



Developing capacities together:
European CSO-university
networks for global learning on
migration, security and
sustainable development in an
interdependent world (InterCap)

A Collection of Good Practices

Activity 1.1.3: Establish and manage mentor partnership between project countries and their associated teacher training institutions

Version 1 prepared in June 2019

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Written and compiled by UNIST



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1. INTRODUCTION

The main aim of the project InterCap is to enhance critical understanding of migration and sustainable development, in the context of Sustainable Development Goals (SDGs), especially among experts in education, in order to increase understanding of the relationship between the interdependent world, (in-)security and risk. The establishment of the Mentor Partnerships is one of the InterCap project activities that involves and establishes collaboration between project countries and their associated teacher training institution aiming at exchanging good practices, fostering collaboration and integrating selected material from the InterCap training package in the institutions' normal training activities.

The strategic aim for year 1 has been the identification and the involvement of key mentor partners from teacher training institutions, mainly from universities and CSOs, and set the basis for the creation of a sense of ownership of key project outputs among the implicated target groups through exchanges of good practices and the review of educational material produced by the project partners. More specifically, in year 1 partners gave examples of good practices and existing national programs focusing on issues of migration, sustainability and development education.

These best practices are of benefit to the project's primary target group – trainers, pre-service (and/or in-service) teachers and contribute to identifying what exists in terms of educational material at national level focusing on aforementioned issues. Selection criteria for collecting best practices were: relativeness to the project's objective, type (category) of beneficiaries, impact and adaptability (with regard to InterCap Training Package). Partners from 12 countries – Italy, UK, Germany, Cyprus, Malta, Greece, Austria, Croatia, Slovenia, Bulgaria, Lithuania and Poland gave their contribution and provided their national programmes, resources, tools and projects from everyday practice. In this collection, we compiled:

- handbooks;
- training programmes from formal and non-formal education;
- projects

Each of them is shortly described in this Collection with important links and useful contacts.



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2. EXAMPLES OF GOOD PRACTICES

2.1. HANDBOOKS

- (1) **Handbook “Orientierungsrahmen für den Lernbereich Globale Entwicklung” (English: “Curriculum Framework: Education for sustainable development “)**

Year:	2016
Author(s) or editor(s):	Jörg-Robert Schreiber & Hannes Siege
Publisher:	Engagement Global gGmbH, Bonn
Description:	<p>The “Curriculum Framework: Education for sustainable development “ is designed to promote the anchoring of ESD in education and to provide conceptual support to education administration, curriculum designers, schools, textbook publishers and all those involved in school education (and beyond, up to the university level) in this task.</p> <p>It is a reference framework for the development of curricula, design of teaching and extra-curricular activities, as well as for school administration and teacher education.</p> <p>The handbook can serve as a reference for other European countries in their efforts to anchor ESD in schools and beyond.</p> <p>The Framework provides a broad overview of themes of ESD, skills and competencies of students and teachers, practical steps on how to introduce ESD in curricula and out-of-school activities as well as ways to improve teacher training with means of ESD.</p> <p>The publication has been widely distributed among teachers, educators and decision makers and is one of its kind is serving as a Framework for introducing Education for Sustainable Development in education systems all over Germany.</p>
Useful links and contacts:	<p>https://www.globaleslernen.de/sites/default/files/files/link-elements/curriculum_framework_education_for_sustainable_development_barrierefrei.pdf (2nd edition in English)</p> <p>https://www.globaleslernen.de/sites/default/files/files/link-</p>



[elements/orientierungsrahmen fuer den lernbereich globale entwicklungsbarrierefrei.pdf](#) (2nd edition in German)

<https://www.globaleslernen.de/de/orientierungsrahmen-globale-entwicklung-or/umsetzung-und-materialien/materialien-zum-orientierungsrahmen-anlagen> (additional materials in German)

(2) Obrazovanje za održivi razvoj – priručnik za osnovne i srednje škole

(Education for Sustainable Development – Handbook for Primary and High Schools)

