

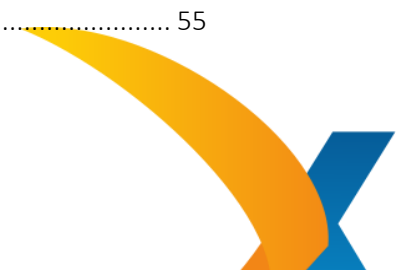
D2.1 - Promotion of Personal, Social Development and Literacy of Low Skilled Adults:

CONCEPTS AND EXISTENT STRATEGIES

CITIZENS  **ACCELERATOR**

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Introduction to the Peer Learning Sessions

1. Objectives of Peer Learning Sessions

The Peer-Learning Sessions comprised training sessions for the internal team on key project topics. They serve the purpose to maximize the experience, expertise and resources of all partners and use them to prepare the core team of the project for the work planned, maximizing their potential. They are a way for the different project members to share their experiences, their past projects and some techniques relevant to the frameworks that will be working during Citizens Xelerator. This sharing of knowledge will be a valuable asset for the whole team, as it will enhance each member's skills and knowledge.

Therefore, the main objectives of the Peer-Learning Sessions were to clarify key concepts related to the main topics of the project to all members involved; to frame the project in national and European policies, practices and initiatives; to reinforce and consolidate the team's competences on the topics, maximizing their capitation to accomplish the tasks and deliverables previewed; and to get to know different and complementary practices, initiatives and resources already available, that can benefit or be an added value to the project.

2. Preparation of Peer Learning Sessions

The development of peer-learning initiatives took place in 4 stages:

- Stage 1: Outline of the capacitation plan | 11th of January

Partners agreed on the objectives, topics and peer learning sessions: self-awareness and development (LifeComp framework), literacy for democracy, civic literacy, financial literacy, entrepreneurship, digital literacy, and literacy for sustainability.

All partners were involved in the preparation of these sessions due to their experience and involvement in initiatives/projects related to the theme. The final topics and their distribution among the partners were agreed upon.

Four European tools were mobilized:

- LifeComp: The European framework for the personal, social and learning to learn key competence
- EntreComp: The Entrepreneurship Competence Framework
- DigiComp: The Digital Competence Framework 2.0
- GreenComp: The European Sustainability Competence Framework

The selection of final themes was very rich and participated, so there was a need to include the sharing of another 13 projects during the peer learning sessions. This enrichment led to meticulous coordination between the project themes, the frameworks to be considered and their distribution among all the partners.

- Stage 2: Design of the peer-learning sessions | from 11th January to the beginning of February

APCEP has prepared and disseminated guidelines and templates (e.g. documents to collect/gather information, word documents, PPTs and others).



The sessions were structured: key concepts related to them; European added value and recommendations; presentation of existing practices, projects and initiatives in partner countries; practical workshops on the topic (new or from practice).

Different partners were responsible for structuring the sessions, preparing the supporting documents and activities and promoting them.

- Stage 3: Implementation of the peer-learning sessions | 8th and 9th of February

The implementation of the peer-learning sessions occurred in Matosinhos, Portugal, for 2 days.

- Stage 4: Compilation of results and report | From 10th February to mid-March

Partners prepared D2.1 - Promoting Personal, Social Development and Literacy of Low Skilled Adults. Existing Concepts and Strategies (Partner Responsible APCEP). This deliverable contains the general information used during the peer-learning sessions, providing the resources and supports used and presenting the main results of the sessions. Document D2.1 presents the content, resources and conclusions of the peer learning sessions. Useful for partners as guidance and for other stakeholders as inspiration.



3. Materials, guiding tables and participants of Peer Learning Sessions

The peer-learning sessions started on February 8th at 2:30 pm and ended on February 9th.

3.1 Schedule

DAY 1: February 8 th 2023					
Time	Topic	Framework	Responsibility	Projects	Responsibility
14:30	Entrepreneurial Skills	EntreComp	Mentortec	GrowINg	Mentortec
				Passionpreneurs	VHS
15:30	Coffee Break				
15:45	Environmental and Climate Education	GreenComp	VHS	Climate box	CESIE
				Education for Sustainable Development	VHS
				CEduP	AEAE
DAY 2: February 9 th 2023					
Time	Topic	Framework	Responsibility	Projects	Responsibility
9:30	Democratic and civic literacy and social empathy	General Approach	APCEP	Literacy for democracy	APCEP
				Literacia nos Navegadores	APCEP
				Adult Education for Democracy	AONTAS
				Citizens first	AEAE
11:00	Coffee Break				
11:15	Career guidance	General Approach	CESIE	Fast Track	DANTE
				Career skills	VHS
				SymfoS	CESIE
				Inclusion+	CESIE
12:45	Coffee Break				



14:15	Financial Literacy	Core Competences for Financial Education	Mentortec	Flow	DANTE
15:00	Personal, Social and Learning to Learn Key Competences	LifeComp	AAH	ACT45	AAH
15:45	Coffee Break				
16:00	Digital Skills	DigiComp	DANTE	No One Behind	Mentortec
				e-trainers	DANTE
				Ideal	VHS

TABLE 1 – AGENDA OF THE PEER-LEARNING SESSIONS

For the peer learning sessions to have a similar structure, a standardized session plan was developed, which each partner adjusted to their specific presentation. The templates were produced before the sessions, enriched after them, and served as support for the presentation report of the main results of the sessions.



3.2 Peer-Learning Sessions Template

Framework/General approach (30m/topic)	
<p>Approach the key concept(s)</p> <p>(LifeComp, EntreComp, DigComp or GreenComp; Core Competencies For Financial Education or General Approach).</p>	<p>Origins of the framework:</p> <p>Key Concepts:</p> <p>Topics of discussion/brainstorming:</p> <p>Description of the practical activity:</p>
<p>Brief presentation of the framework or global approach on the topic, assuring the alignment with the project's goals and expected outcomes</p>	<p>Common points between the framework and the Citizens Xelerator project goals:</p> <p>Common points between the framework and the Citizens Xelerator project outcomes:</p>
Projects (15m/project)	
<p>Contextualization of the project</p> <p>Name of the project:</p> <p>Institution(s):</p>	<p>Context of intervention:</p> <p>Funding and organization aspects:</p> <p>Timeline:</p> <p>Aims:</p> <p>Objectives:</p> <p>Target groups:</p> <p>Main activities:</p> <p>Outputs:</p>
<p>Presentation of 1-2 resource(s) that can be used for the microlearning sessions (on financial, entrepreneurial, digital and sustainable literacy), assuring the alignment with the Citizens Xelerator project's goals and expected outcomes</p>	<p>Description or picture of the resource/tool</p> <p>How the resource can be used in the microlearning sessions</p> <p>Lessons learned /Challenges/What we would do differently now?</p> <p>More resources (links)</p>

TABLE 2 – TEMPLATE USED TO PREPARE AND REPORT THE PEER-LEARNING SESSIONS.



3.3 Participants

Beneficiary	Organization	Name	8 th February	9 th February
BE01	Mentortec	Cláudia Castro Dias	X	X
BE01	Mentortec	Andreia Monteiro	X	X
BE02	Dante	Antonela Marjanušić	X	X
BE02	Dante	Petra Katana	X	X
BE03	CESIE	Cinzia Broccolo	X	X
BE03	CESIE	Rosina Ndukwe	X	X
BE04	VHS	Aleksandra Sikorska	X	X
BE05	ACEFIR	Carme Ors Puig	X	X
BE05	ACEFIR	Rosa M. Falàs Casanovas	X	X
BE06	AAH	Maria Apostolaki	X	X
BE06	AAH	Sofialena Kouremenou	X	X
BE07	APCEP	Maria Manuela Paulo	X	X
BE07	APCEP	Dina Soeiro	X	X
BE07	APCEP	Sílvia Parreiral	X	X
BE08	AEAE	Mariana Matache	X	X
BE08	AEAE	Maria Patrascu	X	X
BE08	AEAE	Ion Popa	X	X
BE08	AEAE	Marin Matache	X	X
BE09	AONTAS	Giuliana Pena	X	X

TABLE 3 – IDENTIFICATION OF THE PARTICIPANTS ATTENDING THE PEER-LEARNING SESSIONS.



4. Main results of the Peer Learning Sessions

4.1. Peer Learning Session 1: Entrepreneurial Skills – EntreComp

Abstract

The development of the entrepreneurial capacity of European citizens and organisations is one of the key policy objectives for the EU and Member States. The European Commission identified a sense of initiative and entrepreneurship as one of the 8 key competences necessary for a knowledge-based society.

The EntreComp framework proposes a shared definition of entrepreneurship as a competence, to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work.

Developed through a mixed-methods approach, the EntreComp framework is set to become a reference for any initiative aiming to foster the entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence (see Figure 1).

The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework may be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.

EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to start-up ventures (cultural, social or commercial).

It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It applies to individuals and groups (teams or organizations) and it refers to value creation in the private, public and third sectors and in any hybrid combination of the three. Lastly, it is domain neutral: one can act upon ideas and opportunities to generate value for others in any domain and possible value chain.

Today, the entrepreneurial learning community of practice most often refers to a sense of initiative and entrepreneurship as 'entrepreneurship competence'. Hence, EntreComp adopts this simplified label, reflecting how the competence is generally referred to. However, the EntreComp framework presented herein is built on a broad understanding of entrepreneurship that also includes a 'sense of initiative'.

Full document: [European Entrepreneurship Competence Framework \(EntreComp\)](#)



FIGURE 1 – IDENTIFICATION OF THE AREAS AND COMPETENCES OF THE ENTRECOMP.

