

TRÁTAME BONITO



BE NICE



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1. NOMINEE / CANDIDAT

Type of Nominee / Type de candidat

EDUCATIONAL INSTITUTION

Name of Nominee / Nom de l'organisation candidate

(School of Secondary Education) IES LA CANAL DE NAVARRES

Name of contact person / Nom de la personne responsable

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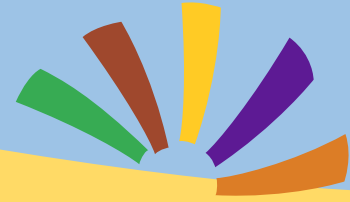
Valencia (Spain)

Nominee's country / Pays de l'organisation candidate

SPAIN

Nominee's region / Région de l'organisation candidate

Europe and North America



Description of the Nominee / Description de l'organisation

IES La Canal de Navarrés is a regional state high school, located in the municipality of Navarrés (2968 inhabitants), which mainly educates students from the nearby towns of Bicorp, Quesa, Navarrés, Bolbaite and Chella.

Currently, our high school attends students from secondary education, upper studies and vocational training of forestry and social integration and services.

In the 2003/2004 academic year, the school began to operate with twelve units of compulsory secondary education and in the 2007/2008 academic year the teaching of Upper Secondary Studies was authorized. In the 2011/2012 academic year, the basic vocational training program was first introduced, which was completed gradually in the following academic years with the implementation of the Intermediate Level Training Cycle (CFGM) "Use and conservation of the natural environment" and with the Higher-Level Training Cycle (CFGS) "Forest Management and the natural environment".

To improve the employability of the population and in response to the labour demands of the area (in the region there are three nursing homes and one for the disabled), two more training cycles are offered: Intermediate Level Training Cycle (CFGS) "Care for people in situations of dependency" and the Higher-Level Training Cycle (CFGS) "Social Integration".

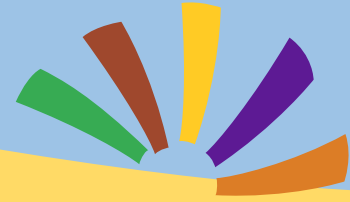
La Canal de Navarrés is an inland region of the province of Valencia (Valencian Community, Spain), sparsely populated, predominantly Spanish language with large extensions of mountain, whose economic activity is mainly agriculture and two large food industries.

Today, our educational institution has 433 students enrolled, with a great social, economic, and cultural diversity and age (from 12 to 50 years old), distributed in 26 groups, 74 teachers, as well as a special education educator, a management assistant and two janitors. The center is highly linked to the environment and has the technical support of the health centers of each town, the municipalities and the joint services of the region: the EEIIA (Specific Team for Intervention with Children and Teenagers) and the UPCCA (Community Prevention Unit of Addictive Behaviors).

Hallmarks

The characteristics that define us are:

State school, coeducation, multilingualism, innovation, democracy, sustainability, and inclusion.



Principles

The current school administration and the educational community in general have a great commitment to inclusion and sustainability as reflected in our School Educational Project (PEC): turning our students into free, responsible, and critical citizens who could transform themselves and the environment in which they live.

The projects we are implementing nowadays at our educational institution are the following:

1. **Coexistence and equality commission:** Mediation program, TEI program and Student Supporting program for the peaceful resolution of conflicts, the transition between stages and inclusion in the center.
2. **Mediation project:** students from the high school create a group in which they solve problems related to bullying, social integration, and other social issues among students. The mediation must be voluntary, and mediators conduct the meeting between the students involved.
3. **RecreatEF:** to promote inclusion, healthy leisure, and the development of social skills at breaktime.
4. **Reading Plan and library dynamization:** to ensure that our students enjoy reading and acquire the reading habit. We devote a daily session of 30' after the break to individual voluntary reading and organize activities to foster reading comprehension. To give the library different uses apart from being a place for reading: studying, sharing, workshops, etc.
5. **Transition plan with the affiliated primary schools:** to carry out common lines of action based on cooperation, help and solidarity among all members of the Educational Community.
6. **Reception Plan:** to welcome the students and their families for the next course, with workshops and open houses.
7. **PROA+:** program of accompaniment, motivation, and personalized school reinforcement to the most educationally vulnerable students to create and promote policies and develop inclusive practices.
8. **Digital Center Plan:** aims to develop the digital competence of the educational community. It promotes innovation and attempts to make the most of information and communication technologies, and digital educational resources.
9. **Háblame Bonito:** to promote tolerant relationships and respect between equals without sex difference.
10. **Verde que te quiero, verde:** design of green areas within the center, school garden and sustainable barracks. Collection, counting and recycling of paper, plastic, and organic waste.
11. **Service-learning** with the retirement home, the primary school, and the City Council of Navarrés (music concerts, social animation, school garden, solidary markets and collaborations with non-profit associations, *Navarrés Punt i Apart*). Students and elder people share their experiences and knowledge. It is bidirectional learning. In that sense, students teach the elderly how to use



ICTs trying to break up with the digital divide.

12. **Radio IES:** with interviews, with old and newly arrived students, spots to promote vocational training or events in the high school, etc.
13. **Trátame Bonito (*Be nice*).** Interdisciplinary and transversal high school project. The SDGs (Sustainable Development Goals) are put into practice in a transversal way during all educational stages. As a result, at the end of their educational stage, our students overcome the three levels (axes of our project) focused on environmental, social, or economic sustainability. This contributes to make a change in their immediate environment by building a better center with proposals for equality, inclusion and sustainability that also extend to other contexts outside the center.
14. **A.R.A. Project:** to reward and give prestige to students with high academic performance. They can participate in one extra-curricular activity per month related to sports, cookery, robotics, etc.
15. **Minecraft Project:** using the well-known videogame Minecraft, students create sustainable communities to put into practice the SDGs and raise awareness about it. Through this type of gamification, they take advantage of the natural resources of the area to improve their surroundings: design centrals of renewable sources and sustainable high schools, preserve local fauna and flora, implement sustainable architectural notions in public buildings.

Website / Site web

<https://portal.edu.gva.es/ieslacanaldenavarres/>

Project/Programme title / Titre du projet/programme

TRÁTAME BONITO (*BE NICE*)

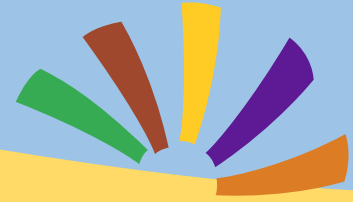
Project/Programme website / Site web du projet/programme

LINK GENIALLY:

<https://view.genial.ly/63f7c438ca30c70012455656/game-tratame-bonito-presentacion-proyecto>

Project/Programme objective / Objectif du projet/programme

Considering these three lines (sustainability, inclusion and equality and human rights), the main objective of this project is to transform ourselves (school community), our high school and the society we live in to be more sustainable and feel at home.



