TRAINING MODULE FOR TEACHERS TO INTRODUCE WORK WITH TOOLKIT FOR SUSTAINABLE COMMUNITY EDUCATION

BEST PRACTICES FROM THE CZECH REPUBLIC, ROMANIA AND SLOVENIA

INTRODUCTION

You are holding in your hands the manual of training modules for teachers created under the project "Change Your Role", co-financed by the European Union's ERASMUS+ programme, with a view to supporting and developing active citizenship education and participative learning.

The manual is intended **for mentors working and educating teachers from middle school and secondary schools** as well as other educators who feel the need to develop their students' active citizenship competencies essential for the 21st century.

The intention of the training modules is to **introduce teachers how to work the handbook „Change your role"** and the specific activities and tools for students described in the book. Therefore this material on training modules introduces rather forms and methods on how to create training module or introduce an activity, instead of detailed description of every single activity, which can be found in the handbook.

This material contains descriptions of more than one training module, since the project partners, from three countries, came to a conclusion that each group of teachers requires different type of care and support.

The manual started to be developed in mid-2019 and was finalised during the spring of 2021. In 2020 and 2021, the COVID-19 crisis posed unprecedented challenges to educational systems in all EU countries. Romania, the Czech Republic and Slovenia, the countries participating in the project, took the measure of shutting down schools and other education institutions. Teachers and other education professionals had to adapt quickly to a variety of changes in the educational process, from school closure and remote learning to teaching while following social distancing guidelines. They found themselves creating and managing virtual classrooms, communicating with students and
their parents over social media platforms, and learning by doing as they provided distance education to their students affected by school closures. Some parts of even the whole training module had to be adapted to this situation and had to be done online.

First part of the material is rather theoretical, defininf the terms and explaining the context of education for active citizenship. The other 3 parts are best practives from 3 countries involved in the project.

We hope you will find inspiration or useful tips that will help you prepare your own interesting training module!

DEFINING THE TERM ACTIVE CITIZENSHIP

"Active citizenship is a broad concept, hard to define, and yet crucial to the welfare of society and its members. Many people, when asked, will say it is about 'giving something back', about recognising that we are all mutually dependent and that by making a positive contribution to the direction society takes, we are helping ourselves as well as others. In a democratic society, all individuals and groups have the right to participate in democratic practices and institutions. That seems to imply a responsibility to ensure that no one is excluded. "

Active citizenship is the glue that keeps society together, because if everyone merely focused on going to work, earning their living, and promoting their own individual interests, society would fall apart. It brings together people of different generations and different backgrounds, forging a solidarity that is becoming increasingly important for the long-term welfare of society. It is also a form of literacy because it implies being aware of what is happening around us, acquiring knowledge and understanding so as to make informed judgements, and having the skill and courage to respond in the appropriate way, individually or collectively. Active citizenship embodies the conviction that every individual can make a difference to the community he or she lives in – whether this is the local, national or global community.

In 2015, 11.9% of the adult population in the European Union (EU) said they were active citizens in terms of attending meetings, signing petitions, or otherwise participating in activities related to political groups, associations or parties. The highest rates of active citizenship were recorded in France and the Netherlands (24.6%), while Cyprus (2.1%) and Romania (3.6%) registered the lowest participation rates. The Czech Republic (4.2%) and Slovenia (6.5%) did slightly better, but still under the average rate of the EU.

Facilitating active citizenship is one of the European Commission's strategies for increasing social cohesion and reducing the democratic deficit across Europe. EU institutions have developed a set of Reference Frameworks to define and also measure the different competencies falling under the umbrella of "active citizenship". Terms like global citizenship education, active citizenship, education for democracy or citizenship education have been used interchangeably, and many have debated the differences and similarities between them. The unifying conclusion remains that, in a world of interdependencies, of globalisation, of limited resources, active citizenship is a concept that is becoming more and more important

THE THREE COMBINED METHODOLOGIES THE TRAINING MODULES ARE BASED ON

Our project combines three sets of methods: place-based learning, service learning and Young Reporters for the Environment. The methodologies complement one another and also introduce unique features that support your students in becoming active citizens in the field of sustainable development.

