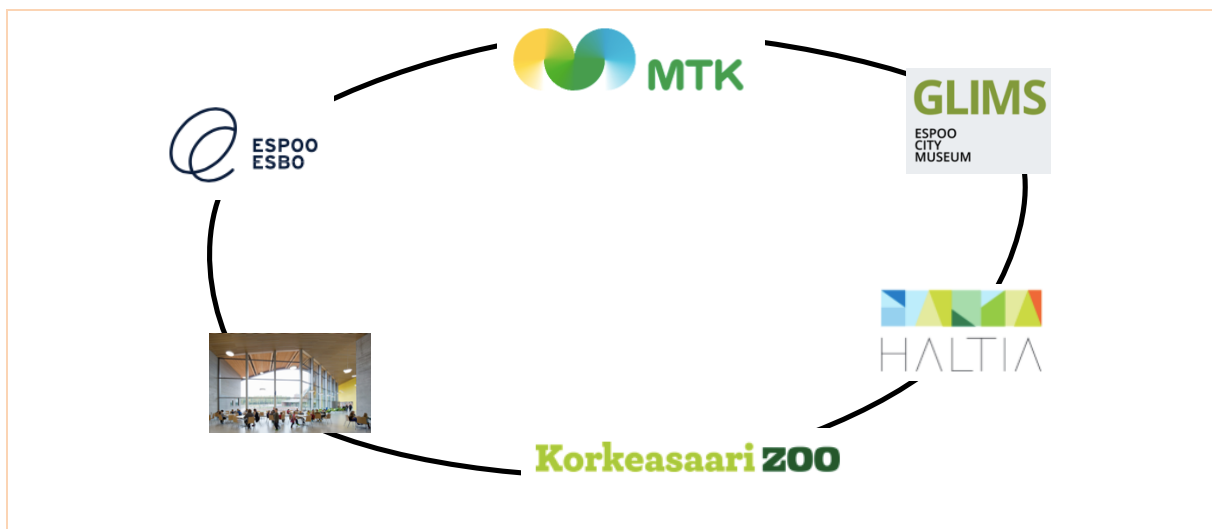




## Different Ecosystems and Habitats of Animals (Espoo, Finland)

This is an action-based multidisciplinary learning project for 3rd grade pupils to **learn and study different animals in their natural habitats**.

**Who are we?** There are formal non formal agents involved. Formal system is composed by 30 3rd grade pupils and one teacher. The non-formal system is: the Korkeasaari Zoo, the Finish Nature Center Haltia, the Glims Farmstead Museum, and the Central Union of Agricultural Producers and Forest Owners (MTK).

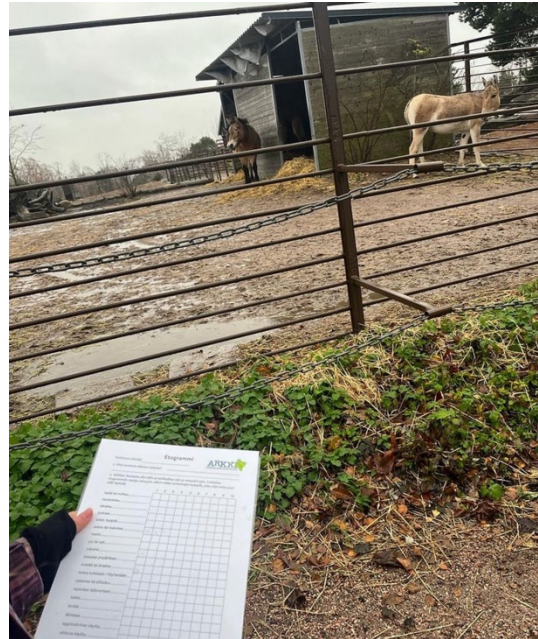


Socio-educational ecosystem of the Different Ecosystems and Habitats of Animals project.

