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July, 2019



Erasmus+



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WORK FOR AN INCLUSIVE SCHOOL HERITAGE

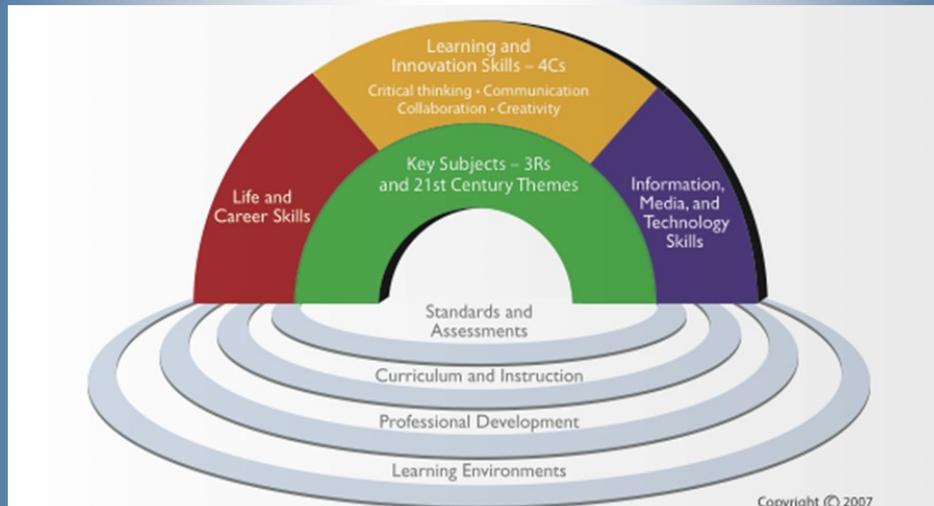
2017-1-SK01-KA201-035313

SOCIAL INCLUSION PROJECTS

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21st CENTURY SKILLS

The world is witnessing rapid changes every day and is much different from the past. The economy is now driven by innovation and knowledge. Marketplaces are engaged in intense competition and constant renewal. We live in a world of tremendous opportunities and risks. Our societies face complex business, political, scientific, technological, health and environmental challenges. Workplaces and communities need collaborative relationships and social networking more than ever before. The skills of individuals are crucial to national competitiveness and survival.



The framework for 21st century learning was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes.

The P21 Framework represents both 21st century student outcomes (as represented by the arches of the rainbow) and support systems (as represented by the pools at the bottom). The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.



Short description (story) of the project:

This project stemmed from the recognition that students in our school and the general public are lacking awareness of the difficulties that disabled people experience. This is apparent, for example, in the drivers’ parking their cars on disabled pathways; buildings deficient in disabled ramps and so on. Hence, we decided to draw attention on the difficulties the disabled face during their daily lives and thereby raise consciousness for that matter.



21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including creativity, critical thinking, communication, collaboration, ICT literacy as well as productivity, leadership and responsibility.



DISABILITY IN MIND

Duration: 4 months.

Target group: Peers and the general public.

Goal(s):

- to raise an awareness for the difficulties that disabled people experience.

Stakeholders:

- Gaziantep University, Faculty of Education.
- Primall Shopping Center Administration.

Outcomes:

Project logo, slogan, short movie, rap music, brochure, project corner, disability presentation, outlets.

Actions:

- Opening a logo and slogan competition drawing attention to disability.
- Composing rap music with a theme on disability.
- Making a short movie on the difficulties of disabled people.
- Dispensing outlets on the cars parked on disabled pathways.
- Creating an brochure containing info about disability and the main project.
- Preparing a presentation about disability.

Dissemination activities and channels:

- Presentation to the peers.
- Presentation to the teacher candidates from Faculty of Education.
- Dispensing the brochure in public places.
- Social media.
- Local newspapers and news channels.

1. LEARNING AND INNOVATION SKILLS

Learning and innovation skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

1.1. CREATIVITY AND INNOVATION



Think Creatively:

- Use a wide range of idea creation techniques, such as brainstorming.
- Create new and worthwhile ideas.
- Elaborate, analyse and evaluate ideas to maximize creative efforts.

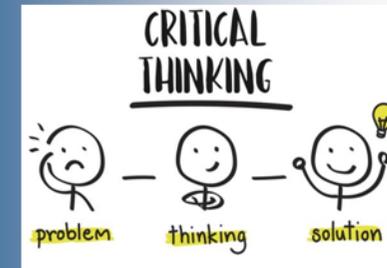
Work Creatively with Others:

- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into work.
- Demonstrate originality and inventiveness in work.
- View failure as an opportunity to learn.

Implement Innovations:

- Act on creative ideas to make a tangible and useful contribution.

1.2. CRITICAL THINKING AND PROBLEM SOLVING



Reason Effectively:

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Use Systems Thinking:

- Analyse how parts of a whole interact with each other to produce overall outcomes in complex systems.

Make Judgments and Decisions:

- Effectively analyse and evaluate evidence, arguments, claims and beliefs.
- Interpret information and draw conclusions based on the best analysis.

Solve Problems:

- Solve different kinds of non-familiar problems in both conventional and innovative ways.
- Identify and ask significant questions that lead to better solutions.

