Dear readers,

Just a couple of days ago, the UNLEASH talent Conference took part in Singapore offering a platform for young innovators to present their solutions to some of the Sustainable Development Goals. It brought together 1000 young people from 110 countries. This year's Conference focused on 8 of the 17 goals: No Hunger; Good Health and Well-Being; Quality Education; Clean Water and Sanitation; Affordable and Clean Energy; Sustainable Cities and Communities; Responsible Supply Chain and Consumption; Climate Action.

The teams had 8 days to develop, elaborate and pitch their innovative ideas related to one of the above listed SDGs to a panel of esteemed local and international experts. The best received awards at a ceremony attended even by the President of Singapore. The reason I am describing this in detail is that I find the approach fascinating. Giving such an important and meaningful role to young people and the trust invested in them by the academic and business world is amazing. Many of us do work with young people and get them engaged on a grass- root level. However, from time to time, it is important to give them a voice on an international platform and have a diverse representation at high level events so that the voice can be head across different sectors, from policy makers to the business world.

And UNLEASH 2018 has done an amazing job!

Elma Mahmutović

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International LTN GAP Seminar
Palermo, April 2018

Immigration and Good Quality Education

The Learning Teacher Network hosted a very successful Seminar in Palermo from April 26th – 28th, 2018 titled, Immigration and Good Quality Education. This seminar was run as part of the learning Teacher Network’s role as key partners in the UNESCO Global Action Plan (GAP) Project. The Seminar, attended by over 40 participants from 22 different countries was coordinated and chaired by Dr. Susanne Muller-Using who is a member of the LTN Executive Committee.

The theme of the seminar is very timely given the current migrant crisis in Europe. Palermo was the perfect venue as the city is leading the way in its support and provision for dislocated people trying to escape war and conflict in North Africa. The seminar was a combination of stimulating presentations from international experts on immigration, inputs from local organisations working extremely hard on the ground, workshops to discuss various aspects relating to immigration and good quality education and visits to schools and centres providing excellent support to migrants. The participants were hugely impressed by the work being done in Palermo and the commitment, especially at a political level, by the Mayor of Palermo to ensure the best services are available at all times.

A number of excellent keynote speakers, Dr. Leon Tikly, University of Bristol, Professor Louis Volante and Professor Charles Hopkins both from Canada, attended the seminar. They provided wonderful insights and statistics relating to conditions, wellbeing, children’s rights and the overall impact that this crisis is having throughout Europe. They also pointed towards solutions and the important role of governments, agencies and individual citizens in resolving the crisis.

There were also other presentations from teachers working on intercultural projects and a group from the Chinese/Asian network working to promote ESD in that region. This was coordinated by the LTN Executive Committee members attending and chaired with great style and professionalism by Dr. Susanne Muller-Using.

The conference was brought to a close by Professor Charles Hopkins who linked the theme to the over arching principles of the UNESCO GAP project and the 17 Sustainable Development Goals that must be achieved if these issues are to be resolved.

Martin Fitzgerald
LTN President
“Educational gang” – Children Learn from Children and Children Learn With Children
A Peer-to-Peer Educational Program

Once a week, students from a local highschool visit one of their partner institutions, either a kindergarten or a primary school in order to conduct small creative projects (painting, theatre, handicrafts, baking or music). The older students undergo special trainings that prepare them for their roles as peer coaches. The school assigns coordinators to guide them through the process. Peer coaches get advice and supervision during regular reflection meetings. The peer learning approach is based on interaction and the building of relationships and it proved to work successfully also in other contexts. There are several important aspects of the program:

• “Educational Gang – to make the learning successful”
  Main aim to support the everyday school life
• “Educational Gang – energy for the future”
The school coaches deliver 11 specially developed modules (learning units) and experiments related to energy and climate.
• “Educational Gang – children’s rights for the future”
The content is related to children’s rights and their implementation in everyday school life. The whole program subsequently activates other levels:

• Micro-level: people meet people. “The Educational Gang” triggers an intercultural and intergenerational exchange, since adolescents deal with kids who very often come from other or “foreign” living environments. This stage is particularly focused on the deconstruction of prejudice, on discovering commonalities and strengthening social responsibility. The younger kids look up to the older ones and perceive them as role models. The older kids and adolescents learn about the interest and curiosity of the younger ones, which for them represent appreciation and acceptance experiences.

