



Leonardo 4 Children Academy 2024-25

Project nr. 23PCE0003 – Erasmus+

National Report



Co-funded by the
European Union

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National Report: implementation of suggestions for policymakers

<u>Date</u>	<u>25.04.2025</u>
<u>School</u>	<u>American Academy Prague</u>

The following document contains

I. Results of stakeholders feedback

Annex I contains the completed forms filled by stakeholders.

II. Recommendations including :

- 1) the results of the piloting period in the national contexts
- 2) opportunities to integrate the Model into national (local, regional)
- 3) opportunities at EU level

Annex II contains a transferable case study developed by the school.

I. Results of stakeholders' feedback

Please summarize the stakeholders feedback (max 1000 characters).

Teachers consider the model as an inspiring educational tool that engages both students and teachers.

Training and support would help long term use.

Students were excited to work on meaningful issues: climate and equality. They collaborated and created the app. They had guidance from their teachers while parents have noticed greater awareness and responsibility in their children.

II. Recommendations

Section 1: Results of the piloting period in national contexts

1. What were the key lessons learnt during the piloting of the L4CA Model in your national context?

Connect the classroom learning to real life, something the the L4CA made it possible. Real world topics like climate and equality boosted students' interests and participation. They took more ownership of their learning.

2. What challenges did you face when implementing the L4CA Model in your school/classroom, and how did you address them?

Fitting the activities into the time table. Using flexible project days. Time was the biggest challenge. We solved it by linking L4CA activities with English, history and social studies, or during projects like: debating, etc.

3. Have you discovered new unexpected features of your educational methods thanks to the piloting of the L4CA Model ? If so, please describe.

Students that were shy became more active and passionate. Students gained confidence, especially during group work and presentations. Teachers also discarded new ways to connect subjects.

4. What are the outcomes and expected impact from using the L4CA Model with students?

Awareness of their role and responsibilities in the society they live in. Outcomes: developed key skills- teamwork, critical thinking, leadership.

5. What would be needed to make the use of the L4CA Model sustainable in the future?

Continue the collaboration with the schools that participated in the project.
Keep it going, teacher training, time in the schedule, flexibility, and access to resources or outside partners.

Section 2: Opportunities to integrate the Model into national (local, regional) contexts

1. In your opinion, how could the L4CA Model contribute to the existing national or regional education policies?

The Model fits with the main national goals like critical thinking, active citizenship and sustainability education.
It also fits the educational priorities and mainly builds 21st century skills.

2. What specific elements of your local or national educational curriculum could be enhanced by incorporating the L4CA Model?

It strengthens environmental studies, social studies, and project learning.
It compliments social studies, science and art and also supports interdisciplinary learning.

3. What type of support (training, resources, time) would be needed to fully integrate the L4CA Model into the teaching practice on a broader scale?

Time planning, toolkits, more training, etc.
Ongoing teacher development. Time to adjust to the curriculum.

4. Can you identify any potential partnerships (local authorities, NGOs, universities) that could support the adoption of the Model?

The Youth Council in Prague.
Environmental organizations in Prague with real world project connections.

5. Please provide your recommendations to national/local policy makers.

Time and support to run projects.
Encourage partnership.
Encourage schools to create social studies projects for students.

Section 3: Opportunities at the EU level

1. How can the L4CA Model contribute to EU educational policies? More specifically, how can the L4CA Model contribute to EU - wide youth engagement on civic education topics such as climate and equality?

This project supports EU priorities like promoting sustainable development, inclusion, etc.
The model contributes by supporting EU educational policies and its main focuses.

2. How can the L4CA Model foster collaboration and knowledge exchange among educators/schools across different EU countries?

It can lead and foster good practices across communities.
Practical teaching guides; space for schools to share ideas.

3. What kind of EU support (funding, training programs, networks) would encourage schools in your country to implement the Model?

Practical teaching guides; space for schools to share ideas.
Network for schools to connect and collaborate by using this model.

4. Please provide your recommendations to EU policy makers.

Engagement and environmental action on a larger scale in EU educational programs.
Support schools that teach social studies, civics, etc. Apply the model in these subjects and make it a core part.



Annex II: Case study

Leonardo 4 Children Academy - example

Authors of the example

School: American Academy Prague in collaboration with Square and Beehive School
Teachers: Victoria Emciuc, Muñoz Conreras, Antonio Manuel, Dan Penton, Wesley Vinay, Maria Martin, Karolina Vyskocilova, Eliska Sustova, Jei Terrones

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Title

BAS

Target participants

Students aged 6-12
Teenagers aged 13-18

Discipline

Disciplines involved: Environmental Science, ICT, Art, Social Studies

Expected role of Art & Science: Art was used in the design and promotion of the BAS app, including logo design and user interface.

Science guided the environmental content and sustainability practices embedded in the app features.

Link with Climate and/or Equality topic

The BAS app promotes climate awareness and sustainability by encouraging small, daily changes in behavior that contribute to protecting nature. Students were empowered to take responsibility, share knowledge, and influence their peers, promoting environmental equality and inclusion.

Teaching resources

Information: **Environmental facts, sustainability data, local climate issues**

Material: **Laptops, tablets, printed materials for workshops, whiteboards, app design tools.**

Tools: **App development software (e.g., Thunkable, Scratch, or similar), video editing tools, Canva**

Time required

Preparation: **8–10 hours** (planning, research, app design basics, coordination with schools)

Execution: **10–15 hours** (app creation, peer workshops, filming presentations, implementation in local schools)

Description of the activity

Students collaborated to create an environmental sustainability app called BAS (Big Action through Small Steps). The idea originated in elementary school classrooms and expanded to high school, promoting a vertical learning experience. Students researched environmental problems, designed an app that helps users track and improve eco-friendly behaviors, and hosted workshops in local schools to engage younger children. They created a visual identity, educational materials, and two promotional videos: a presentation and an app demonstration. The project emphasized digital creativity, ecological responsibility, and peer education.

Impact of the activity on the competences of participating students

Competence	Description of the expected impact	Expected impact (high-medium-low)
Knowledge:	Students developed a deep understanding of environmental challenges and sustainable living.	High
Art & Science skills:	They applied app development (science/tech) and design/branding (art) to create an educational product.	High

Social skills:	Collaboration across age groups, leading peer workshops, and community engagement enhanced teamwork.	High
Emotional skills:	Students developed confidence, empathy, and a sense of responsibility toward the planet.	High
Communication skills:	Public speaking, presenting to younger students, and creating educational content built strong communication.	High
Attitudes:	Shift toward eco-conscious behavior and motivation to act as change-makers in their community.	High

Conclusions and recommendations for future application

This project proved that student-led, cross-age collaboration can produce meaningful, community-wide impact. Starting in primary school and extending to high school encouraged long-term engagement with the topic. We recommend replicating this model in other schools, encouraging app-based solutions tied to real-world problems. Combining art, science, and technology allowed students to explore their potential as innovators and leaders. Sustainability and digital literacy can go hand-in-hand with meaningful educational outcomes.

Audio-visual material

Please develop audio-visual material and a 1'-5' tutorial to be shared on Internet and social media (eg YouTube videos, reels etc).

The video is in the doc.