ACTION PEDAGOGY
BEYOND the walls

How to implement school and sustainability projects outside school?

Erasmus+

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Foreword

The #Beyond the Wall project is a Hungarian-language programme implemented in cooperation between two partner organisations (New Pedagogy and Spektrum Education Centre), which provides professionals with inspiration and knowledge to implement activities with their students that have an impact beyond the school walls. The programme provides interested teachers with the competences and methods that are essential to successfully respond to the challenges of the 21st century.

The main activity of the New Pedagogy (UP) is to provide teacher training in various forms. It offers methodological programmes (trainings, workshops, e-learning, blended and in-service training, lectures) to schools, teachers, companies and individuals, which help to provide the knowledge that is applicable and useful to the learning process in today's constantly changing environment. It deals with difficult situations such as bullying in schools, integrating students with learning difficulties into effective educational processes, but also focuses on digital literacy and the adaptation of a positive pedagogical approach. In addition, its members and founders are facilitators in several international projects in the fields of digital literacy, global education, bullying prevention and management, Democracy Reloading trainers and Charter Ambassadors in the field of youth work.

The Spectrum Education Centre (SEC) is an independent, dynamically d e v e l o p i n g non-profit NGO providing formal and non-formal education in Harghita County, a rural region of Romania. It has two main areas of activity: on the one hand, since 1996, it has been the first in the region to organise afternoon language and computer education programmes for different age groups, and on the other hand, in connection with educational development projects, mostly international, it has developed training programmes, tools and methods which are not only used in Spektrum's programmes, but have also renewed, made more efficient, motivating and innovative the activities of local educational and training institutions. Its educational development programmes usually include various local and international teacher training courses, which enable the implementation of the innovative teaching materials developed in schools (www.sec.ro).

In the framework of the project, **24 teachers** tested a blended (e-learning and in-service) training: they learned about the theoretical and practical background of global education and the pedagogical aspects of the Sustainable Development Goals (SDGs), and how to organise socially impactful action pedagogical projects around sustainability issues beyond the school walls. Candidate teachers attended two on-site training sessions combined with a study tour and a pilot programme of 30 hours of e-learning training. We would like to make all the material produced in this context available free of charge; this is the purpose of this publication.

The long-term goal of the project is to enable the teachers who acquire the knowledge to implement action education projects beyond the school, which will have an impact in their own communities. The good practices collected during the programme and the action pedagogy projects implemented by the teachers involved are published in this free downloadable publication.

And the e-learning training is open to all, free of charge, and worth 30 accredited credits for teachers in Hungary. It will help you to learn about project and action pedagogy, the framework and possibilities of sustainability, youth participation, ways to increase social responsibility at municipal level, sustainability at local level, etc.

We wish you good browsing and inspiration!

Dorka Váczi - coordinator

What is action pedagogy and why is it timely?
ATTILA DOVE

Preparing for action pedagogy as a method - the assumption(s)

We started the preparatory discussions of the #BeyondWalls project with the assumptions to develop a pedagogical model that we called action pedagogy. This model of action pedagogy involved teachers who, for some reason, are no longer involved in institutionalised education, b u t who are still involved in pedagogy. We agreed that we wanted a programme that 1.) has some social benefit, impact, 2.) contains interesting, novel methodology (or methodologies), 3.) has some meaningful outcome, 4.) is explicitly organised in a formal learning space[1], i.e. in schools. The idea seems simple, but from this point onwards we are in fact engaged in constant path-finding, conceptual refinement and occasionally endless debate. We were thinking in the same way that pedagogical models or concepts like action pedagogy are difficult to develop without constructive debate.)

What were our assumptions?

The assumptions were based on the previous professional experience of the teachers involved in the development of the concept of action pedagogy. We had different experiences of teaching sustainability in schools, of the project method and of learning organised a r o u n d individual interests. We have seen positive examples, but also examples where a project process ended with adults saying that the pupils

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[1]Formal learning environment: i t i s organised and institutionalised; it is for groups of homogeneous age and level of knowledge; it recognises achievements in some uniform, declared way. Non-formal learning environment: may be more heterogeneous in terms of participants (although not necessarily), whether in terms of age or educational level; participants are not required to have prior explicit knowledge of the subjects concerned, and may even build on knowledge that is not characterised by concrete knowledge but b y intuition and intuition; non-formal methods of educational organisation a r e more readily used. Informal learning environment: not necessarily organised, difficult to organise in an institutionalised framework; the most varied learning mode; difficult to evaluate results.
(Background: https://qubit.hu/2018/05/09/robban-az-iskola-mi-legyen-a-pedagogia-jovoje)

"not having learnt anything of substance" during the project process, and that "minimal effort was put into the task". The following assumptions were therefore made in developing the action pedagogy method:

1. In Hungarian and Transylvanian schools, there are few opportunities to respond to social issues of concern and interest to students and teachers based on their individual interests.
2. When we talk about sustainability or education for sustainability from an educational perspective, practicing educators (and perhaps students) typically think of sustainability in environmental terms, rather than social issues such as those addressed by several of the Sustainable Development Goals.
3. Project-based teaching and learning organised around individual interests is not very much a part of pedagogical curricula in Hungary and Transylvania.
4. Students will be inspired and motivated if they can work on issues that concern and interest them.
5. A fully developed pedagogical model can help teachers to adapt it to everyday practice.
6. The presentation and processing of the Sustainable Development Goals is not unique to the pedagogical practice in Hungary and Transylvania.

These assumptions have been partly overruled and partly confirmed by the project process.

The concept of **action pedagogy** *promotes an activity in which the participants in the learning process first understand the social issues of sustainability, interpret their own involvement, and then develop and implement an action plan to respond to them.*

Why take action in school? Do we even need to?

When I was teaching in a school in Budapest, I had a long debate with my colleagues about whether to take the school's students to an environmental protest. According to my colleagues, it is not the school's responsibility to take students to these types of events. In the same school, another group of teachers had integrated an active form of social responsibility into the school curriculum. Groups of students were encouraged to take part in fund-raising activities and to liaise with NGOs. In addition, students were encouraged to

They had the opportunity to carry out projects of their own choice, which could be a reflection on a social problem (this was not an expectation, the project product could be a comprehensive presentation of a sport of the student's choice). The above example shows that even in a progressive teaching community there is not necessarily a consensus on the need to address social issues in school work, especially to react to them beyond the school walls.

The "school" is one of the most influential institutions in our society, everyone has or has had a relationship with it, it can have an impact on communities directly (Biró & Bodó, 2020). The perception of the function and mission of schools as institutions is in a constant state of flux, the spectrum of school tasks ranging from the importance of passing on cultural heritage (Tate, N., 2023), community building (Mészáros, 2019), developing human capital skills (Czibere, & Sipeki, 2019), and promoting positive attitudes towards sustainability (Varga, 2022). Furthermore, the potential function of schools may be perceived differently by teachers, students and parents (Riczu & Tóth, 2016).

"school" can be interpreted in a number of ways: as a space where canonical knowledge is acquired, as a community-building site, or as an integral part of a wider community (Pacheco, J.A., Often, however, schools exist as enclosures, unable or unwilling to let in social processes, issues, challenges, and difficult to respond to changing environments and expectations, which is why school actors feel that schools often do not prepare them for life, and have difficulty moving in t h e direction in which life is moving. Tomorrow's school, however, is not like this (Imre, 2002), as it is not isolated from society, but rather an organisation that is connected to it, where teachers, students, parents and those who run the school as an organisation work together with actors outside the school to provide an effective and useful education.

Our society is facing serious problems, w h i l e at the same time enjoying unprecedented prosperity (Rosling, H., Rosling, O. & Rosling Rönnlu, A., 2018). While climate change is having a palpable, almost chilling effect on our daily lives (such as climate change anxiety), measures to reduce extreme poverty are a constant in our generation. This is important because poverty and sustainability are closely linked (Juhász, 2023).

Schools and youth groups would also have a role to play in tackling social problems. To address social problems

but a meaningful response is not part of the school curriculum in general. How could it be, since teachers are not equipped to implement this type of programme, nor are traditional educational activities suitable for dealing with social issues in a meaningful way. (Learning about sustainability in a frontal way seems counterproductive.) There are many initiatives that try to involve educational institutions in addressing social issues. In Hungary, environmental and global education have a tradition of several decades, yet they have not become an active part of the programmes of educational institutions in general, despite the fact that all schools in Hungary have environmental education programmes. A broader concept of education on social issues at the level of the SDGs is not widespread in pedagogical practice in Hungary or in Transylvania. One reason for this may be that encouraging schools to respond to social issues

– time-consuming,
– complex,
– an open attitude
– and requires all prior professional knowledge (e.g. even knowledge of FFCs)

Teachers tend to be overworked, with little time to cover a lot of knowledge, so there is less and less time to work on social issues. Yet the big international institutions want schools to play an important role in solving social problems.

The Sustainable Development Goals (SDGs)

2015 was a landmark year in the history of sustainable development, when the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development[2]. This ambitious global initiative was the result of an extensive three-year consultation process following the Rio+20 conference. At the heart of the framework are 17 Sustainable Development Goals (SDGs), which reflect humanity's greatest challenges. The MDGs aim to create a sustainable, peaceful, prosperous and just world. The goals cover global challenges critical to the survival of the planet and humanity. They clearly define the environmental limits and the limits of natural

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the conditions for sustainable use of resources. At the same time, they recognise that poverty eradication, for example, is closely linked to economic growth and social welfare. The MDGs seek to meet basic human needs such as education, health, social protection and decent work, while paying particular attention to climate change and environmental protection. Prior to the MDGs, the UN had already established the Millennium Development Goals (MDGs) in 2000 to address various global challenges such as poverty, hunger and disease[3]. However, as the 2015 deadline for the MDGs approached, it became clear that progress was uneven and that some targets were not being addressed effectively, particularly in less developed countries. In the context of the MDGs, it has become clear that integrating their content into education is essential to address the issues they raise (Solymosi, 2015).

The MDGs sought to build on the momentum and lessons of the Millennium Development Goals (MDGs), while broadening their scope to include a broader understanding of sustainable development issues (Halisçelik & Soytas, 2019). The 17 goals and 169 sub-goals of the MDGs were the result of a comprehensive consultation process. The goals address a wide range of interrelated issues, including poverty, inequality, climate change, environmental challenges, peace and justice. Although the most commonly used graphic for the MDGs puts the development areas in order (1. Eradicate poverty; 2. End hunger, etc.), this ordering can be misleading. The list may give the impression that there is a hierarchy of priorities among the development goals. It is striking that in this listing the first development goal related to environmental sustainability is ranked sixth (Clean water and basic sanitation).

The so-called "wedding-cake model" of the 17 objectives provides a more tangible illustration of the links between the objectives, justifying the close interconnection and inseparability of the different areas.

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[3]The eight Millennium Development Goals are: 1. Eradicate extreme poverty and hunger; 2. Achieve universal primary education; 3. Promote gender equality and empower women; 4. Reduce child mortality; 5. Improve maternal h e a l t h ; 6. Combat HIV/AIDS, malaria and other diseases. 7. ensuring environmental sustainability. 8. building global partnerships for development.

FENNTARTHATÓ FEJLŐDÉSI CÉLOK

17 goals to transform our world
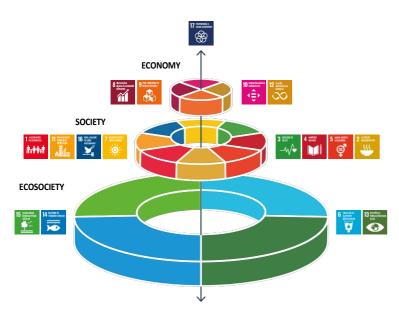
model provides a more nuanced and holistic picture of the interdependence of these objectives (Fassio, F. & Tecco, N., 2019). Although the model was originally designed to show the close link between circular farming and food supply and the FFCs, the wedding cake format may be suitable for educational purposes. This innovative model visualises the FFCs as a multi-layered structure, with the biosphere as the base layer that supports and sustains all other elements. At the heart of this model is the recognition that human development and societal well-being are inextricably linked to the health and resilience of the planet's natural systems and resources, and the somewhat banal but very important fact that the human species cannot exist without breathable air, drinkable water and food. This is a shift away from the purely environmental context of sustainability and from an approach that sees social, economic and ecological development as separate parts.

The wedding cake model offers a valuable and practical alternative to the traditional list-based approach, because rather than treating them as a set of independent goals, this representation emphasises the interdependent nature of the goals, with the biosphere serving as the critical foundation that underpins all the other components.

The model divides FFCs into three levels, grouping them around a key area:

Ecosystem (baseline): a healthy biosphere is critical f o r human survival and well-being. It highlights the interdependence between human activity and the Earth's natural systems, underlining that sustainable development cannot be achieved without maintaining the ecological balance of our planet.

Objectives[4]:

• Goal 6. Clean water and basic sanitation (Ensure sustainable water management, access to water and sanitation for all people.)
• Goal 13. Take action on climate change (Fast action to combat climate change and its impacts.)

The wedding cake model was presented by Johan Rockstörm and Pavan Sukhdev (Rockström J., & Sukhdev P., 2016) in 2016. They conceptualize illustration as a reflection of the fact that society and social functioning
and the economy should be seen as an integral part of the ecosystem, so that the

- Goal 14. Protect oceans and seas. (Conserve and sustainably use oceans, seas and marine resources for sustainable development.)
- Goal 15. Protect terrestrial ecosystems (Sustainable use of the Earth's ecosystems, sustainable forest management, combating desertification and reversing land degradation and halting biodiversity loss.)

Society (Middle Level): the middle level focuses on social goals and outcomes that directly affect human life and well-being. This opens up a new dimension of sustainability as a concept, as it suggests that the concept of sustainability cannot be understood in purely environmental terms. The social level of sustainability shows how society is built on a healthy biosphere and how social development is closely linked to environmental sustainability. The social crises that are relevant to sustainability are as important as the environmental challenges.

Objectives covered:

- Goal 1. The eradication of poverty. (The eradication of all forms of poverty everywhere in the world.)
- Goal 2. End hunger. (End hunger, establish food security, improve nutrition and create a sustainable economy.)
- Goal 3. Health and well-being. (To ensure a healthy life and well-being for all people of all ages.)
- Goal 4. Quality education. (Provide comprehensive and equitable quality education and lifelong learning opportunities for all.)
- Goal 5. Gender equality. (Establish gender equality and promote the empowerment of all women and girls.)
- Goal 7. Affordable and clean energy. (Ensuring affordable, reliable, sustainable and modern energy for all.)
- Goal 11. Sustainable cities and communities. (Creating sustainable, inclusive, safe and adaptable cities and human settlements.)
- Goal 16. Peace, justice and strong institutions. (Promote peaceful and inclusive societies, ensure justice for all and empower all, in the context of sustainable development.

creating effective, accountable and inclusive institutions at all levels.)

Economy (top level): the top level represents the goals that promote economic growth and development. The complexity of sustainability issues will be fully and comprehensively understood at the economic level. This level emphasises the need to keep economic activity within the capacity of the planet, ensuring that economic growth does not compromise environmental sustainability or social well-being.

Objectives covered:

- Goal 8. Decent work and economic growth. (To create long-lasting, sustainable and inclusive economic growth, full and productive employment and decent work for all.)
- Goal 9. Industry, innovation and infrastructure (Developing adaptable infrastructure, creating inclusive and sustainable industrialisation and supporting innovation.)
- Goal 10. Reduce inequalities. (Reduce inequalities within and between countries.)
- Goal 12. Responsible consumption and production. (Develop sustainable consumption and consumption patterns.)

+1 Partnership: the 17th objective of the FFCs is to achieve partnership and cooperation between actors interested in sustainability issues. Cooperation is understood to include financial, technological, capacity-building and commercial aspects. Education has a key role to play in developing the competences needed to identify societal problems and to engage in effective partnership and cooperation.

This illustration also highlights the interconnectedness of the different components, emphasising that progress in one area cannot be achieved at the expense of others. For example, ensuring affordable and clean energy (Goal 7) is inextricably linked to responsible consumption and production patterns (Goal 12) and sustainable management of water resources (Goal 6).

The system of FFCs provides a practical framework for action by governments, civil society organisations, businesses, individuals and

even for education. The goals provide clear guidance and measurable targets against which all actors can contribute to sustainable development. The system of MDGs is not just a global plan, but also requires local action. The Goals can only be achieved if all communities and all individuals are actively involved. Local initiatives and solutions are key to achieving sustainable development.