1. Approach to the concept of EntreComp

Responsibility Mentortec _ Presented by Andreia Monteiro e Cláudia Castro Dias

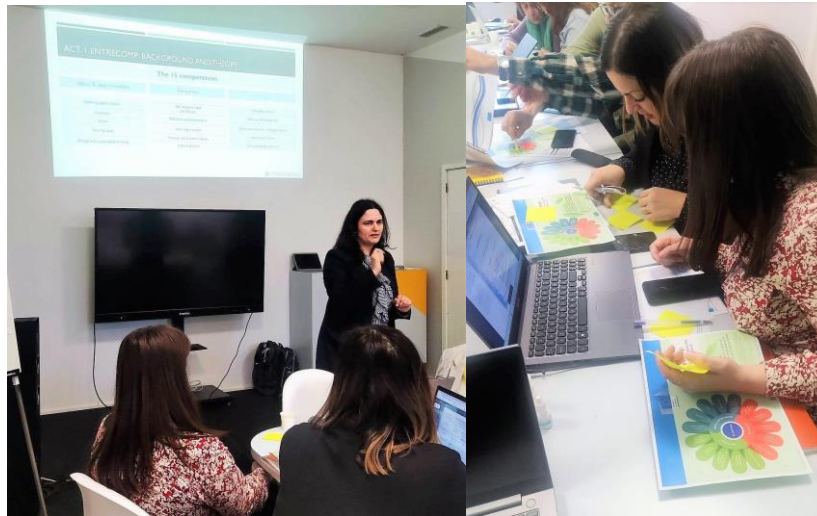


FIGURE 2 – PHOTOS OF THE SESSION ON ENTRECOMP.

1.1. Origins of the framework of EntreComp

European Entrepreneurship Competence Framework (EntreComp) - European Framework, launched by European Commission in 2016.

1.2. Key Concept of EntreComp

Entrepreneurship, Entrepreneurial skills, entrepreneurial mindset.

1.3. Common points between the framework and the CitizensXelerator project

Common points between the framework and the CitizensXelerator project goals

- Lifelong learning approach
- Focus on entrepreneurship as competence for life
- Transition from the educational/training sphere to work
- Entrepreneurial competence in all contexts of life.

Common points between the framework and the Citizens Xelerator project outcomes

- Promotion of entrepreneurial mindset
- Have tools and resources to support the assessment and development of entrepreneurial competences.



2. Project: GrowINg - SME's Growth and Innovation through Learning at the workplace Responsibility Mentortec _ Presented by Andreia Monteiro e Cláudia Castro Dias



FIGURE 3 – PHOTOS OF THE SESSION RELATED TO GROWING.

Institutions: Mentortec (PT), AEP (PT), iED (GR), AKMI (GR), Dorea (GR) and Connectis (IT)

2.1. Context of intervention

European project implemented in SMEs from Portugal, Cyprus and Greece from 2020 to 2022.

Timeline: 01/January/2020 to 31st of August 2022

Aims: Designing, testing and validating a strategy for Career Guidance in SMEs, integrating practices to promote adult education at the workplace and strengthen employees' entrepreneurial skills.

Objectives:

- To promote entrepreneurial drive and innovation-related mindsets;
- To promote adult learning at the workplace;
- To reinforce the services for career guidance, essential for the promotion of lifelong learning in European countries;
- To mainstream the use of European tools in different contexts and goals.

Target groups:

End users – Managers and HR managers from SMEs and professionals from adult education

Beneficiaries – Workers from SME

2.2. Funding and organization aspects

Erasmus+ KA3 – Forward-Looking projects

2.3. Outputs

- Framework for Learning at the Workplace
- Entrepreneurial Tools for SMEs
- Capacity Building programme for Entrepreneurial SMEs
- White paper: Career Guidance and Capacity Building in SMEs

2.4. Resource(s) for the micro learning sessions

“Handbook for entrepreneurial skilled employees”: Designed to inspire and support managers, human resources managers from SMEs and professionals from adult education providers to build a learning

organization and a culture of learning at the workplace. One of the chapters integrates 45 activities identified and explicitly prepared to support companies in developing and consolidating employees' entrepreneurial skills. The activities are related to 10 of the 15 competences of EntreComp: spotting opportunities, creativity, self-awareness & self-efficacy, motivation & perseverance, mobilising resources, financial and economic literacy, mobilising others, planning and management, coping with uncertainty/ambiguity & risk, working with others.

How the resource can be used in the micro learning sessions

Partners can select some of the activities of the handbook to structure the micro learning sessions.

What we would do differently now

The activities will be the starting point to structure smaller activities addressed to a different public. The challenges and possible suggestions got from the experience are not applicable in this context.

More resources (links)

Handbook for entrepreneurial skilled employees – Full version: http://growing-project.eu/wp-content/uploads/2022/08/D3_2-Handbook-Final.pdf

Handbook for entrepreneurial skilled employees – Booklet 1 – Ideas & Opportunities: http://growing-project.eu/wp-content/uploads/2023/02/Growing_Booklet_1-Ideas-and-opportunities-EN.pdf

Handbook for entrepreneurial skilled employees – Booklet 2 – Resources: http://growing-project.eu/wp-content/uploads/2023/02/Growing_Booklet_2-Resources-EN.pdf

Handbook for entrepreneurial skilled employees – Booklet 3 – Into action: http://growing-project.eu/wp-content/uploads/2023/02/Growing_Booklet_3-Into-action-EN.pdf

Also available in PT and EL: <http://growing-project.eu/portfolio/handbook-for-entrepreneurial-skilled-employees/>

Entrepreneurial self-assessment tool: <http://growing-project.eu/self-assessment-tool/>



3. Project: Passionpreneurs - Social Entrepreneurship through Passion

Responsibility VHS _ Presented by Aleksandra Sikorska



FIGURE 4 – PHOTO OF THE SESSION RELATED TO THE PASSIONPRENEURS.

Institutions: VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (Germany); CSI CENTER FOR SOCIAL INNOVATION LTD (Cyprus); AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSIANONYMI ETAIREIA (Greece); CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI (Italy); KAUNO PREKYBOS, PRAMONES IR AMATU RUMAI (Lithuania); ASOCIACION CAMINOS – ASOCIACION PARA EL INTERCAMBIO DUCACIONY DESARROLLO SOCIAL (Spain); FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (Sweden).

3.1. Context of intervention

Entrepreneurial skills - The project offers an innovative approach towards fostering entrepreneurial skills among underprivileged social groups and applying those to social entrepreneurship.

3.2. Funding and organization aspects:

The project was implemented within the Erasmus+ programme.

VHS im Ldkr. Cham was the beneficiary and thus responsible for project implementation and all the monitoring, coordination and reporting.

Timeline: 01.12.2019 – 31.01.2022

Aims: the overall aim of the project was to tackle unemployment and social exclusion by introducing vulnerable/ marginalized population groups to the concept of social entrepreneurship and enabling them to develop their own social entrepreneurship ideas based on their interests, talents and passions.

Objectives:

1. To build social entrepreneurship capacity within communities in marginalized local areas;
2. To enable adults to lead changes and impact their communities;
3. To create resources and support for social start-ups.

Target groups: The project targeted two key groups: 1) trainers and adult educators, VET teachers, career counsellors, staff of employment agencies etc. who could ensure further take-up and

exploitation of project outputs to introduce the concept of social entrepreneurship to vulnerable population groups and foster their entrepreneurial mindset; 2) young people and adults experiencing social, economic or learning difficulties who were willing to develop a social entrepreneurship idea based on their own interests, talents and passions.

3.3. Outputs

The project brought the following outputs:

- *Training Program “Social Entrepreneurship Through Passion”*

The Program was used for the 5-week learning course detailed above.

- *Trainer’s Guide for trainers and counsellors*

The Guide was developed as a methodological support to the Training Program and is meant to streamline cooperation with the above-mentioned target groups and organize and conduct the training most efficiently. It targets occupational counsellors, coaches, employability organizations, business support organizations, teachers and trainers in VET and adult education, etc. The Guide includes all the necessary information and guidance for the trainers, equipping them to work with adults from vulnerable/disadvantaged population groups and support them in using their ITP (interests, talents and passions) for social entrepreneurship. The Guide is designed as a self-study guide and is available in all the partners’ languages and English.

- *Online platform with interactive exercises, tools and additional resources on social entrepreneurship*

The Online Platform incorporates both the materials of the Training Programme and the Trainer’s Guide and additional information, as well as offers a networking space where the users could share their ideas, impressions and experiences. The platform offers an opportunity to learn more about social entrepreneurship and develop one’s own social business ideas, as well as provides additional information to those who are willing to foster an entrepreneurial mindset among different groups, incl. vulnerable ones.

The platform consists of two parts: a course for aspiring social entrepreneurs and another one for trainers, counsellors, etc. Each of them includes three key sections: an online learning space, a library with additional resources, and a forum for interaction.

The course for aspiring entrepreneurs aims to help the participants identify their interests, talents and passions that might lay the basis for future entrepreneurial activities. This section also contains short instructional videos explaining the contents of each module.

The other course was developed for trainers, career counsellors, staff of employment agencies and other specialists willing to promote entrepreneurial learning and contribute to the development of an entrepreneurial mindset – especially among people with fewer opportunities. The section contains exercises that are based on the Trainer’s Guide materials and provides deeper insights into social entrepreneurship, the needs of people from vulnerable groups, and methodologies one can use to identify interests, talents and passions, as well as to develop (social) entrepreneurship skills and promote peer learning.



3.4. Resource(s) for the micro learning sessions

Welcome to the Trainer's guide!

Chapter 1:

Methodology for the identification of interests, talents and passions (ITPs) of adults

- 1.1 Appreciative inquiry
- 1.2 Ikigai: discovering your purpose
- 1.3 Semi-structured interview: Interview Grid and Personal Card

Chapter 2:

Guidance and tools for the Training Programme

- 2.1 Characteristics of vulnerable groups as regards social entrepreneurship
- 2.2 Explaining social entrepreneurship
- 2.3 Guiding vulnerable adults through their passions: the role of trainers and complex learning environments
- 2.4 Guiding vulnerable adults through their passions: from an idea to practice

Chapter 3:

Peer coaching

- 3.1 Introduction to peer coaching
- 3.2 Understanding the role of a peer coach
- 3.3 The principles of peer coaching
- 3.4 Experiential learning as a basis of peer coaching
- 3.5 Peer coaching techniques
- 3.6 Incorporating peer coaching in training activities

How the resource can be used in the micro learning sessions

The Trainer's Guide and training program developed within the framework of the project lay a valuable and comprehensive basis for the development of micro learning sessions as it already contains all the theoretical and practical materials necessary for the development of entrepreneurial skills.

