



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

RONDINE METHOD FOR SECONDARY SCHOOLS

2. Country or countries where the practice is implemented *

ITALY

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Rondine Cittadella della Pace (<https://rondine.org/en/>) is an educational organization committed to reducing armed conflicts around the world and spreading its own method, The Rondine Method, based on the relational approach for the creative transformation of conflicts, in every context. Its objective is to contribute to a planet free from armed clashes, in which every person has the tools to manage conflicts in a creative and positive way.

Rondine was born in a Medieval Tuscan hamlet a few kilometers away from Arezzo, Italy: here, the main Rondine projects for education and professional experience are developed. It is a place where human beings are regenerated, so that they can become leaders of themselves and their own communities, in search of the common good.

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Peace Building and conflict resolution skills, relational approach to education, socio-emotional learning, empowering students to become leaders for peace

6. What makes it a best practice? *

The Rondine Method is the response to the challenges of globalization. It aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development. The Rondine Method proposes new transdisciplinary ways of entangling subject disciplines not simply as acquisition of knowledge and skills, but as important activities with the potential to make a real impact on one's life and one's community. Central to this endeavour is to develop ways in which areas of the curriculum may integrate differently to develop holistic skills. It helps to break away from subject-area silos and approach learning through inquiry-based, collaborative, action-oriented methodologies that leverage knowledge and skills across subject areas to tackle real-life sustainable development challenges in our communities and globally. Inspired by the success of "QAR Rondine" for Italian students, Rondine's International Centre for Education, inaugurated on April 4th 2022, has developed the "EuroMed program" for international students, aged 16-18, who come from the European Union and Mediterranean countries. The one-year program starts in July 2023, it is based on the QAR Rondine's educational curriculum integrated with additional courses students attend at Rondine's network of schools, located in Arezzo. The program includes a wide range of formal and informal activities which empower students to become global citizens who can navigate the complexity and the conflicts of the present. The challenges of the 21st century call for more relevant and self-directed learning that will prepare the young to live, compete, and collaborate in a new global scenario. Rondine's educational framework is consistent with the European Union recommendations concerning sustainable development. Recognizing the global sustainability challenges, European Union leaders have adopted the European Green Deal, they have decided to integrate the UN Member States' Sustainable Development Goals (SDGs) in the European Semester, thereby deciding to "put people and the planet at the center of EU economic policy".

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

For more than 25 years university students have been coming to Rondine Cittadella della Pace from countries that are the scene of armed conflicts or post-conflict. In the two years of their program in the Peace Citadel, called World House, students discover the human being in the "enemy" with whom they share their daily life in Rondine. They succeed in transforming creatively the concept of "enemy", overcoming their psychological resistance to start a regenerative relationship with him/her. At the end of their program, they have the tools to promote actions and projects aiming to transform conflicts and contribute to the development of their countries. Rondine launched the Global Leaders for Peace Campaign on October 7th, 2018 in La Verna, the ancient Franciscan hermitage and a significant location at the roots of Rondine's mission. The campaign was then introduced to the President of the Italian Republic, Sergio Mattarella, to the Pope and finally presented at the United Nations (<https://leadersforpeace.rondine.org/en/at>)

Inspired by the successful experience of the World House, about 28 secondary school students coming from all over Italy have been attending their fourth year of secondary school in Rondine since 2015. This one-year program called "QAR Rondine", aims to let the students experience The Rondine Method in the unique environment of the Peace Citadel. The success of this program has boosted The Rondine Method all over Italy. It has been recognized as a unique, experimental method by the Italian Ministry of Education to be applied to secondary schools in Italy a transformative education based on the power of relationships, conflict resolution skills and UNESCO's cognitive, socio-emotional and behavioural Competencies. Rondine is at the head of the Italian network of 13 public secondary schools which will be implementing Rondine Method in 2022.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The Rondine Method has been recognized as an experimental method by the Italian Ministry of Education, it has been implemented in two schools in Arezzo in the school year 2021/22, it will be implemented in 13 Italian Public Schools from September 2022.

