Good Practices

for a Systemic Integrated Model to Work with Disadvantaged Adults

PRINT (Good Practices for a Systemic Integrated Model to Work with Disadvantaged Adults) aimed to support the exchange of good practices to build a systemic-integrated model to support disadvantaged adults.

In the European Social Policy context, the term "disadvantaged" refers to a particular group of people with inadequate learning resources due to limited or restricted access to learning provisions. Ensuring that European citizens keep developing their knowledge, skills, and competence throughout their lives is essential for employment, competitiveness, and innovation, and for each individual to develop and shape their life.

This is the challenge for adult education: being able to promote and support lifelong learning for everyone, above all for people in disadvantaged situations. This approach has to be systemic and consider the person as a whole since adult education organizations often tackle just a single aspect of the disadvantage.

The role that adult education can play in supporting a better society is well documented but it is important to keep innovative: it must deploy the best practice to fulfil its inclusive mission.

To reach this main aim, the project involved six adult organizations Work in Progress (Italy), Hellenic Youth Participation (Greece), Associação Animam Viventem (Portugal), C-Modulis (Latvia), Association for Cultural, Economic, Heuristic and Linguistic Cooperation (Bulgaria), and Association for Social Economy and Lifelong Learning (Romania), who promoted the exchange of good practices they had already developed in intercultural learning, digital learning, intergenerational learning, promotion of employability, active participation and supervision with the intention of creating a systemic-integrated model to work with disadvantaged adults.

Table of Contents

TOPIC OF THE GOOD PRACTICE:

EMPLOYABILITY

Work in Progress

SOME INPUT AND BACKGROUND

Tackling unemployment is much more than helping someone in finding a job. An efficient strategy has to be holistic and consider human beings in their whole and complexity. It means supporting people in discovering their passions, increasing their self-esteem, creating a supportive network, and facilitating their learning competence development. It is about promoting employability.

Employability and employment are not synonymous. Employment refers to being employed (=having a contract) at a certain moment of a person's life, while employability refers to a person's capability for gaining and maintaining employment during his/her life (Hillage and Pollard, 1998). Later definitions also introduced the concept of a career plan and individual expectations: Harvey (2001) argued that employability is not a set of skills but a range of experiences and attributes developed through higher-level learning, thus employability is not a product but a process of learning. Berntson in 2008 referred to employability as an individual's perception of his or her possibilities of getting new, equal, or better employment.

Paradoxically, a person can be unemployed and have high employability or, vice versa, be employed but with a very low employability level.

According to Hillage and Pollard's definition, which has been used also as theoretical background for one of the tools proposed, employability is defined by:

- ASSET: the set of resources and competencies that each person has, including hard&soft skills, network, and belongings
- DEPLOYMENT: is the capability of using the asset you have. It refers to the ability to exploit opportunities and deal with the limits of the environment, using the asset at best according to each owner's objectives
- PRESENTATION: corresponds to how each person makes his/her asset visible to the world. It includes the words each one chooses to represent himself/herself that define the image that person projects to the external.
- CONTEXT: refers to the general context one person is in (gender, age, location, economic flow, etc)

Research by the London School of Economics shows that 45% of the nowadays jobs will disappear in the next 25 years and that the young generation will change between 5 and 7 jobs in their life (not work placements, but professions), some of them even not existing now. In this context, the main competence for each person is the ability to boost his/her employability, taking care and responsibility for the management of their professional development.

CONCRETE APPLICATIONS

Activity title : THE E-FACTOR TREE

Objectives

It has been conceived as a tool to give a framework for a person-centred approach towards clients seeking to move into economic activity, drawing inspiration from humanistic-existential psychology.

It can be administered either as a self-evaluation questionnaire or filled in by a client with a practitioner's assistance.

It does not aim to provide a "measuring stick for the employability level" of the person, but rather is designed to:

- Help our clients understand what "employability" actually involves and why it is so important
- Take a first snap-shot of yourself - that can later be repeated and compared with the picture taken at the end of the journey (that's why scales are detailed with examples)
- Support the enhancement of responsibility-taking and autonomy in our clients, allowing them to choose their own starting- and target points - and allowing them to change focus en route
- help practitioners to see "the bigger picture" of the person as a whole support practitioners to keep focus not only on employment but on employability and the undergoing empowerment process as well

Duration: from 1 to 2 hours

Number of persons: it can be used individually or in a group

Materials required: the E-Factor assessment

Preparation

Instructions
- Start from the roots
- Answer the assessment questionnaire, providing only one answer for each question
- Pay attention: the question on the technical-professional competence takes into consideration the full set of technical competencies required for a certain profession.
- In the end, you will have a picture of your employability and you can decide where to start to increase it

Follow up: It is possible to make it again after a certain time or regularly to see what has changed

Tips
According to each context, it is possible to change the answers. For example, if you live in a big city or a country with a good public transport system, probably having a car is not that relevant

BIBLIOGRAPHY/RESOURCES:

The E-Factors: Reflecting on Employment, Employability and Empowerment- written by Giulia Mastropirro
https://sheempowersproject.wixsite.com/she-empowers-europe/sharing

CONCRETE APPLICATIONS

Activity title: Visioning your professional future using LEGO

Participants learn how to help clients create a vision of themselves in the world of work, using emotions as a guide and a driving force.