1.3. COMMUNICATION



Communicate Clearly:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning and intentions.
- Communicate effectively in diverse environments, including the multilingual.

Dissemination activities and channels:

- Presentation to the peers and colleagues.
- Presentation to the students involved in the activities of the Department for Teacher Training.
- Disseminating the brochure in public places.
- Social media: Facebook and Instagram posts.
- Local newspapers and news channels, interviews done at the Timisoara station of the National Television Broadcasting.



1.4. COLLABORATION



Collaborate with Others :

- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Value the individual contributions made by each team member.

21st century skills addressed during the project:

The work activities organized during the project contributed to the development of certain 21st century skills including social responsibility, personal and communal autonomy, social civism, creativity, critical thinking, social openness, group creativity, ICT literacy as well as communication in mass-media.



STOP BULLYING!

Duration: 4 months. **Target group:** Peers and the general public.

Goal(s):

- to make the students aware of the fact that there are bullying acts in schools.
- to prevent, reduce and/or eliminate verbal and physical aggression.

Stakeholders:

- Department of Teacher Training, West University of Timișoara.
- Pupils of the National Bănățean College potentially suffering from bullying.

Outcomes:

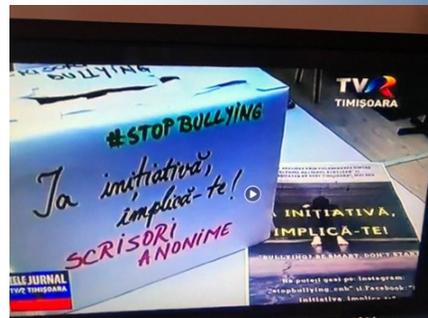
Project logo, brochure, project corner, presentation done by specialists, outlets, analysis reports done for qualitative interview.

Actions:

- A box of anonymous letters where students wrote their problems and/or stories about being physically or verbally assaulted; Duration: March 26 - 30, 2018.
- Presentation of the effects of bullying and addressing or resolving issues raised in anonymous letters in collaboration with two school psychologists and a psychologist specialized in cyber-bullying. Opening period: April 16-27
- Presentation in the festive hall, as planned below: April 16 - 20: 9th and 10th grades & April 22 - 27: 11th and 12th grades.
- Exhibition of students' works on "Stop Bullying!"
- Final report: 19 May 2018.



No one can know what is in the mind of a child physically or verbally abused!



2. INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective, citizens must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.



2.1. INFORMATION LITERACY

Access and Evaluate Information:

- Access information efficiently (time) and effectively (sources).

- Evaluate information critically and competently.

Use and Manage Information

- Use information accurately and creatively.
- Manage the flow of information from a wide variety of sources.



2.2. MEDIA LITERACY

Analyse Media:

- Understand both how and why media messages are constructed, and for what purposes.

- Examine how individuals interpret messages differently.

Create Media Products :

- Understand and utilize the most appropriate media creation tools.

- Utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.



2.3. ICT (Information, Communications and Technology) LITERACY

Apply Technology Effectively:

- Use technology as a tool to research, organize, evaluate and communicate information.

- Use digital technologies and social networks appropriately to access, manage, integrate, evaluate and create information.

3. LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in a globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

3.1. FLEXIBILITY AND ADAPTABILITY



Adapt to Change:

- Adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.

Be Flexible:

- Incorporate feedback effectively.
- Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

3.2. INITIATIVE AND SELF-DIRECTION



Manage Goals and Time:

- Set goals with tangible and intangible success criteria.
- Utilize time and manage workload efficiently.

Work Independently:

- Monitor, define, prioritize and complete tasks without direct oversight.

Be Self-directed Learners:

- Go beyond basic mastery of skills and expand one's own learning.
- Demonstrate initiative to advance skill levels towards a professional level.

Dissemination activities and channels:

- Presentation to the peers.
- Presentation to the teacher wishing to experiment the Clil methodology.
- Social media.
- Local newspapers and news channels.



Short description (story) of the project:

The project fostered **active learning** through practical and professional aspects and simulated towards the acquisition and use of **problem solving** strategies in real or simulated business situations through **project & work based learning experiences**. Students with special needs were involved in all actions. As a result, the project represented a great opportunity to reach personal **assertiveness**, implementing a **learning method** focused on the **different students' needs, competences and wishes**.

21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including responsibility, civic competences, creativity, critical thinking, communication, collaboration and team working, ICT literacy as well as productivity, leadership and entrepreneurship.



BUILD UP SKILLS FOR RESPONSIBLE BUSINESSES

Duration: 6 months. **Target group:** Students with and without disabilities and teachers.

Goal(s):

- to increase students' **self-esteem** and **enterprising spirit** in a inclusive way.
- to create **professional growth** and better **work opportunities** after school for every student, including special needs students.
- to foster **entrepreneurial attitude** in school paying attention also to **sustainable development needs**.
- to develop **computer and foreign language skills** both for students and teachers.
- to open our school to the inclusion of people with disabilities and encourage our students to the voluntary sector.
- to create social impact.