The methodology and concept of the training program can be applied when creating and developing such sessions with a focus on active participation, motivation of learners, empowerment and peer coaching/mentoring methodologies that support entrepreneurial and self-management skills.

Both outputs are also available.

What we would do differently now

The involvement of the target groups, especially in face-to-face programs, was quite limited in the context of the pandemic, however, the situation also showed that, if needed, these tools can be adapted to online settings, which proves their flexible and versatile character.

More resources (links)

<https://www.facebook.com/passionpreneursproject/>

<https://e-trainingcentre.gr/course/index.php?categoryid=8>



4.2. Peer Learning Session 2 Environmental and Climate Education – GreenComp

Abstract

The development of a European sustainability competence framework is one of the policy actions set out in the European Green Deal as a catalyst to promote learning on environmental sustainability in the European Union. GreenComp identifies a set of sustainability competences to feed into education programs to help learners develop knowledge,

skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health.

GreenComp can support education and training systems in shaping systemic and critical thinkers who care about our planet's present and future. All 12 competences of the framework apply to all learners, irrespective of their age and their education level and in any education setting – formal, non-formal and informal.

The proposed model can complement and strengthen existing international, national, regional and local efforts to capture sustainability competences. Its added value is that it provides:

- a model of sustainability competence areas and competences;
- a common reference that everyone working in education and training for environmental sustainability can use, share and refer to;
- an initial list of competence components, namely knowledge, skills and attitudes, as examples of how to put the competences into practice;
- a common reference basis for dialogue, exchange of practices and peer learning among educators involved in lifelong learning across the EU;
- a contribution to help make the competences portable and promote mobility in the EU for full participation in European society.

GreenComp consists of four competence 'areas' that correspond to the definition of sustainability; and the 12 'competences' that, taken together, make up the building blocks of the sustainability competence for all people.

As you can see in the following summary table, each competence is accompanied by a descriptor that best represents its main aspects.



FIGURE 5 – GREENCOMP

AREA	COMPETENCE	DESCRIPTOR
1. <i>Embodying sustainability values</i>	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself, in order to restore and regenerate healthy and resilient ecosystems.
2. <i>Embracing complexity in sustainability</i>	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. <i>Envisioning sustainable futures</i>	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods
4. <i>Acting for sustainability</i>	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behavior, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify the own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

FIGURE 6 – GREENCOMP AREAS, COMPETENCES, AND DESCRIPTORS



GreenComp offers a definition of what it takes to think and act sustainably, individually and collectively. The consulted stakeholders have noted that not only policymakers and education and training providers need such a definition, but also the private sector and employers at large.

Like the other EU competence frameworks, GreenComp is non-prescriptive. It provides a conceptual reference model that everyone involved in lifelong learning can use with various objectives.

Full document: Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp The European sustainability competence framework* (No. JRC128040). Joint Research Centre (Seville site).

Retrieved from: <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

1. Approach to the concept of GreenComp

Responsibility VHS _ Presented by Aleksandra Sikorska



FIGURE 7 – PHOTOS OF THE SESSION ON GREENCOMP.

1.1. Origins of the framework of GreenComp

GreenComp The European sustainability competence framework:

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

1.2. Key Concept of GreenComp

Sustainability, environment and climate change, innovation and growth

1.3. Common points between the framework and the CitizensXelerator project

Common points between the framework and the CitizensXelerator project goals:

- Increase of self-awareness and development of sustainability literacy
- Provision of guidance for challenges and needs related to the sustainability, sustainability approach in all spheres of life
- Lifelong learning approach evident in the framework and project concept

Common points between the framework and the Citizens Xelerator project outcomes:

- Citizens Xelerator resources aim to advance learning for environmental sustainability.
- Project results as resources as a reference to shape educational offers in the context of sustainability
- Assessment of the sustainability competences among target groups.



2. Project: Climate Box

Responsibility CESIE _ Presented by Cinzia Broccolo and Rosina Ndukwe



FIGURE 8 – PHOTOS OF THE SESSION RELATED TO THE CLIMATE BOX.

Institutions: BUPNET BILDUNG UND PROJEKT NETZWERKGMBH (Germany, coordinator); CESIE (Italy); OUT OF THE BOX INTERNATIONAL (Belgium); ASOCIACION CAMINOS (Spain); CATRO BULGARIA (Bulgaria); DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (Austria)

2.1. Context of intervention

Timeline: 01/10/2020 – 30/09/2022 (24 months)

Aims:

- to strengthen awareness, knowledge and skills in the area of climate and environment of adults from disadvantaged backgrounds and motivate them to adopt an environmentally conscious behaviour;
- To provide educators and trainers with the necessary tools to expand their knowledge on environmental issues and stimulate exchange and discussion among users, motivating them to lead a more sustainable lifestyle.

Objectives:

- To empower adult educators and provide them with learning materials on climate change specifically designed for adult learners;
- To raise awareness about climate change and its impact on society and livelihood while promoting sustainable lifestyle choices among adults, particularly disadvantaged adults.
- To create a toolbox containing 60+ ready-to-use micro learning units, which adult educators can easily integrate into their courses to increase climate awareness and motivate participants to live a more eco-friendly lifestyle.
- To create outputs tailored to the specific needs of the disadvantaged with a particular focus on easy-to-understand information applicable to everyday life such as energy and food consumption, water usage, waste reduction, clothing and mobility choices.

Target groups:

- Disadvantaged adults
- Adult educators and trainers



2.2. Funding and organisation aspects

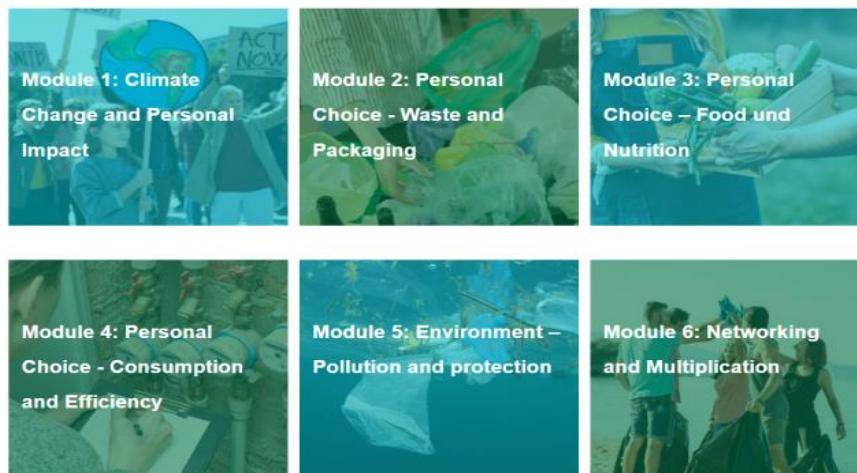
Erasmus+ Key Action 2, Strategic Partnership in the field of Adult Education

2.3. Outputs

- [Report: Climate education for disadvantaged adults;](#)
- [Climate box: training modules](#) containing six training modules (3 topics per module) with a series of micro-learning units to be used to raise awareness and educate an adult audience, to adopt more ecological lifestyles and start personal and/or collective ecological pathways;
- [Climate Box App](#): mobile access to various learning materials on climate topics to learn “wherever and whenever” including an open badge for climate education;
- [Guidance publication: Climate education for adults.](#)

2.4. Resource(s) for the micro learning sessions

Climate Box Toolbox



Climate Box App

Scan the QR-Code above to download the Badgesmobile app (for iOS and Android)

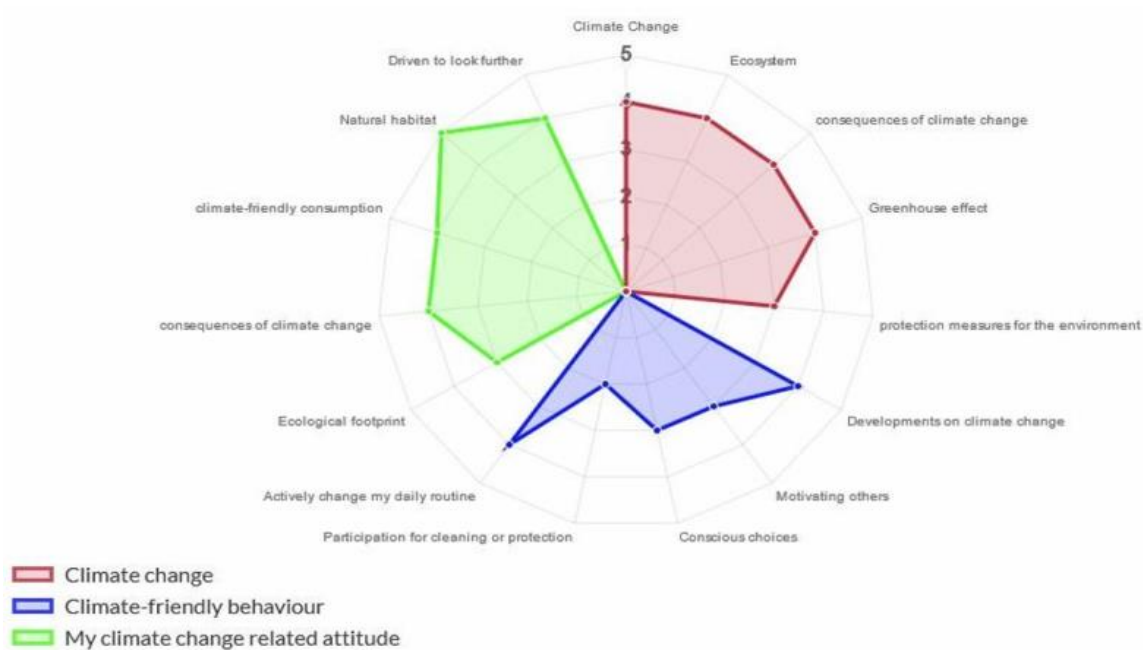
Download completed? For registration open the app and scan the QR Code on the right with the scanner included in the app.