**What's our purpose?** In Finnish curriculum we have multidisciplinary learning modules for every grade from 1<sup>st</sup> to 9<sup>th</sup>. This has to happen at least once during a school year but it's typical that especially in primary schools teachers are implementing the idea of multidisciplinary approach widely. The curriculum there is a concept of transversal competence which includes seven topics from ICT-skills and multiliteracy skills to thinking and learning to learn -skills. Schools (and teachers) can decide with which subjects, during how long term (must be more than few lessons or one theme day), with which methods etc..this multidisciplinary learning takes place. In Espoo we have a KULPS -path, which means that every pupil from 1<sup>st</sup> to 9<sup>th</sup> grade should have one experience outside of the school in sports, culture and library. In Espoo we have a network of facilities, organisations and associations who deliver the content and facilities for schools every school year. Typically this means either **i)** visiting for example a museum and having a lesson there or **ii)** an expert visits the school and gives a lesson. This procedure normally includes pre-tasks and post-visit tasks for the class. These KULPS -visits as such are NOT multidisciplinary learning but they can be part of the multidisciplinary learning -projects. In this project the main objective is: Learning about different ecosystems and habitats of animals.



**How do we do it?** The teacher team defines the frames and collaboration with partners. The project is an ongoing theme through the year with a flexible timetable. The participation of the pupils to the planning process. They can define their interests and the teacher can try to fit their wishes to the collaboration. Teacher prepares the collaboration with the partners by briefing them about her group and sharing the interests and wishes. The method is based on the active participation of the students, problem-based and team learning.



**How long will we stay?** 5 separate days during the school year (3 in Autumn/2 in Spring): In the school pupils are preparing the visits with collecting data about different animals and ecosystems. After the visits they do different kind of projects depending on the theme they have.

Strengths	Weaknesses and areas for improving
<ul style="list-style-type: none"> <li>We have a curriculum which supports OEC-approach.</li> </ul>	<ul style="list-style-type: none"> <li>Timetables in the lower secondary school are challenging.</li> </ul>
<ul style="list-style-type: none"> <li>Many stakeholders and partners in the capital region who are supporting school education by offering free entrance and different concepts of collaboration. In Espoo we have the specialty KULPS -path which gives us more connections to improve our OEC –learning.</li> </ul>	<ul style="list-style-type: none"> <li>The resources with the groups are limited. Groups are big and there are only few adults with the groups (1-2 adults with 25-35 children) so the methods are limited and the teacher is always in response.</li> </ul>
<ul style="list-style-type: none"> <li>All the students from certain age group are having these OEC-experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The collaboration with different stakeholders is challenging when the time is limited.</li> </ul>