Duration: from 2 to 4 hours

Number of persons: from 4 to 8 people

Materials required: a LEGO® SERIOUS PLAY® Starter Kit for each person or a LEGO® SERIOUS PLAY® Identity and Landscape Kit for the whole group

Preparation (if there is a reading or another activity necessary): it would be useful to know at least the basics of the LEGO® SERIOUS PLAY® methodology

Instructions

Level 1 (40-60 min) Each person builds 3-4 objects using the bricks that represent the most important elements of the labour market (for example companies, people, competencies, law etc). Then, the group creates a landscape using all the existing representations, that represents their vision of the labour market. It has to include everyone's perspective: it is not about negotiating or compromising, but inclusion. For example, if one sees it as very accessible and the other as very closed, both characteristics have to be in the landscape

Level 2 (10 min) - Clarify the meaning of the elements (they have to be clear for everyone involved)

Level 3 (5 min) Choose a Minifigure that represents yourself

Level 4 (5 min) Where are you? Place yourself in the landscape, according to where you think you are positioned at this moment in the labour market

Level 5 (time according to the number of persons) The facilitator asks each person to explain where he/she is and what emotions/feelings they are experiencing in that position.

Level 6 (time according to the number of persons) - There is an innovative aspect in this exercise: usually – at this stage – our clients are asked which job they want to do, while in this case, the focus is the emotions since they are an important driving force and internal motivator. Furthermore, dealing with emotions can allow other needs or visions to emerge that are not present when we think rationally about our professional life. So the next step is "What emotions would you like to feel instead of the ones you mentioned before"?

Level 7 (time according to the number of persons) Invite your clients to look at the landscape very carefully. "In which position might you feel the desired emotions?" The person moves his/her object in the landscape and tries to find it. "What do you think can happen in that position? What kind of lifestyle would you experience in that position?"

Level 8 (time according to the number of persons) The purpose of the previous steps is to help the client clarify their desired relationship with the world of work in terms of feelings, emotions, and lifestyle. They are all forces and drives that are needed to move from position n°.1 to position n°.2. The next step is to help them to reflect on what profession, or what kind of professions, he/she associates with position n°. 2

Level 9 (time according to the number of persons) After having identified the profession (not everyone manages this easily, some need more time; in any case, it is important to tackle this point too), the client has to identify the first small step he/she wants to take to move in that direction. The step has to be realistic, achievable, and with a deadline.

Participant	position 1	Emotions in position 1	Desired emotion	Position 2	Profession	What is the smallest step you can take
Pax 1	Very far from the centre of the sculpture, behind a wall	Excluded, Fear, Sadness	Enthusiasm Involvement	On a bridge, looking at the centre of the andscape, together with other people	Shop assistant	I am going to ask my friend who works in a shop how she did it. I will do it tomorrow
Pax 2		...	...	...	...	...

Tips

Usually, people find it difficult to identify emotions and tend to focus on the facts (I am excluded). It is very important to help the client express the feeling related to that fact (What emotions do being excluded provoke in you? I'm scared and sad). You can support this step by providing them with the wheel of emotions

BIBLIOGRAPHY/RESOURCES:

https://seriousplay.training/
"Building a better business using the Lego Serious Play Method" by Per Kristiansen and Robert Rasmussen
The 6 seconds approach to emotions
https://www.6seconds.org/2022/03/13/plutchik-wheel-emotions/

TOPIC OF THE GOOD PRACTICE:

SUPPORTING INTERGENERATIONAL LEARNING IN SMALL COMMUNITIES

Association for Cultural, Economic, Heuristic and Linguistic Cooperation

SOME INPUT AND BACKGROUND

Association for Cultural, Economic, Heuristic and Linguistic Cooperation (AKSELS) works mainly in the small villages in the country and pays special attention to the preservation and strengthening of intergenerational links, and cultural traditions, raising environmental awareness and promoting lifelong learning.

We understand Intergeneration Learning (IgL) as a process of bringing together people of different ages and generations so they can exchange knowledge, skills, and experience and learn together and from each other.
It is not necessarily that older people teach younger ones. Nowadays this process goes the other way around as well where young people use methods of informal education to teach and help the elderly to catch up with the modern technologies and fast pace of life and/or find joint solutions to contemporary problems in the local communities. In this way the people involved develop reciprocal learning relationships, gain mutual trust, and thus benefit from the whole process. Because when different generations come together, everybody wins.

