esa magazine

Social Innovation

NEMESIS
Empowering the Changemakers
of Tomorrow

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European School
Heads Association

COLOPHON

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published four times per school year. You are welcome to use articles from the magazine, but we would appreciate it if you contacted the editor first.

SUBSCRIPTION
The ESHA e-magazine is free of charge.
You can register through the internet at www.esha.org.

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LAYOUT AND DESIGN
Coers & Roest grafische producties BV, Arnhem (NL)

SOCIAL MEDIA

In this issue
SPRING 2021

Social innovation prevents schools from becoming just a commodity

COLUMN ESHA PRESIDENT BARBARA NOVINEC

I would like to believe that the one thing that the Co-vid 19 pandemic has taught us is the lesson in the strength of unity and the power of the common over the interest of the individual. At times I am not certain that this is indeed a conviction we have become more aware of, but I feel it is my duty as an educator to remain hopeful about the ethical side of human character.

Therefore, while reimagining and reshaping the post-pandemic education landscape, the question we as educators should ask ourselves is how our education system can serve everyone.

However utopian the all-inclusive education model sounds, the pandemic times have more than ever before revealed that ours is work for the common good as it binds not only the education stakeholders, but people in general, together.

Consequently, it is necessary that as a society we strive for a sustainable innovation culture. This will ensure that education systems will not focus on channelling the potential of today's learners into them becoming the mere driving force behind economic gain, but will in fact shape them into responsible citizens with a developed framework of values and social integrity. The Greek philosopher Heraclitus once said: "The only thing constant is change." Change is central to all aspects of developing human potential and there are only few areas of life and expertise, in which change is as indispensable as in the field of education.

Well-developed education systems revolve around continuos learning and this is intertwined with constant change and course of innovation. While the necessity of innovation is as old as the history of human civilisation, innovations are increasingly becoming the generator of social change and adaptation for ensuring a better society.

Social innovation revolves around the capability of addressing educational change, which has a great impact on humankind. Its main goal is to establish sufficient services to degrade educational exclusion and inequality.

Moreover, in the developed education sphere we value self-motivated learners in the conductive learning environment. Therefore, ensuring innovative learning setting while facing educational challenges such as diversity, globalization, technological obstacles and student disengagement are the tasks school leaders should focus on provided they want any kind of innovation growth to occur.

School leaders do more than just redefine the system to suit the needs for innovation; they ignite the spark of vitality and dedication and thus unleash the potential for creativity and development. Co-operation and co-creativity go hand in hand with nurturing diversity, enhancing equity, and encouraging values. After all, all the latter are important to bridge any divide in education systems.

All the purpose of innovation can be achieved only in systems that are based on interdependent relationships, open communication, and shared values. The heart of innovation is the ability of leaders to engage and to motivate all the stakeholders, so they can create an active learning climate where everyone is involved in sharing knowledge.

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Social innovation in education is more than just discovering new ways of teaching and learning. The root of social innovation is community and this being the case, initiatives of innovation should seek new answers to social problems through delivering services that improve the quality of life of individuals as well as communities.

Schools are complex systems with their own inner workings, but they do provide many services to children and families, which extend beyond education. Not just dispensing meals, counselling, children protection and developing student potential should be top priorities of all educators, too.

It is an irrevocable truth that education cannot be separated from the rest of the environment. This is particularly true for the disadvantaged students who out of various reasons stemming from their environment cannot access their educational rights.

Therefore, social innovation should focus on developing parenting and mentoring programs as well as on the non-profit initiatives of equity establishment. What is more, there is another very important task social innovation should tackle in this post-pandemic era and that is the support of mental well-being of students, parents, and educators. Unfortunately, schools are often the place of social conflict and social exclusion and we should aim to make them the foundation of everyone's self-worth awareness.

Finding the right balance between all the crucial resources of learning-time, space, technology, and motivation- is difficult. Nevertheless, recognising weaknesses and educating yourself and others to not only work past, but indeed through these deficiencies, must be the core responsibility of us educators who set the wheels of change in motion, so others can follow suit.

What better area of life to develop human potential than in the sphere of learning and teaching! Let us all not forget that average is the enemy of change, so we should never settle for good enough in our work, which, if done well, inspires others to do more. ■

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Introduction to social innovation education

FREDERIK VERBOON

DIRECTOR OF THE EUROPEAN SCHOOL HEADS ASSOCIATION

BRINGING TOGETHER EDUCATION AND SOCIAL INNOVATION

During the epidemic it has been very hard to focus on anything else but Covid. Online education, schools closing and reopening, personal distance and curfew. Words that seemed so odd to us only a year ago, appear to be the 'new normal'.

This epidemic will end! And looking beyond Covid, we are facing another challenge: education for a better world. How can we contribute to a world that has to deal with pollution, hunger, inequalities….

SOCIAL INNOVATION EDUCATION

The NEMESIS consortium has created all the materials necessary to bring social innovation education to primary and secondary students. In the past three years, thirteen organisations from seven EU countries have created all the necessary resources to help educators add social innovation principles to their teaching practice.

The approach is fundamentally practical: the project includes an online learning platform with many resources including the educational model, online courses, resource guides, lesson series and an active community with social entrepreneurs willing to engage with students.

The theoretical approach includes a pedagogical framework for social innovation education. A model based on co-creation labs, a methodology inspired by the open technology philosophy that brings together students, teachers, parents and social innovators co-create educational projects linked to real sustainability and community challenges. The project also addresses the organisational barriers school heads may encounter when adopting innovative educational approaches.

The NEMESIS project stands for "Novel Educational Model Enabling Social Innovation Skills". It is also the name of a Greek goddess of distributive justice.

THE NEMESIS PHILOSOPHY

If we want to change the future, we need to empower students to become the future change makers. Help them develop the skills and competences necessary to achieve their vision. That is why the Nemesis consortium partners have chosen the motto: bringing together education and social innovation to empower the changemakers of tomorrow.

The consortium partners focus primary and secondary education (ages 6-18). Because, paraphrasing Donna Haraway, to imagine change one must feel that change is possible, and school is where everything begins. The approach aims to improve students' ability to identify and tackle social problems, fostering competences such as empathy and social resilience, a learning process for the empowerment and activation of students to drive social change no matter their professional careers.

The type of projects being developed by participating schools range from an integral project to regreen streets and schoolyards (including a community garden and a playground area with recycled materials) to a second-hand market in a deprived area; from an application allowing blind people to access info about city monuments, to renovating a community house for children with social and behavioural difficulties.

The goal is that collaborative and social innovation approaches become more widely valued and adopted in schools, slowly permeating their culture, making its way into curricula and, as a consequence, strengthening connections between classrooms and the local environment.

Although the epidemic is not over, we strongly believe that we have learned that we can overcome all challenges if we work together. Let's prepare for the next challenge: prepare our learners to become the change makers of tomorrow. ■

NEMESIS
lesson series

"The students in the two groups were instantly motivated when they were able to take up the pen themselves and were allowed to bring in their own ideas. They ended up with projects in all sorts and sizes. The letter they wrote to the mayor was amazing! Every time I witness a process like this I cannot help to feel inspired, motivated and creative as well." This was the experience of a Social Innovation Practitioner (SIP) after his first day at a high school in Alphen aan de Rijn, where he introduced the first pilot of the NEMESIS Lesson Series Co-Creation to 60 students.

This could be the image of the introduction to entrepreneurship in your school, using a lesson series designed for the changemakers of tomorrow. While working on the NEMESIS project, students realize they have the power to make a difference on a global scale acting locally! The educational model of NEMESIS also boosts the self-confidence and enthusiasm of the students. The educational transition to a better tomorrow started only a few years ago and is now available on the doorstep of every school in Europe. In this article we take you back to the beginning and invite you to take the next step with us.

SOCIAL INNOVATION SKILLS THROUGH NEMESIS

NEMESIS stands for "**N**ovel **E**ducational **M**odel **E**nabling **S**ocial **I**nnovation **S**kills" and is a European project that brings together *education* and *social innovation*. NEMESIS, www.nemesis-edu.eu, is an ESHA project that empowers the young with social innovation skills. The project is a combined initiative of universities and social innovation organisations.

The project started in October 2017. Since then, NEMESIS has developed a new educational approach that strengthens the capacity, skills and entrepreneurial mindsets of children from all backgrounds. This enables students to deal with the real challenges of the 21st century, i.e. global warming and pollution, and empowers them to become social change makers in a world where inequality, poverty and social exclusion still occur.
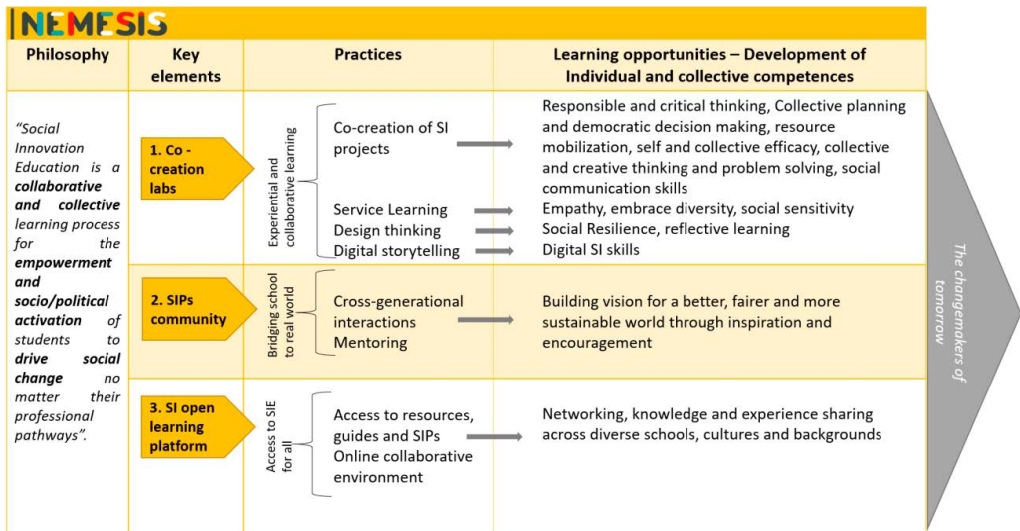
While the school strikes led by Greta Thunberg aimed to put pressure on politics and society to change the economic system outside schools, NEMESIS focus on educating the changemakers of tomorrow *within*

schools, while building on a combination of innovative pedagogy and contemporary educational practices. The end goal? To make the world a better place by educating our children in such a way that they develop the competencies to do so.

A COLLECTIVE LEARNING MODEL

The NEMESIS project uses a new educational approach, in which students are involved in a collective learning model based on partnerships between education, social innovators and community.When a school applies for NEMESIS, students, teachers and social innovators wwpractitioners or any other member of the local community are involved in Co-Creation labs and collaborate towards a common goal. The goal? To *co-create* new knowledge and solutions, achieve a clear understanding of social innovation and develop relevant skills and values by participating in the design and development of social innovation projects. All of this is assisted by an online open learning platform with easily accessible guides, resources and a platform to connect, share and network with other schools from different backgrounds and orientations.

NEMESIS			
Philosophy	**Key elements**	**Practices**	**Learning opportunities – Development of Individual and collective competences**
"Social Innovation Education is a **collaborative and collective** *learning process for the* **empowerment and socio/political activation** *of students to* **drive social change** *no matter their professional pathways".*	**1. Co - creation labs**	*Experiential and collaborative learning* — Co-creation of SI projects / Service Learning / Design thinking / Digital storytelling	Responsible and critical thinking, Collective planning and democratic decision making, resource mobilization, self and collective efficacy, collective and creative thinking and problem solving, social communication skills / Empathy, embrace diversity, social sensitivity / Social Resilience, reflective learning / Digital SI skills
	2. SIPs community	*Bridging school to real world* — Cross-generational interactions / Mentoring	Building vision for a better, fairer and more sustainable world through inspiration and encouragement
	3. SI open learning platform	*Access to SIE for all* — Access to resources, guides and SIPs / Online collaborative environment	Networking, knowledge and experience sharing across diverse schools, cultures and backgrounds

The changemakers of tomorrow

A STUDENTS' PARLIAMENT

A great example of NEMESIS is the Portuguese NEMESIS project called *Parliament of Students*. This project intended to empower representatives of each class of their Elementary School. Their mission was to make a survey in their class on what they could do/change in their own school to promote well-being and happiness.

Students´ Representatives selected what they wanted to change and using innovative pedagogical scenarios (like PBL, GBL, Gamification, flipped learning, experiential learning as well as co-creation Laboratories and several other participative strategies) they came to change the school's environment according to their will and their decisions.

The main outcome of incorporating this collaborative and project-based learning methodology was that students learned how to organize the several stages of the project. One of the teachers, Aline Santos, said: "These students are now much more aware of everything that has to be done, of all the choices they have to make and how to do this step by step. They exchanged ideas and incorporated them in their own points of view. They've grown, they became more confident in expressing themselves and in accepting all those other points of view."

NEMESIS: AN ACCESSIBLE LESSON SERIES FOR EVERY SCHOOL

After the extensive piloting of the NEMESIS pedagogical model throughout Europe, ESHA developed the next step. To scale up the efforts of NEMESIS, the "NEMESIS lesson series" was developed. This lesson series incorporates a structured approach to encourage students and educators to experiment with social innovation and collaborative learning in small teams, using sustainability as a core theme.

Within only a few weeks, students learn about global environmental issues, such as climate change, desertification and pollution, and about the possible solutions, such as circular economy, landscape restoration and social innovations that bring solutions to those issues.

During the lesson series students reflect on and plan how they can actively address the global issues on a personal and community level. This is framed in a mission to project perspective drawing inspiration from European Union Mission-driven research and their innovation policy (see https://bit.ly/2Ux9Lbw). Students choose a mission linked to the "Sustainable Development Goals". Based on this choice, they set up small local initiatives in small teams and present their results to their peers. The lesson series is created for students aged 9 to 15 from primary and junior secondary schools.

The NEMESIS lesson series consists of 3 informative lessons covering the most important themes and 4 project-based lessons dealing with working in projects. During the final lesson the students present their findings and lessons learned. The lessons and materials have been set up in such a way that a teacher can teach the content without too much preparation. The lessons can also be guided either by the educator or by a guest teacher or social innovator/NGO.