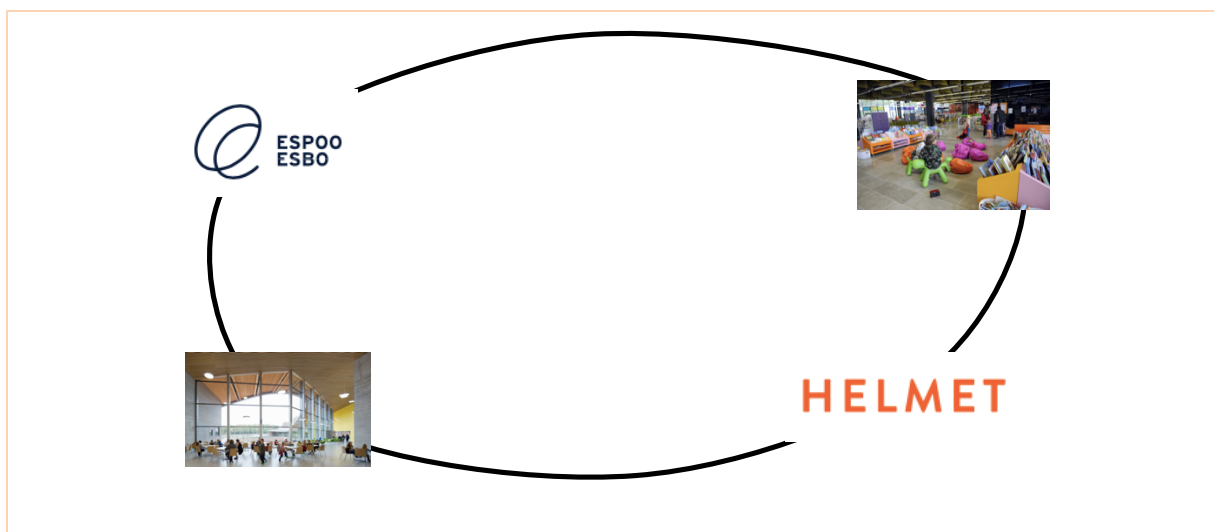




# Finnish Language and Literature: Literature History (Espoo, Finland)

This is an action-based and team-learning project for 9th grade pupils to **have an overview to Finnish literature history** in library.

**Who are we?** There are formal non formal agents involved. Formal system is composed by 100 9th grade pupils and three teacher. The non-formal system is: Library and information services of Espoo, and a Literary art-counselors.

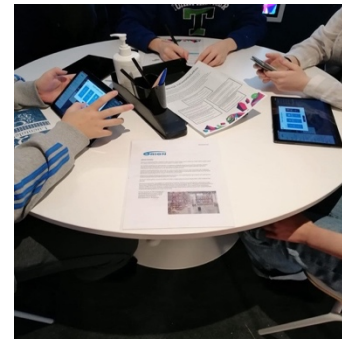


Socio-educational ecosystem of the Literature History project.

**What's our purpose?** In Finnish curriculum we have multidisciplinary learning modules for every grade from 1<sup>st</sup> to 9<sup>th</sup>. This has to happen at least once during a school year but it's typical that especially in primary schools teachers are implementing the idea of multidisciplinary approach widely. The curriculum there is a concept of transversal competence which includes seven topics from ICT-skills and multiliteracy skills to thinking and learning to learn -skills. Schools (and teachers) can decide with which subjects, during how long term (must be more than few lessons or one theme day), with which methods etc..this multidisciplinary learning takes place. In Espoo we have a KULPS -path, which means that every pupil from 1<sup>st</sup> to 9<sup>th</sup> grade should have one experience outside of the school in sports, culture and library. In Espoo we have a network of facilities, organisations and associations who deliver the content and facilities for schools every school year. Typically this means either **i)** visiting for example a museum and having a lesson there or **ii)** an expert visits the school and gives a lesson. This procedure normally includes pre-tasks and post-visit tasks for the class. These KULPS -visits as such are NOT multidisciplinary learning but they can be part of the multidisciplinary learning -projects. In this project the main objective is: To have an overview of Finnish literature history.



**How do we do it?** Pupils stay in the library 3-4 times 4 hours/visit. They get to know to Finnish literature history by reading classics together, listening and performing famous chapters with each other, teachers and literacy art-counselors. Teachers design the content with the literacy art-counselors.



**How long will we stay?** 3-4 times/4 hours/lesson. The whole Finnish literature history class is happening in the library.

Strengths	Weaknesses and areas for improving
<ul style="list-style-type: none"> <li>We have a curriculum which supports OEC-approach.</li> </ul>	<ul style="list-style-type: none"> <li>Timetables in the lower secondary school are challenging.</li> </ul>
<ul style="list-style-type: none"> <li>Many stakeholders and partners in the capital region who are supporting school education by offering free entrance and different concepts of collaboration. In Espoo we have the specialty KULPS -path which gives us more connections to improve our OEC –learning.</li> </ul>	<ul style="list-style-type: none"> <li>The resources with the groups are limited. Groups are big and there are only few adults with the groups (1-2 adults with 25-35 children) so the methods are limited and the teacher is always in response.</li> </ul>
<ul style="list-style-type: none"> <li>All the students from certain age group are having these OEC-experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The collaboration with different stakeholders is challenging when the time is limited.</li> </ul>

