

From School Community Service to EVS and European Solidarity Corps

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www.comserv.poli.hu

School community service, EVS and ESC, which are in the focus of our project, all aim at fostering social cohesion and inclusion. The 5 partners – in Belgium, Hungary, Portugal, Spain and Turkey – represent cultural diversity and they are all inclusive schools in their region. In addition to this, we involved students with special needs, those with immigrant or other minority backgrounds, with social obstacles due to family unemployment, etc. Some of our extra-curricular programs can be used not just in public education, but as non-formal activities for the youth.

Our project aimed to provide a new model on how schools can contribute to students acquiring these skills. It included a competence - and project-based approach to find new ways for citizenship education through active peer to peer learning – ‘learning by doing’.

Another priority is the assistance of teachers to acquire new methods through experiences in multicultural cooperation so the project contributes to the development of their professional skills and helps to prevent professional burnout.

School community service and volunteering is an active expression of civic participation strengthening common European values such as solidarity and social cohesion which can help to cope with current and future crises. It also provides important learning opportunities, because involvement in voluntary activities can provide people with new skills and competences that can even improve their employability.

2011 was the "European Year of Volunteering" and in December 2016 European Solidarity Corps, a new initiative was launched by the European Commission to create opportunities for socially minded young people willing to make a contribution to communities around Europe. It is intended to strengthen cohesion and solidarity by offering an inspiring and empowering possibility for young people who want to help, develop their skills and get also invaluable human experience.

NEEDS ANALYSIS

The 5 partner schools (in Belgium, Hungary, Portugal, Spain and Turkey) surveyed the needs of their students in doing voluntary work after graduation. There proved to be a high, unmet demand: altogether 6 out of 10 say they would be willing to do such activities but most of them had no idea how and where. 4 out of 10 would be happy to do it in another European country so that they could also experience intercultural exchange and develop their foreign language skills.

Then a **SWOT** analysis was made to measure capacities in the partnership:

Strengths: all the 5 schools have different kinds of community service activities offered to students in the areas of helping vulnerable groups of people, animals, environment protection. Közgazdasági Politechnikum and the Agrupamento de Escolas Henrique Sommer are accredited ESC sending institutions.

Weaknesses: the schools have no practice in helping their students to do voluntary service after graduation. Although Politechnikum has had its accreditation for 1 year, so far it has not been able to place volunteers.

Opportunities: the partners shared their good practice in order to expand their offers for school community service and learn together about EVS and European Solidarity Corps and gain accreditation + help students to get registered as future volunteers.

Threats: there will not be enough opportunities to meet the demands of our students.

NEEDS

- development of school community service by the exchange of good practices: schools and teachers would like to discover new methods and experiences at transnational level in order to adapt them;
- getting all our schools accredited and helping students to join EVS and European Solidarity Corps.

OBJECTIVES

- to promote social inclusion, cohesion and solidarity by discovering and exchanging good practice of partner schools;
- to find new ways and methods for teachers in citizenship education to enhance students' social and civic competencies and attitudes in extra-curricular activities;
- to increase students' active European citizenship, ability to work in multicultural groups, positive attitude towards European projects and tolerance towards different cultures;
- to raise awareness of the value, importance and opportunities of volunteering among young students;
- to build a European network of schools lasting after the project period.

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and Turkey – represent cultural diversity and they are all inclusive schools in their region. In addition to this, we would like to involve students with special needs, those with immigrant or other minor background, with social obstacles due to family unemployment, etc. Some of our extra-curricular programs can be used not just in public education but as non-formal activities for the youth.

