

Criteria:

- Implemented in Primary Schools the last 5 years
- Promote inter/intracultural skills
- Funded or supervised by a reliable national/international agency, organisation
- Accessible at platforms, such as e-Twinning, School Education Gateway and the Eurydice Network

General information	
Name/title of the Best Practice	“Transformative educational methods for social inclusion and global citizenship”
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	Start date: 31-12-2020 End date: 27-02-2023
Type (<i>program, project, activity, event, multimedia, etc.</i>)	Project
Sources of information (<i>where information can be found about this best practice</i>)	https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA201-083254 http://transformative-edu.eu/en/
Administering organisation (<i>name & address</i>), if any	FUNDACION INTERED CALLE ALAMEDA 22 28014 MADRID Comunidad de Madrid Spain
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	Coordinator Type: Civil Society Organisation Website: https://www.intered.org Phone: +34915416458
Country of origin/Location of the program	Spain
Other countries participating	Austria, Italy
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	<ul style="list-style-type: none"> - CESIE ENTE DEL TERZO SETTORE, ITALY - SUDWIND VEREIN FUR ENTWICKLUNGSPOLITIK UND GLOBALE GERECHTICKEIT, AUSTRIA

<p>Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)</p>	<p>The Project expected the participation of over 120 teachers and 540 students in the Project activities: first, on the development of intellectual outputs (methodological support guides for teachers and cooperative games to promote inclusion and competencial learning for each educational stage) and second, on Multiplier Events.</p>
<p>Parameters</p>	
<p>Short description of initiative/Best Practice</p>	<p>Project partners (InteRed, CESIE and Südwind) planned this Project proposal in order to promote social and educational inclusion by building a global, critical, responsible and active citizenship in defense of equality, intercultural dialogue, and the fight against discrimination and environmental destruction. This Project aimed at promoting the role of schools (both teachers and students) as active citizens with a critical awareness of the global reality, capable of identifying the global challenges of today in order to transform them, in accordance with the 2030 Agenda and the EU values. This Project focused on new and transformative educational methodologies, since research as the Eurydice report (2020) points out that teachers must strengthen their capacities in citizenship education, and also indicates that new methodologies help teaching citizenship education from a multidimensional approach. Strengthening capacities of teachers and developing didactic resources based on innovative and transformative methodologies, also help addressing early school dropout, since new, active, and cooperative methodologies help overcoming obsolete educational methods that are identified as one of the causes of early school dropout.</p>
<p>Goals and objectives of initiative/Best practice</p>	<p>The Project general objective responds to the current EU context and the need to promote Global Citizenship Education as a means to transform our world in crisis. To achieve the objectives described in the previous section, the project targeted the following results (R):</p> <p>R1 – Teachers with strengthened capacities on innovative and transformative educational methods to promote social inclusion from a Global Citizenship perspective. R2 – Students improve their knowledge, skills and attitudes, both individually and collectively, to promote social inclusion and global citizenship, through innovative and transformative educational resources.</p> <p>Another goal of the Project was to achieve a high rate of dissemination of all Project intellectual outputs (more than 2000 total downloads), in order to ensure that the developed educational resources reach a high number of teacher and education professionals in all EU.</p>
<p>Key components and activities of initiative/Best practice</p>	<p>The main activities that were implemented during the Project execution were: 1. Project planning and follow-up: including activities such as strategic planning and definition of indicators, maintaining monthly on-line coordination meetings, and establishing a continuous monitoring system for the correct Project management. 2. Intellectual outputs development activities: including the definition of structure</p>

	<p>and content of all Project intellectual outputs, revisions and feedback on each resource, and translation into national languages.</p> <p>3. Actions in schools and educational sector: including meetings with management teams, organising on-line surveys to teachers, and implementing workshops with students for the piloting of the cooperative games.</p> <p>4. Multiplier Events: organising and facilitating dissemination spaces with teachers and educational stakeholders, to spread all Project intellectual outputs.</p> <p>5. Transnational Meetings: which allowed to dedicate full days in order to deepen on the needs, planning, and evaluation of the Project.</p> <p>6. Communication and dissemination activities: following the Project strategy and purposes.</p> <p>7. Project evaluation.</p> <p>8. Intellectual outputs exploitation planning: to ensure their use in the long term.</p>
Duration of the Best Practice/program	3 years
Required resources or equipment	
Staffing requirements	
Costs for the participants, if any	Covered by Erasmus+ funding
Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc</i>)	Teaching, training, supporting
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	yes
<p>If yes: Impact/Results of the Best Practice on the target group/beneficiaries</p>	<p>The Project produced two types of intellectual outputs for the educational sector: a compilation of 4 methodological support guides for teachers on relevant topics addressed from a Global Citizenship Education approach; and a compilation of 4 cooperative games to promote inclusion in the classroom, one per each educational stage.</p> <p>Methodological support guides for teachers -O3</p> <ol style="list-style-type: none"> 1. Transformative Educational Action- Game-based educational resources for global citizenship 2. Transformative Educational Action- Coeducational resources for global citizenship 3. Transformative Educational Action- Critical skills to understand the world from a global citizenship 4. Transformative Educational Action- Socioemotional education resources for global citizenship <p>Cooperative games to promote inclusion and competence based learning in the classroom -O4 & O5</p> <ol style="list-style-type: none"> 1. Our colourful world trip. Cooperative game for 3-6-year-old children 2. My transformative journey around the world. Cooperative game for 6-12-year-old students 3. Visible. Cooperative game for 12-16 year-old students

	4. Footprint. Cooperative game for 16-18+ year-old students
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)	
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	<ul style="list-style-type: none"> • Strengthening of teachers' capacities in innovative and transformative educational methods to promote social inclusion from the dimension of global citizenship. • Improving knowledge, skills and attitudes, both individual and collective, among students to promote social inclusion and global citizenship.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	A Transformative Education must incorporate innovative educational methods that allow addressing today's global society problems from educational practice, promoting that students develop the necessary skills for building a critical , responsible, and active citizenship, understanding the interrelationships between local and global realities and, at the same time, favouring social and educational inclusion of students in situations of greater vulnerability or risk of early school dropout.