Year:	2011
Author(s) or editor(s):	Miroslav Mićanović
Publisher:	Agencija za odgoj i obrazovanje (Education and Teacher Training Agency)
Description:	<p>This handbook is result of 3 years project that Education and Teacher Training Agency ran together with CSO Culture-contact (Austrian CSO with international office in Zagreb, Croatia).</p> <p>The main aim of the project was to train teachers from primary and high schools in education for sustainable development in order to implement gained skills in everyday teaching and to support school activities related to Education for Sustainable Development.</p> <p>The best way to reach this goal was implementation of practice-oriented, experience-oriented and collaborative learning methods through action research which resulted in many school projects that are introduced in Handbook.</p> <p>So, the purpose of this handbook is to be guide to those that train teachers in area of education for sustainable development and to be textbook for participants of those trainings, but also inspiration to the wider circle of educators.</p> <p>Handbook is consisted of 5 chapters. In first chapter are introduced most important documents and key facts about sustainable development in World and in Croatia. In second chapter are explained most important</p>



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skills teachers need for education for sustainable development.

Since the school projects were developed through action research, in chapter 3 is explained methodology that was used in developing school project in sustainable development and all possible and useful tools for collecting and analysis data are shown. It is also shown how to implement and evaluate project and include new learning strategies. In chapter 4 and 5 are described schools' projects as result of project and training, together with training multipliers contacts.

Useful links and contacts:

https://www.azoo.hr/images/izdanja/OOR_2011_web.pdf (in Croatian)

(3) Handbook “Jak mówić o większości świata? Jak rzetelnie informować o krajach globalnego Południa?” (ang. Speaking about majority of the world. How to inform fairly about Global South?)

Year:

2015

Author(s) or editor(s):

Marta Gontarska, Elżbieta Kielak, Anna Huminiak, Anna Kucińska, Magda Qandil

Publisher:

Instytut Globalnej Odpowiedzialności

Description:

The handbook introduces set of principles of Dochas Code of Conduct on Images and Messages on Global South. The publication shares reflection of civil society educators on joint approach of global, multicultural and anti-discrimination education in Poland and also some practical tools/exercises how to implement the principles by working on values and attitudes.

Also one of the first Polish publication introducing exercises inspired by P4C (philosophy for children) and OSDE (open spaces for dialogue and enquiry), which both are methods directly linked with InterCap project.

Useful links and contacts:

http://igo.org.pl/wp-content/uploads/2016/01/Jak_mowic_o_wiekszosci_swiata_wydanie4_ebook.pdf (in Polish)



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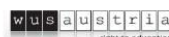


(4) Švietimas kaitai: darnaus vystymosi mokymo ir mokymosi vadovas (ang. Education for Change: Handbook for Teaching and Learning Sustainable development)

Year:	2010
Author(s) or editor(s):	Gitte Jutvik and Inese, Liepin
Publisher:	Baltijos universiteto programa
Description:	<p>Handbook for teachers and student teachers as well as capacity building for experienced educators. The examples and methods described help develop competence on sustainable development among children and youth. Handbook provides practical support. The materials also include two booklets: Manual for Participants and Guidelines for Consultants. Available in Estonian, Finnish, Latvian, Lithuanian, Polish, Russian, Swedish languages.</p> <p>Due to the lack of other methodological material on education for sustainable development in Lithuanian language, this is a useful ready-made introductory material within classroom activity examples to make sustainable development both visible and achievable for students of primary and secondary education.</p>
Useful links and contacts:	<p>http://www2.balticuniv.uu.se/bup-3/index.php/public/textbooks-course-materials/course-materials/education-for-change/905-13-education-for-change-handbook-lithuanian/file (in Lithuanian)</p>



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2.2. TRAINING PROGRAMME, MODULE, CURRICULUM

2.2.1. FORMAL EDUCATION

2.2.1.1. Universities

(1) First level postgraduate Master degree in "Organization and management of educational institutions in multicultural contexts"

