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Colophon

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Introduction

By dr Bénédicte Halba. Irv

The struggle against Early School Leaving (ESL) has been a main priority of the European Commission and all its members for the past twenty years as this a main source of inequality. Dropping out of school jeopardizes the future of youngsters especially when they belong to a more difficult social background. School failure is “a broad concept that may mean different things to different people” (Psacharopoulos, 2007). This is first and foremost a semantic issue. At the European Council in Lisbon, the Union defined school failure as “the number of 18- to 24-year-old with only lower-secondary level education who are not in further education and training”. A milestone was set, that the proportion of early school leavers should be not more than 10% by 2010 (European Commission, 2006) ; this is still unachieved in 2021 for all Eu members. George Psacharopoulos also underlines that in the United States the dominant keyword is “adequacy” referring to “insufficient public funding of schools according to a variety of benchmarks”. Excellence and adequacy are used interchangeably, the motto of the Alliance for Excellent Education (2006) in the United States is “every child a graduate”.

The OECD Programme for International Student Assessment (PISA) study launched in 2000 makes it possible to analyse the national performance by gender, socio-economic status and immigrant background. It contains contextual information on the school environment and pupils’ attitudes, such as their plans for further education, their reported exposure to bullying and sense of belonging at school (European Commission, 2019). In a European Union perspective, PISA results are particularly important because they are directly linked to the strategic cooperation framework “Education and training 2020” (ET2020). In her political Guidelines (Von der Leyen, 2019), the president of the European Commission stated: “Reducing educational underachievement is key to fulfilling this goal and making principle 1 of the European pillar of Social Rights a reality”. Those 20 principles are the beacon for a strong social Europe “fair, inclusive and full of opportunity”.

Indeed, policies to reduce early school leaving must combine education and social policy, youth work and health related aspects such as substance abuse, mental or emotional problems (European Commission, 2011). For EU experts, the reasons for early school leaving are highly individual. Even though it is impossible to establish a single 'profile' of early school leavers or a comprehensive list of causes leading to a school failure, as a social phenomenon,

ESL follows certain patterns. The EU experts have identified 7 main characteristics amongst early school leavers. They are in general more likely to: come from poor, socially disadvantaged and/or low educational backgrounds; come from disadvantaged minorities (such as Roma or other minority ethnic groups) or migrant backgrounds; belong to vulnerable groups, such as youth from a public care background, teenage mothers and those with physical and mental disabilities or other special educational needs (SEN); have to contribute to the family income or take adult responsibilities, such as parenthood or caring for family members; have had a history of disengagement from school, long-term absenteeism, truancy or expulsion; have achieved poorly in school and lack sufficient educational resilience; have often changed their place of residence or schools (EC, 2011).

Whatever the reason for ESL, a central point underlined by the European Commission is an obvious relationship between socio-economic status and the risk of ESL (Halba, 2014a). EU experts concluded that ESL is a result of the interaction between home/family/community-based factors, school-based and systemic factors. It is therefore important to understand why some pupils might be excluded from school in order to offer appropriate public policies to enhance Success at School for all and not just for a minority. Since 2000, the main question which has been asked to policy makers in the field of education is “What is important for pupils to know to become educated citizens?” .

Enhancing active citizenship thanks to a voluntary involvement is a way to tackle the issue (Halba, 2014b). The real modernity of volunteering is the freedom attached to it. Volunteers are free to give and to leave. Freedom is also one of the human rights promoted by the European Union: “the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity; it is based on the principles of democracy and the rule of law. It places the individual at the heart of its activities, by establishing the citizenship of the Union [...]” Taking into account that the EU is a pluralistic society enriched by a variety of cultural and social traditions, which will in the future become even more diverse, the EU Charter of Fundamental rights emphasizes the respect for cultural and social differences (the Diversity principle): “The Union contributes to the preservation and to the development of these common values while respecting the diversity of the cultures and traditions of the peoples of Europe as well as the national identities of the member States” (European Commission 2000). The European Year of Active Citizenship 2013 was the occasion to enhance the concept of “Volunteering for all”. A voluntary involvement includes both concepts of altruism and otherness, based on the involving of an “other”, different from myself, my family or my friends. If altruism is opposed to selfishness, otherness is linked to the value of pluralism and diversity. Being a member of a society is

based on a series of rights but also brings with it a number of responsibilities for all of its members, whatever their status: nationals or migrants (the Active Citizenship principle).

Since the International Year of volunteering celebrated in 2001 (IYV2001), the European Year of Volunteering of 2011 (EYV2011) provided a new step in the recognition of volunteering. In its communication on EU Policies and Volunteering, the European Commission states (EC, 2011), in its introduction that “Volunteering is a creator of human and social capital. It is a pathway to integration and employment and a key factor for improving social cohesion. Above all, volunteering translates the fundamental values of justice, solidarity, inclusion and citizenship upon which Europe is founded into action”. A series of European projects have been conducted since 2001 combining theory and practice (Lifelong learning perspective) meant to equip educators (understood in a broad sense at school and outside school) with relevant tools and methods meant to identify and assess the unique learning acquired thanks to a voluntary involvement, a meaningful example of non-formal and informal learning. The main idea was to combine both an alternative learning for students acquired outside school (an example of extracurricular activity) with a relevant support for teachers to be able to include this learning in the general assessment of their students (in a competence approach as a citizenship competence but not only as many other competences are concerned).

The CLASS project is inspired by the results achieved by those previous projects as reminded in the second article of the theoretical part of our ebook (Halba, iriv). The specificity of the CLASS project and its link with the objectives of Agenda 2030, not only in terms of environmental sustainability but also social sustainability is underlined in the first article of the theoretical part (Castellani, SOLCO). The involvement of youngsters in voluntary activities has been a main concern and the touchstone of Caritas for its youth policy focused on empowerment as explained in the third article with the example of this policy in Germany (Renic, Caritas Borken). Supporting teachers and schools has been a main concern in Italy since the launching of the Paths for transversal skills and guidance (PCTO) and the research conducted on this basis with service learning/ research evidence (Bartolucci, Batini & De Carlo, University of Perugia). In the last article of the theoretical part, the article explains the importance of enhancing citizenship values and how they are enshrined in the principles of the Basic Law of the Education System (BLES) in Portugal (Oliveira, Desincoop). The second part of the e-book develops the various ways the CLASS project and its intellectual outputs have been tested insisting on the special issues faced with the closure of schools due to the Coronavirus (March 2020- June 2021) and the alternative strategies implemented by the different partners to overcome the issue,

combining the national context (special conditions imposed by the Ministry of Education) and the specific profile of each partner (University, High school, research Institute , NGO, and social organization).

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C.L.A.S.S

THEORETICAL APPROACH

Spirit of the CLASS

By Antonia Castellani, Solco (Rome, Italy)

The project idea

The CLASS project stems from the idea of proposing voluntary activities to high school students, with a view to social sustainability. The idea is based on the objectives of Agenda 2030, which introduced sustainable development as one of its key-words, for the first time not only in terms of environmental sustainability but also social sustainability, a relatively new concept for which there still isn't a single agreed definition.

In our project, we took several definitions of sustainable development as examples, but we focused on the one presented in the European Commission's Reflexion paper 2019¹, and then included in the Business Dictionary: "Sustainable development is a development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs".

This definition brings into play two fundamental principles: sustainable development is about both enabling society and creating a harmonious link between generations.

The idea of intergenerational dialogue as an integral part of sustainability is one of the most relevant aspects of the CLASS project.

The proposal to introduce a voluntary experience for students in high schools as an extracurricular activity has been introduced in Europe in recent years², making it possible to take the volunteering experience to a more advanced level of achievement.

On the one hand, using volunteering in the same way as any other work experience brings the activity closer to the school curriculum. Moreover, a direct association volunteering=work leads to some very important assumptions:

1. Students, families and teachers learn to consider collaboration with a charitable organisation as a possible career prospect with a view to social sustainability.
2. Volunteering is fully equated with work experience, i.e. students learn skills that will be useful for their future, comparable to (and sometimes even superior to) those acquired through other types of work experience.

¹ European Commission Reflection paper Towards a Sustainable Europe by 2030, COM(2019) of 30 January 2019.

² For example, mention should be made of 2 projects: the LLP-Comenius "Success at school through volunteering" (2012-2014), and the SCHOLA Project, funded by Erasmus Plus (N° 2016-1-FR01-KA201-023866, www.schola-erasmus.eu).

3. Volunteering allows the development of key competences and soft skills that cannot be developed during a "classic" work experience and that can be particularly valuable for young people when entering the labour market: resilience, empathy, effective communication, leadership, management and problem solving skills, teamwork, development of relational skills.

Directly deriving from these assumptions, the three main intellectual products of the CLASS project respond exactly to the underlying needs, each time taking the discussion to a higher and wider level:

1. Need for teachers to be able to monitor and evaluate the enhancement of soft skills in students undertaking a volunteering experience.

Answer: Toolkit for teachers to assess soft skills.

The methodology and tools that have been put in place for monitoring and evaluating the soft skills of the students are of particular importance: starting from tools that have already been tested and scientifically validated, such as the VAEB - European Portfolio for Volunteers³, a new tool has been created (Toolkit for teachers), which combines self-assessment and objective assessment by teachers and tutors, using methods already used by the project partners to assess soft skills.

2. Need for schools to find ways to include Social Sustainability in the school curricula.

Answer: Guidelines for Schools.

The Guidelines for Schools offer school managers and institutions a set of suggestions on how to integrate social sustainability into the school curricula, as well as a list of FAQs, which can be of great help when presenting volunteering projects to new stakeholders.

3. Need to raise awareness among policy makers and educative communities about the opportunities for personal and professional growth represented by the experience of volunteering, especially at a young age.

Answer: Handbook of Recommendations at European level.

A mainstreaming action, such as the Handbook, is essential to disseminate the innovative pedagogical strategy here presented: on the one hand, to develop volunteering as a learning experience for young people, with the possibility of capitalising on the skills they have learnt; on the other hand, to offer the school institution tools for the sustainable educational development of students.

The influence of the pandemic.

³The VAEB – European Portfolio for Volunteers, is a useful tool for taking stock of competences deriving from the volunteering experience, developed during the Leonardo da Vinci European Project “VAEB”: <https://www.iriv-vaeb.net/projet-pionnier.php>

In the midst of project, the COVID pandemic led to the need to rethink many of the project ideas that had hitherto been taken for granted. Suddenly, the schools had to learn to function using distance learning, an experience which placed a considerably heavier workload on teachers and an enormous psychological burden on everyone, especially the students, who find in school their most important point of reference outside the family.

In the difficult context with which we are all familiar, it was necessary to forge new relationships, find new ways of collaborating and rethink all the activities planned, without distorting the project.

In other words, in an already experimental project it was necessary to take a leap forward and imagine - and then carry out - virtual voluntary work. As the pandemic continued, it was possible to identify a number of activity fields, all linked in particular to inter-generational contact and support for people who were not self-sufficient and/or unable to use technological means for various reasons. This opened the door to a need that -until then- had been considered less crucial to the project's implementation: the need for technological and digital skills and, therefore, the volunteers' need to provide support in those fields.

In addition to the very serious health problem, in fact, we can say that one of the strongest side-effects brought about by COVID was isolation, which was made particularly unbearable for those who had little or no access to digital and multimedia technology, i.e. especially the elderly, who had perhaps been self-sufficient up to that point.

Moreover, precisely because of the pandemic, an even greater sense of solidarity developed among young people, so that the response to the project was even higher than we had expected during the planning stage.

At a certain point in the project, corresponding to the first wave of COVID, the partners were prepared for the possibility that they might not be able to complete the project, or that they might have to scale down the expected results. In fact, by the time the second wave arrived, despite new travel restrictions and lockdowns, the partnership was able to continue with all activities.

This is an important achievement, which demonstrates both how volunteering -or even a preparation to volunteering- can contribute to a sense of belonging to the community, and that carrying out a social service activity also offers support to those who offer it and not only to those who receive it. In this sense, the CLASS project proved to be "the right project at the right time".

The fundamental contribution of the schools involved in the CLASS project should be emphasised, both the Liceo Galilei from Pescara (IT), project partner, and all the schools involved by the other partners: Akademie Klausenhof (Dingden, DE), Agrupamento de Escolas Francisco de Holanda (Guimaraes, PT), Liceo Alessi and Liceo Galilei (Perugia, IT), Institut Saint Pierre de Brunoy (Essonne, France).

On this occasion, despite the objective difficulties due to the fact that the European schools were thrown into an online teaching for which they were not prepared, the reaction was exceptional, showing remarkable capacities for organizational -as well as personal- resilience.

The young people involved in the experimentation were therefore able to learn from their teachers the soft skills that volunteering has enabled them to develop: empathy, teamwork, management skills, problem solving, leadership and interpersonal skills.

The partnership discovered that the impossibility of seeing each other - which takes away so much from Erasmus Plus projects, which have always been synonymous with travelling and sharing in presence⁴ - could be overcome thanks to online meetings: in the end, the ease of online contact kept us constantly in touch and allowed us to exchange ideas and opinions much more frequently than we had planned.

So, as well as proving the resilience of teachers and students, CLASS project has also shown the partners' team ability to adapt, that can be considered as a lifelong learning project.

As the project manager, I would like to personally thank all the partners for being an exceptional team: Solco Srl (Italy), University of Perugia - Department of Philosophy, Human Sciences and Education Sciences (Italy), Liceo «G-Galilei» Pescara (Italy), IRIV – Institute for Research and Information on Volunteering (France), Caritas Borken (Germany), and Desincoop (Portugal).

⁴ Erasmus + projects are very closely linked to Mobility, as an illustration of the basic European freedom of circulation.

CLASS- Supporting teachers & school in order to enhance voluntary activities among their students to struggle against Early School Leaving- from the SAS to the CLASS

By dr Bénédicte Halba, iriv conseil (Paris, France)

Introduction

Early school Leaving (ESL) is a multifaceted phenomenon (Van der Graaf, Vroonhof, Roullis, Velli, 2019). The most notably factors, are “person’s socio-economic situation, a family’s educational background, market push and pull factors but also the relationship with the school and the programmes offered, and not less for individual reasons”.

The European Union had the objective in 2000 to decrease the level of early school leavers to 10% within the Europe 2020 strategy. Later in 2011, the Council issued a Recommendation on reducing Early School Leaving inviting the Member States to adopt policies for prevention, intervention and reintegration with the publication of a study by the European Parliament entitled ‘Reducing early school leaving in the EU’. Since 2011, the rate of early school leaving has decreased in EU28 by 2.8%, from 13.4% in 2011 to 10.6% in 2017. Among the Member States, there are differences in performance regarding their 2020 national targets, with some performing well.

In the four countries of the CLASS project the decreases in the ESL rates were the following (Eurostat, 2019): France from 12.3% in 2011 to 8.9% in 2017; Germany from 11.6% to 10.1% ; Italy from 17.8% to 14.0% and Portugal from 23% to 12.6%. Therefore, we must consider not only the rates in 2017 that may be still high (and above the expected 10%) but the achieved efforts and the main progressions. In this perspective, Portugal has certainly accomplished the most remarkable results, France and Italy facing the same situation, and Germany in a *statu quo* situation.

We intent to show in our article that the best way to combat Early School Leaving is to enhance a three-step approach. In a first step, the idea is to enhance a comprehensive strategy meant to combine formal learning (at school) with non-formal and informal learning (outside school) with a necessary relationship to be built between parents and teachers and a leadership approach to be implemented. In a second point, we will emphasize how afterschool activities may be a way both to acquire basic and complex competences and to improve social equity ; indeed they contribute to build a different collaboration between teachers and students. In a third point we will explain how volunteering may be considered as a perfect example of extracurricular

activity. A voluntary activity is useful not only for acquiring a citizenship competence but also for improving other “complex” competences mentioned in the European framework of the “Eight key competences” (European Commission, 2006 & 2018) such as learning to learn, entrepreneurship or cultural diversity. School is not the only place to learn, but success at school is a first and foremost step to build a future both as a citizen and a professional.

I- Extracurricular activities to empower students who might be faced to difficulties at school

Early school leaving is explained by various factors. The relationship between public investment in education and the reduction of early school leaving is not evident. It doesn't exist a linear correlation. A series of drivers seem to be more relevant to explain ESL from other levels and policy fields. Public policy efficiency is at stake as a better targeted spending should be based on the needs of pupils - public expenditure is relevant to reduce ESL under this condition. Indeed, there is a close relationship between public investment and other areas such as labour market, social inclusion or reduction of poverty.

1- An example of innovative educative policy in France since the 1990s

This approach has been emphasized in France with the so-called “Politics for the city” (“Politique de la ville”) implemented since the beginning of the 1990s in sensitive urban areas in a first place, in all poor areas since 2014 with the re-designing of this innovative policy. It is meant to empower on a local level all the actors involved in education also called “educative community”- schools (principals & teachers), families, and local authorities. At the heart of this inclusive policy, we find youngsters who are both students (at schools) and children (in their families) ; they are also future citizens for local authorities to be taken into account. This public politics for education was renewed in the past two years in France with a special label given to cities that are actively involved in education – they are called “educative cities” (“*Cités éducatives*”). This label supports local authorities (mainly cities and towns) that have implemented innovative actions together with schools in sensitive territories mainly characterised by a low income of the households. This policy involves different fields such as Education and early childhood, Housing and living conditions, Employment and professional inclusion, Social cohesion and Security and prevention of delinquency.

In 2001, ten years after the beginning of this educative policy in France, a main emphasis was put on afterschool learning. The main ministries involved were: National Education, Employment and Solidarity, Youth and Sports, Families, Childhood and Disabled, City. They signed together a Charter and

a Guide meant to support school mentoring (*Guide d'accompagnement à la scolarité*, 2001). The idea was to provide a special support to families living in sensitive areas (“*quartiers sensibles*” or “quartiers”) through social centers, associations and any not-for-profit organisations involved on the ground. Cultural and social mediators called in France “*adultes relais*” (social workers respecting a special Charter adopted in 2004) who were firstly created on a voluntary basis, were in charge to make a bridge between inhabitants and public bodies in sensitive areas. They have been closely associated to the ‘Politics of the city’. In this holistic approach, children were involved in the first place in afterschool activities with the aim to help them do their homework. In a second place, parents were also associated as volunteers in special workshops they had chosen (in art, culture, cooking, craftwork...). Some parents could also be involved in an educative process such as alphabetisation for adults with a migratory backgrounds who haven’t been at school in their countries of origins; but also families of nationals whose parents had dropped out from school. The courses for migrant families are usually delivered by associations specialising in French as a foreign language (FLE for the French acronym). The course for families with a poor income and low level of education (with illiteracy issues) have been delivered in urban and rural areas by organisations usually belonging to a unique associative movement meant to enhance education for all (‘*éducation populaire*’). It has a long tradition in France since the movement launched in the 1930s called “Front Populaire” that offered the first two-week holidays to employees. Examples of such associations are the Ligue de l’Enseignement or the Secours Populaire in suburbs ; in the country side a specific network “*Familles rurales*” proposes a lot of training courses.

2- Education as a continuum (at school and in the family)

In the past years, the process to involve the whole family and not only the children, has also been implemented at school. Principals were asked to create special places in their schools to welcome parents on a regularly basis to discuss the issues their children were faced to or to suggest any afterschool activity they might find relevant for their children to enhance a learning process. If the first educators are parents, education is a continuum and so the same speech must be delivered at school and at home to support children in a fruitful learning process. Otherwise, it may create a confusion in the students’ minds. Many families, both with migratory background but also nationals with a poor educative background, are lost at school as the educative system is too difficult to understand. Parents may have themselves been dropouts and so they must avoid repeating the same negative process with their children. Therefore this is not enough to support students; their parents must also be associated together with teachers and principals. In complement,

paid staff or volunteers in organisations or associations offering extracurricular activities may also provide a different perspective, sometimes less intimidating for parents.

This spirit is shared by the OECD since 2008 with the TALIS (Teachers and School Leaders as Lifelong Learners) studies that are focused on leadership at school. “The idea is to give teachers and school leaders the opportunity to voice their opinions on their working conditions, learning environments and practices” (OECD, 2019). Leadership is to be understood in a broad sense as a leader may be defined as any person who may have a positive impact on the learning process - by supporting some students who are lost and who would need a special help, by involving parents to play an active role at school and so bridging the gap between school and home, or by suggesting alternative pedagogical strategies, for instance during after school activities. Therefore, the profile of a leader at school may be quite diverse- students themselves when they play an active role in extracurricular activities, teachers and principals implementing other tasks that the usual ones they must provide, or parents involved in school life, or anyone working in organisation offering afterschool activities.

II - The competence approach to combat early school leaving, enhancing “basic and complex competences” thanks to extracurricular activities.

Extracurricular activities are a main point suggested in the innovative pedagogy known as the “detour strategy” meant to implement activities for students outside school. The aim is to acquire knowledge and competences through non formal and informal learning.

1- A variety of extracurricular activities

The most popular activities outside school are sports for empowering students, enhancing self-esteem and change a negative image they may have of themselves. It may be for students who are more “physical” than “intellectual” to find a way to express themselves and to be successful. Sport has an educative dimension as there are rules to be respected, a fair play spirit to enhance, a team spirit to be built but also a strategic approach combining both psychology and talent to be implemented. A success in sport may pave the way for a successful path at school for students reluctant to authority or to a traditional educative system. They are considered differently by their fellow students and their teachers if they are successful sport players.

Other leisure activities are games that may also be a way to acquire knowledge required at school and implement basic competences (literacy, mathematics,). In some Eastern countries for instance, there were a lot of chess clubs. This is not the only reason, but the successful combination between school cursus and afterschool activities may have had an impact as the average rates of Early school leaving are still low in several Eastern countries compared to other Western countries such as Poland with 5% of Early school leaving rate in 2017, Czech Republic with 6.7%, but especially ex-Yugoslavia with 3.1% in Croatia or 4.3% in Slovenia (that are also small countries). This is not a general rule for Eastern countries as in Hungary or Bulgaria, the rates are in the EU average (12.5%) and quite high in Romania (18.1%).

Another example of extracurricular activities are artistic activities that they are more demanding as they are meant to develop creativity but also to acquire specific competences required at school. In an Erasmus project EducOpera (2017-2019), meant to suggest an education to Opera, the artistic learning focused on singing, acting and playing the music (the three compulsory elements to define “opera”) combined other kinds of learnings linked to the activity of the Opera house such as technical skills (managing electricity, making up, designing costumes, building a scenery...), managerial skills (fund raising, managing human resources, conducting a project...) and pedagogical skills (reminding of historical/cultural background, assessing the cognitive impact of an education to Opera on students, assessing competence acquired and required at school...). The testing conducted in different countries with diverse backgrounds (a Opera house in France, a high school in Italy, local schools in Denmark, association for Opera in Slovenia, and diverse schools in Spain) showed the main benefits of an education to Opera for students to combat early school leavings (Halba, 2019).

2- The benefits of extracurricular activities to combat Early school leaving

Extracurricular activities have two main benefits for students especially those who are living in sensitive areas. Firstly, they provide a school mentoring and support families who wouldn't be able to help their children with their homework. The second main benefit, whatever the social and educative background of the students, is to create a different relationship between students and teachers, as these activities are based on freedom.

School failure is a major cause of social and professional exclusion among youngsters. It is seldom to meet youngsters who would be totally opposed to school. Most of the time they are most stressed by the school system because they haven't found their place (Halba, 2013). This leads to a reaction of reject and consequently exclusion of the school system. Philippe Meirieu, a French pedagogue, who used to be the director of a training institute for

future teachers in Lyon (now called INSPE) was a main defender of the “detour strategy” in France to avoid this negative reaction of youngsters, so proposing them alternative activities, beyond school, was a way for them to learn differently.

The first main benefit of extracurricular activities is to offer a school mentoring, suggested by associations outside school. Youngsters are involved in different workshops allowing them to learn a language, mathematics or any other discipline through games or social activities. Other actions may be a tutoring provided by students who have succeeded in their studies and who could explain their ‘success story’; among youngsters, they may appear as role models. This is a way to give self-confidence and hope to youngsters who feel lost and abandoned by school. They may also have a feeling of belonging to areas with few assets and a lot of handicaps (bad image, dropouts associated to potential delinquents...). Sometimes they live in areas that are really far away from main cultural or educative institutions (libraries, mediatheques) or few public services in general. The first social inclusion is very linked to this far away feeling linked to the territories youngsters belong to. The Center (big cities) with a lot of cultural and public services is opposed to Peripheries (with a deprived social and public environment). In France, there is a symbolic line opposing Paris to the suburb called the “periphérique”, which is the name given to the special urban motorway (ring) around Paris. It has become a symbolic frontier to be overcome.

A main element to consider for a successful strategy in extracurricular activities is to enhance a diversity of the profiles, both the students (combining successful students and almost dropouts) and the educators (teachers and people working for associations). Another main characteristic is the state of mind enhanced in these afterschool activities as they are not compulsory, they are based on the free will of the students who choose to spend their free time in afterschool activities. This is also on a voluntary basis that teachers are involved in these activities. Therefore, students and teachers don’t have a hierarchical relationship, this is an horizontal collaboration. There isn’t any assessment process at the end ; this is a “win-win” situation both for students and teachers. They both change their perception of teaching and learning process, in a positive way.

