



INTRODUCTION

The COMM-EDU project

The general objective of Comm-Edu is to promote an innovative approach to school and extracurricular educational offerings on the subject of active and European citizenship, in order to combat educational poverty and early school leaving. The project will develop a replicable model based on the creation of educational communities at the local level involving public-private partnerships and the most relevant stakeholders.

Specific objectives:

- Analyze the needs and good practices at the European level on education for active citizenship through the involvement of the educating community (global approach)
- Promote the development of learning communities at the local level, laying the foundations for the creation of a replicable model;
- Elaborate a template, valid for several European countries, for the establishment of learning communities at the local level;
- Promote awareness of the project's themes among local communities and the involvement and participation of students within the educating communities

Project results

- Tools to reach and engage the local community;
- Template "Community agreement for Education", for the development of a "community contract" between public, private, educational, and third-sector entities through which to establish communities of practice at the base of the model of educational offer dedicated to young people in the area.
- Creation of educating communities at the local level in the 4 partner countries;
- Establishment of dialogue between students, teachers, school leaders; local community representatives, parents, and potential stakeholders;
- Improvement of the educational offer dedicated to students on the theme of active and European citizenship;
- Creation of links between different European realities in the field of school education.

STRUCTURE OF THE DOCUMENT

3.

The concept of the Community Agreement for Education (CAE)

5.

Roadmap for co-designing the CAE

6.

Objectives of the CAE

7.

Needs and actions

16.

The local CAE template

THE CONCEPT OF THE COMMUNITY AGREEMENT FOR EDUCATION

This template provides a framework that can pave the way for those policy and institutional process of changing necessary for the implementation and establishment of a global approach inside educating communities in Europe.

This means, offering guidance to public, private, educational, and third-sector entities through establishing communities of practice that can change into policy and actions a vision of their communities that should be oriented and responsible towards the real needs of children and young people, in terms of (citizenship) education.

According to the general objective of the **Erasmus+ Programme**, this Template aims to support, through a more inclusive and cohesive, greener and digitally fit societies, the educational, professional and personal development of European citizens and to promote opportunities for young people's participation in democratic life, social and civic engagement through formal or non-formal learning activities starting from the experience in their own communities.

An agreement is a "meeting of the minds" in a common intention, and is made through offer and acceptance of responsibilities. Consequently, an Educating Community Agreement is a written document, result of a co-designed strategic plan on Education and Youth Policies in a community.

Within the COMM-EDU project we intend the CAE as a document which aims to stimulate a long-term vision through the realization of projects, innovative cultural and creative activities that leverage collective action and civic collaboration and experiment with forms of public-community partnership.

The focus on taking responsibility is crucial because it is based on the principle that every citizen has an active role and contributes to the construction of an inclusive and sustainable community that takes care of its children and young people, and does not delegate only to the school system the whole responsibility of educating pupils.

As the well known African proverb stands, "It takes an entire village to raise a child", informal and non-formal education has been shown to be just as important as formal education, mostly in those case of students struggling to perform in education and training systems for various reasons, early school-leavers, NEETs.

According to the **European Commission** document "School policy – A comprehensive and integrated approach for schools in the fight against early school leaving", school policies should be based on a comprehensive and inclusive vision of education based on the centrality of the student, in which high-quality education is accessible to all.

To this end, it is essential to take a comprehensive and integrated approach.

The dimension of integration, defined as the **global approach**, is nourished by knowledge and skills from different fields and is achieved through collaboration between professionals working in different fields. It is therefore a complex dimension that implies a precise and relevant training of operators, preparatory to the creation of communities of practice able to promote shared planning among the different actors of the system.

This approach implies a cross-sectoral vision and closer cooperation with a wide range of stakeholders (cultural bodies, youth services, local authorities, third sector, companies, etc.) and with the community at large. The concept of the "global approach" allows for the embracement of the full range of stakeholders involved and their relationships with each other, recognizing that each one has a role to play in supporting pupils' educational journey and enriching their learning experience.