Actions:

- Students (including those with special needs) were involved in **business simulation activities** (i.e. business plan with expert of small enterprises, local trips); students' own business plan in the field of social business and sustainable tourism.
- **Students internships** experiences in sustainable businesses (focused on the needs and strenghts of each student).
- Teachers and students were involved in **Clil activities** in English on the topic of sustainable tourism.



Stakeholders:

- Students/families.
- Istituto Superiore Grandis.
- Confindustria Cuneo (local Industrial Union).

Outcomes:

- Brochure.
- Project corner.
- Business plan presentation.
- Posters.
- Special need students reports.
- Clil lessons plan materials.

3.3. SOCIAL AND CROSS-CULTURAL SKILLS



Interact Effectively with Others:

- Know when it is appropriate to listen and when to speak.
- Conduct oneself in a respectable, professional manner.

Work Effectively in Diverse Teams:

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.

3.4. PRODUCTIVITY AND ACCOUNTABILITY



Manage Projects:

- Set and meet goals.
- Prioritize, plan and manage work to achieve the intended result.

Produce Results:

- Work positively and ethically.
- Manage time and projects effectively.
- Collaborate and cooperate effectively with teams.
- Respect and appreciate team diversity.
- Be accountable for results .

3.5. LEADERSHIP AND RESPONSIBILITY



Guide and Lead Others:

- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Inspire others to reach their very best via example and selflessness.

- Demonstrate integrity and ethical behaviour.

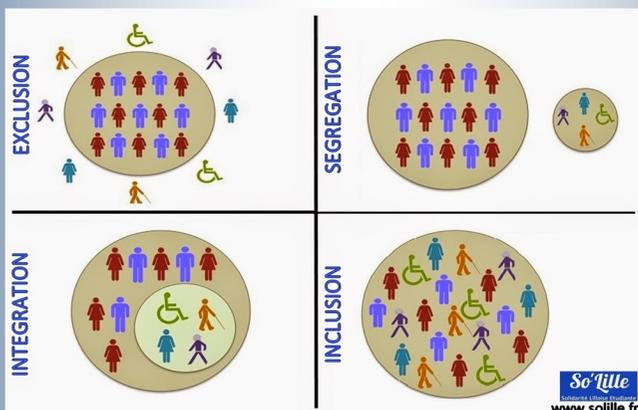
Be Responsible to Others:

- Act responsibly with the interests of the larger community in mind.

The logic behind the study is to figure out social inclusion and social exclusion including different social psychological processes and discussions using explanations and definitions structured in various forms together with their dynamics.

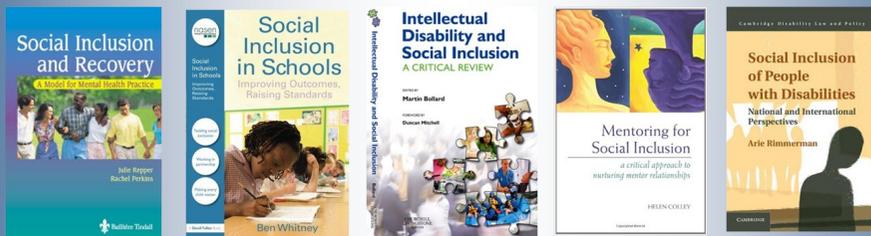
When the literature concerning social inclusion is reviewed, the following discussions can be found:

- Lack of clear definition.
- Division into two as «they and me».
- Focusing on the state more than the process.
- Scope of social inclusion.
- Social inclusion and social exclusion are social psychological realities.



It is striking that there is an emphasis on the social exclusion concept in the publications about social inclusion when the literature is gone through.

Some books about social inclusion:



Outcomes:

- Video of the activity during the lessons.
- Bookmarks produced by the students.
- Voluntary activity awareness.
- Preparation of material for dissemination.

Dissemination activities and channels:

- Distribution of the bookmarks in our school.
- Pictures and description of the project on the school website, facebook and WISH media channels.
- Personal activity dissemination by the pro-social behaviour club during special lessons in different classrooms.



Short description (story) of the project:

It was developed with the social cooperative *Il Ramo*, which takes care of social and working inclusion of people with disabilities. It was focused on **the use of body language, dance and theatre** to integrate people with disabilities in society. The students have been involved in activities of body movement to bring out emotions and feelings under the supervision of an expert in «emotional theatre».

21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including creativity and imagination, critical thinking, communication, collaboration and team work, responsibility and civic competences.

Social exclusion is generally defined as individual(s)/group(s) exposure to isolation by other(s) because of their disadvantaged characteristics.

Social inclusion is directed at minimizing the impacts of exclusion in question and so overcoming or minimizing the obstacles arising from the cases of disadvantaged individuals.

Inclusion is based on the proposition that all people are valued due to their distinctive abilities and included as significant individuals of a society.

Disadvantaged groups should be defined to understand social inclusion better. Those most mentioned in the field of social inclusion are:

- women in male-dominant societies,
- the handicapped in a world organized for ordinary people,
- migrants coming from different cultures.

On the other hand, it should not be forgotten that, at present, women, the handicapped or migrants feel uneasy when being identified as disadvantaged.

“Social inclusion” is defined as the policies or practices aimed at granting the disadvantaged access to services such as employment or social aid. In fact, social inclusion activities can be seen as the effort to bring down the risks the disadvantaged may face as regards to social norms.