The place-based learning methodology (PBL)

... developed by SEVER (Czechia) helps us better understand sustainability education and seeks to build on the strong attachment people have to their places, with a view to promoting environmental and cultural literacy while meeting a number of goals in the areas of nature preservation and responsible local governance. Also, PBL emphasises community cooperation and contribution
while empowering students to get attached to their place.

The service-learning methodology (SL)

... developed by the NHF in IMPACT (Romania) focuses on the idea of active citizenship and creates a context for students to connect with their communities by identifying their needs and assets; supports community cooperation; focuses on the implementation and evaluation of concrete service-learning projects; and emphasises both contribution to the community and the learning outcomes for the young people involved.

The Young Reporters for the Environment (YRE) methodology

... developed by the Association DOVES – FEE Slovenia (DOVES) provides added value in analysing, investigating, searching for solutions, and reporting on environmental or sustainable development issues that the students can identify in their community or the world. YRE methodology brings complementary support to the PBL and SL methodologies by offering concrete tools to strengthen some of their steps, such as: learning about the place (PBL) or community needs analysis (SL), celebration and dissemination of the project results (both PBL and SL). We chose to test and promote the YRE Interview as a method of understanding a community problem, searching for solutions and/or understanding the different perspectives of the stakeholders in the community.

Experience from Romania, New Horizons

I. First workshop

September 13-15, Cluj-Napoca, Romania, with 6 teachers.

The call for teachers was posted by the NHF on our social media, IMPACT clubs network, announced in our regular meeting with the teachers. We are aiming at recruiting in the project teachers involved in our programs, who were leading IMPACT clubs in their schools.

As the result of the call, we selected 8 teachers, of which 6 decided to participate in the workshop organized in Cluj-Napoca, Romania. Of these 6, 4 teachers were working with students aged 12-13, and 2 of them with students aged 14-18.

In the application we asked teachers about their motivation of applying for participating in the project. They mentioned (quotes):

I want to be a good teacher for my students and for the children in the IMPACT club. I consider that is my duty to learn constantly, because we live in a world that changes continuously, and a good teacher is the one who can see the future in which today's children will live and who will be professionals in the areas we cannot even imagine today"

(Ramona Gabriela Asan, teacher of Romanian language at the Secondary school" Ion Gheorghe Duca" Petroșani, Hunedoara, leader of the IMPACT club "Pride" Petrosani.

Agenda of the workshop

The objectives of the workshop were:

- To support the participants, understand the methodologies of the 2 project partners
- To transfer skills to apply the new methodologies in their youth clubs and the classrooms
- To get participants motivated to try new methodologies
- Reflect on the connection between the methodologies and the SDGs

Materials needed:

- Colored cards - 30 pieces
- Scotch paper- 1
- Post its -2 sets
- Self-adhesive scotch bank
- 7 boxes for picking plants
- 7 scarves
- Macaron i- a bag of long thin macaroni
- Marshmellow- minimum 8
- String- a ball
- 4-color x 3 markers
- Carioci- more colors and minimum- 3 greens, 3 reds, 3 blue, 3 yellow • A 300-piece puzzle
- Flipchart sheets - 30 pieces
- White A4 Sheets
- Pens

	Friday, September 13	Saturday, September 14	Sunday, September 15
9.00-11.00		Place based learning -10 min Movies – 20 min The labirint- 10 min Pink glasses activity – 20 min *Going to the park*	Reporting (YR)- presentation of the method (ppt) and training planned for June 2020
11.00- 11.30		**Break**	**Break**
11.30-13.00		Hearing- 5 min Seeing- 10 min Touching- 15 min Tasting- 15 min Padlets- 15 min Landart – 20 min Debriefing: 20 min Map of Senses – 30 min	Next steps Reflection and evaluation Reflection and evaluation in the project
13.00-14.30	**Arrival**	**Lunch**	**Lunch**
14.30-17.00		Fish games- defining sustainable development Marshmallow games- 3 pillars of sustainability Simulation Game/Suistainability-60min Vision of the place Selecting community needs/ problems on 3 pillar of sustainability	Departure
17.00-17.30		**Break**	
17.30-19.00	Get to know each other Pre-training evaluation Why this project? - grow the quality of our work/teaching Service learning steps Project steps	Community meeting- vision, structure, what consultation means, choosing the best solution Community investigation methods (YR)	
19.30-20.30	Dinner	Dinner	