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Participants | **Belgium, Hungary, Portugal, Spain, Turkey**

BELGIAN GOOD PRACTICES

Sint-Jahnscollege
Ghent | Belgium
<https://humaniora.sjc-gent.be>



GOOD PRACTICES IN BELGIUM

Voluntary work is part of our curriculum and social interaction through voluntary work is one of our key points. We would also like all our students to do a year of voluntary work after graduation in order to help the world become a better place and the students themselves to improve their social skills. We would like to achieve it with the following projects:

Students in the two last years (16-17-year-olds) must choose an optional subject and one option is Sava?, which offers them the possibility to do voluntary work in the neighbourhood of the school. The idea is to give them the responsibility, the choice and the platform to work for a better community. They can teach Dutch to foreign toddlers, organise study guidance for primary school students, visit lonely senior citizens, help in their household and take them on outings in the neighbourhood, organise animation in a retirement home, create new environmental projects, promote traffic safety, take care of graves, help local organizations during festivities. In this community service the school collaborates with a relief centre, Ziekenzorg, the OCMW, the RVT, a religious community, the local police force and different other local organisations. In the 12 years of the project, we have won a lot of prizes with it, for example the prestigious Queen Paola Prize for Education.

Voluntary Camp - in the summer vacation we organise a one-week camp for our upper grade students. With a couple of students, we stay in Bruges and work together with several different organizations such as retirement homes, refugee centres, homes for disabled people, etc. We not only visit people in need but also live with them and learn about their way of life and their needs. During this week we only use fair-trade or local products and try to keep our ecological footprint as small as possible.

Participating in the Comserv-Project gave our engagement even a bigger boost.

GOOD PRACTICE

The school has connections with local civil organisations that help us to organise the following activities:

- Visiting different volunteering projects in Ghent
- Meeting and having a conversation with immigrants and refugees,
- Working with elderly people,
- Helping homes for physically or mentally disabled people. Playing board games, organizing a karaoke night, acting, singing,
- Help dividing food packages for poor and homeless people. And help collecting food to make these packages. Helping out in a thrift shop where people can buy cheap second hand clothing,
- Help with fundraising activity for the Third World countries and NGO's like: Oxfam Worldstor, Father Damian Foundation ...
- Having our own Oxfam store in school to show students the Fair Trade concept.
- Taking lonely and elderly people on a daytrip. Sun and Sea are places much appreciated by the elderly.
- Helping out with projects in the school area to strengthen the social cohesion. This also helps a quicker integration of new inhabitants around the school.
- Through the writing actions for Amnesty International creating awareness for all human rights all over the world..
- Helping local associations with logistics for projects and festivities. This also helps improve the social cohesion and helps against isolation of people.

HUNGARIAN GOOD PRACTICES

Közgazdasági Politechnikum Alternatív Gimnázium
Budapest | Hungary
www.poli.hu



GOOD PRACTICES IN HUNGARY

The Hungarian government passed an amendment to the Education Act that stipulates students must carry out fifty hours of volunteer work to be eligible to sit matriculation exams, and thus complete the secondary education. By making community service obligatory many students have begun to have a less-than-positive attitude towards volunteering.

By developing Good Practices on community services, taking students opinions into consideration in the planning stages, it is possible to create a positive atmosphere. One in which students enjoy helping their peers or other groups in need. Using non-formal methods in determining which areas of community service to include in our mutual work with students we provided ample opportunities for young persons to teach and/or learn from their peers. GPs created in such a manner that make the participating students consider them their own.

GOOD PRACTICE

We focused a great deal of energy on involving the students in the very early planning stages of our Good Practices, well before this Erasmus+ project was developed. In grade seven we exposed them to many new ideas and concepts, situations and locals. These were both Hungarian and international in nature. For example half of one class from the school was taken to a local community garden that was run by a Hungarian NGO with international volunteers, in this case an Estonian and an Italian. The students were shown more than a mere garden. They were asked early on in the garden if they even understand what community meant. Later on in the first day at the garden they were exposed to a natural beehive. This hive was used as an example of true community, one where all the members work for the better of the whole

rather than for individual glory. This was all done in English and with many, many hand gestures, body language, using pebbles as models etc. The students had to give presentations to the other half their class the next week with volunteers there to watch the presentations. They did it in English and Hungarian though none of them were at the level of English to do so, they had simply experienced the week before how to express themselves even with limited common language skills.