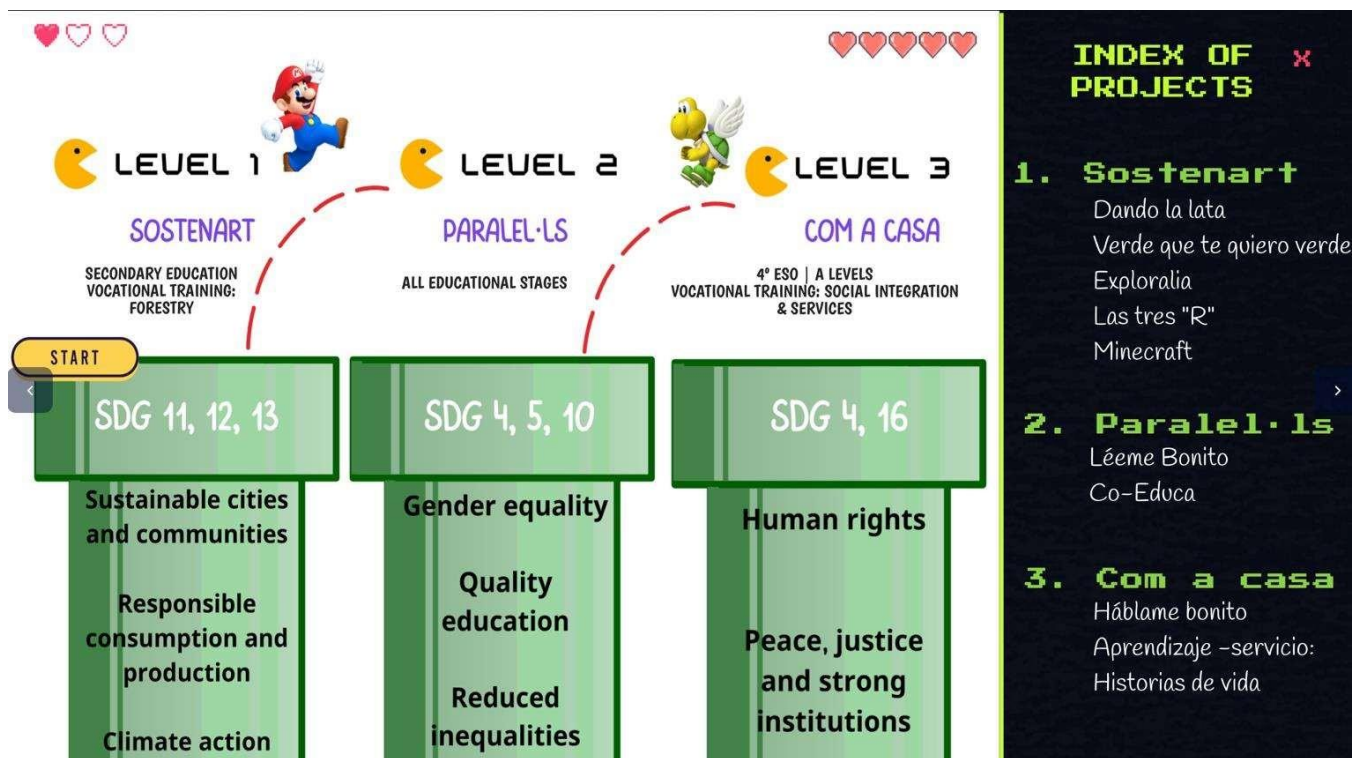
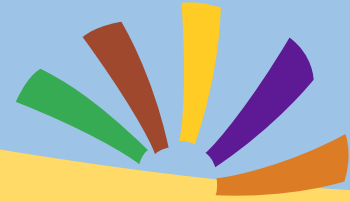
Abstract / Résumé

Two years ago, our educational institution put the project called “Háblame bonito” (*Talk nice to me*) into effect. This project is based on the one carried out at the high school I.E.S. Babel Bay in Alicante (Spain). We detected that our students had normalized a way of communicating themselves through insults and profanity, so we were in urgent need of a rapid intervention at the school setting. In this project our main objective was to improve this communication and introduce respectful forms of treatment among equals.

However, given the great acceptance by the entire educational community and its huge possibilities, a wide range of projects arose, all of them focused on obtaining not only the best version of ourselves but also of our environment (coexistence, inclusion, sustainability, human rights, etc.). All these ideas, which a priori seemed to go in different directions, have ended up together in a large and more ambitious school project, in which the entire educational institution participates, and whose keystones are three significant areas in our daily lives: inclusion, equality and sustainability. Hence, the birth of this project “Trátame Bonito”.