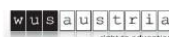
Institution:	Department of Education and Psychology, University of Florence.
Description:	<p>Blended mode with face to face classes, group work and workshops, internship experiences and preparation of a project work that involve the implementation of a specially designed action research with the university internship supervisor. Once the course has been completed, all the trainees are able to use the skills acquired as research-action leaders to follow as tutors the teachers of the strongly migratory network schools that have applied, to prepare themselves for action research in the classes where they serve of teaching. They will be assisted by the supervision of a university researcher who will monitor the process of implementation of the research actions and will be able to draw a transferable model.</p> <p>The model allow the overcoming of an individual training of each individual teacher with implications on their teaching for the benefit of a training that will become the heritage of the same educational institutions as teachers can transfer, apply the training received for the benefit of the entire school community. The relationship with external trainers (qualified by university research) remains an element of comparison and eventual deepening and constant monitoring provided by the same educational institutions.</p>
Useful links:	https://www.unifi.it/changelang-eng.html

(2) Study programme „Global Learning – pedagogy for global citizens“ (Hochschullehrgang „Gloabales Lernen – Pädagogik für WeltbürgerInnen“)

Institutions:	KPH Graz, Südwind Steiermark and Welthaus Graz.
Description:	The 3-semester course of Global Learning is a cooperation between KPH



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Graz, Südwind Steiermark and Welthaus Graz. The target group of the course are teachers of all subjects, students in teacher training and persons who work in the field of adult education and lifelong learning. The course aims to show the participants perspectives of a sustainably oriented world society, which cultivates a careful use of resources, respects human rights and perceives the diversity of cultures as a unique opportunity.

Participants of the course also get didactic tools to implement issues of migration, sustainability and development education in their educational work. In the course, a well-balanced relation between theory and practice is essential. One important part is the discussion based on facts of key questions of the present, which are oriented by the living environment of the pupils. There are invited national and international experts from theory and practice to treat global issues at a high level.

In addition to experts on global issues, we also had the chance to work with project partners from developing countries, for example from Bangladesh, Nicaragua or the Philippines. Existing teaching materials, methods and exercises with a special focus on practical implementation in everyday school life or in educational work, are tried out and reflected together. In a final project, teaching materials or exercises are also developed and tested by the participants.

Study trips to Romania and to the “wear fair”, Austria’s biggest sustainable lifestyle fair in Linz, provide an insight into practical life and contribute, in addition to teaching subjects and methods, to getting effective impulses of global learning.

Since the course is a cooperation between the university and development policy institutions, the respective expertise can be used optimally.

Useful links and contacts:

<http://www.kphgraz.at/index.php?id=737>

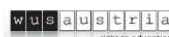
(3) Master in Education for Sustainable Development

Institution

University of Malta, Centre for Environmental Education and Research (CEER)



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Description:	<p>University course offered within the Faculty of Education, aimed at teachers, individuals from environmental and development NGOs, government employees involved in policies related to sustainable development, Green Leaders, local councillors, community workers and people involved in the communication media.</p> <p>This programme of study aims to present students with:</p> <ul style="list-style-type: none"> • different perspectives of (i) the environment, (ii) environmental education/education for sustainable development, (iii) the interaction between the environment and society, and (iv) sustainable development; • different environmental and educational philosophical perspectives; • about/through/for approaches to ESD; • various educational contexts within the formal, non-formal and informal sectors; • experiences of different qualitative and quantitative research methods; • opportunities to manage and evaluate change. <p>Moreover, each study unit offered has also a very strong practical component providing prospective students with first hand experiences of current and prospective sustainable development issues.</p>
Useful links and contacts:	<p>https://www.um.edu.mt/ceer</p> <p>https://www.um.edu.mt/ceer/courses/master</p>

(4) Darnaus vystymosi švietimas (Education for sustainable development) - a module in (pre)primary teacher training programme

Institution:	Vilnius University, Faculty of Philosophy, Institute of Educational Sciences
Description	The aim of the module is to introduce future educators to the education for sustainable development, its main principles, basic values and methodology, and to promote and improve its integration into the school curriculum. To enable future teachers by using different pedagogical



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strategies, to strengthen pupils' sustainable development capacities and attitudes so that they could contribute to the sustainable development of society - in person and in the community, at the local and global levels ("learn", "act," "be", "live and work together") .

Upon completion students:

- Will be able to explain orally and in writing the global challenges humanity faces and the role education for sustainable development plays in it.
- Working in an interdisciplinary team, in all areas of curriculum content, students will be able to integrate the themes of sustainable development education.
- Applying different teaching and learning strategies will be able to help pupils achieve sustainable development goals in terms of knowledge, skills and values.