Most villages in the countryside have an ageing population as young people migrate to the big cities to seek better jobs and living and eventually, they settle down there. Their children grow up separated from their grandparents or they rarely visit them and thus there is a growing gap between the different generations in the family. That fosters negative stereotypes in the different groups towards the other ones and creates conditions for social break up and isolation,

CONCRETE APPLICATIONS

Activity title: CLEAN UP AFTER YOURSELF.

Local communities in small villages are quite capsulated and fight for the habits that comfort them. Especially when it comes to environmental issues and the measures that need to be taken to stop pollution and preserve and appreciate natural the environment.

Objectives:
- Improve the environmental situation in the village and clean the riverbanks.
- Reduce the amount of domestic waste thrown out in nature.
- Promote the reuse of organic waste.
- Foster preconditions for establishing mutual trust and respect between different generations.

Duration: 5 months, permanently.

The number of persons: 4 youth (international) volunteers, 2 local youth volunteers, and local people.

Materials required: presentations, presentation room.

Preparation: Select a local problem that can be improved by the local community.

Month 1 – 2: The young volunteers provided their examples and cleaned the riverbanks daily from domestic waste and bushes. They attracted the attention of the local people and gradually gained their trust.

Month 2: Foreign volunteers prepared and gave presentations on their countries (Italy, Estonia, Poland, and Austria) – geography, culture, cuisine, music, dances, popular phrases, etc.

Month 3: Youths prepared a special presentation on a separate collection of trash. This caused a heated discussion about the way trash is collected and further separated for recycling. However, the youths had prepared well and demonstrated with photos the whole process to convince the audience.

Month 4: Youths prepared a special presentation on composting and how to organize a composter or a composting site in the garden.

Month 5: Youths prepared and distributed small leaflets with the message CLEAN AFTER YOURSELF!

All presentations were specially prepared and adapted for the seniors and local people enjoyed them. As a result, 4 years later our local community is the 1st village in the area to successfully apply separated trash collection.

CONCRETE APPLICATIONS

Activity title: FAMILY TREASURE HUNT.

Objectives:
- Stimulate intergenerational communication and transfer of knowledge in the family.
- Promote love and care towards nature and herbs.

Duration: 3 hours.

Number of persons: 5-6 people

Materials required: paper, pens, canvas paper, colored pencils, smartphones/cameras, a stopwatch, a water vessel with a small neck, a spoon, and scales.

Preparation: The hosting team prints out the rules and the tasks for each participating team.

Our approach is to organize adventure games for the whole family with competition elements and different tasks for the participants. In 2021 during the Herbs Festival in the village of Mladen, Bulgaria, we set 25 tasks – 10 for youngsters, 10 for adults, and 5 for both age groups.

Here are some exemplary rules and tasks:

Who can participate: groups of 3 to 5 persons from different generations.

Rules:
1. Each completed task gives 5 points. All team members have to take part in all activities.
2. The shortest time gives 5 more additional points to the team.
3. The Jury may award additional 5 points for quality and originality.
4. The highest score decides the winner.
5. Time: 176 minutes.

Tasks:

1. Find the local water spring. You have 1 minute to fill in the bottle with water using only a spoon. (The bottle is at least 10 meters from the spring.)

2. „ Please draw me a sheep"

3. Make a wreath from herbs. The team captain has to make a presentation before the Jury and name the herbs and what they are used for.

4. Find out what the old name of the village was.

5. Take a picture of one of the symbols of the village (the church, the Flag, the waterfall, the road guide sign, etc)

6. Name 5 herbs that are used in culinary. You get additional points if you share a recipe.

7. Take a selfie with a domestic animal from the village.

8. Bring 5 herbs and name them. You get additional points if you say what they are used for and how.

9. Take a team picture with one of the founders of the Festival.

10. Take a team photo with a tractor or a cart.

11. Take a team photo with a samodiva (a fairy female creature).

12. Make a video of how the team plays Eniovsko horo (special traditional round dance).

13. When did the 1st Herbs Festival in the village of Mladen take place?

14. Take a team photo with the Mayor of the village.

15. Imagine your team works for one of the following TV channels/programs: CNN, BBC, bTV, BNT, Nova TV, FOX Crime, 24 Kitchen, NatGeoWild, MTV, Sport 7, etc… Prepare a video reportage about the Herbs Festival between 1 and 5 minutes, taking into consideration the style of your TV channel.

16. Try the tea of the Festival. What kinds of herbs are used for their preparation?

And so on and so on.

TOPIC OF THE GOOD PRACTICE: INTERCULTURAL LEARNING

Vida+Viva / Associação Animam Viventem

SOME INPUT AND BACKGROUND

The theory and practice of intercultural learning have been under continuous development. Intercultural learning as a concept, and even more as a practice or process, is not isolated. It is linked to our realities, societal changes, politics, economic development, justice, human rights, education, ecology, health and biology, globalization, and so on. Intercultural learning can intersect with all areas in which human beings interact.