FFCs in education

Education Framework 2030

According to the 2030 Education Framework coordinated by UNESCO (UNESCO, 2017), education is essential to achieving the goals set by the MDGs, as it is through education that new skills, values and attitudes can be developed for a more sustainable society. According to Qian Tang, Director-General of UNESCO Education, the issue of sustainability has become a cardinal priority, but there must also be a change in the way humanity thinks and acts. Education systems need to respond to this urgent need, define relevant learning objectives and content, develop pedagogical approaches that equip students and encourage institutions to operate sustainability principles. This idea is supported by the reflections of Irina Bokova, Director-General of UNESCO, who argues that the role of education in global development needs to be rethought, given its profound impact on individuals and the planet. Bokova said education must keep pace with 21st century challenges and aspirations and help "the development of the right values and skills" for sustainability and peaceful coexistence. According to UNESCO's Education for Sustainable Development, the aim of education for sustainability is to prepare students to make informed choices and responsible actions for environmental integrity, a just society and economic viability. The document stresses that sustainability cannot be understood in purely environmental terms, but that education for sustainability should be structured in a complex way, taking into account social, cultural, economic and environmental aspects, reflecting both local and global levels.

To achieve a sustainable society, humanity must acquire new key competences. These (can be):

- Systems thinking: recognising and understanding interrelationships; analysing complex systems; considering the fit of systems to different parts and dimensions; dealing with uncertainty.
- Foresight: understanding and evaluating multiple future outcomes (possible, probable and desirable); creating your own visions; applying the precautionary principle; estimating the consequences of actions; managing risks and coping with change.
- Normative competence: the ability to understand and reflect the norms and values that underpin human actions; to negotiate sustainability values, principles, long-term and immediate goals in the light of conflicts of interest, interdependencies, e v i d e n c e   and contradictions.
- Strategic competence: the ability to jointly develop and implement further innovative activities to ensure sustainability at home and abroad.
- Collaboration: learning from others; understanding and respecting the needs, perspectives and actions of others (empathy); understanding, connecting with and being sensitive to others (empathy and leadership); managing conflict in groups; promoting collaborative and participatory problem solving.
- Critical thinking: the ability to question norms, practices and o p i n i o n s , to reflect on one's own values, perceptions and actions; to take a stand in the sustainability discourse.
- Self-awareness: the ability to reflect on one's role in the local community and (global) society; to constantly assess and maintain one's motivation to act; to deal with one's feelings and desires.
- Integrated problem-solving: the ability to apply different problem-solving frameworks to complex sustainability problems by integrating the previous competences, and to develop viable, inclusive and equitable solutions that promote sustainable development.

Complex sets of activities can be effective in developing the learning process in relation to FFCs and the ability to respond to them. In addition to specifying the competences needed to achieve sustainability, education for sustainable development offers three sets of activities for each sustainability goal, which can be used to complete the education for sustainability and to promote activities for change:

Cognitive area:

The area of processing the knowledge, concepts and present content of sustainability topics. The cognitive domain, in the FFCs' teaching framework, defines the learning outcomes and objectives that aim to develop learners' knowledge and understanding. In this context, students are introduced to the basic concepts, facts, theories and models related to different sustainability issues. For example, they understand the complexity of poverty, hunger, health, education, gender, water, energy and other related issues. The activity area addresses the cultural differences, global and local manifestations, and knowledge of the subject matter (e.g. the meanings of poverty, malnutrition, gender as a social and cultural concept, etc.) in relation to each of the Goals. This area refers to the real lexical content of the SDGs. It also aims to enable students to see the connections between different concepts and phenomena. Understand the interaction between social, economic and environmental factors and the relationship between global and local challenges. This is essential in the teaching of sustainable development, as students need a solid knowledge base to understand problems and act effectively. The methodological apparatus for the cognitive domain in a classroom setting can be, for example, the frontal, cooperative, epochal or project method.

Social-emotional area:

The socio-emotional domain is the part of education for sustainable development that targets and develops students' emotional intelligence, social skills and values. Students should become individuals who are able to view the world with empathy, solidarity and responsibility and who can actively contribute to sustainable development. Sustainability issues are complex challenges that require cooperation between individuals and communities. Developing socio-emotional competences is key to enabling learners to work together, to resolve conflicts and to achieve long-term change. The socio-emotional domain, after processing the knowledge content related to the FFCs and beyond, focuses on the possibility of concrete problem localisation, situation recognition, awareness and cooperation, so that learners not only acquire knowledge or act, but also develop emotionally (empathy) and

intellectually (understanding) engaged with each of the objectives. It is essential that learners recognise their own role in society and are willing to take an active part in change. Overall, the socio-emotional domain aims to develop students as individuals who are able to view the world with empathy, solidarity and responsibility and to actively contribute to sustainable development.

To develop the socio-emotional domain, teachers should design activities that promote the development of emotional intelligence, empathy and the idea of sustainability as a value. These could include, for example, circle discussions, playful exercises based on group dynamics, role-playing, dramatised games, volunteering.

Behavioural area:

The behavioural domain in relation to the teaching of FFCs refers to activities that are already focused on the actions and activities of learners. In this area, the focus is already on concrete actions. In addition to the cognitive domain, which focuses on developing knowledge and understanding, the behavioural domain seeks to encourage students not only to acquire information about the SDGs, but also to act, to take a c t i o n , to respond to societal challenges, to be able to take concrete steps that contribute to addressing sustainability issues in society. The aim of the behavioural domain is to enable students not only to understand the importance of sustainability, but also to b e able to respond to concrete issues and challenges.

To develop the behavioural domain, teachers need to design activities that allow students to put into practice what they have learned. These could be, for example, project assignments, project method, community service or volunteering with NGOs.

EU Greencomp

The EU Greencomp (Bianchi et al., 2022) is a science policy report produced by the European Commission's scientific service and knowledge centre, the Joint Research Centre (JRC). It aims to support learning about environmental sustainability in the European Union. This framework sets out the sustainability competences that

students develop knowledge, skills and attitudes that promote empathetic, responsible and caring thinking, planning and action for t h e planet and public health.

The design of GreenComp started with a literature search and was the result of consultations with a wide range of experts and stakeholders. It can be used in any educational context and consists of four main areas: 'embodying sustainability values', 'understanding the context of sustainability', 'envisioning sustainable futures' and 'acting for sustainability'. Each domain contains three interlinked competences. GreenComp is not prescriptive, but a guide to learning programmes that focus on sustainability.

Accredited teacher training:
The path from project pedagogy to action pedagogy for sustainability

DOROTTYA VÁCZI

Our 30-hour e-learning training course "Beyond the Walls" - Implementing sustainability projects in and out of school is aimed at primary and secondary school teachers interested in sustainability, community activism and youth participation.

In order to provide students with a systematic understanding of environmental sustainability and its social, economic and socio-ecological implications, it is important to familiarise them with the concept and purpose of sustainability, the Sustainable Development Goals (SDGs) and the systems approach.

The training introduces the basic concepts of sustainability and helps raise awareness of their importance. It helps educators to rethink their own approach, so that they can shape the approach of our students and strengthen their systems thinking skills. This approach will help us to identify and deal with climate change, a problem that affects all generations.

And through the topic of sustainability, we will introduce the possibilities of project and action pedagogy, the basics and conditions of facilitating project creation. In this way, we hope, an action p e d a g o g i c a l project can be easily implemented, the teacher will be able to support the students' independent work, resulting in a socially useful product focused on problems related to everyday life and many students engaged in social issues.

The training is based on a competency matrix drawn up by the partners, which is presented as Annex 2 to this publication. These are the skills and attitudes that we believe teachers can acquire by completing the training and trying out the methods. Is it worthwhile to have a matrix in hand both before and after the learning process begins and to consider the extent of change in these competences.

Sustainability education methods
ORSOLYA KUCSERA

Today, sustainability as a field of science is not only a research area for ecologists and natural scientists, but is also increasingly being used in education. The aim of sustainability education is not just to provide pupils with the knowledge they need to promote sustainable development in the classroom. Rather, it is to equip them with the skills they need to respond to the societal issues that are pressing today.

The first step is to give students access to structured knowledge. But it is not enough to provide information on environmental sustainability and its social, economic and socio-ecological importance. An effective way to do this is through involvement/engagement.

There are many ways to engage in the school environment, but it is important to consider the different options and factors:

- What opportunities are there for teachers to address sustainability in the school context?
- What methods can students use to learn systems thinking effectively?
- How important is attitude formation in sustainability education?
- To what extent is the support of the learner's independent work by the teacher a prerequisite for the involvement, including the acquisition of the basics and conditions of facilitation and mentoring?
- Can a project or action pedagogy itself be a tool for independent work?
- If a project, how important is the outcome of the project? Can a socially useful product, created to focus on a problem related to everyday life, achieve involvement?

Here are some ways of working on sustainability issues in a school context:

Through the theme of globalisation, sustainability can be embedded in a specific subject with exercises and tasks.
The global education approach can be introduced in the lessons of a subject or in extra-curricular activities. Problem solving relies on students' existing knowledge and on learning through collaboration and brainstorming.

Play, make a game (by the students).
Involvement of ICT tools and interfaces, from one-to-one pairing games to games like escape rooms and peer-to-peer tests:
one way to increase knowledge is to have students create exercises or games on the topic for themselves or each other.

Theme days, special days, theme weeks, project weeks
The theme could be a topical local issue or a current world day. The sustainability issues chosen as the theme of project weeks, theme days and theme weeks can help to build engagement by allowing a problem or theme to be explored in a complex way (phenomenon-based and interdisciplinary). The preparation of a project helps to provide a comprehensive explanation of any topic.
in understanding the complex interconnections and in delving deeper into the background material. Engagement is most effective when the project idea or topic comes from the students themselves. Themes, anniversaries, projects can be embedded in the curriculum through cross-curricular links.

Tools of experiential education for understa
The focus of experiential education is on personal development, rather than on the acquisition of lexical knowledge, with a focus on developing emotional intelligence, social skills and self-awareness. The experiences triggered by a challenge can later become the starting point for a lasting learning process, which can also have an impact on the whole life course (Milch, 2017). An experiential game is a good way to understand, for example, the networking that underlies sustainability, which means that the product

The economy and society interact and feed back into each other.

Possible ways of changing attitudes and taking action

To be credible, the pedagogue must also go through the steps of a change of mindset. The steps must build on each other. What are these steps?

1. Interest, insight. In order to inform the student, his interest must be aroused. Teachers have an important role to play here. Astonishing facts, articles, pictures can be the tools, but in a way that does not increase the anxiety of the s t u d e n t s . The aim is not to scare, but to arouse interest, to raise the question "what can I do?

2. Get information

Broadening your horizons with 21st century methods. T[...] information environment for 21st century students. There are many apps available to help students get information and even take action.

3. Sharing information

Recognizing the increased role of connectivity and sharing the information gained is a means of triggering action. This is the power of community.

4. Action

Action starts with decisions, within the reach of the local environment. Therefore, it is crucial that students are able to deal with the issues they perceive as problems in their own environment. Achieving a medium to long-term social impact - visible to the students - in solving problems and issues helps to promote involvement.

Learning the basics of facilitation and creating the conditions for it

The role of the teacher may also need to change in order to be more inclusive; there is an increasing focus on the teacher not only as a provider of information, but also as a facilitator and/or mentor in the learning process. In the role of facilitator, the teacher is able to create a

a learning environment where students can ask questions, discuss, collaborate and use pedagogical methods that support learning processes organised around students' individual interests.

The mentoring role means that the teacher not only helps students to improve their knowledge, but also their personal and professional development. The teacher contributes to the development of the students' self-esteem and their self-confidence. He helps them to set their own goals. Together, facilitators and mentors can help students to develop into active participants and independent learners, and to develop these skills.

and even a teacher can do it. This requirement contributes to the development of students' critical thinking and problem-solving skills, and to the development of a lifelong involvement in order to promote sustainable development.

Project pedagogy with action pedagogy elements
CSILLA LÁZÁR

Before starting to implement action pedagogy projects, it is worthwhile to summarise our experience with project pedagogy and some other forms of learning management, and to supplement our knowledge and reflect on our skills and attitudes towards these methods as necessary. In this chapter, we provide some ideas on how to do this.

Volunteering, community work, school community service

Volunteering is defined in the dictionary as an activity for the benefit of another person, persons or the community, undertaken of one's own free will, choice and motivation, without expectation of financial gain. In addition to free will, individual choice and intrinsic motivation, there may also be external benefits to volunteering, although whether an activity undertaken in response to external incentives can be considered voluntary is open to question. In any case, volunteering in an organised environment, with a certificate of recognition, is now recognised as professional experience by many educational institutions and workplaces (e.g. for school or university admission, college admission, employment). The experience of teachers and pupils in the field of volunteering can be a good starting point for designing an action education project.

In Hungary, 50 hours of community service, the so-called "school community service" is an educational programme aimed at promoting social responsibility, active community participation and further voluntary activities of secondary school students through the transmission of values such as empathy, social justice and altruism.

School community service is part of secondary school studies, and the l a w requires students to spend a certain number of hours (5 hours of preparation, 40 hours of fieldwork, 5 hours of processing), or time - ideally in community organisations, institutions or other service activities. Such activities offer a wide range of opportunities: for example, volunteering in a nursing home, supporting environmental projects, helping people in need.

The problem raised earlier about external incentives is even more valid here: if compulsory, school community service cannot be considered a "voluntary", "free will", "individual choice" activity, but the programme's designers intended that school community service should also be subject to some form of free choice: "Pupils may choose the activities they wish to carry out, in consultation with their parents and teachers, from among those organised by the school or proposed by themselves and accepted by the school." (Education Office, 2012). Community service in schools, although not volunteering, can be an important means of learning to participate in society and can be linked to prior or subsequent volunteering.

In Romania, there is a general law regulating the organisation of volunteering activities, the obligations of organisations employing volunteers and the rights of volunteers, but there is no specific programme for educational institutions to support volunteering (Monitorul Oficial, 2014).

Volunteering locally and internationally has many proven benefits for young people. The European Youth Portal and Eurodesk offer a range of EU-funded volunteering opportunities for young people over 18. In Romania, there are portals summarising volunteering opportunities, e.g. voluntariat.ro,projectbag.org/ong . The Vo- lONG database, available at the latter link, aims to connect organisations and volunteers, in addition to providing information. It is possible to register from both sites, making it easier for volunteers and volunteer organisations to find each other.

In the framework of the #FalakonTúl project, we asked 29 teachers in Hungary and Transylvania about their experience of volunteering and community service for students in their schools. In an online form, the teachers surveyed identified the following types of activities that a r e popular among students:

1. Volunteering in cultural and cultural institutions: theatre and library work, organising youth programmes, organising cultural programmes for the elderly, teaching dance, volunteering at festivals, mural painting.
2. Work in the social field: summer volunteering with Caritas, food distribution, collecting and making gift bags for the needy, visiting the elderly, helping refugees.

3. Environmental protection: litter picking, planting, selective waste collection, making bird feeders, small gardening programme, helping at animal shelters, participating in NGO activities such as habitat conservation.
4. Teaching: helping in your own school, helping at events, tutoring fellow students, organising programmes in children's homes, camps (e.g. Bible camp), leading games, childcare, organising activities for children with special educational needs, helping in kindergarten, helping organise sports events, scouting (e.g. leading a patrol).

The teachers interviewed use the following methods to motivate pupils to participate in society:

1. They highlight the possibility of combining hobbies and volunteering.
2. They inform students about the programmes in their area where the organisers expect volunteers to participate, and provide contact details and websites of specific organisations.
3. They tell inspiring stories, highlight the social benefits of volunteering, the recognition of the community, and share their own experiences.
4. They use talks to awaken children's social awareness and motivation, inviting people who are volunteers themselves or who work for organisations that employ volunteers to come and talk to them.
5. Discussions are held to identify each student's individual strengths, and this is combined with volunteering opportunities.
6. They talk about the students' future plans and, in this context, teachers offer volunteering opportunities.
7. Before students start volunteering, they are helped to clarify the tasks to be done, the timeframe, and are prepared for possible pitfalls, problems, conflicts and ways to solve them.
8. Students are encouraged to identify specific development goals for themselves that they can achieve through volunteering, such as developing self-awareness, skills (communication, problem-solving, organisation, teamwork, leadership), practical knowledge and experience in a given field, and making new contacts.
9. They highlight the positive impact of volunteering for others in the community on individual emotional and spiritual well-being.

Compared to voluntary work and community service, the primary goal of action education projects is learning, skill development and the achievement of pre-defined learning objectives. Therefore, compared to volunteer projects, in action education projects we are even more aware of the learning outcomes, and we put a strong emphasis on evaluation.

In the case of action education projects, we always think in terms of group projects, not individual projects, but we also strive to ensure that the activity has some identifiable, definable social impact. While voluntary projects are often initiated by an external organisation (ci- vil organisation), an important requirement for an action education project is that it should be initiated by the pupils and reflect their interests.

Service learning - a learning organisation model from the United States

Service-learning is a teaching and learning strategy that emphatically links community service with learning and self-reflection, extending the learning experience through civic responsibility and community empowerment.