You will receive a confirmation key via email that you will have to enter in the app. Once entered you can access the Climate Box App.

Important: The first access will take a few moments. Check also your spam folder.

... and earn the digital Climate Box Badge!

Competence Spider



How the resource can be used in the micro learning sessions

The Toolbox materials and mobile app developed are tailored to low-skilled adults and ensure a user-friendly interface that is engaging, interactive and with simplified language to promote lifelong learning on climate change topics. The assessment using the competence spider tool and badge also provides a more interactive and visual way for learners to assess their progress. Modules can be done individually on their own or grouped with other modules, which allows flexibility for trainers to adapt to their teaching plans.

What we would do differently now?

- Rather than use Moodle for the learning platform, another platform could have been used that would be more suitable for disadvantaged learners to access and navigate
- Provide an easier, quicker login process for the Mobile App



3. Project: Education for Sustainable Development Responsibility VHS _ Presented by Aleksandra Sikorska



FIGURE 9 – PHOTOS OF THE SESSION OF THE EDUCATION FOR SUSTAINABLE.

Institutions: Verband der schweizerischen Volkshochschulen (VSV) (Zürich, Switzerland); UPI Ljudska Univerza (Žalec, Slovenia); Die Wiener Volkshochschulen GmbH (Wien, Österreich); Development Education Association & Research Center (Tokio, Japan); People’s Initiative for Learning and Community Development (Baguio City, Philippinen). German Partner Volkshochschulen (VHS): Volkshochschule Berlin-Mitte; Volkshochschule im Landkreis Cham e.V.; Volkshochschule Detmold-Lemgo; Volkshochschule Erfurt; Kreisvolkshochschule Groß-Gerau; Volkshochschule Stuttgart.

3.1. Context of intervention

Environmental and Climate Education

3.2. Funding and organization aspects:

The project was implemented within national resources

Through this cross-border initiative, DVV International supports the implementation of ESD in terms of the Whole Institution Approach. The ESD Alliances project will run until spring 2024 at 12 selected ALE institutions around the world.

The participating ALE organizations are supported by DVV International and seven experts from the field of ESD. The experts contribute multifaceted perspectives from educational practice, research and consultancy from Germany, Ireland, Japan and South Africa.

ALE institutions themselves make organizational role models and should therefore align their own actions with sustainability criteria. As such, they are authentic promoters of sustainability values and illustrate how sustainability can be put into practice. This kind of holistic organisational orientation is summarized in the concept of a Whole Institution Approach (WIA), which integrates sustainability in every aspect of the institution and is not limited to educational programs, but also includes designing the teaching and learning environment, the management of the organization as well as the range of impact in networks.

Timeline: 2022–2024



Aims: the project participating partner ESD Alliances organisations implement Education for Sustainable Development activities at their respective institutions. This includes an educational program as well as other areas of the organization, e.g. procurement or qualification of teachers and staff. Drawing on these experiences, the Alliance partners collaboratively develop results that serve as the basis for publishing products, such as handouts with concepts for the implementation of WIA and Good Practice examples. These in turn support further educational institutions in their individual implementation of ESD following the Whole Institution Approach.

Objectives:

- Establish an international network of VHS and ALE institutions;
- Develop a common understanding of ESD concepts and structures and their transfer into ALE contexts;
- Special focus on Whole Institution Approach (WIA);
- Identify needs and requirements of ALE institutions for the implementation of ESD practices;
- Develop tools/instruments to encourage and guide further ALE institutions in bringing ESD from program to structure.

Target groups: Adult Education Centres

3.3. Outputs

- Guide provides an overview of potential implementation areas of a sustainable development process;
- Individual implementation of own roadmap.

3.4. Resource(s) for the micro learning sessions

Guidebook / Manual



Content:

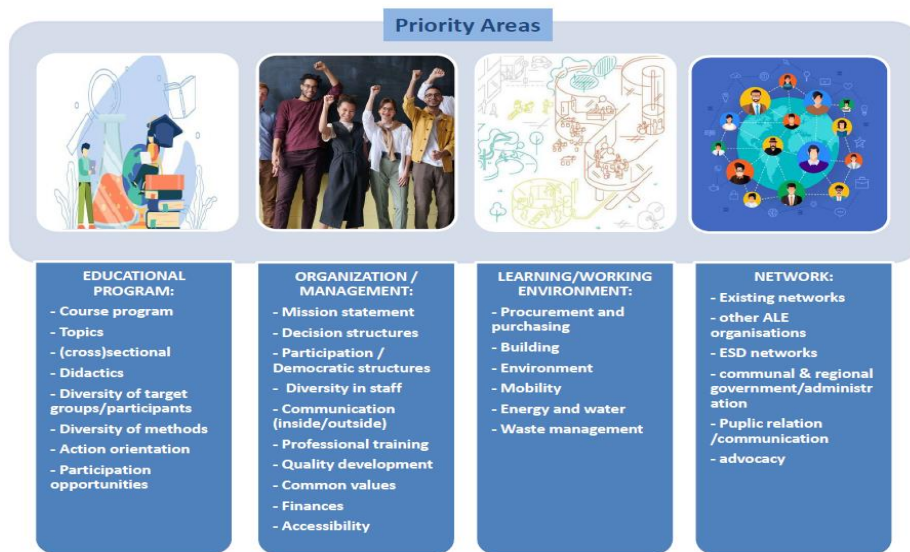
- Importance of ESD in Adult Education
- What is a WIA and why do it?
- Step-by-step model on different phases of a WIA
- 4 Priority Areas and examples of implementation

Structure:

- Theoretical inputs (SDGs / ESD in ALE / ESD in a global context)
- Tips& guidelines on how to implement each phase of the WIA
- Tools for self-implementation
- Your best practice examples



Individual road map for sustainable development



https://www.vecteezy.com/free-vector/education/Education+vector+by+Vecteezy/236*

https://www.vecteezy.com/free-vector/web/Web+Vectors+by+Vecteezy/36*

Subcategory	Description	Questions to guide us in this process
Diversity of topics in program <i>All SDGs possible</i>	ESD encompasses different aspects of societal development which can be incorporated as educational activities in the various areas of the educational program. The UN's 17 Sustainable Development Goals (SDGs) form a basis for this process.	<ul style="list-style-type: none"> - Do we offer specific events or activities on the SDGs subjects? - At which points are sustainability subjects incorporated in our programmatic areas or activities? - Which SDGs do we cover with our program? Which do we want to increase working on in the future? - Examples of subjects: <ul style="list-style-type: none"> o Supply chains and fair trade (SDG 8) o Innovative forms of housing and „green“ traffic (SDG 11) o Animal welfare or regional activities, e.g. bee-keeping (SDG 15) - Do we offer online programs to reach different target groups?
ESD in other educational areas	Alongside specific events or activities on ESD subjects, aspects of ESD and sustainability can be integrated in further educational areas and programs (e. g. language courses; health classes).	<ul style="list-style-type: none"> - In which programs/activities do we currently include sustainability subjects in our educational programs (explicitly/implicitly)? - Where can we integrate sustainability subjects in the future? - How can we adapt curricula accordingly?

How the resource can be used in the micro learning sessions

The guide can be used as a supportive tool for designing and creating micro learning sessions in the context of sustainability.

What we would do differently now

The project is still running.

More resources (links)

<https://www.dvv-international.de/en/esd-alliances>

4. Project: Environmental and Climate Education – Community education in the field of environmental and climate protection as potential for civil society engagement (CEduP)

Responsibility AEAE _ Presented by Mariana Matache and Maria Patrascu and Ion Popa and Marin Matache



FIGURE 10 – PHOTO OF THE SESSION ENVIRONMENTAL AND CLIMATE EDUCATION

Institutions: Kärntner Bildungswerk Betriebs GmbH (AT); ASSOCIATIA (RO); KEAN (EL)

4.1. Context of intervention

Community education can make an important contribution by reaching out to civil society and motivating them to take an active role in making their communities (more climate-friendly). This is because community education brings citizens and organizations together, strengthens their self-efficacy potential, and empowers them to act together in a needs- and resource-oriented way - for more identification with solutions and a sustainable and livable future for all. Since climate change can only be adequately understood and addressed as an international issue, cross-border cooperation and exchange of experience are particularly valuable. Therefore, it was important for the project partners to exchange experiences and methods with other countries to be able to tackle the issue of climate change together with citizens.

Timeline: 11.2020 – 11.2022

Aims: to collect methods for community education in the field of environmental and climate protection through the exchange of experiences between the project partners, to develop a compact material from this, which on the one hand inspires and supports organizations of adult education, initiatives, volunteers and interest representatives to deal with topics of climate change and to show options for action for citizens in rural and urban areas, sensitizes them for the topic of climate change and promotes a change towards a more sustainable way of life.

Beneficiaries:

- Participants of already implemented community education processes
- Local networking partners of each project partner organization
- Potential and future participants in community education processes as beneficiaries regarding high-quality community education processes (Citizens from local communities)
- Local, national, and international adult education organizations
- Adult educators
- Local authorities (municipal staff, mayors...)



4.2. Funding and organization aspects

ERASMUS+ KA2 – Strategic Partnerships program

4.3. Outputs

- Questionnaires: 33 with people from institutions experienced in community education & 51 with people who already participated in community education processes
- Description of 3 good practice examples (1 per partner)
- Collection and description of 12 community education methods in 4 categories (activation, cooperation, implementation, evaluation), which can be used by organizations and citizens in the field of environmental and climate protection.

4.4. Resource(s) for the micro learning sessions

Description or picture of the resource/tool:

Selection of 3 methods per category (12 in total):

ACTIVATION:

- Youth Community Filming Photography
- Community Whiteboard – Box of ideas
- Community Garden

COOPERATION:

- Village Community Talks
- Sustainable local network
- Intergenerational Exchange

IMPLEMENTATION:

- Repair Café with lending and donation
- Educational Days for & from local initiative groups
- Community radio – Web Broadcast

EVALUATION:

- Community Walks
- Follow-up Focus Groups
- Digital form of evaluation – Kahooting and GForms

How the resource can be used in the micro-learning sessions

Most of the 12 methods from all categories could be used in all micro-learning sessions. A description of all methods could be found in the Guidelines:

erasmus-broschuere-eng-221005_qzwm.pdf (euro-ed.ro)

What we would do differently now?