In this brief contextualization, we will show you how we approach the topic, according to our local needs, and relate it to other concepts. It is essential to understand that how the topic is approached depends mainly on the target group and learning objectives.

CONCEPT

Intercultural Learning Competence includes recognition and appreciation of one's own and others' multiplicities and how they come into play in different situations.

RELATED CONCEPTS

Diversity

A growing number of neighborhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations, etc. For these reasons, today people are more likely to face the challenges of interacting and collaborating with people different from themselves. The ability to relate well to all types of people is a skill that is becoming increasingly important.

Understanding, accepting, and valuing diverse backgrounds can help people to make a difference in this ever-changing society. Diversity not only assumes that all individuals are unique, i.e., different, but that difference is indeed value-added.

Social Inclusion

Social Exclusion generally describes the phenomenon where particular people have no recognition, no voice, and no stake in the society in which they live.

Social Inclusion is often used to describe the opposite effect of "social exclusion." It usually results from the set of positive actions implemented with the aim to enable the opportunity for each person or community fully participate in society. It covers aspects that contribute to the capacity of enjoying a safe and productive life despite race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or others.

Stereotypes, Prejudices, Discrimination

Stereotypes, prejudice, and discrimination are understood as related but different concepts. Stereotypes are regarded as the most cognitive component and often occur without conscious awareness, whereas prejudice is the affective component of stereotyping, and discrimination is one of the behavioral components of prejudicial reactions.

THE GOAL

While the inclusion of everyone ensures that all people can take part, the focus on diversity ensures that everybody can take part on their terms, recognizing the value of differences in norms, beliefs, attitudes, and life experiences.

CONCRETE APPLICATIONS

Activity title: POST-ITS

Objectives: Understanding prejudices connected to cultural aspects.

Duration: 60 minutes

Number of persons: Minimum 6 (recommended)

Materials required: Post-its, Markers

Instructions:

1. Each participant gets 3 post-its;
2. Divide a post-it in half, sideways;
3. Write obvious characteristics that define you in each post (no psychological or deep thing) Ex. Portuguese, a hobby and job;
3. Make a wall with all the post-its;
4. In a free flow, find extreme synonyms for each post-it and write on the bottom half of the post-it. Ex. Lazy;
5. Get your post-its back and cut the original words so you get only the 3 new ones and stick them on your chest.
6. Walk around as yourself, but interact with the others in the way you would interact with people with those 3 characteristics. (Don't change your identity, it is still your normal in how you would react to this kind of people).
7. Make a debriefing, reflecting on feelings being reduced to stereotypes and introducing the pyramid of hate explaining stereotypes and prejudices.

Tips: Create a secure environment for the participants to enter the free flow of mindset to address the common stereotypes.

CONCRETE APPLICATIONS

Activity title: FIVE TRICKS (you can find the activity annex <u>here</u>)

Objectives: To reflect on group dynamics, integration, and discrimination.

Duration: 60 minutes

Number of persons: Minimum 12 (recommended)

Materials required: Handouts and rules (Annex I)

Preparation: Prepare the room for small groups, sitting in chairs at tables or on the floor.

Instructions:
1. Divide the group into small groups (3/4) and number them;
2. Give them five minutes to study the rules of the card game (all different for each group – Annex I) and to practice in silence with your group;
3. The rules on paper are taken away;
4. Participants must learn the rules by heart and then play the game in silence;
5. In each group the person who lost goes to the previous table and the winner moves ahead;
6. The outcome of a tie will be decided based on the alphabetical order of the player's first name.

Follow up: Reflect on the difficulties that minorities have to face and how to balance integration and inclusion with cultural identity.

Tips: It is very important to not let participants speak during the activity.

BIBLIOGRAPHY/RESOURCES:

https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning
https://efil.afs.org/

Bartel-Radic, A. Intercultural learning in global teams. MANAGE. INT. REV. 46, 647–678 (2006). https://doi.org/10.1007/s11575-006-0121-7

Busse, V., Krause, UM. Addressing cultural diversity: effects of a problem-based intercultural learning unit. Learning Environ Res 18, 425–452 (2015). https://doi.org/10.1007/s10984-015-9193-2

TOPIC OF THE GOOD PRACTICE:
SUPERVISION & ASSESSMENT TOOL FOR TEAM MEMBERS

C-Modulis

SOME INPUT AND BACKGROUND:

This is the assessment tool for managers or team leaders to assess their team and to reflect on it afterwards.

The tool can be used individually, or sometimes as a feedback tool for a team/ between the team members.

PLEASE NOTE, this tool is not based on scientific research. It is an individual understanding of a real situation and a tool for reflection.