The activities to be carried out to minimize or overcome the disadvantages in the scope of social inclusion are directed at ensuring equality in opportunity. These can be in political, legal, social, individual or economic dimensions.

Briefly, social inclusion covers the activities to ensure the protection of individuals’ or groups’ rights and equality in opportunity within the framework of law.

In the context of social inclusion, the significance of social support mechanisms provided by the inner circle of disadvantaged individuals or groups is undeniable. Yet, in order for the activities directed at social inclusion to achieve their goals, it is obligatory that active social policies oriented towards equality in opportunity in employment, economic policies and, notably, the public arena be put into practice.

Outcomes:

- Questionnaires and report.
- Production of the bags – design, and production in a social enterprise.
- World café: Organisation, realisation, speeches.



Short description (story) of the project:

The project was focused on the development of social and civic competences. Distinctively, its main topic was **reintegration into the labour market of socially disadvantaged people** (migrants, ex-drugs addicts or ex-alcoholics, victims of violence, people with disabilities and/or ex-cons).

21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including creativity and imagination, critical thinking, communication, collaboration and team work, leadership, problem solving, responsibility and civic competences.



OLTRE OGNI ESCLUSIONE (BEYOND ANY ESCLUSIONS)

Duration: 30 hours.

Target group: 100 Students.

Goal(s):

- to help the students build a responsible and critical spirit in front of society and its social problems.
- to emphasise the differences to overcome prejudices, stereotypes and violence.
- to promote dialogue and mediation as a way to solve the problems among people.

Actions:

During the project the students:

- have studied the Italian constitution principles on human rights and the universal declaration of human rights;
- have worked on 4 main key words: **freedom, equality, work and jail**;
- have seen videos and movies on legality and responsibility issues;
- have participated in a role-playing activity where the reintegration of disadvantaged people has been simulated through a psychosocial and educational intervention;
- visited a large farm confiscated to the «mafia»;
- produced a «bag» to promote the topics of the project;
- organised a «world café» held by experts and students open to citizens and other schools.

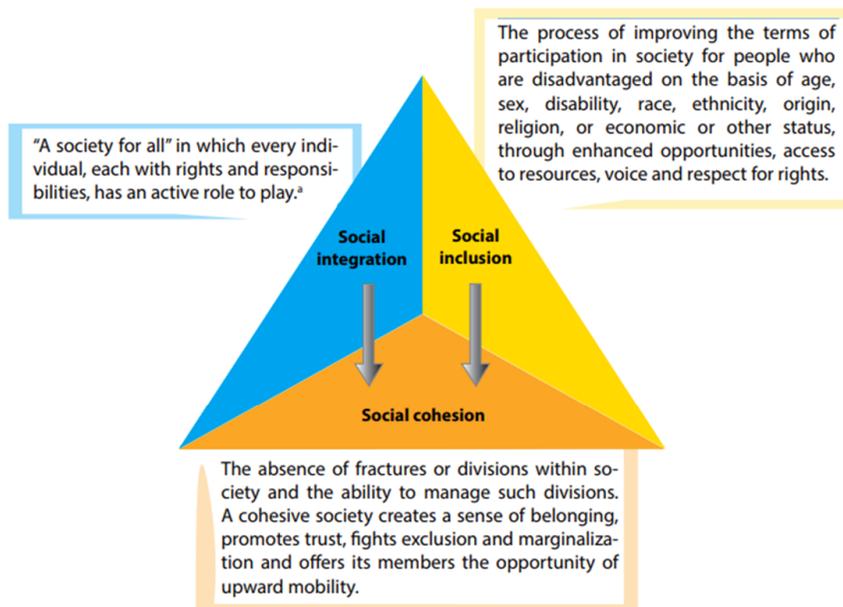
Stakeholders:

- I.I.S. "S. Grandis" – teachers and students.
- Families.
- Local authorities (Town hall).
- Local Associations and social operators (Cooperativa COLIBRI', "AltroMondo" – Fair Trade Shop).

Dissemination activities and channels:

- School website and facebook.
- Local web-magazine.
- Local magazine.
- World café event.
- Sales of the bags.

Social inclusion, integration and cohesion



Source: Based on Easterly (2006), Hulse and Stone (2007), OECD (2011a), United Nations (2010).

^a Report of the World Summit for Social Development, Copenhagen, 6-12 March 1995, para. 66.

General Information: Human beings are basically social beings. They need social connections to satisfy both their physical and psychological requirements. Desire to make positive connections in one's life is one of the most basic and universal needs. Thus, our starting point should be the assumption that social life emerges within the framework of a relationship seeking inclusion and BELONGING. Our relations necessarily include people.

However, abstaining from belonging and exclusion anxiety/rejection are also part of human nature. Hence, those present in a relationship may disappear after some time. Here are some examples:

- Families have or lose new members through birth, death, marriage and divorce.
- Schools have or graduate students in accordance with time and age.
- Teenagers' peer groups may change.
- Sports teams' players may differ according to their talents and performance.