III Voluntary activities as an example of meaningful extracurricular activities for students to acquire competences to be assessed at school

Volunteering may be a fundamental step for all young people to prepare a future, both a social and professional life. It can be decisive for feeling useful for the community, for meeting people they wouldn’t have had the chance to meet in their normal life (family, friends, school). It needs to offer

opportunities to take on stimulating work, to develop skills, to explore different careers and to get work experience. If instrumental motivations are not new, they appear to be increasing rapidly among young people (Halba, 2001).

1- The benefits of a volunteering for youngsters

Youth volunteering was the aim of a network supported under the Youth programme coordinated by iriv (France) to exchange expertise and to stimulate national governments on the topic. It gathered six EU countries in 2000 (France, leader, together with Germany, Italy, Netherlands, Spain and the United Kingdom). It kept in mind that “instead of attempting to make young people fit into existing volunteering, we should reshape volunteering to accommodate them” (Gaskin, 1998). On a European level, the goals were to determine : the stakes of youth volunteering for youngsters as individuals, as future professionals and as citizens; the motives and advantages to become volunteers and for voluntary organisations to be more attractive towards youngsters; and finally to propose concrete actions – how to focus on target groups, how to work together with school, how to use the specific motives of youngsters, how to design a relevant volunteer policy, how to work with organisations on local levels, how to network with public authorities and sometimes private bodies and other not for profit organisations.

A step forward was achieved thanks to a more ambitious European project, VAEB (2003-2006), a strategic partnership under a Leonardo da Vinci (focus on Vocational Education and Training), initiated and led by iriv, in 7 countries (France, leader, Austria, Germany, Italy, Hungary, Poland, and the United Kingdom). The European team designed the first portfolio meant to identify and assess a voluntary experience (Halba, 2007). The tool and process (a portfolio) considered for the first time a voluntary experience as an example of non-formal and informal learning. The project was awarded in Helsinki in 2006 as an example of “excellent practice in addressing the priorities of the Copenhagen process”. It was the basis for the Communication published by the European Commission on Volunteering as an example of non-formal and informal learning on the occasion of the European year for Volunteering (EYV2011).

Another step was to suggest a voluntary experience as a means to struggle against Early school leaving. This was achieved thanks to a new European project, a Comenius (focus on School Education) initiated by iriv together with the University of Northampton in 6 European countries (United Kingdom,

leader, together with France, Italy, Bulgaria, Portugal and Slovenia). It was entitled “Success at school through volunteering -SAS”. It designed a training for youngsters (aged 14 to 16 years old) and a mentoring for their teachers (Halba, 2013).

A fourth step was achieved with another European project, Schola (2016-2018), an Erasmus + (School Education) initiated by iriv together with the Collège Blaise Pascal in 5 European countries (France, leader, Belgium, Italy, Poland, and Portugal). A new portfolio was designed to support teachers to equip them with a method to identify the experience and competences acquired by their students thanks to a volunteering. A mentoring was also designed for teachers to use properly the portfolio. A link was made between the 8 key competences of the European framework (European Commission, 2006 & 2018), the competences required at school and the competences to be acquired thanks to a volunteering (inspired by the portfolio VAEB).

2- The main added value of the CLASS for contributing to a volunteering as a non-formal and informal learning

The CLASS project is another way to improve the process initiated since the VAEB project (2003-2006). The toolkit designed in a first step is based on the portfolio VAEB with its seven step path- opening of the students' file with information on their profile ; description of the volunteer's activities ; reflective questionnaire on the volunteer activities ; students' self-assessment of their volunteering ; evaluation of skills acquired through volunteering by teachers ; evaluation of the voluntary course carried out by the students by the teachers ; and certification / validation of skills acquired through volunteering by teachers.

The main added value of the CLASS is to give an overview of the different environments in which a voluntary experience can be implemented as an extracurricular activity. The CLASS gathers 4 countries with a diverse tradition in volunteering in general and volunteering as an example of non-formal and informal learning in particular. Indeed, a voluntary activity is not the most popular activity suggested as an extracurricular activity as it may be demanding. Once more a diversity approach is needed for combining different learning (formal, non-formal and informal), involving different profiles of educators (teachers and people working in associations), in different learning environment (inside school/outside school) and closer to a professional environment.

In France and Italy, a strong link was made between a voluntary experience and a first professional experience. For France, a voluntary involvement may be suggested in the framework of a compulsory internship students (aged 14 to 16 years old) have to achieve in the last year of the secondary school.

This was the testing conducted by iriv (French partner of the CLASS). In Italy, a voluntary experience was implemented by the University of Perugia (Italian partner of the CLASS) in the framework of the alternance activity students have to achieve in high school (since 2015, it is compulsory in Italy). In Portugal, the same approach was suggested by Desincoop (the Portuguese partner of the CLASS) but the professional experience is not so strong. This is the same in Germany with the testing conducted by Caritas Borken (the German partner of the CLASS), the civic approach is the key point. The questionnaire designed for the purpose of the CLASS project insisted on the main benefits for students to implement a voluntary experience. Students were asked the main competences they have improved thanks to a volunteering (questionnaire attached in annex 1): communication, organisation, digital competence, multilingual competence, negotiation, solving issues, decision process, leading or participating to an action. In France, the students were prepared to conduct a voluntary action on the ground thanks to a training they have followed “cybercitizens to combat fake news”. The students belonging to a school in Brunoy (Essonne) answered that “learning to communicate with others and among them” was the very first competence they think to have acquired. In another question, they were asked the main difficulties they had to overcome: “playing an active role”, “solving issues”, “teamworking”, “communicating with others” and “assessing their work”. The students answered that the first difficulty was to be able to play an active role and to communicate with others. It was confirmed in a final set of questions, what they have liked best – “communicating with others”, “organising an action”, “working in team”, “analysing an issue”, or “defending a cause”. Once more they chose communicating and working in team.

3- The competence approach for assessing the benefits of a volunteering for youngsters.

The best benefits for students to be expected from a voluntary experience is basically to acquire and test on the ground “complex” key competences (KC) – learning to learn (KC5 in the European framework), citizenship competence (KC6), entrepreneurship (KC7) and cultural competence (KC7). The basic competences (literacy- KC1, multilingual competence- KC2, mathematics & sciences- KC3 and digital competence- KC4) may be easily acquired at school whereas the complex competences require more complex and diverse environments.

Learning to learn (KC5) is a competence to be acquired since the beginning of a voluntary experience as a volunteer is usually not familiar with the goal or environment of an association and has to gather information among “old” volunteers (who are the memory of the association) but also by him/herself as a new volunteer brings with him/her a new profile and sensitivity. Citizenship competence (KC6) is the most obvious competence as volunteering is

closely linked to an active citizenship - how to defend on the ground a cause whatever it is. Even sport may be a “cause” as this is a way to gather people with different backgrounds, sharing the same passion and willing to transfer it among the younger generation (when they are coach for instance). Entrepreneurship (KC7) is also most useful when you are a volunteer to implement an action on the ground, to find the financial means to achieve it, to select the relevant team to be successful and to gather a necessary feedback to evaluate the action with a critical thinking and justify the relevant use of the money. The cultural competence (KC8) is not the easiest competence to be assessed or to be aware of as it is transversal to a voluntary involvement – culture must be understood in a broad sense and very similar to diversity. An association is a way to gather people with different backgrounds, knowledge and competence; the activities implemented by an association are quite diverse and depend on the diversity of the team gathered (paid staff and volunteers). Another kind of diversity is linked to the audience addressed as many associations are located in sensitive areas characterised by a highly diverse population.

Conclusion

As a result, a voluntary involvement may be for youngsters a first apprenticeship for being a citizen (defending a cause, with different people, for a diverse population, for the common purpose) but also for being prepared to become a professional as they have to acquire knowledge to be able to achieve the goals of the association, while adapting to a new environment and to people with a diverse background.

The European framework of the 8 key competences is very useful to value the contribution of a voluntary experience to learning. A volunteer improves “basic” competences - literacy, multilingual competence as an association often addresses a diverse audience, mathematics & sciences for the day to day management of the association, digital competence as this is the modern means of communication. A volunteer also acquires “complex” competences – citizenship is obvious but is hardly the only one, learning to learn, entrepreneurship and cultural competence are most needed to be able to achieve a voluntary action.

Volunteering is also a way to concretely experiment altruism but also alterity. It helps implement a critical thinking as a volunteer is usually faced to new and unexpected events. The variety of experiences and people a volunteering allows to acquire is priceless for the education of a youngster, especially in changing and troubled times. A voluntary experience shouldn't be an optional activity but a compulsory one for a youngster for all its benefits. But if

it were, it wouldn't be any more a volunteering as it must be based first and foremost on freedom. This component is crucial to provide a meaningful experience as the first mission of learning, acquired at school, is to prepare free individuals equipped to defend their rights and democratic values in society. A meaningful education allows to break free to be able to defend freedom linked to democracy and to be aware of the many attacks against democracy that may happen in troubled times.

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A special support to be enhanced

By Marijan Renić, Caritas Borken (Germany)

Introduction

In the Federal Republic of Germany education in general is a matter of its 16 federal States except universities, which are operated by the federal government. In addition, there are many more educational institutions, which are run by trade unions, associations or the Churches like the associated partner of Caritas Borken, the Klausenhof Academy, which is a foundation of the Diocese of Münster. Additionally, there are also private providers. They all have in common to provide young people state-recognized qualifications.

No nationwide curriculum in Germany

Although curricula for teacher training from the Conference of all 17 Ministers of Education should be adjusted, the situation is still not manageable. According to the German constitution, the federal minister hardly has any influence, and the chairmanship of the Conference for Ministers of Education changes every year. This means that all ministries are involved and that there are 16 different legal forms and different Curricular. Therefore, the following statements exclusively refer to the federal state of North Rhine-Westphalia (NRW), with its around 18 million inhabitants, where Caritas Borken is located.

Extracurricular activities encouraged by experts

All leading actors from political and educative fields emphasize the importance of adapted intercultural and extracurricular curricula in teacher training, but there are none. Even if the situation has improved in recent years young people with a migrant background and refugees are still structurally disadvantaged (Federal Education Report, 2020). Success in education depends primarily on ethnic and social origin, which means that young people with a migration background do not have equal opportunities with their German peers. The same conclusion applies to access to training or the labor market.

Volunteering promotes integration

Even if this has been known for a long time, it is not a consistent part of the training of teaching and supervisory staff. What about informal learning without systematic formal curricula? What role does mediation play in extracurricular activities? The importance of such activities is clearly emphasized by all experts. Indeed, this underscores the innovative approach proposed by the CLASS project.

Caritas: Volunteering as a central topic

There are numerous large organizations and associations who have their own youth departments. These include, for example, the fire brigade, sports associations, trade unions, churches, etc. where young people volunteer under the guidance of care staff. In Germany Caritas is the largest employer after the state with over 500,000 employees and at least as many volunteers, which means that there are over one million people engaged by Caritas. They are inspired by the principles of Catholic social teaching and place special emphasis on the most vulnerable. This means that Caritas concentrates above all on the poorest and weakest members of our societies, including those who have recently arrived in Europe as migrants or refugees. Young Caritas is the youth department in which the NGO offers many activities for socially committed young people. Volunteering for young people can be the first step towards a career with Young Caritas as an important employer. Full-time employees are usually social pedagogues or social workers who receive regular further training.

What is needed for teaching and supervisory staff?

In order to empower young volunteers, employees need to be trained and encouraged. The focus is on inductively prepared learning elements and modules that convey so-called structured experiences. They are reinforced through group processes and with theoretical contexts.

What is to be considered?

- Most of them works full time.
- They usually have a limited time budget.
- They expect interactive and participant-centered methods.
- They would like to link the training content with their practical experience and actions.
- Knowledge that is directly relevant to the (“procedural”) interaction is important.
- Special forms of communication are not only cognitively oriented, but also require the inclusion of the entire personality

Despite intensive research and many personal discussions with public and private providers, the coordinated educational concept is missing. Instead, many institutes offer culturally sensitive advanced training modules that are mostly based on tested intercultural opening processes.

Therefore the CLASS approach could empower the staff with advanced training modules. The goal is to support young volunteers with extracurricular activities especially in the associations where the benefits are obvious. On the one hand, the German language skills and multilingual competences of the target group could be improved through social contacts ; on the other hand, the young people can contribute and improve further skills. Finally, they can gain more work experience that can pave the way for other opportunities in their future career choices.

The example of Young Caritas in Germany

Young Caritas is the platform of the Caritas associations with focus on the social engagement of young people described as follows: “The Young Caritas Germany team is based in the German Caritas Association in Freiburg. It supports almost 70 Young Caritas locations and contacts across Germany. It offers many areas of activity for socially engaged young people. At least the voluntary commitment of the young people for this important employer in Young Caritas makes it easier for them to start their careers”.

Young, refreshingly unconventional and active people

It is important for many young people to take part in solidarity initiatives – Young Caritas helps that solidarity becomes a reality. The adolescents and young adults who are involved in Young Caritas actions are usually 13 to 27 years old. Together with the staff they start projects for and with people, for example refugees, homeless people or people living in difficult social circumstances.

Young Caritas Main Idea

Young Caritas in Europe is a network of global solidarity consisting of five international Young Caritas centers (France, Germany, Luxembourg, Austria, Switzerland) and two local ones (South Tyrol and Vienna). As a network, it has been offering young people in Europe opportunities for information, exchange and participation in society since 2014. With financial help from the Erasmus + agency Movetia, which was launched in November 2017, a strategic partnership under the theme "You are welcome - young ideas for a world based on solidarity" has emerged.

She is committed to Europe and generally to the community with the following hypotheses and processes:

- Young people are demanding for peace, justice and equal opportunities for everyone.
- exchange meetings are held containing many activities like workshops,
- institutions work more deeply on the projects carried out by Young Caritas in Europe
- social orientated projects are getting realized.
- working all together may be a first step to change the world.

The messages delivered to the relevant staff are:

- Use social education as a tool to motivate young people to be responsible members of society and work for the common good;
- Make youth engagement be more visible in the European Caritas network and foster communication between the young civil society and Caritas;
- Increase the participation of young people in Caritas projects, structures and actions.
- Be aware of the diversity of the Young Caritas European movement among the Caritas European network as it varies according to local needs, but always within both a national and global context.

The movement in practice

- It can take the form of a constant structure or of a temporal project or action.
- It can be addressed to children, teenagers, students or young adults up to 30 years of age.
- It may focus on charity or on social activism.
- It can be present on a parish, diocesan or national level.

Participation of the young people - The Vienna Declaration on Young Caritas

This declaration is a result of the first European Young Caritas Conference on Social Education and Young Volunteerism which took place from November 21st until November 23rd, 2018, in Vienna. 70 participants from 31 different countries have contributed to the Declaration, all dealing with different national contexts and Caritas organization. It was decided to focus on common vision, mission and goals. All participants believe that : every young person in Europe should have the chance to participate within Caritas ; young people need opportunities to create a sustainable world of solidarity and social justice. Young Caritas is the platform for the promotion and participation of young people within the Caritas family and therefore assures, that values play an important role in today and tomorrow's society. Young Caritas's platform for young people gives them the possibility to have a positive impact on society. It creates spaces for young people from all over Europe to connect with each other and to foster the dialogue among themselves so that they will feel empowered and take ownership of their actions. Young caritas promotes social education as a tool to motivate young people to be responsible members of a society that works for the common good. Each member should be strongly encouraged to create opportunities for young people to engage within Caritas.

The Goals are committed (slightly shortened) to: contribute to the mission, values and unity of Caritas ; bring societies closer together ; raise awareness on social issues and coherent systemic thinking ; facilitate learning from each other and sharing experiences for instance through multilateral youth exchanges or job shadowing ; promote young volunteerism that is open to everyone ; receive a strong voice in Caritas Member organizations and within Caritas Europe ; participate in annual young Caritas meeting for staff and volunteers ; and develop a Young Caritas strategy that will put into concrete action regarding the vision and mission.

Material for the support staff

Young Caritas wants to share knowledge and experience. Therefore, it provides a large collection of material on relevant topics and social engagement free of charge in addition to action booklets on selected topics. This also includes lesson suggestions for different grade levels as well as toolkits and interactive learning games. All materials are available in numerous languages. The young people learn more about themselves, test their knowledge and learn new things. Most of the teaching materials are self-explanatory to the staff. They contain exact implementation steps for implementation and evaluation: action booklets are dedicated to different topics - they contain understandable and interactive content for different age groups ; they sensitize young people to social issues and show them opportunities for social engagement ; lesson suggestions - proposals and action ideas as PDF documents - graded according to the age of the pupils on the topics of poverty, displacement, the environment, justice and more ; promotional material - Interactive learning fun and active, toolkits for project ideas, joker cards against populist prejudices at the next pub evening or handy FAQs about escape and asylum ; and learning games.

A toolkit for the staff: Advocacy as an example

The aim is formulated in the introduction: “The toolkit is designed to support Caritas staff working with young people to complement their existing offers and to address interested youths in general. It breaks down all essentials about advocacy related to global migration and development, thus creating the perfect basis for successful advocacy actions to change (...), Unfortunately, the public discourse on migration in Europe is mostly problem-centered. Policies are focused on border control and forced return (...), the media struggle to convey a constructive image, and public opinion is predominantly based on fears rather than facts. While it is internationally recognized that migrants make a positive contribution not only to the development of their country of origin but also their country of destination, migration is still too often perceived as a threat rather than an opportunity. Those obstacles impede migrants’ full contributions to development. Furthermore, it leads to exclusion and poverty. Across Europe, migrants are confronted with discrimination in the housing and labour markets as well as with xenophobia in everyday life, placing them among the most vulnerable groups in society. When working with young people, Caritas staff sees its core mission in encouraging young

people to become actively involved in social activities. Through a wide choice of workshops and activities, The stuff aims to strengthen youth involvement and empower young people to assume ownership of their engagement, thus providing a perfect starting point for advocacy actions.”

The table of contents includes: Introduction; Exploring migration and development ; Linking migration and development ; What is advocacy ; Planning your advocacy strategy ; Worksheets ; Facts and figures ; Glossary

The toolkit describes very well and detailed the whole implementation for the staff. Therefore, only essential implementation steps are to be summarized here. The principle is: “See, judge, act.” This principle allows the staff to adapt and structure the offers, whereby further differentiations can be adopted.

An example is given below:

“See” means: At this stage young people explore problems or areas that need action. They listen and observe:

- What is happening? What is the situation? What is the lived reality of people involved? How are they impacted by the situation?
- Why is this happening?
- How do they feel in the face of this issue or experience?
- How does it touch them personally?
- How are they connected to this situation?

“Judge” means: At this stage, they analyze the problem or area in order to decide which change is needed and if they are well placed to argue for it:

- analyzing the injustice, the political context, the stakeholders and the external context.
- Using the following principals/guidelines to help: Catholic Social Teaching ; Universal Declaration of Human Rights ; their own experiences ;
- Making an informed judgment: What should be done? What change is needed?

“Act” means: As a last step, they need to identify actions that are likely to bring a desired change.

- What steps are needed to change the situation?

- What actions do they have to take?
- How can they address the root causes?
- How can they advocate for a structural change?

Conclusion

A formalized training or special pedagogy for teaching and supervisory staff in the field of extracurricular activities for young people does not exist in Germany. As described, experts from politics and education consider it important, but there are no concrete implementation steps. Instead, the relevant actors try honestly to develop their own concepts and strive to educate themselves by means of further training. What is still missing is a coordinated and well-founded concept. CLASS can therefore help to close this gap.

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The CLASS project in Italy in the Paths for transversal skills and guidance (PCTO) and in University research

By dr Ermelinda De Carlo, dr Federico Batini & dr Marco Bartolucci (University of Perugia)

Introduction

The school dropout is classically defined as the sum of dropouts and failures. The indicators used to measure the dispersion are generally double: a first one is the drop-out rate which indicates the percentage of those who cease to attend, without completing the school year out of the total number of students ; the second one refers to the rate of rejection. The dispersion in the Italian context is a phenomenon that particularly characterizes the class at the beginning of every cycle and closely connects to the dissipation of resources and potentials, to which they are attributable: slowdown of the course of studies, lacked learning, leaving the course of studies without obtaining the title, non-compliance with the obligation and the right duty (Batini, 2016). This is possible to imagine a school with zero dispersion, but synergies are needed, involving the entire school community (De Carlo, 2016). Students must always be at the centre as they are never alone, but daily live in a context made by interacting relationships influencing each other.

The CLASS project is part of action to combat dispersion with a preventive attitude through actions to promote both European Key competences and Volunteering. The context of volunteering becomes a "learning environment" to mobilise skills. At the same time, operational tools are needed to detect these skills and promote reflection and acquire the processes.

In particular, the Italian experimentation considers the three macro-critical areas of school leaving: the fragility of key competences; the lack of motivation; The poor propensity to act. The CLASS project acts in these three dimensions in a synergistic way by choosing a dual line of action: enhancing the experience on the field, while training meta-reflection on the acquired learning in the experience. The experiential dimension is proposed within the schools through two methodologies, which will be explained below: the Paths for transversal skills and guidance (PCTO) and the service learning/ research evidence based. The PCTO has in fact replaced the "*Alternanza Scuola Lavoro*" (ASL). In both cases, these are teaching methods involving secondary schools. The school enters into an agreement with an external organization and, in this way, allows students to make external experiences and organize internal events.

The Italian experimentation/testing acts on several levels:

- 1- Context level - The proposed operational tools are based on mainly narrative approaches. These allow us to know and analyse the characteristic elements of the target audience (students), to plan and experiment with contrast and prevention interventions. The analyses can be read according to a triangular reading (teachers-students-associations).
- 2- Educational-experiential level - The project inserts the actions within the "make" school, engaging with the PCTO of the schools. At the same time, however, it introduces spaces of choice and autonomy, but, above all, it pursues an experiential teaching in which, you start from an experiential situation or a problem situation to develop skills (with the necessary knowledge and skills) which the situation requires (Dewey, 1938). Teaching centered on activation and experience allows you to get out of the cultural trap of "content". Students possess a culture that is elaborated and built within models, categorizations, and formalizations mechanisms of thought that are, more than is believed, the result of educational work. The teacher and operators of associations are asked to focus on existing resources, using them as real educational riches, which enrich, facilitate learning, in order to activate motivation.
- 3- Methodological-cooperative level - The studies of neuroscience and technology have enriched the methodological choices at the disposal of the online teacher and the presence, for an individualized teaching, functional school success. The design of inclusive and active learning environments of cooperation and service learning becomes an activating, motivating and strategic resource for the class group. The reactivation of students takes place through a generative spiral between "at school" and "out of school". The methodological axis of the whole process is always oriented to guarantee the centrality of the subject's information and the valorisation of their past and present experiences, as well as of their "expert knowledge"; of their learning styles. The aim is to activate motivation.
- 4- Evaluation-Training level - Evaluation and self-assessment are the crucial nodes of educational success and represent the starting point of a "backward" design (McTighe, Wiggins, 2005). It is necessary to rethink, in fact, school-educational processes and models in the logic of authentic evaluation based on positive feedback, evaluation headings, self-evaluation tools, descriptive judgments, narratives and cognitive autobiographies that can evolve by highlighting resources and weaknesses in both online and in presence classrooms.

- 5- Inclusion level -The technology offers a range of resources that can facilitate the accessibility to knowledge of students with special needs and with specific learning disorders, among those at risk of school dropout. It becomes essential for teachers to know and have the means to represent knowledge that can promote the success of all students and that can offer equal learning opportunities.

The PCTO as a methodology introduced in Italian schools to mobilise transversal skills between school and work

One of the pillars of the "Europe 2020 strategy for smart, sustainable, inclusive growth" is the dissemination of work-based learning and has been converted into the "Education and Training 2020" programme. Actually, a demand for skills and competences is expected to grow and education systems must therefore commit to raising quality standards and the level of learning outcomes to enable young people to successfully enter the world of work.

The mission of education and training includes objectives such as active citizenship, personal development, and well-being, but requires the promotion of transversal skills, including guidance, digital and citizenship skills, for young people to build a new life and work paths that are sustainable at a personal, professional and social level.

According to recent reflections on career learning and career development, both at world level and in European policies on education, training and work, guidance plays a strategic role. As early as 2008, the Resolution of the Council and of the Representatives of the Governments of the Member States recommended that guidance should be further integrated into lifelong learning strategies and into school systems. Guidance is useful to identify skills, competences and interests, to decide on training and professional paths. However, guidance still plays a marginal role in the educational provision of schools. Empirical evidence indicates that career guidance actions, proposed within schools, have a formative influence on the understanding of young people themselves and the world of work with impact in educational, social and economic terms (Musset, P. and L. Mytna Kurekova (2018).