Netherlands' first pilot of the NEMESIS lesson series was Co-Creation in a high school in Alphen aan de Rijn. During this day, 60 students participated in the Co-Creation process. They ended up creating projects such as "Cook vegetables for our teachers and classmates", "Clean up my neighbourhood", "Make a plan to regreen the school" and "Teach a class about sustainability". They carried out their projects for three weeks during school and project time. They wrote plans and carried them out, held interviews with mums, dads, aunts and uncles, connected with Social Innovation Practitioners in their environment and

even contacted the municipality about planting trees in the schoolyard.

The lesson series was concluded by a "Market for the Planet". In which the students shared the end results of their projects through digital storytelling and interactive presentations. For example, some project groups made short videos, others made campaign posters to inspire others to keep the streets clean. The evaluation of the project showed that even the most uncooperative students changed their thinking: students ended up becoming more empathetic; more self-aware and environmentally focused; they worked on their team-cooperation skills and they started to take action to change the world for the better. They set out on the path to become the trailblazers for a better tomorrow. ◼

INTERESTED?

While the NEMESIS project will officially end in July 2021, the NEMESIS lesson series will stay available for your school next schoolyear as well. Contact jan.hoetmer@esha.org for more information.

Social innovation education and competence development

BY ARISTIDIS PROTOPSALTIS (FAU-ILI),
IRENE KALEMAKI (STIMMILI), IOANNA GAREFI (STIMMULI)

Social Innovation Education (SIE) is a new educational concept that is different from Entrepreneurship Education (EE), Citizenship Education (CE) and Education for Sustainable Development (ESD).
Its effect on learning has a threefold objective, to empower students by actively engaging them as co-creators of their learning activities, to socio-politically activate them to drive social change and finally, to develop the necessary competences for a more democratic and sustainable society.

Although Social Innovation (SI) is a well-researched area, SIE research is in its infancy. Very few peer-reviewed studies focus on SIE. However, the NEMESIS consortium has put forward (Kalemaki, et al. 2019) a very comprehensive learning framework for SIE, and provided a working definition of SIE. According to this definition, SIE is a collaborative and collective learning process for the empowerment and socio/political activation of students to drive positive change no matter their professional pathways. SIE builds students' competences to identify opportunities for social value creation, to form collaborations and build relationships and take innovative action for a more democratic and sustainable society (Kalemaki, et al. 2019).

This definition is focused on the empowering and transformative power of SIE to enhance the individual and collective competences of young people to produce collective outcomes and social value. On this basis, a flexible, non-prescriptive Social Innovation Learning Framework (SILF) was developed for primary and secondary education to guide and inspire the integration of SIE in schools.

The integration of SIE in school settings has been proven to aid the development of 21st-century competences in students. These competences seem to be essential for modern active citizens that value social collective action.
A SI competence framework has been developed with 13 Social Innovation Competences. See next page. These competences are important for identifying opportunities for social and collective value creation (i.e. vision for a better world, responsible and critical thinking, empathy, self-efficacy), are essential for developing collaborations and building meaningful relations (i.e. collective and creative problem solving, embracing diversity) and are pivotal for taking action both in an individual but also in a collective manner (i.e. collective efficacy, social resilience, reflective learning, etc.).

NEMESIS SOCIAL INNOVATION COMPETENCES

	Social innovation competences	Explanation
1	Vision for a better world	Imagine a better and fairer world
2	Responsible and critical thinking	Spot the good and bad points so you can improve something responsibly
3	Empathy	Understand and respond to the feelings of others to build something better
4	Self-efficacy	Believe in yourself. Identify and assess your strengths and weaknesses. Value the opinions of others
5	Collective and creative problem solving	Create, as a group, ideas that trigger social change
6	Embracing diversity	Work with lots of different people for a positive outcome
7	Collective efficacy	Help others to achieve their goals
8	Social resilience	Persevere and stay focused on your vision despite setbacks or failures
9	Take the leap for value creation	Act upon your vision to help others
10	Organisation and mobilisation of resources	Coordinate people and use resources and tools (including digital ones) to help achieve your goal
11	Social communication	Effectively communicate and interact with others to make positive and sustainable (long lasting) relationships
12	Reflective learning	Step back and reflect on / analyse what you have achieved in order to learn and improve
13	Collaborative planning and democratic decision making	Democratically (as a group) decide upon your future actions and shared vision

SIE develops these 13 competences through participation in co-creation labs. By doing so, students will develop their collective problem-solving skills and collective efficacy skills by taking social action together with adults seeking to influence issues that they care about. They will learn how to think critically and responsibly, organise and mobilise resources, plan and take decisions democratically towards achieving their common goal, now rephrased as a common responsibility. This is anticipated to improve their individual and collective ability to act upon their vision. Furthermore, students are expected to develop their self-efficacy as their voices will be heard, valued and acted upon; build their vision for a better world by exposing themselves to community problems while connecting with inspiring community members (SIPs) who themselves are already making a positive difference; increase their sense of empathy and embrace diversity by re-defining their relationships with peers and teachers and connecting with community actors and local experts. Finally, they will be able to develop their communication and digital skills by applying digital storytelling techniques to communicate their common goals and achievements.

The results from the pilot studies have shown that through the introduction of the SIE approach of NEMESIS, students were able to develop their self-efficacy as their voices have been heard, valued and acted upon. Supporting their autonomy and self-confidence has contributed towards building positive beliefs in their abilities and consequently towards developing the competence of social resilience. Additionally, it has been observed that the collective efficacy competence has been cultivated in close alliance to social resilience.

Additionally, students managed to build their vision for a better world and the reason for that was because they exposed themselves to community problems while connecting with inspiring community members (SIPs) who themselves are already making a positive difference.

Students' interaction with adults (from teachers to parents, SIPs and other local community stakeholders) has aided their ability to embrace diversity and effectively collaborate with creative and different minds towards a common goal. As such, this process enabled them to develop their collective problem-solving skills by taking social action together with adults seeking to influence issues that they care about. As part of this process, they learn how to think critically and responsibly as well as plan and take decisions democratically towards achieving their common goal, now rephrased as a common responsibility.

Another very important result of SIE had to do with competence, empathy. Teachers, identified the importance of empathy, stating that this is the one competence that students need to cultivate first and foremost. It has been observed that without empathy, other competences such as being responsible and make responsible and democratic decisions or be creative and at the same time believe in one's self and help and support others towards a common goal, could not be developed. Hence, it seems that empathy is the backbone of our model and the starting point of all activities.

Another indication that has been recorded in the results is that students through their interaction with NEMESIS were able to step back and be able to critically reflect upon their actions so as to propose improvements that would further create value to their actions. Though, this competence goes hand in hand with the competence of social resilience as it is not only identifying the points that need development but it is also identifying and overcoming potential setbacks that might emerge in the course of this reflection.

Finally, their communication and digital skills have been partly improved through the use of digital storytelling. Applying digital storytelling is one thing that could introduce students to the digital world. However, it is

not enough, and through the introduction of NEMESIS, the progression of this competence has been very slow. Hence, it may be looked at as part of the organisation and mobilisation of resources. As for the social communication competence, it has been clearly observed that the interaction of students with adults during the activities in the co-creation Labs was the key element that has supported its development.

To sum up, Social Innovation Education seems to assist the development of competences that are important for identifying opportunities for social and collective value creation, are essential for developing collaborations and building meaningful relations and are pivotal for taking action both in an individual but also in a collective manner. ■

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Supporting social, emotional & mental health during covid recovery through social innovation education

JEN WALL NEMESIS PROJECT TEAM

The current pandemic has caused an unprecedented mental health crisis across Europe for people of all ages. A lack of social interaction due to school closures and online lessons becoming the 'new normal' have led to feelings of isolation and loneliness for students and teachers alike. Barry Carpenter, Professor of Mental Health in Education at Oxford Brookes University, states that young people have experienced 5 losses: routine, structure, friendship, opportunity and freedom[1]. This has resulted in the need for a 'new paradigm of school leadership' (Laszlo, 2020) so how can School Leaders support their young people and staff on returning to school?

Social Innovation Education (SIE) is an innovative pedagogical approach, developed in the Horizon 2020 funded NEMESIS project, that gives young people the chance to identify and address social problems in their local area and work alongside multigenerational groups for a real-life purpose. Along the way they develop emotional, cognitive, agentic and behavioural engagement (Kalemaki et al, 2019[2]) as well as a mind-set, drive and social innovation competences to do this now and in

1 Carpenter, 2020 – https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/#:~:text=Those%20five%20losses%2C%20of%20routine,health%20state%20in%20our%20children.
2 Pending publication.

the future. School Leaders in secondary schools in Rotherham and Sheffield, UK want to use SIE to support their children's wellbeing on returning to school after lockdown. They think that a group of young people and adults collabrating on a positive goal can help people holistically reintegrate into a non-virtual life. This could benefit teachers who have been under extreme pressure during the pandemic as well as be a gateway to re-establishing community networks that ground to a halt during the pandemic. Using SIE as an opportunity to support vulnerable young people has already been tested and researched by two visionary School Leaders in a Rotherham primary academy. This research found that the young people developed their communication, confidence, empathy, maturity and resilience which could support young people struggling to cope after covid. Here's how their experiment came about and what happened.

Jane Fearnley, CEO of Willow Tree Academy and Louise Greenwood, Rockingham J&I School Leader made the link that the values that SIE cultivate such as empathy, responsible thinking and collective efficacy could nurture the social, emotional & mental health needs of their vulnerable children. So, in Rockingham School a project with an additional focus began. Social Innovation Education brought together a group of 7 children aged 8-11 (John, Joe, Aron, Jessica, Heather, Luke and Andrew, all pseudonyms) to focus on the positive goal of changing the old caretakers house into a nurture centre for social, emotional and mental health and work with adults and each other in ways they never had before. Jen Wall, researcher for the NEMESIS project team, was engaged to research this idea.

The children came from diverse backgrounds with complex needs including challenging home life, bereavement, low self-confidence, emotional and behavioural problems. They took part in Co-creation Labs from January to July 2019, with some work back in class too. They

were supported by school staff as well as the adults that took part in the labs, from the local vicar, local police and councillors to students from the local secondary school. Research was conducted to follow their progress through observations, looking at their work and interviews with staff and a parent and the findings were intriguing…
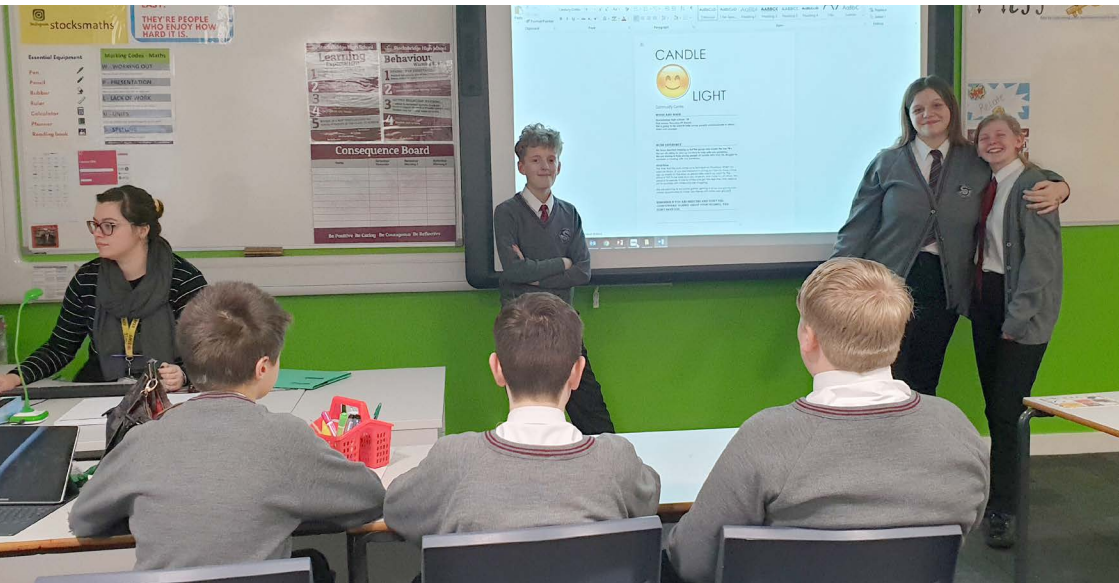
COMMUNICATION

It was observed that 'communication is a really big one that's being developed through communication with adults, presentation skills, body, face and verbal language with adults. It's evident through being and talking with them' (Jen Wall, field notes). School staff noticed this too, especially between children who didn't usually want to talk to each other:

Aron, who did not used to enjoy going to school, wrote in his first self-assessment that he is not happy working with lots of people and that his communication needed developing. In the second lab when we began brainstorming in small groups Aron said to me '*I like the bit of the meeting where we do this*' and Luke and Andrew, who were in his group, encouraged him to share an idea he had had with the whole lab. In the fourth lab when I asked him to draw his idea for how to set up a computer room he immediately responded '*side-on or bird's-eye view*?' In lab 4 Joe was very supportive of Aron, who was younger, in groupwork. Joe was patient, listened and Aron responded well. When he finished talking, he gestured politely to Joe and said '*I've not got any ideas, you?*' They then presented their feedback to the lab together and I noted that they were 'clear and eloquent. Aron was more confident than the last time I saw him present – more motivated and engaged'. In his final self-assessment, he wrote 'I enjoy working with adults.'

CONFIDENCE

The school staff and local rector believed that the children seemed to gain confidence, which was supported by the research analysis. In the first lab one boy, John, was already very confident but Jessica would only share her ideas through the member of staff who was sitting next to her. The rest of the children mostly listened, smiled and nodded and generally seemed happiest when engaged in small group activities. At the end of the first lab, when asked to give feedback to the whole group, only John contributed. Jump to 4 months later. When asked to give feedback every child put their hand up to go to the front and present! Some had more

passive roles, such as holding their poster, but everyone got involved! Jessica even wrote in her final reflection: 'I am more confident working with others. I am not shy anymore' and the local rector commented that it was *'great to see them developing.'*

The children's class teachers and School Leader said they'd noticed that they seemed more willing to share ideas and have a go in class too. In fact, at the UK NEMESIS meeting they showed some of the European partners, who were complete strangers to them, around the school. The partners said they provided enthusiastic, confident tours and Louise noted that they were really chatty and explained everything that was happening in the classrooms they visited. Then the children presented their projects to 30 adults from the NEMESIS team and a teaching assistant said she saw shy Heather come alive and had noticed that '*in class she's like a different child because she's chattier and more confident*.'