Useful links and contacts:

Edukologija@fsf.vu.lt

<https://www.vu.lt/kviecia/bakalauro-studijos/filosofijos-fakultetas/5544-vaikystes-pedagogika#2018-m-priemimo-salygos>

(5) Wider Perspectives in Education (WPE) - mandatory element of the three year undergraduate teacher training programme

Institution: Liverpool Hope University

Description: Wider Perspectives in Education (WPE) is a mandatory element of the three year undergraduate teacher training programme for all pre-service teachers (students) training to work in primary school teachers since 2010. WPE takes place in Year 2 and has the following aims:

- to promote thinking about the purpose of education, encouraging critical reflection upon current education policy and practice, and drawing on local, national and international perspectives;
- to introduce knowledge, concepts and pedagogy associated with Global Learning and Education for Sustainable Development (ESD), enhancing



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W U S A U S T R I A right to education



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subject knowledge and skills by connecting local and global themes such as rights, social justice and sustainability, and drawing on ‘real world’ contexts;

- to increase skills and confidence to address classroom issues which can impact on children’s learning and have wider social, moral and ethical implications, and promote critical understanding of different perspectives and values.

WPE is delivered through a series of lectures and seminars throughout the academic year. It is led by a CSO partner who works closely with university tutors. Students are introduced to Global Learning and ESD themes, concepts and methods in lectures, and these are explored through small group discussion and activities in seminars. Themes include Rights, Diversity and Sustainable Development, which are explored as classroom and global issues. So, for example, migration is explored as a topic for learning about the world, for challenging attitudes towards migration and for addressing the needs of children and young people from migrant backgrounds in UK schools. Themes and concepts are related where possible to national standards for teachers and requirements for schools, for example the requirement to promote pupils’ spiritual, social, moral and cultural development.

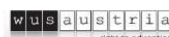
Students are also introduced to activities and methods (pedagogy) which emphasise enquiry based, active and experiential learning. For example, Philosophy for Children is used to develop skills for facilitating classroom discussion of controversial issues.

Towards the end of the course students are required to work in groups to deliver a Global Learning project with a school or community organisation locally, or in an international context. For 2016-17 and 2017-18 projects focused on one or more of the United Nations Sustainable Development Goals. Students deliver group presentations on their projects as part of their assessment for the programme.

WPE is uniquely successful in becoming an embedded and mandatory element of a teacher training programme since 2010. Each year it is completed by approximately 150 students.



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Sustainable Development Education.

Since every course has 2 ECTS, most of them has 30 hours of lectures, or 15 hours lectures + 15 hours seminars (or exercises or field work).

Useful links and contacts:

dekanat@ffst.hr

<http://www.ffst.unist.hr/>

http://inet1.ffst.hr/download/repository/Program_studija_engleski.pdf

(7) Cultural Studies - course in Humanities Master Program

Institution: European University of Cyprus

Description: This course aims at providing an opportunity to deal with productive and important questions relating to culture and its diverse, rich, contradictory, and often regulatory practices. Ultimately, the students should develop a stronger understanding of the meaning and role of culture, its complexity, and its political uses, while encountering theoretical challenges to what society takes to be “natural” human products and practices. Because “Cultural Studies” continues to be a contested, fractious, elusive field of study that lacks a clearly identifiable center, the course begins with a consideration of some of the debates in the field and the ways in which “culture” is used in contemporary public discourses. The course then continues with an exploration of important concepts in cultural theory. Covering these key concepts assists the students in further understanding semiotics, the study of how meaning is produced, directed and circulated through texts, a process which also produces subjectivities and identities.

Questions of gender, race, class, and sexuality are central to the study of contemporary culture, so the course will use these as tools for analysis throughout. The varied nature of cultural studies along with every individual’s existence within a combination of cultures necessitates particular attention to comparative and interdisciplinary analysis. Therefore, early in the course, participating students are invited to accommodate their own specific interests in the study of culture by focusing on a topic, researching, and producing a term paper on this topic.