Impressions from the workshop

Agenda of the training Senses

Talking about Map of Senses/Feelings Feelings again

Steps in a project Marshmallow challenge

Evaluation

In the evaluation we had two types of questions – half referring to teachers' knowledge about active citizenship, sustainable development, SDGs, and another half evaluating the quality of the workshop. Main conclusions: our teachers were familiar with the SDGs, sustainable development, active citizenship, steps of a project, mainly due to their work in the IMPACT youth clubs. They liked all the methods, found them very interesting

and were very motivated to try them with the IMPACT clubs and also in the classroom. Some of the examples of questions we used in the evaluation are:

1.What do you know about the 2030 Agenda?
a. It's an agenda where we write all that happens until the year 2030
b. It's a commitment that all states of the world have made to address the major challenges of humanity
c. A United Nations (UN) project which support us in our IMPACT projects
d. I don't know

2.What does sustainable development mean? (there are several possible answers)
a. Appreciating the wonders of Earth
b. Ensuring the conditions for a world where everyone has access to resources in such a way

that there are enough for the following generations

c. For us to become responsible global citizens who exercise their rights and responsibilities at a

local, national and global level

d. I do not know.

......
1.How useful was this training for your work with the students, on a scale of 1 to 5?
1.................2.................3.................4.............5

2. How to you appreciate the methods proposed on a scale of 1 to 5?
1.................2.............3.................4.................5

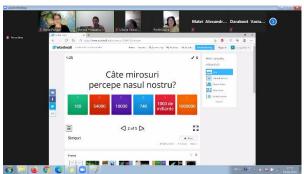*3. What were the strengths of this training?*
....
4. How do you evaluate the administrative, logistic part of the training, on a scale of 1 to 5?
5. What do you recommend for the improvement of future trainings?

Workshop ❧ the online experience

The second and the third workshops took place online, at the beginning of 2021, and transferred knowledge and skills about 3 methodologies: 2 of SEVER – Experiencing with our senses and Map of senses and 1 of DOVES – YRE – Interview. Both workshops took place online, using zoom, and had a duration of approximately 2 hours. The agenda of both webinars included:
- Icebreaker – who is online?
- Short presentation about senses/interview
- Practice in small/zoom groups
- Presentation in the big group
- Reflection – how are we going to use the knowledge/skills in the future The methodologies were integrated in a Treasure Hunt organized for Romanian schools, in which teams of teachers and students had to "chase" the treasures from their communities – the oldest house, handicrafts, unusual words and post the

results online on an international platform called https://www.artsteps.com/. In preparing the gallery, the students-teacher groups had to use their senses in connecting with their local treasures and also use their knowledge/skills about the interview in talking to locals about the history of the traditional places from their communities.

First webinar about the human senses, in which participated 30 adults and 10 students

The second webinar – Interview, in which participated 35 adults and 5 students.

In the Treasure hunt participated 10 adults who coordinated 10 teams, that involved students 122 (of which 77 are students in the primary or secondary school cycle).

Evaluation: All those involved in the project considered the experience beautiful and interesting, and very motivating for the students, who could work in small teams to gather information about their communities.

III. Similarities and differences between online and offline

The main difference between the 2 types of workshop was the duration. While the offline workshop lasted for 2 days, in which we discussed most of the methods of the both partners, the second and the third workshop lasted for 2 hours, and we tested 2 methodologies from one partner and one from another partner. Online workshops for teachers, organized a year after beginning of the pandemic, proved to be more and more difficult, as teachers experienced "pandemic and online fatigue", and we had to invent new ways of keeping them motivated.

Also, we had to find ways to integrate the methodologies into existing programs of NHF, in which both teachers and students could be engaged in a way that respected all the safety rules under the pandemic.

For example, in gathering data about the local treasures, students worked in groups of maximum 4, outdoors, and the teachers had to check with them that they were wearing masks, used disinfectants etc. In spite of these challenges, the information about senses and interview were very well received and used in the Treasure Hunt.

Similarities – both versions (offline and online) were put under the umbrella of the SDG, mainly SDG 11, 13 and 17. Both developed competencies highly needed for the future active citizens promoting the sustainable development of their communities and the world: Environmental literacy, Critical thinking, Research skills, Collaboration and collaboration, Creativity, Project planning, Oral and written communication.