The same class developed a so called blind-day at the school. Brainstorming ideas, narrowing down the ones to keep by voting on them had the students far more involved than they believed. By the end of this session they were proud of *their* basic Good Practice. It was further developed such that half the class arrived to the nearest metro station and were blindfolded. The other half acted as their guides. The guides had to take care of their *blind* friends the entire day. Make sure they got to class on time, help them with classwork, take them to lunch, etc. This was all done with the knowledge of the school administration and teaching staff as the students realized they need to inform the school of such a drastic event, and they therefore drafted a letter asking explaining what they had designed, why and how they were going to carry it out. This day ended with blindfolds removed and a feedback session was held where the guides expressed how taxing such an event was on them.

Step three in developing GPs was discussing the two events above. Students expressed their desire to design work on environmental protection - directly stemming from leaving the wild beehive alone at the community gardening rather than destroying it. As well as the whole urban farm idea and from the plot to the table, as in lower carbon footprint for what we eat. They also decided that the blind day activities could be streamlined to fit within a workshop of a project as a way of helping potential hosts in exchange projects see what it is like to be completely responsible for another person as well as for showing the level of responsibility to those that will eventually be hosts in Erasmus+ projects.

How to run a workshop with students and keep it non-formal, yet actually get work done? We cooked with them. We baked pizza one for ourselves, we had so much fun we decided to bake

for another class as a kind of gift. This working together to help others evolved into a search for ways to use their skills in the culinary arts to help others. More brainstorming with dozens of ideas put on the whiteboard. We had to narrow it down to a small number of activities that the students would be able to carry-out on a regular basis.

The final version of the Good Practices came about slowly but surely. Though they are not necessarily final versions as they are designed such that they can be taken by any school and altered to meet their specific needs. We created an environmental protection GP and a helping the need GP. Each of these are multifaceted, specifically to meet the needs of the day.

The environmental project GP warped into up-cycling and forest protection. Up-cycling is a step above recycling. You do not merely take a material and reuse it. Rather, you take a material, and use it for a new purpose. In our case we used the experience and knowledge at Medence csoport to take old PVC signs, which are considered hazardous materials and thus cannot be buried in trash dumps, or simply burned in incinerators. They can be cleaned and the material, in our case, turned in to pencil cases, backpacks, laptop folders, wallets, et. Really, the sky is the limit. By taking these materials, showing the students how to build these items with nothing more than scissors and a sewing machine we transformed hazardous waste into new products while the students garnered new skills and improved their spatial thinking.

Also a hands on way to protect the environment is to join the Forest Protector NGO's bird feeder and dormouse box program. Show the participating students how to use a hand saw, a drill and sand paper. Give them some lumber and let them plan. Of course, a few pointers and tips on style and size of the products is necessary to give them, but let them figure out how to get it done. Have an expert carpenter on hand who knows when to let the kids run with their imagination and when to intervene and all will be good. All that is left is to take them out to the forest to be installed for winter to help protect the animals they were intended for.

Culinary skills turned into feeding the needy GP. Budapest Bike Mafia has a nationwide program, Plus 1 Sandwich, where participants merely make an extra sandwich in the morning when making their bag lunch and donate it to the program every Wednesday (in our case).

However our intrepid participants opted to also purchase ingredients and make sandwiches every week in plain view of the peers in the school canteen. This in turn led to other groups doing similar things. Peer-to-peer teaching at its finest. In addition to this, the group would also make food and deliver it to the Egy Falat Kultura.