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Useful links and contacts:	https://www.euc.ac.cy/en/home
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(8) Transcultural Education - course in Education Leadership Master Program

Institution:	European University of Cyprus
Description:	<p>The course gives the opportunity to gain knowledge according to the needs of the modern multicultural society. The main purpose is to explore the process leading to the structure of modern multicultural societies via a long process of historical adaptations and interactions. By presenting the point of view of different populations groups the course also helps to prevent discriminations.</p> <p>Students will:</p> <ul style="list-style-type: none"> - gain knowledge about the cultural differences and diversity in values; - learn about the identity, culture, diversity and multiculturalism for innovation and innovation and improve their teaching work; - manage a multilingual / multicultural class successfully by acquiring on the one hand the necessary theoretical knowledge on the issues of bilingualism and her bilingual education and by using the appropriate ones pedagogical and didactic strategies; - contribute practically to the prevention and deterrence of xenophobic and racist perceptions, attitudes and behaviours in the school as well as the wider society.

Useful links and contacts:	https://www.euc.ac.cy/en/home
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(9) English in Globalization - course in Education Leadership Master



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Program; Course in Education Master

Institution:	European University of Cyprus
Description:	<p>The course aims at examining the development of English as a lingua franca among speakers whose first language is not English and at presenting the rapidly expanding formation of new varieties of English worldwide. It also aims at investigating historical, cultural, geographical and functional perspectives of the emergence of world Englishes.</p> <p>Upon successful completion of this course the participant should be able to:</p> <ul style="list-style-type: none"> - examine ongoing discussions and debates on World Englishes; - identify historical, political and social factors leading to the development of new Englishes; - locate emerging new varieties of English; - discuss processes of globalization, nativization and localization of English worldwide; - distinguish features of different varieties of today's English; - assess the implication of the global use and appropriation of English; - determine the causes of variation of English in a globalized world; - analyse the forms and the functions of varieties of English worldwide; - produce research work of postgraduate level on a topic relating to English in Globalisation Mode of delivery.
Useful links and contacts:	https://www.euc.ac.cy/en/home

2.2.1.2. Primary and secondary schools



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(1) Environmental Education programs (EE)

Institution:	Youth and Lifelong Learning Foundation Centres for Environmental Education
Description:	<p>The Centres for Environmental Education (CEE) started their operation in 1993. Today 53 CEEs operate across Greece.</p> <p>CEEs aim to support and propagate environmental education at local, national and international level. With the various programmes and projects they support, they sensitize students to environmental issues, by cultivating in them awareness of environmental issues and environmental responsible.</p> <p>They offer Environmental Education programs (EE) for all levels of education and the support of the respective school programs, in cooperation with heads of environmental education of the Education Directorates.</p> <p>The CEE projects and actions are offered to primary and secondary school children and are implemented throughout the school year.</p> <p>The schools apply for the implementation of such programmes, projects and actions at the beginning of the school year, and usually by October of each school year the Ministry of Education has distributed programmes, projects and actions to particular schools.</p> <p>According to the dedicated site, topics of the projects and actions promoted by CEEs include:</p> <ul style="list-style-type: none"> • Sustainable Development, • Waste management, • Management of natural resources, • Management and protection of water resources, • Recycling, • Composting, • Atmospheric development.
Useful links and contacts:	http://kpe-kastor.kas.sch.gr/en_index.htm



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(2) Design and Implementation of School Activities Schemes

(Environmental Education, Health Education, Cultural Affairs, Career Education)

Institution:	Ministry of Education, Research and Religions General Directorate for Primary and Secondary Education Studies
Description:	<p>Each year, a directive is released from the Ministry of Education.</p> <p>At the start of each school year, the schools are informed about the proposed areas for the development of School Activities Programs, as well as for their implementation methodology. Teachers wishing to implement programs in their schools proceed with the procedures. The consent of parents/guardians is also necessary for primary and secondary school students.</p> <p>Each year, a large number of projects are implemented in schools around Greece.</p> <p>Environmental projects are very popular—possibly due to the fact that environmental education is part for the Greek school system since the 1990s—but other themes are also encouraged by the Ministry.</p> <p>For the 2017-2018 school year, the themes included the 17 UN SDGs.</p>
Useful links and contacts:	https://www.minedu.gov.gr/

2.2.2. NON-FORMAL EDUCATION

(1) TEAM SD - Training Educators About Migration and Sustainable Development” (2017)

CSO:	Kopin, in collaboration with the Ministry for Education and Employment (MEDE)
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Description:

Kopin, in collaboration with the Ministry for Education and Employment (MEDE), organised 7 training sessions of 12 hours each, to reach 83 primary and secondary school teachers as well as other MEDE staff (senior management team members, Heads of Departments, Education Officers etc) about Development Education and Awareness Raising (DEAR), with a focus on Sustainable Development and Migration.