The **challenge** of the CAE is to adopt, at the local level, a "global approach" strategy for school-based civic initiatives. This implies the structuring of common strategies between schools and public and private stakeholders, of collaborations, aimed at the co-design of educational pathways, which have already shown excellent results in cases where they have

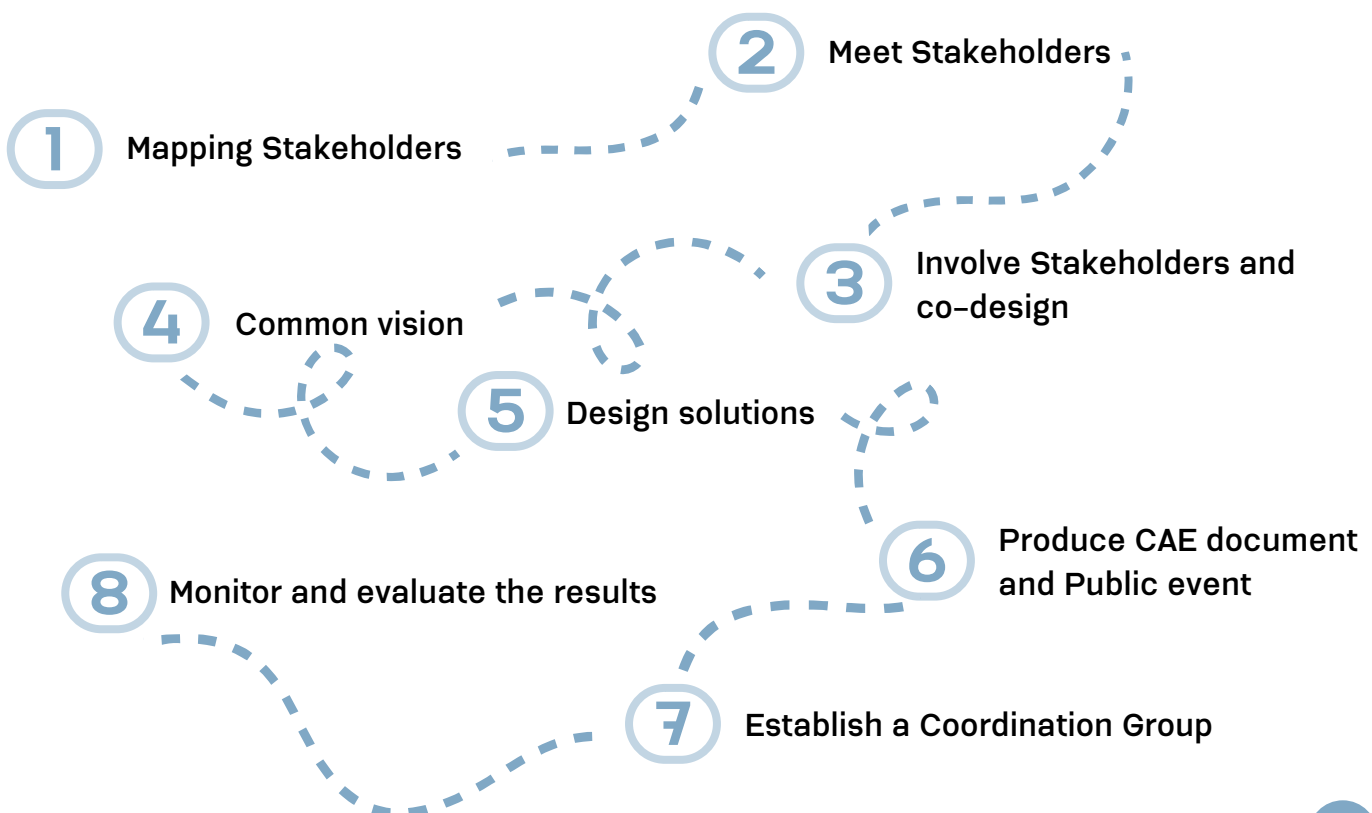
been implemented, but which from "good practices" should become "good policies" as well as usual practices.

The four partners involved in this project have brought their skills and research on the field, mapping the existing policies in their countries, analyzing stakeholders needs through meetings and surveys, exchanging good practices and case studies to identify and highlight the gaps between needs, policies, and results.



ROADMAP FOR CO-DESIGNING THE CAE

1. Mapping stakeholders (schools staff and students, municipalities, third sector organizations...) in your community;
2. Meet stakeholders and inform them about what CAE is and the intention of introducing a Community Agreement for Education in your community;
3. Involve stakeholders in a participatory co-design process to bring out the specific needs of children and young people in your community (students' opinion is fundamental);
4. Agree on what an Educating Community is and share a common vision on what being responsible for the education of children inside the community means;
5. Design solutions and activities that can actually be achieved, identifying objectives, responsibilities, timing and resources (Strategic Plan);
6. Produce the document of the CAE, and organize a public event where the CAE is disseminated to the community;
7. Establish and organize a representative Coordination Group responsible for guiding the Strategic Plan;
8. Monitor and evaluate the results in order to improve the actions and adjust them to achieve the goals.