By involving the students in the Good Practices from the very beginning they come to understand the importance of volunteering in community service programs. Whatmore, they realize that they have a say in what type of volunteer work can be done. A true epiphany it was, when one or two began asking if their volunteer work in the ComServ project would be counted towards their mandatory 50 hours required by the government for matriculation and their peers blatantly pointed out that “we are doing this work because there is a need for it, not because we have to. Therefore, we believe we should not be able to count this towards our fifty hours!” Not only did our students contribute greatly into the development of our Good Practices, they also accepted and agreed with the basic, underlying concept that “we help when and where we can.”

PORTUGUESE GOOD PRACTICES

Ogrupamento de Escolas Hengrique Sommer
Maceria - Leiria | Portugal
<http://aehenriquesommer.ccems.pt/>



GOOD PRACTICES IN PORTUGAL

In Portugal, at the end of compulsory schooling young people are expected to achieve principles, values and competence areas that will enable them to contribute to a culture and country that is scientific, artistic and humanistic. The National Education Strategy for Citizenship reintroduced citizenship education into the curriculum having created mandatory teaching areas, such as democratic institutions, the environment, sustainability, human rights and health. In addition, it promotes partnerships with NGOs and other institutions so that students can reinforce and improve competences in active citizenship and entrepreneurial areas. Although this is a quite recent legal framework, our school, Agrupamento de Escolas Henrique Sommer has been engaging students in projects and activities that meet its goals for a long time. Below we'll try to summarize our best practices.

GOOD PRACTICE

Beach Cleanup Campaigns in collaboration with the City Hall

In the scope of projects related to the environment like "Ecoschools", students usually join volunteer beach cleaning activities. Beach cleanups aim at collecting litter to improve the coastal and ocean ecosystem so our students are encouraged to join such initiatives as they know that by taking such simple steps, they are helping reduce and washing away their collective "plastic footprint" towards a plastic free coastline! Yearly the activity is organised by the City Hall but sometimes the school itself takes the initiative (in the scope of ongoing projects) and asks the authorities for the organization of the activity that involves asking for transport (since the coast is 25 kilometres away) and means to collect and store the garbage. The collected garbage is then weighted and the students are given the feedback in local

newspapers, which is a way of rewarding their effort and motivating them for further initiatives.

Celebrating volunteering International Day

Each year, our school chooses an institution to collaborate with. There has been a long-term collaboration with the Make a Wish Foundation, though. Students usually help out by going to the local market and selling Make- a -Wish stars explaining the purpose of the funds, to grant the wish of every child diagnosed with a critical illness.

Organising donation campaigns

Groups of students organize several campaigns to collect goods. They usually collect clothes in good conditions and then the school distributes them to students and to families that are known to face economic difficulties. Although the clothes donation is quite visible for the school community because it is quite participated, the distribution process is quite discreet so that the beneficiaries aren't exposed.

Another recurrent campaign is the one for the donation of non-perishable in-date food and hygiene products. For that purpose, students usually organise sports and cultural events which have already become a tradition in our school. In fact, yearly the community expects them to organise football tournaments to raise non-perishables. They also expect them to organise the school contest where some students volunteer themselves to show their talents. Students who want to participate or attend the events have to deliver food or a hygiene item that will be donated to reference Institutions whose scope is assisting the needed like The Red Cross or Atlas.

Children are one of the target groups of the school initiatives, so campaigns are also organised to raise funds to buy new toys that are delivered personally to children living in shelters. One of the shelters we have been sponsoring is located in a fishermen town located 60 kilometres from our school. There are several ways to raise funds but one of the most popular ones in our

school is the traditional Soup Festival. Soup is an institution in our country and it is a common starter in our meals. Therefore, we have an enormous variety of soups. The students contact several restaurants and ask them to donate soup: a different variety of soup per restaurant. The parents' Association and the school cook also contribute. Then, the festival is advertised, mainly in the Facebook page of the school and through personal contact (via students mouth to mouth). Participants pay 5 euros and are given a bowl, some bread and a spoon at the festival entrance. They are entitled to have as much soup as they want and usually there are between 15 to 20 varieties of soups. It's always a well participated initiative.