• Meso-level: secondary schools work together with primary schools or kindergartens. Despite their physical separation and differences, they need to learn how to work together. A kindergarten and a primary school, a primary school and a secondary school – they all have different objectives and organizational foundations and structures. The program deals with the challenge of consolidating all of those.

• Role-level: when students start to feel, think and act as coaches, then their role in their school changes as well. They shift from being recipients of knowledge and consumers of educational materials to being responsible co-creators of the educational environment. The teachers also have to experience what it means to give responsibilities to those youngsters. They have to learn to let go and build trust in the creative power of their students.

• Macro-level: in certain instances, it is possible to establish meaningful networks in particular parts of the city, if schools decide to open up and get into a productive exchange with the environment. This is beneficial for all parties involved. Once a year, the program leader organizes a learn and work festivity, the so-called “Gang meet up”, which brings together peer coaches from all schools of a particular region. They present their schools, get acquainted with new topics and learn new methods from cultural pedagogy. This is all accompanied by music and tasty food and they get time to get to know each other. The program “Educational Gang” is implemented in Nordrhein-Westfalen, Berlin, Hessen and Rheinland-Pfalz. (www.bildungsbande.de)

Matthias Riepe
The organizer

The Future Foundation Education is a Foundation being managed by the GLS Treuhand e.V. as a fiduciary. It supports concepts and methods that encourage the individual development of young people so that they can grow into responsible persons. The Foundation is also engaged in implementing summer / winter break schools on integration and language development. (www.zukunftsstiftung-bildung.de).
‘Looking into the Future of ESD, together’ was the title of the third UNESCO GAP Key Partner meeting which met at the Earth Charter Center for ESD, Peace University San Jose, Costa Rica, between the 25th and 27th April 2018, dates which closely coincided with the ESD Palermo seminar. Members may recall that The Learning Teacher Network is in Partner Network 3 of 5 Partner Networks and ours is focused on building capacities of education and trainers. There are 17 organisations in our network and meetings such as this one enable us to meet together to discuss progress and development as well as offering the opportunity to meet with colleagues from the other four networks. Our role is as a disseminator of information.

The meeting ran through Plenary sessions, Town Hall meetings, and group meetings of partner networks and multi-partner networks. In all there were 95 representatives, 30 of whom were from Europe. I only draw attention to that since our organisation is largely based in Europe.

There were three days of meetings. They began with a UNESCO presentation of a draft position paper on the future of ESD which focused on key contexts and reflections and on post-GAP provision. There were sections related to the UN Decade of Education for Sustainable Development and the GAP connection to this and the mid-term review noted that networking was useful for mutual learning but that these efforts needed to be combined with concrete programme activities in order to bring partners closer together. It also noted that partners in different sectors should work more collaboratively across the board. Additionally, it was noted that although there has been GAP activity in terms of policy development these have not been sufficiently visible and evidently documented by member states for ESD.

The Sustainable Development Goals (SDGs) were discussed in relation to ESD and was considered to offer a ‘win-win’ for both fields, each supporting the other.

There was also coverage of new, younger generations, in terms of their concept of sustainable development and their own values and values choices and it was thought that ESD needs to highlight its linkage with values education and in particular related to the social, cultural, political, and economic contexts that they are set in.

Community was another consideration and in particular the statement that the ultimate purpose of ESD is to motivate learners to go out and take transformative action in order to bring about the changes that they have learned are necessary. Here a connection was made between ESD in action and Citizenship in action.

Technological advances were discussed in terms of relevance and concluded that critical thinking will be demanded more in relation to ESD of the future. This section in particular noted that some of the ‘old’ and ‘conventional’ ESD efforts to change people's behaviour may no longer be relevant and a surge of new challenges will need to be addressed.

Economic structures were discussed and emphasised the need to link these with sustainable development which would include necessary skills for political engagement. Extreme poverty was also considered and it was clear that this is a complex area to deal with, particularly since ESD may be thought to be a luxury in this context.

