

PORTUGAL [2] - 2012 EUROPEAN CLUB

A. BASIC INFORMATION

Country:	Portugal
Title of initiative:	[PT] <i>Clube Europeu</i> [EN] European Club
Coordinator/ Organization:	Daniel Sampaio Secondary School
Key competences addressed:	[PT] <i>Comunicação em línguas estrangeiras</i> [EN] Communication in foreign languages; [PT] <i>Competência digital</i> [EN] Digital competence; [PT] <i>Aprender a aprender</i> [EN] Learning to learn; [PT] <i>Competências sociais e cívicas</i> [EN] Social and Civic competences; [PT] <i>Consciência e expressão culturais</i> [EN] Cultural awareness and expression;
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	The implementation of a bilateral and multilateral network of contacts aiming to provide students with a global education both at a language and citizenship level. Integration of the European Club into the Comenius programme and bilateral contacts for student exchanges.
Partners:	Other European schools, local authorities and non-governmental organisations.
Scope: (student/teacher/school level; local/regional/national)	School level.
Learning context: (formal or non-formal)	Formal and non-formal
School education level/s: (primary, lower secondary, upper secondary)	Lower and upper secondary.
Target groups:	Students in grades 9 to 12 –ages 14 to 18
Time frame: (start and end date)	2003 – on-going
Relevant links:	European Club website: www.clubeuropeu.wordpress.com

B. SUMMARY

Our school has had as one of its goals, and as part of its Educational Project, the promotion of multicultural awareness and the acceptance of differences among the students. Therefore, we have been systematically working with other European schools in multilateral as well as in bilateral projects, which have so far led to more than 300 student mobilities within 16 student exchanges and multinational project meetings. This programme has been implemented as part of our European Club activities. These European projects have constituted a valuable asset to the school, its students and their families, contributing to the students' autonomy and awareness of diverse cultures and realities, thus enabling them to grow as European citizens and more tolerant human beings. As a result of this programme our students have also proved to be more proficient in using English and more confident in applying for Erasmus programmes, which will obviously be very useful in their future careers.

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

The existence of a national European Clubs network, as well as contacts of teachers from the school with other European schools were the basis for this project. The idea for the project found great support within the educational community (parents, students and administration), which ended up playing a substantial role in our Educational Project.

Objectives:

The main objectives of the project are:

- to give students a better understanding of the European Union and its institutions ;
- to contribute to an understanding of European pluralism, with its similarities and differences ;
- to sensitise students to the cultural, institutional and geographical European reality ;
- to raise the students' awareness of a European citizenship ;
- to develop in our students a sense of responsibility as young European citizens, particularly regarding the respect for peace and human rights and the protection of the environment;
- to prepare our students for participation in exchange programmes with other European schools.

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

Active citizenship; expansion of some curriculum topics; exchange of teaching and school management experiences.

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

Holistic: to contribute through the internalization of our school to a broader educational project aiming a general training beyond the curricular subjects.

Detailed explanation of the key competence/s concerned:

- Communication in foreign languages: Promoting the use of the English language in a real communication context.
- Digital competence: Using digital technologies.
- Learning to learn: Promoting problem-solving strategies.
- Social and civic competences/Cultural awareness and expression: Getting to know and experiencing other cultural contexts.

Specific subjects concerned or cross-curricular approach:

On a regular basis: English and Civics

Depending on the topic of each project: Science, History, Physical Education and Geography.

How the initiative/reform is being implemented (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

- Formal applications to European programmes (Comenius);
- Application to local cultural programmes;
- Partnerships with local organisations and non-governmental organisations.

Present stage/phase of implementation:

Second year of a Comenius multilateral partnership programme; continuity of three exchanges with partner schools.

Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

Students: Guidance for students for activities and tasks to be carried out as part of each project; real context learning.

Teachers: Exchange of ideas and collaborative work with teachers from partner schools.

What works well (to identify enablers):

- Support/participation of the school community and the administration.
- Continuity and solidity of the European partnerships

Challenges and how these are being addressed (to identify obstacles and solutions):

Obstacle: difficulties funding the projects.

Solution: searching for new sponsorship entities in a dynamic way.

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

Internal:

- Reports on each activity and a global evaluation at the end of the school year, to be presented to the school administration.

External:

- Formal reports to the official authorities.

Impact (e.g. any planned impact assessment?):

Growing number of teachers, students and public institutions involved

Communication of the initiative/dissemination of outputs and activities:

Articles in school and local newspapers. European Club website (www.clubeuropeu.wordpress.com)

Next steps/follow-up:

Application to a new Comenius programme project – multilateral partnerships

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