Co-funded by the
Erasmus+ Programme
of the European Union

CONCRETE APPLICATIONS:

Activity title: An assessment tool for team members

Objectives: To support the team leaders or team members to recognize processes and move in the team

Duration: 45 min.

Number of persons: 1 to 10

Materials required: tool guide and a reflection environment. Optionally a supervisor or facilitator

Preparation: printing the tool guide

Instructions:
1st phase:
1. Introduce participants to the tool and explain what "Joy" and "Competencies" mean. Here you can find some examples.
2. Explain the assessment range from 1-6 (marks).
3. On the table write down the names of team members and ask them to assess in categories: "joy" and "competencies" of work. If needed lines could be added. Each participant has to assess him/herself too.
4. Give some 10-15 minutes to fill out page N. 1.

2nd phase:

1. By assessing in 2 categories (joy and competencies), the name of each member of the team must be written on the scale (page N. 2). Vertical (1-6) joy, Horizontal (1-6) competencies. Fill in the squares.

2. Now comes the reflection part:

a. what do you see and how do you understand the 5 squares?

b. in which square do you put yourself?

c. does this picture (squares) present the reality as you see the situation? What does it mean for you: Doubtful position, In calm position, On the move, Work in progress, Well-functioning?

d. is someone from the team make you more worried, someone less?

e. what is easier for you to cope with, luck of competencies, or luck of joy?

f. is there something from all this that you would love to work more on cases, processes, teams, changes, support, etc?

Follow-up: The follow-up can come up from any outcome that the supervisor or facilitator could work on further. Maybe, participants could be encouraged, as an outcome of the task, to discuss more in a real team and be asked, how they see their situation in a team.

Tips: reflective questions are better than diagnoses!

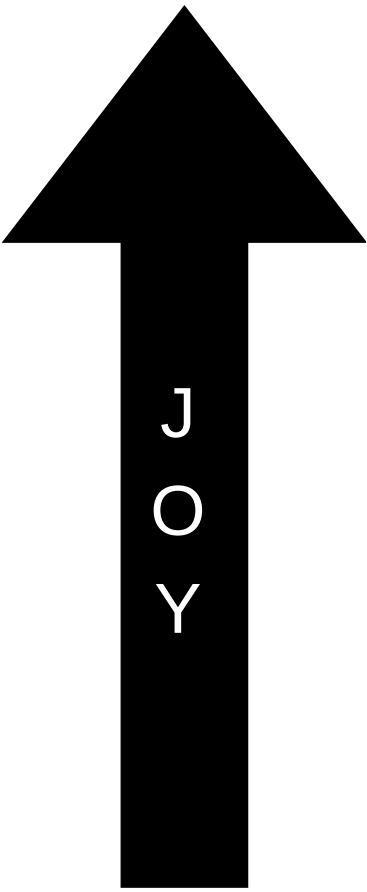| Competencies	Joy of wok
·Professional skills ·Effectiveness of work ·Clear and open communication ·Free will work ·Work done well – good quality ·Good timing ·Cooperation skills with the team …..	·Passionate ·Welcoming him/herself in work environments ·Work with joy – level of happiness at work ·Focused ·Persistent or insistent ·Ethical or decent ·Indicative ………

Assessment scale

6 = Very high

5

4

3

2

1 =Very Low

Nr	Team member	Competences	Joy of work
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

TOPIC OF THE GOOD PRACTICE:
SUPERVISION & ASSESSMENT TOOL FOR TEAM MEMBERS

C-Modulis

SOME INPUT AND BACKGROUND:

Constellation is a well-known assessment, workout, therapeutic, and transformation tool in the systemic approach. It is well known in family therapy, social work – mapping, systemic supervision as well as in "B. Hellinger" constellations.

Constellation is synonymous with sculpting, and a "put out" system approach.

Supervision constellation with pieces of wood is effective in individual or group supervision for:

1. assessing a situation;

2. supporting the participant's externalizing and observing his/her case from meta passion;

3. supporting the participant to find different strategies, move, or solutions for the case.

CONCRETE APPLICATIONS

Activity title: constellations with wood

Objectives: to support the supervisee to reflect and to become better at observing the meta (observe and learn about the situation from outside, from other perspectives) position for his/her case. Very important to counseling skills for listening to stories and for facilitating through the personal experiences of the participant.

Duration: 45 – 60 min.

Number of persons: 1 to 1, or in a group.

Materials required: a set of pieces of wood (toys)

Instructions: it must be done by a person with previous training or educational background. Preference: systemic supervision.

BIBLIOGRAPHY/RESOURCES:

Orgin- Authors: V. Satir, A. Hartman (since 1970-ies)

Books:

Systemic Coaching and Constellations: The Principles, Practices and Application for Individuals, Teams and Groups, J. Whittington

Family Constellations Revealed: Hellinger's Family and other Constellations Revealed (The Systemic View), I.T. Preiss

Fisherman's Guide: A Systems Approach to Creativity and Organization, R. Campbell

Picture from workshop: constellation example from different shapes – reflection from meta position.