The main features of this form of learning organisation are:
• Its role within a subject can be central - e.g. it implies regular community work over a semester - or limited to a single task, e.g. to be undertaken in a single field exercise.
• Usually based on a contract between the school and a host institution, volunteering should also be adapted to the expectations of the host institution.
• Students become more involved in their community through volunteering or service learning.
• It's not just about joining existing volunteering schemes, but students themselves can identify a problem or n e e d in their community and create an action plan to help.

Service-learning differs from community service in that while community service tends to focus on the outcome for the community, measured in terms of time or amount of work, service-learning is more focused on the

lati learning focuses on the development of the service learner, with learning outcomes being the primary measure. Both preparation, action and reflection emphasise the link to the curriculum.

Pedagogical projects

The term "pedagogical project" has many meanings in everyday school life. The Buck Institute for Education website (Buck Institute for Education, 2024), which researches and promotes project-based education, uses food metaphors to describe different types of projects and their relative characteristics:

- **"Dessert project":** a one-off project assignment at the end of a unit, which students have to complete after the teacher has worked through the material using traditional methods.

- **"Main course projects"**: project teaching or project-based learning frames the curriculum, generates the learning, starts with a well-defined problem posed by the learners, involves a series of complex tasks, and requires higher order thinking skills than just memorising and recalling information.

We add a third type to this division and the meal metaphor:
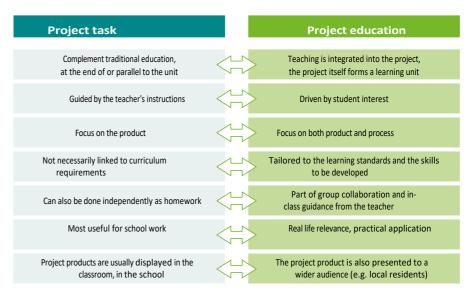
- **"Snacking projects":** less radical forms of education that integrate only some of the features of project pedagogy, also called "project-oriented", "project-like", "project-spirit" learning.

The three types of projects have the common advantage that they develop (to a greater or lesser extent, depending on their complexity) critical thinking, problem-solving and collaboration.

The Buck Institute has summarised the differentiating elements of project-based and project-based education (project education) in the following diagram (adapted to Hungarian).

Source of the original figure:

Project task		Project education
Complement traditional education, at the end of or parallel to the unit	⟺	Teaching is integrated into the project, the project itself forms a learning unit
Guided by the teacher's instructions	⟺	Driven by student interest
Focus on the product	⟺	Focus on both product and process
Not necessarily linked to curriculum requirements	⟺	Tailored to the learning standards and the skills to be developed
Can also be done independently as homework	⟺	Part of group collaboration and in-class guidance from the teacher
Most useful for school work	⟺	Real life relevance, practical application
Project products are usually displayed in the classroom, in the school	⟺	The project product is also presented to a wider audience (e.g. local residents)

One of the Hungarian experts on project-based learning, M. Nádasi Mária (M. Nádasi, 2010) (referring to theorists Ludwig Dunker and Bernd Götz) lists some further distinguishing criteria of project-based learning:

PROJECT-BASED LEARNING - WITH NEW PERSPECTIVES	
Its development is coherent and spans a longer period of time	Teaching is integrated into the project, the project itself forms a learning unit
The aim is to learn about the situation outside school	Driven by student interest
Characterised by interdisciplinarity	Focus on both product and process
Teachers and learners work together as equal partners with different competences	Tailored to the learning standards and the skills to be developed
Students make their own decisions and are responsible for their own choices	Part of group collaboration and in-class guidance from the teacher
The teacher retreats, stimulating, organising, advising	Real life relevance, practical application
Relationships between pupils are strong and communicative	The project product is also presented to a wider audience (e.g. local residents)

School projects can therefore be diverse and not all project-based activities necessarily meet all the criteria for "project-based learning" identified in the literature cited above. Although some researchers (M. Nádasi, 2010) show that truly transformative learning experiences can be achieved if both the autonomy of the teacher and the relevance of the project to real life are maximised, the benefits are already evident in school activities that are 'project-based' in only a few elements: pupils' interest, activity and autonomy increase; pupils' self-awareness and self-evaluation improve; pupils and teachers get to know each other in a more differentiated way.

Based on empirical research and case studies, Márta Hunya's (Hunya, 2009) study also analyses and proves the benefits of project-based learning, especially with regard to the development of so-called 21st century competences. The study shows that project work has a consistently demonstrable impact on the development of the following competences: critical thinking, teamwork, creativity, communication, digital competences.

The Buck Institute, cited earlier, has analysed professional research (randomised controlled trials) measuring the effectiveness of project-based learning at the request of US education policymakers and published results:

• The groups involved in project-based learning achieved statistically significantly better results in social studies.
• Students who participated in project-based learning scored eight percentage points higher on the standardised science assessment.
• Students in the test group performed better than students in the control group at all levels of reading ability.
• Project teaching also had a positive impact on students' social and emotional development in science lessons through the construct of reflection and collaboration.
• Compared to students in traditional classrooms, students in project-based education scored higher on standardised tests, problem-solving skills and applying content to real-world problems (Kingston et al., 2022).

When it is time for "project-based" and when it is time for "project-based" teaching is always a matter for the teacher to consider. M. Nádasi Mária (M. Nádasi, 2010) identifies the following minimum criteria as prerequisites for the success of project-based education:

1. Teachers are open to democratic cooperation with pupils and to reassessing the role of the teacher.
2. Students are prepared (prepared) for independent learning, project work.
3. Students are mature and skilled at cooperative work.
4. The educational institution can create the human and material conditions for project-based learning.

To create a culture of project-based learning, students must therefore first be prepared to work independently, individually and cooperatively. This autonomy can be supported not only by the gradual introduction of individual and group tasks, but also by the physical environment of the classroom.

The attached QR code video (in English) takes stock of the signs of the presence of a "project culture" in Ischola.

Judit Stefány tried to map the presence of project pedagogy in Hungarian public education. In her study she made the following findings:

1. The presence of less complex, subject-specific activities in schools, rather than complex project-based teaching, is more common.
2. Self-organised learning circles and workshops often integrate forms of work typical of project pedagogy.
3. Some school days are organised as projects.
4. Forest schools, field trips, camps can be organised as projects.
5. Traces of the project method are more often found in primary teaching.
6. Some alternative schools include project pedagogy in their curriculum.
7. Among secondary schools, vocational schools are leading the way in incorporating innovative techniques.
8. The best place for teachers to find project-based learning is in the context of project week (Stefány, 2008).

Regarding the curricular relevance of projects, the teachers involved in the #BeyondTheWall project considered that in Hungary, theme days, project weeks, theme weeks, and in Romania, one project per school year in all public schools, are compulsory.

The "School as a Different Week" (Ministerul Educației Naționale, 2016) and the "Green Week" (Ministerul Educației Naționale, 2023), which is also compulsory once a school year, are key opportunities.

Preparing for action education projects

It is therefore advisable to prepare pupils for cooperation before planning action education projects. The following methods can be used:

1. Situational and role-playing games, confidence-building games, self- and g r o u p - s k i l l s games, conflict management games and exercises.

   Games for group collaboration are part of every teacher's toolkit, but it is worth updating this "kit" with new game ideas from time to time. The QR code below can be used to bring up some websites where many of these exercises are available: e.g. the Tomorrow of the Professional Association of , Classroom Teachersthe Wonder Horn School Community Programme website, the Catalyst Teacher Training website.

2. Strengthening social relationships t h r o u g h games, tasks and exercises with reading pairs and practice pairs.

3. Treasure hunt or escape room games can now be easily made with the help of digital tools such as Actionbound (en.actionbound.com) or Genially (genially.com.)

During the "practice" group tasks, the teacher has the opportunity to introduce the essence and importance of group work and cooperation, and to jointly establish the rules of cooperation. As part of the group work, pupils can discuss the proportionate allocation of tasks and sub-tasks, ways of helping each other, the requirements of listening to each other, actively listening to each other, ways of expressing mutual trust, appreciation and respect, and ways of expressing good-natured, constructive criticism.

Implementation of a concrete action education project

Here are some ideas for planning and implementing an #BeyondTheWall action education project. An action pedagogy project, in the sense of a #BeyondLife project, has the following characteristics, or a significant number of these characteristics:

- It not only has a positive impact on the groups of students involved in the project, but also aims to have a wider societal impact beyond the school walls.
- It is multidisciplinary and sustainability education is one of the disciplines involved in the project.
- It has a community component: it counts on the local community as both a beneficiary and a resource.
- The teacher can be the initiator of the pedagogical project, the person who defines the specific learning objectives, but the aim and outcome of the project (which can also be understood in a broader social context) are determined by the pupils together, democratically, they plan and organise the project, the teacher acts as a mentor in the process.
- In the first step of the pedagogical action, the research activity draws on the methodology of action research (described in the previous pages).
- Action pedagogy also hopes to have a long-lasting social impact by encouraging education in respect for human dignity (Bailie, 2019), which is essential for the betterment of society, i.e. by empowering the voice of individuals and small communities (in our case, mainly students), it shows that it is possible and worthwhile to act for our own/common cause ('agency'), it strengthens the sense of belonging and of belonging to the community.

1. Step 1: Exploring the learners' interests,
identifying local and global problems (also locally relevant)

Open and honest communication with the witness is essential at this stage. Action pedagogy is a great way to try out student-led learning: give students the space and freedom to choose the theme and direction of the project according to their own maturity, and to decide on the social impact they want to achieve.

But what happens when students say "We don't care about anything in particular!"? To get them thinking, we suggest the following activities:

- Discuss each of the global sustainability goals, and together look for opportunities for students to respond locally to the social, environmental and economic challenges related to the goals. The chapter in our publication on Sustainability Education Methods provides a wealth of theoretical and practical resources on this topic.
- Let's have a non-judgmental discussion about what young people are facing on social media, what they like and what they think should be changed.
- It is worth inviting someone who can raise questions about social or environmental issues in a credible way and "in the language of young people".
- Watch a video (such as a TED Talk) on a current global and local challenge and ask each student to write down one idea that has sparked their interest.

Once you've found inspiration, you can move on to the brainstorming steps:

1. "Using the brainstorming method, have students make a list of challenges (environmental, health, social, political) that they are interested in.
2. Vote to choose the topics that interest you most.
3. For each problem, assign a possible action or a c t i o n that can help to alleviate the problem.
4. Conduct a flash interview with some of your family members or friends t o get outsiders' views on the ideas you have come up with.
5. Try to combine as many ideas as possible, taking care not to make the action/idea too light-hearted or unfeasible.

Students can also use an online application for brainstorming, where they can work cooperatively, collect and organise their ideas (e.g. Padlet, Mural, Miro, etc.). If they are working on a whiteboard or flipchart, it is a good idea for the teacher to prepare a guide to inform pupils about the idea exchange.
about the procedure and rules of the exercise. The attached QR code website (Mindset Psychology, 2024) will help you in this process.

2. Step 1: (Action) research: assessing community needs, assets and resources

How can the necessary information on the chosen topic be gathered quickly and accurately? Ask the pupils to list

anything and anyone that can help with the issues identified in step 1. Form "research teams", divide up the tasks - joint research is the basis for the subsequent action to be carried out by co-operative means
"dress rehearsal":
- Who is asking who?
- Who looks up information where?
- Who is presenting research results with whom?

Students should be supported in gathering information from as many sources and perspectives as possible. Of course, it is not possible to aim for completeness. It is primarily for the learners to determine what they are interested in and what is important to them. It can be expected that the research will also address how the chosen problem can be addressed and what resources are available to address it.

Some ideas on how and from what sources to get information:
- local and regional press,
- online resources,
- interviews with experts,
- field survey,
- talking to members of the community,
- community needs assessment: e.g. by compiling an (online) questionnaire (3-5 questions are sufficient. The teacher can support the students in creating an online questionnaire, e.g. Google Forms, Microsoft Forms, etc., to make it easy to use and process.)

The groups present their research results to each other. The t e a c h e r should provide criteria for preparing the presentations, e.g:
- filtering of information sources,
- a short list of research methods,
- conclusions drawn,
- one or two things to consider in particular, based on the sources.

After the presentations, it is worth reflecting on the difficulties encountered during the research phase (including those related to cooperation) and correcting them so that any problems encountered during the later phases of the project do not hinder the work.

3. Step 1: Fleshing out the project idea, goal setting

With the results of the research, students will be able to identify a direction and a theme for their project. Help them to define the specific purpose of the project and how this purpose extends beyond the school walls.

Although the basic tenet of action pedagogy is that the project should respond to the questions and needs identified by the learners, in order to gather ideas, it is worth looking at the existing service learning projects and project pedagogical idea libraries to get started. These ideas can also be used to inform our action pedagogy plans. In the following, we will extract some ideas from international databases by theme and present some good examples of proven examples in the next chapter.

- Health and well-being projects, e.g.:
  - a campaign to prevent disease or promote healthy lifestyles;
  - support and companionship for elderly, sick members of the community;
  - anonymous research on changes in eating habits, formulating recommendations, possibly collecting recipes, cooking together.
- Environmental awareness projects, e.g.:
  - fundraising actions for tree planting;
  - creating community gardens to help feed the needy;
  - campaigns to test and promote more efficient use of drinking water in schools and communities;
  - landscaping of weedy, vacant plots with native plants;
  - campaigns and actions to reduce litter (e.g. at school);
  - promoting environmentally friendly transport;
  - recycling competition;
  - collecting and sharing eco-friendly home practices from grandparents;
  - examining energy use in schools and homes, and making proposals for energy saving.
- Projects with a public safety focus, e.g:
  - learning and presenting theatrical performances on crime, drugs and violence;
  - campaign on a specific safety issue (talking to strangers, online safety);
  - creative use of online helplines, other available help services;
  - an anti-bullying campaign based on students' ideas.
- Projects with an artistic focus, e.g:
  - auction to support social causes through student work;
  - lectures, joint craft activities with disadvantaged groups;
  - school art circle, exhibition of social issues presented by students.
- Community-focused projects, e.g:
  - learning about the customs of minority groups;
  - research among the school community (e.g. parents) to identify the expertise and talents available and draw on them for the benefit of the community and the school;
  - awareness-raising actions, suggestions to make schools and public spaces safer.

The acronym SMART can help us to make our goal more concrete. SMART stands for "specific", "measurable", "achivable",
It consists of the initial letters of the words "relevant" and "time-bounded", i.e:

- S (SPECIFIC) - SPECIFIC, CONTEXT: The more detail we have about what we want to achieve, the easier it will be to acquire, implement and evaluate the action.
- M (MEASURABLE): To know for sure that we have achieved our goal, we need to make it measurable. The easiest way to do this is to associate a number or quantity with it. How much area do we want to plant? etc.)
- A (ACHIVABLE) - ACHIEVABLE: It is important to set a goal that is not hopeless to achieve. The goal should be reasonable and we should be able to generate the resources to achieve it.
- R (RELEVANT) - RELEVANT: Set a goal that learners believe in, are motivated to achieve, are interested in achieving, and that is relevant from a broader community and/or sustainability perspective.
- T (TIME-BOUNDED) - TIME-BOUNDED: We also need to think about our project objective in terms of time, timing: can it fit into the time frame available? What is the timeframe?

4. Step 2: Planning the action education project in detail

Once the objective has been set, pupils should think carefully about the objectives, taking at least four elements into account:

- Specific tasks: what to do step by step, in chronological order?
- Time factors: how long and by what deadline must each task be completed? (These are used to draw up a project schedule.)
- Team and roles: who will carry out each task, who will be responsible for which task(s)?
- Assets and external resources: what assets, physical conditions and external resources are needed, and who, how and from what sources are they acquired/obtained?

At this stage, it is important to clarify how and how often the teacher will support, facilitate and follow up on the students' plans (milestones - the discussions and meetings needed to follow up on these should also be included in the task list).

For tracking project tasks, it is worth using some kind of collaborative online interface to help learners manage workflow and task tracking, preferably one that allows them to add tags, files, checklists, etc.
a simple spreadsheet that you can edit together online. An example of such a simple spreadsheet can be found below the attached QR code.

In addition to the simple spreadsheet planner, you can also use more complex applications that allow collaborators to leave notes or messages to each other about certain tasks. It is worth choosing from easy-to-use interfaces if you want to use the whiteboards with learners. You might also want to check whether the application can be used from a mobile phone.

Teachers should monitor these platforms regularly and support students to use them appropriately.
Trello (trello.com) is one of the project management apps you can try for free. If you haven't used this app before, the video available under the QR code may help.