IV. Tips for the facilitators

1. Try yourselves all the activities you present in the workshops for teachers

2. Prepare the materials and the agenda in advance and have a Plan B for unexpected events

3. Expect the unexpected, especially in the online sessions, when internet connection can be weak, people will keep their camera off, zoom breakup rooms might not function

4. As follow up to 3 – check before the meeting the internet connection, try the breakup rooms, talk to a colleague to support you with the technical part if needed

5. Do not organize long online webinars – people will fall asleep! And try to include energizers/icebreakers to bring energy in the workshops

6. Work in teams. For a facilitator, it is complicated and tiring to prepare/deliver a workshop by himself/herself

7. Do not use photos of the adults and students in the webinars without their knowledge and consent (especially students!)

8. Follow up with the teachers to make sure they put in practice what they learned in the workshop. Offer support along the implementation/use of the methods

9. Rely on the experience of your participants and ask for support if you experience issues in the workshop

10. Maybe most important – be flexible, adaptable, with sense of humor. Laugh at your own mistakes and learn from them!

Experience from the Czech Republic, SEVER

The training module in the Czech Republic was realized in January 2021, however it was preceded by another workshop, on the basis of which we compiled the training module. Both the training module and the introductory workshop were attended by teachers from secondary schools (pupils aged 12-15) directly involved in the project and in some cases also by their colleagues. The introductory workshop was organized in October 2019 in a present form, where teachers were introduced principles and concept of education for active citizenship and also specific activities and tools used by the other 2 project partners (Drustvo Doves and New Horizons). The goal of the workshop was to acquaint teachers with education for active citizenship and practice activities, tools and approaches from the Slovenian (environmental journalism) and Romanian (service learning project) methodologies. The training module, based also on experiences from this workshop, was realized online and it trained teachers to be able to use the new methodology (described in handbook "Change your role") created within the project and based on the 3 partner original methodologies. The training module was modified and adapted after implementation of these 2 events, after the experience of lecturers and feedback from teachers. Below you will find the final version.

Training modul - Introduction of new methodology "Change your role" based on 3 partners programmes

Dates: 26 - 27th January 2021

Format: online via MS Teams and Mural

Goal: To introduce and practice newly developed methodology for education for active citizenship.

Preparation and materials: We need to prepare new board in Mural application and transfer most of the activities there. Example can be found among the photos.

Agenda and schedule: In this training module the methodology (described in handbook "Change your role") was introduced through Mural application. All the activities were adapted for online version.

D A Y 1

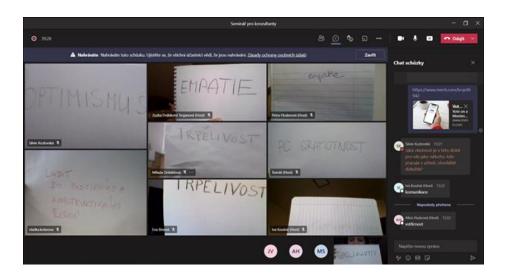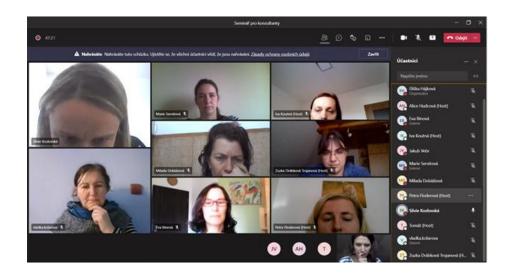| Time	What	To what part of handbook it's relevant
15 min	Welcome, introduction of trainers and participants, technical information, goal of the training module, schedule introduction	
30 min	Icebreaker and getting to know each other	4.1 Getting to know each other 4.6 Sensory perception
20 min	Introduction of theoretical part of the methodology (active citizenship, sustainable development, key competences, place based education) What is a community?	2.1 The main concepts - Active citizenship for sustainable development 3.1 The combined methodologies 4.4 What is a community
		4.2 the hero's journey
15 min	Introduction of work in Mural	
30 min	Form participants in smaller groups, creation of Sustainability Map	4.5 Sustainable life
30 min	*break*	
20 min	Back to one group, introduction of worksheets on sustainable life, mapping the opportunities for sustainable life in the community	4.5 Sustainable life 4.12 Community mapping 4.13 Emotions mapping
20 min	Back to working in groups, analysis of risks in the community, adding it to map	4.9 How to conduct an interview 4.12 Community mapping 4.13 Emotions mapping
10 min	Creation of Ten Commandments of the place and Report on the current situation of the community - presentation of just an example, the rest is for "homework"	4.10 Visioning of the place 4.15 How to conduct a report
60 min	Analysis of the national education curriculum and discussion of its potential to develop active citizenship	