Transformative action has been a major preoccupation of ESD and the paper noted the different degrees of transformation and the multiple implications of this.

In terms of Post-GAP, the timeframe of 2020-2030 is being considered and one key suggestion is that the current Key Partner Networks should be merged into one network. How this might be organised, and who it might involve, is not clear.

In the discussions which took place about this draft paper issues were raised about every part of it and UNESCO colleagues indicated that they would take all the comments on board and produce a rewritten draft paper for their next round of meetings.
Particular issues were raised about post-GAP and how the formation of a merged network might emerge. No-one knew whether this was likely to involve all current partners or would consist of a new group. However, the current GAP project is scheduled to conclude in 2019.

In the ‘town-hall’ discussion about ESD and SDGs, the values approach among the young generation, and community, there was a focus on supporting the achievement of SDGs in and through the education system, the grouping of SDGs around Planet, People, and Prosperity, interlinkages, and alliances with SDG stakeholders. In what was referred to GAP spirit there was a focus on the continued relevance of scaling up actions on the ground and the need for one cross-sectoral network among stakeholders. There was also a plea for policy makers, institutions, teachers and communities to be mobilised for the implementation of the SDGs.

In discussing how one could support SDGs through education there was a focus on providing pedagogical guidance, supporting national initiatives, scaling up actions on the ground, and enhancing advocacy and communication. There was felt to be a need to provide evidence-based implementation through action research, the updating of participants with the latest information/knowledge, and through the development of a monitoring framework which could included indicators to measure the progress of individual activities within the overall monitoring of SDGs. Flagship activities were also mentioned in terms of a greater need for visibility and in addition the need for such activities related to pedagogical guidance, national initiatives and scaling up actions on the ground. It was suggested that flagship activities should include communication and advocacy plans and that overall co-ordination should be provided by UNESCO. It was suggested that partners should be invited to propose activities and, where possible, provide co-funding.

On Day 2 of the meeting visits were arranged to four different institutions, including schools. I went to a national college for training and vocational education where I witnessed classes in hydroponics, solar energy, engineering and horticulture.

There were discussions with staff and students about their curriculum and later there were discussions back at the University with mixed groups about the range of visits and what had been observed. All had been chosen by UNESCO to reflect ESD in Costa Rica.

SDG stakeholders. In what was referred to GAP spirit there was a focus on the continued relevance of scaling up actions on the ground and the need for one cross-sectoral network among stakeholders. There was also a plea for policy makers, institutions, teachers and communities to be mobilised for the implementation of the SDGs.

Day 3 was a combination of discussions about the flagship projects within each Partner group and the upcoming plans of UNESCO for GAP. From our panel Shepherd Urenje (from SWEDESD) talked about the work that his group is doing, particularly in Africa. At the conclusion of the session UNESCO launched a new book related to ESD which is also available online. This is ‘Issues and trends in Education for Sustainable Development’. Forthcoming events will include a fourth GAP Key Partner meeting in June/July 2019 and a forum on ESD and Global Citizenship, with a focus on Early Childhood Education, planned for March 2019 in Malaysia.

Members can keep up to date with developments through our regular updates from UNESCO which we post on the network website and Facebook pages. Do get involved if you able to. Members can always contact me about the GAP ESD project through the network.

Bill Goddard
LTN

THE LEARNING TEACHER MAGAZINE 2/2018
Donating books to those in need is community service, expressive reading, grammar instruction, and reading comprehension are learning activities. Applying what has been learned in Language and Literature to design teaching strategies and materials for a literacy program in a community center is service-learning.

When, as educators, we think about the future, we often wonder how to better prepare students and ourselves to meet the challenges posed by globalization. In societies where access to knowledge and information is essential to exercise citizenship fully, education emerges as one of the agents promoting social cohesion, inclusion and transformation. One of the major tasks of education in the 21st century is to help establish active, democratic and multicultural societies that seek to promote better understanding between people.

Looking for effective educational tools to reach the UNESCO goals of XXIst Century Education “learn to learn, learn to do, learn to be, learn to live together” (Delors, 1996), many educational institutions and educational policies around the world have adopted the service-learning pedagogy.
International consensus defines service-learning through three key characteristics:

- A focus on efficiently and effectively addressing needs with a community, and not just for it
- Active student involvement in all stages, from planning to assessment
- Intentionally linked to learning content. (Curricular learning, reflection, development of skills for citizenship and work, research).