An open communication culture

- Disagreements, suggestions for improving individual activities, etc. could be addressed openly - from all participants to each participant
- Everyone has to be considered an equal partner and contributed equally to the success of the activity.

More resources (links)

Official platform for project results: <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA204-078053>



4.3. Peer Learning Session 3: Democratic and Civic Literacy and Social Empathy

1. Democratic and Civic Literacy and Social Empathy

1.1 General approach to the concept of Democratic and Civic Literacy

Responsibility: APCEP Presented by Dina Soeiro and Manuela Paulo and Silvia Parreiral



FIGURE 11 – PHOTO OF THE SESSION RELATED TO THE DEMOCRATIC AND CIVIC LITERACY CONCEPT.

“The education of citizens for democracy is only possible through democracy, that is, through the exercise of democratic citizenship and concrete forms of debate, argumentation and participation, without which political and social democracy will result in an impossibility.” (Lima, 2021).

“Nobody fully lives democracy nor helps it to grow, first, if he is forbidden his right to speak, to have a voice, to make his critical speech, second, if he does not engage, in one way or another, in the fight in defence of this right, which, in essence, is also the right to act.(...) Democratic citizenship is a construction that, never finished, demands a fight for it. It demands engagement, political clarity, coherence, and decision. For this very reason, a democratic education cannot take place apart from and for citizenship education” (Freire, 1997)

If the public space is not even smaller today, this is largely due to the emergence and operation of countless and varied civic and solidarity organizations (CSOs) that managed to preserve the public space, “recreate the State”, conceive and implement the necessary interventions and thus extend social and environmental responsibility and solidarity to a global dimension, thanks to the multiplication of micro-initiatives, of actions designed and undertaken, generally on a small scale, by private actors, but having the public good as their aim.

It is, in effect, an unprecedented phenomenon, given its global dimension: men and women uniting for action, to improve the society in which they live, whether facing the set of problems relating to the precise space where they live, whether opting for specialized interventions and on wider geographical scales...

Citizen action.... They correspond to the awareness of a duty to intervene in society: they have a civic nature. They result from the empathy felt towards other beings, from the ability to overcome one's own “ids” and project the aspirations and needs of others: they have a solidarity nature. If it is true

that there has always been this drive among human beings to help others, what will be new today, unprecedented, will be the clear extension of this solidarity, this individual responsibility, into the public sphere, and it is a matter of a phenomenon that today occurs on a planetary scale. How will the awareness that this social commitment is about "fighting for one's own cause" be something new, since one cannot be happy in communities where immense unhappiness rages, one cannot live justly in a society based on injustice, one cannot be "developed" or "emancipated" on a planet where there are multiple and extensive zones of underdevelopment and of still oppressed peoples or groups" (Melo, 2020)

1.2 General approach to the concept of Social empathy

Responsibility: APCEP Presented by Dina Soeiro and Manuela Paulo and Silvia Parreiral



FIGURE 12 – PHOTO OF THE SESSION RELATED TO SOCIAL EMPATHY.

It is related to 'feeling with others' and it is a very important foundation for being able to work with others and for others. It is a feeling of love for others. You can't work with people if you don't take care of them and if you don't love them.

Empathy is the ability to work with the heart.

Topics of discussion/brainstorming

- Am I respecting the other as a singular, unique being, with their own individuality?
- Do I have availability to listen to the other?
- What am I feeling?
- What does the person need?
- How can I help you?

Volmink, J. D. (2019). Ubuntu: Filosofia de vida e ética social. In Consórcio "Ubuntu Building Bridges for Peace", (Ed.), Construir pontes Ubuntu – Para uma liderança servidora (pp. 47-68). Lisboa: ImPress. <http://livro.academialideresubuntu.org/>

Empathy and CNV / Non-Violent Communication

The practice of empathy is one of the foundations of CNV Non-Violent Communication. It is an essential skill for building meaningful dialogues and transforming conflicts. According to psychologist Carl Rogers, "the state of empathy consists of accurately perceiving the internal frame of reference of another person, together with the emotional components and the meanings belonging to it, as if we were the other person, without ever losing the condition of 'as if'". It means penetrating the procedural world of the other, without judging, serving as a reliable companion in their inner world.



In the book “Social Empathy”, Elizabeth A. Segal says that when we are socially empathetic, we also consider the social, economic and political circumstances that shape the person.

Social Empathy integrates an empathic view at the interpersonal level with an understanding of the broader social context.

Another dimension of Social Empathy, according to Maureen O'Hara, a scholar on the subject, is that it also invites us to “listen to the collective conscience, listen to what our communities, social and natural worlds are calling us to do as people; read your signs, listen to your pains and find your transformation points”. Thus, we can create an increasingly healthy world, which takes care of all life.

Text by Sandra Caselato originally published in Viva Saúde magazine. Font: <https://www.sinergiacomunicativa.com.br/empatia-social/>

COMPONENTS NECESSARY TO CREATE EMPATHY

Following Kohut's lead in combining the affective and cognitive aspects of empathy, Decety and Jackson (2004) and Decety and Lamm (2006) proposed the first truly interdisciplinary conceptualization of the phenomenon. Three necessary functional components dynamically interact to generate the subjective experience of empathy. Any single component, the authors claim, is insufficient to produce empathy. These components are the following:

- affective sharing between the self and the other, based on the perception-action coupling that leads to shared representations;
- self-awareness of the other. Even when there is some temporary identification, there is no confusion between self and other; [It is]
- mental flexibility [i.e., emotional regulation] to adopt the other's subjective perspective/put yourself in the other's shoes and also regulatory processes. (Decety & Jackson, 2004)

Font:

<https://www.thefreelibrary.com/Importance+of+empathy+for+social+work+practice:+integrating+ne w...-a0254311529>

The development basis of Empathy: a Theoretical Integrative Model. Dardielle Santos-Dias , Rosalice Lopes, Regina Basso Zanon / Psicologia, Educação e Cultura. Vol. XXVI, Nº 2. Setembro de 2022

Theoretical Integrative Model of Empathy	
Authors/year	Models
Decety & Jackson (2004)	They conceive empathy as resulting from 3 basic components: (1) the emotion shared between the subject and the object, (2) self-awareness and awareness of the other, and (3) cognitive flexibility.
Blair (2005)	He emphasizes that empathy is composed of 3 subclasses: (1) cognitive empathy, (2) motor empathy (mirror neurons) and (3) emotional empathy.
Preston and De Waal (2002)	They propose the application of the Perception-Action Mechanism (PAM) to empathy, considering empathic activity as a superordinate class of phenomena that include emotional, cognitive, behavioral and social aspects.

TABLE 4 – THEORETICAL INTEGRATIVE MODEL OF EMPATHY FROM [HERE](#).

1.3. Common points between the global approach and the Citizens Xelerator project goals:

In the CXLab conception, which will be strategic for:

- Answer/overcome social, human and/or sustainable challenges existent in the local communities;
- Develop adult's personal, social and learning competences;
- Increase the opportunities for democratic and civic engagement of adults in their local communities;
- Strengthen and enlarge local, regional, national and/or European strategic partnerships to enhance low qualified adults' literacy, competences and empowerment.

1.4. Common points between the global approach and the Citizens Xelerator project outcomes:

In the transversal concepts necessary for the construction of project results:

- Box with 9 cards with description, questions and guidance for the promotion of the 9competences of LifeComp.
- Citizens Xelerator kit (Citizens Xelerator Think Tank manual; Citizens Xelerator *Create Iction!* Booklet; Citizens Xelerator Days planning; Citizens Xelerator Microlearning kit.)
- Citizens Xelerator network



2. Project: Literacy for Democracy (LpD)

Responsibility: APCEP Presented by Dina Soeiro and Manuela Paulo and Sílvia Parreiral



FIGURE 13 – PHOTO OF THE SESSION RELATED TO LITERACY FOR DEMOCRACY.

Institutions: - APCEP, Barafunda, Associação juvenil de cultura e solidariedade social; A.L.É.M., Associação literatura, literacia e mediação; iCreate, Associação para a promoção da criatividade, desenvolvimento pessoal e reabilitação psicopedagógica; LearningLab (NO); Município de Vila Nova de Poaires; Escola Superior de Educação de Coimbra; Projeto Letras Prá Vida; Município de Condeixa-a-Nova; Centro Qualifica Agrupamento de Escolas de Paço de Arcos

2.1. Context of intervention

Networking with 4 Portuguese NGOs and a Norwegian one. The social and community situations are different (in gender, type, structure, work methodologies, age, ethnicities, qualifications, socially, and geographically) as well as the 3 chosen territories:

- rural mountain areas, work with the elderly mostly in literacy groups - Coimbra
- an area on the outskirts of a large city – Oeiras
- an urban area inserted in an undifferentiated rural environment - Benedita.

Timeline: May 2019 to December 2021

Aims: the LpD project aimed to develop a culture of citizenship with the direct participants and in the communities involved, promoting literacy, environmental awareness, a community experience that forms critical and participatory citizens who solve their problems with greater self-efficacy, who are solidary, who share, who work together.

To “strengthen democratic culture and civic awareness”, nine partner associations/institutions were involved in the project, to make the activities open to the entire community, as usual.

Objectives:

- Educating for citizenship and democratic literacy to develop communities' self-efficacy in solving their problems.
- Reinforce the involvement of young people in the community by promoting participation in decision-making processes in their lives and community intervention.

- Develop motivation and learn ways to promote civic activism, volunteering and solidarity.
- Learning socio-educational intervention processes (versus charitable activities), advocacy and political participation with vulnerable groups.
- Participate in research and dissemination of knowledge about experiences and policies, namely ensuring transparency in the project

Target groups:

- teenagers - basic school - Benedita
- young people and adults and seniors from rural areas
- higher education students
- young people/adults/seniors from the Romani community and families in countries of Portuguese official language (Afro-descendants).