DAY 2

Time	What	To what part of handbook it's relevant
15 min	Welcome, summarization of the previous day and work, icebreaker	4.1 Getting to know each other
30 min	Creation of the vision of the place, how should sustainable community look like - work in groups from the previous day	
20 min	Introduction of the visions of the place to other groups	4.10 Visioning of the place

40 min	Vote on the needs of the municipality that we will address. Defining project goal. Defining and describing steps of community service-learning project	4.14 Service Learning project planning
30 min	*break*	
45 min	Introduction and test of methods and tools how to communicate community issues and project proposals with the community, public and municipality.	4.8 How to conduct a questionnaire 4.16 Community meeting
45 min	Reflection on what we have done, how we could evaluate working on community project	4.18 Reflection activities - Map of experiences

VŠ 1. stupeň - Ekomapa

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IMAGINÁRNÍ OBEC

3

2 TVORBA MAPY OBCE

Zadání: Ve skupině pomocí symbolů níže dokončete tvorbu typické české obce, podobné té, jejíž popis jste právě slyšeli. Kromě budov, silnic a stromů využijte vždy jen jednu kopii symnolu.

Jak: Na symbol najeďte myší, když se vám místo kurzoru objeví ručička, klepněte pravým tlačítkem myši. Zobrazí se vám nabídka, ze které vyberete Duplicate (duplikovat). Nebo využijete funkci Ctrl + C Ctrl + V. Poté vzniklou kopii symbolu přesuňte myší do mapy.

BUDOVY

SILNICE

PRŮMYSLOVÁ ZÓNA

KOSTEL   HŘBITOV

ŘEKA   VODNÍ PLOCHA

ZAHRÁDKÁŘSKÁ OBLAST

ZEMĚDĚLSKÁ PLOCHA

HŘIŠTĚ   SPORTOVIŠTĚ

UBYTOVACÍ ZAŘÍZENÍ   RESTAURACE

ŠKOLA   KNIHOVNA

ZDRAVOTNÍ STŘEDISKO   VÝZNAMNÁ INSTITUCE

OBCHOD   LES, STROMY

3 MAPOVÁNÍ PŘÍLEŽITOSTÍ PRO EKOLOGICKY ŠETRNÝ STYL

KATEGORIE

Zelená ekonomika
- Půjčovna
- Farmářské, regionální, bio, fairtrade produkty, bezobalový obchod
- Místo pro recyklaci
- Opravna

Krajina a voda
- Mokřad
- Přírodní/komunitní zahrada
- Vyhlídka
- Park nebo rekreační zóna
- Chráněné území
- Naučná stezka

Kulturní místa
- Komunitní centrum/místo, kde se komunita setkává
- Místo udržování tradic

Zelené technologie
- Čistírna odpadních vod
- Zelená střecha
- Snižování skleníkových plynů
- Budova obrostlá zelení
- Dobíjecí stanice pro elektromobily

Mobilita
- Cyklotrasa
- Turistická cesta
- Běžkařská zimní cesta

Fauna a flora
- Místo, kde se vyskytují ohrožené nebo jedinečné druhy
- ZOO/záchranná stanice/útulek
- Chov hospodářských zvířat