5. Step 2: Thinking about the fit of action education projects with the curriculum and designing evaluation tools

The teacher's task at this stage is to plan the curricular fit of the project, to write down the learning objectives and indicators to be used for assessment. It is worth taking stock of the generic and specific skills identified by the curriculum and preparing the assessment tools. Below are three possible ideas for action pedagogies that can develop both subject-specific and transversal competences:

- The students are planning a joint activity with the elderly: together with the residents of a retirement home, they will create paintings to decorate the walls of the home.
- The students gather information about their town and put together a brochure reflecting the young people's view of the town. The brochure briefly describes the town's attractions, people and history, explaining how the community has changed over time. The brochure will be produced in three languages and will be available in an interactive digital version on the school's website.
- Pupils organise a sports competition for the school to raise money for a community or charity, organise the promotion of the event, create billboards, invite the press.

In the case of action education projects, the guidelines for value creation are predefined in several respects:

1. How will we assess the learning outcomes achieved by students?
2. How will we assess whether the project objective we have set has b e e n achieved?
3. How will the community evaluate the results of our project? How can we get feedback from them?

As an annex to the previously cited study by Márta Hunya, she suggests several methods for the overall evaluation of projects, e.g. for each product we can evaluate with scores (e.g. 0-20 points) based on pre-defined criteria (e.g. content, scope, structure, creativity, spelling, etc.); an event can be evaluated according to the quality of the content, who was involved in the content creation, how many people were recruited, the logistical aspects of the event, etc. (Hunya, 2009)

At the same time, we can make a table with assessment criteria and percentages (or scores), so that it is clear from the start to all students what criteria we will be looking at when assessing, how to collect "points", which can even be converted into marks.

Below, we propose a table that teachers can use to evaluate action education projects, tailored to the needs of their students, the characteristics of their projects, the curricular elements targeted by the project and the learning objectives.

Of course, the above is only a proposed framework, which may need to be thoroughly reformulated in practice. It is worthwhile for teachers to invest time in developing their own evaluation tools, as the tools they develop can be useful in the evaluation of many projects in the future with minor modifications.

EVALUATION CRITERIA	Excellent (9-10)	Good (7-8)	Developing (4-6)	Beginner (0-3)
The project is related to the team's interests and the diverse talents of the team members	The project integrates some of the interests of all the members of the group and harnesses the talents of each team member.	The project reflects the interests and talents of most of the group.	The interests of some group members and the talents of some of them are reflected in the project.	There is little or no connection with the interests of the group members and little or no evidence of the talents of any of them.
Managing Sustainable Development Goals (SDGs)	The project clearly addresses one or more FFCs, showing depth and relevance.	The project addresses at least one FFC, but with less depth or relevance.	FFC connectivity is weak or artificial.	There is no clear link with FFCs.
Social impact	The project has a significant, measurable impact on the local or wider community.	The project has some impact on the community, but the scope is very limited.	The impact on the community is minimal (e.g. limited to parents or people who are already in contact with the school).	The project has had no visible impact on the community, remaining within the school walls.
Cooperation and teamwork	The team worked together smoothly, with excellent cooperation and sharing of responsibilities.	The group worked well together, although some members c o n t r i b u t e d more than others.	Contributions are uneven, with some members dominating or others less involved.	Very little cooperation, few team members actively participated in.
Creativity and innovation	The project shows outstanding c r e a t i v i t y and original approaches to problem solving.	The project shows some creativity and innovation.	T h e r e is little creativity or original thinking or ideas.	The project is not original (e.g. it copies a previous idea) and lacks creativity.
Incorporating the content of the subjects studied	The project fully integrates the pre-defined / targeted content elements of the subject(s) studied.	The project includes most of the predefined subject aspects, but not integrated in an organic way.	The project incorporates the pre-defined subject content as a minimum.	The project does not include or affect the targeted subject content.
Understanding the subject area	The group has an excellent understanding of the subject area studied during the project.	The group shows good understanding, with some minor gaps.	The group shows basic understanding but lacks depth.	The group shows little or no understanding of the subject area.

6. Step 2: Implementation

Using the roles, tasks and tools developed in the planning phase, the learning group implements the project, the learners mark the completed tasks on the Trello board or other planning tool, and redesign as necessary at regular meetings. The team holds regular, pre-arranged meetings to discuss issues raised, clarify next steps. The teacher supports, mentors and follows up both online and in meetings.

In the context of implementation, the literature points out that the implementation of projects presupposes a change and nuancing of the teacher's role:

• Subject-orientation is replaced by complexity and integrated processing. For this to happen, the teacher must have confidence that pedagogical e f f e c t i v e n e s s will increase rather than decrease.
• The project enables the practice of autonomous pedagogical behaviour. As the teacher is part of the community working on the project, he or she is not guided from above, but helps from within, and therefore his or her work acquires a new legitimacy: it is not the requirements of the textbook, curriculum or school management that are the primary concern, but his or her own ideas born in the interest of the project. Failure is not experienced as a failure, but as a source of new ideas.
• Traditional teacher-student roles are being upended. It can put the teacher in an unusual and possibly uncomfortable situation, as he or she may be involved in sub-topics that are not found in textbooks or syllabuses. In other words, he or she must become a methodologist, a facilitator of knowledge and critical thinking, and a methodological expert. It must be able to show us how to get to know and process a subject that is hitherto alien to us.
• New evaluation criteria apply. In the teacher's work, children's assessment is motivated primarily by the quality of their involvement in the work, rather than by the accountability of their knowledge.
• Teachers do not "teach", they do not give ready-made solutions. He or she only gives help when it is really n e e d e d , but even then he or she does not give the right solution, but helps you to find your way, and gives you feedback to move your work forward. It helps learners not to stop at the obvious or superficial answers, but to research, think and analyse. It doesn't do the work for the students, it doesn't

ready answers, and does not make decisions that students are mature enough to make.

7. Step 2: Presentation

The students present to their community what they have achieved, what they have learned during the project, how their project has contributed to the environmental, economic and social sustainability of their community. This is an excellent opportunity to raise awareness of a social problem and what others can do to help create a sustainable future.

Tools to be used in the presentation (not exhaustive):

• final presentations,
• publications,
• portfolios,
• graphs, charts, infographics,
• qualified presentations,
• oral storytelling,
• presentation of videos,
• exhibition of completed models/posters etc.

It is recommended that the presentation should include or be followed by a joint celebration and thanksgiving. This could include thank-you cards, donations of handicraft gifts made during the project to peers and community partners. It is important to acknowledge the work of the students involved in the project at the next school assembly or on social media. Celebrating can include a joint bake-off, pizza party, lunch together.

8. Step 2: Reflection and evaluation

At this stage, students can reflect on the project, reflect on what they have learned and apply the lessons to their learning process. Reflection should be encouraged at all stages, including regular meetings during the implementation period, but this stage allows for a deeper process where students can reflect on what they have learnt and how they feel now that their project has (hopefully, mostly) achieved its purpose.

Possible methods of reflection:

- reflection guided by questions (e.g. Terry Borton's reflection model - "What happened? - What now? - What next?" The attached QR code page will help you to understand this way of valuing.

- a written assignment, accompanied by a reflection, which explicitly requires students to link their experience with the themes of the project to the subjects of the subjects;

- teacher-assessed worksheet, quiz;

- self- and peer-assessment questionnaire (the self- and peer-assessment questionnaire, which can be accessed via the attached QR code, was created by Dr. Imre Tódor, one of the teachers participating in the #Beyond the Wall project.)

- oral or written reflection guided by questions;

- learning diary (A possible model is attached);

- written report;

- digital, multimedia presentation;

- portfolio, etc.

Below we present two quick evaluation methods guided by symbols that have been proposed by the teachers involved in the #BeyondFaces project:

"Batyu or who?"
Each pupil is given two small printed cards, one with a trash can and the other with a trash can, and then writes next to the drawing or on the other side of the card what they take away as a value, a lesson learned from the project process, and what they leave behind because they don't want to carry it as a negative. The method can be used both orally and in writing. Mrs. Éva Miklós Király, a participant in the #FalakonTúl project, used the "trash can" symbol for feedback
to a "compost bin", thus indicating that negative experiences are also valuable and can be "recycled".

"A handful of lessons"
Each pupil evaluates the project according to six criteria: each pupil has one criterion on each finger and one criterion on each palm. Proposals from teachers Andrea Hitter-Kovács and Éva Tarczali, who are involved in the #Beyond the Wall project:
- Thumb: What did you like?
- Index finger: what new skills and knowledge did you acquire during the project?
- Middle finger: What didn't you like?
- Ring finger: How did you feel at the beginning of the project, during the project and now at the end of the project?
- Pinky: What is the shortage of time? What did you want more of?
- Bread: what are you taking with you?

The projects implemented using the action education method in Hungary and Transylvania are described in the following chapters.

In order to assess the learning outcomes of the project, the development of general and specific competences related to the curriculum, it is of course necessary to use the assessment tables and frameworks proposed earlier in Step 5, if their use has been agreed with the pupils during the planning of the project.

good practices with action pedagogy elements

ORSOLYA KUCSERA, DOROTTYA VÁCZI

In this chapter, we have collected examples from Hungary and Transylvania that can serve as a basis for initial steps and inspiration for teachers; reasons why it might be worthwhile to start. The projects presented do not fully comply with all the principles of action pedagogy, but they can be considered as examples along the lines of the aspects highlighted.

GOOD PRACTICES FOR SELF-ORGANISED LEARNING

THE ECO-PEEPERS OF NEULENGEL -
Good practice of the Újlengyel Primary School

At the Újlengyel Primary School, Jane Goodal's Roots & Shoots nature and environment conservation network group is active.

Based on the international model of Buds and Roots, the aim of the environmental education programme is to teach students the basics of a sustainable lifestyle through action.

The aim of the school's teachers is to
1. transform the school environment into a habitat with a rich flora and fauna,

2. children observe and protect the natural values of the area,
3. teach how to work in harmony with nature.

They learn a lot about nature, but more importantly, they do something about it, based on their own ideas.
Colouring the living world opens up children's creativity. One after another, new groups are formed to achieve different goals and plans. Both the project and the plans are invented by the children. The teacher only helps the children in the implementation.

History of the Lime Tree Trail

The street front of the school was surrounded by a hedge bordered by a fence, where the children fed the birds with food and drink, winter and summer. They often watched them from the window during school hours.

The local municipality decided to close down this paradise garden to allow pedestrians and parked cars to take over the space. Work machines started demolition, but the children and the school protested. The mayor called for cooperation and negotiation, and at the suggestion of the children, the old lime trees were left in place, providing shade for people in summer and nesting places for birds.

On the site of the bush, the municipality has created a bird sanctuary designed by the children, where a trail run by the group informs the local community about the beauty of everyday life and what they can do in their everyday lives to protect the environment, nature and their fellow human beings." For example, instead of burning the straw, they shelter many creatures (hedgehogs, frogs, lizards, etc.)

The nature trail gives people passing by on the street the opportunity to learn new things about nature conservation.

Source:

DIVERS READY FOR DEPLOYMENT -
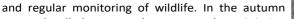**Szentlőrinci Primary School**

In Szentlőrinci Primary School, a nature course was launched in the autumn of 2021, which was open to students in grades 6-7. The term "nature diver" needed explanation for many, as it was less known among children. It was discussed that the aim of the workshop was to provide opportunities for observation in the natural environment, i.e. 'diving', and to observe the joyful and distressing phenomena of the urban environment and to carry out active, supportive activities in these situations.

In setting up the programme for the workshop, the teachers stressed to the children from the beginning that they would base their choice of programme mainly on their own ideas and choices.

The students added their own ideas to the annual proposed programmes, and it emerged that the workshop is more about nurturing the environment and community than about research and experimentation. Among the most active members' suggestions were the organisation of a city litter day and various kinds of environmental projects and campaigns for school peers and the local population.

It was agreed that the most untouched and vulnerable part of the natural environment in Szentlőrince is the creek bank. They therefore set themselves the task of regularly cleaning the bank and the riverbed.
and regular monitoring of wildlife. In the autumn stream locally known as the Mossa at least 2-2 times, and, equipped with rubber gloves and bags, collected litter thrown into the valley from the bridge over the main road 6 and dumped in the stream by locals. Tea strainers and sour cream buckets were used to collect and release the aquatic invertebrates: water bugs, dragonflies, crab larvae and numerous flea beetles. The children went home after each of these sessions with a double sense of pride and exhilaration. The double pride

The source of satisfaction was that the stream had been restored to its natural clarity (as far as possible) and that the diversity of wildlife found in it was still being maintained. And the reason for the joy was that they almost never returned home dry-footed, and without one or two natural castles, unashamedly known as "diving", becoming up to their necks in water...

Sorting - is it a challenge?

Some of the members had already sorted the rubbish at home, and they noticed that this was sorely lacking in the school, especially as the school has a perpetual eco-school title. So far, attempts to do so have failed because some of the bins were available but few people used them and their contents were not put in the collection. It was discussed that the standard practice in eco-schools is to select waste - but this is not as easy as many people think.

The plan got off to a good start, because the school district supported their request to use funds to buy cheap cardboard collection boxes labelled "paper" and "plastic" for the school from the Pécs waste management company. They were keen to ensure that this innovation was not forced: any class that did not take on its own collection bin could use the corridors. The responsibility of "taking on" the cardboard bins came with the responsibility of ensuring that they were in good condition, that the rules for sorting were observed and, last but not least, that the upper classes had to be assigned to a person responsible for emptying them. When the programme had its novelty effect, some classes were envious of the fact that their neighbours were installing bins and begged their own class teacher to have a collection box.

They also needed a recycling container in the yard. After a long correspondence, the waste collection company supported them: first by offering them a free regular waste collection service, and then by offering them the possibility to use the container free of charge. With the help of the municipality, they were able to arrange for the containers to be transported from the South Com site, so that they finally had two red-coloured separate containers and no longer had to carry the waste to the other side of the street.

Actions to wake up the population and schoolmates

The activities of the workshop have taken a more community-oriented turn than originally envisaged. It is essentially science-oriented and research-based,

instead of an experiential workshop in Pécs, with the involvement of children's ideas, has taken a different form, and suggests another good direction: in addition to investigation, more and more space has been given to community mind-forming. From the very beginning, the leaders of the workshop came up with better and better ideas: organising programmes and competitions for the children, going out into the city to talk to the residents about environmental protection. They recognised the importance of environmental awareness-raising without ever having heard the word "awareness-raising".

The first year of the Clima- te Marsh campaign also encouraged the students to make videos. The following year, in eighth grade, some of them learned how to use editing software. By this time they had joined the Roots & Shoots network (Jane Goodall's movement for children's communities), so in preparation for the water conservation competition and Jane Goodall's visit to Hungary, they naturally chose the film medium. Although filming can be expensive, the standard solutions of social video could be used to record video on even the most outdated smartphones. The cameraman role was given to the member with the best phone, while editing was done by a member of the workshop with a laptop, assisted by others.

Plans included an interview with residents about local environmental problems from the very beginning. However, this did not take place until Earth Day in the spring of 2023, as part of a local government event. From the very beginning, the student representative of the school's student council urged them to contact the municipality and organise an environmental programme with them. The deputy mayor welcomed them, answered their questions and was open to our inquiries, even preparing a water protection quiz for the children and rewarding them for their clever answers.

Among the questions asked by the workshop participants, besides the stream, issues related to the protection of the urban environment (utilization of geothermal power plant, waste problems, etc.) were very important, and at the end of the programme it was discussed that the workshop would like to actively participate in the spring clean-up day of the city. This included a questionnaire prior to the programme to raise public awareness of environmental problems. The deputy mayor joined them in their idea, offering those who completed the questionnaire an environmentally friendly gift: a recyclable shopping bag from the city.

Involving the residents was not easy for the experts: few people filled in the questionnaire, but it was also instructive. They experienced the indifference of ordinary people to the issues that matter to them. At the same time, this could also be interpreted as a way of making their community work even more valuable in their own eyes.

For the litter day, in addition to the specialist club, two lower classes were also brought in to help raise the next generation. In the end, not only the school, but also many members of the public were represented. On that Friday afternoon, together with the town hall helpers, the students set an example to the people of the small town of how to look after their creek.

Also during Earth Day, during the week of sustainability, a quiz for primary school pupils was organised. The chosen theme was the living things of the year, with three classes of year 4 competing in several locations. At the stations, the tasks were introduced, handed out and explained by the members of the section, some of which the children had set themselves. They enjoyed the role of "teacher" and, after the first attempt the previous year, asked to continue this tradition.

The above events were featured in the workshop introduction video, all of which was the work of the children - while the Climate Marsh camera video was edited by the IT person, they did it themselves. The teacher's role was limited to a few preliminary suggestions for editing and reviewing some of the texts describing the programmes. The children also learned a lot about the difficulties and joys of collaboration in the process.

"Forever" nature divers

The eighth-grade students returned to the Researchers' Night organised by the school the following school year. Their presence made a good impression on the younger students and, involving parents from very different fields, five of the former students were able to attend the UNESCO climate conference for students.