The work experiences, for guidance purposes, allow to build a bridge between life and career, focusing on the active role of the subject in "taking charge" of their personal and professional development (McMahon, Patton, Tatham, 2003). In this process, there is a strong component of mobilizing not only personal but also social skills. Therefore, orientation at school must go beyond the information, activities for students. They are not, in fact, sufficient to guide significant choices regarding one's own future in education and work. At the same time the guidance is not limited to technical intervention:

guidance must increasingly become an essential component of educational action, a learning space to ensure the continuing training of an informed and competent citizen (Del Gobbo, 2020).

In Italy, the educational collaboration between school and the world of work has recently experienced important developments in two directions: the strengthening of the provision of training in alternating schoolwork, provided for by Law no. 107 of 13 July 2015 (Law on Good School); the enhancement of apprenticeship aimed at the acquisition of a diploma of upper secondary education, based on the innovations introduced by Legislative Decree no. 81 of 15 June 2015, implementing the Jobs Act.

On the basis of the European indications in Italy, the Guidelines for Guidance have been elaborated by the MIUR, these have recognized in the orientation the central and strategic function in the fight against dispersion and failure of training students. In this direction, the Operational Guide Alternating School Work of 8 October 2015 proposed in the school system a change in the traditional culture of orientation. It went from a concept of guidance based on information and entrusted to external experts, to guidance based on autonomy and experiential learning in work contexts (*Alternanza Scuola-Lavoro*, ASL). DM 774 4 September 2019 formally introduced orientation in the school. The Decree, in implementation of law 145/2018 (art. 1 c. 785), establishes a drastic reduction of the hours dedicated to ASL and the word "work" disappears in favor of the new definition of "Paths for transversal competences and guidance" (PCTO).

Of course, according to the legislation, the PCTO model is inserted in the territorial reality and considers both the specificity of the learning of the school address and the idea of global training of the person. Law 107/15 has considerably expanded the network of collaborations linked to alternating school-work paths, extending access to professional associations, museums, cultural, artistic and musical sectors, and sports institutions. To facilitate the identification of partners, there is a National Register for alternating school-work paths at the Chambers of Commerce, Industry, Crafts and Agriculture (CCIAA) competent on the territory.

Assessing skills in the PCTO

What, then, are the knowledge, skills and competences that the experience of volunteering can offer to young people and, above all, how can the level of acquisition of these be measured? In the alternating school-work paths are particularly functional evaluation techniques that allow the assessment of

process and result. The attention to the process, through the structured observation, allows to attribute value, in the final evaluation, also to the attitudes and behaviors of the student; the experience in the operating contexts, independently of the contents of the learning, development, in fact, transversal skills that are also linked to the character and motivational aspects of the student.

Evaluation is a fundamental element in the assessment of the quality of learning, whose construction involves different contexts (school, work) and different subjects (teachers/ trainers/ students). It is therefore appropriate to identify the verification procedures and evaluation criteria. In schools, the results of alternating school-work experience are evaluated in different ways; however, there are structured modes and recurrent tools that can be used, adapting them to the path followed (for example, the expert tests, the observation sheets, the logbooks) in line with the indications contained in the legislative decree relating to the National System of certification of competencies. The norm previews an assessment process of total path.

During the period of alternating school- work the student is constantly monitored by the School Tutor; it is the student's duty to keep in touch with the teacher and vice versa. The student is entrusted with a Register of attendance signatures and logbook, a document on which the student notes their activities. Both documents remain in the host structure for the duration of the alternation and must be completed day by day. At the end of the project, it is the obligation of the host structure to evaluate the student producing a certificate of skills, which will report the levels of learning achieved. It is the Class Council, at the end of the school year that assesses the skills reached with the company, integrating them with those reached in the classroom, in the ballots (both intermediate and final). Therefore, the final evaluation of the experience of alternation (both positive and unsuccessful) concerns both the results of disciplinary learning and the student's behavior. In turn, the student will also have to evaluate the company.

The CLASS project between “meta-reflexivity” and service learning

The University of Perugia focused on the practices of PCTO and service learning in secondary school, with a view not only to promoting voluntary experiences, but also modelling the processes of monitoring and evaluation of acquired skills. A fundamental rule is represented by the “meta-reflexive instruments”. With the actions of the CLASS project the University of Perugia has aimed to create bridges between schools and voluntary associations with the support of effective and reliable operating tools. From the context they proposed themselves from three different perspectives.

From the perspective of students- The general objectives were: to implement the “meta-reflexivity”; to reactivate students by making them protagonists; to promote a sense of belonging to the community.

Two actions were conducted in the schools: paths for transversal skills and guidance within voluntary associations intended for 20 students of the Liceo "Alessi" and 20 students of the Liceo "Galilei" in Perugia ; accompanying evidence-based research on the effects of the service learning experiences proposed through reading aloud for 200 students of the "Pieralli" High School in Perugia.

In both cases, students experienced situations in which the mobilisation of skills was functional to others. For example, the functional alphabetic competence, acquired through reading had positive effects on others, as well as digital skills, acted through the construction of questionnaires on google modules could simplify the work of others, etc...In addition to strengthening the social network, volunteering represents an opportunity to learn about new realities and to mobilise all key European competences (EU, 2018), including those transversal competences of global citizenship, which fall within the so-called soft skills, but which must be placed within the more general framework of meta-cognitive skills. At the same time, this makes it possible to orient oneself in a "sustainable" way (De Carlo, 2016).

The experiences of volunteering, although carried out in online mode, because of the pandemic emergency, have allowed the creation of a wealth of skills, especially for young people in training able to manage effectively to shape the professionals of tomorrow. Students in mobilising the European key competences have been able to develop the ability to orient, adjust themselves to give meaning and perspective to their life project. With regard to this, and above all with a view to providing young people with good tools for becoming employable resources, in addition to the ability to adapt to new contexts, we must focus on the development of a professional identity. To do this, in the young it becomes necessary to promote not only the ability to self-determination, that is, the ability to make choices that imply an existential perspective, but also the ability to self-regulate, understood as "ability to manage oneself in trying to implement what has been decided with continuity and systematise" (Pellerey, 2018). This is possible through “meta-reflexivity”.

The results of the analysis of student profiles, as will be seen in the section dedicated to experiences, highlight the correlations between reflective thinking on acquired skills and narrative thinking on processes, in a transformative logic.

The theoretical approaches achieved were : reflexive learning, learning by doing, cooperative learning for the training activities conducted in the Licei “Alessi” and “Galilei”; .service learning, reflexive learning for the formative actions conducted in the Liceo “Pieralli”:

From the perspective of the teachers - The general objectives were: implementing a systemic link within the school curriculum between skills acquired in formal contexts and those acquired in non-formal and informal contexts ; modelling operational tools to assess non-formal and informal skills mobilised ; introducing teaching practice self-assessment tools based on narration and meta-reflection.

The transversal competences that are activated in volunteering need to be measured and validated. The operational tools of CLASS aimed to investigate and explore, through the administration of some ad hoc tools, as students self-assess their skills learning, how they perceive the time perspective and how they approach the dimensions of self-planning and empowerment.

The PCTO methodology involves learning moments that need to be evaluated. The evaluation requires a reflection on the way to read and interpret the entire curriculum, because, in the student’s path, it must be integrated, in a process of continuous interaction, learning acquired in different contexts (school/ work). The use of this methodology transforms the learning model linked to the individual disciplines into a different model, which is the multifactorial result of a process, which recognises the value of learning acquired in an informal and non-formal way in the teaching action, allowing its recognition in terms of skills and potential educational success of the student.

Volunteering in schools can find agreement not only with the PCTO, but also with the assessments on behavior, the actions of civic education, mandatory in Italy with the law 92/2019 and with teaching methods activating.

The approaches achieved were: Participatory Action Research (Rap-s) and Transformative Learning.

From the point of view of stakeholders - With the CLASS project, the aim was to implement voluntary activities in schools and among young people to mobilise the skills of sustainability also in the systemic vision of the Agenda 2030. The reality of volunteering is a strategic reality within schools and should be encouraged. The National Register for alternation shows a lower presence of voluntary bodies compared to other types of companies. The context of associations and volunteering is not "other" than school, but is one of the places where work and skills related to work grow and are supported.

The places are all interrelated, and can all become a resource of the other, provided they find a way to communicate in a constructive way, through an open dialogue between school, university, profit and no profit companies, which aims to develop concrete models of empowerment.

The tools of the CLASS project from the perspective of stakeholders become an opportunity for empowerment. These tools, if on the one hand, they develop the competence of the students to read the context and to mobilize the key competencies, on the other hand they allow the associations to improve themselves, becoming capacitance and possible. Through the analysis of the data, it is possible to analyse strengths and weaknesses, to focus on the weakest skills trying to strengthen them, improving the proposals on the territory and strengthening the shared design schools.

The school-territory system grows together, because to achieve concrete and satisfactory results it is essential to follow common and coherent guidelines, in full respect of the project of the subjects. The associations, in incorporating the practices of the CLASS project into their own actions, become co-responsible, therefore, together with the schools, for the social well-being of the students, recognizing to all the right to grow, achieve, (re)orient, retrain. The prevalent approach achieved was: transformative learning.

From the point of view of university research – The general objectives were: to develop and validate operational tools to combat early school leaving from a modelling perspective ; to analyse the output data of the different stakeholders to design follow-up actions ; to encourage the construction of networks and the sharing of materials ; to monitor European key competence assessment processes.

In this perspective, research, even in the academic field, assumes the connotations of scientific experimentation, and becomes functional to act concretely to respond to the social needs of the community and to offer a transversal and integrated service with respect to the different training systems (school, university and associations).

In a logic of the Universal Territorial player, the University can contribute to the progress of the school-territory system, in which the compass are the students with their skills and their narratives. The University beyond the tools benefits from the possibility of analyzing the written and oral cognitive narratives not only of students, but also of teachers and operators of associations, acquiring an overview in a systemic and follow-up perspective of the actions. The approach is evidence-based research and University-Business-School cooperation. In a logic of the Universal Territorial player the university can contribute to the progress of the school-territory system, in which the compass are the students with their skills and their narration. The University

beyond the tools benefits from the possibility of analyzing the written and oral cognitive narrations not only of students, but also of teachers and operators of associations, acquiring an overview in a systemic and follow-up perspective of the actions.

The proposed tools and their correlation with key European competences - At the base of the construction of the operating tools there was the idea of a trifocal evaluation of the experiences carried out by students. The tools had to be simple, easily used by students and easily readable by the teachers and by the operators of the associations. The tools represent a sort of pyramidal prism of experience: in terms of path (lifelong dimensions - the narration of experience); - in terms of process (metacognitive dimensions - the reworking of experience feedback); and in terms of product/performance (make size - final product processing or performance).

The aim of the University of Perugia with the CLASS project was to build tools to support schools in the recognition of the skills acquired during the experience and their evaluation through appropriate tools.

It is interesting to underline how in the construction of tools the perspective of the students has been taken into account, in a logic that enhances the “meta-reflexivity” and the metacognitive dimension.

School steps for assessing key European competences	Tools proposed by the CLASS project to students to mobilise expertise	Learning output for Institutions
1. Assessment of incoming skills;	Dossier in which to insert personal data	

2. Description of the expected skills at the end of the path	A first identification of skills	<ul style="list-style-type: none"> - Testing witness to the formative value of the course, it offers guidance on one's own vocations, interests and learning styles with a strong orientation function - Supporting employability, highlighting skills that can also be used in the labour market; - Promoting self-evaluation and self-guidance, by enabling students to learn, share and participate actively in the achievement of results, and by enhancing their ability to self-assess the way they learn, to measure their strengths and weaknesses, to orient themselves towards the economic and professional areas that characterize the world of work, in order to better assess their expectations for the future.
3. Programming of observation tools and actions	Diary in which to insert the activities carried out and the negative and positive elements	
4. Assessment of intermediate results;	A reflection of the five most significant events	
5. Assessment of outgoing skills.	<p>Assessment of skills with an evaluation of a pathway ending with a summary of the volunteer's skills and a future action plan</p> <p>The end of school, the certification of skills and the implementation of the CV</p>	

Conclusion

Skills for sustainability are, therefore, increasingly needed within schools. The global guidelines see it as important. Promote global citizenship skills among students, so that they become active and responsible citizens.

To acquire ethical behaviour, it is essential to adopt innovative methodologies that exceed the simple contents.

We need to strengthen the teaching of doing. In this perspective, service learning is strategic.

In Italy the PCTO courses and the introduction of the Civic Education curriculum can become important pillars to implement the curriculum for sustainability. It is a matter of designing within the disciplinary paths learning environments that encourage positive civic and social learning not only in relation to the environment, but also the real and virtual community.

It is important to give priority to the protagonists of students through concrete initiatives. Students must be able to experience a sense of belonging to the territory.

However, it is not enough to "do", but within the learning process it is necessary to foresee one or more moments of reflection on the action. The tools of meta-reflexivity allow you to mobilize self-evaluation and narrative skills and activate transformative learning. It is not enough to know the rules of correct behavior, it is not enough to act correct behavior, but it is important to reflect on the impact that correct behavior has on oneself, on the community and on the whole world. Only in this way can a single behavior be internalized and become competence.

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Enhancing informal learning among students

By Luisa Oliveira (DesinCoop)

This article explains the institutional framework of both formal and informal/non formal learning in Portugal on the basis of the Decree Law and the Ordinances of 2018 as they are dedicated to “Citizenship and Development” that is the core of the CLASS perspective.

The Formal Learning

Citizenship values are enshrined in the principles of the Basic Law of the Education System (BLES), establishing that this should be organised in order to contribute to the fulfilment of students through the full development of their personality, attitude and sense of citizenship. The principles, values and areas of competence defined in the Student’s Profile by the End of Compulsory Schooling (PECS) converge to form the individual as a participatory citizen, initiating the path to lifelong citizenship.

The Essential Apprenticeships (EA) also list the knowledge, skills and attitudes to be developed by all the students, leading to the development of the competences inscribed in the PECS, within the framework of a process of promoting curricular autonomy and flexibility. The Education Strategy for Citizenship and Development (ESCD) of the School Clusters is the result of a process promoting curricular autonomy and flexibility.

The values emanating from each “School Cluster Educational Project” aims to educate and train autonomous and responsible citizens, committed, critical, creative, solidary and capable of living within diversity and complexity.

The "Strategic Plan for Education for Citizenship" (SPEC) stems from the normative need instituted by Decree-Law 55/2018, namely from its article 15, paragraph 2, where it is established that "it is up to each school to approve its strategy for education for citizenship", according to a set of parameters and normative requirements, of which we highlight: the definition of the domains of learning for each educational level; the way work is organised; the

projects to be developed by the students; the criteria for the assessment of pupils' learning; the evaluation mechanisms of this same SPEC; and the partnerships to be established, if necessary.

In the First Cycle of Basic Education a "curriculum integration area" of "Citizenship and Development" will be included, implying a transversal nature, enhanced by the globalizing dimension of this level of education. In the Second and Third Cycles of Basic Education, the subject of "Citizenship and Development" was created, with a summative assessment, although within a horizon of pedagogical work of an interdisciplinary and transversal nature. For the Scientific-humanistic Courses and the Vocational Courses, the Curricular Area of Citizenship and Development may have a disciplinary nature and be articulated in a transversal way. It is up to the "school to decide the way to implement Citizenship and Development" and "it is not object of summative assessment, being the participation of students in the developed projects object of annual registration in the student's certificate".

Combined Decree-Law 55/2018 and Ordinances No. 223-A/2018 (regarding basic education) and No. 226-A/2018 (regarding secondary education), established that "the domains to be developed" in the curricula of that curricular component ("Citizenship and Development") are suggested in their annexes.

Non-Formal and informal learning

Some researchers, such as First name ? Piaget (1), First name ? Vygotsky (2) and Paulo Freire (3), conceive other ways of learning and teaching. The example of Paulo Freire makes us realize this contribution mainly in small villages where formal education is not enough to respond to all social and economic needs.

Informal education can be conceived anywhere from everyday relationships. Knowledge is acquired through socio-cultural interaction. In it, learning happens naturally, without, most of the time, the participants themselves being aware of it. In informal education the educators are the parents, the family in general, schoolmates, church, the mass media, etc.

Non-formal education is a social learning process centred on the individual, through the development of out-of-school activities. It is an intentional, organised and systematic educational activity and it is also a voluntary process of learning that takes place outside the formal system, mainly takes place in NGOs, religious institutions, private initiatives and public social programmes.

These forms, increasingly legitimised among teaching standards, contribute equally to development and learning, and also develop in potential learners a critical sense and recognition of themselves and their rights and duties as citizens.

The role of partnerships

The non-formal education spaces, according to Simson and Park (2001), should be developed according to some principles such as: present voluntary character; provide elements for socialization and solidarity; aim at social development; favour collective participation; and provide the investigation and, above all, the participation of the group members in a decentralised way.

Castanheira et al did not find in their research evidences of the existence of increasing partnerships between institutions of different types and refer the social partnerships as defined by Waddock (1991), being a form of collaborative action in which organisations from multiple sectors interact to achieve common goals; they are collaborative and voluntary efforts of actors from organisations in two or more economic sectors in a forum where they cooperatively attempt to solve a problem or topic of mutual concern that is identified in some way with a public policy agenda item.

The same authors refer to Googins & Rochlin (2000) who argue that these partnerships are essential mechanisms for organisations to maximise their objectives by the constantly changing roles and responsibilities perceived by communities. These partnerships have proved to be very important for the development of the communities where they operate because they facilitate the access of organisations to a larger people, avoid duplication of services, promote more profitability in the use of their resources and deal more efficiently and thoroughly with the problems of the communities (Hastad & Tymeson, 1997, cited by Buys & Bursnall, 2007). They are considered as a new model of socio-economic development in which relationships between organisations in the three sectors play a central role in the development of communities (Googins & Rochlin, 2000).

Young people expressed several times that they are mere spectators in almost of the projects designed and mentioned an interest in being part of projects in which their ideas and proposals are taken into account. Informal learning is an important source of knowledge and skills to support the design and development of projects based on the needs and resources of the community, in which the School Cluster is located, enabling students to develop real experiences of participation and citizenship in a contextualised manner. Non formal spaces are in other hand the environment in which those skills and knowledge are highlighted, valued and transformed.

Thus, the wishes and desires of the community one intends to work with should be considered and, based on studies and knowledge of the reality in question, there should be an integration with the actions to be developed.

Existing citizens practices

Many studies have been made in the last two decades on how to maintain and work on the motivations of young people who chose to volunteer.

An important step can be to help discovering already existing citizenship practices in which young people can have their first experience. Desincoop has followed this methodology throughout its volunteer projects during the summer months. The most evident result has been the proposals of activity plans built by the young students/volunteers that were later used as subjects of professional aptitude tests and/or internships.

The continuity of actions

The research enabled us to raise assumptions about what promotes the continuity of educational activities out of the school context, within school partners.

Among others the most relevant are:

- a genuine involvement of the school in the community;
- a democratic conduct of the school;
- a respect for the reality experienced by students,
- student's involvement with school and extra school practices;
- a recognition of popular wisdom;
- team's commitment;
- various partnerships with multiple organizations and social players;
- a democratic and ethical conduct of hosting organizations;
- operational nature of the intervention bringing results as well as showing its contribution to the context;
- individual cooperation with autonomy and creativity;
- skills development to be seen as a life experience;
- an appreciation of the work done / positive feedback
- existence of a plan with concrete actions for continuity through the next generations of volunteers;
- existence of a solid coordination.



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C.L.A.S.S

PRACTICAL APPROACH

The Italian experience in Liceo Galileo Galilei (Pescara, Abruzzo, Italy)

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Our main goal in taking part in the CLASS project was to make our previous or ongoing schools' projects and experiences sustainable. As a consequence, firstly our school and work traineeship (*PCTO*) activities being mandatory in the Italian school curriculum, were implemented into volunteering activities. Therefore, a more synergic partnership with the local Agency *Centro Servizi per il Volontariato Abruzzo* (CSV) (Volunteering Service Centre for Abruzzo), and its project "*Io, Tu...Volontari*" ('You and Me, Volunteers'), was promoted. This proved to be particularly fruitful as the CVS has been promoting the culture of volunteering among young people in different areas of interest in Pescara territory for more than 20 years.

Successively we planned different actions to achieve the following goals:

- preparing students and teachers and involving the students in voluntary activities to enhance an efficient and sustainable support; as for the teachers committed, they've been monitoring and facilitating the ongoing procedures;
- assessing the experience and competence acquired through specific tools implemented by the University of Perugia

1. An “ecosystem” for extracurricular activities to be implemented.

The Liceo “Galilei” is a secondary school which specializes in scientific subjects such as Mathematics, Physics, Science, Chemistry, Computer Science but it also offers a wide range of subjects related to the so-called ‘humanities’: Italian Language and Literature, Latin, Philosophy, History, Arts. Languages are in the mainstream curriculum for three hours a week, but we also provide optional classes dedicated to certification, Cambridge Syllabus, Debate, CLIL formats. French language has been introduced in the last three years. Our school, which hosts 1,600 students aged 13-19 years supported by 120 teachers and 30 administrative staff, has two main buildings and some modern facilities including computer science laboratories, multimedia laboratories, together with a gymnastic and equipped court-yards. Offering our students a well-balanced education is our main goal as well as developing critical thinking skills in order to enable them to tackle issues in everyday-life situations.

We have a long-standing tradition and culture of success, achievement and excellence in the academic, sporting, artistic & scientific arenas. We also have a welcoming and friendly environment for our school community, as well as facilities located in the heart of the town. Host incoming students from other countries are welcomed while many of our students are involved in European and international experiences such as Erasmus+.

The school is managed by a Headmaster, deputy headteachers and a staff of about 15 teachers in charge for different sectors including: school management, digital and media, students' services, inclusion, school & work, University careers, teachers' training.

As for all Italian schools, educational guidelines are set down by a national three-year Educational Plan.

We encourage a proactive role for our students through direct involvement in critical situations - based on learning projects. Volunteering plays a key role in this perspective and we are committed to integrating these projects into mainstream syllabus especially in regards to the sustainable goals suggested by Agenda 2030. Over the years we have implemented many volunteering projects: *Io, tu...volontari (Me, You as volunteers)*, *La scuola in ospedale*, *Fidas* (School in Hospital for blood donors), *Libera* (a national association fighting against mafia), *Giardino dei giusti* (Garden of the Righteous to remember those who fight crimes against humanity), *Peer-to-peer projects*, *Italian as a Second language* and *Teenager Healthcare*.

Our role in the CLASS project is to test and validate a protocol for extracurricular competencies assessment. The testing of the tool designed by the University of Perugia (IO2) , achieved as part of the project, was carried out by 5 teachers of the Galilei High School in collaboration with the Pescara Volunteer Service Center - in September 2020 our school signed a collaboration agreement with the center. Consequently 20 students were able to carry out PCTOs activities in selected voluntary associations. Due to the pandemic of Covid 19, all activities, namely training and volunteering, were re-scheduled into a digital format and, accordingly, undertaken online.

2. Actions implemented on the ground

They concern the involvement of students and teachers and the support provided to students.

a) *Involving teachers and students in volunteering activities: a 4-step process.*

1st step: presentation. The launch of the project and participation of teachers and students occurred at a public presentation with the testimony from someone who had done it already. This was a highly engaging experience which motivated the whole team

2nd step: selection. The participants were involved thanks to a double internal call: one addressed to teachers and another one to students.

The requirements for the teachers' participation were: knowledge of English language (at least B1 ECFR) ; motivation ; and previous experiences in European projects.

As far as students were concerned, only students of 4th year (average age 17 years old) could be selected ; they were asked for a motivation letter. We believe only students who were strongly committed to volunteering activities should be selected.

In November 2020, 5 teachers of Arts, Physical Education, Mathematics and Physics, Italian and Latin Languages, English Language and Culture and 20 students, aged between 17 and 18 years, were selected. Each teacher was in charge of 4 students.

3rd step : choice for a field of interest. The students had to chose among 4 areas of interest in volunteering : Safety and Environment ; Information and Awareness-raising ; Aid Relationship and Social Laboratories ; and Culture and Entertainment

Students were free to choose according to personal interests and to the availability of the volunteering associations, namely:

- ANFASS: promoting the rights of people with disabilities
- ANTEAS: strengthening networks of relationship between people
- ARCI: culture, migrants, human rights
- ART OF THEATER: theatrical pedagogy
- BAOBAB: integration of migrant awareness
- LA CASA DI CRISTINA: playground and relationship spaces for disabled children
- NEW ACROPOLIS: promotion of the human condition through philosophy
- SMART LAB: development of permanent education, communication, and media
- FEEL TOGETHER: self-help in the health sector
- WILLCLOWN: organization of social initiatives

4th step: Students' training. In January 2021 students were matched with the chosen associations and could start relevant training courses based on the following planning performed by CSV with associations' staff.