Eko-informace Eko-organizace
- Eko-expert
- Ekologické organizace
- Místo, kde se monitoruje znečistění/ počasí
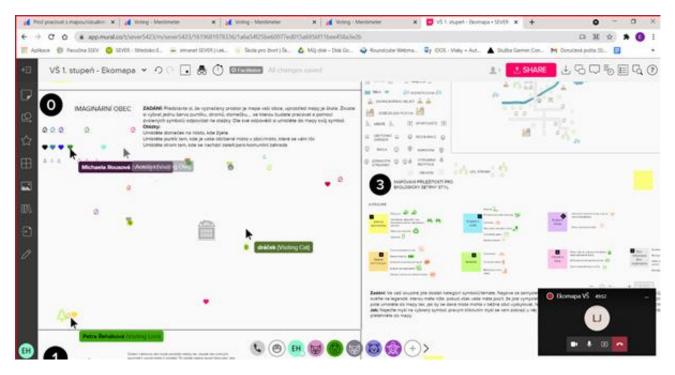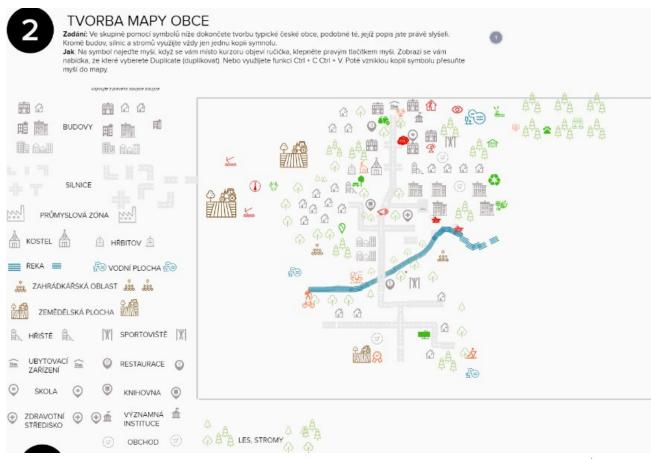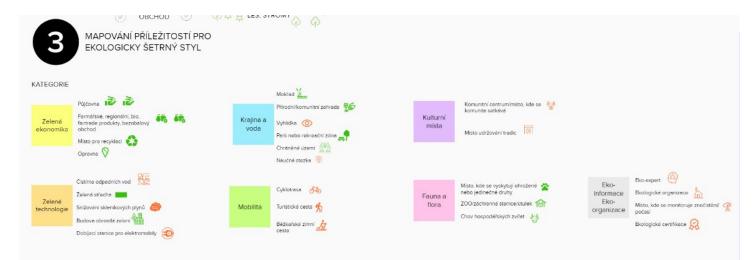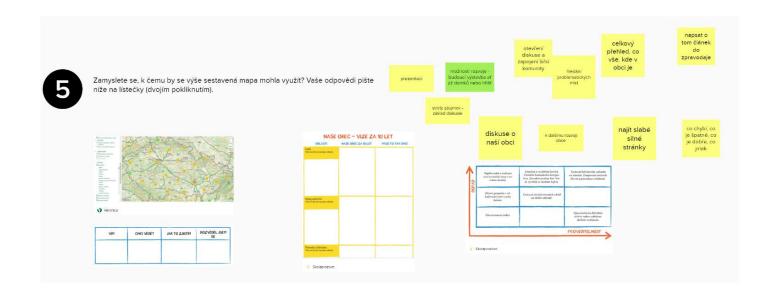- Ekologické certifikace

Zadání: Ve vaší skupině jste dostali kategorii symbolů/témata. Nejprve se zamyslete, jaká místa/symboly by mohly do této kategorie patřit. Svůj odhad ověřte na legendě, kterou máte níže, pokud však vaše máte pocit, že jste vymysleli symbol, který v kategorii chybí a patří tam, můžete ho doplnit. Symboly poté umístěte do mapy tak, jak by se daná místa mohla v běžné obci vyskytovat. Není nutné využít vše. Můžete nahradit šedý symbol z předchozího kroku.
Jak: Najeďte myší na vybraný symbol, pravým kliknutím myší se vám zobrazí u něj nabídka, vyberte Duplicate, aby se vám vytvořila kopie symbolu, tu potom přetáhněte do mapy.