TOPIC OF THE GOOD PRACTICE:
SUPPORTING DISADVANTAGED YOUNG ADULTS TO ACTIVE
PARTICIPATION

Hellenic Youth Participation

SOME INPUT AND BACKGROUND:

Participation of young people is a common challenge to society. Though the educational and political system claims that they create opportunities for young people to be included, in the majority of the opportunities, the young people are not part of the decision-making process, and their voices are not heard. Strategies are designed, and projects are implemented for their benefit but if young people do not participate, they tend to be blamed for not taking advantage of these opportunities. Yet, no one asked the youngsters if such opportunities interest them in the first place. Therefore, from an early age, young people receive the message that their voices are not important and participating in political life is pointless, so they withdraw.

Hellenic Youth Participation has been active in youth participation since 2014 attempting to tackle the established decorative role of young adults in Greece and Europe. Through a variety of local youth-led activities, the young people are empowered to care and act at local, national, and European levels. Adult educators support the participation and learning process of young adults through tailor-made activities, mentoring, and coaching. Disadvantaged young adults receive additional support from adult educators, mentors, and peers to ensure their active participation in the decision-making of their initiatives and inspire them to become active in the areas which interest them.

The NGO has developed its own methodology to inspire participatory initiatives by raising awareness of the importance of the role of young people in the projects that interest them through the Ladder of Participation of Roger Hart and an activity that guides young people to select their own initiative which is a fully youth-led democratic approach.

CONCRETE APPLICATIONS:

Activity title: Understanding Youth Participation

Objectives:
1. To raise awareness on the levels of participation of young people
2. To empower young people to participate towards their needs
3. To inspire them to be active.

Duration: 30-45 minutes

Number of persons: small teams of 3-4 people

Materials required:
Printing the terminology and the definitions of Roger Hart's Ladder of Participation in separate sheets

Preparation: The adult educator needs to have studied the Ladder of Participation in detail and be able to fully understand each step. The adult educator should provide the eight steps of the ladder and its definitions on different pieces of paper. It is highly recommended that the educator provides examples from the reality of the young people in order to support the young adults in comprehending fully.
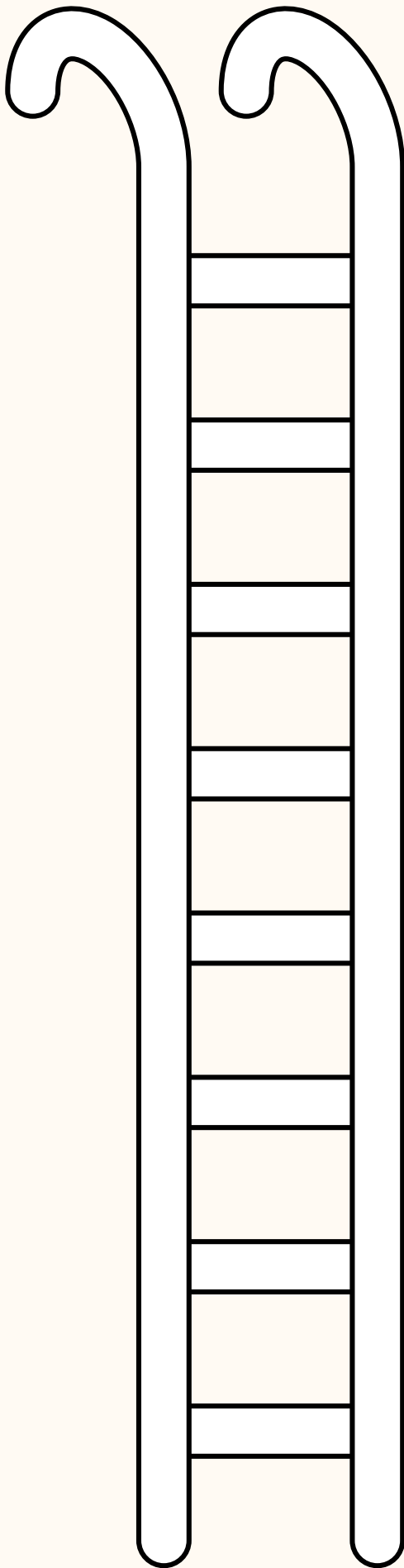
CONCRETE APPLICATIONS:

Instructions:

1.   A brief introduction on the ladder of participation and the work of Roger Hart for UNICEF by the educator.
2.   The group is separated into small teams of 3-4 participants, and they are given eight terms with eight definitions on different pieces of paper. Then they are asked to match the terms to their definitions. The participants may need support and hints from the educator to match them.
3. Once all the groups have properly matched the definitions to the terms, they are asked, still in the same teams, to put them on the ladder from the least to the most participatory. They need to justify their rating with their own examples. Once they have finalized their ladder, they discuss it in the plenary in order to discover each step and the reason why.