The Latin American Center for Service-Learning (CLAYSS) adds the idea of “solidarity” to usual service-learning. In essence, the word evokes collaborative, mutual work rather than a unilateral contribution. In this type of project students play a leading role. They apply what they have learned in the classrooms to the actual needs of a community and, at the same time, receive training as organizers in social justice initiatives and democratic participation.

Within the project “Development of service-learning in Central and Eastern Europe”, a fruit of the ongoing dialogue between CLAYSS team and academics and social activists in Central and Eastern Europe, we recognize the commonalities that facilitate closer cultural approximation while acknowledging the differences that prevail and seek to establish reciprocal pathways of dialogue and cooperation.

We are now developing the third year of this joint project. Some of our achievements so far:

- participation of hundreds of educators from Bosnia and Herzegovina, Slovakia, Slovenia, Poland, Russia, Czech Republic, Macedonia, Montenegro, Serbia, Croatia, Kosovo, Albania, Romania, Turkey, Ukraine, Moldova in diverse training opportunities
- joint endeavors developed with regional partners region in Bosnia and Herzegovina and Slovakia
- 1st. regional service-learning week in Bosnia and Herzegovina for partners and professionals from education sector to meet, work, share and learn about service-learning
- five regional partners got European Union’s funding for an Erasmus+ project on promotion of service-learning in Higher Education in the region which is now being developed
- technical support provided to schools, universities and non-profit organizations in Bosnia and Herzegovina, Slovakia, Kosovo, Romania
- onsite training for trainers developed in Sarajevo
- more than 100 educators from the region trained online
- 3 open onsite open conferences offered, 3 online webinars (IVth Educonference Macedonia; Service learning- Students’ engagement and functional knowledge Sarajevo, Bosnia Herzegovina; Service-learning: An approach to improving education, work, and life outcomes for adolescents and youth - webinar provided with Romanian colleague).

The project’s biggest aim is to help build a network of educators in Central and Eastern Europe interested in promoting service-learning through the implementation of projects at schools, universities and youth organizations, at an academic level through the recollection of good practices, research and training, to eventually make an impact on educational policy at a regional level.

Luz Avruj
Program and Training Coordinator - CLAYSS
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Kindness: A Catalyst for Positive Change in Our Schools

In our current world filled with uncertainty, a pervasive barrage of technology, and political unrest, our society is feeling more and more disconnected from the very thing that has been scientifically proven to determine our overall sense of happiness: our connection to one another.

Anxiety, loneliness, depression, and suicide rates continue to rise within populations across North America and the greater world. In the name of efficiency and cost cutting, many businesses focus on numbers over people. Many schools focus on grades and achievement, instead of cultivating conscientious, passionate, innovative, and entrepreneurial students. On both macro and micro levels, it feels as though our humanity, countless countries, many businesses, organizations, and schools are in crisis.

The Small Act Big Impact 21-Day Kindness Challenge, a not-for-profit initiative, serves to promote and cultivate safe and supportive cultures in schools, workplaces, and educational organizations through encouraging habits of intentional kindness. We seek to inspire individuals from all walks of life (leaders, employees, parents, students) to intentionally commit to performing at least one altruistic act per day for 21 consecutive days, putting aside differences, busy schedules, expectations of recompense, and assumptions, to do so.

What's incredible is that kindness and altruism have been scientifically proven to make the people happier and counteract the negative effects of stress. The kicker? Our kind acts actually scientifically proven to determine our overall sense of happiness: our connection to one another.

Cortisol, is the stress chemical discharged by the brain into our body. It shuts down all of the non-essential functions in our bodies like digestion, growth, and our immune system so that we can instantly react to danger by running away, fighting, or freezing. Cortisol also directly stops the flow of oxytocin (the empathy hormone) in our bodies. The problem is, people are feeling stressed out more and more frequently and cortisol is staying in our bodies for way too long. It’s having harmful effects on our health, mental well-being, and most importantly, our ability to connect with people.