5 Zamyslete se, k čemu by se výše sestavená mapa mohla využít? Vaše odpovědi pište níže na lístečky (dvojím pokliknutím).

prezentaci

možnosti rozvoje - budoucí výstavba ať již domků nebo hřišť

otevření diskuse a zapojení širší komunity

hledání problematických míst

celkový přehled, co vše, kde v obci je

napsat o tom článek do zpravodaje

strety zájmov - základ diskusie

diskuse o naší obci

k dalšímu rozvoji obce

najít slabé silné stránky

co chybí, co je špatně, co je dobře, co jinak

Veronica

VÍM	CHCI VĚDĚT	JAK TO ZJISTÍM	DOZVĚDĚL JSEM SE

NAŠE OBEC – VIZE ZA 10 LET

OBLASTI	NAŠE OBEC ZA 10 LET	PROČ TO TAK CHCI
Lidé		
Hospodářství		
Příroda a historie		

Skolaprozivot

Skolaprozivot

Experience from Slovenia, Društvo DOVES

1. Background / context

Due to the covid-19 circumstances that significantly affected the project implementation, the trainings for teacher in Slovenia have been launched in-person but continued and implemented in adjusted way. Schools in Slovenia have been closed from mid-March 2020 until the end of May 2020 and again from mid-October 2020 until April 2021. With transferring trainings online, more management of the project team and individual work, support and motivation was needed as teacher were invited to test and implement new activities (even regular ones were limited). So, the teachers training could be described as an on-going, constant process, structured by more pillars/activities in which constant dialogue, solving open questions and looking for solutions was a key part of the trainings.

The results (activities implemented) prove that trainings were successful and also that teachers have successfully implemented activities and also evaluated the process and activities in the most positive way.

2. The structure of the trainings & implementation

1) Preparation for the launch, November–December 2019

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2) Launch: Initial in-person workshop, January 2020

↓

3) Update: online meeting, April 2020

↓

4) First experience sharing: online workshop, November 2021

↓

5) Individual on-to-one consultations, November 2020–January 2021

↓

6) Reporting, February 2021

1) Preparation for the launch of trainings, November–December 2019

Planning/setting the trainings:

- Studying partner methodologies;

- Description of other methodologies, explanation of the context, putting them into the

context of the Young Reporters of the Environment program;

- Selecting activities from other methodologies to be tested/implemented within the YRE methodology;
- Explanation of the role of teachers (inputs and outputs);
- Planning timeframe for trainings;
- Planning evaluation;
- Preparation of materials for the launching event (ppt, posters, pictures, group work - testing selected activities).

2) Launch: Initial in-person workshop, January 2020

Goals:
- To establish and connect a group of dedicated mentors to be involved to the project and to test activities from partner methodologies;
- To present partner methodologies;
- To test selected activities from partners' methodologies;
- To set up the plan of testing activities;
- Initiating the implementation/testing of activities in schools (launch in schools).

Content

Time	Content
15 min	Introduction, presentation of the context and the purpose & goals of the training
15 min	Getting to know each other
15 min	Change your role – presentation of the project
60 min	Brief presentation/overview of the YRE (setting up the context) Presentation of partner methodologies and activities: SSL/Place-based Learning IMPACT
20 min	Questions & discussion
20 min	*Break*
60 min	Group work: Testing selected activities from partner methodologies Presentation of testing activities, opinion sharing
30 min	Group work: Discussion in pairs – planning activities in individual schools Brief presentation to others Setting up next steps
5 min	Final words Defining next event/meeting

Photos / images:

3) Update: online meeting, April 2020

Goals:

- Teachers' updates to each other (what were they able to implement until schools' lockdown);

- Planning different scenarios: what could be done within the school year 2019/2020, how to plan school year 2020/2021, gathering reflections and updates.

Content:

Time	Content
60 min	Update from each school: Activities launched so far (in-person) First impressions and experiences
20 min	Questions & discussion on different scenarios (onlineschooling) Possibilities to make a progress during the online schooling
10 min	Planning next steps

Photos / images:

4) First experience sharing: online workshop, November 2021

Goals:

To make an overview of first tested activities of partners' methodologies in schools (in-person and online) and share experiences;
To select activities and make a plan of activities' online implementation;
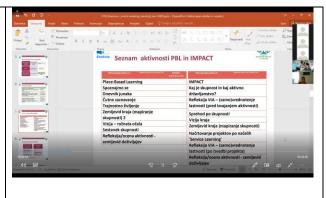To define reporting and evaluation.