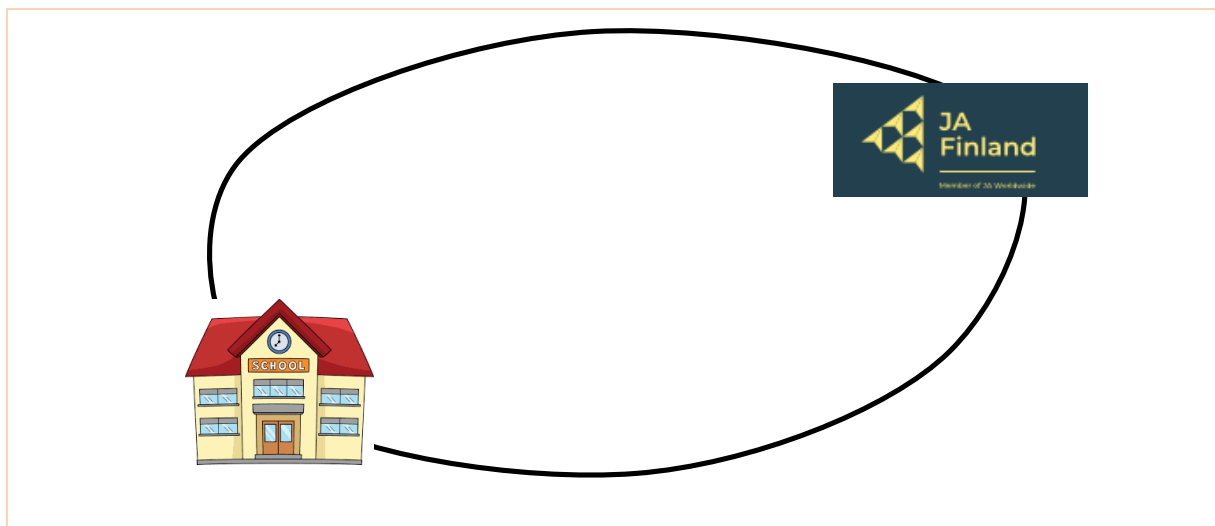




## ‘JA’s Yrityskaylä’ learning module (Finland)

This is a learning module for 6th and 9th grade pupils (200 pupils per year) that has received an award as the best education innovation in the world. It consists in providing **positive experiences about working life, the economy, entrepreneurship and society**. It starts from the school and ends at school. Classes are doing the pretasks at school: discussing about working life, economics and business, entrepreneurship, money and society etc. At school the students are getting their businesses and professions there. After that they spend one school day at Yrityskylä which simulates a small village with services (public and private). After a day in Yrityskylä students get the feedback and analyze the day at school. On the Yrityskylä Day, teachers are not teaching, all the guidance and counselling is coming from the Yrityskylä staff.

**Who are we?** Interaction between school and non formal service (Yrityskylä).



Socio-educational ecosystem of the ‘JA’s Yrityskaylä’ project.

**What’s our purpose?** In Finnish curriculum we have multidisciplinary learning modules for every grade from 1<sup>st</sup> to 9<sup>th</sup>. This has to happen at least once during a school year but it’s typical that especially in primary schools teachers are implementing the idea of multidisciplinary approach widely. The curriculum there is a concept of transversal competence which includes seven topics from ICT-skills and multiliteracy skills to thinking and learning to learn -skills. Schools (and teachers) can decide with which subjects, during how long term (must be more than few lessons or one theme day), with which methods etc..this multidisciplinary learning takes place. In Espoo we have a KULPS -path, which means that every pupil from 1<sup>st</sup> to 9<sup>th</sup> grade should have one experience outside of the school in sports, culture and library. In Espoo we have a network of facilities, organisations and associations who deliver the content and facilities for schools every school year. Typically this means either **i)** visiting for example a museum and having a lesson there or **ii)** an expert visits the school and gives a lesson. This procedure normally includes pre-tasks and post-visit tasks for the class. These KULPS -visits as such are NOT multidisciplinary learning but they can be part of the



multidisciplinary learning -projects. In this project the main objective is to learn for working life, entrepreneurship and economics.