2.2. Funding and organization aspects

Financed by EEAGrants Active Citizens Fund through Fundação Calouste Gulbenkian and Fundação Bissaia Barreto _ Programa Cidadãos Ativ@s.

2.3. Outputs

Significant changes in beneficiaries:

- greater autonomy, on a personal and social level
- greater access to knowledge
- greater involvement in the community.

Young university graduates had their first experiences as trainers.

Others, even some who had dropped out of education, progressed in their schooling including entering higher education.

Appropriation of non-formal education methodologies and tools by teachers.

Entrepreneurship development with the opening of the “Circular – N2 collaborative store” store – circular economy in VN Poiães interconnecting the iCreate senior population, local artisans and the community, increasing self-determination, especially for women.

The partnership's social networks have become non-formal and informal distance education tools.

Innovative methods:

The readjustment, readaptation and reinvention of the LpD, in the face of the Covid-19 pandemic scenario, without losing focus on the basic fundamentals (eg: participation / civic discussion between nuclei in remote Conversation Circles).

Exploration of community and public land with the application of permaculture and agroforestry practices/principles in urban and school gardens.

Proximity work between Qualifica Centers and Communities

How the resource can be used in the micro learning sessions

In Citizens Xelerator Action Lab / Exemple's sharing on the Citizens Xelerator think tank – Promotion of brainstorming sessions to share and explore potential ideas of initiatives and events with low qualified adults.

Lessons learned /Challenges/What we would do differently now?

For example, to enrich the PowerPoint with video-recorded testimonies of the participants.



3. Project: Literacy in Navegadores

Responsibility: APCEP Presented by Dina Soeiro and Manuela Paulo and Silvia Parreira



FIGURE 14 – PHOTOS OF THE SESSION RELATED TO LITERACY IN NAVEGADORES.

Institutions: APCEP, Associação Portuguesa para a Cultura e Educação Permanente; A.L.É.M., Associação Literatura, Literacia e Mediação; Centro Qualifica Agrupamento de Escolas de Paço de Arcos

3.1. Context of intervention

In the community where diagnosed:

- Lack of command of the Portuguese language
- Exclusion from the labour market
- Illiteracy of adults
- Low levels of education
- School failure and school dropout of children and young people

Data from the Department of Housing and Human Rehabilitation (DHRU) of the Municipality of Oeiras on the socio-economic characterization of Bairro dos Navegadores indicate a total of 441 dwellings where 1707 people live. In this community, 8% are illiterate (about 136 people) and 28% (about 448 people) have only completed the 1st cycle of schooling. A significant number of unemployed, around 30%. We have no references on the number of people in a situation of functional illiteracy

Timeline: Nov 2019 - Dec 2020

Aims:

- 60% of the Individuals and families (namely Roma and Afro-descendants) participating in the program with gains in literacy skills and basic literacy, starting to have a positive attitude towards schooling.
- 50% of young people and adults involved develop better skills and interest in school careers, participating in the proposed activities.
- 80% of the Technicians and people from the community involved demonstrate the acquisition of skills to motivate and work in the promotion of literacy and literacy of other more disadvantaged members of the community.
- Extension of the perspectives and practices of this project to other territories (at least 1 territory), with similar characteristics, involving, from the outset, other interested actors.

Objectives:

Literacy development in the community

- Promote adult literacy activities.



- Insert activities that lead to an RVCC of people in the neighbourhood that are considered suitable for the process.
- Develop Literacy in adults inserted in projects with other objectives for their development.
- Propose activities with mothers and fathers of children in preschool and school age to facilitate the development of emerging literacy and family literacy.
- Create literacy contexts to prevent illiteracy in preschool children (<6 years).
- Develop literacy activities for school-aged children (don't leave anyone behind!).
- Develop family literacy through/embedded in adult education activities.
- Carry out workshops and training activities to mobilize and clarify people who come into contact with these recipients to enrich literacy in the neighbourhood.
- Develop other skills in the process of acquiring and developing literacy, namely citizenship, intergenerational and cultural skills.
- Organize recreational and cultural visits outside the neighbourhood, to promote the contact of its residents with other realities and contexts, making them aware of the need for civic and behavioural change, in a society that belongs to everyone and that intends to be participatory.
- Insert/make literacy a local development project.
- Extend the project to other neighbourhoods.

Target groups

- People with low education and literacy needs.
- Literate people, without certification, proving an academic degree.
- Community animators/mediators/volunteers _ objectives of youth protagonists or active ageing.
- People participating in training workshops.
- Residents who participate in parental training actions and community literacy workshops.
- Parents/Children Participating in Parental and Community Engagement Activities.
- Residents who participate in recreational/cultural visits outside the Neighbourhood.

3.2. Funding and organization aspects

Oeiras Town Hall

3.3 Outputs

Very positive:

- Gains in literacy skills and basic literacy.

More positive and proactive attitude towards school careers.

- Active participation in proposed activities and (co)creation of innovative proposals.
- Greater involvement of technicians and people from the community to demonstrate the acquisition of skills to motivate and work in the promotion of literacy and literacy of other more disadvantaged members of the community.

Less positive:

- Those most influenced by the pandemic situation still worked in distance sessions but with a lack of implementation on the ground.

Unforeseen impacts:

- Development of digital literacy with the learning of a varied nature: distance sessions addressing multiple topics, use of communication platforms, use of applications ... to be pre-arranged for distance learning



- Intensive and supervised intervention by literacy monitors in training, in face-to-face and distance work.
- Evolution of the training room to training space.

How the resource can be used in the micro learning sessions

Can be used in Microlearning initiatives – small learning units to support the implementation of very short training moments on the topic of initial adult literacy.

Lessons learned /Challenges/What we would do differently now?

Develop the materials according to the context and the group of adults where they will be used.



4. Project: Adult Education for Democracy

Responsibility: AONTAS Presented by Giuliana Pena



FIGURE 15 – PHOTO OF THE SESSION OF THE ADULT EDUCATION FOR DEMOCRACY.

Adult Education for Democracy with Lisa Kilbride & Dr Fergal Finnegan

This project focused on answering this question:

- With democracy in danger throughout Europe and beyond, what can adult education practitioners do?

In the webinar, Dr Fergal Finnegan (Maynooth University) and Lisa Kilbride (Dublin Adult Learning Centre) hosted this interactive session which explored the role of adult educators in a healthy and progressive democracy. As Fergal wrote in the [2016 Adult Learner Journal \(p.46\)](#), “democracy – based on full participation and meaningful deliberation – has to be learnt and learnt, practised and questioned.”

Lisa Kilbride connected theory and practice, demonstrating how to bring democracy into the adult education classroom.

Lisa is an innovative and experienced teacher and doctoral student at Maynooth University, who also works at the Dublin Adult Learning Centre (DALC). Lisa facilitates a Community Action class and designs the curriculum according to the issues that matter most to the learners, using a Freirian approach.

[Check out the recording of the webinar here: Adult Education for Democracy with Lisa Kilbride and Dr Fergal Finnegan- AONTAS Webinar Series](#)

Want to learn more about adult education and democracy? Have a look at the resources on our [Adult Education for Democracy Padlet page](#).



5. Project: Citizens First

Responsibility: AEAE Presented by Mariana Matache and Maria Patrascu and Ion Popa and Marin Matache



FIGURE 16 – PHOTO OF THE SESSION RELATED TO CITIZENS FIRST.

Institution(s): Asociatia Euro Adult Education

5.1 Context of intervention:

The project was developed as a fact that people were passive and eternally dissatisfied with what was happening in their locality, as well as with the attitude of the officials in the Local Public Administration.

However, they were not doing anything, they had no initiative and at the beginning of the project they did not know what had to be done.

It was necessary for that period and it is still a great necessity also today that citizens to get involved in the life of the community, to participate actively, not only to be present at the municipal elections.

5.2 Funding and organization aspects:

The national project “Citizens First” started in 2005, as a collaboration between the Association of the German Popular Universities - Romania project and the Friedrich Ebert Foundation Romania.

Timeline: 2005 – 2018 (in some localities the project continues).

Aims: the main topic of the project was educating citizens to be actively involved in the life of the community.

Objectives:

- The creation of a national network of community facilitators in 30 sites;
- Training and continues education for the community facilitators;
- Informing citizens from the 40 localities about participatory democracy;
- Basic skills training for citizens for their active participation in community life.

Target groups:

Direct Beneficiaries of the project:

- 40 persons selected from the 40 sites who will learn how to conduct debates with citizens and how to involve them;
- Ordinary citizens from 40 sites from different counties in Romania;
- Local public authorities of all sites and communities will be involved in working together with the direct beneficiaries.

5.3 Outputs

It has to be mentioned that each local seminar offers the opportunity of a unique experience of working and running such an event. Even if each seminar has its own specificity, at the end of a usually 2-day seminar the results are as follows:

Informing citizens (20-30 citizens are usually present) about participatory democracy, rights and obligations of the citizens and the legal framework, as well as exercising the tools of participatory democracy;

Initiating the local initiative group – GIL;

GIL elaborates a local action plan regarding solving the problems identified within the community and selected by the participants.

Some examples of results from GIL:

- in Cluj – organizing meetings regarding best solutions for apartments heating units, initiating the Pollyanna group that grants scholarships for high-school students, coming from poor-income families;
- in Fălticeni – rehabilitation of a park and children playground;
- in Suceava – traffic lights at the „Curcubeul” crossroad, ecologically sanitizing of the “Șipote” park, rehabilitation of a playground next to the “Prichindelul” kindergarten in the Burdujeni area;
- in Oradea – „The Excelsior scholarship – a chance through art for everyone” granted to talented arts-oriented marginalized children from Bihor County, and „The protected workshop Wilhelmina” – a pilot program for persons with disabilities;
- in Draja – producing the local tourist guide, a cultural-educational-creative centre;
- in Belin – ensuring potable water for the Belin-Vale school.

5.4 Description or picture of the resource/tool:

The most important resources are the Local Initiative Groups from more localities, who can be further involved to reach out to the low-skilled people in the community to participate in the micro-learning sessions.