Methodologically, Kopin focused on taking a participatory learning approach and a human-rights-based approach (HRBA). The training programme had been designed based on years of feedback from teachers and educators as well as from the MEDE’s curriculum experts. It was implemented by Kopin staff members who have gained years of experience in the provision of training in formal, non-formal and informal educational settings. Thanks to the collaboration with the Curriculum Department, Department for Quality and Standards in Education (DQSE), at the Ministry for Education and Employment (MEDE), the training could be conducted in a way that it did not create a strain on the resources of the institutions in which the trainees work.

The materials can be grouped in two main categories: those dealing with migration and forced migration in particular, including issues related to integration and those dealing with sustainable development and climate change (as one of the latest identified push factors for global migration). All materials and presentations are developed with an HRBA background and also take into consideration a participatory style (rather than a lecture style) activity.

The presentations used were limited to provide background or basic information that would frame the ensuing discussion and the trainers made it a point to give as much space to the participants to put questions across, share their opinion, ask for clarifications and interact with each other.

Participants have repeatedly (also in writing) expressed their positive consideration of the training, both in terms of it addressing a pressing need given the Maltese context but also in terms of a high standard content and methodology.

Useful links and contacts:

<http://www.kopin.org/portfolio-items/team-sd/>



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2.3. PROJECTS

(1) **Basta Conoscersi!” - Just know each other**

Global citizenship education project, integrating a teachers’ training programme.

Organisation:	AMU – Azione per un Mondo Unito
Description:	<p>Project is developed together with the students, through the 6x1 (6 steps for one objective) approach. The concept is based on the realization of an action performed close to where the target audience lives, so that students can face themselves with real and concrete problems linked to their daily lives. The action is based on active and supportive citizenship, involving and pushing the students to ask questions on a well-known issue that can only be answered through accurate research and critical thinking.</p> <p>From the experience developed over the last few years, the project has shown that solutions. Below are some examples related to the 2017/2018 projects:</p> <ul style="list-style-type: none"> • Revaluation of an abandoned public garden situated near a school. The site was cleaned and re-opened to the community, together with the support of volunteers belonging to neighbourhood associations. • Sensibilization on the fight against mafia, through short theatrical performances • Music workshops in favor of children with disabilities involving migrants from a CAS in the area, encouraging an intercultural path of social inclusion in the territory. • Simulation of a city council by High school students, in cooperation within the Municipality itself and the involvement of the institutions. The project ended with the drafting of a document which expressed the vision of the students to develop a policy aiming to reach the common good starting from a concrete and observed issue.
Useful links and contacts:	<p>https://bastaconoscersi.wordpress.com/</p> <p>https://www.facebook.com/bastaconoscersi/</p> <p>http://www.amu-it.eu/educazione-allo-sviluppo/?lang=it</p>



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(2) Project: Teaching diverse and intercultural groups (EMPAQT 564547-EPP-1-2015-1-BG-EPPKA3-PI-FORWARD)

Organisation:	Department for Information and In-Service Teacher Training, Trakia University, Stara Zagora, Bulgaria
Description:	<p>The EMPAQT project provided different teaching approach with aim to form development tolerance and empathy for teachers working in a multicultural environment. In their first steps the teachers analyse themselves and their attitudes towards different, vulnerable and marginalized communities</p> <p>The aim of the training was to develop tolerance and empathy for teachers working in a multicultural environment, with the first steps for teachers to analyse themselves and their attitudes towards different, vulnerable and marginalized communities. They reveal historical, cultural and traditional aspects of some of the ethnic communicate prevailing in our country. Thus, the training focuses on exercises and group work, discovering the common, seemingly nothing common things, such as greeting card and a stone; garlic and cloud; computer and window gazelle and owl; unicorn and griffin; apple and cat. Transmitted into the multicultural educational environment for all is a clear conclusion: if we look for similarities, however seemingly incompatible objects, general things can be found.</p> <p>The training is interactive and the various techniques available to teachers are also applicable in the classroom.</p> <p>All the above enhances the interaction between teachers and students which helps to overcome the issues with studying motivation and is important to prevent future student drop-outs from school and successful integration of migrant children.</p>
Useful links and contacts:	<p>http://www.empaqt.eu/</p> <p>http://www.dipku-sz.net/obucheniya</p>