DEFINITION OF SOCIAL INCLUSION

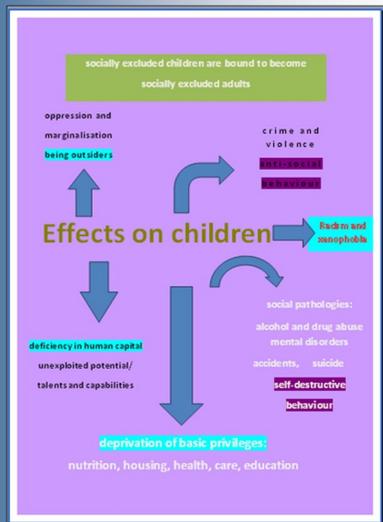
According to the related literature, there is not a consensus in the definitions of either social inclusion or exclusion (Room, 1995; Sen, 2000; Atkinson, 2000; Church et al., 2000; Levitas et al., 2007; Kenyon, 2011).

Where do the problems about social inclusion occur?

According to the literature:

- While working with colleagues / in the workplaces,
- At school,
- While using mass transportation,
- While traveling,
- In social activities.

These rates are higher in those having social isolation and lack of confidence.



Effect of Social Exclusion on Psychology:
 Just as there could be loss in vital parts of self-esteem as a result of exclusion, in a general sense, loss could be seen in behaviors in more specific dimensions like negative feelings and defense reactions. Some of these are: **Sense of strain and threat, anger, disappointment, low self-respect, cognitive disorders and denial.**

Actions:

Action description	step	Responsible	Notes
Explaining the project to 1st year students		Students in the ProSocial Club	The older students in the Prosocial behaviour club pitch the project to our 12-year-old students.
Brainstorming topics		Groups	Students decide on which topic they are going to focus.
Creating stories	the	Groups	Students decide the main plot of their short films and the characters.
Creating script	the	Groups	Students write the script for their film. It should include dialogues and narrative descriptions of the events in the scene. It should be divided into different scenes.
Creating storyboard	the	Groups	A storyboard is a comic-like set of drawings and instructions used to organize the narrative of a film.
Assigning roles		Groups	There should be a director, a cameraman/ woman, an editor and actors.
Shooting the film		Groups	Students shoot the film according to the storyboard and the assigned roles. They are reminded to use the landscape format.
Editing the film		Editor	Students use an edition app. They edit the scenes and create the credits.
Film dissemination		Teachers / Prosocial Club	The teacher uploads the films so that everybody can see them.
Organising voting		Teachers / Prosocial Club	Students create a voting app to select the best films.
Organising the Awards Ceremony		Teachers / Prosocial Club	There are 2 categories: Best short film, Best Actor/actress



LET'S MAKE A FILM

Duration: 30 hours. **Target group:** 1st year students and the general public.

Goal(s):

- To provide role models for inclusive, tolerant behaviour.
- To produce short films to point out non-inclusive behaviours and to raise social awareness.

Stakeholders:

- Staff.
- Students.
- Parents.

Outcomes:

- Award Ceremony.
- Scripts.
- Recording of the films.

Dissemination activities and channels:

- Presentation to the peers.
- Award Ceremony.
- Films.

Short description (story) of the project:

This is a joint task of teachers and members of the Prosocial Club. This group wanted to organize an awareness activity with our youngest students and they decided to pitch the project to the teachers who considered it an excellent opportunity to put the PBL methodology into practice. The idea was to create short original films that focused on non-inclusive behaviours. After some technical guidance from our Art teacher, the students had to write a script, draw a storyboard, decide on scenes, settings and types of shots and eventually edit the film.

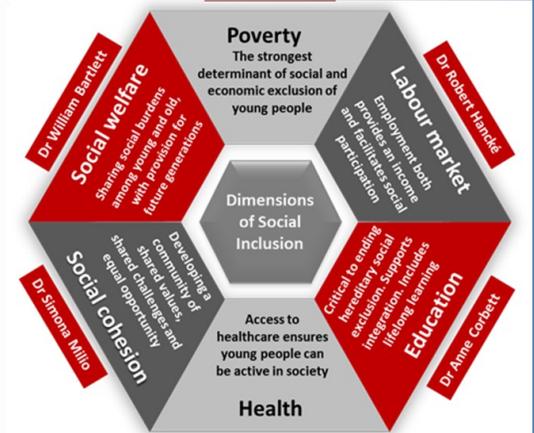


21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including creativity, literacy, critical thinking, communication, collaboration, ICT literacy as well as productivity, leadership and responsibility.

The six selected dimensions of social inclusion:

- Having a proper living setting,
- Employment,
- Having satisfactory formal or informal support,
- Being regarded or known as an individual rather than a handicapped person,
- Having a family, friends and close personal or social relationships,
- Being involved in social activities in a recreational setting and in free time with others.



Strategies promoting social inclusion:

1. Social strategies: a state's social protection and social capital policies.
2. National disability rights: Precautions, strategies and agreements at a social level.
3. Having equal rights in access to advantages and services.
4. Developing capacity for hard times that could be experienced at an individual or social level.

Which social skills can improve social inclusion?

- Learning how to interact with their peers,
- Taking or waiting for one's turn,
- Coping with anger,
- Following guidelines / obeying guidelines,
- Empathy (listening),
- In general terms, acting in line with social norms,
- Cooperation (if appropriate).