Tips:

Creating a ladder to visualize the steps will provide an easier understanding of the ladder and increase engagement.

8.Joint decisions

7.Young people's iniatives

6.Adults' initiatives

5.Decision making

4.Task Assignment

3.Participation for show

2.Decoration

1.Manipulation

CONCRETE APPLICATIONS

Activity title: Creating Participatory Initiatives

Objectives:
1. To create initiatives in a democratic manner
2. To empower young people to participate towards their needs
3. To inspire them to be active.

Duration: 60 minutes

Number of persons:
small teams of 3-4 people

Materials required: paper, pens, and a board

Instructions:
1. The group is separated into small teams of 3-4 participants and is invited to identify three local challenges/needs for their community (eg: litter on the street, lack of green areas, isolation, etc).
2. Once they have identified the needs, they present and explain them to the plenary. Some issues will be the same, but they can only appear once on the board.
3. Each participant is invited to vote on one challenge that inspired them to act through a local initiative.
4. Once the decision has been reached, the participants are invited to return to their teams and come up with five initiatives that are SMART (Specific, Measurable, Achievable by them in their framework, Relevant to their community, and Time-bound) to tackle this need.
5. Once they have identified their proposals, they present and explain them to the plenary.

CONCRETE APPLICATIONS

Instructions(continue)

6. Now each participant can vote for two initiatives that inspire them to act locally. Once everyone has voted the top four initiatives are presented in detail by their creators. Then, the participants have only one vote for the final initiatives to democratically select the one that represents the group.

7. Now that the group has selected the initiative, it is time to design, in plenary, its specific aspects such as objectives, time, duration, place, sponsors, support, teams with specific tasks, and next steps.

Tips:

Community mapping can be a useful process in order to identify possible partners.

BIBLIOGRAPHY/RESOURCES:

UNICEF Children's Participation

Co-funded by the
Erasmus+ Programme
of the European Union

TOPIC OF THE GOOD PRACTICE:
DIGITAL LEARNING TO OVERCOME BARRIERS

Association for Social Economy and Lifelong Learning

SOME INPUT AND BACKGROUND

The aim of the Association for Social Economy and Lifelong Learning (A.S.E.L. RO) is to preserve, study and promote the common social interests of its members, in the context of public service.

Our General Goal is to develop Social Economy and implement innovative lifelong learning activities. One basic term that has a fundamental correlation with our everyday life and its demands is undeniably digital learning. Based on that we have implemented this part of the PRINT project's good practices, to highlight the importance of this specific topic.

Digital education has become a key element and is related to lifelong learning. As the times are constantly changing and evolving, we must also adapt to the technological changes taking place around us. We approach Digital Education in the PRINT Project by dividing it into two axes. One concerns Digital Illiteracy and the other concerns Digital Semi-literacy. We could not refer to people who have a great association with technology at an academic and more advanced level, because the knowledge that they need to have differed by far from other social groups that are already mentioned. Regarding the first part, it is important to mention that there is a group of people who lack the basic technical knowledge they should have to survive in our digital reality. So the need to literate them immediately is necessary and imperative. On the other hand, it is crucial to be mentioned, some people may know how to use some digital platforms (Facebook, TikTok, Instagram) but lack other knowledge to be uncompetitive and unable to be absorbed in a work environment.

Digital learning is any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology. It encompasses the application of a wide spectrum of practices, including blended and virtual learning.

Here we need to highlight the difference between

Digital Learning - Online learning - E-learning. These three terms have different meanings.

Digital learning encompasses the aforementioned concepts, where digital tools and platforms are combined with other offline formats to provide a holistic view of learning.

E-learning pertains to the "fully online" aspects of the above, specifically the use of online tools in a remote environment. Digital Learning Strategy may include:

- adaptive learning • mobile learning, e.g. mobile phones, • badging and gamification tablet computers, laptops, computers.
- blended learning • personalised learning
- classroom technologies • online learning (or e-learning)
- e-textbooks • open educational resources (OERs)
- learning analytics • technology-enhanced teaching and
- learning objects learning
- virtual reality

Digital learning is meant to enhance the learning experience rather than replace traditional methods altogether. Listed below are common pedagogies, or practices of teaching, that combine technology and learning:

- Blended/hybrid learning • Personalized learning
- Online learning • Gamification
- Flipped learning • Understanding by Design (UBD)
- Differentiated learning • Universal Design for Learning (UDL)
- Individualized learning

The following part of our presentation on this topic is based on the analysis of specific terms of the list above. (Blended Education, Differentiated Learning, Personalized Learning, Gamification). These are the most common terms in education. That was the reason that we would like to mention them and make extensive reference to the terms.