OBJECTIVES OF THE COMMUNITY AGREEMENT FOR EDUCATION

- 1 To promote proper communication within the educational community
- 2 To sustain a process of changing in the mindset of the educational community
- 3 To activate training opportunities for stakeholders
- 4 To promote activities aimed at the involvement of citizens
- 5 To promote a changing of political vision of education



NEEDS AND ACTIONS

During the transnational workshop that was held in Assisi, Italy, stakeholders coming from 4 different countries (Italy, Greece, Croatia and Turkey) worked together on the identification of the needs to be addressed by the local stakeholders in terms of citizenship education of young people and creation of local educational communities.

These needs are common to all project countries and are the basis for the development of the CAE.

At the same time, the consortium identified the possible solutions corresponding to the actions to be included in the CAE, that will be the basis of the actions to be undertaken at the local level by local community members.

Below there are some of the main actions identified and suggested as possible solutions to the needs that have emerged.

1. Promote proper communication within the educational community

1.1 Lack of communication and common media

Effective communication is crucial for facilitating and cultivating active citizenship within the educational community. If the need is a lack of proper communication, there are several actions that can be taken to address this issue:

- Establish clear communication channels: Schools and educational institutions should establish clear communication channels to facilitate communication within the educational community. This can include regular meetings, newsletters, email updates, and social media.
- Foster a culture of transparency: Schools and educational institutions should foster a culture of transparency by sharing information about school policies, programs, and events. This can help build trust and encourage participation in school activities.
- Encourage open dialogue: Schools and educational institutions should encourage open dialogue by creating opportunities for teachers, parents, and students to share their thoughts and ideas. This can involve town hall meetings, focus groups, and suggestion boxes.
- Provide training on effective communication: Schools and educational institutions should provide training on effective communication to teachers, administrators, and staff. This can involve workshops or online courses that focus on skills such as active listening, conflict resolution, and interpersonal communication.

- Use technology to facilitate communication: Schools and educational institutions can use technology to facilitate communication within the educational community. This can involve using online platforms such as Google Classroom, Schoology, or other learning management systems to facilitate communication between teachers and students.

By taking these actions, schools and educational institutions can make up for a lack of proper communication within the educational community. By fostering a culture of transparency, encouraging open dialogue, and providing training among educational community on effective communication, schools can create a supportive environment that facilitates and cultivates active citizenship.

1.2 Lack of efficient information concerning the notion of community agreement for education (CAE)

The notion of community agreement for education is an important concept that can help to create a positive and inclusive learning environment in educational communities. Here are some ways to inform the educational community about this concept:

- Define the concept: Start by defining the concept of CAE. Explain that it is a set of shared values and expectations that everyone in the educational community agrees to uphold in order to create a safe, respectful, and inclusive learning environment.
- Hold a community meeting: Hold a meeting with members of the educational community, including teachers, staff, parents, and students, to discuss the concept of CAE. Encourage everyone to share their thoughts and ideas about what should be included in the agreement.
- Develop a written agreement: Once everyone has had a chance to contribute to the discussion, develop a written agreement that outlines the shared values and expectations of the educational community. Make sure that everyone has a chance to review and provide feedback on the agreement before it is finalized.
- Distribute the agreement: Once the CAE has been finalized, distribute it to all members of the educational community. This can be done through email, school newsletters, or by posting the agreement in common areas of the school and on the premises where extracurricular activities involving children and youth are carried out.
- Reinforce the agreement: In order for the CAE to be effective, it is important to reinforce it regularly. This can be done through classroom discussions, assemblies, and other school-wide events. It is also important to hold everyone accountable for upholding the agreement, including teachers, staff, and students.
- Evaluate the agreement: Regularly evaluate the CAE to ensure that it is still relevant and effective. Encourage feedback from the educational community and make adjustments as needed, starting with the Coordination Group and reaching out to the whole community.