PROJECT BASED LEARNING

Problem statement

What is the problem statement?

One or two sentences to outline the negative points of the current situation and explain why this matters. It can also be a great communication tool, helping to get support from others.

Why is it so important to state the problem?

• It must be defined in a clear and precise manner. Its aim is to focus on the process of improvement of the team's activities and steer the scope of the project.

How do we do it?

1. Get each person to write her/his own problem statement without conferring. Compare each of the sentences, looking for common themes and wording.
2. Start to write an improved statement using the common themes.
3. Ensure that the statement focuses on existing problems.
4. Try to include the time frame over which the problem has been occurring.
5. Try to quantify the problem.

You should be able to apply the 5 Ws (who, what, where, when and why) to the problem statement.

Finally, review your new problem statement against the following criteria:

- A-It should focus on only one problem.
- B-It should be one or two sentences long.
- C- It should not suggest a solution.

Setting your goals and objectives

GOAL: A broad statement that defines what you plan to do in a project. It gives an idea to the person who reads it of what problem you intend to address.

OBJECTIVES: These are detailed statements describing the ways through which you intend to achieve the goal.

SPECIFIC: Who? What? When? Where? Why? Which?	
MEASURABLE: Metrics and milestones. How much? What percentage?	
ACHIEVABLE: Do you have skills and tools to accomplish it?	
RELEVANT: Does it fit the overall problem statement?	
TIME-BOUND: Intermediate and final deadline.	

19 de Novembre de 16 a 19 h
 Acte en commemoració del
Dia Internacional per a l'eliminació de la violència contra les dones
Després de tot, LLIURES
 Programa d'actes

16h
OBERTURA DE L'ACTE: "Dedicada a las mujeres"
 Lilibio (Brian Muñoz) interpretarà el seu freestyle dedicat a les dones, un crit al respecte i la igualtat.

16h
DOCUMENTAL: "Llibres, quan l'amor fa mal..."
 L'Associació Llibum, grup de suport a les dones víctimes de la violència masclista, presentarà el seu documental creat a través del testimoni de dones que han patit violència masclista. És una eina que reflecteix diverses situacions de violència masclista i que fomenta la conscienciació social.

17h
XERRADA-COL·LOQUI: "Després de tot, LLIURES"
 A càrrec de Conxita Almarcha, presidenta de l'Associació Llibum.

18h
CONTES PER LA IGUALTAT
 Representació de dos contes per la igualtat:

- "La nova Ventafocs", el conte clàssic adaptat a la vida moderna, trencant estereotips i visibilitant el maltractament psicològic en les activitats quotidianes.
- "Jana, la petita estrella", conte d'edició pròpia dels alumnes el qual posa de manifest els estereotips i els rols de gènere en les activitats extracurriculars.

A càrrec dels alumnes del CRGS d'Educació Infantil de l'ING Guillem Caró. Per tots els públics.

Vine, participa !

Organitza:
 ASSOCIACIÓ **llibum**    



Short description (story) of the project:

This project arises from the students' concern about the sexist behaviours in our society and the gender issues embedded in our social and cultural background. These issues are usually so deeply rooted in our minds that they decided that they should be tackled from an early age. That is why they decided to rewrite one of the best-known fairytales, *Cinderella* and *Jana, the little star* and remove all the gender topics in it. The play was meant to be performed in front of the children in the neighborhood Play Center and in front of older audiences (peers and the whole neighborhood) as a tool to promote critical thinking about the topic. They also pitched the idea to the Town Hall Community centre in order to include the play in the programme of activities they organize for the International Day Against Sexist Violence.

21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including creativity, critical thinking, communication, collaboration, ICT literacy as well as productivity, leadership and responsibility.



CHANGING GENDER ROLES

Duration: 4 months. **Target group:** Peers and the general public.

Goal(s):

- To reduce unequal and unfair treatment because of a person's gender and, consequently, to reduce sexism.
- To prevent gender roles among children.
- To point out role stereotypes to adults.

Actions:

- Pitching the project to the neighborhood Civic Center (Town Hall Welfare Department) and the school administration.
- Selecting traditional Fairy Tales that could be easily staged.
- Analyzing them and highlighting gender stereotypes and/or sexist content.
- Rewriting the scripts of the plays to remove all stereotypes and/or sexist content.
- Assigning roles and rehearsing the play.
- Inviting other students and the whole neighborhood to the performance.
- Publicizing the performance.
- Staging the performance.
- Analyzing the output.

Stakeholders:

- La Font Civic Center.
- La Font Play Centre.
- Liliium Association.
- SIAD.

Dissemination activities and channels:

- Presentation to the peers.
- Presentation to the school administration, the Civic Centre and the Play Centre.
- Dispensing the brochure in public places.
- Social media.



Outcomes:

- Posters to promote the play.
- Scripts.
- Recording of the performances.

Examples

Goal: To improve social inclusion among intercultural students at school.

Objective 1: To promote and schedule meetings where students can share their culture.

Objective 2: To celebrate festivities from other countries at school.

Specifications

Target group

In your team, define the project target group(s): The people or organizations that will be the users of the project outputs.

Based on your data and experience try to estimate which problems and needs that match your project problem solving are typical for each of the target group(s).