MATURITY

One of the behavioural and emotional issues identified by school leaders was how reactive this group of children could be, due to a lack of empathy. School staff noticed that throughout the project the children became less reactive:

John, who used to be extremely reactive and wanted to work on his empathy, began to think more before he reacted and could manage his own feelings and behaviour by taking time out of class, whereas in the past he used to storm out and not go back. His mother noted this home this change at home too, through his improved ability to form friendships.

Aron's teacher noticed that his behaviour became '*a lot less volatile as he just used to explode…but he's more susceptible to being talked down, less confrontational*.'

Joe's teacher also noticed that in the past '*he might have got quite aggressive or might have overstepped the mark by saying something he didn't mean*' but '*he started to process things, he knew he'd said something wrong or had done something wrong*' but he became '*able to discuss and talk rather than being reactive*.'

EMPATHY

The children seemed to develop their empathy throughout the part of the project where I was observing them, though they needed guidance so going through this process helped them experience empathy for people they didn't know and situations they were trying to improve. For example, when thinking about issues in their local area John said he saw a dead bird near where he lives. The teacher said that sometimes cats kill them:

> John – '*we could make a bird cage to keep them safe*.'
> Teacher – '*that would be like putting Joe in a cage all the time – [to Joe] how would that make you feel*?'
> Joe – '*bored*.'

One member of school staff guided the children from thinking about the Sustainable Development Goal of zero hunger to articulating why hunger could be a problem for them, and then another age group, by referring one boy back to a previous experience:

> Teacher – '*What did I say to you last week about if you don't eat your lunch? You can't focus. If you don't eat you might get poorly. How might this affect grown-ups*?'
> Child – '*can't work*.'

School staff said they'd noticed a change in the children's behaviour as they, especially Luke, were more caring when someone is hurt and according to his class teacher he excelled in a recent project where he had to write an account from someone else's point of view, so his work was put on display.

RESILIENCE

The children appeared to become more resilient as in the initial interview with Louise she said that her and the Year 6 teacher had noticed that the children '*do have a lot of ideas but it takes a lot of coaching to get them to think through the thought processes of where they're wanting to get.*' They thought a project where the children can see real change happening could be good for developing their resilience. They were right about this – even though the project the children were involved in was long term (at least a year) they were excited to see the outcome. In one early Co-creation Lab where a lot of information was given out the children were so excited to see their ideas for the project coming to life:

'it was interesting because we got to see the proper house,'
- Heather

'I really like the house and hope it will be finished…it's not how I thought it would be – it's bigger and better. Students would be comfy here'
- Joe

'the last meeting was interesting because we got to see what it [will] hopefully look like in the future' and *'I think the house will look a lot better in the future'*
- Aron

Developing communication, confidence, empathy, maturity and resilience could support children as they attempt to reintegrate into school and normal wider life. Social communication skills have completely changed during the move online and the feeling of nearness to others may be alien. Developing confidence as we move back into wider society could support young people's ability to reintegrate and empathy to try to understand how others have been and are feeling could not be more important. Maturity to deal with this ongoing situation and the

resilience to not only carry on yourself but help others carry on are vital and all these can be experienced through Social Innovation Education. Developing these skills and values alongside identifying local issues to improve in this time of recovery can be harnessed as an opportunity of bringing people together to help us help each other recover.

Please see nemesis-edu.eu/ for information on Social Innovation Education including existing projects, useful blogs and resources to support implementing it in your educational context, whatever your goal. ■

A school playground as a social innovation

The case of Los Albares school in Spain. Playground challenge

INTRODUCTION

The case study presented in this article concerns the design and development of a NEMESIS project in Los Albares, a Spanish primary school located in a village of 6000 inhabitants in La Puebla de Alfindén, Zaragoza.

Lefebvre (1974), in The Production of Space, defends the idea that society can only be conceived of the urban, since the support of social relations is physical, it is constituted by the space that is inhabited. Following this idea of the importance that atmospheres, spaces and the practices that take place in them, the experience brought to the fore by this article addresses urban collaborative projects as a process of social innovation in order to integrate participatory mechanisms and co-creation of knowledge within formal educational environments.

The school yard of Los Albares had a spacious but empty schoolyard with a lot of unused space. For them, having students concerned about the environment has always been important. So when they decided to start their NEMESIS project, they decided to collectively modify this common space to combine learning, creative reuse and group work. Each group of students involved in the project maked suggestions about what they wanted to build. The community decided a series of improvements that will be developed as small projects within the main one, the so-called Playground Challenge: an organic vegetable garden, giant Twisters, a minigolf, a ping pong table... This year some new ones like the maths corner have been added.

THE SECOND PILOT: A JUNGLE AND SOCIAL DISTANCE

Obviously, the coronavirus pandemic sadly interrupted their NEMESIS project. But fortunately, Los Albares hadn't stopped. Moreover, now the majority of the school is involved in it. We have talked with Ana Echevarría, the headteacher, Verónica Gonzalo and Rosa Moscardó,

from the teaching staff, about how they have managed and even expanded their project during these challenging times.

In September, after the lockdown, when they came back to the school, the vegetable garden looked "like a jungle" after months of abandonment. The initial idea of the teachers was to drop out the project. Even with the available safety measures, many teachers were frightened of returning to the project. But the students and families were unwilling to give up: the students asked a lot for their NEMESIS project and many parents commented that they missed going to the garden in the evenings. So they decided to resume the collabs:

"The enthusiasm for improving our playground and our environment has not waned; on the contrary, it has spread to the whole school. This year all the pupils of the school are doing their bit to get to June with the

projects finished. In March we had to stop, lock ourselves at home and stop playing with our classmates, but we have come back with a lot of strength and desire to carry on with the projects." – Ana, head teacher of Los Albares:

In this new phase of the project, they will continue improving the schoolyard. Their aim is that next year pupils will have many more possibilities to play and that every year the pupils who form part of CEIP Los Albares will be in charge of maintaining and improving everything that is being built. Los Albares school has the advantage that their project takes place outdoors. Respecting the social distance, the project is progressing thanks to two weekly meetings: one in the morning, in which the pupils organise the work, and one outside school hours, in which the families come to school to work in their collective playground. Every Sunday they send messages via My Colegio App to all the parents about what they are going to do at the afternoon school meetings and those who are going to sign up beforehand. This helps new families to join as the project progresses.

COMMUNITY INVOLVEMENT
AND A SPECIAL CHRITSMAS WISH

The involvement of the teachers has been fundamental: teachers were asked if they wanted to join this second year and almost all of them signed up. Now almost the majority of the school teachers have joined NEMESIS. While last year many teachers collaborated in an indirect way (making sure students attended the meetings, collecting the info etc.), this year, all teachers are directly responsible of a project: working on it, measuring it, asking for help when needed, etc.

So in December they had a training for the teachers, pointing out what NEMESIS is and what is not, helping them to understand the leading role of the pupils, that they are the ones who make the decisions. Every

Wednesday the representatives of each class have a meeting with Verónica Gonzalo, the coordinator of NEMESIS in Los Albares. Her story with NEMESIS is a curious one:

"When the NEMESIS project was proposed in 2019, I was the only one in the school who didn't want to participate. It seemed like too much work, and I totally dissociated myself. But I saw that many things I wanted to work in class were already being done in NEMESIS. I went from voting against to being the coordinator."

On Wednesdays, at break time, the representatives of each class, a girl and a boy, meet with Vero and tell them what they have done, how the project is going, what kind of help they need, and how they are going to ask for help. The groups exchange ideas with each other and help each other. They are informed about what they have done on Tuesday

afternoon in the afternoon meetings. They record the meetings and send minutes to the teachers.

Rosa Moscardó, another teacher who at first did not want to take part in NEMESIS, has also ended up being a key player in the development of the project. She is a religion teacher, and has handed over part of her classes so that the students can carry out NEMESIS:

"I decided to get involved in NEMESIS because the school is very happy with the project, the children are very excited, I think it's great that the students decide how they want to live and what they like, but I was worried about whether we were going to take care of everything that was being created."

She liked the idea of looking after the school as if i was their home: doing things, but with a commitment to look after them on the part of the children. Once a month, they use the religion class to give the students the opportunity to explain what they have done, what they have failed to do, and what they would like to do. The rest of the month, students give her small updates on how they are progressing. On Tuesday afternoons families, pupils, teachers and experts meet in order to carry out the tasks that cannot be done during school hours. They come with their kids. Anna comments that they enjoy meeting their teacher in an environment outside the classroom.

"There are days when we have even up to twelve primary school children working. One girl asked for gloves for her Christmas gift to be able to work in the vegetable garden. Now they are finishing the mini-golf, when we finish with the project we will have a party to open it." Says Ana.

For Los Albares school, one of the most important things about NEMESIS and social innovation education is that it is a collective learning process.

According to Ana, teachers usually have a problem and that is that many times when they talk about projects, they talk about results, while what differentiates NEMESIS from other projects is that it is a collective and collaborative learning process, in which the entire community is integrated. They have focused their project on improving the schoolyard, but always keeping in mind that it is not the main objective of the project, but what the students will learn during its development. And during its development, the students have discovered that they have the right to give their opinion, to decide and to act. ◼

International professional and scientific conference "API Pedagogy" coming up!

NINA ILIČ, INSTITUTE FOR THE DEVELOPMENT OF EMPATHY AND CREATIVITY ENEJA, SLOVENIJA.

WHAT IS IT ABOUT?

The Conference is about pedagogical work that includes biodiversity, environmental protection, health, healthy lifestyle, healthy diet, human rights and fundamental freedoms, apitherapy and beekeeping.

It is about refreshing the curriculums of activities in education through new approaches to professional pedagogical work, education for sustainable development, consolidating, promoting and developing openness to adopting the use of socially innovative methods of education. It is also about upgrading expertise by introducing new approaches, promotion of experiential outdoor learning as well as professional and disciplinary development.
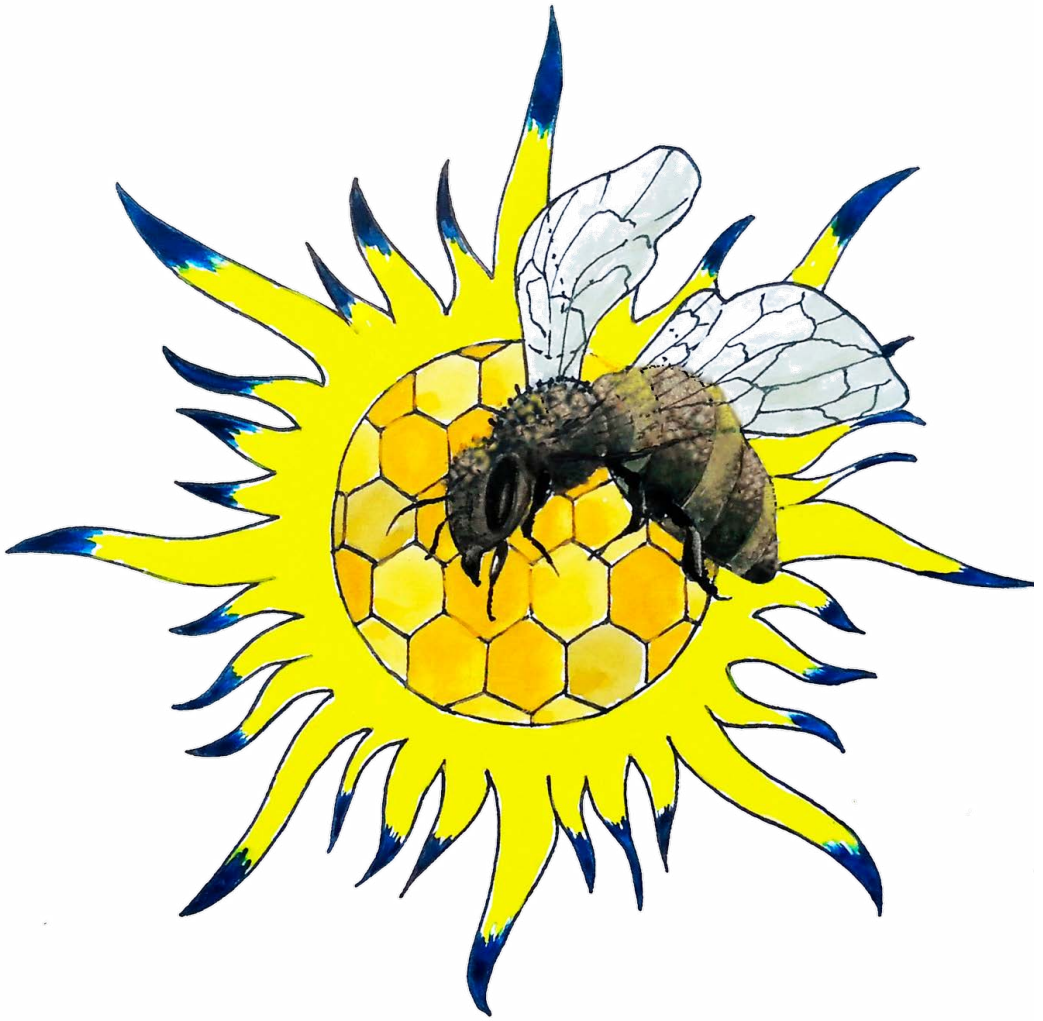
WHY YOU SHOULD NOT MISS THIS MAGNIFICIENT EVENT?

- API Pedagogy is the First International Conference for Educators of its kind in the world;
- It is an opportunity for you to create it with us;
- Mutual Learning and Professional Support;
- One platform and meeting point for Professionals, Science, Bees and Beehive Products.

WHAT ARE THE THEMES OF THE CONFERENCE?

The themes of the 15th TEPE Conference are:
- API Pedagogical Strategies/Programs to Education in the Pre-school phase;
- API Pedagogical Strategies/Programs to Education in the Primary School phase;
- API Pedagogical Strategies/Programs to Education in High School and College Levels;
- API Programs for families (leisure and/or holiday program) and
- API Pedagogy in social frame.

API PROGRAMS FOR DEMOCRACY & HUMAN RIGHTS

API Programs should be Pedagogical Programs for learning about the essential components of quality of life, such as empay, critical thinking, creativity, health, biodiversity, cooperation and solidarity, respect, family and friendship, hygiene, horticulture, apitherapy (targeted use of bee products) with a healthy lifestyle and diet.