**How do we do it?** In the Yrityskylä Primary School learning environment is a society for school children, a miniature city where pupils work in their own professions, receiving a salary for their work. In addition, pupils act as responsible consumers and citizens as part of Finnish society. In the Yrityskylä Secondary School game venue, pupils compete in running a real company in the international market. Competing against each other in management teams, each pupil has their own area of responsibility. During the game, the teams manufacture and sell their product to customers and run the company for one year.



**How long will we stay?** Before Yrityskylä 10-15 hours work at school and after Yrityskylä 2-4 hours. At Yrityskylä pupils spend 4-6 hours.

Strengths	Weaknesses and areas for improving
<ul style="list-style-type: none"> <li>We have a curriculum which supports OEC-approach.</li> </ul>	<ul style="list-style-type: none"> <li>Timetables in the lower secondary school are challenging.</li> </ul>
<ul style="list-style-type: none"> <li>Many stakeholders and partners in the capital region who are supporting school education by offering free entrance and different concepts of collaboration. In Espoo we have the specialty KULPS -path which gives us more connections to improve our OEC -learning.</li> </ul>	<ul style="list-style-type: none"> <li>The resources with the groups are limited. Groups are big and there are only few adults with the groups (1-2 adults with 25-35 children) so the methods are limited and the teacher is always in response.</li> </ul>
<ul style="list-style-type: none"> <li>All the students from certain age group are having these OEC-experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The collaboration with different stakeholders is challenging when the time is limited.</li> </ul>

Source: <https://nuortennyt.fi/en/yrityskylä/>





## Summary of WIDESPREAD EDUCATION experiences

	Region Country	Outdoors Places	Agents involved	Time	Socio- educational ecosystem	Edu. strategies	Level Years	Main Edu. Curricular Area
<b>Citizenship</b>	Reggio Emilia, Italy	Neighborhood (Pieve)	Teachers, Educators, Professionals	1 week per year	Schools, Officina Educativa, FRC, PAUSE, 7 services/places	Co-design, documents, projects, learning by doing	6-14	Art-Expressive languages, Food processing, Active citizenship, Democracy
<b>Collina</b>	Reggio Emilia, Italy	Farm - Nature	Teachers, Educators, Employees	1 week per year	18 primary schools, La Collina, Officina Educativa	Co-design, documents, projects, learning by doing	6-14	Natural science, body-sensorial experience, sustainability
<b>Theatres</b>	Reggio Emilia, Italy	Municipal theatres	Teachers, Educators, Professionals	1 week per year	School, Theatres, Officina Educativa	Co-design, documents, projects, learning by doing	6-14	Arts, body and expressive languages
<b>Spanish Quarter</b>	Naples, Italy	Neighborhood (Spanish Quarter)	Teachers, Families, Professionals	1 week per year	School, FOQUS, different associations and services	Co-design, projects, workshops, individualized learning plans, projects	11-14	21 <sup>st</sup> century life skills
<b>Constitution</b>	Casina, Reggio Emilia, Italy	Village, streets and buildings	Teachers, Professionals, Families	5-6 outings per year	School, IC Gregori, municipality, library, ISTORECO, families.	Co-design, identity cards, collective book, research	10-11	History, social and civic skills, citizenship education.
<b>Stories</b>	Carpineti, Reggio Emilia, Italy	Nature	Teachers, Local history expert, geographer	Several outings per year	School, IC Gregori, local history writer, Aree Interne Appennino Reggiano, Unione Montana dei Comuni dell'Appennino Reggiano	Co-design, fairy tale set, workshop, modelling.	8-9	History, geography, social and civic skills, literature, mathematics
<b>Castles</b>	Paullo, Reggio Emilia, Italy	Castles	Teachers, local artisans, families, professionals	6 outings per year	School, IC Gregori, Il Melograno, Pro Loco di Canossa, CNA, Aree Interne Appennino Reggiano, Unione Montana dei Comuni dell'Appennino Reggiano, Tracce Sonore.	Co-design, Flipped classroom, learning by doing, storytelling	6-11	History, arts, citizenship education, geography, languages.