How the resource can be used in the micro-learning sessions

Some members of the Local Initiative Groups could be cooped as education professionals and create Citizens Xelerator Action Labs, to promote the project, and to help for inviting and mobilize low-skilled adults to participate in the project.

What we would do differently now?

- selection of good facilitators
- network established
- the mentality of the representatives of Local Public Administration.

The evaluation process (Mid-term evaluation and respectively annual project evaluation) reveals a particularly strong impact on the communities part of the project:

- the respective communities became more open and receptive
- citizens started discussing more what is to be done and what can themselves do; are on a modern communication pathway, showing more interest in civic issues;
- local council meetings are attended regularly and citizens come forward with proposals for debates and solutions.

More resources (links): <http://www.euro-ed.ro/proiecte-in-derulare/cetateanul-in-primul-rand-32>

4.4. Peer Learning Session 4: Career Guidance

1. General approach to the concept of Career Guidance

Responsibility: CESIE Presented by Cinzia Broccolo and Rosina Ndukwe



FIGURE 17 – PHOTO OF THE SESSION RELATED TO CAREER GUIDANCE.

1.1. Origins of the framework of Career Guidance

Career guidance and career counselling is a set of methods and techniques designed to facilitate the determination of professional preferences and activities.

They are an option for exploring the interests, abilities, expectations and real perceptions concerning choosing or changing adult careers.

Career guidance and career counselling help young people and adults to be independent, secure and responsible in their lives; It gives them guidance on workplace behaviour and tips for organizing their time; develops personal qualities by accumulating knowledge and skills.

1.2. Key Concept of Career Guidance

Helping individuals to acquire the knowledge, information, skills, and experience necessary to identify career options, and narrow them down to make one career decision.

Five-Step Career Decision-Making Process

STEP 1: SELF-ASSESSMENT

STEP 2: IDENTIFY AND RESEARCH OPTIONS

STEP 3: EVALUATE AND PRIORITIZE

STEP 4: TAKE ACTION AND TRY OPTIONS

STEP 5: REFLECT AND RE-EVALUATE

- define your goal in detail. being as specific as possible
- decide how you will measure success
- set realistic goals that challenge you but are achievable
- ensure your goals are results-oriented



The theory of multiple intelligences proposes the differentiation of human intelligence into specific modalities of intelligence, rather than defining intelligence as a single, general ability theorised by psychologist Howard Gardner that states that everyone has all eight intelligences at varying degrees of proficiency and an individual's learning, the mixing of combination generates the unicum individual that can be helped to discover himself and the jobs that can stimulate or apply his intelligence.

1.3. Common points between Career Guidance and the Citizens Xelerator project goals:

Support for career guidance choices is extremely related to the Citizens Xelerator project because understanding the aspirations, expectations and emotions of each individual is crucial to achieving full integration within society. People often find it difficult to understand what their place in the world should be and that the contribution of each human being is fundamental to everyone's growth. A person who is satisfied with his life, and his work and aware has a positive impact on himself, his network and society as a whole.

1.4 Common points between Career Guidance and the Citizens Xelerator project outcomes:

The results of the Citizens Xelerator project, the cards, model and kit are very useful tools for supporting professionals in career guidance advocacy but also at the same time for a self-analysis of people who need such support.



2. Project FAST TRACK - Helping Adults Identify and Get on the Right Career Path

Responsibility: DANTE_ Presented by Antonela Marjanušić and Petra Katana



FIGURE 18 – PHOTO OF THE SESSION RELATED TO FAST TRACK.

Institutions: RIJEKA DEVELOPMENT AGENCY Ltd., Croatia; Ustanova za obrazovanje odraslih Dante, Croatia; FUTURE IN PERSPECTIVE LIMITED, Ireland; ECOSISTEMAS VIRTUALES Y MOLULARES SL, Spain; STICHTING KENNISCENTRUM Pro Work, Netherlands; ARETES SCIETA COOPERATIVA, Italy; INOVA+ - INNOVATION SERVICES, SA, Portugal

2.1. Context of intervention

International Erasmus+ cooperation project

Timeline: 28 months, 2021-2024

Aims:

- providing career guidance practitioners and tutors with the tools needed to implement Career Management Skills, utilizing at the same time certain features of modern ICT to improve the quality of the learning and guidance process by developing their key skills and experimenting with new technologies
- Identify and develop teaching and learning approaches, methods and resources that effectively support the development of CMS as transversal key competencies - Develop assessment and evaluation practices improving the quality of learning on Career Management Skills - Identify and develop the incorporation of the European dimension in CMS teaching and learning - Providing the professional community of career guidance practitioners with the tools to implement CMS via the application of new technologies.

Objectives:

- Identify and develop teaching and learning approaches, methods and resources that effectively support the development of CMS as transversal key competences;
- Develop assessment and evaluation practices improving the quality of learning on Career Management Skills;
- Identify and develop the incorporation of the European dimension in CMS teaching and learning ;
- Providing the professional community of career guidance practitioners with the tools to implement CMS via the application of new technologies.

2.2. Funding and organization aspects

Erasmus+ in the field of adult education (KA204)



2.3. Outputs

MOVE UP – MOOC for developing CMS of adults – online CMS training modules with evaluation phases developed and certification at the end of the training.

IN THE FAST LANE – introduction to Career Management to adults – manual for the face-to-face course on transversal skills

LEAD THE WAY – training model for educators and career guidance practitioners for face-to-face and online delivery of the planned pilot program.

2.4. Resource(s) for the micro learning sessions

Description or picture of the resource/tool

MOOC for developing CMS of adults

How the resource can be used in the microlearning sessions

Focus on developing activities for career management can contribute to the development of entrepreneurial literacy

Using a short entry assessment before training to select topics and modules (as it is done in FAST TRACK) can help direct learners to take just the workshop/session they need

What we would do differently now?

Learners appreciate short, modular training content.

Learners appreciate support and guidance in choosing training content.

More resources (links)

<https://fast-trackproject.eu/>



3. Project Career Skills

Responsibility: VHS _ Presented by Aleksandra Sikorska



FIGURE 19 – PHOTO SESSION RELATED TO CAREER SKILLS.

Institutions: Business Foundation for Education (Bulgaria); The Finnish Institute for Educational Research with the University of Jyväskylä (Finland); Resau International des Cites des Metiers (France); Volkshochschule im Landkreis Cham e.V. (Germany); The Institute of Entrepreneurship Development (Greece); Aspire-Igen Group (UK).

3.1. Context of intervention

Timeline: 2019–2022

Aims: the project was aimed to create a pan-European platform for the development of lifelong career management skills.

Objectives:

- help citizens of all ages to improve their skills and find suitable careers in a dynamically changing world;
- Equip career guidance practitioners and other intermediary bodies offering career support to individuals with ready-to-use training tools and resources, as well as a multifunctional platform, where they can present their services, achievements and good practices and get in contact with clients who need support in developing their career management skills;
- Support the efforts of policymakers and stakeholders (experts, employers, educational institutions) by synergizing digital resources to achieve enhanced access to services, a better understanding of the career management skills in society, improved provision and uptake of CMS training, and a better match between training and labour market demands.

Target groups: users of all ages – from students to seniors; career counsellors.

3.2. Funding and organization aspects

The project was implemented within the Erasmus+ program.

The consortium involved 6 partners experienced in project management and implementation.

- Reference groups: the partners established National Policy Groups and National Reference Groups that included renowned career guidance practitioners who provided valuable

feedback for the project approach in the phase of the development, participated in the piloting and supported the dissemination of the Career Skills Platform;

- Partner peer review: all the partners carried out a peer review of terminology, usefulness, transferability, grammar and lexicology of the outputs and the extent to which the outputs meet their objectives;
- Field research and feedback: all the partners conducted field research to validate the chosen approach and obtained feedback from numerous practitioners being also members of the reference groups and other experts.

3.3. Outputs

The project has produced several scalable outputs, which are packed together and freely available on the Career Skills Platform:

- The Career Skills Catalogue explains 12 essential career management skills and allows users to assess their own level of proficiency. It features a comprehensive glossary of the most essential career management skills and a framework of the most essential career management skills with descriptors for 3 levels, as well as an assessment tool that helps individuals evaluate their need for further development;
- The Career Management Skills Framework describes the knowledge, skills and attitudes of each skill according to 3 levels of proficiency;
- The Career Management Skills Assessment Tool – an online instrument that helps individuals evaluate their own competence level against the framework and identify the further development opportunities;
- The results link users to the Career Skills MOOC, where they can improve their skills online and for free;
- The Career Skills Network allows career guidance providers to present their services, initiatives and events freely;
- The Library is another section where the partners uploaded various useful resources, links, promotional videos, presentations from the final events and the impact report of the project;
- Users can find the support they need on the Career Services Map using different criteria: type of service, target groups addressed, career skills they need to develop, etc.

3.4 Description or picture of the resource/tool:

Self-awareness



building realistic self-image and healthy self-esteem, mindfulness, reflectivity;
[Learn More](#)

Labour market awareness



information about future job trends, future jobs and the skills they require;
[Learn More](#)

Employability



job search strategies, career networking and self-marketing skills, job skills;
[Learn More](#)

Career planning



decision making, goal setting, developing a career vision, organization skills;
[Learn More](#)

Resilience



strength to cope with uncertainty and stress; flexibility and openness to change, career transition skills (change management), work-life integration
[Learn More](#)

Problem solving



and critical thinking
[Learn More](#)

Creativity



innovation, inspiration and in career;
[Learn More](#)

Self-employment skills



sense of initiative and entrepreneurial spirit;
[Learn More](#)

Collaboration



teamwork, multicultural awareness, tolerance; handling job-related conflicts
[Learn More](#)

Curiosity and inquisitiveness



effective learning strategies, continuing self-development;
[Learn More](#)

Communication and customer orientation



and customer orientation
[Learn More](#)

Leadership



organization, assertiveness and negotiation skills, etc.
[Learn More](#)

How the resource can be used in the micro learning sessions

Selected tools, and exercises of the 12 modules can be an inspiration for the development of micro learning sessions for end users. The Career Skills offers ready-to-use training tools and resources; the variety of exercises practice-oriented and theory. The resources are applicable to a wide range of users.