Social networks, the media, consumerism, the worship of the appearance and videogames are part of the current reality, but they are also exerting a negative impact on our students. It is crucial for them to be well informed and know how to use the new technology with critical thinking; to make their day to day more sustainable and achieve equality and social acceptance. We think that the school is the appropriate place for them to learn, investigate and begin to build a better world, from their environment, as active agents of change. In this way, the school becomes their home and the students, the authors of it. Therefore, they are in charge of remodeling and adapting it to their own needs and those of the society they live in.

As if it were a videogame, the SDGs (Sustainable Development Goals) are put into practice in a transversal way during all educational stages. As a result, at the end of their educational stage, our students overcome the three levels (axes of our project) focused on environmental, social and economic sustainability. This contributes to make a change in their immediate environment by building a more suitable institution with proposals for equality, inclusion and sustainability that extends outside the high school.



Our project also aims at applying the eight key competences established by the LOMLOE (Organic Law 3/2020, of December 29, on Spanish Education): (1) Linguistic Competence, (2) Plurilingual Competence, (3) STEM Competence, (4) Digital Competence, (5) Personal, Social and Learning to learn Competence, (6) Citizenship Competence, (7) Entrepreneurial Competence and (8) Cultural and Artistic Competence.

2. COLLABORATING ENTITIES

The local, autonomous, and state entities that take part in our project are the following:

- **XATEVA:** "Association for equality and against gender violence": Conducting awareness workshops on equality and observational studies.
- **AMUFOR:** "Association of forestry municipalities". Conducting workshops and descriptive studies.
- **LIMNE Foundation** "Restoration and conservation of rivers"
- **CIEF** "Forestry Experimental and Research Centre"
- **University of Valencia (UV)** and **Union of Education Workers (STEPV)**. Forestry Erasmus+. Collaborative projects.
- **Grouping of municipalities of La Canal de Navarrés:** PANGEA, Local Development Agency, Specific Team for Intervention with Children and Adolescents (EEIIA), Community Prevention Unit of Addictive Behaviors (UPCCA): Advice and collaboration in case studies.

- **Retirement homes** of Navarrés, Anna, Enguera with Service- Learning
- **City Councils** of Navarrés, Bolbaite, Chella, Quesa and Bicorp.
- **Primary schools** of Navarrés, Bolbaite, Chella, Quesa and Bicorp.

3. CONTRIBUTION TO THE SDG FOR 2030 FRAMEWORK / CONTRIBUTION AU CADRE DE L' EDD pour 2030

Advancing policy / Des politiques à l'appui de l'EDD

Transforming learning and training environments / Transformer les environnements d'apprentissage

Developing capacities of educators and trainers / renforcer les capacités des éducateurs

Mobilizing youth / Autonomiser et mobiliser les jeunes

Accelerating sustainable solutions at local level / Agir à l'échelle locale

4. MAIN TARGET GROUP(S) / GROUPE(S) CIBIE(S) PRINCIPAL(AUX)

Governments (national, sub-national, local) / Autorités nationales, régionales, locales

Intergovernmental organizations / Organisations intergouvernementales Civil society organizations / Organisations de la société civile

Private sector / Secteur privé Media / Média

Academia & research institutions / Universités/instituts de recherche

Education institutions / Établissements d'enseignement

Educators / Enseignants/Éducateurs

Youth / Jeunes

Specify your own value:

5. GEOGRAPHICAL COVERAGE: LOCAL

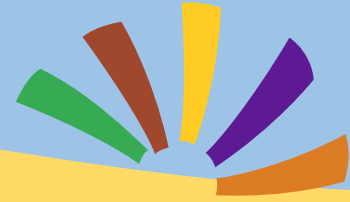
Region of La Canal de Navarrés: Navarrés, Bolbaite, Chella, Quesa and Bicorp municipalities (Valencian Community, Spain)

Number of beneficiaries to date | Nombre de bénéficiaires à ce jour

The entire educational community (students =433, teachers =74, non-teaching staff =4, families, associations, and technicians of the different collaborating entities)

Project/Programme duration / Durée du projet/programme

Annual program (implemented each academic year).