Describe the target group(s): State how big the target group is, what are its demographic features (age, sex, education, etc.) and how many people in the target group you want to involve in the project implementation.

Activities - Actions

An action plan is a document that lists what steps must be taken in order to achieve a specific goal. Its purpose is to clarify what resources are required to reach the goal and formulate a timeline for when specific tasks need to be completed.

How to write a project action plan:

1. From your goal and objectives, choose action steps (things to do). These should be concrete, measurable and attainable. All action steps must be clearly defined, not vague ideas.
2. Identify who will be responsible for each action step.
3. Set a clear schedule for completing action steps (Date to begin - Date due). You can skip this part at the end of the project, once you have all the activity plan done.

Action plan sample:

1. Describe the actions.
2. Fill the sample to get a synthesized form of your project actions.

GOAL					
Objective 1: (Write the necessary actions for all your objectives)					
Action step description	Responsible	Date start	Date due	Resources	Notes

Outputs

Set a list of the outputs you are going to generate in your project. Include a brief explanation about them.

Output	Explanation
1.	
2.	

Dissemination

Set a list with all project dissemination activities and a brief explanation

Dissemination activities	Explanation
1.	

Time frame

Create a time frame of the project. From the project:

1. Break each work package into tasks.
2. Determine the total time needed for each task.
3. Identify resource availability.
4. Identify important milestones.
5. Build your project time frame.



Short description (story) of the project:

The students in the Prosocial Behaviour Club decided to organize a series of Art exhibitions to raise awareness among the school community. The topics they chose were gender discrimination and exclusion of people with mental issues. Their artworks were displayed all over the school and the topic was explained to the students.

Gender Exhibitions:

- International Women's Day.
- Alphabet of Famous Women Artist.
- The Women behind the Periodic Table.

Mental Illnesses:

- What's on your mind?



21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including creativity, critical thinking, communication, collaboration, ICT literacy as well as productivity, leadership and responsibility.



RAISING AWARENESS

Duration: 20 months. **Target group:** School community.

Goal(s):

- To raise awareness about inclusiveness.
- To give information about several causes of marginalization.

Actions:

- Deciding on the topics.
- Pitching the project to the school management and to the Art teacher to get their permission and collaboration.
- Brainstorming exhibitions.
- Scheduling the exhibitions.
- Creating the materials.

Stakeholders:

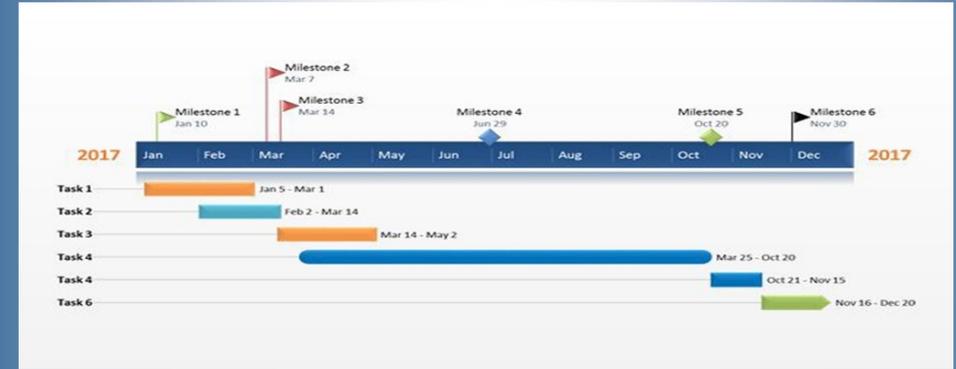
- Staff.
- Students.

Outcomes:

- Posters.

Dissemination activities and channels:

- Presentation to the peers.
- Exhibitions.



(Online Tools: Smart Draw; Office Timeline; Tiki-Toki). Example from Office Timeline.

Conclusions

A conclusion is the last paragraph in your project. Summarize your main points of evidence for the reader. It can usually be done in one paragraph. Some tips you can follow:

- Include a brief summary of the project's main points,
- Ask a provocative question to involve/move the reader,
- Use quotations,

References

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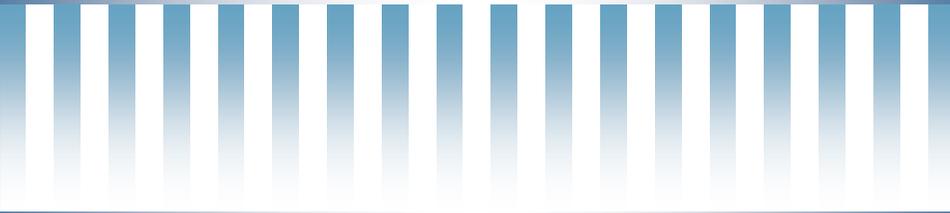
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* All photos and figures in this handbook are retrieved from WEB images.



WISH PROJECT BEST PRACTICES

SLOVAKIA - SPAIN - ITALY - ROMANIA - TURKEY



Stakeholders:

- Staff.
- Students.
- Parents.
- Internet visitors

Outcomes:

- Award Ceremony.
- Production of the films.