- 1 hour of general training on volunteering, awareness of the role of volunteer, motivation; privacy; rules for correct online behaviour and privacy;
- 2 hours on safety rules in workplaces: healthy and safe: Safety and health protection in an information pill to put into practice the general behaviors required to combat the spread of the epidemic, in the context of shared and collective responsibility;
- 2 hours: on specific training related to volunteering associations: specific training offered concrete ideas for participation. The activities were focused on students, their lives and their interests.

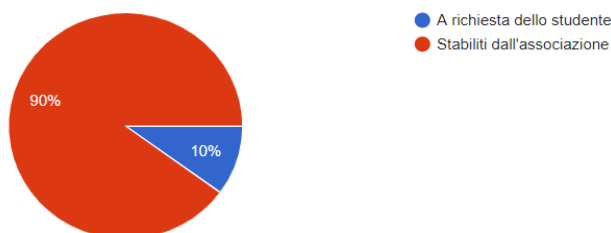
b) Efficient and sustainable support.

Before, during and after the volunteering activities the teachers supported students especially when they were faced to difficulties as for example the drafting of surveys. As shown in the following table and illustration a large majority of students participated regularly in the activities, getting familiar with the adult/professional world in terms of back office duties, relationships and communication skills. Some of them achieved even more hours than the expected amount while, only in one case, two students accomplished a very limited experience (8 hours out of 20) due to some issues due to miscommunication, inexperience and hesitations in asking for explanations.

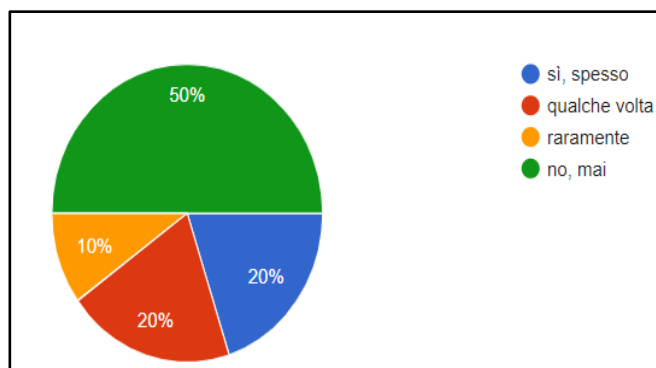
STUDENT	DISCLAIMER	GENERAL TRAINING 1 h	SAFETY TRAINING 2 h	SPECIALISED TRAINING 2 h	ACTIVITY (HOURS)	FINAL EVENT 1 h	OVERALL (h)
1	X	X	X		19	X	22
2	X	X	X	X	15	X	21
3	X	X	X	X	25,5	X	31,5
4	X	X	X	X	16	X	22
5	X	X	X	X	16		21
6	X	X	X	X	17,5	X	23,5
7	X	X	X	X	13,5		18.5
8	X	X	X	X	15	X	21
9	X	X	X	X	15	X	21
10	X	X	X	X	15	X	21
11	X	X	X	X	16	X	22
12	X	X	X	X	17		22
13	X	X	X		17	X	21
14	X	X	X		17	X	21
15	X	X	X		4	X	8
16	X	X	X		4	X	8
17	X	X	X	X	20.5		25.5
18	X	X	X	X	15	X	21
19	X	X	X	X	18.5	X	24.5
20	X		X		15		18

At the end of the experience (May 2021), the associations involved were given a survey in order to give their point of view about the students' attitude towards the activities. These are the main results:

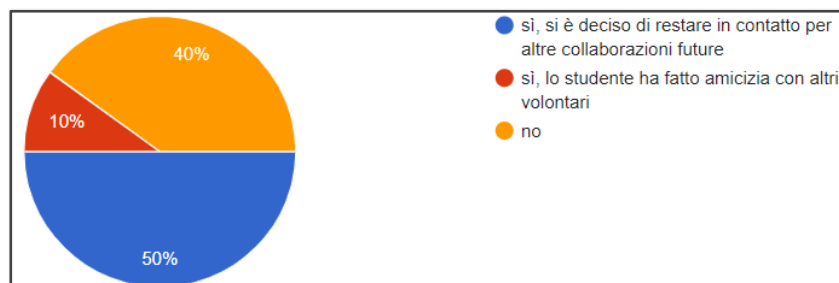
- 100% of associations stated that the voluntary activities required different moments of explanation and confrontation:
- 90% of these moments were suggested by the association; 10% on students' initiative:



- 100% of associations stated that students seemed comfortable and showed no difficulties.
- When asked if students had made their own proposal on volunteering activities, 20% of associations answered often, 20% sometimes, 10% rarely, 50% never:



- As regards to relationship or follow-up involvement after the end of activities: 50% of associations replied positively, 10% answered that a friendship was born among the volunteers, 40% replied negatively..



- As far as feedback to the experience is concerned, the associations said that the students were motivated and satisfied about the activities carried on.

c. Assessing the experience and competence acquired through specific tools implemented by the University of Perugia and IRIV

The first step undertaken was the integration of the tools designed for the CLASS in Italian school student's profiles. The teachers of *Liceo Scientifico "Galilei"* participating in CLASS carefully compared the documents created by Iriv and University of Perugia with the official documents set down for Italian School. They eventually proposed an Assessment Rubric for Key Competences, which considers various regulatory and methodological elements arising from Italian and European documents. As a result, the tools designed for the CLASS can be used in all Italian high schools during the evaluation of 'Alternating Work and Study Programmes' in volunteering.

The SWOT analysis of previous experiences highlights some differences between the designed tool and the one already used in the Italian schools. Our goal was to merge them: the Italian secondary school is working to switch from skills evaluation to competences assessment. Furthermore, it is worth mentioning that for including the European Recommendations in the Italian education system (EU Key Competences), terminological changes had to be made such as "Key Competences for learning" and they were grouped into 4 discipline axes. The tool designed for the CLASS provides a useful link between the world of school and that of volunteering. However, it has to be adapted to the educational realities of the Class partner's countries and to the differences in education systems. The connection between European and Italian Competences, the discipline axes ,and the Secondary school student Profile can be structured as in the following example related to interpersonal Competences:

Characteristics of the Scientific Secondary School Student Profile	KEY Competences ITALY / AXIS	EU KEY-Competences
recognizes the fundamental aspects of literary, artistic, philosophical, religious, Italian and European culture and tradition, and knows how to compare them with other traditions and cultures; - is aware of the cultural implications and the nature of political, legal, social and economic institutions, with particular reference to European and Italian citizenship principles	COLLABORATE AND PARTICIPATE, ACT INDEPENDENTLY AND RESPONSIBLY, DESIGN, COMMUNICATE, SEARCH and INTERPRET INFORMATION - <u>SOCIAL HISTORICAL AXIS</u>	INTERPERSONAL SKILLS, INITIATIVE SPIRIT, CULTURAL EXPRESSION

The 3 indicators of level (**attendant**, **technician** and **expert**) of the student/volunteer's profile have been merged into the 4 exit levels provided by the Italian school rules - **beginner**, **basic**, **intermediate** and **advanced** - as follows:

matrix [1] DESCRIPTORS PCTO	Competence of the Volunteer [2]	PERFORMANCE - Level					
		Attendant		Technician		Expert	
		A1	A2	T1	T2	E1	E2
Citizenship competence	Active Citizenship	she/he knows roughly the values of its SB, referring to older volunteers.	he/she knows the values of his OdV and broadly knows the founding principles of volunteering.	Inspires his/her voluntary action to the values that inform the mission of his SB [3].	she/he inspires her/his voluntary action to the associative values and founding principles of organized volunteering. She/he knows the Volunteer Charter of Values.	He/she practices the principles of volunteering consciously by promoting the mission of his SB.	She/he consciously practices the principles of volunteering and spreads the founding values of organized volunteering.

	Student Profile	BEGINNER	BASIC	INTERMEDIATE	ADVANCED
	Attitude	Executive	Participant	Autonomous	Executive Manager
	Role	Executor	Technical, Self-Organized	Coordinator	

3. Voluntary actions.

Preamble being committed in a peculiar research project, only students have concretely been involved in the voluntary activities, as for the teachers, they've been monitoring and facilitating the ongoing procedures.

How did the students use your support concretely on the ground?

1. Project presentation. By being introduced into the project in terms of different opportunities, open-mindedness, proactivity, international environment, gate to job market and third sector.
2. Virtual classroom. By being part of a teachers / students virtual classroom specifically created to know each other, share information and materials, monitor activities and feedbacks.
3. Questionnaires. By understanding a language code they found distant and being facilitated during their compilation.
4. Support. By being continuously supported both individually and in group to cope with all the complexities of the pandemic and by engaging ordinary and extra-curricular activities
5. Monitoring. By counting on our supervision and mediation with the assigned associations.

What kind of voluntary actions have been implemented?

Due to the social distancing (due to Covid 19), all the activities have been performed online, both the theoretical training and the on-the-ground experience; the latter has of course been considerably affected and consequently redesigned. However our students have been dealing with:

- secretarial work, phone surveys, data collection (BANCO ALIMENTARE);
- research on the migrants, meeting the refugees and direct interviews (ARCI);
- planning and recording an educational video on the environment (NUOVA ACROPOLI);
- working with elderly people through phone calls and interviews, data collection and final presentation (ANTEAS);
- working with folk musicians to promote ethnic music, intercultural dialogue and exchange (BAOBAB);
- reading book and promoting the association (SMARTLAB);
- raising environmental awareness through creation of posts, stories and videos on social media (WILLCLOWN);
- talking to special-needs clients, working on music therapy (SENTIRE INSIEME);
- working with disabled children through video-calls (listening to their stories), online activities (movies, music, dancing and singing together) (CASA DI CRISTINA), (ANFASS);
- role-playing, acting and debating on skills (ARTE DEL TEATRO);

Actions conducted

- **INTERNAL EVENT:** some students shared their experience, data, presentations or videos during their final session at their assigned associations.
- **GENERAL EVENT:** closing online ceremony with all the associations, students and teachers.
- **GENERAL EVENT:** final greetings and feedback from teachers, students and their families.

4. S.W.O.T. analysis of the tools

Strenght

- **Re-elaborating:** the self-evaluative nature of the questionnaire empowers the students with observation, memory, contextualization, perspective, reflection.
- **Role:** being asked about several aspects of the experience, the students realize they are regarded as subjects rather than objects of the process.
- Schools are strengthened in the “planning” mentality, which promotes awareness and responsibility.

Weakness

- **Context:** there have been difficulties to answer or recontextualize questions (meant to assess in-presence activities, as the activities were online)
- **Assessment Keys:** it would be helpful to clarify descriptors (levels 1 to 4) on top of every questionnaire; level 5 (‘not relevant’) after the highest 4 is misleading, we suggest it should come first and be renamed as ‘not experienced’; assessment format to be common to the different tools.
- **English:** the use of language has sometimes appeared incomplete or unclear
- **Understandability:** some questions looked vague or abstract or confused ; further details would be helpful to answer questions like: “Where was I?” or “Why have events taken this turn?”
- **Interpretation:** some discrepancies were found both among students involved in the same activity and between oral and written reports within the same person. While a subjectivity may be expected, a discordance occurred when students did not understand the questions and felt ashamed to ask, sometimes by blaming themselves. As a consequence they happened to choose a neutral average level or conform to their friends’ answers.

Opportunities

- **For the students:** understanding mentality, actions, objectives and procedures of the world of work, from an adult perspective;
- **For the associations,** the data could be relevant to compare the different projects, perfection effectiveness, and monitor fallout.
- **For the teachers:** get used to evaluate what is acquired out of the school context, increasing cooperation with local stakeholders, integrating evaluation with assessment, gradually leave the “mark” mentality to the assessment one.

Threats

- Due to the critical issues explained above, the tools designed by the CLASS may partially report what was expected, misvalued or flattened in some aspects;
- with the pandemic the questionnaires designed to assess face to face activities should have been adapted to a new context.
- a simplification of language could be useful to make it easier for younger students to answer the questions.

How have you assessed the competences acquired thanks to the voluntary experience?

Given the self-evaluative nature of the students' questionnaires we can consider this tool as a form of indirect assessment since, as teachers, we couldn't observe them in action. Therefore we had to report their impressions rather than assess competences. For this reason, we created an extra questionnaire for the associations to have their point of view about the experience. Furthermore, the end of their voluntary activity was also the end of the school year, potential repercussions may be observed and should be assessed next year.

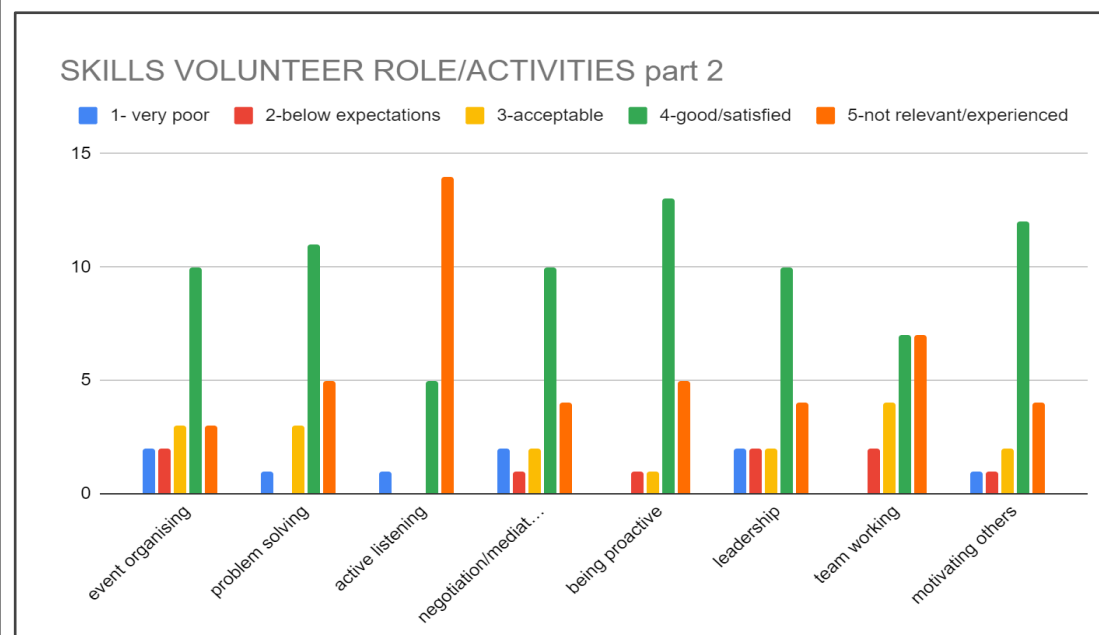
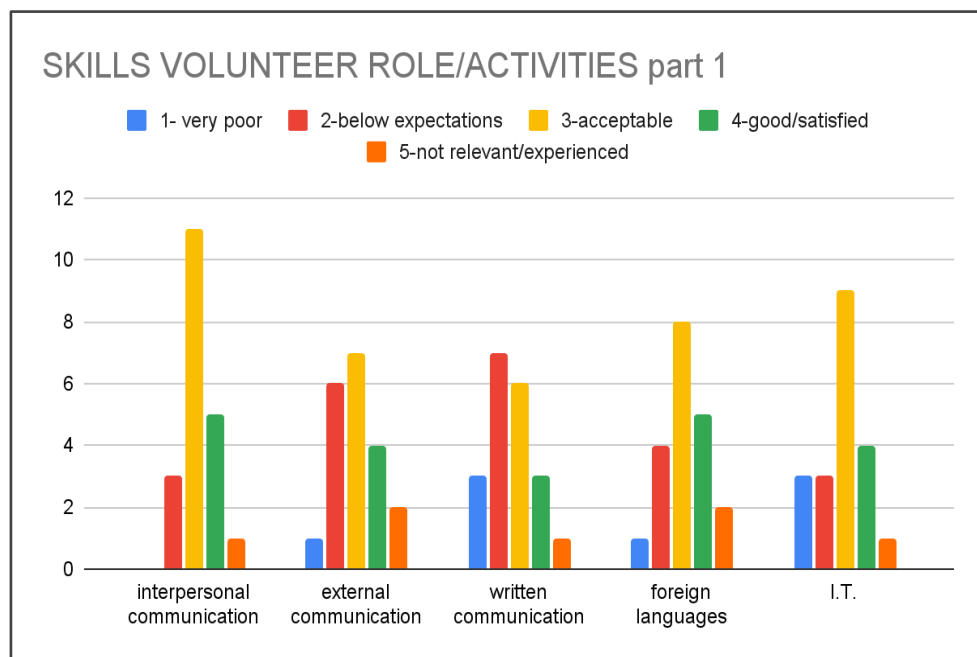
How have you built the bridge with the competences asked at school?

We tried to compare, find connections, and equalize the competences. Further details are given in the *Assessment Rubric for key competence*, that should be used next year, upon approval from our school committee. A main difficulty is the quantity of administrative documentation that Italian teachers have to fill. The tool designed by the CLASS (IO2) requires an excessive workload for teachers, since it doesn't replace the official documentation but is to be added to the existing one. If the tool designed for the CLASS (IO2) had to be used widely in Italian schools, it could be useful to think about a linguistic simplification and a lighter form of surveys.

Feedback received from the students.

Some comments are to be found above in the S.W.O.T section, other interesting data have emerged from two questionnaires in particular: "Skills volunteer role/activity" and "Observation/In-depth analysis", see graphics below:

Questionnaire 4 : volunteer's skills, role and activities



Questionnaire 5: Observation and in depth analysis

Feedback received from the teachers

The particular situation in which the tools were tested highlighted contingent weaknesses not attributable to the tested tool such as activities carried only online, lack of direct relationships, reduction of empathy and trust. It also underlined some issues which can be corrected before the extensive use of the tool. Teachers should be very supportive towards students, and this is to be taken into consideration even from an economic point of view. Associations and schools should work in a collaborative way. If we considering a general use of the tool in Italian schools, national language should be unambiguous (i.e. *Nuovo Vocabolario di base della lingua italiana*, De Mauro, 2016) and adaptable to different situations such as questions made for face to face not suitable for online activities.

Conclusion

It is always interesting to open doors and be faced to other realities - the more peculiar, the richer the experience - even more in a European or international context. Diversity appears to be not only the target, rather the basic assumption to make different ages, specialists, contexts, and countries work together. This ambitious goal requires enthusiasm, flexibility and patience. Things have evolved in such an unexpected way that we had to adapt our actions and refresh our motivation. Distance appeared to be the heaviest burden even though online activities are paradoxically meant to get people closer. According to our students whom we are accustomed to share experiences with, the redundant bureaucracy of the process made the frame larger than the painting. However distance is also a lesson to be learnt when looking for balance and improvement. This should be a relevant objective to be achieved in order to improve both from one's expectations and mindset

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The Italian experience in Liceo "Alessi", Liceo "Galilei" and Liceo "Piralli" in Perugia (Umbria, Italy)

by dr Ermelinda De Carlo, dr Marco Bartolucci, dr Federico Batini (University of Perugia)

The Italian experiment is placed in a context in which the pandemic has generated a great variability in the classes and has increased the risk of dropping out of school. The closure of schools, the need to use digital devices and the absence of direct feedback have indeed increased differences in the classes in terms of educational success. The greatest fragility concerns social skills. Children are never alone and their daily context of interacting relationships has an effect on each other.

There are different forms of plural dispersion (Benvenuto, 2011) mostly related to integration and social relationship. This level concerns the analysis of discomfort, deviance and disaffection from rules, social contexts and values shared at school and civil society ; the very definition of early school leaving with its obvious repercussions on the quality of learning.

In the Italian context, distance learning has brought out a new kind of early school leaving with a new category of students who are called “drop-dad” with mainly two profiles: students who are totally missing and do not participate in any way in the educational dialogue at a distance for various reasons (digital divide issue), and those who, on the contrary, participate, selecting the didactic modules to follow or discontinuously, because they are not interested and not overly motivated.

In January 2021, the survey 'Youth at the time of Coronavirus', conducted by Ipsos for Save the Children, was published, conducted on a sample of adolescents between 14 and 18 years. It has shown that in every class, one third of the kids stopped attending. There are two main reasons: a difficult connection and a lack of concentration to follow the didactics behind a screen. These difficulties have a significant impact on the educational success and professional future of students. The Self-assessment Reports of the Italian schools that have been involved in the CLASS project also highlighted the need for a new school organization that can highlight the skills of citizenship, closely related to behavior, motivation and ability to imagine oneself in the future. At the same time, in Italy, the Law 92/2019 introduced the transversal discipline of Civic Education in order to enhance social development and citizenship skills.

So Italian schools, thanks to the CLASS project, have decided to give priority to inclusion and internationalization, for example thanks to a training dedicated to European citizenship. It represents a great opportunity to fight early school leaving and promote motivation. They assume that students who better see how they can apply in the world of work would study more happily. It should also improve the way you attend school, you respect the rules and you socialize with your classmates. The ability to improve digital skills should also reduce inequalities. Indeed, in the perspective of innovation, a digital competence has great value. It is considered essential for a full awareness of global citizenship.

The greatest challenge that schools have been working on has been to train active and responsible citizens mainly through: paths of active and democratic citizenship ; and integrated digital skills development pathways. Taking into account these premises, Italian schools have been working in two directions and on contexts different from the other European contexts:

1. an acquisition of non-formal and non-formal skills through direct experiences linked to the context of schoolwork alternation. In Italy, in fact, schools in the three-year period must take out a PCTO course (Article 1, paragraph 785, Law December 30, 2018, n. 145)
2. an awareness of the value of non-formal and informal skills through participation in an evidence based project action, thanks to previous experiences conducted by the Chair of Experimental Pedagogy of the University of Perugia.

The CLASS project has therefore improved schools' experience by offering a complimentary contribution to the acquisition of key European skills, through innovative methodological devices. This has moreover strengthened the collaboration between voluntary associations, schools and University of Perugia. We have explained below how we have worked.

1- In a first step - selection of the proper context to conduct the testing

The first operational action of the project was the involvement of 20 students belonging to the Liceo Scientifico "G. Alessi" and 20 others belonging to the Liceo Scientifico "G. Galilei", two high schools located in Perugia. The objective was to test digital skills within the PCTO, paths for transversal skills and guidance (former Alternanza Scuola Lavoro), a teaching methodology introduced by L. 107 of 2015 (a law so-called as "La Buona Scuola", the good school) which, through practical experience, offers students the opportunity to improve their knowledge and test their skills on the ground, in order to improve their training and equip them for their future.

Volunteering is a strong reality on the territory of Perugia, implemented thanks to the regional volunteer service center of Umbria (Cesvol), gathering many organisations in the third sector.

Within the PCTO experience, many schools have cooperated with local associations in a perspective of improving skills, with demanding training suggested by the associations in many fields: Citizenship skills ; Intercultural education and peace ; Respect for differences and dialogue between cultures ; Support for accountability and solidarity ; Care for the common good ; Awareness of rights and responsibility, ; Strengthening legal, economic and financial knowledge ; and Self-entrepreneurship education. From this perspective, the CLASS project offered operational tools that associations and schools needed, succeeding in combining educational and training aspects with methodological and scientific credibility.

The students have been chosen among three voluntary associations existing on the territory. Both schools had already built a bridge in the past between alternating school work and the projects SCHOLA and "International careers". They meant to continue the path by enhancing the experiences of schools and offering through the Class project complementary devices to measurement skills. At the same time the Liceo "Pieralli" meant to include and involve more student on the ground, for the project "*Leggere Forte*" (Reading in a loud voice), coordinated by the University of Perugia and the national association LaAV (acronym meaning Reading in a loud voice), a network of national groups, with the aim to promote the value of reading as an effective and accessible means for all to create conditions of well-being in civil society (<https://www.letturedaltavoce.it/>). About 200 students from the classes 5° were involved to test the skills linked to the field of research, supporting Academic researchers in the designing of the research, in the assessing of instruments and in the analysis of results. The central theme in this case was the impact of reading aloud in schools. It was possible to mobilize students, and to actively involve them in an important social event such as World Book Day.

2- In a second step- preparation of the students & teachers

In order to implement the actions, the students were prepared together with their teachers. Before starting the course, students of the Liceo “Alessi” and the Liceo “Galilei” have had to choose between six courses proposed by three associations: CESVOL; ALICE; and ASSOCIAZIONE CONSUMATORI.

Each path contained a different challenge. Each path was totally online and had a duration of four months (from February to May 2021) for a total of 40 hours. The students of the Liceo "Pieralli" instead were included in the research project "*Leggere Forte*" (" Reading out loud ") and the path had a duration of two months (from April to May 2021) for a total of 10 hours. We have detailed below the content of the path.

1-Phase of challenge launching- as for the routes at the high schools Liceo Alessi and Liceo Galilei, all young people followed a first webinar of 2 hours in which the paths were detailed, and the skills that each student had to pursue at the end and the operational modes of development were illustrated. A webinar has been organized in every school that has involved 2 researchers; 5 teachers and 20 students. Subsequently, only for the students of Liceo "Pieralli" a new webinar of 3 hours was delivered to the students to support their experience and enrich their knowledge. This phase was important to compare expectations, to be aware of the progress achieved- from existing to acquired skills.