Human Rights and fundamental freedoms are undoubtedly among the elements of quality of life, so in the API Kindergarten Program, we also focus on them, as democracy with human rights and fundamental freedoms is in good harmony with the principles of bee family life and education for sustainable development.

API Pedagogy will also address the aspect of education in tourism and the regulation of legal liability of professionals of educational institutions in the case of a sting or allergic reaction to a child / student.

The results or findings of such research can be constructively used in professional guidelines for pedagogical work: emphasizing (legal) responsibility as a motive for optimizing the consistent implementation of all safety measures to prevent the possibility of stings and consequently the risk of anaphylaxis.

Education for sustainable development and the concept of civic education in modern societies and educational systems, incorporate the concept of global citizenship. The International Conference on API Pedagogy promotes strengthening the competences of professional workforce in education, in adopting and implementing the various roles in their work. Educators should be aware of their influence and the impact of their activities on the entire social sphere in a quality educational process. The conference promotes career development and encourages heads of educational institutions to take responsibility for learning and developing themselves and their associates.

Priority will be given to contributions in which the concept of adopting mixed research methods is employed, with quantitative data further clarifying and supplementing qualitative data. The research approach may preferably be inductive with elements of a deductive approach. Certainly, qualitative research has greater power in the areas under consideration, mainly because this type of research is primarily based on words and, indeed, minimally on numbers.

In this manner, the exchange of good practices between various countries and amongst different educational institutions, is one of the crucial factors of global learning, personal and professional development.

On the agenda of this conference, we offer opportunities to present programs that combine biodiversity, environmental protection, human rights and fundamental freedoms, apitherapy and beekeeping – the glue that holds it all together, should be bees and / or learning from bees. At the forefront is democracy, which in a way is also known and lived by honeybees. In the case of honeybees, democracy is a way of life that has been effective for about 20 million years.

Therefore, the API Pedagogy Conference should provide and present programs that lead to an understanding of the comprehensive relationship between the natural, social and political system. We encourage you to present programs that support educators in their autonomous work, recognizing the importance of interdependence of people living

in the immediate vicinity and in different parts of the world, or programs that contribute to the active and creative solution of environmental and social issues of humanity.

Thus, learning from honeybees is interesting either through mediation, empathy, and raising awareness of the importance of effective communication. Different behavioral sampling methods represent an opportunity in this area. This topic also includes API programs that draw attention to the issue of radicalization and violent extremism, as violent radicalism poses a threat to humanity and, above all, a threat to democracy and human rights.

CAREER DEVELOPMENT

API Programs are an opportunity for appropriate self-reflection either at the level of management or at the level of pedagogical associates. Special interest will be given to professional contributions on the topic of opportunities for professional advancement of professionals with the help of API Pedagogical Programs.

We call on the heads of educational institutions to recognize and present: the way in which they identify and recognize the upgrade in the quality of pedagogical work with the help of API Programs? How do they evaluate additional professional work in terms of API Pedagogical Programs? What progress do they monitor in the implementation of API Programs – student progress, career development of teachers or both?

USE OF DIGITAL TECHNOLOGIES IN THE IMPLEMENTATION OF API PROGRAMS

Within the use of digital technologies in the implementation of API Programs, we are interested in professional and scientific contributions that help to raise the digital competencies of pedagogical staff and contributions that show how the adaption of digital technologies in the

implementation of API Programs strengthens, promotes and develops openness to the use of active teaching methods.

Direct contact with live bees can be a high-risk activity, so digital competencies can occasionally be an advantage when looking at bees up and closely. This framework for the development of competencies includes API Programs that consolidate the psychological and developmental aspects of pedagogical staff and students.

The development of key competencies and skills in modern society needs to be planned, taught as a team (like bees), and their evaluation is effective through the process of learning and using ICT Tools. The epidemiological situation we have encountered at the global level, also testifies in favor of the latter.

CONFERENCE RESULTS

In addition to developing pedagogical competencies, developing digital competencies, developing competencies in democracy, human rights and fundamental freedoms through API Programs, and examples of good practice, the conference participants will also receive a free and environmentally friendly Collection of Scientific Papers of the Conference (pdf).

The comparative study is one of the approaches that we will then implement in the design of the first API Pedagogy Textbook for Pedagogical Leaders, which will differ from related professional work in such a way as to combine different approaches, different emphases, basic knowledge about bees for safe learning and teaching with bees and will include mandatory guidelines for etiquette near bees and guidelines on legal liability and morals. ■

INVITATION

We cordially invite kindergarten and school heads to view the conference website: https://zavodeneja.wixsite.com/api-pedagogy. We would be delighted and honored if you could join with active or passive participation at our International Conference.

If you have any questions or need any additional information, please feel free to contact us by e-mail at zavod.eneja@gmail.com or by phone 00 386 41 377 388
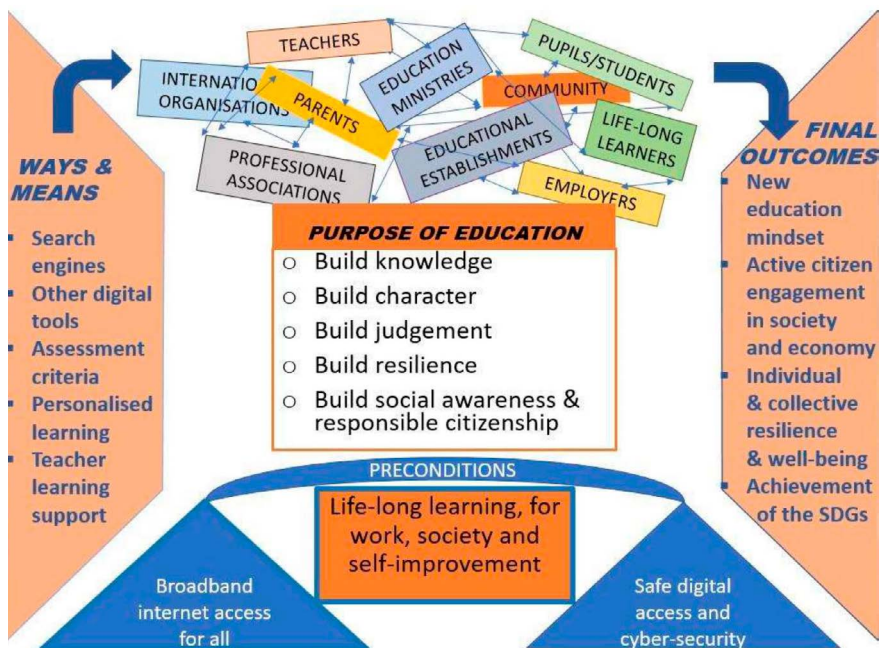
In May 2022, Institute for the Development of Empathy and Creativity, Eneja is organizing the First Conference of its sort: *API Pedagogy*.

Rethinking education in light of COVID-19 and digitalization

It is probably needless to tell school leaders that pandemic-related lockdowns have had devastating effects on education systems around the globe. They experienced it themselves when, overnight, everyone was required to go digital, exposing the gap between our fast-changing and increasingly digital world and the infrastructure under which education is delivered. While this issue is not new, the pandemic has emphasized its urgency and also created a high level of interest in the education process including formal education beyond the usual audiences of school leaders, parents, teachers and students, also by the mass media. The need to transform educational systems transcends integrating digital tools. In a rapidly changing world, a change in mindset is needed regarding education at large in order to prepare learners for the future. Using the leverage of the situation, this transformation can be done now, in an efficient, effective and inclusive manner, because the necessary know-how and technologies are already here.

The COVIDEA initiative was launched by FOGGS, the Foundation for Global Governance and Sustainability and P4TT, the Platform for Transformative Technologies, with the support of the International Science Council in early 2020. Since then, various experts, stakeholders, policy makers and researchers have been invited to join this collaborative effort. The initiative aspires to build on the opportunities new technologies offer, as well as on the latest advances in education and related sciences, with a view to contributing to the achievement of the Sustainable Development Goals (SDGs). COVIDEA directly addresses SDG 4: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The proposed realignment of education systems would play a key role in achieving all the SDGs, as their achievement begins with raising a

new generation of individuals who are resilient and adaptable to change. The purpose of education as the COVIDEA group sees it is multi-fold: to build technical knowledge but also to build character, judgement, resilience, social awareness, and active citizenship. Educational curricula, from primary and secondary to tertiary and lifelong education, should be rethought and reorganized along these lines. The experience and voice of active school leaders is of crucial importance for this.

COVIDEA's overall aim is to propel education systems into the future, thus ensuring the resilience and well-being of learners and societies around the world. The core team behind COVIDEA consists of experts in education, digital technology, sustainability and resilience. Together we are charting a new way forward in education, whereby technology will be utilized to bring together educators, parents, students, policy-makers, and other relevant communities to address the shortcomings of the current education systems, which are amplified by the COVID crisis.

A key tool for the advancement of the COVIDEA approach is the Digital Education Agora. In ancient Greece, the Agora was a public space open for assemblies, public discourse, and goods exchange. The city-state's greatest minds met in the Agora to socialize, discuss philosophy, politics and instruct pupils, thereby shaping culture and civic engage-ment. We have envisioned the Digital Education Agora as a virtual city in cyberspace that includes a Café, a Library, and a digital technologies demonstration place ('Digitarium') at its center.

Eventually, we want all education stakeholders: school leaders, teachers, parents, students, non-formal education providers, universities, educa-tion ministries, international organizations, as well as others having a stake in education (the world of work, technology providers, NGOs, etc.) to join and use the Agora as a meeting space and repository of good practices in education, including teaching content and pedagogies. We

COVIDEA's overall aim is to propel education systems into the future, thus ensuring the resilience and wellbeing of learners and societies around the world.

are also exploring possibilities to pilot test the COVIDEA approach in a number of countries, in conjunction with efforts made by the United Nations to reinforce Science, Technology, and Innovation roadmaps for achieving the Sustainable Development Goals.

COVIDEA published its Primer in October 2020 as a starting point for its work describing the purpose of the initiative in more detail, proposing five key goals for a new, holistic, education system, offering four readily available or emerging digital tools for fit-for purpose education systems, and taking a stand in favour of lifelong learning, upskilling and reskilling. Since then, ESHA's Education Consultant, Eszter Salamon has become a member of COVIDEA, and has been contributing to the group's various documents and implementation initiatives. ■

If you are interested in learning more about COVIDEA, or in taking a role in bringing this initiative to fruition, please visit the COVIDEA webpage or contact us at info@foggs.org.

Architecture and pedagogy

A powerful alliance for a sustainable community

Schools plan their curriculum according to the learning space at their disposal, so the territory greatly affects this planning, providing ground for a shared "local" curriculum using both formal and informal spaces and involving more educational actors, from teachers to volunteers and stakeholders. This assumption is at the basis of the new-born project for the Local Formative Ecosystem called *Edu@ction Valley of the Picentini*, a learning community that is the result of a partnership among Don Milani Primary School, the hub of the territory network, the Town Municipality, the Giffoni Film Festival, several local cultural organizations and the third sector. Based on a community educational pact, this educational project lays its foundation on both school and territory, starting from a shared planning of learning spaces involving teachers, educators, volunteers, experts and local policy-makers, as a guarantee for social sustainability, support to the most vulnerable citizens and fight against educational poverty. School learning environments are both indoor and outdoor spaces, all used to diversify and personalize pupils' learning, developing their autonomy, helping them apply their multiple intelligences, providing full inclusion and respect for their cognitive style. In addition, several other public spaces encourage family interaction, facilitating integration and enhancing the experiences and competences of every single citizen. Therefore. to fight educational poverty a territory needs new spaces where the learning community can put into practice shared educational experiences. Due to COVID-19 the school learning environment has widened, including also the virtual space ruled by digital technology (Distance learning), a scenario that until now had been applied mainly to geographically disadvantaged territories.[1]

1   I Quaderni delle Piccole Scuole – Strumenti N.3/2019 pagg 10-11

Being a member of "*Senza Zaino*"[2] school network, Don Milani school has been remodelling its spaces according to Senza Zaino model, applying the pedagogical value of an environment that must be livable, comfortable, safe, agreeable, *apt to promote meaningful learning and guarantee educational success to all pupils*[3]. Spaces become laboratories for research and planning: they must be flexible and equipped to facilitate participation in multidisciplinary contexts. Based on the three values of Hospitality, Responsibility and Community, the *Senza Zaino Global Approach to Curriculum* foresees a learning environment where space, furniture, technology, together with values, strategies and formative assessment achieve both the implicit and explicit curriculum, for a holistic educational experience.

Among Don Milani's virtuous examples of shared planning involving teachers, external experts, local policy-makers and pupils' parents, it is worth mentioning the recent renovation of an infant school, carried out with Kyoto Fund resources[4]. Within the Local Formative Ecosystem and Educational Community, during the school renovation planning, the Senza Zaino teacher trainers shared their expertise with architects, the town council administration and the building company, offering their contribution to the remodelling of the indoor and outdoor school learning spaces. Moreover parent representatives and an expert in the architecture of learning spaces of the school partner Nisolò association were involved in the planning. Thanks to this partnership, new value was given to the school social relationships with its territory and the main Local Public Authority, being the Town Municipality fully involved in this process for the first time. School plays the role of civic centre, it is a

2 https://www.scuolasenzazaino.org
3   Indicazioni Nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione – Annali della Pubblica Istruzione Le Monnier 2012 pag.41
4 https://www.cdp.it/sitointernet/page/en/kyoto_fund_more_time_for_energy_efficiency_and_seismic_safety_of_schools?contentId=PRG12122

knowledge incubator and local cultural exchange hub (sharing economy) within the Local Formative Ecosystem, in which new connections are developed and new diffused local knowledge is shared in the territory, thus practicing cooperative and supportive social models.

The infant school renovation has been a meaningful moment for the Community that experimented the Local Formative Ecosystem, an evolutionary step where the School could put into practice its previous experience on innovative learning spaces (Senza Zaino model), "mediating" architecture and pedagogy and sharing it with the Town Municipality technicians.