Source:

PUBLIC TRANSPORT - BUDAPEST
What is the Public Health project about?

The triple bottom line: teachers, students and parents working together to create a unique educational experience. It is named after the definition of project-based education, where children work together on an intrinsic motivation, on a project-based basis, to create a unique experience for all.

perform a creative task, within the framework of a creative process. The Közbigyó project was launched by some enthusiastic and active teachers and supportive parents of the Bókay Árpád Primary School in Budapest, with the aim of introducing children to a different teaching method and learning experience at school.

The question a handful of parents and educators have asked themselves is what can they do now, either as parents or as educators, to raise successful children who are willing to work with others - today? They see group project work as an opportunity to give children the experiential skills that can be built into a prepare them for a successful life in the 21st century. They are thinking about competences where the student

• proactive,
• ideas,
• plans,
• believes in himself and trusts in the success of his group,
• is preparing for implementation,
• open to communicating with others,
• working in a team,
• design, make or use a device,
• solves problems and is flexible, achieving a common goal,
• share your success with others.

In the Public Garden, children themselves come up with a project they would like to work on together in a group of 4-5 people and, with the support of a mentor, they carry it out. Finally, the project groups present the finished products to each other, their parents and teachers.

A few examples of the colourful imagination of children: they did magic, performed a dance show, demonstrated and explained chemistry experiments, baked and cooked, built garden furniture from recycled materials, made a

They've lectured on Titanic and the solar system, made lots of films, designed games, made musical instruments, built field tables...

Steps

There are two 5-week project periods during the school year, in autumn and spring.

1. The starting point for projects is to get children to think about what they would like to do a project about. After brainstorming, they chew on the ideas and choose the ones they really want to do.
2. Mentor parents are then sought for the projects and teams are formed under the projects, even from different classes. Teams are formed according to interests.
3. The next step is to get to work. The work is supported by various documents (planning sheet, evaluation form, help for mentor parents) These can be found atwww.kozbigyo.hu/2018/10/17/ download-documents/.
4. The final step is to celebrate. The projects are first presented by the children in their own classroom, and then on stage in front of the whole school (or schools) in a big celebration.

5/b Egészséges táplálkozás társasjáték

7/b Kerti bútorok újrahasznosított anyagokból

1/a Állatvédelem

Source:

GOOD PRACTICES FOR SUSTAINABILITY EDUCATION

ECO-BLOOD! -
Elementary School in Alsódetrehem, Cluj county

The question that triggered the project idea at the Tritenii de Jos Primary School in Cluj County is the impact of a clean environment on the individual and the community.

The general theme of the project:
• The role of environmental education;
• Environmental responsibility;
• Environment - a priority in today's world;
• Social engagement.

Needs assessment method:
• meeting with community representatives,
• site visits to identify contaminated sites,
• interviewing residents,
• learning about the harmful effects of pollution and prevention methods

Community need:
Although most of the people in the village respect and know nature, there are still many polluted areas in the village and pollution has harmful effects that can be avoided by changing people's behaviour.

The essence of the project:
To organise lectures on the negative effects of environmental pollution, so that students in the village can learn about the importance of environmental protection and green belting.

Preparation and planning:
• planning the project activities,
• setting the date for the Green Belt action,
• the allocation of project tasks,

Activities preceding the implementation of the project idea:
• a meeting with representatives of the Town Hall to identify areas for environmental intervention,
• visiting the affected areas,
• determination of material requirements, budget,
• fundraising for materials for the Green Belt Action (workshops in different Materials creative reuse),
• information campaign for the citizens of the village (leaflets, posters, flyers), Organising an "Environmentalists' Parade",
• an invitation to residents to participate in a greening campaign (posters).

Feedback/measurement:
• SWOT analysis at the end of fundraising activities,
• and at the end of the project, the use of an "experience map" (www.noi-orizonturi.ro/resurse/service-learning-in-clasa).

Popularisation:
• "Parade of environmentalists" in the village,
• a lecture and debate with students and teachers from the school,
• articles in the local press

The students' role in the project:
• allocation of responsibilities,
• editing the documents used in the organisation,
• proposed solutions for environmental intervention,
• identifying contaminated and vulnerable sites,
• organising workshops on creative reuse of different materials,
• presentation of the project and organisation of a debate

The competences developed by the project:
• organisation, planning,
• time management and resource management,
• research activities (interview, case studies),

- active participation,
- teamwork

Project duration: 4 months

Partners: mayor's office, local press

Results:
- students organised fundraising events,
- received help from civil servants (delegated by the municipality) to place the bins,
- and press releases were written

Source:

AKGARDRÓB - Alternative Secondary School of Economics, Budapest

One of AKG's missions is to empower school members to take responsibility as a community and together become more aware of our environment.

Every year, young people at AKG have to choose a project to carry out. One of these projects is the Alternative Community Gard- rob, whose motto is "Change is our life. And now is the time to change fashion! Let's make fashion sustainable and sustainability fashionable."

As part of the project, a wardrobe has been set up in the school, where students can put their old or outgrown clean clothes that are still in good condition and sort through the donated items.

between pieces. By recycling clothes, they can help protect our environment. Their aim is to think on a community level in recycling clothes. Clothes should change hands in the community and have a good laugh when they recognise each other's old favourite T-shirts at school.

The idea for the project was inspired by th[...] changed dramatically over the last two dec[...] of view. We used to shop on purpose, especially when we outgrew a previous item or when the season changed. Lately, we also shop when we are in a particularly good or bad mood. We buy four times as many clothes as we did twenty years ago, and most of what we buy stays in our wardrobes for an average of just five weeks.

As convenient as it is to update our wardrobe relatively cheaply, even monthly, thanks to fast fashion brands, more and more people are drawing attention to the dark side of our ever-renewing wardrobe - child labour, low wages and environmental damage. Usually, when we hear about environmental issues being highlighted, clothes shopping is not on our minds, even though the fashion industry is the most polluting in the world after oil. We produce 80 billion clothes a year, 400% more than in the 2000s.

early years! It takes 2700 litres of water to make a cotton T-shirt! For example, 7500 litres of water are used to make a pair of jeans, while the world is facing a water shortage! It takes 200 years for a synthetic garment to decompose!

Every year, 39,000 tonnes of used clothes from all over the world are dumped in the driest area of the world. Used clothes end up as mountains of rubbish and catastrophic pollution in developing countries. This is what the AKG community wants to do something about with AKGardrubb.
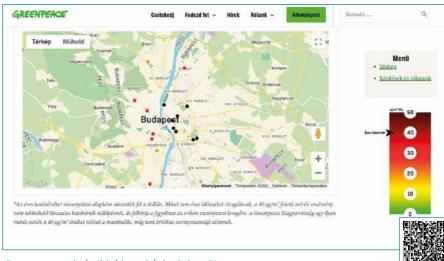
The project's own website is available here:
akgardrob.webnode.hu

GOOD PRACTICES FOR SOCIAL IMPACT SCHOOL PROJECTS

GOGREEN PROJECT - Budapest, BPS P10

In 2019, one of the institutions of the Budapest School (BPS) network of micro-schools took part in Greenpeace's air pollution monitoring campaign, for the second time. The micro-school, called "P10", is located in a busy district of Budapest with heavy car traffic.

sites.greenpeace.hu/peticio/clean-air/school-air-emitters-meres

Air pollution data measured outside the micro-school and in the main hall where classes are held showed a very sad picture: the air inside was also polluted to similar levels as outside, meaning that children are constantly breathing air that is harmful to their health. As Greenpeace studies show, the district's poor air quality is due to heavy car traffic (mainly diesel cars) and shipping traffic. The children at school wanted to do something, to ask the district council to take action, as children in the district's schools and private school groups spend all day jumping, playing and learning in this bad air. To solve and tackle the problem, a project process was devised by the teachers and students who teach in the school.

During the three-week project period, three activities were carried out with the children:

1. A classroom teacher training session was set up and held in schools in the area by P10 students and representatives of the partner organisations.
2. A local demonstration was organised, in which through traffic was blocked at some critical traffic points (e.g. Pozsonyi-Radnóti street corner, Pannónia-Radnóti street corner) with the help of local families and schools.
3. Together with the children, the Újlipótváros Superblock NGO and Greenpeace have once again submitted a traffic reduction proposal to the 13th district municipality, including their own measurement data. They also approached the Mayor of Budapest, Gergely Karácsony.

The project group was open to join the two workgroups on the basis of interest:
• Protest organisers
• Class teacher hours for designers and lecturers

The project groups were open to people who like to organise, present, even in front of strangers, are interested in information materials, like to take a leading role in the demonstration, are interested in air pollution and climate change, and want to do something about it.

The project work has developed the following skills:
• organisational skills
• communication with official bodies
• protest organisation
• presentation
• holding a workshop
• emphasis added
• critical thinking
• interviewing, interviewing
• presentation/video production
• lesson planning

LET'S GO! - Local action and alternative classroom teacher training

Goal: Organise a local, inter-school coalition, inform children and parents by holding an alternative classroom lesson, and participate in a local demonstration that could be linked to the big climate action.

Collaborating partners: greenpeace, Fridays For Future, aHang, NoÁr, Újlipótvárosi Szuperblokk, NoHa studio.

Articles about the GoGreen project:

DON'T PUBLICIZE - Budapest, BPS P10

In 2018, the Budapest School's P10 micro-school organised afternoon workshops based on the students' interests. This was the start of the PlayRap series, where five 10-12 year old boys worked together to create a series of activities. During the workshops, young rappers (Daniel Szarvas and Jorgos Babaitis) and P10 teachers worked with students from P10 and other schools. Throughout the process, great emphasis was placed on the students being active at all stages of the creative process, i.e. they came up with the theme, wrote the lyrics, participated in the music and played a part in the video clip.

What makes this project special and unique is that it was led by active young people who were still in high school, who were themselves musicians, who wrote lyrics and who were interested in working with younger people. The teachers at the Budapest School had the task and responsibility (as there were no musicians or rappers among them) of identifying, training and supporting the leaders of the workshop.

A session lasted for two hours, with mostly lots of games and exercises. The first sessions were spent brainstorming around the choice of a theme, followed by text creation and practice, and finally the participants shot a clip.

The students chose a very sensitive topic: bullying in schools. The lyrics were not written in class, but were given to them as homework. (It is likely that parents were also actively involved in writing the lyrics.)

At the end of the session, the rap video was made public by the school, with the help of the parents involved, and the song was featured on national television and news channels. For a while, the problem of bullying in schools was thus kept under wraps.

The clip is available here.   *Interview on RTL Klub.*

BE A PART OF THE SOCIETY! - I.G.Duca High School, Petrozsény

In the I.G.Duca High School in Petrozavodsk, Hunyad County, the question that triggered the project was how important it is for individuals to live in harmony with those who differ from them in ethnic or social terms.

The general theme of the project:
• ethnic and social differences in the city,
• the civil affairs of the people of the city,
• methods for informing, promoting and involving the citizens of the city,
• civic engagement

Needs assessment method:
Interviews with people from different ethnic and social backgrounds in the community.

Community need:
More joint, local events for the people of the city, leading to greater tolerance and understanding between cultures.

The essence of the project:
• They organised a living library, with people who share common interests and hobbies, and who want to do something for their community.
• A street campaign was organised to raise awareness of the diversity of t h e city's population.

Preparation and planning:
• meeting with city hall officials to sign permits and contracts,
• promoting the project to businesses in the city - to secure grant contracts,
• organising workshops,
• conclude partnership agreements with local media to promote project activities,
• organising working groups,
• preparing the materials needed to organise and run the live library and street campaign

Activities preceding the implementation of the project idea:
- Live library: inviting "live books", informing them about the venue and the programme, creating catalogues, promoting the event (duration of the event: 3-4 days).
- Street campaign: prepare the schedule, sound equipment and invite as many people as possible to the event (2 days of different activities: theatre, music, dance, clowns, games, live sculptures, other activities).

Feedback/measurement:
- Focus group after each activity to identify weaknesses and strengths, lessons learnt, optimise further activities.
- Reflection at the end of each event with partners and participating individuals.

Popularisation:
- in local media
- a letter of thanks to the sponsors, with a photo report

The students' role in the project:
- came up with the theme of the project,
- developed the interview questions,
- identified the "living libraries", contacted them to convince them to participate, shared the programme with them,
- produced the materials for both events,
- participated in both events and completed their scheduled tasks

The competences developed by the project:
- organisation, planning,
- editing press releases, programmes and letters,
- interviewing,
- filming,
- problem solving,
- teamwork

Project duration: approximately 10 months

Partners: Petrosani Town Hall, Diverta Municipal Library, local newspaper Gazeta Vaii Jiului, local TV Kapital TV.

Results:
The students collected donations from the local community and entrepreneurs for the project. They wrote press releases and invited the media to the Living Library and Street Campaign events. They also invited city officials and members of the school's governing council.

Source:

Pilot projects integrating action education elements in Hungary and Transylvania

POSTER REPORTS FROM PARTICIPATING TEACHERS AND STUDENTS

In the following pages, we briefly report on the #BeyondWalls pilot projects in schools. The reports are mostly written by the teachers who mentored the projects, or (in the case of the six independent projects at the Helpful Mary High School in Chiucszereda) by the pupils, hence the diversity in style and content of the short reports. In each case, the names of the authors and their schools are given in the subtitle of the project.

To make the reports easier to follow, we have grouped them under four subheadings:
1. Goals
2. Realisation
3. Participants and partners
4. Conclusions

Under the latter heading, the pilot project participants will also provide practical advice to those who are planning similar projects in the future. Under the reporting section, we have indicated which Sustainable Development Goals their project is linked to.

When designing the projects, we asked the mentor teachers to try to keep some action pedagogical aspects in mind:

1. Organise projects around students' interests and create opportunities for self-organised learning. We also encouraged collaborative, group activities.

2. Projects should reach beyond the school walls, aiming for some form of tangible social impact.

3. Make sure the projects have a curricular link. If possible, the project should not (only) take place in the time of the pupils and mentor teachers, but in a school setting.

4. Use digital tools in the implementation of the project, where appropriate, to encourage
developing competences essential for the 21st century.

5. Keep sustainability aspects in mind and identify the Sustainable Development Goals (SDGs) related to the project.

These five aspects do not appear in all projects with the same emphasis, but we consider it important that all projects have managed to present these aspects in part, adapted to the specific conditions of the project and the local conditions.

The colours and icons assigned to the five criteria are displayed in the reports so that the implementation of the typical criteria of action pedagogy can be easily traced.

MAKING CANVAS BAGS TO RAISE AWARENESS OF ENVIRONMENTAL ISSUES AND SHORT FILMS PROMOTING LOCAL PRODUCTS

Ildikó Bernád and Edit Fazakas,
Vaskertes Elementary School, Gheorgheni Goals:

Taking advantage of the physics classroom and the curriculum, we discussed t h e following concepts at the start of the project:

energy sources	responsible energy management
awareness	environmental awareness
sustainability	sustainable development goals
ecological footprint	ecological capacity
overconsumption	conscious consumption
packaging as an advertising medium	a packaging as a carrier of information
product redet	local product

After the concepts were discussed and clarified, two project ideas were outlined:
1. making awareness-raising canvas bags
2. making a promotional film for local products

Implementation:

The project was conceived by the young people, they brainstormed in small groups, they decided which of the ideas they had come up with was the most feasible for them, they carried out the activities, for example they made the designs for the promotional bags, then painted and presented them at school. To make the promotional films they selected local products and producers, shot the short film, edited the footage and presented the final projects at the school.

During the project, the students used smartphones, interactive screens, cameras, laptops, photo and video editing applications, project management applications (Trello), presentation tools (Microsoft PowerPoint, Google Slides, Canva).
The research was carried out using Google Scholar and ResearchGate.

Among the evaluation criteria, we would highlight the quality of the products: although the advertising film is a more complex "genre" than the canvas bag, the children rated both products as successful. The pupils showed enthusiasm and creativity throughout the project, and their motivation level was maintained throughout, which is a tribute to the work of the mentor teachers. The active involvement of the children is reflected in the quality of the products. The project team has tried to make the most of the results of the project.

t o "get the word out" beyond the school's walls, presenting the results on the school's community page, as well as at teacher and parent meetings and at the end-of-school-year celebrations. The canvas bags, paint and products used in the advertisements were donated by the school and parents. so we have included extracurricular resources i n the project activities.

Participants and partners:

The project developed the cooperation, problem-solving, creativity, presentation and reasoning skills of the twenty-eight 13-14 year old students, while improving their knowledge and attitudes towards sustainability.

Conclusions:

Our children are growing up in a consumer world where advertising messages encouraging (over)consumption are constantly present in a variety of forms, so it is important that they are able to deal with the information they are exposed to, while at the same time taking conscious steps to protect our wider environment.