2- Phase of field experience. From the end of February to May, the students of Liceo "Galilei" and Liceo "Alessi" have achieved concrete experience of volunteering through a digital channel by conducting actions coordinated directly by the associations. This experience lasted 35 hours. The experience of the students of "Pieralli" was different as they collaborated directly with the team of researchers in Perugia, for instance for the World Book Day organized annually on 23 April for 5 hours. The students read in a loud voice in relay in the schools proposing selected texts. In addition, the students were able to see how an *ex ante* and *ex post* test is applied within a research project to measure the effects of reading in schools. The goal was not only to improve functional literacy skills related to reading, but to discover that reading has an impact on social and civic skills of readers and listeners.

All these experiences allowed students to develop key skills through learning by doing.

3-In a third step - students reflect on their path and acquired competences

At the end of the course, the students of Liceo "Alessi" and Liceo "Galilei" were proposed to have a final meeting in schools (2 hours). It was a webinar performed by an academic researcher and school referees. The purpose was to have a metacognitive feedback of the experience. The students were accompanied in the compilation of a metacognition tool organized in seven steps: a dossier in which to insert personal data; a diary in which to insert the activities carried out and the negative and positive elements ; a reflection of the five most significant events ; a first identification of skills ; an

assessment of skills ; an evaluation of a pathway ending with a summary of the volunteer's skills and a future action plan ; and at the end of school, a certification of skills and the implementation of the CV. This tool has proved to be very important for the acquisition of self-awareness of experience.

"It is not so much the vicissitudes of life that are important, but the way in which each of us narrates them to himself, chains them to each other following the flow of thought in a sequence not only causal and temporal - the first, the how and the why - but also emotional, affective. Our existence has no form or meaning except at the moment in which we outline it, to grasp it, through reflection" (Bruner, 1988) (J. Bruner, Actual Minds, 1988).

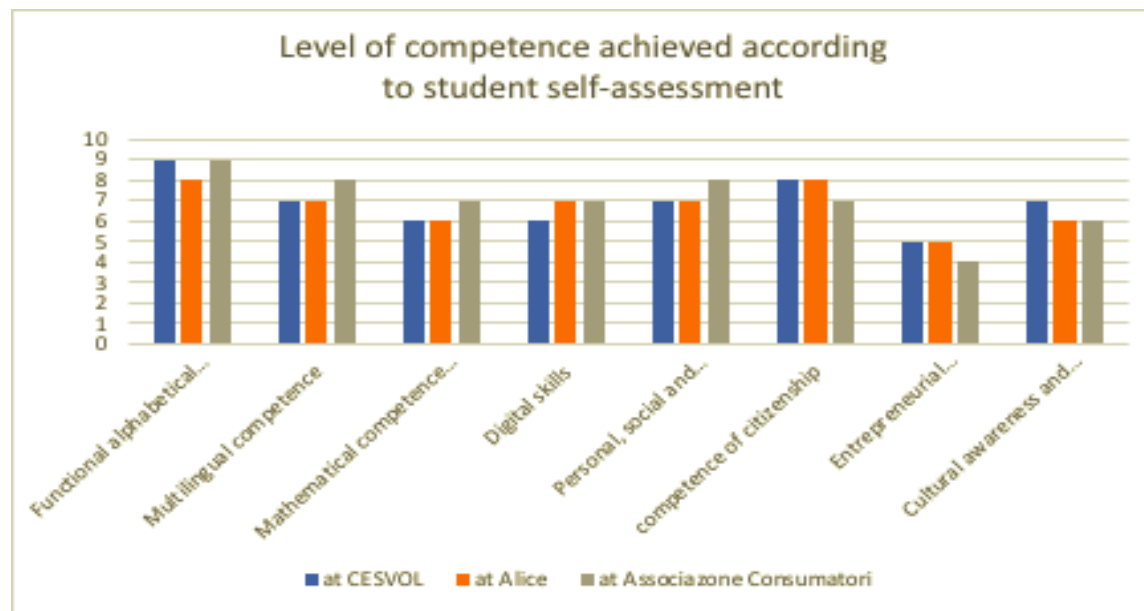
At this stage the students of the three schools have encountered many difficulties because the school generally does not work on the metacognitive dimensions. Students are not accustomed to the processes of self-assessment and identification of experience. Despite the guide they have left many white spaces within the tool which confirms the difficulties they were faced with. The students of the Liceo "Pieralli" showed a greater narrative capacity, probably enhanced by the activity of reading aloud.

All the students involved compiled the tool and sent it by email. The experience analysis tool they used consisted of 4 steps:

- a) Look back: they were asked to rethink the experience carried out
- b) Reflect in depth: they had to reflect on the processes related to their experience
- c) Learn something new about yourself: they had to identify acquired learning and possible actions for improvement.
- d) To organize the following phases: they were asked for a follow up and future planning depending on how much they had learned.

4-In a fourth step - analysis of the learning outcomes of the students of Liceo Alessi and Liceo Galilei linked to the CLASS project experience

The project has made it possible to systematize the skills acquired in an experiential context. Often, in fact, students are not aware of their learning and have difficulty in expressing what has been done or learned. The self-assessment tool designed within the CLASS project made it possible to reflect not only on the experience as an active volunteer but also to rebuild the acquired skills. Moreover, the students had to quantify the level reached, assigning a numerical evaluation. Before reporting the results, it should be noted that the CLASS experience has allowed students to know the world of volunteering and be active within it as before this experience only 5% of the students of both high schools had worked in a voluntary association. As can be seen from table 1 below, most of the students have acquired the eight key skills.



It is possible to read this level through the reference table for the assignment of levels and votes (based on ministerial models of Certification of Competences)

INDICATORS	LEVEL	DESCRIPTOR	VOTING BENCHMARKS
The student performs tasks and solves complex problems, showing mastery in the use of knowledge and skills. He/she proposes and supports his/her views and takes responsible decisions	A- ADVANCED	Competence used with sure mastery in autonomy, observed in complex contexts.	10
		Competence used with good mastery, with appreciable autonomy, frequently observed in complex contexts.	9

The student performs tasks and solves problems in new situations, makes conscious choices showing to be able to use the knowledge and skills acquired	B - INTERMEDIATE	Competence used with sufficient confidence not always in autonomy, observed in usual and/or non-complex contexts	8
		Competence used with some uncertainty and with modest autonomy, observed in fairly simple contexts	7
The student performs simple tasks, even in new situations, showing that he/she possesses basic knowledge and skills and is able to apply basic rules and procedures learned	C -BASiC	Competence in part used, accompanied by requests for help, in simple contexts.	6
The student, if properly helped, performs simple tasks in knowing situations	D – AT THE INITIAL LEARNING	Weak and incomplete competence, rarely used and with constant guidance, in particular simple contexts.	5 or less than 5

There are some testimonials about the experience of the students, which emerged from the "Diary" section:

- ✓ *"One thing I learned was to turn a questionnaire made on word into a questionnaire clickable on google forms"* (A., Liceo Alessi)
- ✓ *"I was very impressed to be able to send questionnaires to associations. I felt that I was doing something useful for others"* (S., Liceo Alessi)
- ✓ *"The biggest disappointment was that not all the associations to which I sent the questionnaire cooperated. This made me feel a bit sad. Instead, I was very well when I found collaborative associations"* (D., Liceo Alessi)
- ✓ *"It was very nice to collaborate with the companions even if at a distance. I felt like I was still in class. Indeed, through digital, each of us could see the work of others to improve it"* (F., Liceo Galilei)
- ✓ *"The experience was very interesting, although it was a bit sad to have to do all the work at a distance, without being able to meet neither the associations, nor the companions of the group"* (R., Liceo Galilei)

✓ *"it was nice to discover that even at a distance we could work in a group and especially help someone"* (E., Liceo Galilei)

In the feedback on the experience a great limit is represented by the pandemic context. Students generally loved internship activities because they have the opportunity to live in a new context, in new places, and with new dynamics. Instead, all the experience was done at a distance like school activities. Communication has been filtered through a screen and, therefore, physical contact has been lost. All this was highlighted by the students in the section "Reflections in depth". There are some evidences:

✓ *"Not being able to meet in person the referents of the associations has certainly diminished the empathy and the bond that has been created"* (A., Liceo Galilei)

✓ *"It was weird volunteering at a distance. I thought about how much I would like to experience those places and those people up close"* (B., Liceo Alessi)

✓ *"I imagined doing an internship, moving from one room to another in the association, meeting a lot of people up close and maybe shaking someone's hand. Instead it was all digital. I did and learned many things, but I missed many things"* (F., Liceo Galilei).

Very interesting, especially for the purposes of mobilizing the metacognitive dimension are the results of the section dedicated to "The things I learned about myself". The feedback in this section shows how the volunteer experience acts on citizenship skills significantly. Among the skills developed there are:

COMPETENCE OF CITIZENSHIP	Ability to relate to others (peers, teachers, external figures)	I am able to interact with the different figures involved in the path
	Responsibility	I am able to cooperate, take on tasks and accomplish the task.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE	Respect for diversity	I am able to respect personal, cultural diversity, gender
DIGITAL SKILLS	Ability to use digital tools	I am able to use digital tools to find useful information
		I am able to use digital tools to make the product
FUNCTIONAL ALPHABETICAL COMPETENCE	Successful communication	I am able to communicate and express its own ideas and those of others
MULTILINGUAL COMPETENCE	Ability to speak in a foreign language	I am able to express itself in a foreign language
MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY AND ENGINEERING	Data analysis and processing capabilities	I am able to analyze and process data, verifying the reliability of sources
	Use of logical and rational thought	I am able to use logical and rational thinking
ENTREPRENEURIAL COMPETENCE	Autonomy	I am to be autonomous in the performance of the task/work.
	Initiative	I am able to be enterprising and to face problematic situations formulating and verifying hypotheses, evaluating the collected data and proposing solutions.

PERSONAL, SOCIAL AND LEARNING COMPETENCE	Respect of the times	I am able to meet the time allotted for the performance of the task
	Way of implementation	I am able to be accurate and precise in the execution of the task
	Resource management	I am able to use materials made available

The last confrontation also allowed us to collect the testimonies of the students related to the process of self-awareness that has been put in place. The narrative parts are the following::

- ✓ *"Indirectly, I have learned that if you make a commitment you must do everything to be able to achieve it in the best way"* (D., Liceo Alessi)
- ✓ *"I have learned that you must always put yourself at stake because you can always be useful to others"* (G., Liceo Galilei).
- ✓ *"I could get to know my companions better and find out that they are strange. They helped me when I needed them. So now I want to help others"* (S., Liceo Alessi) *"I have learned that even at a distance you can help people"* (L., Liceo Galilei).
- ✓ *"I have learned that the computer simplifies life. With digital questionnaires we managed to get a lot of data in a short time"* (A., Liceo Galilei)
- ✓ *"I have discovered volunteering. It's nice to know that there are people who help others as a job without having anything in return"* (E., Liceo Galilei).

Analysis of the learning outcomes of the students of Liceo Pieralli after their experience with the CLASS project

The project "Leggere Forte" (Reading out loud) suggesting a volunteer experience at the Liceo "Pieralli" had mainly an impact on personal, social and learning skills of students.

Learning to learn is the competence that is often overlooked in schools because it is a transversal competence that does not formally engage with the disciplines explicitly. According to the European Community this competence is: *"the ability to organize information and time, to manage your own training and career path. It also includes, however, the urge to include your own contribution in the contexts in which you are called to intervene, as well as the ability to reflect on yourself and to self-regulate"* (Recommendation on Key Competences for Lifelong Learning, 2018). This competence is the ability to persevere in learning, to organize one's own learning also through an effective management of time and information, both at the individual and in group level. It includes awareness of one's own learning process and needs, identification of available opportunities and the ability to overcome obstacles to learning effectively. It involves the acquisition, elaboration and assimilation of new knowledge and skills as well as research and the use of guidance opportunities. Learning to learn allows students to build on what they have learned before and from their life experiences to use and apply knowledge and skills across a range of contexts: at home, at work, in education and training. Motivation and trust are essential for a person to acquire such a competence. In short, this competence has an impact on: learning aspects; emotional aspects; relational and social aspects; cognitive meta aspects; the design aspects of oneself and the surrounding world. It is the carrying competence within the PCTO and beyond as it is a competence that is linked to the sustainable building of the person.

The CLASS project with its tools has brought these aspects out by activating for each of the semantic areas of interest.

Learning aspects. Concerning the learning aspects, the students acquired the processes related to reading aloud. They mobilized skills related to reading aloud, reading to the student the story of "Peter Pan".

Emotional aspects. Students have gained an awareness of their own limitations and successfully found strategies to overcome them. The words that occur at the beginning are always: fear, anxiety, shyness, embarrassment. In many testimonies, students fear that a wrong performance can be an opportunity to be mocked by their peers. Here are the testimonies:

✓ *"I was anxious and worried because I was ashamed to read for so many people".*

- ✓ *"I was very tense and always checked when my turn came". Sometimes I worry too much about what other people might think and I'm afraid I'm wrong."*
- ✓ *"I was a little nervous when I had to read my part because I'm a shy person"*
- ✓ *"Initially I often lost concentration because I didn't read much but I learned and understood that reading aloud helps me a lot".*
- ✓ *"Not being used to reading in front of so many people I felt a little embarrassed".*

Relational and social aspects. The experience has had a considerable impact. The pandemic environment was experienced by 90% of students as a limiting factor of the experience, as it reduced involvement. Here are the testimonies:

- ✓ *"If we had been face to face it would have been more fun and engaging" "it was less engaging being in on line learning"*
- ✓ *"Surely the covid has influenced this experience by not allowing us to make meetings in person" "If context means the way the project is carried out online because of the covid, surely there was no great exchange of ideas and opinions and there was no physical contact".*
- ✓ *"Surely having participated in the course in distance mode was more complicated to follow, and reading online was not as exciting as a hypothetical reading in person"*

However the common difficulties related to the context, have a positive impact on the ability to support and work together. The dominant perception is to feel part of a whole and to be members of a team. Here are the testimonies:

- ✓ *"It was nice and engaging to see so many guys like me listen and read for the same goal" "We've all made a team effort".*
- ✓ *"It was very important to listen to each other because otherwise you missed your turn" "if sometimes someone was distracted there was always a companion ready to help".*

Metacognitive aspects. We can highlight how the CLASS tool has activated a process of learning in reading. This is interesting to grasp how only a few have simply written *"I have learned to read"*. Instead, most students analyzed the experience in depth. The learnings that emerge are very significant and related to the personal sphere. Here are the testimonies:

- ✓ *"I have learned to respect other people's times when reading a song"*
- ✓ *"Reading helped me develop patience and self-control."*
- ✓ *"I have discovered the power of high-speed reading"*
- ✓ *"I have learned to read with more transport and emotion"*
- ✓ *"I've learned to put myself out there"*
- ✓ *"I have learned that if you don't give expressiveness to what you read, everything looks flatter, inexpressive and consequently the attention of the listener will drop more easily".*
- ✓ *"I learned that after a few attempts to collaborate with the commitment all together you get a good result".*
- ✓ *"I've learned that reading is more important than I thought."*
- ✓ *"I learned that reading aloud has a positive impact on both the reader and the listener of the story. It also has a positive effect on mood"*
- ✓ *"I have learned to read with other people, to use my voice well to better understand what happens in that particular situation that I am reading".*
- ✓ *"I've learned to push myself beyond my limits by facing my fears"*
- ✓ *"I have learned to read aloud in front of strangers".*

Design dimension. Two areas have emerged in which experience has acted positively. The personal scope in terms of self-improvement. The students have confronted the error, with small failures and have treasured. They have thus acquired awareness of the criticalities with an attitude of improvement. To the question "What would you like to improve?" The answers are very interesting and denote a great critical spirit, here are the testimonies:

- ✓ *"I can improve my reading pitch."*

- ✓ *"I have to read more and try not to rush reading"*
- ✓ *"I must remember to listen well to the directions given and follow them as best I can "*
- ✓ *"I can improve my reading so as to be more expressive and clearer".*
- ✓ *"I must not stop if I am wrong, I must find the courage to continue for those who listen to me"*
- ✓ *"I must be less concerned with reading aloud and what others may think of me"*
- ✓ *"I need to be more careful and wait my turn"*
- ✓ *"I have to read slowly, trying to be as comprehensible and effective as possible"*
- ✓ *"I mispronounced a few words and skipped punctuation marks. I need to be more careful with punctuation"*

At the same time, the students were able to define a design aspect open to the surrounding world. The possibility of being able to read for others and to know the world of volunteering has developed in them the desire to be active for others, to take action. This has greatly affected self-esteem and the ability to design oneself. Here are the testimonies

- ✓ *"I would like to use the expertise acquired to help other people or exploit it if I had to make the decision to study education sciences."*
- ✓ *"I would like to do volunteer classes on reading to read to student, seniors or anyone who likes to listen to the readings"*
- ✓ *"During my free time I'd like to start reading to my cousins".*
- ✓ *"Maybe when I'm older, I'll join these volunteer groups".*
- ✓ *"I would like to teach children that reading aloud helps them not to be shy and is beautiful"*
- ✓ Overall, therefore, the feedback from the students was very positive and the final reflections very exciting:

In complement to the above testimonies, we have selected below some meaningful auto-narration:

Auto-narration no.1- *I think this project is really deep and interesting and has had some positive influences on me; somehow it made me grow and improved my attention during the reading process. My past experiences have perhaps influenced a little the reactions I had, even for such a trivial thing (that is to read a small part of a book in front of other people). I was afraid to be "judged" and a little anxious before my performance. My actions and thoughts initially influenced me in a negative way, I felt a bit anxious, but at the end of the day it was very interesting. I have learned that reading is very important for the formation of a person, for the exposition and also to achieve a certain level of language. I'll do my best to read more and more books because this experience has taught me how fundamental it is in daily life and also to acquire a culture of its own. When I'll be facing similar situations in the future I will certainly have greater security and tranquility to keep calm because at the end of the day it is just a matter of reading!*

Autonarration no. 2- *I had this experience because from the beginning I was curious about what was being done. We talked about reading aloud and how this helps children or almost everyone to learn more easily and quickly. We also did a live streaming where my comrades and I read a part of the history. I found it very interesting because it was a way to break down my shyness. I was struck by the experience.*

Autonarration no.3- *We had several meetings online to understand what we were going to do next. I had to read fairy tales aloud. Together with other guys, we read the tale of Peter Pan and the story of Bartleby. It worked in the best way, there were no big problems except some small technical issues. I had never participated in similar projects and at the beginning I was a bit anxious about speaking loudly in front of many other people, but later I calmed down and I was able to read without making mistakes. From this experience I realized how nice it was to read for other people and that you should not be afraid to try new things. Indeed I could improve my interpretative style and also my reading in general. I did not make big mistakes and everything went well. If an opportunity like this should happen again, I should be able to keep calm and not get caught up in the excitement. Generally I don't think I would make any big changes, I read quite well and I'm happy with how it went. Thanks to the acquired skills I started reading much more often out loud.*

Conclusion

The CLASS project has allowed teachers to think about how to create a widespread sensitivity in the field of sustainable citizenship within Italian schools, an environment often resistant to changes. The teachers met with the researchers and shared common interests. The student was at the centre with his/her educational needs. At the end of the project the importance of this educational experience was highlighted. Indeed, the analysis of the activities proposed by the project Class revealed how these paths can enrich several aspects still missing in school institutions and that are important to support formal learning.

The value of voluntary learning, acquired in non-formal and informal contexts, was reflected and agreed thanks to the concrete proposals of activities from associations and its connection with the pedagogical/ organizational approach also made explicit in the "instrument". In this context the main goal was the learning experience itself, and not obtaining any degree or taxonomic measurement.

In Italy there is a long debate on the need to implement, in the educational and didactic paths, flexible strategies tailored to the needs of the student. This objective can also be pursued by the students through the proposals of various associations and the timely collection of observations, reflections and actions made analytically practicable by the "CLASS tool" for the evaluation of skills. The metacognitive dimension that supports and strengthens the tool makes the entire process even more valuable and meaningful.

However, during the course of the project some weaknesses emerged: the difficult applicability of the same tool both in a “face to face” context and in a “at a distance” context; the need to accompany students in the compilation which is not always intuitive, as they are not used to narrating and analyzing themselves.

In conclusion, the "8 steps" completed by the students of the Liceo "Galilei" and the Liceo "Alessi" and the "4 steps" completed by the students of the Liceo "Pieralli" allowed the students to reflect on their activities and skills developed in volunteering; to know the potential of volunteering; to take action for others and to better understand the meaning of their training choices.

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The French experience (iriv conseil) - testing the CLASS in France in times of Covid

By dr Bénédicte Halba, iriv (Paris, France)

The testing of the CLASS has been most difficult with the pandemics and the necessary closure of the schools. We had to suggest alternative ways to conduct the testing by involving differently schools and teachers in a first place, students in voluntary activities in a second place. In France, a first lockdown started in March 2020; most of the schools had to close but for some weeks in June 2020 in order for students not to have a break of more than 6 months (March-August 2020). It would have had a very negative impact on learning. From March to May 2020, parents had to take care of their children, and this has been most challenging for families, especially the ones who were not equipped with computers to follow the digital learning suggested by the Ministry for National Education (called virtual classes). Moreover, being a parent doesn't mean being a teacher.

Back to almost normal education in September 2020, this has been a main challenge for principals in French schools to organize the coming back of both teachers and students with the health measures against Coronavirus to be applied. While compulsory school cursus was jeopardized, extracurricular activities were no more a main priority on the agenda. The testing of the CLASS had to adapt to these unexpected events. Our Institute had to find other ways to conduct the testing as the secondary schools. Since 2013, we had conducted several testing on the ground, mainly in Massy (Essonne) with the partnership of the City hall and secondary schools. We had suggested extracurricular activities to students, mainly focused on a preparation to a volunteering⁵ or to an education to an Opera course⁶. In this article, we intent to explain how we have proceeded to involve youngsters in a volunteering, to enhance an efficient and sustainable support, to assess the competences acquired thanks to a voluntary experience and to build a sustainable future.

1- In a first place: finding a relevant territory for the CLASS testing

In France, the term “sensitive urban area” designates a territory whose main considered criterion is poverty, this means a low level of incomes for most of its inhabitants. This piece of information is provided both by fiscal and social services, for instance the number of people benefiting from social

⁵ Success at school thanks to a volunteering- SAS (Comenius project, initiated by iriv with the University of Northampton in 6 EU countries, 2012-2014) ; Schola (Erasmus + project, initiated by iriv with the Collège Blaise Pascal in 5 EU countries, 2016-2018)

⁶ EducOpera (Erasmus +, initiated by iriv with the Opera de Massy, 2017-2019)

minima. In previous times, a series of criteria were considered such as the rate of unemployment, the proportion of families with a migratory background, the importance of single families, ... These criteria were considered as being too stigmatising. A rate of poverty is a transversal and neutral indicator as it may concern any household whatever its social, educative, or cultural background. Any family may be faced to difficult economic times, so the approach was more democratic.

If a school belongs to a sensitive urban area, it can benefit from special extra-credits to support extra-curricular activities (in art, culture, science, sport...). The number of students per classroom is also lower than in other schools. Moreover, the teachers benefit from special conditions- sometimes a financial reward but most of the time more hours dedicated to extra-curricular activities and less for the normal curriculum in the classrooms. As the both the organisation and the conduct of extracurricular activities are demanding it would be unfair to say that these teachers have less working time; they dedicate differently the same amount of time. This alternative teaching may enhance motivation among teachers who have been on the ground for many years and would need a “second breath” or a “fresh start”.

In general, students do appreciate teachers involved in extra-curricular activities as they have a different relationship with them, more “horizontal”, less “hierarchical”. It is no more based on authority but on individual involvement and personal motivation. Our Institute has selected Massy, a territory in Essonne combining schools in sensitive urban areas (such as the Collège Blaise Pascal) and schools in normal territory (such as the Collège Denis Diderot). For the testing of the CLASS, it was not possible to conduct it as usual as the principal of the secondary school with whom we had worked previously (Collège Blaise Pascal) had changed and the other one we had started working with (Collège Denis Diderot) was too busy with the health measures. We have then proceeded differently, trying to involve French stakeholders, mainly schools, thanks to e-mails and social networks (Facebook).

In the first place, in October 2020, we circulated a presentation of the CLASS project through the dispatching of a newsletter designed by iriv with the CLASS team. This first emailing campaign was implemented among cities and towns belonging to a special network entitled “*Cités éducatives*”. This is a quality label given by the Ministry of Education to cities for their involvement in inclusive education and especially in extracurricular activities; it means the city could achieve to create a virtuous ecosystem between schools and its inhabitants. We have systematically sent e-mails to all the cities & towns with this label in Ile de France but have not received any feedback. The pandemic times are certainly the main reason for this lack of answer.

In December 2020, we have therefore proceeded differently, this time trying to get in contact with teachers in Ile de France who were members of Facebook groups. We were successful in this second attempt as a teacher belonging to a private school, the *Institut Saint Pierre de Brunoy* (Essone), kindly answered our e-mail and suggested to involve her students, aged 14 to 16 years, as they were looking for a compulsory one-week internship. The head of the school and the teacher in charge of the internship for one classroom accepted our Institute's proposal to consider the students as interns for one week. The conventions were officially signed in April 2021 with the students, the head of the school and our Institute. The internship could start the first week of May 2021 with a training designed by iriv meant to prepare them to a volunteering.