(3) Project: We Eat Responsibly (2015 – 2017)

Organisation:	Nature Trust – FEE Malta
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<p>Description:</p>	<p>The aim was to make teachers and students become critical of the food choices that they make from a global and developmental perspective. The themes investigated for a more responsible consumption included eating a variety of local organic and seasonal produce, less meat consumption, avoid food waste and palm oil from unsustainable sources, fair trade. Through a hands-on approach the schools were encouraged to take local action with a global effect. The project covered Kindergarten to secondary and post-secondary levels.</p> <p>The project was implemented through the 7-step Eco-schools methodology, involving a whole-school approach and other community stakeholders. Project outputs from 49 schools involved actions within the community which also brought about a positive change. These included a change in the children’s Menu in 3 restaurants in Malta and Gozo; the first vegetarian canteen in a school; using abandoned areas to make organic school gardens with a variety of fresh vegetables and fruits being produced; foraging for food in the valley and producing food items such as carob syrup and carob cake, nettle soup, capers, olive harvesting and olive oil, jams and marmalades; recipe books and videos with eating responsibly messages, school open days and exhibitions on the theme. Food was also linked to the Sustainable Development Goals.</p>
<p>Useful links:</p>	<p>Facebook: https://www.facebook.com/nieklubresponsabilta</p> <p>Website: http://www.ekoskola.org.mt/partners/we-eat-responsibly-nieklu-bresponsabilta/</p>

(4) Project: EAThink 2015 – eat local, think global! (2015 – 2017)

<p>Description:</p>	<p>The main aim of the project was to prepare students to face their role as active global citizens, starting from the choice of what they eat, as well as provide teachers with teaching tools to address the topics of sustainability, human rights, global citizenship.</p> <p>The project aimed at enhancing students’ and teachers’ critical understanding and active engagement on global development challenges, with a specific focus on food security and sovereignty, sustainable food systems and smallholder farming.</p>
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During the three-year project (2015 – 2017), the project developed a number of teaching tools, including lesson plans and interactive applications and provided teachers with capacity building, both at national level, as well as international level, through the participation to conferences and visits within and outside Europe, focusing on sustainable consumption and global education.

Moreover, the project realised a number of activities within schools, including organic school gardens, community activities, workshops, exhibition, photo and video competitions.

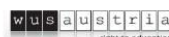
The resources and activities realised started from the notion of food to cover aspects of sustainability, fairness, human rights, inter-culturalism

Useful links and contacts:

<http://eathink2015.org/en/>



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3. CONCLUSION

Sustainable education is needed more than ever and educational system should have answer and prepare students for challenges our world is facing every day. Without competent individuals with strong motivation and developed critical thinking who can lead changes on local, national and regional level, sustainable development goals can hardly be achieved. Key answer for all this is high quality educational programmes and competent teachers who will engage and motivate students to be active and responsible citizen.

Previous pages have shown the best practices in area of migration, sustainability and sustainable education. This Collection of Good Practices provide material and ideas to university and CSO trainers, and even pre-service and in-service teacher, to adopt in their their everyday teaching practice and/or adapt considering their national context and needs. It is also a good source of information for stakeholders, decision and policy makers, local and national authorities. This Collection comes in line with the main aim of InterCap project: to enhance critical understanding of migration and sustainable development, in the context of SDGs, especially amongst those in teacher education, in order to increase comprehension of the relationship between the interdependent world, (in)security and risk. The exchanges between the already established mentor partnerships between the InterCap project partners and teacher training institutions pave the way towards closer collaboration in order to achieve the aforementioned aim.



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