We urge teachers who doubt that action education projects can be implemented in the curriculum to feel free to introduce sustainability issues, for example in science lessons, and to use project and action education methods for deeper learning outcomes. There is a wealth of resource materials available to teachers, such as Kahoot lessons, ready-made presentations, puzzles, word webs, Wordwall exercises, tests, etc., which can be used to explore the topic in a playful way before planning projects.

Related FFCs:

CHARITY BAKE AND SANDWICH FAIR FOR CHILDREN IN NEED

**Ildikó Bernád and Edit Fazakas,
Vaskertes Elementary School, Gheorgheni Goals:**

In this social sustainability-focused project, a group of students from the school made cakes and sandwiches for a fundraising campaign. The money raised from the sale of the cakes during the breaks was used to give a special gift to needy children (some of whom live in children's homes) attending our school on Children's Day.

Implementation:

We believe that the project has been successfully implemented in line with the interests of young people. They were actively involved not only in the planning, but also in the execution: they made the cookies and sandwiches and sold them. They organised games for the children who were served. They also paid attention to small details, such as the such as decorating the room for the session. In the evaluation, both teachers and children concluded that the project was educational, and overall exceeded our expectations.

Digital tools were mainly used for planning and communication. The project was implemented mainly during and after school hours, outside of the classroom.

Participants and partners:

Our project may have been a "drop in the ocean" in terms of social impact, but the joy it brought to the project outweighed all other factors, and at the same time it greatly improved the cooperation, decision-making, problem-solving, and skills of the 13-14 year old "organizing" children (28 students in total). and adaptability. It also strengthened solidarity within the local community, not only among the children but also among the cooperating parents.

Conclusions:

We believe that social awareness-raising is needed in all schools. A bake sale or a celebration for the needy can be a source of joy everywhere. If there is an enthusiastic group of students on whom the teacher can rely, it is definitely worthwhile to embark on such a project, as it gives a huge amount of satisfaction.

Related FFCs:

POEMS ON 4 LEGS -
ART PROJECT ON SUSTAINABLE "FOUNDATIONS"

Eszter Székedi and Imre Tódor Székedi, Márton Áron High School, Csíkszereda

Goals:

For the students of the Márton Áron College High School, it is no small challenge to make the century-old building a learning environment that is adapted to today's needs. This is why both projects are linked around the self-organising transformation of the school space and the learning environment, taking into account the historic characteristics (and limitations) of the site on the one hand, and sustainability aspects on the other.

During this project, students "breathed" (painted) new life into old school chairs that had been worn out or deemed unfit for use, while at the same time displaying artworks that also carry messages related to social and environmental sustainability and recycling. The products were exhibited on the occasion of the Hungarian Poetry Day (11 April 2024) at the Kájoni János County Library in Chiucszereda, and ten days later they were brought back to the school's clubroom, where they were displayed for the students of our school during the School as a Different Project Week.

Implementation:

The project was designed around the students' interests, taking into account their creativity, their desire for self-expression and their needs in relation to their learning environment. At the same time, the project gave them the opportunity to develop their own ideas and artistic imagination. The project students were actively involved in the planning, execution and decision-making (associating sustainability themes and poems, choosing colours, etc.). Active participation also included collecting, preparing and painting chairs and taking on organisational roles in the exhibition (e.g. making posters, reciting poems, singing at the opening, moving the exhibits to the library, setting up the exhibition, etc.).

The repainted chairs were not only beautiful and unique (aesthetic goal and aspect), but also conveyed environmental messages to their fellow students (social goal and aspect). We intended it as a special #beyond-the-wall action

the inclusion of the themes of environmental awareness and sustainability in the Hungarian Poetry Day programmes, as the sustainability "message" of the young people reached the wider community of the city when the c h a i r s were exhibited in the János Kájoni County Library. On the other hand, the products were promoted on social media and on the school's website, thus spreading the message to the wider social community of the school. Based on the finished products, the repainting of the chairs provided an opportunity for creative expression and the development of artistic skills.

In addition to the digital tools used for communication, we used online tools to create QR codes and to create posters and presentations.

Participants and partners:

Through the project, the 145 students involved (aged 16-19) gained a deeper understanding of the importance of recycling and sustainability. Through their work together, the students developed effective collaboration and communication skills, experienced how to achieve community goals and make an impact on their environment. Besides the two teachers who participated in the #Beyond the Wall training (Dr. Eszter Boda-Székedi, Dr. Imre Tódor), Margit Ráduly, teacher of art, Edina Orbán, teacher of Hungarian and Levente Borbé, school librarian, were actively involved in the project. Accordingly, the project was implemented in visual arts, Hungarian language and literature and class teacher training.

Conclusions:

Similar "actions" can reduce the energy n e e d e d to produce new furniture and extend the life of existing materials. The idea behind the project could be useful for other schools, because in addition to the community work that took place, the chairs that were brought back to life have found a place in our school: they are now decorating the club room of the building and are in use. The repainting of old chairs can make school halls more atmospheric.

We encourage educators to take the initiative in such projects, as 21st century skills can certainly be developed through such projects.

Related FFCs:

PLAY OF LIGHTS - MAKING RECYCLED DECORATIONS TO DECORATE THE SCHOOL

Eszter Székedi and Imre Tódor Székedi, Márton Áron High School, Csíkszereda

Goals:

The students made "lightboxes", cardboard paintings from the cardboard boxes used under the auspices of recycling, which were exhibited in the school on 23 April 2024 as part of the School as a Different Project Week.

Implementation:

Throughout the project, the students were actively involved in the design, execution and decision-making (theme, colour, formatting, etc.). Active participation also included collecting the cardboard boxes, developing them and taking on the role of organisers of the exhibition.

The students made Reels videos of the exhibition, which were published on social media and the school website. It is hoped that the product will inspire others to do similar project(s).

The project raised awareness among the school community of the importance of aesthetic values and environmental protection. In particular, the project developed the following competences: creativity and artistic expression, environmental awareness, cooperation and communication, and technical skills (practical knowledge of lighting installation).

Participants and partners:

The project involved 307 students in grades 9-12, with the support of 5 teachers: Dr. Eszter Boda-Székedi, Dr. Imre Tódor, Margit Ráduly, Edina Orbán, Levente Borbé, school librarian, who mentored the students in visual arts, Hungarian language and literature and class teacher lessons.

Video:

Conclusions:

The production of recycled utilitarian objects promotes responsible consumption and production among students, as used cardboard boxes are given a new life as artworks. Schools and other educational institutions can integrate similar activities into their curricula to promote sustainability education and creative problem solving.
For teachers who would like to carry out similar projects, we recommend that they involve fellow teachers from different disciplines and students from different subjects. It is worth doing because it is relatively easy to implement, the pupils are enthusiastic about the process of value creation and the finished products are very impressive.

Related FFCs:

CREATION OF A SCHOOL COMMUNITY SPACE

Eszter Székedi and Imre Tódor,
Márton Áron College High School, Csíkszereda

Goals:

To make the school in the listed building more "student-friendly" and to create an environment that would be welcoming and reflective of the students' tastes and interests, the students designed and made seating from pallets, recycled by hand, and placed them in the school's club room.

Implementation:

The project started with the students' interests and needs, they wanted to have comfortable and stylish seating in the school, which motivated them to actively participate in every phase of the project: designing, choosing colours, transforming pallets, buying ingredients.

Participants and partners:

The project involved 12 students (grade 10), who participated in visual arts and class teacher lessons with Dr. Eszter Bo- da-Székedi, Dr. Imre Tódor, Margit Ráduly, they developed a range of skills: creativity, responsibility, teamwork, communication, manual and technical skills (woodworking techniques, use of tools and practical skills to be acquired in the assembly of the "furniture").

The project required collaboration with local organisations, businesses and parents, strengthening partnerships within the community. The development of the school's community interior contributes to making the community space more sustainable and liveable, while increasing a sense of community and engagement with the school.

Conclusions:

Using pallets to make new furniture is an excellent example of recycling, reducing school waste and the use of raw materials. The pallet seating project not only contributes to the school's sustainable development goals, but also has a significant educational value, helping to develop students' environmental awareness and practical skills.

First of all, you should watch various training videos that show basic woodworking techniques and tool use. (safe dismantling and handling of pallets). (appropriate protective equipment such the necessary supplies and to use them sa

Related FFCs:

ENCOURAGING THE PARTICIPATION OF YOUNG PEOPLE IN PUBLIC LIFE

Borbála Tildyné Ruh and Katalin Gerhard, Belvárosi Tanoda High School, Budapest

Objectives:

We explored movements and movement-building from a social science approach, and based the group's action on their own ideas. Our aim was to encourage young people to get involved in public life and to explore opportunities.

Implementation:

In the preparatory phase, we used discussion forums and opinion lines, followed by small-group research to identify, focus on and build on students' areas of interest. All project phases were carried out with the cooperation and activity of the students, from preparation and implementation to project presentation and evaluation.

The process:
- Focus search
- Topic selection
- Learning about education models
- Researching movements
- Find out about the *Our Budapest Programme*
- Learning about local government systems
- Community budget
- Elections of representatives
- Interviewing
- Questionnaire research
- Involvement of external actors
- Product creation: sticker campaign, 10-point demands - poster and letter

We worked on the project once a week (one session 4x45 minutes) in a school setting, in the social science project track.

Participants and partners:

11 students actively participated in the project, a mixed group of high school students aged 16-20. Mentor teachers were Barnabás Szöllősi, Beáta Szőllősi, Borbála Tildyné Ruh and Katalin Gerhard.
Our partners were School of Public Life, Adom Student Movement, United Student Front

Related FFCs:

THE HEALTHY MIDDAY SNACK

Andrea Hitter-Kovács and Éva Tarczali, József Venczel Vocational School, Csíkszereda

Objectives:

The aim of our project is to raise awareness among secondary school students about the importance of a healthy snack and the environmental consequences of packing a snack. The theme of the project was proposed by the students, the "products" are a reflection of their knowledge and ideas, and the implementation is entirely the result of their work: they made the questionnaire, they got their friends and schoolmates to fill in the questionnaires, they evaluated the results, they created the Instagram page, etc.

Implementation:

As we involved a class of food technicians in the project, the topic can be easily integrated into the curriculum.

In grade 10, the subjects already cover certain food production technologies, so sustainability can be discussed in the context of the habits related to the midday meal, after analysing the existing eating habits. An Instagram page was also created as part of the project.

Participants and partners:

20 students (10th grade, 16 years old) participated in the project, and their digital competences, willingness to work in a team, and research skills were developed with the support of two mentor teachers, Andrea Hitter Kovács and Éva Tarczali. The students and the mentors held a joint meeting once a week, attended by the whole class and both teachers. Other work was done by the students outside class, some of it online (Google Form, Instagram).

Conclusions:

Despite the initial uncertainty and questions, we found that such projects could be used to stimulate students' interest and response to the

we find the link and overlap between the project theme and the school curriculum. The students consider it important that the project "should not be too scientific and abstract" and that it should be "interesting and tangible". Such a "tangible" theme, which is at the same time in line with the curriculum of the food industry students, was the study of the midday meal, the midday meal (and packing) habits and the related campaign on health and environmental awareness.

@TIZIZZVELUNK

Related FFCs:

COMMUNITY ACTION FOR A SAFE HOME

Katalin Gál-Iankó and Edina Both, Zsobok Primary School Aims:

With this project, the school's pupils joined an important local community campaign that has been going on f o r years to build family-type houses for the Bethesda Children's Home in the village. The project therefore involved fundraising activities with four mentors.

Implementation:

In line with what we have learned in the teacher training in action pedagogy, we considered it a priority that the activities should be the students' ideas and that they should feel like doing them. We always found that they were engaged and reflective, with an adult approach. We tried to ensure that the control should remain in the hands of the students throughout the project, but we have included periodic meetings and checkpoints throughout the project. During these sub- calms, the students presented their new ideas, questions that had arisen, possibilities, workflows that had been successfully implemented, and problems that had arisen. It also helped them to find out where to go from here, in which direction to take the next task.

We were working on a project that went beyond the school walls, and our activities were heard about at Transylvanian level. We need to raise 250,000 euros to build family-type houses for Bethesda. We did not undertake to do this, but to provide essential support for the campaign. Partner- we are in contact with the Zsobok Bethesda Children's Home, the Reformed Parish of Zsobok, so we have been in constant contact about the progress.

To promote the project, we produced videos, flyers and posters on digital platforms. We provided cultural shows at charity evenings, which were preceded by thorough preparation. We created decorative objects and paintings, which were offered for sale in the auction group we set up.

we have put up for sale. We have sought sponsors to support the home by providing special services or donations. We wrote sponsorship letters in Hungarian, German and Romanian. We targeted online platforms where cooperation was ensured. To promote the objectives of the Bethesda Home, we produced promotional videos, posters and flyers on various online platforms. Throughout the project, we collaborated with participants on a permanent basis on trello.com, where we collected ideas and communicated important information.

All in all, we performed at six charity evenings, which also provided an opportunity to celebrate. And week after week, the students gave up their free Saturdays, devoting their time to preparation. In the meantime, they have developed not only their social skills, but also their digital, foreign language and artistic skills. We have improved our cooperation skills, our argumentation techniques, we are more comfortable stepping out of our comfort zone, we are better informed in the world of finance and fundraising. Among the results of the project, we also consider the experiences gained during the work processes documented by the students to be of paramount importance, as everyone has been enriched in humanity, dignity, perseverance and compassion.

Participants and partners:

Twenty-five students aged 12-16 participated in the project. Pupils from the school were given the opportunity to get involved in the project as much as they wanted. As we have a small number of simultaneous classes in the dispersion, there was no need for selection. Our students had already realised that working in a team could be a great experience, so everyone was happy to participate.

Our partners outside the school were: the Zsobok Children's Home, Zsobok Reformed Parish, Zsobok Cultural Association, Puck Puppet Theatre, Szilágy County Inspectorate of Education, VONESZO Foundation for the Disadvantaged - Hungary, private persons.

Conclusions:

Schools can get behind social causes in their own community, whether they are run by non-profit organisations (old people's homes, children's homes, cultural

associations, homeless shelters, mental health organisations), so that they can get out of the institutional environment and into the wider world. It's also worth looking at the methodology of fundraising in today's society. W o r k i n g with organisations that are well versed in fundraising can be a great help. But the only way to attract committed students to a project is to make it an activity that is relevant to them.

tos, like new. It is essential to explore the students' opinions and ideas and take them seriously, even if they seem absurd at first hearing. Long-term projects require perseverance, so joint celebrations can be very motivating. It is worth setting aside time and money for this.

Related FFCs:

COMMUNITY GARDEN OF EDEN FOR SCHOOL AND HOME USE

Katalin Gál-Iankó and Edina Both, Zsobok Primary School Aims:

The aim of the project is to create a long-term sustainable spice garden that will provide spices not only for the school's students, but also for the village community and the residents of the Bethesda Children's Home in Zsobok, while at the same time teaching gardening in the spirit of sustainability, contributing to biodiversity conservation by planting local plants, encouraging community collaboration, and reducing the amount of packaging and other environmental impacts of buying spices.

Implementation:

The work was preceded by careful research and information gathering. Most of the plants used to the local climate were donated by local gardeners. The students took the initiative to build a path to make the garden more "designer". Taking this further, the planting area was divided into 3 parts: medicinal plants in one part, herbs in another, and mediterranean plants in the middle.

We have compiled a list of the health benefits of plants, and next to the plants we h a v e planted, there are signs with concise information on the most important facts about each plant. Rainwater is collected to be used for irrigation to save energy. We also compost the waste to help increase soil fertility. As a further development of the garden, we have created a hornet garden from natural mothers to ensure the pollination of the plants.

By respecting the community rules for the garden, not only the students, but also the villagers and the kitchen of the Bethesda Children's Home can benefit from the garden's produce at any time. Since the school has a hot lunch programme, the herbs grown in the garden are often used to prepare lunch. On cool days, students warm up with herbal tea during break time. During the school term, the "Let's bake, let's cook! - key compe-

In the optional subject "spiced with spices", we cook together using ingredients from the garden, converting units of measurement, learning about production processes and sustainability (rhubarb tart, spinach pancakes, mint lemonade, strawberry pancakes). At the same time, the villagers enjoy the opportunity to collect Mediterranean plants that are not found in their own gardens.

The garden is tended during lessons (optional subject, class teacher lesson, social education, geography), after school and during the thematic weeks of the curriculum. The project contributes to the development of a number of competences and skills: initiative, creativity, innovation and risk-taking. The project has developed the students' social and civic competences: as the garden is a community garden, we have also emphasised the importance of social engagement, which is why we have developed a code of conduct for the use of the garden. In addition, the students' scientific competences have been developed, with particular emphasis on botany.