Before involving the students, we had a couple of virtual meetings with the French teacher in charge of the internship, and another teacher in charge of "Professional discovery" as this was the topic to be tackled by the internship. The second virtual meeting gathered the principal with all the teachers who would support the students, in the classroom, during the one-week training designed by our Institute. We have dispatched a planning of the training days together with a brief content and pedagogical explanation ; we could manage to make a link with each of the disciplines in order to involve more directly the teachers.

As a result, the Covid times have changed our way to associate participants to the testing. All the contacts were made at a distance ; while the classical e-mailing was unsuccessful, the involvement through Facebook was fruitful. We therefore decided to tackle the social network issue in our training. The first contact was with a teacher in Mathematics who involved her colleagues and the head of the school. All the preparatory meetings were also conducted at a distance with the teachers. It may have created a far away feeling, but it has not. This is unclear if a direct contact would have been different. We were newcomers in this school in Brunoy, and it usually takes a lot of time to build a relation of trust with schools. This step-by-step approach is perfectly understandable as we work with youngsters, who are minor, and schools must be very careful both on the profile of the organisation they are working with and on the content of the training itself. Moreover, the head of the school has also to keep the parents informed and implicitly asks for their agreement. Therefore, our Institute has carefully respected all the necessary steps to be followed. This was fruitful with the head of the school, the French teacher in charge of the internship and the teacher in Mathematics who was our first contact – both teachers appeared to be most appreciated with their students. In the following points we describe the process of involving the students. In any testing, the "ecosystem" to be implemented for extracurricular activities is usually the same.

2- In a second place: involving students

The challenge in the activity we suggested was to train students to be aware of disinformation, and to be able both to struggle against fake news and to share their knowledge and experience among their classmates. It was assumed that their volunteering would begin when they in turn raise awareness among their peers; the opportunity was fortunately suggested by their French teacher with students one year older. The five-day training we have designed combined both a theoretical content and a practical one.

In the morning, we explained the knowledge to be acquired:

- 1- The first day, the general notions on information and disinformation (infodemics & fake news) was explained
- 2- The second day, the legal framework for a criminal behaviour on social networks (cyber-harassment) was tackled
- 3- The third day, the ways and means to identify fake news - videos, images, articles ... were suggested
- 4- The fourth day, the most harmful theories on social networks (conspiracy theories) with concrete examples were presented
- 5- The fifth day, an action plan for a campaign raising awareness on disinformation was detailed

In the afternoon, the students were focused on a practical content with specific scenarios they had to work on. They were divided in 4 small groups, so that they could build their own supports to make their classmates be aware of disinformation. We suggested different exercises such as punchlines, videos, images, slideshows, etc., to be illustrated with examples of role models or anti-models with main opinion leaders for youngsters such as rappers (first day), sportsmen (second day), community manager (third day) ; as example of anti-models some main “criminals” identified by the French police (fourth day) . On the fifth day, they had to design their own support (PowerPoint presentation) and to answer a questionnaire.

Throughout the training, a specific pedagogical approach was suggested. On the one hand, a daily exercise consisted in a roundtable with a personal presentation meant to introduce themselves which ended with a more complete presentation at the end of the week. On the other hand, a learning assessment was suggested throughout the training with multiple choice questionnaires with questions on the theoretical content they had learnt in the morning. At the end of the week , a more developed questionnaire dispatched among the students and their teachers, asked for a feedback on what they had learnt from this g initiation to a voluntary experience.

Each session and each day had a focus on a professional career with a different way to use information : journalists are supposed to be “expert” in finding information ; lawyers defend the freedom of speech and expression and therefore the freedom of information ; community managers are meant to dispatch relevant information among a dedicated community ; cyber-police & agents of intelligence services are in charge of strategic and highly sensitive information ; and professionals of the radio are dispatching diverse kinds of information (both entertainment and serious matters). The Power Point presentation the students were asked to design was also focused on a main professional figure - journalist, lawyer or leaders of opinions such as rappers and sportspeople (in this case, sportswomen).

The expected learning outcomes of the training were diverse. In the first place, soft skills were developed - knowing how to introduce oneself, working in a team, learning by doing, improving a critical thinking, being able to evaluate oneself, enhancing a sense of commitment to others. It was combined with practical & theoretical knowledge. Students have certainly learnt more on themselves and each other as they have done things for the first time. For college students, the content should not be too didactic. Therefore, we try to combine “lighter” or anecdotal elements with a more serious content.

This learning was also linked to a couple of their courses: Education to Media and Information (EMI) but also Education to Moral and Civic content (EMC). A link between formal learning (at school) and informal learning (outside school) was naturally made even though this was not so obvious as the training was delivered at school (for lockdown reasons due to the Coronavirus). We suggested the students to update the information delivered during the training by watching a newscast, listening to a radio program, following a television program, and more generally by supplementing the content of the training with information found on the Internet, etc. We are uncertain to have been successful, but we do know they have made complementary research to prepare their own presentation (PPT) among their fellow students in another classroom one week after the end of the training.

We assume the most positive part of the training was what students have learnt about themselves and the image they have given of themselves to their classmates but also on social networks. Another very positive feedback was to be aware of the way they find and build the information they share with others, the process must be as honest and fair as possible. We have tried to make them better understand why fake news are built and circulated, the intent and the manipulation they imply which are meant to raise confusion and to create a destabilization between “real truth” and “alternative truth”. It is hardly "by chance" that theories that may seem far-fetched in the first place become so popular.

This critical exercise meant to give a serious image and to identify relevant source of information should help students not only in their further studies (when they must prepare presentations, for example) but also throughout their lives (when they have to find information on an issue they are faced to in their personal, social or professional life). After the training they should be more demanding on information, to be able to have their own opinion on facts or debates in society with a critical approach. They should have less chances of being abused by false truths or "alternative truths" or opinions that are meant to present genuine facts as scientific data, because they should be based on a supposed shared "common sense". This famous "obvious common sense" can easily be abused by emotions cleverly used by specialists in manipulation. This strategy was once called propaganda. The means are both more sophisticated nowadays and insidious. The logic at stake remains the same, and the effects are as devastating. A "cyberwar" has been declared with "hidden warriors" emerging from truly diverse places and countries but with the same spirit - destabilising citizens on a microlevel and democracies on a macrolevel. There have been many examples especially since 2015 and the migratory crisis, then the Brexit or the American elections in 2016, and lastly with the Coronavirus pandemics and an explosion of conspiracy theories.

The title of the training was not suggested by chance "Cybercitizens to combat disinformation". Students had to experience citizenship by being prepared to a voluntary activity but also by being aware of the ways and means democracy may be jeopardized by these conspiracy theories, based on hate speech, with the most harmful and common ones - sexism, racism, anti-Semitism, and homophobia. The examples were selected on purpose to illustrate the very bad "side effects" of conspiracy theories. Indeed, what could be seen in the first place as "immaterial" may have a devastating impact on young spirits. This is the reason why youngsters are the first targets for such a negative process. They may become both victims and authors of misinformation and disinformation. The message we have delivered is to warn students on the fact that what we say and the information we share may have consequences, we are responsible for them. During the training, we have given many examples such as a female youngster in France, Mila, who made a joke on a religion on social network and has been harassed by more than 100 000 hate messages⁷. Her life is devastated with threats of death and a constant protection provided by the police to avoid any criminal attack.

⁷ As mentioned by her lawyer, Richard Malka, whom we had introduced as an example of lawyer defending freedom of speech and expression in France as he has been defending the French satirical newspaper "Charlie Hebdo" since the beginning of his professional career

This training was offered to college students who are preparing to take their first exam, the college's certificate, which is a first milestone in their education before the two rounds of the French baccalaureate. They are therefore old enough to sort things out. For a voluntary commitment, they can be volunteers with the authorization of their parents because they are minors. In French legislation, from 16 years old they can be volunteers without any parental agreement and even create their own association. Junior associations were suggested since 2000 in France by the League for Education to encourage youth engagement. The civic dimension of the training is also important: volunteering is a way of doing things not only for oneself but also for others (altruism), by transmitting (learning to learn), by making oneself useful to others (social utility), by committing to a useful and necessary cause (citizenship). Age was therefore not chosen by chance as it corresponds to a pivotal period in learning when youngsters begins taking initiatives, thinking more independently but also gaining credibility towards adults (parents, teachers, other adults). They may start thinking of their professional future with a choice between general education or professional education.

3. **In a third step-** students ready to “spread the word” among their classmates

The idea of the training designed by our Institute was to enhance a sustainability by sharing the PowerPoint presentation with both the students and their teachers. The format of the training was demanding for both trainers (a team of three trainers- a senior one and two junior ones more familiar with social networks) and trainees. The reason for such a detailed programme was to be able to provide a learning for 6 hours per day, 5 consecutive days: for a total amount of 30 hours. This is the standard duration for an average training in Vocational Education and Training (VET). As a result, three PowerPoint presentations were prepared each day for the theoretical part plus one to two PPTs for the practical exercises. The total of 25 to 30 PPTS designed for the training delivered was obviously too many supports for the trainees and their teachers. Therefore, we decided to summarize the supports: one theoretical and one practical per topic (per day). This was much more manageable. The teachers finally received 5 practical PPTs and 5 theoretical PPTs. The sustainability of the action was a key element in the success of the testing. The training was designed in the first place for teachers who could use them for the special teachings suggested since 2015 by the Ministry for National Education – Moral and Civic teaching to remind of the principles of Republican values, Democracy, Universalism and Human rights; and Education to Media and Information teaching to combat hate speech, conspiracy theories that are undermining democracy. This is particularly sensitive in France after our country has been a main target for terrorist attacks (since the

1980s). Their main goal has always been to jeopardize the French model combining secularism (“laïcité”), universalism and human rights inherited from the French Revolution. Together they form the French Republican values⁸ that are the basis of the French Republic with the motto “Freedom, Equality and Brotherhood” (*Liberté, Égalité, Fraternité*).

An unexpected feedback we have received was the main interest expressed by our European colleagues of the CLASS project after we have presented the training, we had designed on the occasion of a webinar gathering the principal and teacher of reference at the Institut Saint Pierre de Brunoy. An Italian colleague who is a teacher in French at the Liceo Pescara (Abruzzo) will use our PPTS as a pedagogical support for her teaching, which will be both a linguistic and cultural pedagogical support to explain the process of disinformation and misinformation; the context in which the struggle against hate speech is implemented is most important. This is not by chance that France is considered as a main target for terrorism, the content of the training makes an implicit link between disinformation, terrorism and attacks against democracy and the French Republic with the values it stands for.

From theory to practice - the students had to design a support and to present it concretely on the ground. The students, divided in 4 small groups were asked to present what they had understood of the training among other students. A first group presented disinformation & misinformation through the professional figure of the journalist; they conducted supplementary research and could give other examples of actions of journalists defending the right to information in the context of an illiberal country (for instance in Russia). A second group presented disinformation & misinformation through the professional figure of lawyers; they also found other examples of lawyers defending freedom of speech and expression (difficulties faced in Latin America). The third group was focused on a specific type of leader of opinion- sportspeople (sportswomen) with some examples of fake news that were circulated on them. The fourth group was dedicated to another type of leader of opinion - rappers; their presentation was mainly focused on examples of “bad attitude in rap” (some rappers having been convicted for hate speech expressed in their songs). Moreover, they have tackled the issue of diversity in rap which might be another way to present things as diversity is the “positive” side as opposed to discrimination.

⁸ A training to secularism (“laïcité”) and Republican values should be delivered to teachers in France in 2021 – this is the reform the Ministry for National Education is working on in June 2021, after the slaughter of a French teacher in History and Geography, M. Samuel Paty, in October 2021 after he had delivered a teaching on freedom of speech and expression, using cartoons published by Charlie Hebdo, a satirical newspaper that has become a model for the defence of freedom of expression in France since its redaction was assassinated by two terrorists (a series of bloody terrorist attacks were conducted in France in 2015, Charlie Hebdo & Hypercacher supermarkets in January and Bataclan in November)

Even though the PowerPoint presentations designed by the four groups of students were not perfect as some points may be confusing or could suggest the opposite of what had been explained, the general spirit was incredibly good and fruitful. Each group in its own way had explained its understanding of disinformation & misinformation based on a professional figure – journalists, lawyers, sportswomen and rappers. They had all conducted additional research, another incredibly positive element. A very positive element is that they did not stick to the PowerPoints presented during the training by iriv's team. They were creative and so showed a critical thinking approach. Another main skill they have acquired thanks to the training is an ability for teamwork as they have enhanced a genuine collaborative spirit. Finally, two students presented the Power Point they have designed for an oral exam they took in July 2021. This was indeed the first time they had designed a PowerPoint, so this was not only a first experience for a training dedicated to volunteering and disinformation, but the support could also be used another time for another purpose.

The debate with the students from another classroom was not so vivid. Their classmates were surprised both by the topic and the way it was tackled, this was a brand-new topic for them. Moreover, the presentation was delivered online through a Zoom meeting and students are not so familiar with such a tool. The students were quite careful anyway. The teacher in the classroom was not so supportive; generally it seems that students are more open and ready to participate than their teachers. The training the Ministry for National Education is working on for teachers should be of great help.

We insisted on one main point: iriv training was not just focused on cyber-harassment. This topic has been an issue already tackled by their school and teachers as there have been several examples in France of youngsters who committed suicide after such a hate process and harassment conducted first through social network and then in the classroom. The main aim of our training was to explain the process at stake in disinformation and misinformation, thinking of key professionals in charge of information (finding, defending, sharing, spreading...) and being able to identify fake news in order not to become neither a victim nor an author. The last step, being able to spread the word among their classmates, was most necessary to check whether they had well understood the message and to equip them with tangible elements to struggle against fake news.

Thanks to the principal of the *Institut Saint Pierre of Brunoy* we were informed that the parents of the students who were most sceptical on the topic of the five-day training in the first place (and shared their doubts with the principal as they usually do) haven't sent any message or expressed critics after the training. It means their children have been both interested and convinced. This is the best result we could achieve, and the best compliment for our work.

4. **In a fourth step:** assessing competences acquired by youngsters thanks to a volunteering

At the end of the training, a questionnaire⁹ was distributed to the college students who all responded (100% response); on the other hand, the questionnaire distributed to teachers received only 3 responses out of 10 (30% responses). This is a confirmation of the higher reluctancy expressed by the teachers on the topic. In a first place, the low rate of answers provided by the teacher may be explained (feedback received from the principal) by the fact that our Institute was still unknown, and the content of the training was also a total surprise for them. They need more time to be convinced. In complement the topic may be seen as sensitive, due to the dramatic event that happened in France in the last months¹⁰. Anyway, only a minority of teachers strongly involved may be enough. This is the incredibly positive feedback received from the French teacher in charge of the internship who happened to be as well a teacher of history-geography and who confirmed that she would use the pedagogical supports (10 PPTs) designed by iriv for the training.

Three main critics were expressed by teachers were:

- 1- “The issue of bullying/cyber-harassment has already been dealt at school”- we have still underlined that we have tackled differently the issue with an additional dimension - any student can participate in a form of bullying by relaying false information (a more novel approach for students). We have also updated their knowledge thanks to current events – the kidnapping of a young girl Mia by survival activists in May 2021, the murder of a female youngster Marjorie whose sister had been cyber-harassed on social networks after she confronted the harasser the same month. Those examples have shown how the training was crucial among a young audience as they are directly concerned. Each time they will hear or learn a news item on the issue, or faced to a conspiracy theory, they will be able to analyze the situation with more insight.
- 2- “Too many difficult elements”: it was on purpose that the content was demanding as we wanted to enhance a critical thinking. Our challenge was to say: you are old enough to understand the content of critical issues. The school students who participated understood that we did not take them for children, we addressed them as we would have done with adults. Therefore, they behaved as well as grown-ups. We could also improve, and complete, our presentations daily with the questions asked and the feedback gathered. The preparation was as intensive as the feedback (for improving the PPTS) and follow up (critical analysis of the results achieved)

⁹ The questionnaire is presented in the annex

¹⁰ Samuel Paty’s death in November 2020 after delivering a course on the topic

- 3- “Lack of link between awareness raising and volunteering: this is the most demanding challenge”. It was clear from the beginning that volunteering would start after the training when the young people would talk about the action, and the misinformation with other young people. The first training with classmates occurred one week after the training. The issue of volunteering, and commitment, was also addressed during the training when the professions allowing to defend the freedom of expression were tackled. Without being journalists or lawyers, students can find a commitment for a cause in which they believe, for example in an association. Two examples were suggested by the college students. Moreover, one of the college girls was already a volunteer, in her gymnastics club, she supervises younger gymnasts. She could be presented as a meaningful example, easy to be followed, a friendly example of “next door” volunteer

The most positive feedbacks teachers could underline:

- 1- The roundtable worked very well (biographical elements provided by students and updated every day) - this educational approach is always fruitful. It was also important to personalize things, we managed to create a "bond of trust" throughout the week, with an increasingly personalized presentation of the college students. They were shy at first, which was to be expected, while always in a good mood. They told us that they knew everything about their classmates, this is not so sure as they also got to know each other better. They surely did not know the real family situation of their comrades nor what they were doing in life (the brothers and sisters).
- 2- The focus on a profession worked very well as it was a good way to involve students and to make a connection with their internship. The first supports (PowerPoints presentations) are reassuring: the notions of freedom of expression and the theories of disinformation have been well understood (first objective)

In complement, the 3 teachers who filled the form insisted on the “very positive” experience of the training (2 out of 3) ; “positive” for the third one. The main difficulties suggested in the volunteering for youngsters are a lack of qualification and motivation. One teacher specified: *"this activity should be integrated in partnership with schools (in their timetable and under the supervision of a teacher)"*. For a third teacher (less enthusiastic), she insisted on their *“lack of training and motivation”*. The main limits to volunteering for youngsters are for the 3 teachers in the first place the time spent

at school, in a second place the time dedicated to friends. The main benefits for youngsters to be volunteers are for the teachers firstly “to meet people different from their family, friends and schools” ; secondly “enhancing team work and defending a cause”. The two reasons are strongly linked. The responses to the students' questionnaires were incredibly positive: 4 retained a "neutral" experience, 8 a "good experience" and 1 "very good experience". The first domain youngsters would like to join is “sport & leisure” (61.5% of the answers). The main expected impact of volunteering would be on a personal basis (46.1% of the answers) in a second place “for their studies” (15.4%) and a combination of both reasons (15%). The main reasons for being a volunteer are “feeling useful” (38.4%) and “acquiring knowledge” (38.4%), this last reason is very specific to youngsters. The first competence acquired according to youngsters mainly by the training they have followed (linked to volunteering but more a preparation to a voluntary activity) is obviously the “digital competence & use of social network” (92.3%). The second main competence they think to have acquired is “being able to solve an issue” (77%). The third competence is “negotiating with others” and “defending a perspective” (69.4%). The main difficulties underlined were: “team work” (46.1%) and the two other issues they have felt: “communicating” (30.7%) and “solving issue” (30.7%). A very good point is that the difficulties underlined are also what they have also liked best – “working in team” (92.3%) and “communicating with others” (53.8%).

Conclusion

The testing conducted for the CLASS has been both challenging due to the incredibly special conditions (Coronavirus and schools closed) and rewarding with a promising partnership built with a school in Brunoy (Essonne). The French testing was unique for several reasons. Firstly, because our Institute is not working on a daily basis nor even a weekly basis with schools; a new partnership is built for the purpose of each project. Secondly the testing conducted so far with schools was in the framework of extra-curricular activities, this time it was during the school time. Thirdly the action implemented among youngsters together with teachers is focused on the learning process (being prepared to a volunteering, understanding what is at stake and the competences to be acquired) and not the voluntary action (actions generally offered to youngsters at school). Lastly the content of the training was designed for the purpose of the CLASS and meant to be as attractive and useful as possible for youngsters. They should be prepared to conduct an action that should enhance a competence of citizenship – active citizens as volunteers and cybercitizens to combat hate speech and therefore defend democracy.

In the annex is presented the training programme conducted among the students of the Institut Saint Pierre de Brunoy (Essonne) in May 2021

Annex 1- Programme training “Cybercitizens against disinformation”- Monday 3rd of May 2021 to Friday 7th of May 2021

	Topic	Key professional	Role model & leaders of opinion (models & antimodels)	Practical cases
Monday	Information & disinformation Notions & concepts	Journalist	Rappers	Writing a punchline
Tuesday	Legal framework & legal impact (victims or authors of fake news)	Lawyer	Sportspeople	Selecting images or sounds (podcasts) or music...
Wednesday	Identifying fake news in practice (images, videos...)	Community manager	Influencers	Preparing a PPT
Thursday	Conspiracy theories basics & illustrations	Cyber-police & member of the intelligence service (examples in allied countries)	« convicted » conspiracy theories activists	Working on the design
Friday	Action Plan Campaigns raising awareness on disinformation & misinformation	Radio presenter	“I am a living legend”	Working on the content to be presented to other youngsters

Suggestion on a daily basis : Roundtable to introduce oneself with a new piece of information each day & Writing an idea, thought, memory....

The German experience - testing the CLASS Germany in times of pandemic.

By Matthias Bosse, Caritas (Borken, Germany)

The ongoing pandemic situation in Europe has also challenged the testing of Class in Germany. During the lockdown that began in March 2020, schools were largely closed or only partially open. On the one hand, this influenced the willingness of potential partner schools and third sector organizations to participate, and on the other hand, it necessitated an innovative implementation of the testing. In our article we intent to describe the considerations, implementations and challenges of the past testing phase of Class. We would also like to emphasize the creative power and creativity of the participating students- they have achieved an impulse a search for creative solutions.

Main objectives and approach implemented during the testing

From February 2021 to June 2021, within the testing of the materials of the Class Project, we adapted the previously proposed framework. The aim of the project is to provide schools with an innovative tool to apply the key competences among students, through the innovative approach of volunteering as an example of informal learning. It was achieved in a systematic way by supporting a volunteer activity, while providing a reflective documentation, and a monitoring of this experience, as the core of the measures applied. A long-term networking between school with organizations of the third sector, for the curricular implementation of the approach, has underlined the possible sustainability of the project. The Class, which began in December 2019, was designed from a pre-pandemic point of view. It was assumed that the target group, students, would get a chance to carry out a "traditional volunteer activity" and would gain insight and experience from it. Due to the European and worldwide Corona pandemic and the current health regulations, we were challenged to develop an alternative, digital form of volunteering with the target group.

In the following article , we have described our chosen approach - the planning and the implementation together with various parameters at stake. Finally, the overall process is reflected and a conclusion is drawn. In complement, thanks to the support of the Intercultural Network Westmünsterland and the Academy Klausenhof, volunteer activity we have designed a "Video volunteering: Growing Together- Living Together". It aims to involve groups of students. The video was conceived, shot, and edited by students in order to document their life situation, ideas and views and make them available to

others. In this way, interculturality and integration are promoted through an understanding of “others”’s life situation. Through their participation in the project, the students themselves have assumed social responsibility, improved their competencies, and have been helpful to others, for example, by staging and describing the tasks involved in caring for the elderly.

Of the various school’s partner in our city and in our district that we have associated, only Akademie Klausenhof agreed to participate in the project. After the teachers and the school management were informed about the approach and the goals in a workshop, different ideas of implementing volunteer activities for students were discussed and implemented. In subsequent meetings, with representatives of the Intercultural Network Westmünsterland, gathering numerous associations of the third sector together with municipal institutions and financial supporters, we agreed on the implementation of a digital volunteering. The mentioned video designed for the project will be disseminated through the networks and channels of the associated institutions.

Once all relevant partners were convinced of the approach, a three-step action plan was designed to:

- a. Motivate students and teachers to participate, get them involved, and let them co- develop.
- b. Monitor the volunteer activity during its implementation.
- c. Reflect on the volunteer activity with the participants and identify the gained competences.

In order to involve students and teachers and to carry out the online volunteering activity, we designed a flyer in cooperation with a media expert and representatives of an organization of the Intercultural Network Westmünsterland, which participated to an introductory online workshop with interested participants. The project team, consisting of a manager, a media expert, a journalist and staff members of the school, presented the project idea and the approach of volunteering during this first workshop. The participants suggested ideas on how volunteering could be done online and their ideas for creating videos for other people. In addition, a series of working groups were formed, each of which would focus on a topic to be staged. The media expert and the journalist gave a precious preview of their work and supported this event.

To support the voluntary work, weekly online meetings were organized where the students involved in the project could discuss their progress in designing videos with the help of the experts. They could clarify the questions they had such as "How do I conduct an interview? How does the editing program

work?". During these online meetings, a time was dedicated to the participants to interact with the representatives of the third sector organizations. The weekly meetings enhanced a dynamic working partnership that contributed to the implementation of the activity together with a fruitful cooperation among the stakeholders. Once the regulations for dealing with Corona were fixed, face-to-face meetings were held for the implementation.

