

HOW TO PROMOTE SOCIAL ENTREPRENEURSHIP IN PRIMARY EDUCATION



Social third Sector

Private

Public aim

Non
governamen
tal

Non profit

Social Economy

Can have
market
activity

Collective
interest

Non profit or
for profit
(workers)

Internal
democracy

Social Business / Social Entrepreneurship

Has a
market
activity




Public aim

Non profit

Social
impact

Promoting teacher's social entrepreneurship in primary schools and in teacher education.

- + Equip teachers and students to apply their knowledge and vision to deal with inequalities from a social justice perspective.
- + To acquire an intersectional perspective to analyse inequalities in school.
- + Foster the design and implementation of positive educational environments to address intersectional issues.
- + Engage in strategies to develop students active role and critical thinking
- + Promote more democratic & equalitarian schools.

"Learning coins"	Color
10 LC <i>The project focuses on another area</i>	
50 LC <i>The project addresses this area</i>	
100 LC <i>The project deepens into this area</i>	

Participatory Methodology

- + PARTICIPANTS: 7 SCHOOLS
- + FOCUS GROUP 1: 23rd February

Goals:

1. Current state in the school
2. Identify "best practices" of SE in the schools

+ FOCUS GROUP 2: to be set in March

Goal:

1. Create resources that can act as a template

Joanot Alisanda

La Trama

L'Escoleta

Nostra Llar

Roureda

Serraparera

Antoni Brusi

School:
Project:

JOANOT ALISANDA
Refugees of the world

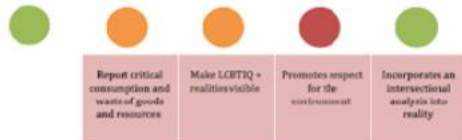
1C

3C

Project objectives

To analyse the double inequality of being a "woman" and a "refugee" and to raise awareness among the whole educational community...

Intercultural relations and diversity Social and economic inequalities Gender perspective Environment Cross-curricular dimensions



What aspects could be expanded?

HOW?

Starting point:

Work carried out by the **NGO OPEN ARMS** to address the issue of **displacement and the living conditions of refugees**.

Final Product:

CI: Viewing of videos appropriate to the cycle to understand the need for certain people to leave their homes in search of a better future. Reflection after the video. Explanator of the story "The suitcase". Work on putting oneself in the place of the other... based on the question: "If they had to leave home and could only take one suitcase, what would we put...". Joint mural to decorate the school entrance.

CM i CS: Project through cooperative work.

Example of project 6 (group of experts): Each group researches information on different aspects related to refugees. Subsequently, each core group has made a presentation with different material (graphic, on paper or cardboard, digital, audiovisual...).



Author: Inés Rosado



REFUGEES OF THE WORLD



- ✓ Day of Peace celebration
- ✓ News about "Open Arms"
- ✓ A Syrian Refugee family arrives at school

Facts that took place before starting the project



- ✓ Non-governmental organisations
- ✓ Migratory flows
- ✓ Refugee camps
- ✓ Differences between refugees and migrants
- ✓ What can we do?

Cooperative learning

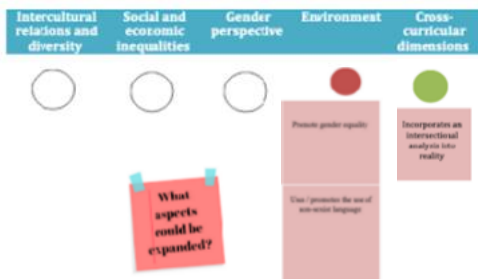
School:
Project:

LA TRAMA
The backway

3C

Project objectives

Analyse different local exhibitions, as well as international situations in which human rights are violated in order to elaborate posters and slogans claiming for HH.RR.



HOW?

Starting point:

Visit *The Backway Exhibition* narrated by the journalist Xavier Aldekoa (Ruido Photo documentary storytelling). It explains the migration route of Africans making visible abuses, slavery, kidnappings and rapes as well as positive aspects.

Final product:

Prepared dictation of an important fragment of the exhibition, **Reading comprehension** about the actor, activist and Youtuber *Thimbo Samb*, **Prepared dictation** of an important fragment of this reading comprehension, **Observation of how they paint the graffiti of the Gas Square** in the framework of the exhibition "Let's Paint of Rights Sabadell- Discover the graffiti". **Migrations of today and yesterday**- Investigation of whether in their families there has been someone who has had to emigrate and location on the map, **Preparation of posters and slogans** claiming for human rights, **Reading prepared** as if we were politicians of the Universal Declaration of Human Rights, **Water from Somalia** - Listening comprehension, Watching the **play** of an amateur theatre group on the subject - Boza! - Later colloquium, **Activity Invisible Borders**, Showing the reality that an immigrant person faces when arriving in Spain, Talking about racism through the pedagogical tool of the board game, Adding different proposals that stimulate the debate on immigration through cooperation, **Written expression**-Writing about these activities in the school's blog.