During the activities, several small project ideas were implemented, such as small, informative signs next to the plants, but the students also documented the process, which is also documented in short videos. These activities developed their digital competences, f o c u s i n g mainly on video editing and image editing and publication editing software, but also on digital tools were also used to draw up the design of the garden.

Participants and partners:

The project involved 25 students, children aged 12-16. Of the 25 pupils who participated in the project, 60% were from children's homes, 15% were from neighbouring municipalities and only 25% were local. Their mentor teachers were Edina Both, Katalin Gál-Iankó, Andrea Kolcsár-Enikő, Diána Megyesi. The students were a c t i v e l y involved in the whole process from planning to implementation: gathering information, designing the parts of the garden, creating the "treasure map" of the garden, developing the community use conditions and rules of the garden. Since the creation of the garden, they have been actively involved in gardening activities throughout the year, such as planting, autumn harvesting, weeding, watering and tidying up.

Our cooperating partners: the gardens of the Zsobok Bethesda Children's Home, the Reformed Parish of Zsobok, private individuals.

Conclusions:

The idea can be based on a small area, so that schools without a large area can easily implement it with little financial investment. The project will bring students closer to natural food sources, which is of paramount importance today. The change of seasons always brings new ideas, so renewed activities are guaranteed. Given the possibilities of the local curriculum, the introduction of optional subjects would be very helpful to learn the SDGs and other key competences. Our practical suggestions for a project initiator for teachers: adapt to local needs, prepare a precise action plan (to implement the garden with as little financial input as possible), listen to students' ideas and try to incorporate them into the project. It is definitely worth organising a celebration.

Related FFCs:

SUSTAINABLE PASTRY WORKSHOP

Tamara Gábor, 9.C class student,
Helping Mary Catholic Lyceum, Csíkszereda

Objectives:

The project we dreamed up was a baking workshop. The idea was to make a simple dessert with primary school students, bringing the practicalities of cooking and the world of homemade (and therefore more sustainable) cakes closer to young people.

Implementation:

Our project was carried out in the kitchen of the participating class's school, where all the conditions were in place for the project to run smoothly and for everyone to make their own "Tiramisu". The pupils were curious, cooperative, enthusiastic and very skilful. They worked in pairs or groups of three, following our instructions and concentrating on their tasks. We believe that in addition to fun baking, the children also developed skills in the kitchen, following instructions (e.g. re- cept), cooperation and last but not least, they learned about sustainable development, healthy eating and sustainable ingredients. As an innovation in school education, we think it would be useful to create similar opportunities for older students, where children are exposed to local ingredients, simple recipes, sustainable and healthy food.

Participants and partners:

We worked with a whole class of 28 sixth-grade students who attend Imre Nagy Primary School. The students' class teacher, Zsófia Ábrahám, a biology teacher, was delighted to h o s t our project and we were able to hold our session as part of their school's Green Week project week, while she provided the session for the waiting groups in the background. Our own class teacher, Rita Tímár, and our responding mentor, Aranka Imre-Kedves, were supportive and helpful throughout, patiently listening when we bombarded them with questions or new ideas.

Of course, our project would not have been possible without the basic materials and some of the necessary tools. We went to various companies for advice, and we got all this from some of them. We have been able to get a lot of support from all of them.

the Ifemal mill supported us with local ingredients. And Splash Fitness, Emercom and Spektrum Education Centre contributed financially to our workshop. We are grateful because we look back on our project with a sense of achievement, joy and pride.

Related FFCs:

CYCLING AND LEARNING WITH YOUNG CHILDREN

Boróka Fazakas, 9th grade student, Mária Segítő
Catholic Lyceum, Csíkszereda

Objectives:

In our project, we wanted to show children how green transport can be fun, as well as having a positive impact on the environment. Our mentor was teacher Magda Kolumbán, and we were accompanied on the tour by our class teacher Rita Tímár and teacher Levente Czikó, who is the class teacher of the children from the Nagy Imre Primary School.

Implementation:

Since some of us went to Imre Nagy Primary School, we asked the former head teacher to participate in this action with her current 5th grade students. Both the teacher and the children were very enthusiastic a b o u t our project and actively participated in all the activities. In addition to them, the Girl Scouts of our own school also participated with their patrol leader, Tamara Gábor, who is also a classmate of ours and was enthusiastic about the idea of the trip.

We, the organisers, are happy with the way our project turned out, because apart from the environmentally friendly excursion, we also visited a historical exhibition at the Széchely Border Guard Memorial Centre and led a group ecology session for the younger children with the help of our class teacher. We talked about the importance of protecting nature and ecosystems and how we are an integral part of this through the choices we make. The challenges we faced during the hike (broken bicycle) also helped us to be more cohesive and persistent.

Participants and partners:

A total of 32 children from 5th and 6th grade participated in the project, and 3 older students from teacher Magda Kolumbán's class, 11th B (Ákos Ujvári, Dávid Török-Láday and Hunor Török-Láday) also came to accompany them, who helped to

have also helped in supervising children, safe transport and bike repair. Our extracurricular partners were local organisations: the Spektrum Education Centre provided financial support and Harmopan provided the tithing.

Related FCCs:

PLAYFUL AND EDUCATIONAL TOUR IN THE SOMLYÓ HILLS

Mátyás Fejér-Király, 9th grade student, Mária Segítő Catholic Lyceum, Csíkszereda

Objectives:

The aim of our project was to get our younger students out of school and into the field, while getting to know nature through play. We linked the project to the Sustainable Development Goals of quality education, mainly because there are very few opportunities to go out into the field during school hours for science or biology lessons (this is possible in the afternoons or on weekends, so we can fit in 1-2 sessions per year).

Implementation:

The programme was designed to fit in with the school timetable and to ensure that the 5th graders could make it through the tour. We went to the Wine Water Spring, where László Csonta from the Ant School gave a short quiz on crop identification.

We continued our journey past St Anthony's Chapel, under a spruce tree offering cool shade, where we introduced the children to the differences between the different pine fruits around us. At our final destination, at the altar of the Three Hills, after a short break for lunch, the children were introduced to a new way of measuring the height of a tree. On the way back, the storm was close at hand, but fortunately everyone escaped dry.

Participants:

In addition to the ninth graders who initiated the programme, the beneficiaries of the project were the fifth graders who took part in the tour. Many thanks to our accompanying and mentor teacher Csilla Bálint, our class teacher Rita Tímár and our accompanying teacher Aranka Imre-Kedves. We are also grateful to László Cson- ta, because in addition to having learned a lot, we came home with a new teaching methodology.

Related FCCs:

3 EGÉSZSÉG ÉS JÓLLÉT

4 MINŐSÉGI OKTATÁS

SELF-CONFIDENCE-BUILDING WORKSHOP

Brigitta Biró, 9.C class student,
Helping Mary Catholic Lyceum, Csíkszereda

Objectives:

The project gave participants a clearer picture of their relationship with themselves and enabled them to develop skills they may not have known they had. The reason for choosing this topic is that in a school setting, with the normal timetable of lessons, there is no opportunity for children to engage with themselves. Fortunately, our school is very progressive in this and we have many programmes that help us to deepen our relationship with God and with ourselves. We wanted to give a taste of this to younger children, using a little mental hygiene techniques from our mentor teacher, Eme Eme Csíki

with the help of. The other aim was to run the p

ourselves, without adult help, to gain

groups and to improve our methodological knowledge. So it was also for us an opportunity for self-awareness and self-confidence building.

Implementation:

The younger pupils who took part said that the project was entirely based on their interests and they were very enthusiastic about it. They were fully engaged and active in the various constructive games and activities. They cooperated with us. They developed their ability to work on something for a longer period of time, either individually or with their peers in groups. At the same time, they also needed to develop their patience and their ability to listen to each other.

In the school field, the main features of this project can be applied to

anything that the children who go there like to do or play,

e.g. in the context of class teacher lessons. I can also imagine sessions that build on each other and last for a long time, up to a year.

Participants and partners:

A total of 28 5th grade students from Imre Nagy Primary School participated in this self-confidence and self-development trip with our former class teacher, Levente Czikó.

Related FCCs:

PICNIC MOVIES

Ágnes Bács, 9.C class student,
Helping Mary Catholic Lyceum, Csíkszereda

Objectives:

The joint project of the Spektrum Education Centre and New Pedagogy, the #Beyond the Wall project, was a new one for us. We didn't know how to approach it. The whole class brainstormed at the beginning and they were really great ideas, it was hard to choose one of them and we honestly didn't think they would happen. Our project was f o r an outdoor cinema in St. John's Church, in the Fili Nursery Garden. Our aim was to move the people living there, to pull them out of the drabness of everyday life, to provide an outdoor experience that nowadays is everyone acquires in their own homes, so they can lose touch with their environment completely, so we wanted to restore that and give a community experience.

Implementation:

We wanted them to have a wonderful evening with their loved ones and friends, watching a film t h a t addresses a social or family problem - which is the essence of #BeyondWalls projects - and taking away values that can help them later on.

in their lifetime. Through the film we tried to make people realise that family and community are important in our lives, and that faith and hope are perhaps even more important. The film we screened was Heavenly Miracles (2016, directed by Patricia Riggen).

We were very excited all the way through, because the project was a lot of work, from choosing the location and the film to arranging the decor. All our team members tried to be involved in the organisation. There were some who arranged sponsors, some,

who was looking for films or bought the necessary equipment. I think it took everyone's help to make things work out so well in the end. We tried to design the whole thing to appeal to young people and families alike. Although not many families came, we can't complain about the number of young people, although we didn't get as many people as we expected. But that made it feel more homely and welcoming. And maybe in the future, if it became a regular programme, there would be even more people. Because we screened outdoors, the event literally went "beyond the walls".

During the project, we realised that we could do a lot of things without help. We developed our problem-solving skills, our organisational skills, our social skills and our creativity. Our mentor teachers were Enikő Györgypál, a Hungarian teacher, and Rita Tímár, our class teacher, with whom we we have held several meetings in school during break times, in biology lessons or in class teacher lessons. Other schools can also use our project as inspiration, e.g. it would be great to watch a good film outdoors during a School as a Different Project week.

This is the third project of our class, and we are happy with this one as well, because we have created something in just a few months that not many people can say about themselves at 15. At first we thought big, we dreamed big, but we realised that even a small project takes a lot of thought and work.

Participants and partners:

People came to the screening recruiting each other, not necessarily because of the posters we put up. Most participants were aged between 10 and 17. We now know that we have to get the word out in time and on multiple platforms, and get people excited about getting out. In the end, 67 people came to relax, to be curious.

We needed a lot of financial resources, which were provided by the sponsors. This enabled us to buy the decorations, pay for the photo box, refreshments, snacks, etc. Our cooperating and supporting partners were the Spektrum Education Centre, St. Augustine's parish, the Shop of the Round Button and the Chikki Chips, and most of the financial support came f r o m companies and businesses in the Holy Diocese. The good atmosphere was also helped by the Ména photo studio.

boz also. Thank you to the people who made it possible for us to organise the moziest, and to those who helped us organise it. We all had a special and rare experience.

Conclusions:

My advice to any teacher who wants to do something like this with their students is to help children think realistically, but not to chew the solution in their mouths, and also to dare to dream. Try to guide the students towards a feasible path and goals, but don't impose limits on their creativity, which is essential for anything new to come out of it. It is also important to have someone who can hold the team together, someone they can rely on. Our mentors helped us a lot in this, because although they saw from the start that the project idea was not feasible at that stage, they gave us enough time to narrow down the goals, to flesh out the idea, to get feedback and to look for other solutions. They were there with us all the way through this, not telling us what to do, letting us unfold.

Related FFCs:

A STORY CAMP FOR PRIMARY SCHOOL PUPILS RUN BY SECONDARY SCHOOL PUPILS

Balázs Lászlófy, 9th grade student, Mária Segítő Catholic Lyceum, Csíkszereda

Objectives:

The project we came up with was a day-long storytelling camp, which was the last of the events organised by our department, as it took place at the end of July, during the summer holidays. It was well worth the wait, as there were enough time to plan and think about all three days s p e n t in the school boarding house and prepare the necessary supplies.

Implementation:

For budgetary reasons, the camp was finally a n n o u n c e d as a three-day day camp, with the programme running from 8:00 to 16:00. We used a folk tale, The *Black Little Miss,* to create a puppet show with the 12 children who attended, for their parents at the end of the 3rd day.

On the first day we got to know each other and the story. We played games, listened to the origin story of folk tales and fairy tales interpreted by teacher Albert Forró, retold the story in small groups, worked on the story in a dramatic way and assigned roles for the performance. As on the following two days, we had lunch at the Taverna restaurant at a discounted price, for which we are very grateful. This first day was the easiest, it went by quickly, and luckily we h a d plenty of time to get to know each other and get to know each other.

The second day started with the design and creation of the puppets and the set. As each participant was allowed to make their own puppet with the help of the organisers, and we also had to prepare all the locations for the fairy tale, this was the busiest day of the camp. Even so, there was still time to play in the park, take a few short breaks, relax and play a game of catch-up together. We waited until the afternoon of the third day for the parents to come for the final production, so we spent the morning learning lines, practicing, and beginning to put together the pieces of the performance. This day we had a little more time for games, and despite the initial stress, the performance was soon

it's all together. The children involved were also beginning to feel that we were coming to the end of our activities together, and the biggest confirmation for us was the

"can we come back next year?" and "can we stay tomorrow?". The presentation was a great success, with a surprisingly large number of parents and relatives attending, so we were able to end the camp on a positive note. We also received several farewell gifts and acknowledgements, thank you very much, they were beautiful, delicious and special.

Participants:

This project, although originally c o n c e i v e d by five of us, was finally realized by four: Csanád Laczkó, Vanda Tankó, Balázs Kiss and Balázs Lászlófy. We were helped by our class teacher Rita Csíki, our teacher Albert Forró and our music teacher friend Tímea Molnár, as well as Csanád's sister Csenge Laczkó. We thank them for their support, as well as drama teacher Zsuzsi Pál for some play ideas and inspiration during the consultations.

So thank you to our school for the venue, to Spektrum Education Centre and Holy Cross Parish for the financial support, to Har- mopan and Csík Cips for the goodies, and to Papír- avár for the supplies and consumables.

Related FFCs:

THE WORLD OF WORK ABROAD

Krisztina Ferencz and Imelda Karda,
Liviu Rebreanu School Centre, Balanbánya

Goals:

Balánbánya is a once thriving, now increasingly declining mining town, a "dead-end town", which after the gradual closure of the local copper mine and its complete closure in 2006, has seen a large-scale exodus of people, and has declined to a fraction of its former size. Two teachers started an action education project with small groups from the local mixed-language secondary school.

The theme of the project was d e t e r m i n e d by the children's interest, after a thorough research on the topic of sustainability: the world of foreign guest work. In their research, the students explored three sets of questions,

work as a guest worker? (2) What is life abroad like, is it worth it to work there? (3) When and why do people who come home after a few years of work move back?

Implementation:

After a lot of guidance, encouragement and nudging, we managed to compile the questionnaires, we encountered several obstacles, e.g. lack of digital competences, it was difficult to do it independently, there were only a few people (2-3 people working, but more like 2), there were problems with communication within the group, they easily lost motivation, they needed constant encouragement, encouragement and help. The project has not been finalised by the end of the academic year, the presentation and demonstration has not yet taken place, but is planned for autumn 2024. A big problem is the small number of staff and therefore the lack of motivation. Mentor teachers Krisztina Ferencz and Imelda Karda.

Sustainability as a topic was discussed in the introduction. We presented the 17 objectives, they had to choose from them, they chose quality work and the right to a decent life, eradication of poverty and the right/opportunity for equal opportunities and opportunities.

Participants and partners:

In the end, the project involved 5 students (aged 16), who were very engaged with the topic and seriously considered the pros and cons of living abroad. Although the final presentation of the project is not yet ready, the pupils have already developed their digital, communication and collaboration skills, and the two mentor teachers Imelda Karda and Krisztina Ferencz are working on motivation and perseverance, mainly in English, biology and class teacher lessons, but also outside class (sending out online questionnaires, talking to people).

Everyone who filled in and returned the questionnaire was a partner, it was perfectly feasible within the school walls, it did not require any extra financial investment, the interactive whiteboard, laptop and phone provided by the school were enough. Anyone can get started, all it takes is commitment and, above all, the motivation and drive of the children.

The teachers who were mentors in the project presented the action pedagogical methods they had learned to other class groups and other teachers, and the teachers also reported on two other projects that had been carried out: in Romanian in the XIIth class of the school of the University of Szeged, in the class of the University of Szeged, in the class of the University of Szeged. In Romanian, the pupils of the XIIth grade prepared a similar project on working abroad, which was presented, and the pupils of the VIth grade prepared a "cooking project", which helped the class to accept and respect each other, to communicate, discuss, collaborate, accept and work through failures. This project was also presented in a short film by the grade VI students to their school peers.