Dissemination activities and channels:

- Presentation to the peers.
- Award Ceremony.
- Films on YouTube
(<https://www.youtube.com/watch?v=B9Ui-0WtDgM>).
- WISH project FB profile.
- School FB profile.
- School website.
- School digital archives.

Short description (story) of the project:

This is a joint task of teachers and members of the Pro-Social Behaviour Club. This group wanted to organize an inclusive activity with our youngest and most active students. They were advised by teachers who considered it an appropriate opportunity to put the PBL methodology into practice. The idea was to create short original films that focused on documentation of Erasmus+ activities within the school environment. The students had to write a script, decide on settings and types of shots (video-sequences and pictures/photographs) and eventually edit the film.

PBL structure of the school project:

- Information systems and services (ISS) students were asked to help with the project activities.
- They identified the options of what to do / what to help with.
- Students started to collect the video material.
- Editing, cutting and finalization of the videos.
- Tight collaboration with the mobility participants.

21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including co-operation, creativity, ICT literacy, critical thinking, communication, collaboration, as well as productivity, leadership and responsibility skills.





PRO SCHOLARIS VIDEO PRODUCTION

Duration: 20 hours. **Target group:** 1st year students and the general public.

Goal(s):

- To document relevant pro-social activities in the school environment.
- To produce short films in order to develop the 21st century skills.
- To publish the production outcomes to the wide public.

Actions:

Action step description	Responsible	Notes
Explaining the project to the 1 st year students	Students in the Pro-Social Behaviour Club	The older students in the Pro-Social Behaviour Club help the younger ones with completion of records and photographs.
Brainstorming topics	Groups	Students decide what topics will be processed.
Creating the script	Groups	Students write a short script for their film, including written descriptions of the events.
Assigning roles	Groups	There is a director and an editor.
Editing the film	Groups, Editor	Students edit the film according to the script. They use the landscape format. Students use an edition software by using the computer. They edit the scenes and create the credits.
Movie dissemination	Teachers/members of the Pro-Social Behaviour Club	The teacher uploads the films on YouTube so everybody can see them.
Organising the Awards Ceremony	Teachers/members of the Pro-Social Behaviour Club	Awarding the most active students within the movie production



CHRISTMAS SHOW AT PRO SCHOLARIS

Duration: 40 hours

Target group: Pupils of the primary school, disadvantaged or disabled students and other students of SSOŠ Pro Scholaris.

Goal(s):

- To develop the social sensitivity and collaboration with disadvantaged people.
- To improve the co-operation among students in the field of (event) management.
- To publish the production outcomes to the wide public by social media.
- To include the students with special needs.

Dissemination activities and channels:

- Live performance to the peers.
- The WISH project FB profile (link: <https://www.youtube.com/watch?v=B9Ui-0WtDgM>).
- The school FB profile.
- The school website.
- School digital archives.
- Disseminating the experiences by student and teacher presentations.

Outcomes:

- Various students from different social environments performing live.
- Social inclusion using music as a powerful tool.
- Presenting the student talents and skills by music, animation performance, presentation and public speaking.
- Development of empathy.
- Development of voluntarism.

Stakeholders:

- Primary school teachers.
- Primary schools pupils.
- High schools staff.
- Students.

Actions:

Action step description	Responsible	Notes
Sharing the ideas of how the performance should look like and defining the target groups	Members of the Pro-Social Behaviour Club	The older students in the Pro-Social Behaviour Club help the younger ones with preparation of the reading and animating content.
Preparation of the time frame	Members of the Pro-Social Behaviour Club	Students decide the time arrangements.
Creating the script of the performance	Groups	Students aim at partial roles, they divide their responsibilities.
Assigning roles	Individuals	Students prepare their own role, content, select proper songs, articles from books, etc.
Rehearsals	Groups	Students practice their performance according to the script and content.
Performance	Teachers/members of the Pro-Social Behaviour Club	The teacher supervision guarantees the content relevance of the student programme. This comprises the involvement of the students with special needs by playing the right musical instrument.
Dissemination	Teachers	Teachers disseminate the results of the performance via social media channels.



Short description (story) of the project:

The Pro-Social Behaviour Club members chose meaningful target groups, what activities to be carried out and where. They were supervised by teachers while adjusting their own time schedule of activities and managerial context. Students planned and prepared for the partial/individual activities such as reading, animating, performing and completed the whole script of the performance. They shared the results digitally, by internet, and personally, within Erasmus+ Day promotion. Both the Special Logopedic Primary School and the SSOŠ Pro Scholaris events were successful. Students and pupils really enjoyed them and had a lot of fun.

PBL structure of the school project:

- Students observed the outer school environment.
- They decided to focus on primary schools and disadvantaged schoolkids.
- They defined the problem regarding the speaking disabilities of the pupils = main problem of the activity.
- Students developed the strategy on how to help the pupils of the Special Logopedic Primary School.



21st century skills addressed during the project:

The work undertaken and activities prepared during the project contributed to the development of certain 21st century skills including co-operation, creativity, communication, collaboration, as well as productivity, leadership and responsibility. Besides, students experienced socialization with the disadvantaged students/pupils of the primary schools and improved their self-confidence. Participating students enhanced their cognition, emotionality and will throughout this school social inclusion project.