Oxytocin, the hormone responsible for the feelings of love, connection, and empathy is released when we receive or perform an altruistic act. It turns out, oxytocin is also released when someone simply witnesses a nice gesture. Incredibly, neuroscientists have discovered that genuine kindness is literally contagious and has the power to counteract the effects of stress. Consequently, simply engaging in kind acts can make those around us happier and less-stressed through association.

By committing to 21-days of intentional kindness, habits of perspective-taking, altruism, and gratitude are formed at the neurological level and eventually lead to significant positive, long-lasting ripple-effects in school, workplace and institutional cultures. What differentiates the 21-Day Small Act Big Impact Challenge from the random and sporadic nature of other kindness initiatives is the 21-day commitment to intentional altruism. If we all seek to create positive shifts within our cultures long-term, we need to fundamentally change our habits in order to do so!

Here are some of the ways our students have served their schools, communities, and world through the 21-Day Kindness Challenge:

- Sock drives for the homeless
- Creating art for senior’s homes
- Musical performances in group homes for individuals with special needs
- Baking cookies for local hospital family support centres
- Engaging in recycling and other environmental projects
- Raising money for peace-promotion and disaster relief through organizations like Red Cross and Peace Direct
- Delivering care packages to children receiving chemotherapy cancer treatment
- Sending letters and encouraging notes to on-duty members of the military
- Dedicating themselves to small, intentional kindnesses on a daily basis that benefit their classmates, family, and school environment

We can all contribute to kind and resilient cultures through our actions, whether we do so publicly or through the small things we do daily. We all stand to benefit from a stronger sense of connection to one another. Together, let’s make a big impact, one small act at a time.

To find out more information about and join the 21-Day Kindness Challenge, check out our website, blog and upcoming podcast.

Website Link: https://smallactbigimpact21days.wordpress.com
Blog Link: https://smallactbigimpact21days.wordpress.com/blog/
YouTube: https://www.youtube.com/watch?v=0wT9Z39yNxs
Facebook: https://www.facebook.com/smallactbigimpact21days/
Instagram: https://www.instagram.com/smallactbigimpact21days/
Twitter: https://twitter.com/SABI21days
Working in Bosnia and Herzegovina with school representatives on a daily basis often makes me wonder why diverse initiatives and projects and even teaching methods do not take sustainable roots in school practice and school culture. From my experience I can share following:

Talking about changes in education is talking about the people - teachers that are giving a breath of life to learning process and to class interaction. For sure having law, regulations, school infrastructure is important contextual precondition, but this should not be perceived as done work after which teachers need to do their magic.

Talking about changes in education is talking about how teachers, school administration and others around supporting schools refer to the actual students. Often I hear this “… today’s children are a mystery to me. They only look into smart phones, tablets, PC’s, spending time in virtual rather than actual reality. They are not interested in learning, lessons, playing outside like we did” - adjusting today’s children to the perception and the approach to educational processes of 30 or 40 years ago.

Talking about changes in education is talking about crucial and deeper layers in teacher’s work/context: unpredictability in our society and everyday life, constant potential crisis, nothing looks like it used to be and a stronger focus on the need for safety, freedom and meaning rather than competence, creativity and learning & growth, thus decreasing teacher’s contribution in delivering expected change and results.

In our daily work we we look for new strategies on how to address teacher’s emerging needs. Pulling in new methods, tools, new projects, having short term focus, only clatter the energy flow for teachers to feel supported and encouraged to be in charge of their own professional life and development. In such environment teachers mostly do the lessons and go home avoiding colleagues and acting “below the radar” for any initiative, innovation and even connection within the school- within the classroom.

Thus, for us, sometimes, the priority is gathering teachers to become aware of losing the role of a chairperson and how to regain it, or gather them to share issues and challenges around class interaction and student’s behavior patterns. Sometimes it is more about sharing personal themes that don’t necessarily have anything to do with school and teaching and/or to relieve the stress. We offer diverse forms of gatherings helping teachers to connect with themselves. In all cases, at very bottom of the motivation pool what is important to them are the students and the values they want to share with young generations. Taking care of this will support teachers in opening the path toward learning and creativity.