Funding / Financement

The project is financed with the funds of the school assigned by the Spanish Ministry of Education.

Annual project/programme cost / Coût annuel du projet/programme

It does not involve an additional cost to the annual budget of the school.

Number of staff / Nombre d'employés

All the tasks are carried out by the teaching staff (30 members in the current academic year) and other social agents of the other involved institutions and foundations (10 members of the staff). It just requires the commitment and participation of teachers to carry it out.

Future strategy / Stratégie future

At the end of every academic year the project will be assessed, so the results can be used to modify or readjust some aspects of the project for the next school year.

Achievements and impact / Réalisations et impact

This collaborative project aims to achieve the following objectives, all of them directly related to the Sustainable Development Goals (SDGs):

- Achieve safe, accessible, sustainable, and inclusive environments.
- Reduce gender inequalities and all forms of discrimination.
- Raise awareness and mitigating the effects of climate change.
- Improve linguistic competence, especially reading comprehension.
- Promote quality education for all.
- Foster democratic participation and civic commitment.

To verify the proper functioning of this project some indicators are taken into account:

- Proper usage of recycling bins and reduction of the amount of waste.
- Improve students' academic results and emotional competence.
- Reduce absenteeism.
- Compensate socio-economic inequalities.
- Increase school community participation.
- Promote active methodologies and ICT tools among the teaching staff.

6. CONTRIBUTION TO THE SDGS / CONTRIBUTION AUX ODD

The SDGs we are working on in this project are mainly the SDGs 4, 5, 10, 11, 12, 13 and 16.



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

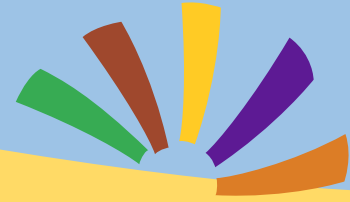


7. TRANSFORMATION

The current project is intended to transform the learning methodology. This requires breaking with the traditional education to open our minds towards more active, cooperative, and meaningful forms of teaching (Project Based Learning and Service-Learning Method), sensitize and raise awareness among students about the care and protection of the environment, bring technology closer to the entire community (teenagers, adults and the elderly) breaking in this way the digital divide and training on digital identity and cybersecurity.

8. INTEGRATION / INTÉGRATION

In **TRATAME BONITO (Be Nice)**, the protagonists are the students, and they become the true agents of change. In its design, the three dimensions of sustainable development (social, economic, and environmental) turn into the main axis. Gradually students acquire and embrace each objective derived from the three lines of action linked to 2030 Agenda (sustainability, inclusion and equality and human rights). At the same time, they are building a more inclusive, tolerant, and eco-friendly school environment. Little by little, they are feeling at home!

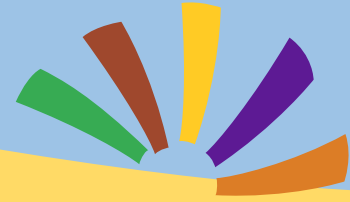


This new way of working means that we not only focus on the education sector; but also, on other sectors such as the **environmental sector** with waste treatment (use of composter), **community services sector** collaborating with the nursing home (two-way learning) and with non-profit associations (solidarity donations); and the **administrative sector** collaborating with the town council and the grouping of municipalities.