By informing the educational community about the concept of CAE and involving everyone in the development of the agreement, you can create a positive and inclusive learning environment that promotes respect, safety, and academic success for all students.

1.3 Absence of Common terminology/language

There are several ways to make the educational community and local authorities aware of a common terminology on active citizenship:

- Develop a clear and concise definition of active citizenship: Before promoting a common terminology on active citizenship, it's important to establish a clear and concise definition of what active citizenship means. This can be done by consulting academic literature, government documents, and community leaders.
- Create a working group: Form a working group consisting of educators, community leaders, and local authorities to develop and promote a common terminology on active citizenship. The group can collaborate on defining key terms and concepts and develop strategies for promoting a shared language.
- Promote awareness through training sessions: Organize training sessions for educators, community leaders, and local authorities to raise awareness about the importance of a common terminology on active citizenship. These sessions can be conducted online or in-person and can focus on key concepts and terms related to active citizenship.
- Utilize social media: Use social media platforms such as Twitter, Facebook, and Instagram to promote a common terminology on active citizenship. Share relevant articles, videos, and infographics with relevant hashtags to increase visibility and encourage discussion.
- Partner with local organizations: Partner with local organizations such as community centers, schools, and nonprofits to spread the word about a common terminology on active citizenship. These organizations can help distribute materials, host events, and provide opportunities for engagement with the community.

By implementing these strategies, the educational community and local authorities can become more aware of a common terminology on active citizenship, which can lead to a more unified approach to promoting civic engagement and participation.

2. Sustain a process of changing in the mindset of the educational community

Changing the mindset of the educational community can be a challenging task, but there are several strategies that can be effective in promoting collaboration between schools and local authorities and organizations. Here are some ideas:

- Foster a culture of partnership: Encourage a culture of collaboration and partnership within the educational community. This can be achieved by creating opportunities for teachers, parents, students, and community members to work together on projects and initiatives that benefit the local community.
- Provide professional development: Offer professional development opportunities for teachers and administrators to learn about collaboration and partnership strategies, as well as the benefits of working with local authorities and organizations.
- Engage local authorities and organizations: Develop relationships with local authorities and organizations by inviting them to participate in school activities and events, and by seeking their input on educational issues.
- Use social media and other communication channels: Use social media and other communication channels to share success stories and promote collaboration between schools and local authorities and organizations. This can help to build support and momentum for partnership initiatives.
- Recognize and celebrate successes: Recognize and celebrate successes in collaboration and partnership, and use these examples to inspire and motivate others to get involved.

By implementing these strategies, the educational community can begin to shift its mindset and foster a more collaborative and mutually beneficial relationship with local authorities and organizations.

Furthermore, motivating teachers to find time for meeting with stakeholders and be involved in extra activities to promote active citizenship can be challenging, but there are several strategies that can be used to encourage teacher engagement:

- Provide professional development opportunities: Offering professional development opportunities related to active citizenship can help motivate teachers to engage in extra activities. These can include workshops, training sessions, and online courses that focus on specific skills and strategies related to active citizenship.

- Recognize and reward teacher efforts: Recognizing and rewarding teachers for their efforts to promote active citizenship can be a powerful motivator. This can include public recognition, awards, or incentives such as extra planning time or professional development opportunities.
- Foster a collaborative school culture: Creating a collaborative school culture where teachers feel supported and encouraged to engage in extra activities can be a powerful motivator. This can involve fostering a positive school climate, encouraging teamwork, and providing opportunities for teachers to collaborate and share ideas.
- Align extra activities with curriculum: Aligning extra activities with the curriculum can help motivate teachers to engage in them. This can involve identifying ways to integrate active citizenship into existing curriculum and providing resources and support for teachers to do so.
- Provide flexible scheduling: Providing flexible scheduling options can help teachers find time for meeting with stakeholders and engaging in extra activities. This can involve adjusting schedules or providing release time to allow for teacher engagement.

By using these strategies, schools can motivate teachers to engage in extra activities to promote active citizenship. By doing so, schools can create a culture of engagement and civic participation that benefits students and the community as a whole.