The reflection and acquisition of key competences are a central aspect of the Class project. Participants could use the portfolio tool, which was specifically designed for this purpose. The tool was introduced during the workshops where it was explained. For the first self-assessment and its regular use, the students were supported by their qualified teachers. At the end of the voluntary activity, a final workshop discussed and valued the results achieved from the individual group work, as well as an assessment of the competence acquired by all the participants together with an overall reflection of the process.

Place of implementation and general conditions of testing

As an "ecosystem" for the introduction of the concept, we cooperated with Akademie Klausenhof. The Akademie Klausenhof is a long-standing, reliable partner of our project team that offers, among other things, a wide range of educational opportunities to adolescents and young adults. The school is located in the rural town of Rhede (approx. 20000 inhabitants), in the western part of North Rhine-Westphalia. The management of the Academy Klausenhof cooperates with external partners in order to encourage innovative approaches. The CLASS project topic is relevant since the teaching staff of the school is intensively dealing with the idea of "sustainable school".

For the implementation of the test phase, we cooperated in particular with the department of young migrants. 125 to 130 young people with a migration background usually are supported every year - they have the opportunity to take advantage of various teaching offers and attend different courses. The department also has a boarding school, which is used by a large number of students. The percentage of female students at the school is generally between 35% and 40%. The age range of the students is between 16 and 24 years. Some of the students live with their families in Germany. Some are unaccompanied young people who have fled to Germany without their parents or other family members and are therefore largely on their own. Access to education or to the German labor market, as well as social integration, are often a major challenge for them.

The range of courses offered in the "Young Migrants" department comprises three types of course: final courses for the subsequent acquisition of a German school-leaving certificate at secondary level I; integration courses for the special target group of young new immigrants ; and preparatory courses for acquiring the minimum language requirements for participation in a secondary school leaving certificate course

All students in the "Young Migrants" department receive lessons five days a week. Experienced and intercultural-trained teachers teach the lessons who have the necessary qualifications to teach and take the final exams. Social pedagogues and psychologists are additional support for the teaching. Those who are associated to the boarding school of the Klausenhof Academy are provided with meals and socio-pedagogical support.

Since the outbreak of the Corona pandemic, classes in presence could hardly be offered. Therefore the Academy Klausenhof uses the learning portal "Moodle" for "lessons at a distance", which the students use for video conferences and work assignments. During the implementation of the test phase of the CLASS, we were able to use the web portal to equally address the students. The technical possibilities, as well as the motivation to use the digital learning offer, were very heterogeneous among students for structural and motivational reasons.

Procedure for involving the stakeholders

In order to motivate the students to participate in the Class project, we first involved the school managers and the teachers. As part of the subject "social learning", the teachers focused on the topic of volunteering and introduced the idea of the Class project. A flyer was intended to provide information about the video project "Growing Together - Living Together" and invited students to a kick-off workshop. Previously, the teachers had participated in a dedicated workshop where they learned about the project goals and the competency-based approach. In addition, a strategy was coordinated to attract as many interested people as possible to the first workshop.



Abb.: Projektflyer- the flyer designed for the CLASS project

At the beginning of March 2021, the project management, representatives of two organizations of the Intercultural Network Westmünsterland, 15 students, 5 teachers and the head of the department participated in the kick-off event. This three-hour online event was the prelude to further, weekly online meetings, for consultation and supervision of the work progress and agreement on further activities. Among other things, the participants learned the basics for creating films (script, camera settings, filming, editing) and for communicating with potential partners. For example, how to request an interview with a representative of an organization. The online meetings were extended over time by face-to-face meetings with the individual groups to support the motivation and commitment of the participants.

The students formed project groups, which had teachers of the Klausenhof and representatives of the organizations as contact persons. The web program "Moodle" was used as a communication and meeting platform. The reasons for participating indicated by students were the following:

- To learn how to create a film and edit media; to be able to publish a video that has a certain reach through networks.
- To support other young people who are in similar situations through their video work.
- To do something useful for others.
- To create contacts with potential employers and, if necessary, to enhance job perspectives for themselves.

Teachers and students, following the presentation of the open project approach of "Growing Together- Living Together" and the introduction to technical issues, discussed different possibilities of audio-visual realization of relevant situations for the students they would like to share with a general public.

The testing plan in detail (background and approach)

The idea of the voluntary activity "Growing Together - Living Together" is the creation of true-to-life short films by students with a migration background, they support other young people through their own experiences. Under the guidance of media professionals, the students independently create concepts that are audiovisual designs. All results are published on the pages of the organizations of the Intercultural Network Westmünsterland and presented at a final event of the network.

The students regularly took advantage of the accompanying workshops and of the support provided within the framework of the project. However, it could also be observed that the online formats, which became the standard for all students during the Corona pandemic, also led to excessive demands, misunderstanding and demotivation. A better relationship could have been established with the participants within regular face-to-face meetings, thus generating a higher level of connectedness and commitment. Out of the six groups willing to participate in the project at the beginning, two groups were still active at the end until the end of the testing and could effectively achieve results. A total of eight complete competency dossiers were filled. The students who dropped out of the volunteer activity mostly mentioned: a lack of time for the activity, forgetfulness, a lack of technical ability to participate in online sessions, and also difficulties in understanding and in its implementation. In response to this issue, we intensified the work in presence to be able to adequately support students in the activity and we could succeed to reverse the trend.

What impact did the digital volunteering activity have on participants' key competencies?

The students opened their personal competence portfolio at the beginning of the voluntary activity to document the impact of their work on their key competences. At the beginning, their own competences- oriented to the eight European key competences- were self-assessed. The same process was done at the end of the activity.

At the beginning, the participants estimated that they would probably improve their digital competencies, since "Growing Together - Living Together" was, after all, a digital project. Surprisingly, at the end of the project, every participant also noticed further development in other competences or received a diverse feedback from the accompanying teachers and experts. Many participants have acquired competencies such as "social competencies," "communication in the native language," "reflective skills" and "civic competencies" during the course of the testing phase.

The teachers at the Klausenhof Academy are currently updating the school concept and curriculum in order to enhance a sustainability to the experience. An important component for them is to provide students with intrinsic sustainable skills. The Class approach could therefore be a future building block for the development of their curriculum.

Feedback, analysis and conclusion

For evaluating the testing phase, an online feedback workshop was implemented with the three groups supported by accompanying persons (8 students, 3 teachers, 2 experts from third sector organizations). In the workshop, qualitative feedback was collected on the progress of the project and the learning gains for each participant. Furthermore, the work on the competency portfolios was provisionally completed and feedback was collected.

The project leader initiated a dialogue between participants, teachers, and instructors with four impulse questions

- What did you like about the volunteer activity?
- What things during the volunteer activity should be improved?
- What insights did you gain about yourselves while working on the portfolio?
- How did you like editing the portfolio?

In summary, the participants liked the voluntary activity. Many of them said that they could imagine continuing volunteering. It was an interesting opportunity for some of them to get to know organizations and professional groups better, as well as to stage and share their own story. In the process, youngsters have learned something about themselves and in some cases have gained courage. Teachers also support the approach and are amazed at the results that have been achieved despite the pandemic obstacles. They have enjoyed the cooperation with the experts and the close exchange with the students. It was also a new opportunity to get to better know their own students and to become aware of topics relevant for them.

Overall, the digital work had worked well. However, it was noted that the group became smaller and smaller as time went on, which affected the motivation. According to some teachers, it was understandable that students who did not have a sufficient level of language skills, who lacked a technical infrastructure or whose state of mind was not appropriate, could lose their motivation in the "distance process". However, a face-to-face process and a stronger support could dispel the doubts of some students about their involvement. In the end, it was very important for all of them to keep their word and to develop something useful and good for others.

There was very heterogeneous feedback on the portfolio work. All students and teachers found the start, i.e. the opening of the portfolio, very useful. Many of the students were unfamiliar with the concept of competence before and liked the fact that they did not have to learn everything at school. In some cases, both students and teachers were astonished by the self-assessment of their level of competence. Some students liked the idea of trying to improve in selected areas. Finally, the participation in the media and film project was an opportunity to improve their digital skills.

The handling of the portfolio was criticized, as it requires a certain level of language and therefore has to be both previously planned and accompanied for some teachers. The individual processing - for example, the summary of the day's activities - was largely carried out even though the students had a hard time with self-assessments and needed support that was satisfactory only when the students were present.

Overall, however, it was a sensible approach to documenting one's own competence development, setting learning goals and achieving them in attractive practical ways. In addition to new digital skills, almost all of the participating students said they had learned new German vocabulary and appreciated a new form of work for the Community.

A SWOT analysis applied to the testing

Based on the feedback from the participants and the teachers, as well as the observations made during the tests, we have used the SWOT analysis to reflect on the process in the four sub-areas and to learn for future applications. The summary points give us information about the level of achievement in the CLASS process.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Good innovative ideas for volunteer working • Connectivity to the participants' lifeworld • Important key competencies to be acquired • A motivating topic for a large number of students to volunteer • A "short" communication channels to be enhanced through digital means • Wide reach for dissemination of the videos for an appreciation and effectiveness of the volunteer work done • Networking of students with organizations in the third sector • Relevant self- assessment by students on their level of competence, reflection, and personal expression of goals to be achieved, 	<ul style="list-style-type: none"> • Time-consuming supervision with high communication effort to implement • Uncertain motivation of the participants, since much must be worked out independently • Lack of relationship with the participants that sometimes led to aborting the activity • Very challenging portfolio tool for immigrant students requiring a lot of support to be completed
THREATS	OPPORTUNITIES
<ul style="list-style-type: none"> • Premature end of the activity with less able benefit gained from informal learning • Decrease of the quality of results with work at a distance • A lot of effort for little return, as dropping out of the activity is a source of demotivation for other participants 	<ul style="list-style-type: none"> • Experiences from digital work to be used in the future to precisely conceptualize hybrid formats • "Tailwind" to dare innovative concepts in the future • Portfolio tool to be adapted for easier use by the participants

Conclusion

Overall, we draw a positive conclusion from the testing phase. We were able to learn many valuable lessons for further digital work with the target group (youngsters) and could easily adapt a future relevant field application for the Class. The cooperation with the school and the network of partners from the third sector allowed us to carry out an exciting, qualitatively valuable and meaningful offer and to provide young beneficiaries with a voluntary work for their own acquisition of competence.

We would suggest adapting the work on the competence portfolios, further for students with migrant backgrounds who are learning German as a second language, in order to simplify the process and increase its benefits.

In the future, of course, with the end of the pandemic, we hope that more fieldwork can be done in presence. However, there are good reasons to use hybrid concepts (combining at a distance and in presence activities), as they are often time saving with shorter communication channels and sustainable sources of conservation.

The Portuguese experience - testing the CLASS in times of pandemic.

By Luisa Monteiro, Desincoop with Agrupamento de Escolas Francisco de Holanda (AEFH)

COVID-19 can be seen as an opportunity to be aware that disasters happen and that we must be prepared for limit situations (Loureiro, 2020). As of July 2020, 98.6% of learners worldwide were affected by the pandemic, representing 1.725 billion children and youth, from pre-primary to higher education, in 200 countries (United Nations, 2020). Portuguese students were absent from school for half a year, from March to September 20 and in this last month it was clear that it would still not be possible to be back to normality as wished by teachers, parents and students.

The 2020/21 school year was entirely marked by the pandemic. It was another year in which the school had to adapt to a different reality, with face-to-face and at a distance teaching and multiple situations interfering in the teaching-learning process and in the development of young people. Given the situation caused by the COVID-19 disease pandemic and the various possible scenarios of its evolution, the Ministry of Education defined a framework of interventions that would guarantee a progressive educational and social stability without neglecting the public health aspect. Accordingly, João Costa, Assistant and Education Secretary of State stated “If in 2020 we were caught by surprise, 2020/2021 was a school year prepared with time, with precise guidelines released before the summer, with allocation of additional resources for the recovery of learning and for supporting students. Crucially, it was planned to maintain the presence regime for all students who, under any circumstances, the school flagged as at risk of exclusion in the distance modality”. The Ministry of Education was prepared before the new school year starts, foreseeing the possibility for schools to implement alternative schemes to face-to-face, in case some students had to return home. Several measures were implemented in Guimarães schools, namely the outdated timetables, the division of students into groups of classes, the disinfection of spaces, as well as the use of canteens and bars.

For this return to school in times of pandemic, the Education Councillor also reflected on the importance of education for citizenship. “If we manage to provide this education to citizenship among our students, they will comply and will make their parents, grandparents, uncles comply. This will be a very big and very important job for schools to do.” Even so, education was once again subject to the advances and setbacks of the pandemic. The attrition of teachers, greatly accentuated by the pandemic, and the aging of the teacher’s class, led to the removal of many teachers, all of whom were at-risk population in terms of health. Moreover the need to hire more teachers had no immediate success as it was suggested in an unsuitable way for being convincing towards potential candidates. In the first period students and classes were confined as predictable. the worsening of the epidemiological situation in January 2021 forced the government to avoid closing again all schools but for two weeks with an adjustment to the school calendar.

1. an “ecosystem” for extracurricular activities to be implemented

Desincoop is based in Guimarães a county with 240,955 Km² of area. In 2020, had 151. 956 inhabitants and 14 School Clusters. The biggest cluster in the county is Agrupamento de Escolas Francisco de Holanda (AEFH) constituted by four schools: Santa Luzia Primary School, the first primary school created in the city, located in the Parish of Azurém and Pegada Primary School. Egas Moniz Middle School (EB2/3), located in the Parish of Urgezes, was created through Ministerial Ordinance no. 1210, on the 3rd October 1995. Francisco de Holanda Secondary School, created by Regal Decree, on 3rd December 1884, is situated in the city center, at the intersection of two parishes: São Paio and Oliveira do Castelo. An important reconstruction work was achieved in 2009, under the School Facilities’ Modernization Project with laboratories for the different courses, computer rooms and traditional classrooms. The library is considered an important space in the school. Students go there to study, to create workgroup, to use the computers, to get tutoring from teachers when they have difficulties or they simply go there to read the newspaper and talk with colleagues in a dedicated area. The students have a social room where they also spend their leisure time. Francisco de Holanda School has a museum that perpetuates the history of the school.

The educational offer of the AEFH, within the scope of adult education, Adult Education and Training (EFA) courses for school certification; Recurrent education; Portuguese for Speakers of Other Languages (PFOL); certified modular training and, through its Qualifica Center, Recognition, validation and certification of competences (RVCC). The Adult Education Courses that function at night, from 7.00 pm to 11.00 pm. Therefore, Francisco de

Holanda School Cluster includes all levels of education, from pre-school to secondary, with several course choices, ranging from Science and Humanities (CCH) to vocational courses.

The School Cluster has 2402 students; 212 teachers and 73 auxiliary staff. The number of people in teaching and non-teaching functions over the past few years has not changed significantly. If, on the one hand, this situation reflects stability of the teaching and non-teaching staff, on the other, it implies that about 57% of these professionals are over 50 years old, reflecting the scarce renewal of staff, in line with current checks at national level.

The General Council is the strategic management body responsible for defining the guidelines for the school's activity. The election of the principal and the electoral process is decided by this Council. Rosalina Pinheiro is the AEFH Principal and has more than four teachers in her team.

The Francisco de Holanda School Cluster is an organization that has the educational success of its students as its main mission. This ambition takes into account the pursuit of the following principles and values:

- Offer quality education that prepares students for life, facilitating the continuation of studies and inclusion in society, as free, active and responsible citizens;
- Develop teaching based on innovation and on the use of methodologies and technologies that promote well-founded learning;
- Implement an inclusive education policy, geared towards the different needs and paces of learning and adapting to new situations throughout life;
- Promote equity, creating conditions for equal opportunities and results;
- Overlaying pedagogical and scientific instrumental and administrative procedures;
- Combat the functionalization of teaching and non-teaching staff, by strengthening a professional autonomy, meaning the capacity for pedagogical and scientific decision-making in relation to students and policy in relation to the school and the Educative System;
- Monitor students' school life, enhancing their educational and social expectations;
- Promote healthy, responsible, autonomous and supportive lifestyle habits;
- Encourage the exercise of citizenship rights and duties, respecting diversity, with a democratic, pluralist, critical and creative spirit;

- Deepen the relationship between the school and the community, but always respecting the school's autonomy;
- Create a culture, in the Educational Community, of Lifelong Education and in all life contexts, keeping in the municipality's population a permanent focus on continuous learning supported by the school.

In defining and implementing this mission/ambition, the educational project is defined around two axes: educating for knowledge; educate in citizenship.

One of the objectives of Axis 2 – Educating in citizenship is to provide students with knowledge and values that help them make choices and make decisions appropriate to their health, sustainable development and respect for the environment. The main strategies are:

- Promote actions or participate in projects that encourage practices conducive to the preservation of environment and a rational use of natural resources.
- Improve safety and hygiene conditions at school with the involvement of the entire educational community.
- Integrate, in the curriculum development of different disciplines, knowledge and practices that promote health education.

The Cluster is an active participant in two national environmental programs (Eco Schools program) and Regional (Footprints). Eco-Schools is an international program of the “Foundation for Environmental Education”, developed in Portugal since 1996 by ABAE. It intends to encourage actions and recognize the quality work developed by the school, within the scope of Environmental Education for Sustainability. The program is coordinated at international, national, regional and school level. This multilevel coordination allows the confluence of common objectives, methodologies and criteria that respect the specificity of each school in relation to its students and characteristics of the environment.

The Footprints (Pegadas) – Guimarães Ecological Program for Learning Sustainable Environmental Development. The PEGADAS Program is promoted by the Landscape Laboratory and the Guimarães City Council in collaboration with local, national and European partners, based on the strategy for the municipality in terms of sustainable development and promotion of environmental, ecological and inclusive. This is a transversal program, dedicated to environmental education, constituting a basic factor for the increment of community practices based on ecologically sustainable principles, intending to initiate a paradigm shift in people's behavior and way of life. Several activities are proposed that fit into the eight key areas of the Environmental

Education Framework for Sustainability, developed by the Ministry of Education which are: Sustainability; Ethics and Citizenship; Sustainable Production and Consumption; Territory and Landscape; Climate change; Biodiversity; Energy; Water; Soils.

The activities are aimed at the participation of all public and private schools in the municipality of Guimarães, with the entire educational community as a target audience. The FOOTPRINTS Program relies on the active participation of everyone, with ideas, opinions, suggestions and creativity, for the continuous improvement of this ecological program in Guimarães for learning about sustainable environmental development. The PEGADAS Municipal Environmental Education Program celebrates its 5th anniversary this year and had already involved 20 000 students, 1500 teachers in 200 activities. Desincoop has been a partner of Agrupamento de Escolas Francisco de Holanda (AEFH) since 2015 and is one member of AEFH Eco-School project. For the CLASS project the Principal and technical pedagogical adjunct for vocational courses as Desincoop's interlocutor, together with the Vocational Class Director's coordinator and also member from EQAVET team.

Francisco de Holanda Secondary School, where our project is being developed, currently has 1405 students attending Science and Humanities Courses (Visual Arts, Science and Technology, Socioeconomics, Languages and Humanities), and attending 8 vocational courses (Electronics, Automation and Computers, Mechatronics, Commerce, Design, Management and Programming of Computer Systems, Geriatrics). The CLASS project has been for Desincoop and AEFH local partnership another opportunity to fight school dropout within vocational students following two previous Erasmus+ projects: Lei and Melody. But our main objective was to consolidate the experience acquired since 2015 with the local ImaC project, in which were developed volunteering activities with students focused on Human Rights and Sustainable Development promotion. Quoting Loureiro (2020) "themes such as technology, migration, climate change and conflict are reshaping societies and the world, forcing us all to adapt to unexpected changes in our lives and work. And teenagers are able to seize these opportunities and face these challenges, but they need adequate education and skills to continue their lifelong learning, to ensure productive work, to make informed decisions and to be positively involved in their communities, also on and in these themes."

2. Action implemented on the ground

Sustainability is not exclusively focused on an environmental dimension, it is intrinsically linked to the social, economic, ecological, cultural, territorial and political dimensions. The most recent events have reinforced our conviction that the protection of human rights and the promotion of sustainable

development, as priorities on the international agenda, must be included as priorities at a more local level. Its realization must obey an intergenerational solidarity, it is not just about ensuring resources for future generations, this responsibility is also to transmit values and promote citizenship, encouraging young people to a more active and informal participation in society.

Desincoop team and AEFH teachers after the first lockdown meet to plan how to engage students in CLASS project having in mind that the new school year 2020/2021 could be again mediated by technologies. After a reflection on the previous experience in Melody project and the introduction of sustainable development as transversal activity, it was decided that CLASS project should be presented to students even before the testing phase in order for students to have time to do their learning recovery and reflect in their own interests and in which organization they will develop their volunteer.

At Egas Moniz School we start implementing with students from the nine grade the Desincoop project “Read with you”. Our strategy was to introduce volunteering before students enter in the secondary and face all the changes of the transition in a big school. This process was led by Silvia Lemos, the teacher who coordinated the Eco- School project. The project was presented to students and they chose to record 10 minutes of lecture, that was available for the students of Geriatrics to use with the users of the Elderly Homes or Day Centers during lockdown or prophylactic quarantine periods.

Regarding Francisco de Holanda School Cluster , it was decided by the Board Adjunct to engage two teachers, at the early beginning and later other teachers. After all the Commerce and Geriatric Students choose their theme devoted for the professional aptitude tests, according their personal interests, to be developed during the school time, was collectively decided that they all will work to involve more classes (students and teachers). The orientation, reflection and work sessions lasted an hour and a half a week in the afternoons without teaching component from October 2020 and intensified from January to April 2021.

The coordination belonged to Desincoop team with teachers support. Since we had to anticipate our activities due to the vocational education calendar, we have used all the tools prepared in the previous Intellectual Outputs, according to the versions that have been approved. The teachers training has been delivered for the teachers that have worked in previous Erasmus + projects and to students depending on the conditions of each class. As already mentioned, sometimes students were in quarantine, other times teachers were. The training took place in continuous adaptation to pandemic conditions.

On the other hand, the afternoons mentioned were chosen alternately, depending on the availability of work and assessments of the subjects of the course that they had scheduled. Desincoop team was online all the afternoons supporting students in the different phases of their projects.

The testing involved three groups. Two classes more engaged in all the process and another class joined the group later in some activities: a group of young people who are attending the last year of the Professional Technical Commerce Course. This group of students was accompanied and guided by the class and course director; a group of students who attended the 3rd and final year of high school, of the professional technical course in Geriatrics, who were accompanied and guided by other teachers and the director.

The Commerce class has 10 students, six females and four males aged between 17 and 19. Geriatrics class is composed of 10 elements, all female and aged between 16 and 18 years. They are students from a lower-middle economic class and who aspire to finish the course and enter the labor market. Only two students in each class intend to continue their studies and getting into the University. All the Commerce students had already participated in volunteering actions, at the level of educational volunteering, promoted by the school, mainly in campaigns to collect, help inventory, catalogue and distribute food, school materials and personal hygiene products.

Were also invited one Daily Center (Centro Social Nossa Senhora do Carmo) and the Landscape Laboratory. Desincoop mad contacts with more organizations but almost have their activities suspended doing COVID 19 and Government rules. Were also involved several organizations according to the theme that each student or pair of students chose.

3. Kind of voluntary action conducted

Students from the two classes already have volunteering experience in the last previous two years integrated in several activities promoted by Desincoop and in terms of educational volunteering, promoted by the school, mainly in fund-raising campaigns, help with inventorying, cataloguing and distribution of food, school materials and personal hygiene products. They all know Desincoop staff and decided to go on with initiatives ex-students already had. They took the COVID crisis as a challenge and decided immediate actions mediated by social networks. The second lockdown was an opportunity to involve more people because they were more connected to social media during these days of great isolation and feeling of powerlessness. Involving people to defend a cause was a way to restore hope, give a meaning to small gestures and the use of time. Since 2015 Desincoop has received interns

from AEFH and created a network of profit and not for-profit organisations, as well as strong links with public organisations, thus acting as a gateway for these students.

Stage 1- With the support of Desincoop staff and also the teachers engaged in CLASS project gave support during the whole preparation phase throughout which the involved classes selected questions about the themes, which were asked spontaneously without documentary or electronic consultation, the students responsible for the contents tried to answer the initial questions, adding the most important aspects related to sustainable development. Three main activities with students:

- Reflection on good practices to adopt and find the best way to be active citizens and contribute to a better society ;
- Reflection on volunteering, what it is to be a volunteer, which local organisations promote volunteering ;
- Definition of the best strategy to achieve a big number of students and the community (teachers, families and citizens) through the projects that students should develop as proof of professional competence.