	Region Country	Outdoors Places	Agents involved	Time	Socio- educational ecosystem	Edu. strategies	Level Years	Main Edu. Curricular Area
<b>Scented Park</b>	Catalonia, Spain	Natural space	Teachers, professionals, university researchers, families	School year	School, TirGi, University, Municipality, Dance School, Families association	Co-design, project, workshops	3-12	Natural science, languages, sustainability, patrimony
<b>Historical Site</b>	Catalonia, Spain	Deposit	Teachers, families, professionals	School year	School, families, university, municipality, museum	Co-design, project, workshops, lapbook	3-12	History, patrimony, culture, languages
<b>NEXES</b>	Catalonia, Spain	Museum	Teachers, Artists	3 hours per week, School year	School, municipality, BÒLIT, Cultural RIZOMA	Co-design, project, artistic artefacts, exhibition	6-9	Arts, expressive language, creativity, culture
<b>SEAS</b>	Oslo, Norway	Public space	Teachers, professionals, social activists	2 months	School, Cathedral of Hope, BIOBE, University, NCCE	Co-design, research, project, workshops, artistic artefact, exhibition	14-16	Arts, sustainability, languages, science, social studies
<b>ASK</b>	Oslo, Norway	Companies	Teachers, researchers, professionals	8 weeks	University, Oslo Science City, school, organizations	Co-design, research, workshops	14-16	Sustainability, social studies, economy
<b>My Homeland</b>	Zadar, Croatia	School garden	Teachers, families, professionals	School year	School, Bartulakasica, Caritas	Project, collaborativel earning, digital booklet	10-15	Culture, creativity, natural science, sustainability
<b>City of Peace</b>	Zadar, Croatia	Zadar Peace Treaty	Teachers, historians, museum personnel, tourist guides	2 hours per week during School year	School, Donatici, Municipality of Zadar, University, entities	Social events, research, picture books, school museum	6-15	History, heritage, culture, social studies, art
<b>STEM week</b>	Zadar, Croatia	Technology	Teachers, experts	1 week, months to prepare	School, FabLab Croatia, University, organizations	Workshops, inquiry-based learning, digital creations, competitions	6-15	Technology, science, engineering, mathematics, computational/d igital skills
<b>Local Forest</b>	Espoo, Finland	Local forest	Teachers, professionals	2 hours per week during school year	School, HALTIA, HSY, community organizations	Phenomenon- based learning, research	7-9	Reading skills, mathematics, natural science
<b>Ecosystems</b>	Espoo, Finland	Animal habitats	Teachers, professionals	5 days during school year	School, Korkeasaari Zoo, HALTIA, MTK, GLIMS	Problem- based and team learning	8-10	Natural science
<b>Literature History</b>	Espoo, Finland	Library	Teachers, literary art- counselors, librarian	3-4 times 4 hours per visit	School, library	Co-design, research, team learning	14-16	Literature history



	Region Country	Outdoors Places	Agents involved	Time	Socio-educational ecosystem	Edu. strategies	Level Years	Main Edu. Curricular Area
<b>JA's Yrityskylä</b>	Finland	Yrityskylä (business society)	Teachers, professionals	16-25 hours	School, companies and agencies	Game-based learning, competitions	11-16	Economy, society, business