Delivering workshops to the community

Project Change-The students attending the multimedia professional course are responsible for teaching digital literacy to the elderly. The sessions are named "Digital inclusion programme for adults". The project is fully advertised (in the Church, in leisure centres, Day care Centres, cafés, supermarkets) so that the information will reach the target group. Afterwards, elderly people from the community come to school during some weeks and the students teach them how to use the computer and social networks. It's had a huge impact in our community as it is quite an innovative practice. The project has contributed not only to improving the digital literacy of the target group but also to reinforcing relationships among the participants.

Project Teaching other students

As ours is a gathering of schools, students are encouraged to develop projects with younger students. For that purpose, they usually dynamise workshops for primary school pupils, usually about topics related to environmental protection or health. The most recent one was about herbs and it was dynamised by 7th grade students. They promoted a treasure hunt in which pupils had to look for herb seeds of Parsley, Peppermint, Coriander. Afterwards, the seeds had to be planted in vases made of plastic bottles, thus promoting the recycling of this material.

Another initiative that has had a huge impact was dynamised during the school breaks: several groups of students decided to play traditional activities like rope jumping, playing hopscotch, elastic jumping so that the students could occupy their free time by interacting with one another away from mobile phone screens. The project has lasted for several weeks and from time to time it is repeated. Hopefully the scenario during breaks will change in the years to come.

Christmas with everybody's hands

Annually our school offers a Christmas Tree to the Community. Children from Kindergarten and pupils from Primary school and from the Head school of our Institution use recycled materials to decorate the structure of a giant tree. Each year the material to be used is chosen by the Art Teachers' Department and the whole school is informed. Then all the children/ students and community are invited to bring the material, which is always recycled, to school. One month before Christmas, the students start decorating the Tree with the help and supervision of the Art Teachers. With the help of the local authorities, the Tree is then taken to be exhibited in the main roundabout of the town for the delight of the whole community.

Christmas Party for the Grandparents and Seniors

During the first Term the teachers of the 5th and 6th grades organise a Christmas show for the students' grandparents and other elder people from the community. The students prepare dances, role plays, songs, usually in the Citizenship class and present them during the show. On the last day of the first term, in the evening students bring their grandparents to school and offer them a Christmas party. After the show, all the people share dinner with delicacies alluding to the season. It's usually a time of sharing, collaboration and tenderness which is highly valued both in our school and the community and which has been taking place for more than 15 years.



Collaborating in National Recycling Campaigns

The school usually participates in national campaigns to collect and recycle large appliances, unused gadgets and e-waste. In the year 2012 our school won the national competition and was awarded a label because it was the school in Portugal that collected more material to recycle. We keep that label proudly because it is a token of union, collaboration and willingness to help from our community.

SPANISH GOOD PRACTICES

Garbi Pere Verges

Esplugues | Spain

<http://www.escolesgarbi.cat/esplugues/>



GOOD PRACTICES IN SPAIN

Vida Social (Social Life)

A community project integrated within school life

Social Life has become one educational pillar of Garbí Pere Vergés. It is a constantly moving project that takes into account the educational needs of our students which goes beyond the contents that are taught within the classrooms.

Social life seeks to awaken in the students their involvement with the environment in which they live, it helps students value the school and their resources and allows them to develop a bond among the students of the different educational stages and also with different NGOs.

The project implies participation, involvement and commitment of the students throughout their schooling. This project is based on the idea that the School is a great background of learning and sharing, understanding it as a small city where all the students, as citizens, have rights and duties that allow the acquisition of values and attitudes of respect to the democratic principles of coexistence, cooperation, solidarity, tolerance and equality.

It means to be a transversal project that endeavours the participation of the students in the management of the School and is an excellent example of service-learning. For that reason, it includes all the activities of student participation in the day by day at school, under the basis that personal responsibility and individual effort have an impact on the group. The idea of the project is promoting team working and cooperation, mutual help, decision taking and self-improvement spirit.