Stage 2 – designing of 4 webinars on 4 topics :

- "Waste Management", with the participation of a representative from LIPOR - Intermunicipal Waste Management Service of Greater Porto. The responsibility of the organization was in charge of 2 students of the 12th year of Commerce
- "Sustainable management of medication", particularly for the 3rd age group, with the participation of a technician from *Famácia Castro Mendes*. The students of the 12th year of Geriatrics were in charge of the organization. The learning from this webinar is intended to be implemented in voluntary home support, together with other care and services to be provided.
- "Sustainable Food management", the Webinar was organised by the students of the 11th year of the Food Processing and Quality Control Course
- "Volunteering" with speakers from various institutions in the municipality of Guimarães and Desincoop, ReFood, Bombeiros Voluntários de Guimarães, Centro Social Nossa Senhora do Carmo and at national level with the presence of the representative of CASES.

Stage 3 – Attending the 4 webinars organized within the CLASS project, with a focus on sustainable development. All the webinars were organized by the students participating in the project, that besides the three classes involved in the organization, they invited the Commerce 10th and 11th grade classes as well as all the teachers of the 5 classes and also the local partners where some of the students would later apply the acquired knowledge.

Stage 4 - Development of projects within the framework of professional aptitude tests

A - Commerce Class- Given the difficulty of integrating these students in other organizations due to the restrictions that were imposed, the support in the research and development of activities was the responsibility of the Course Director and the Desincoop team.

Four students collaborated in the campaign "Olh'o que Sobra", a project of Desincoop, CRL, in which the students organized

- A Social Store to support people with more economic vulnerability, through donations, sales (at a symbolic price) and/or carrying out barter by barter. of essential goods (clothing, food, footwear, books, baby items, household utensils, games, among others) In this project social inclusion, sustainability and volunteering were worked on.
- Creation of an Eyeglasses Bank by raising the awareness of the school community and specialised establishments, such as opticians, so that through simple gestures such as, for example, donating glasses, this product can be given a second life and those without the financial means to purchase it can be supported.
- Collection of X-rays that were later delivered to a pharmacy to be recycled and the silver removed, which is a very important source of income for AMI's social work in Portugal.

Two students designed the refurbishment of a practically inactive Shopping Centre into an innovative and environmentally friendly space, with shops selling exclusively eco-friendly products. The aim was to change the consumer's mentality when buying and to promote local and national brands. Contacts were made with environmentally friendly brands requesting their collaboration in participating in this project.

Two students sought to promote sustainability in catering, valuing the importance of local commerce and gastronomy as instruments of sustainable development, both in the choice of local products and in sustainable practices in this sector. Using social networks, the catering companies that joined the PAP project were also disseminated, as well as all the good practices that the students found during their research.

Two students aimed to contribute to behavioural change in waste separation and management, thus adopting the project name CLASS in Portuguese "Aprender com padrões de sustentabilidade". They divided their project into two parts: activities with the educational community and also with the commercial area, aiming to raise awareness among as many people as possible. The purpose of this project was to respond to the challenge of the Objectives for Sustainable Development: Protect Earth Life, Climate Action, Sustainable Production and Consumption. They adopted the motto: The World is in our care, we have an obligation to take care of it!

The students, who were connected to Desincoop as soon as conditions allowed, collected coffee grounds, eggshells, cardboard, and plastic lids on a weekly basis. The first three were destined for the compost bin located in Casa de Dardos, a space given by the municipality to Desincoop where the cooperative develops activities related to green jobs. The plastic lids were donated to a child suffering from different pathologies for whom Desincoop and other local partners are raising funds for the treatments she needs.

All the students are currently doing their on-the-job training in companies in the commercial sector where they will continue to test the knowledge and skills acquired in the previous months within the CLASS project.

B - Geriatrics Class- As part of professional aptitude tests the students designed and built, after many hours of work a Geriatric Technician's dossier, so that they can consult it during their professional life, whenever they feel the need. The book will also accompany the students throughout their internship. They also had some online orientation sessions, promoted by the directors of local institutions (nursing homes and day centres) with a view to the concretisation of the aforementioned dossier.

Subsequently a long period of persistent research, study and voluntary work, the following activities were presented to the teachers involved and two directors of nursing homes and day centres: creation of a website for consultation about the existing services and respective contacts, at a municipal level, of support to the elderly; construction of recreational and educational games related to nutrition in elderly people; construction of equipment/objects, through the recycling of materials, with a view to the practice of physical activity in the elderly; creation of a play and construction of the respective puppets on the theme: "Living with Covid-19" - care to be taken and behaviour to adopt; and creation of the concept of geriatric PT (Personal trainer) - individualised support, at home or institutionally, on a voluntary or corporate basis.

The students are currently undergoing their on-the-job training in nursing homes and day centres and are putting into practice all that has been worked, learned and built throughout this project.

4. SWOT analysis- positive/negative points on the Portuguese testing conducted in Guimaraes

<p>STRENGTHS:</p> <ul style="list-style-type: none"> ○ Knowledge of volunteering at county level ○ Learning rules of coexistence and relationships ○ Encouraging team/group work ○ Promotion of cooperation and mutual help ○ Improvement in responsibility, autonomy and self-esteem ○ Active participation in webinars ○ Transposing learning and activities to the real world ○ Encouraging innovation, participation and creativity 	<p>FAILURE POINTS:</p> <ul style="list-style-type: none"> ○ High school workload ○ Difficulties in selecting the existing information and in writing the assignments and all the project tools ○ Difficulty in time management and study, with classes and assessments taking place simultaneously to the project
<p>OPPORTUNITIES:</p> <ul style="list-style-type: none"> ○ Appreciation of the importance of volunteering ○ Application of results/work in a business context ○ Recruiting other students for volunteering 	<p>THREATS:</p> <ul style="list-style-type: none"> ○ Covid-19 - Confinement and consequent distance between student-students and student-teachers

<ul style="list-style-type: none"> ○ Dissemination of the work to the community ○ Insertion in active voluntary work ○ Certification and improvement of CV 	<ul style="list-style-type: none"> ○ Covid-19 - Inability to carry out activities at face-to-face level and inside the organizations
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Conclusion

By dr Benedicte Halba, Iriv

The main findings of PISA 2018 (European Union, 2019) for the EU education systems underline that the EU has not met its ET2020 benchmark on underachievement. Around one in five 15-year-olds in the EU (21.7% in reading, 22.4% in mathematics and 21.6% in science) are underachievers. There are wide differences among Member States and many countries were able to improve their performance over time. Therefore reducing underachievement is possible.

The same remark could be made for the rate of Early School Leaving (ESL) according to the last statistics published by the European Commission (Eurostat, 2021). In 2020, 9.9 % of 18–24-year-olds in the EU had completed at most a lower secondary education and were not in further education or training (early leavers). In 2020, 11.8 % of young men and 8.0 % of young women in the EU were early leavers from education and training. The proportion of early leavers from education and training in the EU in 2020 ranged from 2.2 % in Croatia to 16.7 % in Malta. For the four countries gathered by the CLASS project, the expected threshold (an ESL rate below 10%) is achieved for France, Germany and Portugal but not yet for Italy. Anyway, the progress made has been very positive and this is what matters in terms of educative policies. All the countries are on a good track, most concerned by the issue for their youngsters and so with efficient strategies implemented in the past year.

According to the PISA 2018 (European Union, 2019), education systems can pursue excellence and equity at the same time. This is particularly noticeable that countries with small proportions of underachievers tend to have also high proportions of top performers. In too many countries pupils do not feel they belong at school. Moreover, many pupils have reported that they have been bullied at least a few times a month. Both the absence of the feeling of belonging at school and exposure to bullying affect pupils' performance.

The innovative approach suggested by the CLASS project may be a way to tackle these two issues faced by pupils by gaining self-confidence - and so be better equipped faced to bullying- but also by enhancing empowerment with the feeling of belonging to a community thanks to meaningful activities. Volunteering is a way to acquire an informal and non-formal learning and the competences attached to it, to be more self-confident by implementing actions on the ground for others, and to enhance active citizenship. In the four countries involved in the CLASS we could assess the very positive impact

of voluntary activities on the pupils. In Italy, the extensive testing conducted in Umbria and Abruzzo among students in high schools underlined that being involved in voluntary activities has improved the 8 key competences (University of Perugia). After an experimental testing conducted among their students, the teachers of the Liceo Galileo Galilei (Pescara, Abruzzo) while regretting the bureaucratic process to be followed to express this non formal and informal learning into competences were also totally convinced. In Germany, Caritas Borken decided to conduct a very original testing, taking advantage of the issues raised by the Coronavirus ; it was focused on the digital learning (KC4) acquired by youngsters involved in a voluntary action implemented at a distance ; in addition they have also improved KC8 by designing their own a video. The same approach was followed in France with an intensive one week training involving a group of youngsters entitled “cybercitizens to combat fake news and disinformation” with the mission for them to spread the word among other youngsters after the training; the focus combined the Citizenship competence (KC6) and the Digital competence (KC4). This unexpected testing proved to be very fruitful for both students, teachers and the principal of the secondary school (Institut Saint Pierre of Brunoy). In Portugal, the various activities conducted by Desincoop in partnership with the Agrupamento de Escolas Francisco de Holanda in Guimaraes and the impressive involvement of many students who could achieve very professional activities (communication, struggle against waste...) underlined the virtuous ecosystem to be built to achieve fruitful extracurricular activities.

George Psacharopoulos underlined that a civic behaviour is “a powerful determinant of a wide range of socioeconomic outcomes” (Psacharopoulos, 2018). Therefore given “the externality element of good citizenship, public subsidy for education processes that contribute to it is justifiable as a policy option”. His main recommendation is that a successful general education, meaning equipped to fixing problems in the mainstream education system e.g reducing the rate of secondary school dropouts, should be in “forming civic attitudes”. An open school classroom contributes to this formation of civic behaviour among students. As stated in his introduction “education’s effect extends well beyond what can be readily observed in the labour market, such as forming a better citizen, to a host of non-market or external benefits that in turn can enhance a series of socioeconomic outcomes”.

This is not by chance if the European Union has enhanced since the end of the 1990s the value of a voluntary involvement among youngsters by launching the European Voluntary Service (ESV) in 1996 that has had an impact on a national level. Youth volunteering has become a main priority in Youth policies as it may be a fundamental step for all young people to prepare their social and professional life: feeling useful for the community, meeting people they wouldn’t have had the chance to meet in their life (iriv, 2001). The link with competence by considering a voluntary activity as a non-formal

and informal learning was made with the first portfolio designed to identify and assess a voluntary experience (iriv, 2007) with the support of the European Commission (Leonardo da Vinci, subprogramme of the Lifelong Learning Programme -LLP). On this basis the European Commission published a communication during the European Year of Volunteering (EYV2011) where a voluntary experience was officially recognised as a meaningful learning for youngsters, and adults. It was anyway still identified as a crucial competence in its European framework “8 key competences” (EU, 2006) with an updated version in 2018 where the “social and civic competence” (2006) became the “citizenship competence”.

The CLASS project brings its own stone to the wall. This is a never-ending process as youngsters are faced to changing and troubling times. The coronavirus has been a main trial for them. It has also dramatically increased inequalities among youngsters. As underlined by the PISA 2018 socio-economic background negatively affects pupils’ performance and their academic expectations in most European countries. The gap is still too high between pupils from advantaged and disadvantaged socio-economic background. A migrant background also affects negatively the performance.

In his annexes, George Psacharopoulos indicates 3 indicators to measure a civic behaviour among adults published by the OECD (2016) : the proportion of trusting , of voting and of volunteering. Germany has the highest proportion of trusting (45% of adults), while Portugal has the lowest (19%), Italy (30%) and France (27%) being in an intermediate situation. The proportion of voting is so dependent on the elections (European, national or local levels) that it is hard to make a clear conclusion. The proportion of volunteering may be a better indicator: around 25% of the population in France and Germany ; the proportions given for Italy (17%) and Portugal (13%) don’t reflect the reality of the phenomenon but the “*stricto sensu*’ measurement by Italian and Portuguese researchers who are more demanding than French and German ones who consider a “*largo sensu*” approach that indeed reflects the probability to increase one’s involvement if the cause is convincing enough. Anyway it gives an idea of the involvement.

A last indicator given by the IEA and OECD (2017) is definitely meaningful: the sense of belonging : the index is 0.29 for Germany, 0.10 for Portugal ; 0.05 for Italy and -0.06 for France. This is the real challenge faced by educators: the higher the sense of belonging, the higher the feeling of happiness and the best chances to build a fruitful social and professional future.

We do hope the CLASS project has brought some “points of lights” to pave the way for a successful future for youngsters in Europe, whatever the socioeconomic background, advantaged or disadvantaged, or migrant background. This is a matter of equity of chances but also of social justice.

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Contributors



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Solco was founded in 1989 and was one of the first employment agencies recognized by the Italian Ministry of Labour for recruitment, selection and outplacement activities. Since 2000 Solco has expanded a range of services with professional training, specialized training and technical assistance. In 2018, together with 6 other companies, it created the Consortium, a wide ecosystem of services, with a high level of expertise in the field of Knowledge. It currently works on training, consulting and labour market services. Its goal is to bridge the skills gap outlined by its client companies and, at the same time, help people find the most appropriate job to enhance their talents. In the development of support activities for companies, SOLCO promotes a so-called “shared approach to change”, based on the analysis of the innovation to be introduced, the necessary training to be planned and the personal skills to be developed. It achieves these goals through innovative methods and tools, which we have developed over the years.

Antonia Castellani is a consultant on training projects, training methodologies and project management, with a long-term experience on European Projects (since 2001). During the 10 years of her employment at Solco (2006-2016), she has taken part to a community of practice on training methodologies; she also participated to a panel made of representatives from 4 training companies, which defined the training curriculum for apprentices in the Trade and Services sector, following the 2004 Italian apprenticeship legislation. Since 2016, A.Castellani runs her own training company, Skill Up, operating as a manager, consultant and trainer; she also is still a consultant for Solco on European Projects.



Liceo Galileo Galilei (Pescara, Abruzzo, Italia)

The Scientifico liceo ‘G. GALILEI’ is a Secondary School which specialises in scientific subjects such as Mathematics, Physics, Science, Chemistry, Computer Science together with literary subjects such as Italian Language and Literature, Latin, Philosophy, History, Arts, and Foreign Languages. With 1,600 students aged 13-19, 120 teachers, 30 administrative officers, it is located in the heart of Pescara, a lively seaside city in the centre of Italy. Thanks to its long-standing tradition and culture of success, achievement & excellence in the academic, sporting, artistic & scientific arenas, it has played a pivotal role for school stakeholders in our area. The school is managed by the Headmaster, Carlo Cappello, supported by deputy headteachers and a staff of about 15 teachers in charge for different sectors including: school management, digital and media, students’ services, inclusion, school & work, university careers, teachers’ training. The school mission is being committed to offering our students a well-balanced education and develop critical thinking skills in order to enable them to interpret problems in everyday-life situations: *‘Education in a caring environment conducive to learning and personal development’*. Thus, volunteering plays a key role and we are committed in integrating these projects into mainstream syllabus especially in regards to Agenda 2030 and its sustainable goals.

Laura Caronna is a teacher of French language and literature in high school and at the Università degli studi "G. d'Annunzio" (Pescara, Abruzzi). She has worked in the field of computational linguistic and computer assisted translation - from 1997 she has been involved in teaching to children with cognitive difficulties and at risk of exclusion. For more than 10 years she has been designing and managing Erasmus projects - from 2020 she has been an evaluator for the National agency in Italy for Erasmus + programme (Indire). She has published in the field of linguistics, literature and inclusion. For more than 20 years she has been active in volunteering with a focus on protection and promotion of the rights of people with cognitive disabilities. She is also a mother of three children.

Anastasia Ciavattella is an expert teacher of English as an Additional Language in Italian high schools and since 2006 she has been involved in Media Education and innovative and international learning environments by taking part in many focus groups: CLIL, Flipped Classroom, Micro-learning, Digital Storytelling, Debate, Project-Based Learning. This expertise has been shared and implemented thanks to her activity as teachers' trainer. She has carried out over 10 eTwinning and Erasmus + so far.



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(Perugia, Umbria, Italy)

The research group of experimental pedagogy involved in the CLASS project among the University of Perugia has been working for more than ten years now on fight against early school leaving, effects of reading aloud training, active and competence-based teaching, school evaluation and empowerment of students through numerous experiments on the field with scientific methodological approaches. It has been involved in numerous international collaborations, including Erasmus+ "Schola" (2016-2018) and "EducOpera" (2017-2019) projects. It has also participated to numerous publications in prestigious national and international journals on research topics. The fields of expertise of the members of the research group range from deep knowledge in the educational field, on the topics of didactics for competencies, narrative orientation, active teaching, student voice, always in a perspective of implementations of research in the field, with quasi-experimental designs where the results of the implemented activities are measured before and after, through standardized tests that measure the impact of these activities on the components of the learning, but also on psychological and cognitive transversal components, as motivation, resilience, self-efficacy, but also purely cognitive functioning components such as the working memory, attention etc. Through these experimental implants the research group implements standardized methodologies of functional interventions, which are documented and supported by the scientific evidence and thus allow the dissemination and repetition of practices to a wide national and international audience.

Ermelinda De Carlo is an expert in the design and recognition of skills acquired in formal and non-formal contexts. She is a professor at an Italian school in Lecce. Currently she is a research fellow at University of Perugia. For over 15 years he has been working on narrative devices to tell the transversal skills and to measure and evaluate the educational outcomes in national and international projects in the field of school dropouts, orientation and validation and certification of competences, with particular reference to social and civic competences. She is an expert about Digital curricular story, a guidance device to tell about transversal skills. She is also responsible for the Italian national project "Scuol@genda 2030 for sustainability", financed by the Department and responsible for monitoring the evidence-based research "Puglia-Russia 2021", financed by the Apulia Region. She is an active member of several national and international research groups and she speaks at national and international conferences.

Marco Bartolucci is RTDB researcher, University of Parma, Phd in neuroscience. Among the research fields: prevention and contrast of early school leaving; cognitive empowerment; reading and narrative listening processes; relations between neuroscience and learning. As a clinician and researcher, he is interested in learning disabilities, school inclusion, and learning processes and cognitive empowerment. Among the last publications: *Dispersione scolastica. Ascoltare i protagonisti per comprenderla e prevenirla* (edited by, with F. Batini, FrancoAngeli, 2016), *Lettura e dispersione* (ed. by, with I. D. M. Scierri, R. Salvato, FrancoAngeli, 2018), Batini, F., Bartolucci, M., & De Carlo, E. (2017). *Fight Dispersion Through Education: The Results of the First Cycle of the NoOut Project*. *Mind, Brain, and Education*; F. Batini, M. Bartolucci, A. Timpone (2018) "The effects of reading aloud in primary school". In *Psychology and Education Journal*; F. Batini, M. Bartolucci, E. De Carlo (2018) "I feel good at school! Reducing school discomfort levels through integrated interventions". In: *Athens journal of education*; M. Bartolucci, F. Batini (2019) "The effects of a narrative intervention program in people living with dementia" In: *Psychology and Neuroscience*.

Federico Batini is a Professor of Experimental Pedagogy, Research Methodology and Methods and techniques of school evaluation at the University of Perugia. He is one of the leading experts in teaching skills. He deals with reading and reading training aloud as "Read me again" and "Read: strong! Out Of Voice Increases Intelligence". He investigates the cognitive and emotional effects. He has about 350 scientific publications. He is the scientific manager of many projects on prevention of early school leaving, homophobia, innovative didactic and their outcomes in terms of learning and cognitive empowerment. Founder of the method of narrative orientation, he directs the *Lifelong Lifewide Learning Magazine* and the Master "Narrative orientation and prevention of early school leaving".



Institute for research and information on Volunteering (Paris, France)

The Institute for Research and Information on Volunteering (iriv) is a free private institution, not-for-profit, independent of public administrations and economic interests, with the aim to improve knowledge and practice within the non-profit sector on lifelong learning. Focused on volunteering between 1997 and 2003, it has enriched its field of research since 2003 with migration, and Diversity since 2005. iriv Conseil, a private consultancy body, was created in 2000 among IRIV in order to carry out study & research and to conduct training on both a national and European level- it has been focused on lifelong learning with a series of projects under LLP 2000-2006, LLP 2007-2013 and since 2014 the Erasmus + programme ; firstly on non-formal and informal learning (Volunteering), secondly on migration (since 2003) and thirdly on diversity (since 2005)- more than 50 projects since 1997. The results of the projects are available on: www.iriv-publications.net (articles, research reports, guides, training & mentoring, portfolios, iriv's 5 publications). Since 2004, iriv has published an electronic review, les rives de l'iriv (www.benevolat.net); from 2016 to 2018, twice a year, a newsletter is dedicated to Migration; since 2018 a Newsletter is published twice a year on Diversity. Since 2017, iriv has implemented a portal- www.club-iriv.net to present its actions on the ground: among migrants at the Cité des Métiers (since 2012) and among youngsters in Massy (since 2013). It has organized or co-organized several conferences since its creation both on national and European ; it has also participated to several European conferences such EAPRIL gathering researchers, teachers & trainers, practitioners in the field of Education in Europe and worldwide. –

Bénédicte HALBA, doctor in Economics (University of Paris I Pantheon Sorbonne, 1996) , is the founding president of the Institute for Research and Information on Volunteering (iriv), director of iriv Conseil since 2000. She worked for the Ministry for Youth and Sports (1991- 1994) as coordinator for a study on the economic impact of sport in 12 European countries. She was an expert for the Council of Europe at the workshops "Economic impact of sport" and "Volunteering" (1992 -1994). In 1997, she created iriv to improve knowledge and practice within the non-profit sector. She runs iriv Conseil as responsible for the studies , the training programmes and the designing of all the publications. She has been a lecturer at the University since 2000 in Europe (France, Austria, UK). She was an administrator of French associations (2007-2014). She has been a member of the scientific committee of the Swiss Foundation ECAP since 2015 and a member of the Committee associations for the regional body gathering expert accountants (in Ile de France) since 2017. She has written several books and numerous articles in the field of Volunteering, Economics of Sport and Lifelong Learning. Since 2012, she has implemented actions on the ground: at the Cité des Métiers a monthly club (since 2012) and in Essonne actions among youngsters (since 2013).



Caritasverband für das Dekanat Borken e.V (Borken, North Rhine-Westphalia, Germany)

The Caritasverband für das Dekanat Borken e.V. was founded in 1975 as a NGO association and has actually about 1000 employees. Borken is a town and the capital of the district of the same name, in North Rhine-Westphalia, Germany, near by the Dutch border. Over the past decades, Caritas Borken has gained a qualified expertise and a huge range of experience in the fields of social work with migrants and psychological counselling as well as in national and international projects. The services of Caritas Borken, are involved in the CLASS project are the department for Integration and Migration that supports institutions by initiation, directing and accompanying of the integration processes and the department in cooperation and networking with migration relevant initiatives and organizations. Particularly noteworthy is the intercultural network Westmünsterland with about 20 organizations, that includes educational institutions promoting the target group of CLASS such as Akademie Klausenhof. The counselling center deals with clients who make use of social and counselling support when coping with external cooperation problems (e.g. social conflict, divorce, mobbing and so on) or internal cooperation skills (e.g. lack of trust into own skills, reduced self-esteem and so on). Caritas Borken follows a systemic approach and its staff is educated in a broad range of techniques.

Matthias Bosse is a social worker, mediator and coach in a psychological counselling center of Caritas Borken since 2018. Before working in the counseling center, he worked in the field of inpatient youth welfare. The counselling and accompaniment of adolescents has been a focus for 15 years of his work. Since 2020, he has been involved in the erasmus+ project "Class". His task is to manage the scientific and practical work of the German Team in the field.

Marijan Renić Dipl. Paed. works for the Caritas Borken Service for Integration and Migration since 1996. He is responsible for the association's integration agency and is the spokesman for the intercultural network of Westmünsterland. As an expert for intercultural project management he has coordinated the Leonardo da Vinci project "INPRO" and participated as a partner in the erasmus+ projects VOCIS", "LEI" and "CLASS."



Guimaraes, Portugal

Desincoop - Desenvolvimento Económico, Social e Cultural is a cooperative of service producers, formally created in May 2005, based in Guimarães, northern Portugal. The basic philosophy of this cooperative is the total adherence of its members and collaborators to cooperative principles, as well as ethical and civil behavior in the defense of human rights and sustainable development. The cooperative was established primarily to meet the needs of a group of experienced people, but because of the age that has more difficulty in achieving a certain stability in the labor market. Desincoop's main objective is to continuously improve the performance of its professionals to meet new challenges and new target audiences. The business purpose of its activity is to provide services in the economic, social and cultural fields. Its main activities are: development of studies, processing of projects and requests for financial aid, training and professional orientation, support for the creation and management of proximity services and other cooperatives, civil, social or cultural interventions and image Consulting. The social profiles of the beneficiaries of Desincoop are women and young people, in particular disabled people and people belonging to ethnic minorities who are trying to find a first job and the long-term unemployed to return to work. The main objective of Desincoop is to ensure that people have long-term employment.



Finding information on the CLASS project online

European website - <https://www.class-erasmus-project.eu/en/startseite/>

French weblog - <https://class-erasmus.blogspot.com/>