



“Boosting the full incorporation of the SDGs into the entrepreneurial teachings in Social Economy at VET level”

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1. RESEARCH RESULTS OF THE IMPLEMENTATION OF SDGS IN EDUCATIONAL CURRICULA AT VET LEVEL

The objectives of the research was to identify good practices from the implementation of SDGs in educational curricula that could enhance the experience and the successful examples for training SDGs in VET level. Indeed, little have been done so far for the inclusion of SDGs in training modules Europe wide especially for VET training but also for all educational levels in general.

The scope of ETSE Goals project was to shed light to successful good practices from the project partner areas that do not follow the formal teaching methods promoting alternative teaching like service learning methodology and has at core subject the environmental and social training.

The method followed to gather those Good Practices was the preparation and launched of an analytical questionnaire in order to identify teaching programmes and methods that align with the scope of the research and could serve as Good Practices in SDGs training.

The result was astonished gathering in total more than 50 Good Practices from the project partner areas of ETSE Goals that could inspire VET trainers from Europe wide to include SDGs in environmental and social trainings curricula.

A database with the Good Practices main characteristics (objective, training method, impact) will be available through ETSE Goals project web site but also through the local project partners websites available to VET trainers all over!

A Good Practices example:

"FROM THE CAVE TO CLIMATE CHANGE"
by the High School for Foreign
Languages "Vasil Levski", Burgas,
Bulgaria

"A Science Cave for Escape from the Classroom" is a project-based learning practice that brings together knowledge, creativity and winning code to escape from the classroom. The aim of the practice is to inspire students, to actively study chemistry or biology, and teachers to apply the practice with new class students.

Before starting the students study the impact of climate change on the ecobalance and then produce presentations and other visual materials. During the class activities, experiments and evaluation of the results are made. The project-based way of learning creates lasting knowledge on the topics studied, in this case for climate change, chemical and ecological balance. While working on the project, the young people can express their talents, creativity and hobbies, while acquiring new academic knowledge.

2. SOCIAL IMPACT AWARDS OF ACES - ANDALUCÍA

The Andalusian Association of Social Economy Education Centers (ACES- Andalucía), coordinator of ETSE GOALS created the 1. Social Impact Education Awards. With these Awards, ACES-Andalucía launches educational projects at their associated schools that are linked to their immediate surroundings to get students actively involved in them in order to try to transform their nearby social contexts in a positive way. Some of the objectives of this contest are the following:

- 1.- Recognize the work of the ACES educational centers that foster the learning of children and young people with projects that have an impact on the environment and social context.
- 2.- Recognize the ability of children and young people, especially those who have fewer opportunities, to cause positive changes in the environment, acting as active citizens.
- 3.- Recognize and give visibility to quality educational practices as a tool for educational success and social commitment, stimulating its dissemination and implementation.
- 4.- Strengthen and disseminate in society a culture of participation, solidarity, civic commitment and human rights, promoting the Sustainable Development Goals, with a special focus on social entrepreneurship, culture and values of cooperatives.

The competition included Special Education Centers, Early Childhood Education (0-3 and 3-6), Primary, Secondary Education, Baccalaureate, and Vocational Training.

The educational projects presented were part of formal education, utilizing different methodologies and educational paradigms, as long as they had a clear social and community impact, where students had contact with their immediate or global environment. The competition had seven categories, one of which was the Award for the best social impact project under the Service-Learning methodology.

This award was won by the Arboleda School in Seville, with their project "The Throne of the SDGs." More than 140 educational centers affiliated with ACES Andalucía were invited to participate in the project competition. In total, 21 centers participated by submitting their social impact projects, and 7 of them were awarded either financially or with other types of benefits.

The awards ceremony took place last May at the ACES-Andalucía headquarters in Dos Hermanas. Approximately 400 people, including students and teachers from different educational centers, attended the event.

ACES hopes to celebrate this competition every year, increasing the number of participating educational centers and rotating its celebration among different cities in Andalusia. Next year, it will be celebrated in Granada.



3. ETSE GOALS PROJECT MEETING IN VARNA - JUNE 2023

The second transnational partner meeting of ETSE GOALS was held on 4-5 June in Varna, Bulgaria, hosted by VEDA (Varna Economic Development Agency). The meeting aimed firstly to present and compare the collected data from the research on good practices in the four partner countries, and based on these findings to discuss the upcoming work on the conception of the training curriculum for VET teachers.

In addition, the project partners had the opportunity to visit two local social initiatives and exchange with the organisers. A visit to the Varna University of Economics was also on the agenda, where an interesting presentation on project sustainability strategies was shared with the consortium.