From the early stages, students get familiar with group Colour and Charges; these would be the main axes around which the entire Social Life is organised. The 3 colours (green, blue and white) are the backbone of all the students of the School from the youngest (3

year-old-students) to the oldest (19-year-old students). In the classes each Colour has its Head (the representative) and in the whole School there are those Chiefs of Staff, who are democratically elected from among the students in most classes high school students. In fact, charges arise as a need for community service, of participation active in the life of the School.

Meeting of the candidates:

<http://www.escolesgarbi.cat/esplugues/2019/10/17/presentacio-candidatures-caps-generals-d-e-color/>

Elections Campaign:

<http://www.escolesgarbi.cat/esplugues/2019/10/29/ja-ha-comencat-la-campanya-electoral/>

The Elected:

<http://www.escolesgarbi.cat/esplugues/2019/11/05/eleccions-caps-generals-de-color/>

GOOD PRACTICE

Objectives

The objectives of the Colours and, therefore, of the project of Social Life and that allow working transversally are:

- Develop responsible, committed, critical students and make them aware importance of the individual in society, through involvement in an active and democratic life
- Learn to share responsibilities to achieve common goals among all the students.
- Train people, with values and criteria which will allow them to get ready to act to improve their social environment.
- Offer a framework where students can organize and channel their own capacities, which will serve as a learning to know how to develop in the world adult after school.
- Foster a sense of belonging to an organized group with some rules, some rights and duties, as well as to foster respect for the diversity of the members of the group.

- Strengthen the autonomy and responsibility that promote the self-esteem of the students.
- Networking with social organizations close to the school to improve their human relations, respect for all people and groups and fostering their solidarity.
- The objectives of the Charges, understood as a project which is worked transversally at different stages are:
- Train responsible, thoughtful, committed people to their environment and willing to act with ethics and criteria to improve and preserve the good coexistence.
- Generate attitudes that will promote a capacity for effort, self-improvement and self-improvement consistency.
- Contribute to the smooth running of the school and help peers in the personal and collective organization of the class.
- Get awareness of one's responsibility.
- Encourage self-criticism and cooperation.
- Learn to value the impact of a job well done on both the actor and the actor group.
- Promote self-esteem and become aware of one's own abilities, knowledge and values.
- Organize school life as a reflection of the society where students begin to feel an active and responsible part.
- Learn to respect constructive criticism of others; learn how to make one self-criticism of the functioning and development of one's position.

Human resources

The human resources used to carry out this project are all school community. The project is led by the Board of Directors and in addition, there is the figure of the Head of Social Life, who coordinates the activities and the schedule every year. This representative also contacts with the different NOGs and entities involved in the project.

The rest of the people who make up the educational community: teachers, tutors, administration, cooking and maintenance staff also perform the task of accompaniment and training of the students along the activities. So that everyone at school can become teachers and trainers of social life.

Activities

The activities of this project vary depending on the age of the students.

Childhood education

As it is said above, along all the stages, the students are grouped in 3 different colours (green, blue and white) in order to organize all levels and distribute tasks so that each student is responsible for a different task.

When children start at school they are introduced to the idea of charges, they are the “helpers” at different situations: those who pick up the toys after garden break, the ones who take care of the tale books, those who clean the blackboard, the ones who select the pencils and put them in order in their baskets.

Another constant task during the school life of the students is their duties at the dining hall, where the students devote themselves to serve their mates in turns. So, there is always someone responsible for setting the table and serving the rest of the classmates.

Primary stage

At this point students start being organised by charges, so that in turns they perform their responsibilities: the representative of the class, representative of the colour and general counsellors.

In their everyday life, all the students are in charge of the news, library, order and hygiene, dining hall and babysitting for the kindergarten.

During the primary education, an activity carried out by older students of this level (10 or 11-year old) is acting as reading tutors of the younger ones, when they teach and help them to read.