Related FFCs:

HERE - HON ARE YOU?!

Királyné Miklós Éva, Király Katalin, Kertészné Kovács Mária, Molnár Marianna, Fehérgyarmat Deák Ferenc Primary School, Secondary School and College

Objectives:

Teenagers living in small towns and cities are attracted by the life, opportunities and hustle and bustle of the big city, while they do not know or recognise the values of t h e i r own hometowns and towns. "There is nothing to see there!" - they say. That's why our aim is to try to involve the pupils of our school in a project to change their attitudes and open their eyes and hearts to the beauty and values of their homeland.

The focus of our project was to get students to respond to the values and shortcomings of the former Satu Mare County. Our aim was to make the students recognise and preserve the values of their place of residence and become active participants in the local community. They also contribute to the knowledge of the present and the shaping of the future of the municipality through their research. As the exhibition was timed to coincide with National Unity Day, the Without Borders Programme was also involved in its implementation.

Implementation:

We came up with the idea, but the implementation was up to the students. We advertised the project in the classes we were teaching and, to our great delight, it attracted a lot of interest. Soon the chapters were organised, and during the meetings, new ideas, new ideas and new ideas were put forward.

financing options have been raised. The teams worked with great autonomy. They asked us and each other for help and advice when needed.

90% of the students fulfilled the task they had undertaken and produced their product. A wide variety of works were produced. In addition to the traditional poster format, students were keen to use ICT tools. The pupils used a wide range of digital tools

were used in the preparation of the project. They used mobile phones, different editing and cutting software to create images and texts.

nalized. Ppt presentations and short films were made on the laptops received to support education. Internet resources were used for data collection. The pupils were proud of their creations, and were happy to show them to their peers at the exhibition, and to take photos in front of the finished work.

Most of the groups performed to a high standard. The most successful works were presented to the school community and invited guests at the final exhibition. During the exhibition, students from other classes also asked when the next one would be, as they would like to take part in something similar. This is very gratifying because the students seem interested and keen to get involved - so we plan to come up with new ideas and involve more students in the next school year. However, it has to be said that unfortunately there were also some who took the project lightly and their work could not be exhibited. However, we are pleased that the students were very cooperative and kept in constant contact with us and with each other, so we were able to monitor their work very well and correct any mistakes if necessary. The pupils did most of the work in their free time, in the afternoons and at weekends. However, at the end of the project, they were allowed to take certain subjects (history, social studies, German, technology, drawing and art history lessons - we taught most of these), the groups work together to develop and explain the task.

Throughout the project, we have used a number of innovative elements that have contributed to the complex development of the learners. Project work beyond the traditional classroom framework allowed students from different grades and interests to work together, thus strengthening

a sense of community and the skills needed to work together. Throughout the project, we have placed a strong emphasis on developing problem awareness, encouraging students to identify challenges in their local community and to seek solutions to them. We used digital tools in a creative and effective way to develop students' digital skills, which are essential in the 21st century world.

Participants and partners:

A total of 105 people, typically aged 16-19, took part in the project course. During the implementation, the students from different years and classes enjoyed working together, getting to know each other better, motivating and inspiring each other. They also developed a good sense of competition in order to produce more beautiful, aesthetic and meaningful works. We believe that we have succeeded in stimulating the students and making them more interested. They have realised that a "boring" church they have seen a thousand times, a colourful meadow, a riverbank, a bank, a dilapidated building can also hide wonders and values. It is hoped that the experiences gained through the project will make students more open to the preservation of the values in their environment, and will strengthen their respect and love for their homeland and traditions. And even if they are far away from their home town for the rest of their lives, they will always be proud of it.

Partners included local authorities (Jánkmajtis, Sonkád, Fehérgyar-mat, Szamosújlak, Nábrád, Tunyogmatolc), local churches, shops and the population of the villages. With the involvement of external partners, the students were able to experience it in practice, how the acquisition of knowledge and the solving of problems is linked to real life. The project has also strengthened a sense of patriotism and belonging to the community, as the students have become active participants in the life of their local community. Their sensitivity to natural and environmental values also developed as they discovered and learned about the values of their homeland. Last but not least, the project has built up a number of cross-curricular links, enabling the pupils to develop a more complex vision.

Conclusions:

If you want to do a similar project, you should pay close attention to detail. A questionnaire will give you a deeper insight into the expectations and opinions of your students, making the project even more

can be personalised. Regular monitoring of workflows is essential to meet deadlines and to solve problems quickly. Think about how you can use the project product in the future, for example in an exhibition or as the basis for a new project. Be brave and let yourself dream! Support students in unleashing their creativity and turning their ideas into reality. Trust your students and allow them to take an active role in the project. They will be much more motivated and engaged in implementing their own ideas.

As an organiser, try to take a back seat and or calls for it. Leave the decisions to the students successful. Remember, the most important thi and gain valuable experience.

Related FFCs:

SPRING CHARITY BALL

Sára Szentpéteri and Anikó Mester,
Dózsa György High School and Dance Art High School, Budapest Objectives:

> We organised a dance evening to boost student life and donated 70% of the proceeds to the district animal welfare association.

ntation:

> The project was the brainchild of young people, including the Student Council, and was entirely based on student interest. We mapped the needs of the school through a questionnaire at the end of the school year and then planned this project at the beginning of the new school year.

project. The pupils themselves divided the tasks among themselves and found an association that was important to them, so that the ball would have a social value. They felt this was important because our school is a regular donor and there was no question that this important event could not go without charity. This animal welfare association was known to some people because they go to them for community service, so they kept in touch with them throughout the project.

The success of the project depended entirely on the students' activity. Any problems that arose were discussed during the process in the monitoring phases, and the teachers were present with them in the main discussions, but only as observers. There were so many negatives that some of them, seeing the amount of work and leisure time involved, dropped out in the second part of the process. In the meantime, fortunately, new students joined in and

were happy to help their peers. The Student Council met once or twice a month, and if we had to go to off-site locations, we met for that purpose. We kept in touch regularly through online groups. We used Google questionnaires, forms and communicated with each other in the online group. We also used the online platforms of the school and the association.

Participants and partners:

The school has 200 pupils, aged 13-18. Mentor teachers Sára Szent- péteri, Anikó Mester. Our partners outside the school: Csokonai Nonprofit Ltd., Dogs for the XV District Animal Protection Association, Kikötő Youth Centre, Retro Mani Event Organiser, Dj Wicksilver

Conclusions:

What we see as applicable is community organizing for a good cause, where fun and charity can go hand in hand. At the same time, it was important to us that students who are civic-minded and socially aware organise themselves, taking sustainability into account as a basis. The key is to get students interested, open the doors to sustainability issues and let them soar!

Related FFCs:

CREATIVE STUDENT PROJECTS TO MARK THE 80TH ANNIVERSARY OF THE HOLOCAUST

Anna Ceglédi, Tisza-parti Elementary School, Szeged

Objectives:

The theme of the project is to explore the Holocaust in the context of Szeged through different artistic disciplines. This school year, the local history of the Holocaust was the main theme of the project at the Tisza Park Primary School. My pupils are already learning about Jewish history, culture and religion in the 5th grade. In the summer, we make several trips to the synagogues in the area. It is part of their education, so when I have dared to give them the priority theme of this school year in history, they have been open and enthusiastic. Parents also contributed to all the projects and expressed their gratitude for the opportunity for their child to excel in areas that go beyond the learning that takes place in school.

Joining was voluntary and ever-expanding, with three actions, all three with deadlines. The fact that more and more students came, were able to ask each other for help, and some joined in the middle of the projects, helped us to meet the deadlines. There were no drop-outs, which I consider a success. All in all, about 30 students were involved in the process, grades 5-6-7.

Implementation:

Centropa Foundation: women's stories (HerStories - international student competition)

The theme of the competition is: a 10-minute short film about a local Jewish woman living in the early/mid 20th century who transcended her traditional social role. The students involved in making the film decided themselves which process they would undertake. They will make a report, read a text and shoot on location. The organisations supporting the project are Centropa Foundation, Szeged Jewish Community, Holtzer-Hor- váth-Lindberg Foundation.

We managed to get several parents involved, some of whom took on the role of transport and some of whom led the proofreading of the English translation. The film took two months to complete.

and we came first in the competition. The award ceremony was also a transnational meeting - 7 countries have entered the competition - further fulfilling one of the requirements of action pedagogy, which is to give the projects a wider reach. The selection and recording of some of the texts took place at school, but we also visited the Szeged Synagogue and the Jewish cemetery. We worked on these tasks with the children outside class.

The short film can be viewed with the QR code attached:

Zachor Foundation: the "Art is the interpreter of the unspeakable" competition

In the framework of the competition, students created artworks based on interview clips (in Hungarian or foreign languages) with Holocaust survivors and witnesses from the Soá Foundation of the University of Southern California (USC). This project involved students who are interested in creating, drawing and painting beyond history. After a presentation of the Watch page - iwitness.usc.edu/watch - the candidates chose a story that had influenced them to create an artwork.

Eight entries have been submitted and the closing event and exhibition opening will take place on 2 May in Budapest at the Ludwig Museum, where all Hungarian applicants have been invited.

Because of the intrinsic motivation of the applicants, it was a process that worked without external help. The month of March was the month of preparation and submission. The drawings were partly done at school and partly at home. There were also opportunities for joint discussion and creation in class teacher and drawing lessons. The children asked each other for help with the work, and my only task was to ensure that they could meet together and to keep an eye on the deadline.

Short film for the Hungarian victims of the Holocaust Memorial Day

Last school year, a small team of my students was formed, and in cooperation with Szeged Television we made a short film from Éva Janikovszky's book My Diary.

This "occasional troupe" is made up of students who are willing and brave to take part. This year, too, our aim was to work from novels and documents that have a Szeged connection. We had collaborating partners:

Móra Book Publishing House, Újpedagógia, Szeged Jewish Community, Szegedért Ala- pítvány. Our topic. Ferenc Váradi's autobiographical novel Szökőőjahr and the Holocaust in Szeged. One part of the film consists of an interview, in which I did not involve the students because of their age. The other part was made up of texts that the children understood and were able to convey during the film. This year's team consisted of 11 students, more than double the number of last year. The new cast was selected from the children I teach and they volunteered when I told them about this opportunity. Working together, I took two aspects into account: intrinsic motivation and parental support. The filming took place during spring break, so there were really committed students present.

We met outside of class and discussed the details of the shooting, I would not have wanted to rehearse or give the scripts beforehand, because it was all about the inner spiritual action and processing. Access the short film by QR code:

The short film will be followed by a teacher's guide. I would like this film to encourage children to take active action in addition to being spectators. For the film, I would like to develop a lesson plan with my students that will further help them to understand this period. To create a task that would first be commented on by the students who were actively involved in this project. They will help me to write it with their ideas, and I would of course include them as co-authors.

The project timeframe for the pupils was two months, typically we were able to meet at school, with the main boy having several meetings at home.

Conclusions:

The planned projects have been carried out, covering important historical and social themes. They all go beyond the school walls. Their success lies in the fact that they were free and voluntary to join the opportunities offered. The students had experiences that were also confirmation that they could create something valuable together and individually. As a mentor, I enjoyed this process because I was passionate about this topic. The organisation of the groups was spontaneous beyond the core team of the film. We were able to connect with many foundations, which is also an important part of action pedagogy.

Related FFCs:

Teacher reflection
TÍMÁR RITA

Self-organised learning, mentors:

At the secondary school where I work, the Helpful Maria Roman Catholic High School in Chiuccerdă, a total of six action pedagogical project ideas were outlined in the framework of the #Beyond the Wall project, and students joined in the implementation of one idea according to t h e i r interests. Some of them have changed groups in the meantime. Each project was assigned a mentor teacher from among the teachers teaching in the school, so that it was easier to bring the projects together and coordinate them. However, for each project, I had to be present in person as coordinator during the implementation and the final touches before the project was completed.

The six project ideas have all been implemented. As I teach grades 5-12 at the school and am also the class teacher, it would have been too much work to extend the idea of action beyond the wall to the institution as we had planned. Instead, I included the class where I am the class teacher. In the class, there were students who were very enthusiastic, and others who decided to 'go all the way' and not drop out because of their peers.

Curricular links, methods used:

This year, we used the whole School as a different project week to map out topics that interest the class and that they would like to explore:

• what bothers them in their immediate environment,
• what they would like to do or try,
• what they think would have some social benefit.

I used a lot of cooperative techniques and experiential pedagogical methods in the small group and collaborative work, so at the end there were six project ideas left at class level, which anyone was free to associate with depending on their maturity.

During the Green Week project week, they were already familiar with the Sustainable Development Goals, so we used some biology lessons to associate up to 3 SDGs to the project ideas. In class teacher lessons we will be working on

We discussed the steps of a project to its implementation, and which of their teachers they would like to work with as mentors. Then each team personally asked for a mentor teacher to oversee the process and help them.

Overall, from March to the end of the school year, we devoted an average of two hours a week to the meetings, in addition to the individual and group work of the students in their free time. The Discord platform, Google Calendar, Google Docs, Google Spreadsheets and Canva helped them to plan, think through and complete tasks.

I consider all of these projects successful, we have organised #BeyondWalls events, we have organised events that showcase actors from outside the school community, partnerships have been formed, communities have been moved by the impact of my students, and we have respected the children's boundaries all along in terms of what and how much they take on, how far they take events beyond the walls, what success means to them, when they need help and what they want to do on their own.

Project-based learning with positive experiences:

I think that despite the fact that we have two project weeks (Green Week and School as a Different Week) where students can carry out projects of their own devising, most institutions do not take advantage of this opportunity and instead present children with ready-made programmes, provide ready-made activities, rather than letting them work and develop in areas that traditional lessons do not provide.

In this sense, every #BeyondWall project can be considered a project, because from planning to implementation, it required student activity, concrete products, measurable results and student feedback. Each project reached out to a small community, we received specific feedback after implementation, participants always indicated that they were looking forward to the next opportunity, so we were able to respond to real needs with projects and thus have an impact on society in our immediate environment. My students' organisational skills, communication and collaboration skills have improved, their ability to

their vision and strategic thinking, their sustainable outlook on life and their self-confidence.

My advice to other teachers is to dare to take advantage of the project opportunities available to plan and carry out projects with their students, because if they are given the time and space, they can do them and it is worth the few hours spent on projects instead of curriculum. Personally, I am grateful to the management of our school for their openness, flexibility, support, the positive attitude of my colleagues, for standing by us and for the extra work they put in to make each project a reality! It has been a learning process for me t o o , and I end the year with a sense of achievement.

Acknowledgements

Annexes

1. Annex 1: Structure of e-learning training

The training takes a total of 30 hours to complete.

1. Learning unit: sustainability - education - education (10×45 min)
The aim of the learning unit is for the participant to
- learn about the concept and purpose of sustainability and the Sustainable Development Goals (SDGs),
- identify opportunities f o r integrating sustainability into the school curriculum at content and project level,
- understand and b e able to transfer the systems thinking needed for sustainability,
- be able to support a change of attitude and action through the practical support provided by the training.

2. Learning unit (10×45 min): Theoretical background and methodological antecedents of action pedagogy
Objectives of the learning unit:
- to provide the participant with an idea of a pedagogical approach to social issues that directly affect students;
- to be able to adapt their ideas on action pedagogy to their teaching practice, with the help of theoretical background and practical examples.

3. Learning unit (10×45 minutes): planning and implementing concrete action education projects
The aim of the learning unit:
- to review the lessons learnt f r o m widely used pedagogical and learning management methods related to action pedagogy, which can help in the design and implementation of a concrete action pedagogy project;
- learn about the steps involved in setting up an action education project and receive concrete ideas and guidance for planning each step.

The training is available free of charge on e-learning.ujpedagogia.hu Moodle after a simple registration.

What do I need to apply and successfully complete?

Press the Apply button on the ujpedagogia.hu/iskola/falakontul page!

1.
2. If you already have an account, log in, if not, register. After registration you will receive a confirmation email. Click on the link in the email.
3. Log in to the interface and take the course.
4. They are legally obliged to report your details to the Adult Education Data Service, so you will need to fill in a form with your personal details when you apply. Your data will be treated confidentially. You can find out more about the security of your data on our website.
5. You can then start learning. You will need to send a digital copy of your adult education contract and your diploma to New Education (we will send you an information email).

You can submit the necessary control tasks for successful completion to your consultant via Moodle. Once accepted, your certificate will be sent to you by e-mail.

For those already registered, the course is available here: e-learning.ujpedagogia.hu/course/view.php?id=32

2. Annex 1: Competence framework

The competency framework developed in the project shows which competencies are developed by professionals who complete the course and read the publication. Make an analysis of your own competences before and after completing the course.

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