It is developed through 8 main steps:

- 1) The challenge: educating global citizens to tackle the challenges of 21st century and become leaders for Peace
- 2) A collaborative team of teachers who must attend a six-month training course held by Rondine Academy
- 3) A tutor, a facilitator of class relationships, creator of team-building activities, an expert in social-emotional learning. He/she must attend a training course by Rondine Academy
- 4) The "Ulysses Journey", a program of self-discovery and self-realization which aims to instill in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.
- 5) "Stitching knowledge and competence": The Rondine Method proposes new transdisciplinary ways of entangling subject disciplines not simply as acquisition of knowledge and skills, but as important activities with the potential to make a real impact on one's life and one's community.
- 6) "Stitching-time": a moment of personal interaction between teacher and student to resolve a conflict.
- 7) "The cloud classroom": sharing projects and best practices with another international class.
- 8) extra time and activities to explore local resources.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Rondine Method is the response to the challenges of globalization. Central to this endeavour is to develop ways in which areas of the curriculum may integrate differently to develop holistic skills. It helps to break away from subject-area silos and approach learning through inquiry-based, collaborative, action-oriented methodologies that leverage knowledge and skills across subject areas to tackle real-life sustainable development challenges in our communities and globally.

Rondine's educational framework is consistent with the European Union recommendations concerning sustainable development. Recognizing the global sustainability challenges, European Union leaders have adopted the European Green Deal

(https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/delivering-european-green-deal_it).

They have also decided to integrate the UN Member States' Sustainable Development Goals (SDGs) in the European Semester, thereby deciding to "put people and the planet at the center of EU economic policy".

EU leaders also responded to the immense health, environmental, and economic challenges posed by the pandemic with a strong "Next Generation Fund" to boost economic recovery and green transition.

Assessment of the practice has been carried out through feedback questionnaires among students, families, and teachers. The results showed major improvements in students' motivation, achievement of cognitive, behavioural social emotional skills and relational competence, students' ability to take action and be proactive. They showed improvements in the teachers' ability to interact, cooperate and plan strategies together to innovate, create students' learning opportunities by exploring local and global resources. The challenges of the 21st century call for more relevant, and self-directed learning that will prepare the young to live, compete, and collaborate in a new global scenario.

Rondine empowers students to become global competent citizens, protagonists who can navigate the complexity and conflicts of the present.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

These are the triggers for transformation:

- 1) The challenge: educating global citizens to tackle the challenges of 21st century and become leaders for Peace
- 2) A collaborative team of teachers who must attend a six-month training course held by Rondine Academy
- 3) A tutor, a facilitator of class relationships, creator of team-building activities, an expert in social-emotional learning. He/she must attend a training course by Rondine Academy
- 4) The "Ulysses Journey", a program of self-discovery and self-realization which aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.
- 5) "Stitching knowledge and competence": The Rondine Method proposes new transdisciplinary ways of entangling subject disciplines not simply as acquisition of knowledge and skills, but as important activities with the potential to make a real impact on one's life and one's community.
- 6) "Stitching-time ": a moment of personal interaction between teacher and student to resolve a conflict.
- 7) "The cloud classroom": sharing projects and best practices with another international class.
- 8) extra time and activities to explore local resources.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

The Rondine Method is the response to the challenges of globalization. It aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development. The Rondine Method proposes new transdisciplinary ways of entangling subject disciplines not simply as acquisition of knowledge and skills, but as important activities with the potential to make a real impact on one's life and one's community. Central to this endeavour is to develop ways in which areas of the curriculum may integrate differently to develop holistic skills. It helps to break away from subject-area silos and approach learning through inquiry-based, collaborative, action-oriented methodologies that leverage knowledge and skills across subject areas to tackle real-life sustainable development challenges in our communities and globally.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://rondine.org/en/>