



CLASS



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PRESENTATION OF THE CLASS PROJECT

The aim of the CLASS project is to provide teachers with new pedagogical tools and approaches adapted to new needs in order to involve organizations and companies with different horizons, not only in education, in a broader vision of education that focuses not only on knowledge and skills but also on common universal needs and values

In the CLASS project, scientific cooperation between four European partner countries (Italy, leader, France, Germany and Portugal) is developing tools to combat early school leaving and to promote the 8 key competences agreed in the European framework (EC, 2006 & 2018).

The CLASS project is a continuation of the SCHOLA project (<https://www.schola-erasmus.eu/>). SCHOLA demonstrated the value of an innovative approach to involving students through extracurricular activities such as volunteering.

The added value of the CLASS project is to design three Intellectual outputs (IOs):

- 1- IO1- led by the University of Perugia (UNIPG, Italy)
- 2- IO2- led by Solco srl (Italy)
- 3- IO3- led by the Insitute for Research and Information on Volunteering (IRIV, France)

Links are established between schools and the field of sustainable development to promote not only school education but also the role of teachers and students in building a better world. The activities carried out in school are linked to those carried out in the related third sector structures - externally, when they are carried out as extra-curricular activities, but also internally, by integrating them into the compulsory school curriculum as socio-cultural activities.



TACKLING THE ISSUE OF EARLY SCHOOL LEAVING

European education and training systems lose too many young people each year. They are not equipped with adequate skills for later life. Fighting against Early School Leaving (ESL) has been recognized as one of the main challenges faced by European societies. For the majority of young people, leaving education and training prematurely

is both a result of educational, psychological and social problems and a cause of continuous social insecurity (European Commission, 2011). Reducing ESL has been a main priority of all EU countries since 2000.



THE MAIN BENEFITS OF VOLUNTEERING FOR YOUNGSTERS

Volunteering is no longer a marginal phenomenon. It has become a crucial issue since the beginning of the 1990s with a series of studies conducted on a European and International levels (University Johns Hopkins, Baltimore, USA including contributions for EU countries) insisting on the positive impact of Volunteering as a touchstone of civil society (macro-level), on the role played by NGOs on inclusion, solidarity and equality of chances (meso-level) and on the many benefits on volunteers as a means to create and develop both social

capital and human capital (micro-level). Volunteers and especially youngsters acquire personal, social and professional skills. Being a volunteer also means being an active citizen. It includes the concepts of altruism, charity but also diversity and otherness.



VOLUNTEERING & SUCCESS AT SCHOOL

Volunteering has been set forward as a main example of non formal and informal learning and as a cornerstone in the Valuing Prior Learning process (VPL). It may be considered as an alternative pedagogical strategy amongst pupils who face difficulties at school or who have already dropped out. Volunteering was officially recognized on a European level thanks to the Year of European Volunteering (EYV 2011) but since the Copenhagen process (2002) several European projects have enhanced this innovative approach

in the framework of the Lifelong Learning Programme (LLP).



Since the first days of the epidemic, the Italian government has defined a series of urgent measures including the suspension of educational services and the frequency of school activities, except for those carried out remotely, in the municipalities affected by the epidemiological emergency from Covid-19. To support the schools affected by the provision, the Ministry of Education has provided a series of free technological solutions that can keep the contact between teachers and students alive and allow the continuing of lessons with forms of distance learning. These are teaching and learning methods that not only require the availability of dedicated hardware and software, but also the activation of assistance initiatives for the school community affected by these measures.

Link -><http://www.erasmusplus.it/indire-assiste-le-scuole-chiuse-per-lemergenza-sanitaria-con-attivita-di-didattica-a-distanza/>



In times of Covid 19, schools had to close and the courses were delivered by teachers at a distance thanks to virtual class rooms as the Ministry for Education has designed some tools and software that can be used by teachers, they just need to have a computer and to ask for the agreement of the parents to support their children during the online virtual meeting. This has been a way to involve more directly parents and families to the learning process. In particular, the Ministry for National Education in (MNE) cooperation with the Center of e-learning the Centre National d'Enseignement à Distance (CNED) has improved its online offer. The MEN has also implemented a platform where the teachers may find a series of online tool in order to suggest an alternative for teachers to offer their courses online ; according to the level of education and/or the topic of the course are available on <https://eduscol.education.fr/pid39543/continuite-pedagogique.html/>



« In the period from March to June 2020, the schools throughout Germany had to close because of the pandemic and no present classes could take place. During this time, schools were forced to resort to alternative means to continue providing students with the important content they needed to develop and participate in learning. One measure was the so-called homeschooling, in which the students were given working materials which they had to work on at home. The parents who had to accompany these processes had an important function. In addition, some schools developed innovative forms of e-learning by using various digital tools. All in all, schools throughout Germany had very heterogeneous approaches dealing with the issue. Following the hard lockdown situation, many schools are now dealing with the further development of e-learning and its implementation in everyday school life.



