

**FORMULARIO DE PROPUESTA DE PREMIO ESTUDIANTIL
DE OMEP ESD 2023**

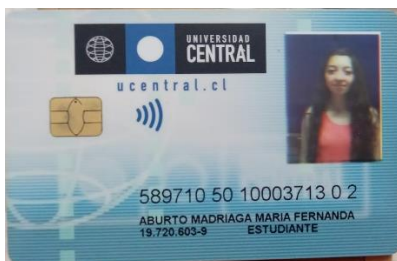
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Asegúrese de leer el anuncio del premio y otra información sobre los requisitos de la competencia antes de completar el formulario.

Fecha límite: 15 de abril de 2023

Título del proyecto	Center of Creative Reuse (CCR) (CEREUC in spanish)
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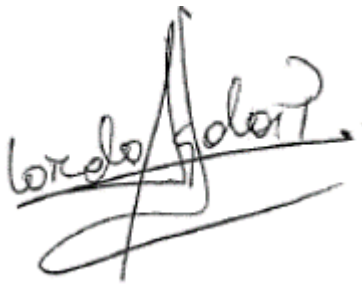
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Colegio o universidad (<i>Proporcionar evidencia de la condición de estudiante, como una fotocopia de la tarjeta de identificación del estudiante</i>)	Universidad Central de Chile



Nombre, cargo y firma del miembro de la facultad que supervisa su proyecto

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Comisión Nacional de OMEP	Chile
Firma del Presidente del Comité Nacional de OMEP	 Loredana Ayala
Participantes	Collaborator: Jardín Infantil San Esteban. Students: María Fernanda Aburto, Fernada Alvarado, Sofía González y Úrsula Neculmán.

Grupo objetivo: Kindergarden of the commune La Florida (children between the ages of 2 to 6)

RESUMEN (Describe brevemente su proyecto. Incluya relevancia para uno o más componentes de sostenibilidad (medio ambiente, economía y/o sociedad equitativa y justa) Y al ODS 4.7). Máximo 250 palabras.

The Project “Centro de Reutilización Creativa” (Center of Creative Reuse) emerged after an investigation conducted by a group of students from 2022 to date, demonstrating the need to link cultural practices in connection to Cultural Pertinence, thus reinforcing Sustainable Development. For the above, a proposal based on the Reggio Emilia philosophy was made, through the main fundamentals of Remida, thus focusing on re-significance of the reused material, aesthetic value and creativity.

The Project involves four axes: Environment, Resources and Materials, Cultural Practices and Strategy, which are articulated with the main topics of this proposal: Cultural Pertinence and Sustainable Development, the latter being relevant from its contribution based on its three pillars: economic, environmental and social. In this way, a contribution is generated for educational agents, children, family and external community, thus favoring cultural practices, not only from a theoretical point of view, but rather from the practice in daily life, which is linked to an approach focused on the artistic, which goes together with the hallmark of the Kindergarten, thus developing the implementation of a warehouse and space in which the materials collected by the community are gathered, which are selected by the educators to carry out different learning experiences.

The project was implemented at a Kindergarten from Comuna of La Florida (Chile), with the participation of children from 2 to 6 years old, a team of educators, families and external community.

<p>Objetivo(s) del Proyecto</p>	<p>“To implement a project to promote Sustainable Development at a Kindergarten with emphasis on Cultural Pertinence with the participation of children from 2 to 6 years old, family and educational community”.</p>
<p>Resultado(s) del Proyecto</p>	<p>In relation to the Sustainable Development project implemented at the Kindergarten, this could be relevant to the context thanks to the participation and suggestions of the educational community and family, thus being key agents for this proposal, as they continuously participated throughout the process, organizing resources and materials based on criteria established by them.</p> <p>Additional actions included to mediate learning situations, to present ideas, thoughts and relevant projections, linking the sustainable cultural practices.</p> <p>Regarding the results of both the internal and external community, it was possible to provide significance to the disused material, as of its own cultural and contextual characteristics, which motivated the conducting of actions that enriched learning and the versatility of materials, thus favoring practices in Sustainable Development. It is also evident that the support networks enriched the proposal and space through the donation of resources and materials, which favored the children, who were able to give them a new use.</p>

The above is linked to the 7 Rs of Sustainable Development, due to the fact the community contributed with their own knowledge about the topic from a practical point of view, thus favoring the learnings of that Kindergarten and originating a culture based on the 7 Rs of Sustainable Development in the work. Thanks to the reflection made, we incorporated two new Rs emerged from the community, being the concepts of “re-signify” and “re-watch” along with the action of reutilization and recycling, enriching Sustainable Development.

An important point is that due to the characteristics and versatility of the project, it can be carried out in other educational contexts, thus benefiting new communities, responding to the needs of a sustainable future, allowing the discarded resources by the community to be valued and, therefore, favoring the Kindergarten, especially the educational teams and children.

It is worth mentioning that the children showed great interest in this space, where they were the main participants of the choice of material in various activities and provocations. This was achieved through the awareness of reuse and re significance of materials in different educational levels, which contributed to the Cultural Practices linked to Sustainable Development, since the children contributed their knowledge regarding the re significance of materials and resources in their homes with their families, thus creating cultural practices with key agents for this process (families).