The environment organization was revisited to offer more flexibility and porosity among spaces, being inspired by Herman Hertzberger's principles of *"architecture of participation"*, in which public-private relations are always dynamic and mutual, such as the relation between shape and use, architectonic space and accommodation potential. That is the way we expect the environment will work: a *"learning landscape"* for meaningful learning experiences made up of spaces meant for social and environment relations, where the traditional boundaries of the class-room walls and the other traditionally mono-functional spaces become places of *"transition/connection"* rather than *"division/separation"*.

Therefore in the middle of the infant school we placed mobile walls, an metaphoric invitation to play with the flexibility and reuse of the undefined environment, offering continuous "thresholds" for new inter-pretations of space.

Always inspired by the Dutch architect Hertzberger, one of the fathers of the modern *"learning environments"*, author of the famous Montessori school in Delft (Holland-1960), the infant school educational space is the metaphor of a living building interconnected with both the indoor

and outdoor environment (community, territory, world), aspiring to the Local Formative Ecosystem for a society characterized by complexity and globalization (Bauman and Morin).

Mobile walls, like any playful device, offer multiple uses: they allow to play games of *"assimilation"* and *"accommodation"* between open and closed spaces, such as infant school, civic centre, auditorium, individual moments of relax, public activities and events.

From Giuseppe Terragni onwards, taking into due account Hertzberger, Maria Montessori (who was perhaps influenced by *Ca' Gioiosa* of Vittorino da Feltre) has profoundly influenced the relationship between architecture and pedagogy, and her teaching is still alive in the most actual concepts and formats of learning environments. Montessori's *"Children's House"* is revisited in Terragni's "*child custom built"* infant school (Sant'Elia Infant school, Como, 1936), in Hertzberger's schools, and still nowadays in the infant school *"The Whale"* by Mario Cucinella in Guastalla, Reggio Emilia. And Reggio is home to Loris *Malaguzzi's Reggio Children Approach* that definitely consolidated the link between architecture and pedagogy, defining space as "the third teacher".

In conclusion, the future of the *learning city*[5] is based on this synergy between school and its territory, a strong alliance that can make socio-cultural resources requalification, space remodelling and the sustainability of the whole community come true. ■
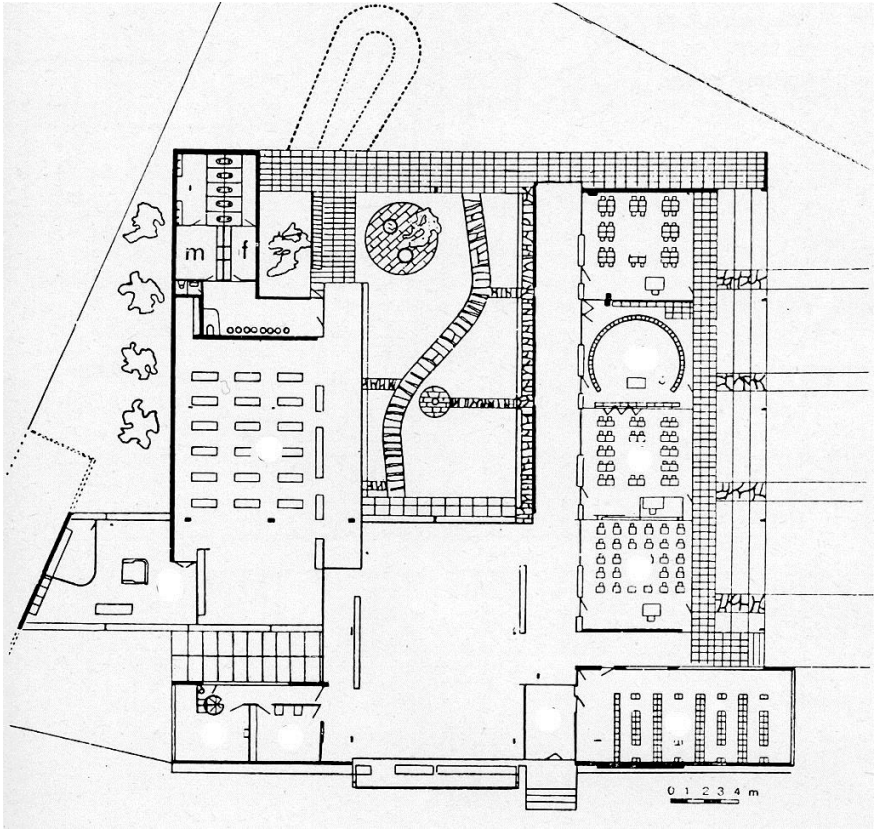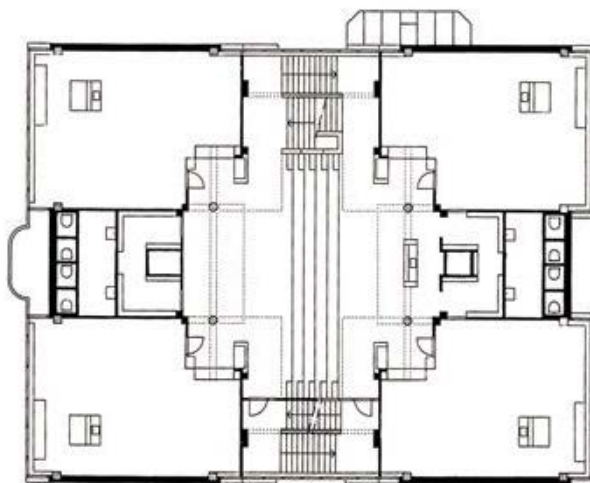
5 http://www.unesco.it/it/ItaliaNellUnesco/Detail/192

Probable collocation of Ca' Gioiosa (Mantua)
Domenico Morone, The expulsion of the Bonacolsi, 1494

Children's House Montessori

Sant'Elia Infant School -Como, 1936 (Giuseppe Terragni)

Apollo Montessori School, Amsterdam – Herman Hertzberger– PLAN

**Chieve Infant School Giffoni Valle Piana Shared Planning
(Nisolò-Edu@ction Valley) 2020**

**Daniela Ruffolo – Headteacher of Don Milani school – Giffoni Valle Piana –
ItalyIvano Neri – Architect expert in learning space planning**

The school as a community builder

To become someone, not just something

BY GRETE LILLIAN MOEN AND BJØRG ELIN MOEN

Schools are one of society's most important arenas of influence. It is a place where children and young people from different social groups and classes meet. This gives the school a unique opportunity to promote personal development and growth, cooperation and social learning. It is a big responsibility, but also an exciting and important task.

We have a deep respect for the individual and we are concerned about the importance of being respected for who you are, and not for your achievements or grades on a diploma. We believe that children and young people do the best they can, but they are not always motivated or understand what is expected of them. Nobody wants to be sent to the principal's office or having their parents contacted by their school. When it happens anyway, or when children do not have the development one can expect, it is our responsibility as adults to help them. So easy, and yet so difficult. The heading "To become someone, not just something: The school as a community builder", refers to the school's central role in this task.

TO BELONG OR NOT TO BELONG:
A COMMUNITY IS CREATED TOGETHER.

Children start school with a legit expectation about belonging. Through experiencing that we are part of a community, our self-esteem and self-experienced value as a human being is strengthened. The school has a special responsibility, and a special opportunity, to facilitate that every child is given this opportunity. By taking this responsibility, the

school is not just an institution that provides upbringing services, but they take their role as community builders seriously by facilitating the opportunity for personal development, increased quality of life and learning in a safe environment.

The term "School as a community builder" emphasizes the common responsibility members of the local community have in developing children and young people's resilience to master life's challenges. This task must be done in collaboration with parents and the local community. To succeed in creating good and safe communities for children and young people, we need adults to take responsibility and understand that a community is created together.

We have defined a community builder as one that gives the individual an experience of being an important part of the community, contributes to the development of resilience and gives the individual faith in handling life's challenges. A community builder gives you the feeling of being someone, not just something.

THE THREE RELATIONSHIP NORMS

The school's broad purpose is realised in the daily interaction between pupils and teachers. In specific teaching situations teachers will face tensions between different purposes and values. They must always strive to balance between consideration of individual pupils and consideration of the entire group, between supporting and demanding, between the work in school here and now and the work to prepare for the future. All pupils are different, and what is in each pupil's best interest is the foundation of all education. This question must be answered again and again every day by everyone working in school. — The Norwegian Ministry of Education, 2017

The balance between supporting and demanding is difficult. What is best for the student requires that we become familiar with them and their strengths and opportunities for growth and development. This largely coincides with the three relationship norms developed through the program "School as a community builder" by the organisation MOT Norway. They are based on the authoritative perspective (Baumrind, 1991) and so far 130 schools have trained their employees in using these norms:

1) create a feel-good factor (create a good feeling in others)
2) understand peoples background
3) tough love

CREATE A FEEL-GOOD FACTOR

The individual child's well-being, development and the view of himself and his learning ability, largely depends on the relationship with the teacher. Therefore, mutual trust and the experience that the teacher cares about him as a human being, not just his achievements, is crucial.

Children and young people, as well as adults, need to be seen for who they are, not just for what they achieve. The development of character traits such as curiosity, interest, care and kindness are important qualities for working well with other people. Most people bring this with them from home, but for those who live in difficult family conditions and who have many bad experiences, a good relationship with the teacher is very important. The teacher's presence may cover some of the youth's need for emotional support and protection. In other words, the teacher is an important role model, and can be the most important role model they have.

UNDERSTAND PEOPLES BACKGROUND

To understand peoples background, emphasize to "see" behind actions, diagnoses, experiences, and descriptions. In addition, it is a reminder

that what we do is only a small part of who we are. Behaviour is a language, and that should remind us to look beyond behaviour and rather be curious about why the individuals act as they do, and not just react to the behaviour itself.

If we are not curious about what the behaviour can be an expression of, but only relate to rules and meet children with sanctions or consequences, important information and the opportunity to take the right measures may be lost.

TOUGH LOVE

Being a community builder who practices tough love means being an adult who dares to enforce boundaries and have high standards. A community builder is predictable and push others to be a better version of themselves. In this lies the courage to be unpopular, and to be an authoritative adult who stands confidently and clearly in the face of the young person's anger, frustration, testing boundaries, grief, and despair. Clear expectations, requirements and boundaries create security for both children and young people and are something they need to develop their own security in facing the world. Adults who have the ability to be "a real grown-up", but also have humour, compassion, love and generosity are something all children and young people need.

HAS HIGH EXPECTATIONS OF THEMSELVES

Today, being a community builder means, among other things, understanding how children and young people are exposed to pressure and influence through social media, parents, school, leisure, and the rest of society. For many, being smart, talented, and successful is highlighted as the path to a good life.

If you work in a school you have probably identified young people's endeavour of making their own choices and "being themselves", and

not being influenced too much by others. During a visit to a 9th grade class, this became very visible. One by one, they talked about the importance of making your own choices, not just following others, and they emphasized how important it was to be "myself". Each one appeared credible and genuinely concerned with being unique and not like everybody else. It was therefore striking to walk past the wardrobe where at least 15 pairs of brown Uggs stood neatly placed, and where black Svea jackets hung close together. The example shows how, in fear of not being part of the herd, without being aware of it, they adapted to spoken and unspoken norms both in the class and society in general.

We see the same thing with adults. We also have a desire to be ourselves, to be unique, but we are also influenced by social media, by friends, family, and neighbours.

The problem or challenge is that by comparing ourselves with others we can encounter demands and expectations that are difficult to meet. There will always be someone who is better, smarter, has bigger houses, more "likes" on social media, more exciting vacations, better looks, etc. By comparing ourselves to others it may leave us with a feeling of not mastering well enough and losing faith in ourselves.

When we feel helpless, the feeling of not having control over our own lives increases. On the other hand, when we have mastery experiences, the belief that we are architects of our own lives is strengthened, which in turn leads to mastery beliefs and optimism (Nygård, 1992). Children and young people need to learn and experience that doing something wrong or not "good enough" in regard to a standard does not mean that they are less worth as a person. In order to strengthen the individual's belief in their own worth, we may need to become aware of how even small comments, said in the best sense and with the best intentions, can reinforce the need for external confirmation.

We are in danger of eliminating young people's belief in themselves if the focus is on results and not the individual's efforts and inner motivation:

(...) When I look at the grades, which I have worked really hard for, I only see letters. I have often been told that my grades are not good enough. I have been told that my B's are not A's due to laziness. If only I had read more, studied more and understood more. If I had just wanted it more, it would not have been a problem for me to get top grades. I'm really happy with my grades. But when others say I could have gotten a better grade if I had just read more, I can no longer be proud. I am no longer proud of all the work hours, all the notes, all the times I have asked the teacher to repeat something or explain it in another way. (…) The expectations are repeated so many times that I end up crying in the rest room after getting a C on a test that I thought went well. It's not a bad grade, but it's just not good enough. It's not good enough for everyone who comments, it's not good enough for university, and in the end it will not even be good enough for myself. – "Girl 17 years", Aftenposten (A major Norwegian newspaper), 16 January 2020

The text shows how the girl measures her own value based on academic performances. In an everyday life where we experience being measured and weighed, it is especially important to remind children and young people that the result of a test only says something about knowledge there and then, but nothing about the individual's value as a human being.

Changing from giving feedback in the form of "being clever", to rather explore and share the experience by saying for example "Wow, it looks fun" or "Oi, you did it, how does it feel?", gives the young person the opportunity to share the experience with another. In addition, the need to compare oneself with others is reduced, which open up to find out what gives them joy in life and motivation to achieve their goals. To

develop and reach for our goals, we need commitment and enthusiasm. Which in turn means exploring what gives energy, and contribute to becoming someone, not just something.

Well-being and passion are contagious, between students and between students and staff. Teachers who love being with their students communicate it through commitment and presence, which is contagious to the students.

By exploring what gives passion and energy, we can also talk about what's nice about growing up. In our effort to prepare young people for adulthood, we tend to forget to convey joy and enthusiasm.

FROM ENVIRONMENTAL SUPPORT TO SELF-SUPPORT

The concept of self-support means taking responsibility for and being an architect in one's own life, and not "blaming" others if life does not turn out the way one wants (Grendstad, 1990). This insight might for some be hard to relate to because in some situations it can feel easiest not to have to be responsible for your own life and your own choices. Children and young people need to know that it is possible to get through painful experiences, they need safe adults who show the way, who in word and deed show that making mistakes is a part of life. They need adults who can help them when they are struggling to find themselves and their own path. In pain there are also growth, insight, and the way forward.