Secondary Education

When students reach secondary education, they spend an hour a week of their learning schedule doing volunteer tasks, not only at the school community but also at the school surroundings.

Among the tasks that they carry out, we can find the ones within the school community which improve school every day running (they help in the kitchen, garden, laboratory, secretary or take care of the general maintenance), they also work on the School TV and moreover they help primary and kindergarten teachers with the young students while organising and developing different activities (theatre, science workshops, support at the swimming pool)

As students grow up, they start to collaborate as volunteers of different nongovernmental organisations close to their environment. So, one hour per week within their schedule, they interact with people coming from different NGOs by organising some tasks for them. Those people come to school and participate of the different activities which students have planned. The different beneficiaries of these part of the project are

Finestrelles Foundation (Disabled Area):

The purpose of the activity is to bring our students closer to the reality of people with physical disability. Each of the participating students becomes the tutor of one of the users of the Fundació Finestrelles who come weekly to the school to collaborate on our most common responsibilities (helping the little ones in the dining room, a secretary, kitchen, etc.).

Volunteering at Sant Joan de Déu Hospital:

The purpose of this activity is to bring our students closer to the day to day hospital Children and share spaces and moments with children who are ill and in hospital. The students who participate in this activity go once a week to the Hospital Sant Joan de Déu to collaborate in the most daily tasks of the centre: to set toys, make inventory, etc. In addition, the participating students organise workshops to perform, once a term with the boys and girls that are hospitalized.

Digital literacy - Casal de Can Clota (Grandparents of Esplugues):

Today New technologies are everywhere, and they help us a lot in our everyday life. For many of us this facilitates our living but for old people (that have not grown with them) sometimes makes things very difficult. The purpose of this activity is to make old people "lose" the fear in front of a computer or tablet Students teach grandparents how to browse the internet, find information, conduct online procedures, etc.

Historical memory (Grandparents of Esplugues):

Older people have lived more than anyone else, they are those who have more experience and often go completely unnoticed. This activity pretends that the students meet old people to listen to their stories and to write a book explaining their lives and experiences.

Apart from the NGOs, the school also cooperates with different branches of the Social department of **Esplugues Town Hall**, concretely:

Area dealing with handicapped people: The purpose of this activity is to bring our students closer to the reality of people with physical disability. The users of Esplugues Home visit us once a week and the students who participate in this activity are responsible for managing activities for them. These may consist of handcraft workshops or some computer learning session with

iPads. The students participating are supervised by a teacher at any time, who helps them think and prepare the sessions.

The Elderly:

The purpose of these activities is to bring the students closer to the elderly. Listen to them and share spaces and moments.

Immigration Area:

The objective is to bring students closer to immigrants and share knowledge and exchange cultural aspects. Literacy (immigration area): The students participating in this activity help a group of immigrant women (especially Maghreb) to learn our language to be able to integrate more easily, understand what is happening around them and be more skilful in their everyday lives.

Citizen Participation Area:

The objective is to inform students about social organisations of Esplugues and share knowledge.

Creation of web pages and technological assessment: Students help in a basic ICT level to different entities that design web pages and manage social networks.

Apart from those organisations and community services that regularly interact with students, there are others which the students help to promote some campaigns as well as collaborate during their development. Among others, the main campaigns and entities the school collaborates are:

Blood bank: throughout some months the students are trained to be aware of the reality of this topic. They plan the campaign, design the marketing and volunteer the day of the donation at

school.

Casal dels Infants:

which helps disadvantaged youth in their studies and find a job if required. Students cooperate with this organisation with a campaign to collect transport cards for the poor children who need them to go to school.

Food bank: Students prepare the campaign at school, they collect boxes of food and they go to the place to help with the selection, packaging and distribution of the food for the people who need it.