BRIEF DESCRIPTION-OUR PROJECT

escala
laTrama



Grans 3



Grans 2



Grans 1

→ It's a **global project**- it considers different areas of the curriculum: the three languages taught at school (Catalan, Spanish and English), art, values, ICT, and social science.

→ **Participants**-54 students of year 5 and year 6 mixed in three groups of 18,17 and 19, respectively.

COVID MESURES- 27 students of year 5 and 27 students of year 6 divided in three groups .

→ **Time**- the whole academic year 20-21.

→ **Assessment**-Direct observation- Analyse individual work, pair work and cooperative group work.



The Backway- MAIN AIMS OF THE PROJECT

Promote critical thinking about issues of refugees, migration and creating inclusive societies.

Acquire comprehension of the rights, needs and interests of refugees by trying to put themselves in their shoes.

Learn how to identify prejudices and stereotypes often attributed to refugees and/or forced migrants, and the phenomenon of migration.

Authors: Montserrat Creus, Marta Masoliver i Jaume Grau

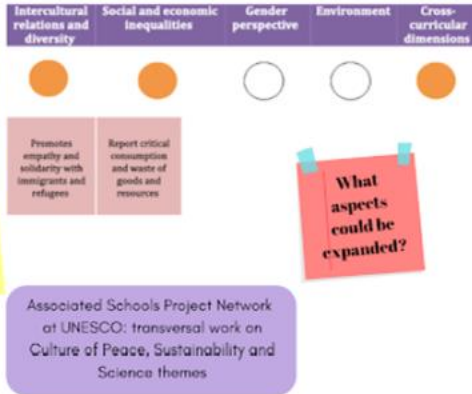
School:
Project:

L'ESCOLETA
UNESCO Exposition

2C

Project objectives

To develop guiding questions to help raise awareness of the importance of health and highlight the violation of people's right to health due to socio-economic factors.



HOW?

Starting point:

Debate around the question: **"Why do we get sick?"** which has led to research on the subject in all the courses.

Final product:

Raise curiosity and reflection about the world in which they live: "When I eat biscuits, what happens to me?", "Now I have the vaccines inside me, but why do they give them to us?", etc.

Search from: **"Healthy child check-ups"** (why we go to the doctor, Explanation of Nicky goes to the doctor, making models of the body inside and out, blood tests, vaccine tests, investigating about food, the role of poo and wee, etc).

Erasmus+

WAVE-IT

UAB
Universitat Autònoma
de Barcelona

Authors: Mariona Huguet, Aina Obiols

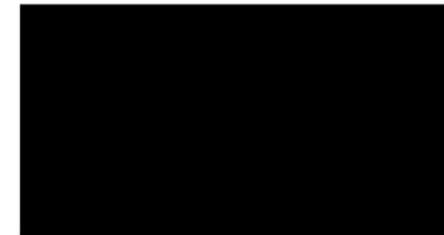
UNESCO's PBL 20-21

- Member of **UNESCO schools' network**.
- Projects: **culture of peace, sustainability and environment** and **social entrepreneurship**...
- Goal: develop **critical thinking** and become **compromised citizens**.
- **A school cross-curricular experience** → PBL.
- Final product: **common exhibition**.



Scientific pills

- "Scientific pill" keeping the **educational community** close and connected actively.
- **Inquiry questions** in a virtual format → **less than 3 minutes**.
- **18 different scientific pills** with **diverse perspectives and experiences**.



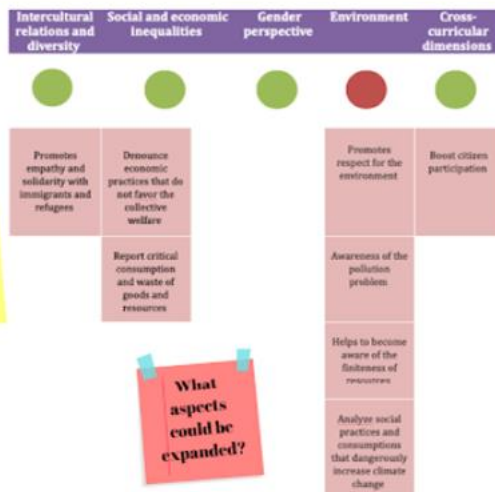
School:
Project:

NOSTRA LLAR
Coeducation

2C

Project objectives

To create co-educational workshops that contribute to promoting equal opportunities as well as eliminating discrimination based on sexual orientation, gender identity or gender expression.