SUMMARY

As a school employee, you are an important community builder, and one who has a great impact on the individual child and young person's development and future. By creating a school and a community around the school that is aware of the importance of being part of the development of children and young people, further development and growth are facilitated.

When one works actively with the local community's responsibility for communicating that well-being and belonging is not the school's responsibility alone, but a joint responsibility, good upbringing conditions are facilitated.

Children and young people need to know and experience that they are important to others, that we are all part of a community, and that community is something we create and develop together.

The most important thing we can give others is the certainty that they are valuable as they are, that the individual's value is independent of what is written on the diploma. As adults, we have a great responsibility in supporting and helping children and young people to develop their inner character, to believe in themselves and their opportunities. We can do this, among other things, by challenging them on who they want to be, what values they have, and how this is expressed in encounters with other people.

For those teachers or school leaders who feel that the tasks pile up and that they can not give the little extra, it can be a useful reminder that sometimes it takes no more than a pat on the back, a hello followed by the name or a smile for a child to feel significant. ■

ABOUT THE AUTHORS

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ParENTrepreneurs
an innovative approach to educator competences

parENTrepreneurs.eu

ParENTrepreneurs is a 30-month Erasmus+ KA2 project coordinated by Parents International (NL) ESHA's partner in some projects. It is one of the four inspiring practices described and analysed in a research paper ESHA has just delivered in the European Education Policy Network on Teachers and School Leaders (EEPN). The project partnership has members from the entrepreneurship scene (MateraHUB (IT), Inova Consulting (UK), Bantani Education (BE)), academia (VAMK (FI) and policy (Junta de Extremadura (ES)). Its focus is to support parents and caregivers in developing their own and their child's entrepreneurial mindset and skills; especially, a sense of initiative, self-awareness and self-efficacy, creativity, and developing a growth mindset. The project is built on an evidence-based competence framework footed on the EntreComp that outlines entrepreneurship as a competence where entrepreneurship is understood as value creation where the benefit may be financial but may also be cultural or social.

ParENTrepreneurs is aiming at offering a complex and context-sensitive solution to help parents as the primary (not only first, but also most impacting) educators of their children develop their educator skills to raise resilient children. For this, the project consortium has identified parents' entrepreneurial competence development as a pre-requisite. It has been understood that in case the environment and its actors (in this case parents) are not ready to transfer entrepreneurial competences, skills and knowledge, the community will not be able to start thinking, acting and seeing itself as entrepreneurial. The outcomes of the project can be translated to the context of teachers as well. At the outset, the project defined teachers and school leaders as a secondary target group for need of developing their skills and competences for the necessary competence transfer, too.

The outcomes of the project address individual parents as well as those empowering and training parents. Schools and kindergartens are very

important entry points, but other professionals that parents have a trustful relationship with also support outreach to parents who are open to building their own competences and thus becoming on the one hand more entrepreneurial and resilient themselves, and on the other hand better educators of entrepreneurial children.

The programme is based on an evidence review that was aiming at defining parent entrepreneurial competences as well as entrepreneurship educator competences of parents. A competence framework, based on the EntreComp, has been developed defining parentrepreneurial competences in 10 domains and 4 progression levels also linked to the developmental levels of children. This complex framework forms the basis of a action learning programme, a combination of face-to-face and self-directed online learning for those at progression levels 1 to 3. It is accompanied by a validation tool to make not only learning visible, but also acknowledge skills and competence development via this non-formal training. The training is being piloted in two phases, first with an international audience, and then in national Barcamps in contextualised, localised versions. For parents at progression level 4 – having high levels at all competences and a drive to support and train others – a handbook is being delivered. This is accompanied by an inter-active social learning platform with a growing library of resources and a built-in social interaction platform for peer support. A competence validation framework is also developed in collaboration with employers to support the recognition of entrepreneurial competences acquired through parenting for better employability.

The direct impact on the parents participating in these trainings is partly intangible (higher level of educator motivation, awareness of their role as well as their own comptences) and partly tangible (knowledge acqui-sition, posterior use of the techniques learnt for their daily practices as educators as well as in their professional lives in various areas of

the economy). The local/regional community around each participating group is also more aware of the need to work on new approaches towards entrepreneurship. The online and internet-based tools developed in the project have the potential to multiply the number of families reached as the social learning platform and social media are two powerful tools make the engagement of people from any part of Europe and beyond. This impact is enhanced by the availability of the tools in languages of countries with relatively low levels of English: Italian and Spanish (as well as Finnish).

Building on the cornerstone of society, the family, a new vision for entrepreneurship is created, making new generations of parents as educators aware of the "entrepreneurial way" for their own future careers as well as that of their children, and of the need to be proactive in life.

It motivates local community actors to build a local entrepreneurship hub, also raising local/regional awareness of the need to train any professional in entrepreneurship competences and adapt lifelong training programmes to it. It also supports the creation or enhancement of a positive vision of local entrepreneurs. It also creates a local/regional network of professionals and dedicated parents that foster entrepreneurship.

The wider benefits of the project is first of all on the local communities participants belong to. By having community members aware of their entrepreneurial competences as well as the importance of them in life and for the future of their children, they can influence local public and create and understanding of a new approach towards entrepreneurship as well as the way education reaches young people. It subsequently raises awareness of the need to change lenses through entrepreneurs and business are seen with an attitude-shift towards commitment to education provision and a positive image of entrepreneurship. The fact

that the project is mainly built on digital technology creates the link between entrepreneurship and the utilisation of opportunities provided by the digital age.

Other parents and educators, such as teachers and school leaders, are to be inspired by those who received training in parentrepreneurship to develop their own competences and to interact with more proactive and more entrepreneurial parents and educators.

The project is creating a long-term change first of all by building of community of parents and educators who are devoted to support the entrepreneurial transformation of further generations of parents and other educators. This is amplified by policy makers operating in a community aware of the importance of entrepreneurship for all, thus being able to create a policy environment more supportive of entrepreneurship and enhancing it. Children and young people educated by direct or indirect beneficiaries of the programme will become more entrepreneurial citizens of Europe in the future being aware that they should be able to have a proactive attitude towards life and an enhanced sense of initiative. By the validation procedure employers as well as the adult education and VET sectors and trainers in these fields awareness of skills and competences of educators acquired informally and non-formally. Furthermore, these sectors benefit from the development of innovative tools and techniques to work on entrepreneurial competences. By utilising digital technology for mutual learning and mutual support of educators, an international self-supportive community is built, resulting in a snowballing effect.

What we have learnt are the following:
1. The EntreComp provides a good basis for framing entrepreneurial skills and competences of educators and entrepreneurship – in its widest sense fosters innovation and social cohesion.

2. Educators outside of school, especially their closest partners, the parents can inspire teachers and school leaders in their competence development in an innovative way, and most probably not only in entrepreneurship

3. All educators need to collaborate for an educating by example approach and, at the same time, professional educators need competence development in the same fields and ways as other educators, for example parents. ■

Find out more at https://parentrepreneurs.eu/

The involvement of stakeholders in social innovation research

The CHILD-UP approach

This article adresses the role of stakeholders' involvement in social innovation research in the CHILD-UP project, exploring the reasons, the strategies and the difficulties associated with the dialogue between researchers and other stakeholders. The article contains a call to teachers and school leaders, to participate in CHILD-UP.

1 INTRODUCTION TO CHILD-UP

Inclusion of migrant children in education has become a recent topic in European schools. ESHA therefore partnered in Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation.

CHILD-UP researches different levels of integration of migrant children in Europe with the primary aim of proposing an innovative approach to improve their social condition and to disseminate the project outcomes by involving relevant national and international stakeholders, with the primary aim of providing support for migrant children's exercise of agency in changing their own conditions of integration and constructing hybrid identities.

The CHILD-UP consortium is led by UNIMORE (the University of Modena and Reggio Emilia) and includes 10 partners with a strong and recognised expertise in the fields of education and research, providing the project with a comprehensive overview and evaluation of migrant childrens' living conditions, protection and education within 7 European countries.

2 THE DEBATE ON THE IMPORTANCE OF STAKEHOLDERS IN RESEARCH IN GENERAL: RESPONSIBLE RESEARCH AND INNOVATION MADE IN THE EU

The European Union has formally adopted an approach, Responsible Research and Innovation (RRI), that recognises an important role for stakeholders in guaranteeing that research – at least the biggest part of Europe-funded research – is anchored in societal challenges and integrated with participatory processes in society. The Rome Declaration on Responsible Research and Innovation in Europe (signed by European Ministers of Research on 21st November 2014) states, that *"RRI requires that all stakeholders including civil society are responsible to each other and take shared responsibility for the processes and outcomes of research and innovation. This means...the definition of research agendas, the conduct and research, the access to research results, and the application of new knowledge in society"* and that *"early and continuous engagement of all stakeholders is essential for sustainable, desirable and acceptable innovation".*[1]

3 WHERE IS KNOWLEDGE PRODUCED FOR SOCIAL INNOVATION?

In social research into CHILD-UP the need to involve stakeholders to understand their points of view, needs, expectations and concerns is broadly accepted. This is easy to explain, since researchers understand that social innovation needs to come about with the help of stakeholders, not only for stakeholders. An active role of stakeholders is needed to explore existing good practices, to understand perceptions of gaps and unsatisfactory performance in public action, to propose new solutions already experienced in real life situations.

1 https://ec.europa.eu/research/swafs/pdf/rome_declaration_RRI_final_21_November.pdf

4 HOW DOES RESEARCH FOR SOCIAL INNOVATION PRODUCE SUSTAINABLE RESULTS IN CHILD-UP?

The CHILD-UP social innovation research engages with stakeholders for the entire duration of the project, from preparation of research activities to the construction of a progressive adoption process for the proposed innovation. If impact is to be reached out of research results, it is the local community of those who experience good results who may best convince their peers in other contexts to try and appreciate a new approach. The bottom-up approach in the creation of sustainable positive impact is particularly relevant in all cases in which innovation is not "produced", but collectively generated through experimental practice in which all stakeholders, and in particular educators are directly involved.

5 THE STAKEHOLDERS' SYSTEM BUILT AROUND AND WITHIN THE CHILD-UP PROJECT: THE EXPERIENCE OF 25 MONTHS INTO THE PROJECT

The stakeholders' involvement system in the CHILD-UP project is based upon a segmentation principle, allowing to differentiate activities in order to match the interest of four macro-areas: 1. Schools; 2. Protection services and reception centres under the responsibility of local administration services, migrant associations and NGOs; 3. Policymakers, committed to improving performance in a delicate policy field; 4. Research networks, to which the project will refer for previous and parallel research projects and follow-up activities.

The International Stakeholders' Committee (ISC) is designed to multiply the project's impact by influencing not only local practices and policies but also national and European networks (Ministries of Education, Children Protection Authorities, NGOs in the fields of children protection and migrants social and cultural inclusion, parents' networks) to broaden the resonance and impact of the approach and results of the project.

From the local -and to a certain extent national – perspective, every research partner is also required to contribute to the CHILD-UP stakeholders' involvement strategy by structuring a network of local stakeholders. This network has taken the form of 6 Local Stakeholders' Committees (LSCs), which convene at least three times during the project lifecycle in each territory in which the research activities take place.

Within CHILD-UP all partners are responsible for developing dissemination activities. Nevertheless, the Communication, Dissemination and Impact Working Group (CDI-WG) was made to ensure effective implementation communications both inside and outside the project partners, the planning and the management of printed material, social media channels, mailing lists, targeted networks, and contacts with local and national media. Additionally, it is responsible for the dissemination of deliverables, interim and final results, as well as involving all relevant stakeholders in this process. Further the CDI-WG promotes and manages conferences, workshops, webinars and virtual meetings, tailored to the needs and interests of school personnel.

6 WHAT DO RESEARCHERS THINK AND REPORT IN CHILD-UP?

In general terms it can be said that researchers in CHILD-UP fully recognise the principle and benefits of stakeholders' involvement; of course they have more regular contacts with the local stakeholders than with the international stakeholders. A certain polarisation of stakeholders' attitudes is observable during the pandemic crisis. Some stakeholders adhere to the research objectives and feel even more motivated to play a role in the different phases and to help researchers conduct their scheduled activities in problematic conditions of access to schools, children and families; however, many others are discouraged by the difficulty of organising face-to-face meetings or do not recognise sufficient relevance to the research in these troubled times.

7 WHAT CAN BE LEARNT FROM THE CHILD-UP EXPERIENCE SO FAR?

Social science researchers do not need to be convinced about the importance of stakeholders' dialogue and are ready to consult and collaborate with all stakeholders who have a direct support role in research. The pandemic has accentuated an already existing polarisation in stakeholders' attitude toward research, creating the risk of researchers working only with the most motivated representatives of the stakeholders' groups.

Research language and concepts constitute a significant barrier to stakeholders' involvement, and attention should be paid, by all CHILD-UP partners, to the foreseen upscaling phase of stakeholders' involvement. Communication and social media strategies require a substantial simplification of the language, but the project concepts and approach cannot be oversimplified without losing their specificity.

In conclusion, although the CHILD UP project has introduced an articulated and distributed stakeholder system at the local and international level. Capacity building needs have emerged and still need to be addressed in view of maximising stakeholders' involvement in the final part of project development and impact achievement.

WHY IS MY PARTICIPATION AS A SCHOOL HEAD, TEACHER NEEDED?

To address the issue of practical impact, several stakeholders and in particular the schooling community is reported to be waiting for training opportunities, learning resources and examples of practical learning experiences coherent with the project approach, transferring the concepts into suggestions for education and inclusion practice. In fact, these measures are foreseen by the CHILD UP Project in its last year.

In case you are interested in lending your support to the CHILD-UP, we invite all school leaders and educators to consult www.child-up.eu regularly for events, articles, newsletters, good practices, school resources and tools, training modules and manuals. and/or to contact local partners directly. Details of Child-Up partners can be found here: http://www.child-up.eu/partnership/. We hope that you will participate actively and share your opinions on the CHILD-UP social media accounts on Facebook and Twitter. ■

Short Survey of 10 – 15 minutes
You can share your views on the CHILD-UP project here:
https://forms.gle/EtQQSCM4V9aPUWfs6.
Thank you for your collaboration in advance.

THIS ARTICLE WAS CO-AUTHORED BY:
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Everyone is a natural, Use your Talent!