Edina Malkić
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International Association “Interactive Open Schools” MIOS

As part of the school’s commitment to celebrate diversity, the PSCD, Art, Music and PE teachers at Zabbar Primary B organised a week-long event with the Year 3, 4, 5 and 6 pupils promoting tolerance and respect within a diverse culture. Different aspects of diversity were also discussed during the PSCD lessons as a run up to the event.

During their Art sessions, the pupils explored cultural diversity through different art forms. They were shown works of art from around the globe going from Egypt to China and Japan, back to North America and Hawaii. They discussed how people’s different lifestyle and beliefs are recorded and shown in their artwork. Following these observations, the pupils explored particular cultures and produced their own creative works. These included Chinese lanterns and Ming vases, Japanese koi fish kites, Hawaiian Tiki masks, North American totem poles and Egyptian mummy cases. Another art session focused on the uniqueness of individuals by creating pop art handprints and colourful portraits. At the end of the celebration week, the students could enjoy their own artwork set up around the school premises.

Despite their differences, the pupils enjoyed a pleasant tune using plastic cups to create one tune following rhythmical patterns during their music session.

As part of the PE sessions, the pupils participated in games originating from different countries, including the English Quoits, the Limbo from Trinidad and our local Maltese Passju. As a concluding exercise, each year group gathered in the school hall for a PSCD presentation summarising what happened during the past days. The children learnt what diversity is all about and danced together to a dance-along song about the positivity of being different.

Leonora Azzopardi (PSCD), Charmaine Cassar (PSCD), Sherrynne Gauci (Art), Shirlene C. Dolce (Music), Kyle Cesare (PE)

Teachers at Zabbar Primary B, St Margaret College, Malta
Email: smc.zabbar.prb@ilearn.edu.mt
We, the Kids of the EU, believe...

Upon invitation of Mrs. Damjana Potočnik, we were honoured to present our two-year Erasmus+KA2 project "We, the Kids of the EU, believe..." at the International GAP Seminar "Immigration and Good Quality Education" in Palermo.

Together with our partners Turkey, Italia, Slovenia, Lithuania and Greece we embarked on this journey of intercultural dialogue, collaboration and varieties back in 2016.

Mrs. Natalia Caracci, Mrs. Marjeta Raztresen and I introduced our joint work through project elements: objectives, organization, activities, impacts, results and sustainability.

Since the seminar topic was “Immigration and Good Quality Education” we were focused on activity Migrant Crisis. We implemented these activities during mobilities in Ljubljana, Slovenia and Palermo, Sicily. Ljubljana hosts Second Home for Immigrants, Asylum Seekers and Refugees situated in an old, abandoned bicycle factory “Rog” stretching across 7000m2 facilitating a rich programme of social and cultural activities: soup kitchen, gallery spaces, two skate parks and a social centre. Social Centre Rog is an autonomous social and cultural non-discriminatory place of creativity and progressive political debate.

We visited this place and exposed pupils directly to intensive, moving life stories of immigrants which definitely influenced their perspective. Having witnessed these heartfelt stories on the next day they had debate with topic "Immigrant Children can be successfully integrated in our schools". This was a performance of knowledge through the perspective of empathy and awoken awareness. Prior to this activity all partner schools received Steps & Instructions and a video debate made by our pupils.

Another activity regarding migrant crisis was performed by the Italian team - national literature on discrimination and Italian pupils chose Davide Enia’s book ”Notes for a shipwreck”. This is autobiography about immigrants’ destiny in the Mediterranean Sea, the story of crossing the sea, rescues, landings and drownings. Pupils wrote essays in mother tongue, comments in English and presented it to partner-pupils via video conference.

Our second international meeting took us to Italy, Altofonte where we visited Centro Astalli and Santa Cristina Gela. Centro Astalli was another eye-opening experience for our pupils not only on hardships immigrants go through, but also on unselfish volunteering work Emanuele Cardella and other volunteers contribute to their community. This is Association for protection of asylum seekers and refugees. It stands for fertile ground of co-existence of different varieties of cultures, languages and traditions promoting culture of acceptance, solidarity, protection of human rights, promotion of human dignity. Mr. Cardella kindly showed us around the canteen, the clinic, Italian language school, support centre. Altofonte families collected food. Partners brought gifts.