In Portugal, a series of extraordinary and temporary measures were adopted to respond to the epidemiological situation of the new Coronavirus-COVID-19 in the area of education, specifically in basic and secondary education.

From the 1st to the 10th year, all levels of education ended the school year with distance learning, which was reinforced with the support of television broadcasting of pedagogical content, without replacing, the work that teachers made with their students. In May, the 11th and 12th year had restarted with face-to-face classes in subjects submitted to national examination. The 9th grade exams and exams were canceled and the national secondary school exams were postponed to July, between days 6 and 23, with a second phase in September, between days 1 and 7.



In times of the Coronavirus, the world of organized volunteering in Italy was joined by the spontaneous support of ordinary citizens. The moment was particularly difficult for Southern Italy, but not only. Of course, it must be considered that help has come from the extraordinary budget available to municipalities by the government to distribute shopping vouchers or food directly, as well as personal economic subsidies. The municipalities were supported by the network of volunteers already active in the area. In the field there are among others Caritas, Sant'Egidio, Banco Alimentare, but also many large and small lay and Catholic associations, in addition to the volunteers of the Civil Protection.

Link-> <https://www.ilsole24ore.com/art/coronavirus-volontariato-campo-l-italia-che-non-arriva-fine-mese-AD7Bj8G>



The issues faced by associations in times of Covid are the decrease in voluntary workforce especially in social services as many of the volunteers were retired and the 60+ were considered as the most vulnerable public for the Coronavirus. Many activities had also to stop to respect the safety requirements. At the same time there has been a huge demand of support coming from families facing social and economic difficulties- domestic violence, threat of unemployment or undeclared activities that had to stop with the financial results, issues to provide a relevant support to children who couldn't go to school. Poor families and people in general have been the most affected by the Coronavirus. The secretariat for Youth launched a campaign in order to involve all people but especially youngsters to support associations ; an online platform #jeveuxaider was designed in order to involve associations, local authorities, public bodies to recruit volunteers to support specific actions - <https://covid19.reserve-civique.gouv.fr/>)



In Germany, many people continue to work in volunteer work. According to the Federal Statistical Office, around 17 million people in Germany are currently engaged in voluntary or honorary work. During the Corona crisis, many organizations had to severely restrict their work in these areas or take considerable measures to be able to continue them. Organizations were still forced to especially protect all volunteers who themselves belong to a corona risk group. After the work had to be cut back in many places, especially in the first period of the lockdown, a high social demand for support lines can be observed. The most urgent concerns are, for example, financial difficulties, various psychosocial issues and everyday support. On the level of voluntary activities, there was a positive development from the very beginning of the pandemic situation, with many people, especially young people, offering shopping and everyday services for people in quarantine or from risky groups.



Portugal has a tradition of solidarity initiatives and in view of this situation many spontaneous and more organized initiatives have emerged across the country. However, there is no single space that brings together institutions and candidates for volunteers, but organizations have sought to respond quickly to this emergency. About 300 Municipalities created a response within their Local Volunteer Banks and mobilized citizens. CASES - Cooperative António Sérgio for the Social Economy within the scope of its competences, in the area of volunteering, appealed to volunteering and created an internet platform that provides voluntary initiatives from North to South of the country, the movements, and platforms created to respond to the people who need the most support. This online area will allow those who want to volunteer to identify the initiatives that best suit their profile and availability.

The information is permanently updated, in order to monitor and complement all voluntary actions that are being promoted and implemented at the national level.

All information is available here: <https://www.cases.pt/voluntariado/covid-19/>

For more information on volunteering, consult the CNPV- National Council for the Promotion of Volunteering, <http://www.voluntariado.pt/>

Workshop in Italy among the UNIPG and the Liceo of Pescara (Abruzzi)

The University of Perugia (UNIPG) is already involved in extracurricular activities with students in several secondary schools in Perugia, suggesting to be volunteers in NGOs to respect the compulsory curriculum requiring to have activities outside school in the framework of “on the ground” activities. The UNIPG shared its experience with the Liceo of Pescara not yet familiar with the voluntary activities and the way to assess them.

Monthly Zoom meetings

The Coronavirus pandemic has been an opportunity to enhance a virtual work among the European team with regular online meetings meant to inform on the main barriers and difficulties faced because of the Covid 19- such as the closing of schools, the teachers forced to work at a distance, the dropping out of many students... but also the opportunity to work on new strategy to support students, for instance for the purpose of the CLASS to suggest online activities to be provided by students to NGOs (such as designing a website or weblog, fund raisins, dissemination activities...)

An interactive website built in a collective way by the Class team

In order to .share the main object & objectives of the CLASS project, to present the partners involved in the European team, the expected impact of the project together with some theoretical background (including a biography), a website has been designed by Caritas Borken (Germany) with a general presentation in English and national parts in the four languages of the partners- Italian, French, German and Portuguese

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