What aspects could be expanded?

HOW?

Starting point:

Demand for training in **gender perspective** for early childhood education teachers (Colla de Petits)

Final product:

Teacher training during the 1st trimester and creation of Coeducation workshops on body changes, gender diversity, pleasure and non-pleasure, consent, diversity of family models. These workshops are given to the students of the "Colla de Grans" (3C) and then disseminated to the "Colla de Petits" (2C) and "Colla de Mitjans" (1C).



Author: Lidia Ortiz

COEDUCATION PROJECT IN OUR SCHOOL



Coming from the demands of teachers of our younger ones in year 2019-20, the school started a project of coeducation that implied the whole school community. We had to postpone and adjust the initial planning due to the COVID lockdown and the special measures that followed.

DEVELOPMENT OF THE PROJECT:

- Teachers training
- Information to the families at the beginning of the year.
- Coeducation workshops at "Colla de Grans" (4t, 5è i 6è)
- Workshop and material elaboration for the rest of the students of the school, "Colla de Petits i Mitjans"
- Delivery and handling of materials created by **Colla de Grans**.



School:
Project:

ROUREDA
Energy heroes

3C

Project objectives

To design initiatives that promote energy saving to tackle climate change.

HOW?

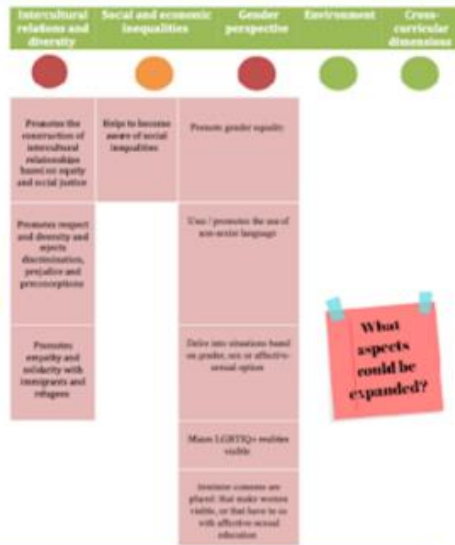
Starting point:

The problem of climate change and its imminent impact on the environment.

1. Search for information on this problem.
2. Propose solutions within the students' reach to reverse the situation.

Final product:

- Awareness-raising project: **Energy saving campaign** to reduce expenditure and, consequently, contribute to energy saving.
- Inform the educational community (students, teachers, families, etc.) about the problem.
 - Expose everyday situations that affect climate change and give advice on what each person can do about it.



We create our slogans!

Climate change is real!

Don't burn your future!

We need a change!

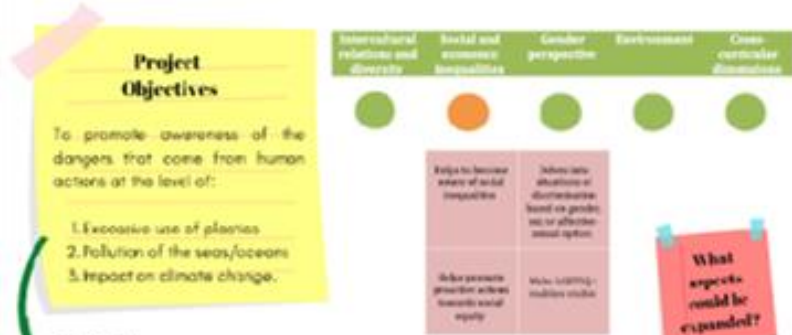
ENERGETIC HEROES



5th- 6th grade

Authors: Esther Egea, Carles Gimeno

School: **SERRAPARERA** 2C
Project: **A trip around the world. Say no to microplastics**



HOW?

Starting point: *La Vendée Globe*
[Round the world sailing, single-handed, non-stop].
Each student chooses a participant and researches about 1) Their country, curriculum, boat, etc. 2) About the route, continents, oceans, etc. 3) The sleep cycle of the sailors, nutrition, hygiene, etc. 4) The problem of microplastics in the seas and oceans (dietary intake).

Parallel project: Participation of ALL the educational community in the **Ring Project** (every Thursday there is a collection of plastic rings, as well as a graph that analyses the amount generated).