9. INNOVATION

The following grids demonstrate an innovative approach to ESD. As you can see below, our project is divided into three different levels which will be experienced by all the students as they progress from one course to another. It is important to highlight some aspects that this project encompasses:

- Active methodologies: Service-Learning, Cooperative Learning, Project-Based Learning)
- Use of ICT tools
- Involvement of the entire school community
- Transfer of the project from high school to external areas
- Awareness of the environmental needs in our area
- Contribution to the sustainable development of the planet

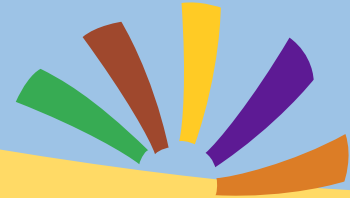


	SDG	SCHOOL LEVEL	TASK
LEVEL 1 SOSTENART (Sustainable Art)	11. Sustainable cities and communities 12. Responsible consumption and production 13. Climate action	1 ESO (Year 7)	PROJECT: THE THREE Rs -Distribution of recycling bins around classrooms -Weekly planning of people in charge of the review and the processing of paper recycling and light packaging. -Collection of paper and plastic weekly (every Friday) and delivery to the green point.
		2 ESO (Year 8)	PROJECT: THE THREE Rs -Weekly planning of people in charge of the review and the processing of waste recycling. -Daily collection of organic matter -Weighing of organic matter and use of the composter (managed by Forestry students)
		2 ESO (Year 8)	PROJECT: EXPLORALIA -Explore our natural surroundings -Elaboration of environmental awareness posters and products with recycled materials
			PROJECT: MINECRAFT (using the well-known videogame Minecraft) -Creation of sustainable communities to put into practice the SDGs and raise awareness about it. -Take advantage of the natural resources of the area to improve our surroundings: design centrals of renewable sources and sustainable high schools, preserve local fauna and flora, implement sustainable architectural notions in public buildings.
		3 ESO (Year 9)	PROJECT: THE THREE Rs -Analysis and statistics of plastics -Elaboration of solar panels with recycled material -Environmental awareness campaign at the high school based on sustainable environments, recycling, and healthy food. PROJECT FOTOANIMALIA -Art and photo exhibition of endangered animals.
		4 ESO (Year 10)	PROJECT: DANDO LA LATA -Create artistic works using recycled materials giving them a second chance
FORESTRY VOCATIONAL TRAINING	PROJECT: GREEN, I LOVE YOU GREEN -School yards and gardens, hotel bugs and composter in the greenhouse area. -Environmental education -Participation in projects for the conservation of rivers and endangered species -Playground design (MINECRAFT), expansion of green areas.		



LEVEL 2 PARAL·LELS (Equals)	SDG	SCHOOL LEVEL	TASK
	4. Quality education	ALL SCHOOL LEVELS	PROJECT: RECREATEF -Carry out activities during the breaktime to foster inclusion, healthy lifestyles, and fun.
	5. Gender equality		PROJECT: LÉEME BONITO -Foster reading habits and social issues awareness through reading
10. Reduced inequalities			

LEVEL 3 COM A CASA (Feeling at home)	SDG	SCHOOL LEVEL	TASK
	4. Quality education	4 ESO (Year 10)	PROJECT: LIFE STORIES - Service learning with nursing homes (bidirectional) and primary schools
	16. Peace, justice, and strong institutions	UPPER HIGH SCHOOL	
	VOCATIONAL TRAINING SOCIAL INTEGRATION AND SERVICES		



SUPPORTING MATERIALS / MATÉRIEL D'APPUI

Web links (websites, publications, videos, photo galleries) / Liens (sites web, publications, vidéos, galeries de photos)

LINK GENIALLY:

<https://view.genial.ly/63f7c438ca30c70012455656/game-tratame-bonito-presentacion-proyecto>

SUBMISSION / SOUMISSION

Nominating Entity / Nomination présentée par

SPAIN

Name of submitting person (mandatory) / Nom de la personne qui soumet la demande (obligatoire)

GLORIA GÓMEZ PASTOR

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Supporting statement by the nominator (mandatory) / Déclaration de soutien du nominateur (obligatoire)

Mrs. Gloria Gomez Pastor, as director of IES LA CANAL DE NAVARRES, declares that the School Council gives their support to the candidature of TRATAME BONITO project in the 2023 Call for the UNESCO-Japan Prize for Education for Sustainable Development.