Asproseat: an organisation that offers jobs to mentally disabled people is a great background for the students to keep on learning and helping these people but in their natural environment. All the actions mentioned are taking place during school lessons, but post compulsory education students, those who are 17 and 18 have started their cooperation with some organisations after classes, starting to perform as volunteers on their own.

By means of all these service-learning activities and having taken an active part in the social life at school, students become aware of the importance of volunteering, how much they learn from altruistic experiences and how rewarding it can be when they realise the benefits of their actions. So that, at some point in their lives after schooling, they take part in solidarity projects promoted by different organisations and become real volunteers of our society.

The diversity of volunteering activities carried out from and at school are collected in this blog under the name **Imagine:**

TURKISH GOOD PRACTICES

Gerze Mesleki ve Teknik Anadolu Lisesi

Gerze | TURKEY

<http://gerzeeml.meb.k12.tr/>



GOOD PRACTICES IN TURKEY

How community service works in Gerze Mesleki ve Teknik Anadolu Lisesi

Our school, Gerze Vocational and Technical Anatolian High School has been active in many local and national social responsibility activities since its establishment. In our school social clubs have been established and formed by the voluntary participation of students. These clubs take an active role in the execution of these activities

In our school, social responsibility (community Service) activities and the good practices related to them are carried out regularly through the social clubs established within our school.

There are two mentors at each club and at least 20 students from each class level. Clubs are formed under the supervision of guidance counselors and the governing bodies are composed of students.

These are management, supervisory bodies. The club chairman, management and supervisory boards are determined by the selection of the club students in accordance with democratic procedures.

Each club prepares annual study programs with the participation of club students under the guidance of guidance teachers. We determine which activities will carry out within under this program requirement for the activities to be carried out, such as materials, services, vehicles and the program of the activities to be carried out shall be notified to the school management.

Activities will be started, after the approval of the school management,

The completed activities are evaluated by the guidance counselor and the results are displayed on the appropriate platforms, like school board, school website.

GOOD PRACTICE

Our school has connections with local civil organisations that help us to organise the following activities:

- Activities to provide financial support for LÖSEV (Children With Leukemia Foundation)
- Our students visit an animal rescue center once a week where they feed and walk dogs.
- They collect clothes and books for an orphanage.
- We have a music club which regularly visits an almshouse and gives concerts to its residents.
- Families of students and teachers collect donations – clothes, toys, food etc. for poor families.

Activities to provide financial support for LÖSEV (Children With Leukemia Foundation)

With the participation of voluntary students and coordinatorship of advisory teacher(s), a working group has been formed and this group has been running activities to provide financial support for LÖSEV and to raise awareness about leucemia. Below are the activities has been carried out,

- Supplying financial support by selling products of LÖSEV and transferring this financial support to LÖSEV
- *Designing informative boards about leucemia
- Banner, poster
- Composition, poem

Students visit an animal rescue center once a week where they feed and walk dogs.

Students has visited an animal shelter once a week where they have fed and walked dogs. Besides, a working group of voluntary students and advisory teachers built doghouses for street animals to shelter and put them around the city.

They collect clothes and books for an orphanage.

Most of our students are from socio-economically low regions. Under the guidance of voluntary teachers, books, clothes, shoes have been collected from school shareholders, and handed out to student in need considering their mental and pedagogic development.

We have a music club which regularly visits an almshouse and gives concerts to its residents.

The music club at our school, as a result of their working out through the year, has visited the almshouse and the orphanage in our city and given concerts. The children living in orphanage has been visited by voluntary teachers and students from our school, and they have had entertaining and educational time together.

Families of students and teachers collect donations – clothes, toys, food etc. for poor families.

Voluntary teachers and students from our school cooked and delivered two meals to old and helpless people in our city. Besides they organized meetings to spend time with them and to provide them a change of pace.

- Animal protection



- Solidarity-projects:
 - Renovation assistance
 - Child welfare
 - Fundraising for sick kids' foundation (LÖSEV)
 - Elderly care
- Environmental protection
 - Beach cleaning