Final product:

1. Writing a short report of the research and the project and explaining it to the classes from P-3 to 5th grade.
2. On 8 March in Cerdanyola del Vallès, the 6 women captains of the **VG** are included in the **Papafona** (Butterfly) activity.



Author: Manuela Moledo

We consider this project to be a good practice because it encompasses the entire educational community in a common project of sustainability and respect for the environment.

Students are the protagonists of their own learning, respecting the different rhythms and learning styles.

It conveys great values such as perseverance, resilience, self-confidence, solidarity and respect for nature, the planet like our home.

They are aware of the importance of waste disposal, responsible consumption and the danger of microplastics in the seas and oceans.



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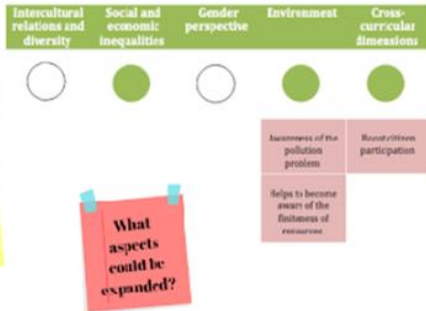
School:
Project:

ANTONI BRUSI
Ecodelegats

2C

Project objectives

To set objectives that contribute to reducing the impact on climate change among the entire educational community and, in addition, should be included in the Annual General Programme (AGP).



HOW?

Starting point:

Creation of the **Green Commission** with the participation of a representative from each class, family and faculty to ensure a greener and more sustainable school.

Final product:

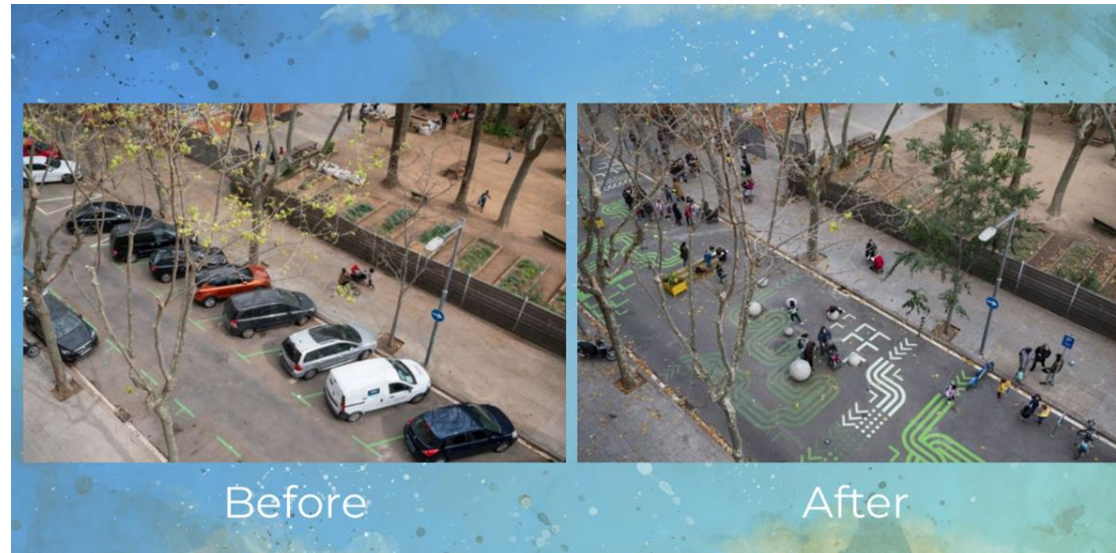
Planting and caring for the school garden with seasonal produce, Use of selective collection containers in the different areas of the playground and in the common areas of the school, Analysis of the packaging and types of breakfasts taken by pupils in the different classrooms, Use of reusable water bottles, Incorporation of an osmosis fountain in the dining room, Use of sustainable packaging, lunch boxes or boc'n rolls, Elimination of plastic bags at picnics or days when outings take place, Sustainable use of lights in the classroom, Creation of posters or banners to publicise the initiatives of the different classes, Ecological menus with local produce in the school canteen, Participation in the Department of Education's *Fruit in Schools* Programme, Participation in the *More Sustainable Schools Programme*, Recycling with the School Mobile Green Dot, Participation in the *We Eat Everything Programme*, to fight food waste.



Ahorr: Mari Luz Castellano

Ecodelegats Actions

- The school **garden**
- Separate collection **containers**
- Reusable water **bottles** and sustainable **wrappings**
- **Osmosis fountain**
- **Elimination of plastic**
- Sustainable **use of lights** in the classroom
- **Dissemination** of classroom initiatives
- Eco-friendly **menus**



Before

After