These tips are grouped as follows:

• prioritize overcoming language barriers to access digital technologies and content

•provide teachers with training and guidance to develop their digital skills

•   develop blended learning approaches

•   foster intersectoral partnerships

•consider ethical issues associated with the use of information and communication technologies in education and training

•raise awareness of the potential of digital tools for inclusion

CONCRETE APPLICATIONS

"Digital Tools and Apps to support formative assignments in the classroom"

Activity title: ThingLink Platform Objectives:

• To allow users to interact with the media, drawing more detail from it

• Easily create interactive and immersive visual experiences for online communication and learning

• Very quick and easy way to have access without any advanced knowledge of digital environments.

Duration: 120 minutes

Number of persons: Small classroom of 7-8 students

Materials required: laptops, projector, and a board

Preparation: A little preparation is necessary to be done before start using this platform. This platform is chosen precisely because it is easy to use with only minimal tools for someone who is a beginner you can achieve professional results. We begin with a theoretical approach to the platform. Watching similar tutorial videos on how to use this platform and its tools is the first step that needs to be reached. Secondly, the following part contains a brief presentation by the teacher, providing educational material (drafts or templates) uses to show the process step by step.

Instructions :

1. The classroom is separated into small teams of 2-3 members who are invited to create their own virtual interactive image.
2. They have to search first for the image that they need. After that, they work on it using the tools offered by this platform.
3. Start inserting text, videos, other images, sounds
4. Once they finished with their task, as individuals every participant without representing their teams needs to vote on which inspired them the most through the completed images-results of each team.
5. Once the decision has been reached, the participants are invited to return to the first bigger group in the classroom.
6. Then the team that has centred the majority of the votes, they are invited to present their activity to the public as a single teaching unit. The wine watching the presentation can make interventions and questions Follow up: The digital material, created, is published afterwards in our social platforms of each organization and involved also in the creating process for good practices material

Tips: To be creative and have a great imagination

CONCRETE APPLICATIONS

Activity title: Kahoot - Gamification

Objectives:

•To understand through some questions the goals-terms of each lesson

•To create educational material with questions-answers formed through this platform

•To participate in a fun formative assessment

•To interact, cooperate and exchange knowledge with each other Duration: 90 minutes (60' to create questions &30 minutes to play)

Number of persons: Small classroom of 7-8 students

Materials required: laptops, projector, and internet connection

Preparation: A little preparation is necessary to be done before start using this platform. We begin with a theoretical approach to the platform. Watching similar tutorial videos on how to use this platform and its tools is the first step that needs to be reached. After that, the participants are ready to create their material as separate teams of 2-3 members. Instructions :

1. The classroom is separated into small teams of 2-3 members and is invited to create their own educational material through some questions. Every team has different subjects to work on.

2. This process requires a search on the internet. After they find the material that they need, it is important to create questions and 4 different answers for each question or true/ false answers in a word file.

3. Once the groups separately complete their own tasks, need to write all these questions in a common Kahoot Game (Log in with a Google account, Choose the button Create on the upper part of a webpage and start working)

4. Game-time: Every participant is playing separately as an individual.

5. The winner who has reached the highest score, has an award as the motivation for these scores on PRINT good practices.

Follow-up: This game is going to remain available on this platform for future use. As a link, it will be sent to the program's channels (Facebook page, Website, etc.)

Tips: To be creative and have a great imagination

BIBLIOGRAPHY/RESOURCES:

•"Teaching with Digital
Technologies". www.education.vic.gov.au. Retrieved 2017-06-18
•"Emergency Remote Education and Smart Working at Three European
Higher Education Institutions | IGI Global | IGI Global". www.igi-
global.com. Retrieved 2022-10-26.
•"Blended Learning (Staker / Horn – May 2012)" (PDF). Archived from
the original (PDF)on August 21, 2013. Retrieved October 24,2013.
•Rock, Marcia L.; Gregg, Madeleine; Ellis, Edwin; Gable, Robert A.
(2008-01-01). "REACH: A Framework for Differentiating Classroom
Instruction" (PDF). Preventing School Failure:
Alternative Education for Children and Youth. 52 (2): 31–47
•Fiedler, Sebastian.; Väljataga, Terje (2011). "Personal learning
environments: concept or technology?". International Journal of
Virtual and Personal Learning Environments. 2 (4): 1–
11. doi:10.4018/jvple.2011100101
•Shatz, Itamar (2015). Using Gamification and Gaming in Order to
Promote Risk Taking in the Language Learning Process (PDF). MEITAL
National Conference. Haifa, Israel: Technion. pp. 227– 232. Retrieved 4
August 2016.
•What is Digital Learning | IGI Global (igi-global.com)
•Home - Kahoot!
•ThingLink: Login

The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2020-1-IT02-KA204-079940