The Talent Teacher and the Talent Detective

If pupils do not know who they are and do not know their own talent, how can pupils choose what they would like to do in terms of training and work?

Now that the pressure on education is increasing, schools have more stress and less time to learn about the pupil and to coach them on their own potential. On top of this comes the influence of Corona! Unicef's report[1] shows that the impact of the virus is becoming increasingly alarming. That is why the first of their six point plan to protect our children is 'Ensure all children learn, including by closing the digital divide'.

We agree that access to school and learning is vital and that, apart from qualification, the domains of socialisation and subjectification[2] are also under pressure. Young people see the importance of personal development, socialising, dealing with emotions and opportunities for trial and error. And let's not forget to involve their parents along the way, say Amarens Veenstra and Maarten Laros.

Amarens, whose talent is 'Providing', has over 25 years of experience in both primary and secondary education, in the role of teacher, educational developer, coach, consultant and school leader. She says: "We felt the need to create an important social innovation, because young people are highly affected by COVID restrictions and lockdowns. This crisis does not only create a backlog in reading, writing and arithmetic, but

1 UNICEF Division of Communication. (2020). *Averting a lost COVID generation.* New York: UNICEF.

2 Biesta, G. J. (2011). *Good Education in an Age of Measurement.* Taylor & Francis Ltd.

also in social and emotional development. That is why we have developed 'Talent Teacher and Talent Detective'. This programme stands apart from other programmes because it is based on the natural talents presented in teachers and children. When young people experience their talents, they can make the right choices for the future. We are not talking about students who can dance beautifully or are good at playing football, but the uniqueness of this programme is that it is about your talent to help and support others".

In practice it shows how easy it is for children to reach their innate talent. It's a bit like you don't know what your horse looks like, because you're sitting on it. That's how Ellen (8th grade) found out through appreciative research that her talent is "Helping". When she dared to speak out, the whole class enthusiastically confirmed this with practical examples.

> Ellen had been helped to get off her horse and now saw her talent in its entirety.
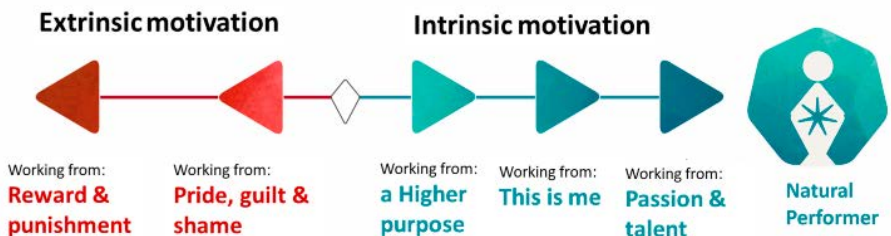> Maarten, who is a trainer and social innovator and whose talent is 'Guiding':

"Everyone has a powerful talent by nature. This talent does not need to be taught, it is already present at birth. When children, young people and teachers are aware of this potential and unlock it, they grow and blossom. When children know what their stressors are and know what talent to use to serve others, then a pupil can determine a much better position in the group. Subsequently the teacher can use their talents to let pupils help each other and get better class management. The advantage is that if you know what your talent is, you know what energizes you. If not, you might miss an opportunity to connect with modern teaching programmes and you might miss the opportunity to empower yourself and your pupils. This programme gives you a toolbox to manage the classroom, give directions in good behaviour and help each

other. In the Talent programme the pupils (Talent Detective) discover how they can deal with their survival strategies in a healthy way, know what they are good at and how they can get rid of "the resistance mode" more quickly. Everyone has a unique talent, only 2% of the workforce can identify this talent. With the "Talent Detective" students are introduced to this powerful and untapped potential at an early age. Through the "Talent Detective", the pupils playfully make a first connection with talent. Since pupils of this age are more closely connected to this powerful and intrinsic motivator, they can quickly make this connection by means of the "Talent Detective".

> Noa, pupil: "It has taught me that I am in control of my own uncertainties and emotions. By finding my talent word, my goal is clear and I feel more conscious of my talent".

The connection with their unique talent, combined with managing their survival strategies, results in mental and emotional stability, allowing them to better cope with pressure and make conscious choices. In this way they lay a solid foundation for secondary education.

Bright Motivation

Extrinsic motivation			Intrinsic motivation			
Working from: **Reward & punishment**	Working from: **Pride, guilt & shame**		Working from: **a Higher purpose**	Working from: **This is me**	Working from: **Passion & talent**	**Natural Performer**

> Tom, pupil: "The training has taught me how to put all my thoughts into words and how to manage my emotions."

The Talent Teacher and the care coordinator receive extra tools on how to get and keep students from 'resistance into learning'. The programme is carefully attuned to the teacher's personal issues and allows them to implement the programme quickly and from their own perspective.

Linking students to their talents ensures that teachers deepen their development. It is inspiring to teach a class based on your own talents, allowing you to experience more pleasure in your profession. In the programme, teachers learn to recognise their own stress and survival strategies as well as those of the pupils, and to do what is necessary to create a more pleasant pedagogical learning environment.

Each class has its own dynamics, but working with pupils who can manage themselves independently and in flow saves a lot of energy in maintaining a calm atmosphere and in teaching lessons. Because the teachers and pupils have a common language and tools, the threshold is low to make it negotiable and to influence themselves and each other positively.
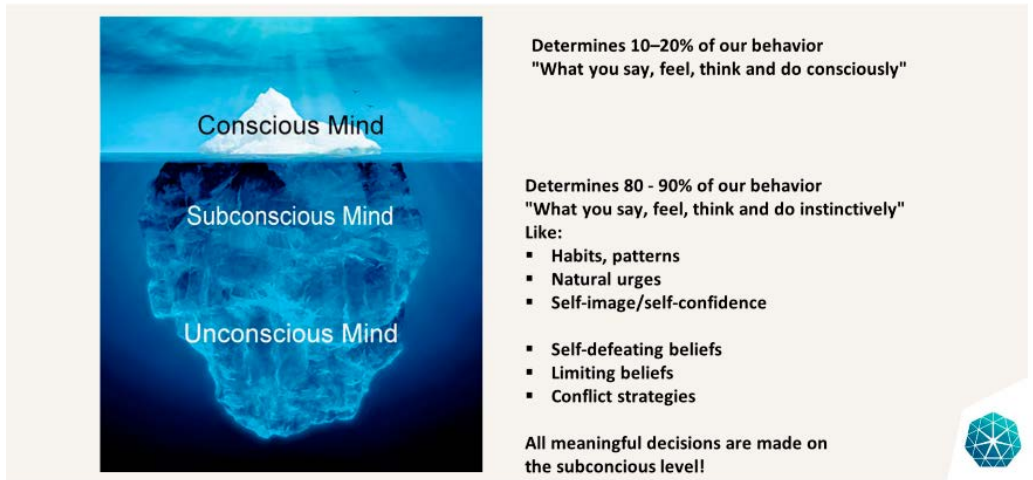
The time required by the programme and the time spent by the teacher at the start of the lesson is more than recouped by the calm pupils experience when the class is in "blue".
Lars, grade 8 teacher:

"After the TDTD it struck me that the class could work more independently and could concentrate better. Especially the common language about red and blue emotions we used as a start of the lessons, to decide whether the class was in resistance or in learning mode. This helped to make children's experiences more transferable".

There is support in the preparation and evaluation of the lessons, during sport/drama (optional) and guidance and through individual coaching. Knowledge in the field of quality and talent recognition is increased, as well as personal challenges.

The iceberg theory

Conscious Mind

Subconscious Mind

Unconscious Mind

Determines 10–20% of our behavior
"What you say, feel, think and do consciously"

Determines 80 - 90% of our behavior
"What you say, feel, think and do instinctively"
Like:
- Habits, patterns
- Natural urges
- Self-image/self-confidence

- Self-defeating beliefs
- Limiting beliefs
- Conflict strategies

All meaningful decisions are made on the subconcious level!

After the programme the teachers experience more fun and space in their teaching style. They understand why and how their energy determines the pedagogical learning climate and the efficiency of the learning outcomes. The teacher's authenticity and congruence increase, which facilitates the transfer of teaching material.

A. THE PARENTS

The better the learner gets the basis and confidence to find his or her talent at home and to base future choices on it, the greater the success of the programme. By involving the parents, there is an integral approach and stronger cooperation in this important triangle of development!

Parents are informed in writing in advance and actively involved halfway through the programme. Parents gain new insights into their children. They experience added value in the upbringing of their child and receive extra tools to guide their child in these rapidly changing and uncertain times.
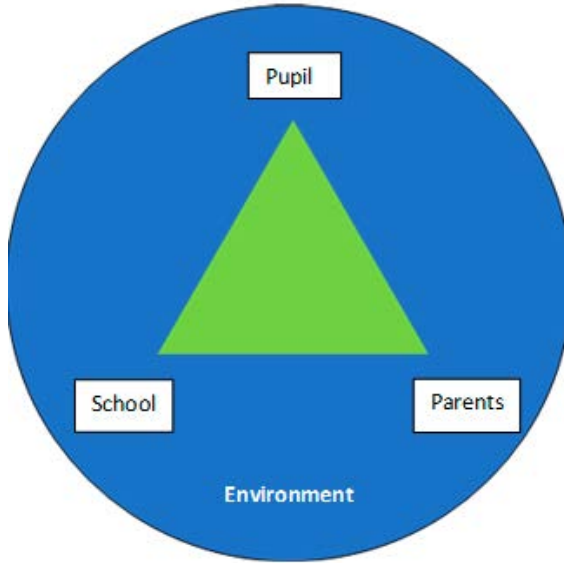
B. THE SCHOOL

For the school, the "Talent Teacher & Talent Detective" provides an integral, sustainable approach for strong social manners. It puts the pupil at the centre and facilitates the teacher in the practice of his profession. The "Talent Teacher & Talent Detective" is a relatively accessible programme that helps to transform (problem) classes into dream classes or to support special groups of students (gifted/attentive) in their challenges. With the "Talent Detective" a unique added value is delivered for now and for the longer term. For the child, the teacher, the parents and the school.

Eelco Spaan, director of primary school de Boomgaard: "It was nice that 'Talent Teacher and Talent Detective' was a short and practical programme, and that the teacher was supervised in the programme. By discussing the effects of the talent programme school-wide, the programme was not limited to this group. It strengthened the dynamics within the group of pupils, but also narrowed the gap with the parents. The party organised by the children on the basis of their talents contributed nicely to this".

The school can count on a lower drop-out rate of pupils, a higher quality outflow of pupils, more successful scores in tests, lower absenteeism of teachers and easier collaboration with parents.

In addition, there will be a higher school involvement of parents and pupils and more synergy and a better image and competitive position.

C. THE SURROUNDINGS

Working from your talent makes a positive contribution to the living environment. Constructive behaviour provides new initiatives for good relationships and visibility of the pupil's talent.

The pupils gains more insight into their own role in their environment, into citizenship and into their social value.

Within the environment in which the pupil moves, the pupil will be able to indicate more easily what their talent is and which factors influence their behaviour. Here too, it can simply indicate whether the pupil is 'in red' or 'in blue', helping them in dealing with others.

Amarens: If a school wants to work with the T&T, it is important that the school leader has the support of team and board. Within your board/ collaborative arrangement, you should work together, so that the pupils

see the talent principle embedded in the environment. The T&T could also be funded with available subsidies in relation to Corona."

If the school wishes to embed this philosophy more deeply in education, to bring about cultural interventions or to make changes, in other words to become a talent school, Bright can support this with additional programmes. If the school wants to introduce demand-driven education, there are tailor-made programmes that can strengthen teacher teams and successfully guide them through this transition.

In addition, Bright offers modular training courses (Natural Performance Programme) that make teachers consciously competent and permanently connect with their talent. This training is aimed at deepening their natural drives, talent and self-management and at unlocking untapped potential.
This combination gives the teacher the optimal skills and toolbox to guide his/her students in the classroom in their talent development and towards their future. ◼

Do you have a question about this article?
Send an e-mail to: office@bright-inc.

Moving towards a school learning organization: Management or leadership

"Knowledge is transmitted in the organization by converting project activities into standard practices"
(I. Nonaka, H. Takeuchi)

"The times they are a changing" would seem like the lyrics of an old song of the Sixties marking a new era and a turn-point in history and Bob Dylan's famous line could be considered as a kind of new slogan for the need for change in the school system today.

School principals have to face a rising number of tasks daily, evermore increasing during the pandemic. They are accountable for budgeting, formative success, inclusion, school evaluation, customer satisfaction, relationship with the stakeholders and efficiency ; at the same time as the legal representatives of their own school, they must assure legal procedures and eventually intervene with sanctions for the students and the personnel. The going gets tougher when it comes to social distancing, separating classes for health purposes and resilience to COVID and in the meanwhile having to explain to stakeholders the recurrence to a new class structure and a new learning environment.

With distance teaching and distance learning in many countries where the practices were so far an exception rather than a custom some important changes have already occurred.

Organizational theories have evolved in time from the scientific theories to the path –goal theory of the Seventies and the Humanistic approach of Carl Rogers. From a kind of cold hierarchical structure specialists have been moving towards ideas like motivation, human relationships and field theories. When it comes to complex organizations like schools, which can be conceived as "loosely coupled", efficiency means a mixture of bureaucracy and pedagogy.

What about solving that paradox with new organizational measures where the headmaster is only one of the actors involved in the problem-solving dilemmas? How about adapting new organizational theories such as the learning organization model to the educational context?

A school could be conceived as a learning organization itself. Here the school leader interacts with a number of stakeholders in order to assure collaboration and consensus in all the problem –solving and decision making: the students, the teachers, the parents, the ministry and its local offices, the associations and the foundations, the local businesses, the parishes and other places of worship.

In a learning organization the once upon a time top –down management theories are being replaced more and more by an extended system and the bottom-up style, which focuses on the key role of middle-management and stakeholder engagement.

What exactly distinguishes a learning organization from a traditional one? How could a school learning organization model serve as a basic tool for today's school leaders?

The former features a vertical structure and centers on a distinct distribution of roles, while the latter is more flexible with its horizontal style and interchangeable roles. A traditional organization looks back to the past, whereas a learning organization looks toward the future with new perspectives aiming at innovation, design thinking and change. Change means the courage to move in other directions, the awareness that risks ought to be taken in order to gain quality for our schools. Quality means higher achievements in scores and student evaluation, in the guarantee that local economies may benefit from the social capital so that risk territories or municipalities will not fail or be dispersed owing to poverty, migration phenomena, unemployment or criminality.