3. Activate training for stakeholders in the field of global approach to education

There are several ways to make up for a lack of training for stakeholders in the field of global approach to education. Here are some suggestions:

- Provide online training: Online training modules can be designed to provide stakeholders with the necessary knowledge and skills for a global approach to education. These modules can be made available to stakeholders in a flexible and convenient format, allowing them to learn at their own pace.
- Organize workshops and seminars: Workshops and seminars can be organized to provide stakeholders with practical knowledge and skills related to a global approach to education. These events can be organized at the local, national, or international level, depending on the target audience.
- Engage with experts: Experts in the field of global education can be invited to speak at events or to provide training to stakeholders. These experts can share their experiences and knowledge, and provide practical guidance on how to implement a global approach to education.

- Collaborate with other organizations: Collaborating with other organizations that have expertise in global education can be a valuable way to share knowledge and resources. This can include joint training events or the sharing of online resources and materials.
- Encourage peer-to-peer learning: Encouraging stakeholders to learn from each other can be an effective way to build knowledge and skills related to global education. This can include peer mentoring, networking events, and online discussion forums.

Overall, a combination of these approaches can be used to make up for a lack of training for stakeholders in the field of global education. It is important to ensure that training is tailored to the needs of different stakeholders and that it is delivered in a format that is accessible and engaging.

When it comes to managing the educational community, public administrators need to have a range of skills, including communication, collaboration, leadership, and problem-solving. If there is a lack of these skills, there are several actions that can be taken to address this issue:

- Provide training and professional development: Public administrators can receive training and professional development on how to manage the educational community. These can be in the form of workshops, seminars, or online courses that focus on skills such as communication, collaboration, and leadership.
- Collaborate with educational leaders: Public administrators can collaborate with educational leaders to gain insights on how to better manage the educational community. This can involve setting up regular meetings or forums where public administrators can learn from the experiences of educational leaders.
- Conduct needs assessments: Public administrators can conduct needs assessments to identify gaps in their skills and knowledge. This can involve surveys or interviews with educational leaders, teachers, and community members to determine what areas public administrators need to improve.
- Develop mentoring programs: Public administrators can be paired with mentors who have experience in managing the educational community. Mentors can provide guidance and support to public administrators as they develop their skills and knowledge.
- Seek feedback: Public administrators can seek feedback from educational leaders, teachers, and community members on their performance. This can involve regular evaluations or feedback surveys to help public administrators improve their skills and better manage the educational community.

By taking these actions, public administrators can improve their skills in managing the educational community, which can facilitate the achievement of the CEA objectives.

4. Promote activities aimed at the involvement of citizens

Project partners agree that in all local communities analyzed there is a difficulty to involve citizens to participate in civic confrontations as well as a lack of public spaces to exercise active citizenship. Among all target groups, there is a particular difficulty in reaching young people—e.g. teenagers therefore specific action involving both schools, public authorities and civic society organizations is necessary.

In order to address these needs, we have identified the following possible solutions to be included in the CAE:

Workshops and Training Sessions: Organize workshops and training sessions to educate stakeholders about the importance of citizen education and how to effectively promote it in the community.

Collaborative Projects: Encourage stakeholders to collaborate on projects related to citizen education such as community service projects, research projects, and community outreach programs.

Social Media Campaigns: Use social media platforms to create engaging campaigns that promote the importance of civic education in the community which may include creating informative posts, sharing success stories, and hosting online discussions.

Community Events: Organize community events such as town hall meetings, open forums, and interactive workshops that bring stakeholders together to discuss issues related to citizen education.

Community Service Projects: Encourage stakeholders to participate in community service projects that promote citizenship and civic engagement which may include volunteer work, environmental clean-up efforts, and fundraising events.

Awards and Recognition Programs: Create recognition programs to celebrate stakeholders who have made significant contributions to civic education in the community which may include awards for outstanding volunteer work, innovative projects, and community leadership.

Online Courses and Webinars: Offer online courses and webinars on citizen education, which stakeholders may access from the comfort of their own homes.

School Programs: Develop programs specifically for the students and teachers that promote citizen education, such as after-school programs, leadership programs, and mentorship programs.

Partnerships with Local Organizations: Partner with local organizations such as schools, non-profits, and government agencies to promote citizen education and engage more stakeholders.

Public Art Installations: Create public art installations that showcase the importance of citizen education and encourage community involvement.

These are just a few ideas to make citizen education more attractive to stakeholders in the community. By offering a variety of engaging and meaningful activities, stakeholders will be more motivated to get involved and work towards promoting citizen education in the community.