This was an emotional story of inclusion and integration, support and empathy. Another moving story that arouse deep empathy, humanity and altruism happened in Santa Cristina Gela, where father Enzo Consentino and his volunteers take care of unaccompanied minors. Our pupils engaged in conversation with them and were deeply moved by their gloomy life stories.

Result: “life laboratory” contributes greatly to the process of lifelong and sustainable learning, enhances critical thinking, and thus embodies an open minded global citizen.

Tajana Bundara
Primary school Manuš, Split
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LTN Creativity for Sustainability Course in Zakopane, Poland

Education for Sustainable Development (ESD) requires re-imagining the model of teaching and introducing significant changes in the way education is often practised today. Sustainable development cannot be achieved by technological solutions, political regulation or economic instruments alone. We need to change the way we think and act. We need to think creatively, out of the box.

Creativity is one of the most exciting concepts in education. The attainment of creativity in the classroom is most probably dependent on teachers’ own creative practices. However, these practices need not always be thought of as generating novelty out of nothing. The myth that creativity is only about creating works of art or enabling learners to be artistic is detrimental to teachers’ efforts to be creative. Being creative is not exclusive to using arts and crafts, poetry or film in language lessons. The essence of creativity for teachers goes beyond classroom activities. Being creative means daring to do things differently, thus expanding the boundaries of what we know about teaching and learning in order to discover new worlds within the confines of our classrooms. A creative individual is someone whose thoughts or actions change a domain or establish a new domain. In a very practical course workshop participants will be able to engage in training that consists of creative, divergent thinking, discover their creative potential and learn how to teach creatively.

Join us at our course CREATIVITY FOR SUSTAINABILITY and learn how to make your teaching more creative.

Location: ZAKOPANE, POLAND 8-13 OCTOBER 2018
Fee: 1100 Euro including full board accommodation
Register here.

COURSE PROGRAMME

Monday, October 8th
19.30 Dinner at the hotel

Tuesday, October 9th
09.00 Welcome, Presentations and Course Introduction
10.00 Creativity and the European Framework
10.30 How creative are we? Point of Departure
12.00 Lunch
13.30 Creativity and Individual Preferences
15.00 Mental Models and Perception
16.00 Drama for Learning and Creativity
19.00 Dinner

Wednesday, October 10th
08.30 On the Edge of Fiction and Reality- Eco drama
10.30 Creativity and Sustainability
12.00 Group photo followed by lunch
14.00 Education for Creativity and Sustainability
16.30 The Small Impacting Change – How to develop creativity and sustainability back home
19.00 Dinner

Thursday, October 11th
08.30 Thinking outside the Box – Techniques for Creativity and Sustainability
12.00 Lunch
13.30 Visit to Vitkacy Theatre and Cultural centre
19.00 Dinner

Friday, October 12th
09.00 Creative Classroom – Tools for Pupils
12.00 Lunch
13.00 Conclusions on Creativity for Sustainability and Classroom Practice
15.00 Opportunities for European Collaboration
19.00 Dinner in a local folk restaurant

Saturday May 14th
09.00 Morning departure to Krakow
12.00 Visit to Creativity Centre
14.00 Lunch
15.30 Guided walk around Krakow
19.00 Dinner

Sunday May 15th
Morning Departure
*Coffee breaks in mornings and afternoons are included in sessions above.
Dr. Alicja Galazka
Tarnowskie Góry, Poland,
Committee Member, Course organizer
A core purpose of education is to prepare young people for life after school; to get them ready, ‘not just for a life of tests, but for the tests of life’ (Prof. Art Costa). Young people need subject knowledge, but they also need inspiration, creativity and the ability to apply it all to thrive in a sustainable way and promote a sustainable world. Creative and innovative thinking is essential if this is to happen.

Education for sustainable development (ESD) is therefore a mandatory requirement at all levels of education and society, both nationally and internationally. Within every community and culture, education and training is pivotal to define, expand and build knowledge, understanding and action for a sustainable future.

Therefore, we invite teachers, educational staff and practitioners to save the date and stay tuned as we announce program and conference details in the coming months.