Change or improvement can be attained in a school learning organization where there is real transparency and a network of information is available to a variety of stakeholders. For this purpose, within the School Autonomy (DPR 275/1999) special committees can be established in order to cope with emergencies and to start new challenging programs and experimental school projects with a spotlight on school architecture and the school curriculum. As society changes, the school system must adapt by creating customized teaching and learning and new learning environments,while satisfying the urge for new approaches and methodologies. National educational programs where the student is central with his / her own needs, aspirations and individual learning styles need to become a fact more than just a theory, and this requires a collective effort and a new kind of leadership.

In a school learning organization stakeholder engagement in one of the key features. Here, school leaders are asked to comply to the need for instructional and educational leadership.

In the 21st century the SECI model by Takeuchi and Ishiguro tells us exactly how to conceive stakeholder engagement, both from within the school and outside of it in the surrounding territory, to be achieved in four basic steps : Socialization, Externalization, Combination and Internalization. This means a new communication model for the school learning organization, where the school principal can make a difference and communication itself acts in a kind of spiral effect. Here knowledge building becomes essential as the result of synergies, goals and perspectives which are shared extensively as school identity is developed.The philosophy is all for one and one for all in a school learning organization where "I" becomes "we" and "I am" becomes "we are", according to an idea of reciprocity and the general awareness of being a part of the whole.

The question is at this point : who is the school principal in the school learning organization? A manager or a leader? Perhaps the answer is: both. As a manager, efficiency should always be guaranteed, when it comes to managing budgets and controlling risk analysis, CIPP, human resources, time and spaces. As a leader, the school principal has his or her own vision about education ; he/she knows exactly where to lead the school in the future, while working his/her way towards making the principal's role into a true commitment based on the ability to overcome all kinds of obstacles and interferences. A leader is empathetic, emotionally involved and charismatic, one who is able to lead all of the crew through times of trouble and storms, restlessly and never –ceasing in his own lifelong learning journey. A leader is never perfect although aiming at perfection, a leader can give or take advice, while balancing gains and losses and gaining more and more insight. What is for sure is that especially in a school learning organization there is no leadership without a good deal of followership where consensus may be attained by means of ethos-pathos-logos mixed with meaningful praxis.

Maria Rosaria D'Alfonso
IC Emilio Macro, Rome

DEALING WITH POVERTY AND STAKEHOLDER ENGAGEMENT

Working in Roma est (East Side Rome) implies that a City as large as the capital has to cope with all the differences among its nineteen municipalities.

As already specified in my intervention at FSCG Convention in Rome in 2019, being a school principal in this area means having to deal with a series of issues such as dispersion, poverty, multiethnic issues, the Roma population, deviance, or simply being on the outskirts (quartiere di periferia).

EVERYONE IS A NATURAL, USE YOUR TALENT!

Our school is comprised in Area two for many of these reasons, mainly for the relevance of the foreign population and the demand for inclusion. This means school leadership ought to based on inventiveness, alliances and focus on stakeholder engagement.

To begin with, we belong to the Towers, exactly Torre Spaccata, which so far was politically included in Municipality n. VI. Recently, owing to a petition signed by 1500 inhabitants, new measures have been taken in order to become part of Municipality n. VII. The turnover soon to be calls for creating bridges between the two municipalities, with multiple networking and participation in a series of meetings in order to discuss the social and educational needs of the neighborhood.

MEETING AT THE PARISH: THE NETWORK

On February 5th 2020 representatives from Municipality n. VII listened to the needs of authorities, business people and associations in Torre Spaccata. We made it clear that a school on the territory could create social capital by improving the formative offer with a new experimental curriculum. What does the neighborhood exactly need? Employment, social policies in favor of the youth and in support of weak subjects, such as the disabled and the elderly, in resilience to solitude and poverty.

MEETING WITH THE SCHOOL NETWORK

Our school belongs to two educational networks: ASAL and District n 4. In a meeting which was held on February 15th 2021 we agreed to a program for teacher training on common topics such as Digital Literacy, Soft skills, STEAM, Teaching of Foreign Languages and Civic Competencies. We also discussed the opportunity to open up to other districts situated in other municipalities in Rome in order to compare ideas and experiences.

A New Protocol with Save the Children and Foundation Bulgari.

The teachers staff and the School Council agreed this year to sign a Protocol with Save the Children and Foundation Bulgari. So far its effectiveness is related to problem solving in adverse situations such as students' special needs, teacher support and family support. The foundation is present also in terms of donations and financial aid to the school provided during the Covid pandemic.

EXPERIMENTING A NEW CURRICULUM

A new Committee was set up in order to innovate the curriculum, with the involvement of the Middle School. The teachers are being trained at the moment and comparison with innovated schools all over Rome is still under way. The idea is to make use of our own action research with our suggestopedic spaces and new learning environments with the highlights on student needs and a new student portfolio.

THE EMBASSIES

Rome allows for connections with embassies worldwide. We continue our connections with consulates and embassies for translations and all kinds of help with our non-native community..

Poverty is a main concern everywhere, even more so in the COVID era. Children and their families can suffer from poor diets, bad housing, poor living conditions and diseases of all kinds. Here education can make a good difference, but it seems not to suffice when it comes to general wellness and the quality of life. This is why school leaders with their savoir faire should be actively engaged in transforming the school into a learning organization where they can rely on a variety of stakeholders, each contributing in their own way. ■

Support for school leaders via a mutual assistance Platform for teachers and schools in Bulgaria

MARIA GAYDAROVA, WORLD EDUCATION FORUM BULGARIA

Social innovations are new ideas that meet social needs, create social relationships and form new collaborations. Education is an important area for the development of social innovations. It affects the raising of the quality of life indirectly, but it gives new perspectives, a better start and widens the possibilities of various social groups. (Mariusz Smolinski, 2019). Following the almost complete closure of schools for the first time in Europe in the spring of 2020, the challenges for all stakeholders in the learning process continue today. School leaders become an integral part of communication between all participants in education. Under the conditions of distance learning and active use of information technologies, it is important to have new and adequate forms of support for teachers in terms of their professional development, social interaction and sharing of good practices in order to adapt to changes in due time.

The World Educational Forum Bulgaria / WEFBG/, a member of ESHA, has developed an online Mutual Assistance Platform for Teachers and Schools in Bulgaria.(https://www.teacherwef.bg)

WHY IS IT NEEDED?

Teachers tend to feel isolated in their own schools and are often tied to a school experience. Crowded curricula do not allow them much time to explore innovative pedagogies. Key elements for the future of education and the teaching profession are related to the changing role of teachers and teacher education, the role of schools, the need for retraining in the context of 21st century skills, the role of formal and non-formal learning, technological innovation and rapid development of new technologies, the growing importance of personal data protection and privacy issues.

The information proposed in the module "Resources" of the Mutual Assistance Platform for teachers and schools is updated every three months and includes an organizational response to the diversity and complexity of educational needs in the following areas:

- Innovative methods in the classroom
- STEM education
- Coaching
- Leadership
- Media, communications, PR
- Skills of the 21st century

The variety of resources in different areas is aimed at improving the professional qualification of teachers. Providing access to information from published national and international reports, studies, articles and publications can be seen as a form of support and mentoring during teachers' career development.

Emerging innovations suggest that the education system could respond to the needs of individual students more effectively with different teaching methods. Depending on the configuration of the training and the size of the class required for the lesson, the teaching teams,

supported by a qualified teacher-mentor, can share different combinations of roles. Students will have access to different learning options and approaches, and the school will maximize its available information and communication technologies and educational resources. Managing this complex process will inevitably require additional coordination skills, shared leadership and lifelong learning at school level.

Opportunities provided by the Mutual Assistance Platform for Teachers and Schools.

After registration, users have the opportunity:
- to use ready resources in 6 directions – Innovative methods in the classroom, STEM education, Coaching, Leadership, Media, communications, PR and Skills of the 21st century,
- to participate in the exchange of lessons developed by the teachers in all subjects from each levels of education (primary and secondary), while preserving their copyrights. To share a lesson from a teacher, it is necessary to fill in a form for submitting a lesson and to attach used resources (optional – presentation, photos of materials or a link to a video).
- for inclusion in the established forum for professional discussions such as sharing news, exchanging information about projects with colleagues from all over the country, seeking and giving professional advice.
- to activate the service "receive notifications from the forum"

To briefly explain the capabilities of the Platform, we created a short video and installed it on the link https://www.teacherwef.bg/za-nas/

THE ROLE OF THE MUTUAL AID PLATFORM

The opportunities provided by the mutual aid platform allow teachers to network and collaborate with other teachers from anywhere and at

any time. Such developments in the teaching profession are an important aspect that cannot be overlooked when discussing the future of education. Creating a group of digital leaders to develop a professional community would lead to progress and development related to access and exchange of achievements in the respective professional field and ensuring quality teaching and learning in the classroom and beyond.

According to Susan Wilcox, Development Learning Center, University of Queens, Canada "Responsible leadership depends on flexible behavior; the ability to diagnose what behavior is needed at a given time for the group to function most effectively; the ability to perform this behavior or get other members to perform it. To participate effectively in a group, especially in a leadership role, one must be able to communicate, build and maintain trust, manage conflicts. An inter-institutional measure for further training in leadership and innovation for school principals and teachers is based on the understanding of a focus on dialogue, an emphasis on the school's main concern for providing excellent education and training.

The Mutual Assistance Platform has been active for three months and already has 2,500 registered members- principals and teachers, leaders of the education system in Bulgaria; 160 lessons have been shared with developed presentations, training videos and used online resources.

The sharing of lessons and the discussion forum in the Platform provide real support for the exchange of professional advice and experience between teachers from all over the country. In this sense, the Mutual Assistance Platform for teachers and schools supports the development of an innovative classroom through flexibility, connectivity and adaptability of teachers to technological change, stimulates the processes of teaching and learning as common activities.

The online platform is available and free for all schools and pedagogical specialists in the country after registration. Tense schedules and the transition to distance learning bring additional stress to the daily lives of educators. I believe that the capabilities of the online platform will be a guarantee for better training, a form of real support and active cooperation between all of us. ■

New esha members

We are happy to announce that the ESHA Family has grown with two new members!

NNLE "GEORGIAN ASSOCIATION OF SCHOOL ADMINISTRATORS"

NNLE "Georgian Association of School Administrators" (GASA) is a non-commercial non-governmental organization, which unites principals, deputies, middle and high-level managers, educational leaders and administrators from secondary schools. The association was founded in Tbilisi, in 2017, with the mission to support improving the secondary school management systems and practices in Georgia. Through various conferences, workshops, training programs, analytical editions and consulting services, GASA aims to contribute to the professional development of school administrators and attract new young leaders
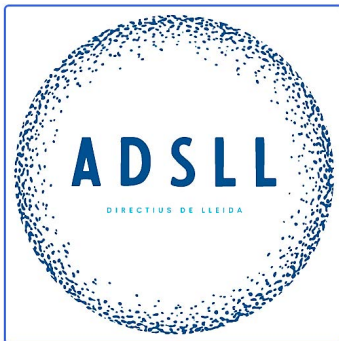
in the field. GASA also provides a platform for educational policy analysis and implements advocacy campaigns regarding key educational challenges with relevant governmental agencies and stakeholders in the country.

GASA is honored to have the possibility to become a member of European School Heads Association. Our executive board and all members have full confidence that cooperation with ESHA can open unique opportunities for Georgian school leaders with experience-sharing on best practices, access to up-to-date educational resources and valuable international partnerships. Similarly, GASA believes that by its membership to this European community, ESHA will gain a reliable partner in Georgia and the whole region, for implementing new ideas and projects in the years to come.

ADSLL "ASSOCIACIÓ DE DIRECTIUS DE SECUNDÀRIA DE LES TERRES DE LLEIDA"

The *Associació de directius de secundària de les terres de Lleida* (ADSLL) is a newly created organisation comprised of a group of secondary school heads from the geographical area of Lleida. Lleida is a province in Spain and it is also one of the four main geographical areas in Catalonia.

Although the Association is quite new, the group of school heads have been working together for more than 10 years under the framework of a seminar supported by the Department of Education in Lleida. During this time, they have contributed to local and national educational policies by exchanging ideas with the relevant authorities and providing feedback

when necessary. They have also been sharing good practices, related to both school management and methodological approaches.

The main interests of the group of school heads in the last decade have been focussed on early school leaving (given that Spain has a high rate of drop outs) and on entrepreneurship. These interests led the group to look for new ideas and solutions through Europe, thus designing and coordinating two Erasmus projects: *Entrepreneurship as a tool for early leaving prevention: the role of methodology and orientation* and *Entrepreneurship as a means of fostering the employability of European citizens.* Both projects helped the group to establish contact and share good practices with other principals around Europe.

Last year, other school heads in the area expressed their interest in joining the group, both to benefit from the activities that were being organised and to contribute with their ideas and experience. This led the group to devise a new form of organisation and the association was then set up with the aim of providing a framework where school heads could reflect on issues related to the role of leadership, support each other in the daily practice of school management, offer proposals to the educational policy makers, carry out training activities related to the position and ultimately, contribute to the quality of education.

Eventually, the European outlook of the group led them to look for other school heads organisations and ESHA, with a wide selection of activities, projects and discussion issues, proved to be the best choice. Many thanks for accepting ADSLL as a member. We sincerely hope that we can contribute with our knowledge and experience.

**NEXT ISSUE OF THE ESHA MAGAZINE
WILL BE OUT IN JUNE 2021.**

The deadline for submitting an article for the next issue is
Friday 28 May 2021.

Do you have interesting success stories?
A perfect programme?
Good experiences with the job shadowing project?
Liked a seminar you attended?
Have found a great solution everyone should know off?
Did you do research and found something great?
Found knowledge you have to share?
Found out something great?
An answer to all our questions?
Do you have an upcoming event you want everyone to know?
Something that shouldn't be missed?
A thing you have to go to?
A date which no one should forget?
Or do you want to read something about a certain theme?
Children's diversity
Coaching and mentoring school leaders
Hybrid integration
Inclusion
Social innovation
....
Please contact (luca.laszlo@esha.org) us so we can make great
next issues of the ESHA magazine for you!

European School
Heads Association