5. Promote political vision on the concept of “Educating Community”

Even if policymakers widely recognise the fact that education serves as an engine for economic growth, they usually lack a vision concerning the importance of education for civic and social engagement of all citizens.

Most of the time, public authorities are hard-to-reach, especially in big cities which causes a lack of communication between civil society and politics. Therefore policymakers are not used to listening to the needs coming from their local communities in terms of education and they do not have a long-term political approach in this sense, including in terms of budget investment in community-based education projects.

In terms of the success of the CAE, it is therefore fundamental to educate policy makers on the necessity of a long term global approach to education, as well as of the institution of an office dedicated to the implementation and monitoring of the community agreements at the local level.

Possible solutions to be included in the CAE could be:

Organize workshops and training sessions to educate not only the stakeholders but also all parties about the importance of citizen education and how to effectively promote it in the community.

Encourage stakeholders to collaborate on projects related to citizen education such as community service projects, research projects, local campaigns and community outreach programs.

The use of social media platforms to create engaging campaigns that promote the importance of citizen education in the community which may include creating informative posts, sharing success stories, and hosting online discussions.

Organize community events such as town hall meetings, open forums, and interactive workshops that bring stakeholders together to discuss issues related to citizen education. It may be held in a same time each year annually.

Create recognition programs to celebrate stakeholders who have made significant contributions to citizen education in the community which may include awards for outstanding volunteer work, innovative projects, and community leadership.

Promote active citizenship education since early age, since children will be the future leaders of local communities.



LOCAL COMMUNITY AGREEMENT FOR EDUCATION TEMPLATE

After the first part of the template, including all the activities that are suitable to be implemented in all project countries, each CAE should be customized, according to the specific local communities needs and possibilities, and after the consultation with local stakeholders.

The fundamental points to be included in the local Community agreement before its signatures are:

1) STAKEHOLDERS IDENTIFIED AT THE LOCAL LEVEL THAT WILL SIGN THE PACT

This should include: public authorities (municipalities, local councils etc.), schools, civic society organizations, educational institutions, local enterprises, cultural associations etc.

2) BENEFICIARIES

Students/young people, teachers, school staff, local associations etc.

3) EXPECTED RESULTS

Examples

- Contrasting school dropout
- Promoting young people active citizenship education
- Enhancement of students' well-being and active participation in school and out of school
- Consolidation of a positive bond between school and local community, promoting mutual contamination between different institutions and schools combined with specific expertise in activities
- Exchange between school and local stakeholders of new teaching methodologies and new materials, tools and approaches

4) DURATION OF THE PACT

We recommend to stimulate a long-term vision on the pact, in order to allow actions to accrue results that can make a real impact. The CAE that should last between 2 and 5 years.

5) HUMAN RESOURCES INVOLVED IN THE IMPLEMENTATION AND MONITORING OF THE PACT

e.g. Principal, municipality counsellor etc

6) SPECIFIC ACTIVITIES TO BE IMPLEMENTED AT THE LOCAL LEVEL

To be decided together through a co-design process with the CAE Coordination Group.

Example of the specific activities to be implemented at the local level

- **Actions aimed at promoting and encouraging the active participation of young people** in the life of existing local associations for social promotion (culture, environment, sports, health...), as well as fostering the emergence of new youth associations;
- **Youth-participatory process on rethinking spaces** and activities to promote reading and the city library;
- **Mapping** of indoor and outdoor public spaces (urban regeneration) intended for recreational, artistic, sports and social activities to be managed by the educating community;
- **Enhancement of Schools as community places.** In these spaces, promote activities that encourage the exploration of one's talents and different languages in order to facilitate the emergence of individual propensities in the choice of study and work path;
- **Activities aimed at intergenerational exchange**, implementation of shared actions between children/youth/adults and the elderly;
- **Activation of training paths for the educating community** on nonviolent communication, educational assertions and virtuous practices in dealing with fragile categories including those who carry a cultural, linguistic and religious specificity;
- **Parenting support activities** particularly for issues related to different forms of fragility;
- **Practices for effective continuity between school and local community**, for designing a school outside from school through active education pathways to support children's learning. This continuity needs to be realized with particular urgency in interreligious and intercultural dialogue and in a more general sense in supporting the most fragile groups with targeted tutoring even during school-to-work activities.

Date and Place,

SIGNATURES

1) *Name, Surname, Organization*
Signature

2) *Name, Surname, Organization*
Signature

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