The project still remains in operation at the Kindergarten, which is spread through social media networks such as Instagram, from where videos and images of the use of the "CEREUC" environment with disused resources and materials are shared, both by the pedagogical team and by the children in learning experiences.

DESCRIPCIÓN DEL PROYECTO (Máximo 4 páginas)

The project was implemented at a Kindergarten located in Comuna of La Florida, in Santiago de Chile, which has Lower Middle Level (2-3 years old), Upper Middle Level (3-4 years old) and Transition Level (4-5 years old). It consists of a female director, three educators and eleven kindergarten technicians, who accompanied the students the whole process and duration of the project. Work was done on the collection of different materials from the nearby environment, seeking to recycle, re-signify and give a new use to the resources provided by both the companies in the sector and the families, in order to reinforce the Cultural Pertinence of the community from a Sustainable Development point of view.

The proposal was carried out in two stages in which diverse activities and actions were made for the creation and implementation of this space:

Stages of the proposal, presentation of goals, activities and actions:

Stage I:

This corresponded to the first approach with the children, families and educational community, considering as a basis the socialization and awareness of both the components of the implementation and the themes of Sustainable Development and Cultural Pertinence, which was done through different graphic and digital resources. For the above, three activities were considered, which focused on making the project known, considering the particularities and characteristics of each of the agents involved.

Stage 1
Objective
To investigate, socialize and raise awareness of the project based on the implementation of a sustainable environment, linking the principles and elements of REMIDA, promoting cultural practices of the educational community.
Activities

- To Socialize and raise awareness of the principles and elements of a sustainable environment based on REMIDA in the educational community.
- To implement strategies linked to know the values of Sustainable Development as of cultural practices of the children in their different educational levels.
- To define the criteria to collect material and resources for the environment.
- To collect material and resources of the space of implementation.
- To modify the proposal based on ideas, thoughts and actions of the whole educational community.

During the first stage, the focus was on the external and internal community of the Kindergarten, in which information was provided in order to complement previous knowledge about Sustainable Development; this done through videos, triptych, brochures and in-face meetings for more explanations and solving questions, in addition to the agreements on collection materials and resources.

In terms of the work with the external community, the free fair “General Arriagada” participated and contributed with resources and materials which they discard, thus creating an alliance between the two parties through a monthly delivery of the discarded material in disuse. It is worth mentioning that some provocations (learning experiences) were made in this stage with the starting material, so that the children could have a first encounter with the resources and materials.

Stage II:

From the above, the second stage took place in which the implementation of the sustainable environment was carried out, with its physical creation in the kindergarten. For this, the strategies with resources and materials were properly defined, which was closely linked to cultural practices reinforcing Cultural Pertinence relating to the educational community, families and participating kindergartens. Among the activities, the collection of materials for the creation of the space was carried out; for this, the participation of both the internal and external community was requested, defining collection criteria for its operation, in addition to establishing the roles of each participant and temporary organization, the actions and activities that were implemented in the space.

Stage 2

Objective

To create and implement the proposal of a Sustainable Environment, linking resources and materials, reinforcing cultural practices of the educational community, family and children at the educational establishment.

Activities

- Formation of the space/environment in which the collected material will be.
- To establish roles and temporary organization for the space/environment operation.
- To define the activities and actions with the educational teams, in order to enrich their educational work through the implemented space/environment.
- To design experiences for the children in the space/environment based on their different levels.
- One last modification of the proposal based on all the suggestions and results given in different evaluations obtained in the implementation process.

The second stage placed its focus on the collection of monetary funds, which was divided in three parts: Kindergarten, thesis students and the Universidad Central de Chile. It is worth mentioning that during the process it was possible to access financial benefits through the participation in competitive funds of the Student Life and Support Management Unit, obtaining the maximum amount allowed, besides the implementation of activities by the educational center and the research team to build a monetary fund and buy some materials for the project.

As for the construction of the space/environment, it was all carried out jointly by the thesis students and the children's families from the kindergarten, in addition to the assembly of the shelves, taking into account the classification of the resources and materials collected, considering materiality as the main criterion of order. All of the above allowed the possibility to work on the warehouse, having the resources and materials in disuse completely available to the kindergarten.

Once the whole construction was completed, CEREUC was finally inaugurated, with the participation of the children, the pedagogical team, the group of thesis students and municipal and university authorities. This way, new experiences were created, along with activities and provocations for the little boys and girls, creating a self-sustaining place from the same community, reinforcing creativity and the exploration for kindergartens.

Relevancia para el aprendizaje y el trabajo futuros. Describe brevemente cómo planeas usar lo que has aprendido de este proyecto en tu futuro trabajo académico o profesional. (Máximo 150 palabras)

The implementation of this project offered us the possibility that in our future work we will be able to innovate with learning strategies linked to the topics of Cultural Pertinence and Sustainable Development, because these were themes that we approached not only from a theoretical point of view, but also from practice. We can now understand and implement in the classrooms in which we work the idea that disused materials and resources can be given another life (re-signified) by the hands of the children, which is closely linked to the economic pillar, and we can work together with the family and educational community, not only from the perspective of asking for something, but also from teaching and listening to their ideas, reinforcing cultural practices.