The content:

Time	Content
20 min	Project follow-up due to the covid-19 situation and long lasting distance schooling: Project and partners' methodologies updates Presentation of list of selected activities that could be tested
60 min	Update from each school and planning online implementation: Activities launched so far (in-person) Presentation of the possibilities/planning the online implementation
30 min	Discussion and opinion sharing, planning:

	- scenarios (online schooling) - Selection of two activities by each school to be implemented online (one from SSL/PBL and one from IMPACT) - Revision of the of the timeframe of online implementation in schools
10 min	Planning next steps

Photos / images:

5) Individual on-to-one consultations, November 2020–January 2021

In order to help teachers define and select activities for online implementation, regular phone and email (and zoom) consultation was provided:

- On-to-one intensive briefing and motivating teachers about selected activities and their grous of students;
- Getting feedback from teacher about project activities plan in each school, choosing topic for individual projects, goals and combining methodologies.
- Supporting and advising schools about the progress;
- Motivating schools to provide feedback after testing SSL-PBL and IMPACT activities.

6) Reporting, February 2021

Mentors were invited to provide feedback on the activity, age group of students, lesson within it was implemented and the context. They were also invited to comment it from the perspective of the YRE methodology and to provide a general feedback/evaluation.
Activities were tested within two age groups of students:
- Primary school: 11–15 and
- Secondary /high school: 16–18.

Lessons within which the activities were tested and implemented:

- Arts and graphics
- Nature, nature science

- Cultural and technical day
- Slovene language
- English language
- Eco-group
- School journalists, school newspaper
- Environmental protection, technology of environmental protection.

7) Final presentation, evaluation and experience sharing

Goals:

To formally conclude trainings (and the project) and to thank mentors for the work they have done;
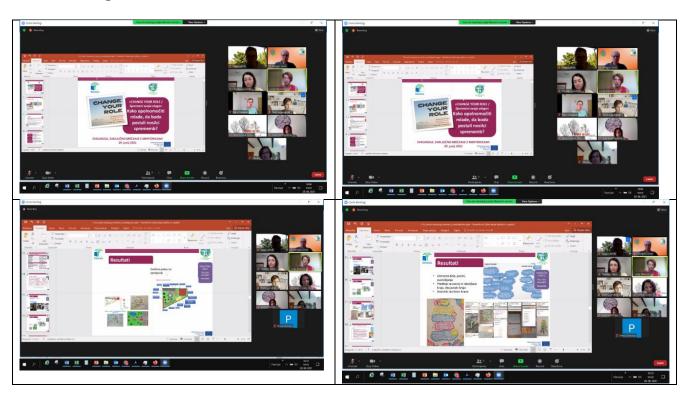
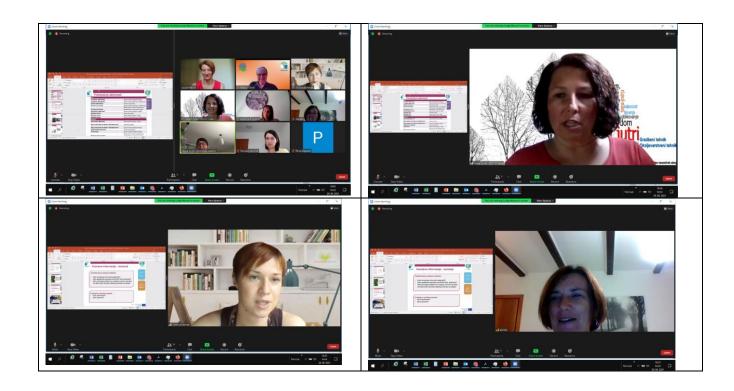To present implementation activities among mentors;

To make a final evaluation and set up the path for the Handbook and continuation/implementation of activities in the future.

Content:

Time	Content
5 min	Introduction
30 min	Final presentation of the project and the handbook; Overview of the common work done by the project partners: - Activities - Dissemination.
60 min	Presentation of the activities and results tested by each mentor (feedback from mentors), experiences and feedback;
20 min	~~Group discussion:~~ Overview of the evaluation provided about each tested activity; Discussion on the opportunities and possibilities how to continue implementation of the activities in the next school year. Closure of the event
5 min	

Photos / images:

WE WOULD LIKE TO THANK EVERYONE PARTICIPATING IN THE PROJECT "CHANGE YOUR ROLE"

Noi Orizonturi
pentru tineri şi comunitate

DRUŠTVO ZA OKOLJSKO VZGOJO EVROPE V SLOVENIJI
FEE DOVES

SEVER
STŘEDISKO EKOLOGICKÉ VÝCHOVY