All modules are available on the website of career skills. Some examples are also downloaded, e.g self-awareness, problem-solving or creativity

Also, experts' tips can be an inspiration for the micro learning sessions and other activities: <https://app.career-skills.eu/en/expert-tips>

What we would do differently now?

The most substantial challenge was COVID, which caused changes in the initial time schedule of the project and forced partners to adapt their implementation plans and mobilize various resources. Many of the dissemination and piloting activities took place online and with some delay. Yet, all the outputs were developed and all the planned indicators were achieved.

More resources (links): <https://app.career-skills.eu/index.php/en>



4. Project SymfoS

Responsibility: CESIE _ Presented by Cinzia Broccol and Rosina Ndukwe



FIGURE 20 – PHOTO OF THE SESSION RELATED TO SYMFO S

Institutions: CESIE (Italy); Hafelekar Unternehmensberatung Schober GmbH (Austria, coordinator); ZeMiT (Austria); Sozialwerk Dürener Christen (Germany); Ballymun Job Center (Ireland) Asociación Caminos (Spain)

4.1. Funding and organization aspects

Erasmus+ Key Action 2, Strategic Partnership in the field of VET

Timeline: 01/09/2016 – 28/02/2019

Aims: SymfoS methodology consists of an innovative education and career guidance method based on the Symbol Work approach developed by social therapist Wilfried Schneider. The traditional counselling methods can be often ineffective with people who, for various reasons in their situation, find difficulties in expressing in words their situation, their needs and their goals for the future. Symbol work provides unique ways of detecting people's needs and desires and allows the counselling process to be conducted with minimum stress, raising the counselling's success rate.

Objectives:

- To trigger substantial improvements in the education and career guidance system for disadvantaged youth in Europe by implementing an innovative counselling method using sets of symbols
- To provide effective support in motivation and goal setting for young people facing problems in school and the labour market
- To support VET professionals with a method based on a holistic approach centred on the individual needs and goals of young people. This brings to improve the quality and success rate of counselling
- To elaborate, improve and mainstream SymfoS method in all partner counties, by exporting solutions from privileged regions and adapting them to more challenging ones

Target groups: Social inclusion and integration in schools



4.2 Outputs

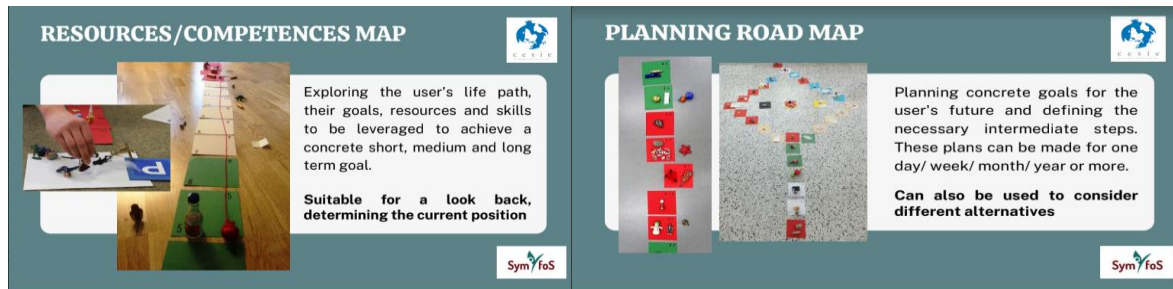
Generic framework for Symbol work

Basic-Clearing methodology for Symbol work

SymfoS work counselling scenarios for Career and Education Counselling

Curriculum and Profile competencies for “SymfoS Trainer”

4.3 Description or picture of the resource/tool



How the resource can be used in the micro learning sessions

Symbol work is easily adaptable, it is extremely functional with any age, background or social context. Symbols manage to express what words often fail to do, including feelings and emotions in their representative use.

Lessons learned /Challenges/What we would do differently now

Maybe have more time to be able to expand the use of the methodology to other contexts



5. Project Inclusion+

Responsibility: CESIE _ Presented by Cinzia Broccol and Rosina Ndukwe



FIGURE 21 – PHOTO OF THE SESSION RELATED TO INCLUSION

Institutions: Fundación Coremsa (Coordinator), Inova Consultancy LTD, Asociatia Consultantilor si Expertilor in Economie Sociala Romania, Europersonal & Servis s.r.o.

5.1 Funding and organization aspects:

Erasmus+, Key Action 2: Cooperation for Innovation and the Exchange of Good Practices

Timeline: 01/10/2018 – 30/09/2020

Objectives:

- To create open, flexible and adaptable tools to help discover, document and develop low qualified workers' skills.
- To provide inclusive and practical tools to help intermediary professionals identify their clients' attitudes, skills and competences as a first step for a tailored, more empathic and efficient approach to guidance.
- To improve and extend the skills and competences of all participants involved in this project.

Target groups: migrants

5.2 Outputs

Competence Assessment Cards for low skilled Adults, a profile-screening method especially designed for Low Skilled/Qualified counselling to identify their “basic employability skills”.

The Career Circles Programme Training for Intermediary Professionals so that they can include this innovative methodology combining action learning, coaching and peer mentoring in their daily activities.

A Facilitator Guide to guide professionals to use the tools and implement the Career Circles methodology in their professional practice.



5.3 Description or picture of the resource/tool



SOCIAL SKILLS

I HAVE THIS SKILL IF...

- I am able to express myself, to understand and give meaning to concepts, thoughts, feelings, facts and opinions while listening, speaking, reading and writing.
- I am able to interact with people from different cultures and in various everyday life situations.

WHAT WOULD YOU DO?

You are withdrawing money from an ATM, but there is a problem and it takes your card. You:

- Are able to explain to the bank clerk what happened;
- You understand from what he/she tells you how the problem can be solved and to act accordingly.

If you had to write a written request, you:

- Could explain everything in writing as well;
- Would be able to read and understand written documents you may have to sign.



How the resource can be used in the micro learning sessions

largely corresponds to the cards that will be created for the Citizens Xelerator project, we will consider adapting them to the context by improving them for a more successful tool.



4.5. Peer Learning Session 5: Core Competencies For Financial Education

1. Approach to the concept of Core Competencies For Financial Education

Responsibility Mentortec _ Presented by Andreia Monteiro e Cláudia Castro Dias

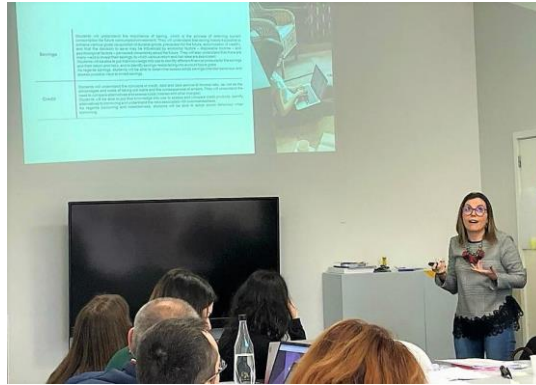


FIGURE 22 – PHOTO OF THE SESSION RELATED TO CORE COMPETENCIES FOR FINANCIAL EDUCATION.

1.1. Origins of the framework of Core Competencies For Financial Education

- Core Competencies for Financial Education (CCFE) comprise guidelines for implementing Financial Education within the learning and training context.
- Flexible and Non-prescriptive: Benchmark for implementing Financial Education in schools. Defines the essential requirements for students to acquire knowledge, learn and develop skills within Financial Education.
- Structured into education levels and teaching stages: kindergarten, 1st, 2nd and 3rd stages of basic education and secondary education.

Organization and structure of the Core Competencies For Financial Education

- Common structure, but a specific approach to Financial Education for each education level
- Guidance document for adult learning and training.
- General topics and subtopics. Goals for each general topic and subtopic are defined through performance attributes: knowledge, skills, attitudes/values and behaviour needed to achieve the goal.
- General topics and subtopics are tailored to the learning level and age range of the students involved.
- Short-Term Training Units (STTU) in adult learning and training. STTU is based on topics, subtopics and goals and is integrated into the National Catalogue of Qualifications (NCQ), as a "Financial Education program".

1.2. Key Concept of Core Competencies For Financial Education

- Budget Planning and Management
- Financial System and Basic Products
- Savings
- Credit
- Ethics
- Rights and Duties



1.3. Common points between the framework and the Citizens Xelerator Project

Common points between the framework and the Citizens Xelerator project goals:

- Both present a lifelong learning approach.
- Both present an approach of financial education being a competence for life.

Common points between the framework and the Citizens Xelerator project outcomes:

- Relation with the Citizens Xelerator Micro learning kit (WP2)
- Small learning units (micro learning) will be conceived and structured, fostering the preparation and empowerment of low skilled adults to the organization and launch of local initiatives.
- One of the main areas covered: Financial literacy (money, savings, budgeting ...), where the CCFE can be integrated.



2. Project: FLOW - Financial literacy for women in the NEET system

Responsibility DANTE _ Presented by Antonela Marjanušić and Petra Katana



FIGURE 23 – PHOTO OF THE SESSION RELATED TO FLOW.

Institutions: Stankovic d.o.o. (Croatia), Adult Education Institution Dante (Croatia), INOVA + (Portugal), CREATOR (Romania), E.RI.FO – Ente Ricerca e Formazione (Italy), IED - Institute of Entrepreneurship Development (Greece)

2.1. Context of intervention

International Erasmus+ cooperation project

2.2. Funding and organization aspects

Erasmus+ in the field of adult education (KA204)

Timeline: 24 months, 2019-2021

Aims: main aims of the project for NEET women are to improve their understanding of financial concepts and products, build financial skills and competences to be more aware of financial landscapes, and strengthen their confidence and self-esteem in their financial skills to equally participate in modern society. The main aims for educators are to increase and strengthen self-esteem in carrying out developed curriculum for financial literacy education, to increase digital competence and raise awareness of financial literacy needs.

Objectives: The project's primary objective is to design and develop new challenging educational materials and resources to activate NEET women and support them to build skills and competences for their reintegration into education, active citizenship or employment.

It focuses on building trust and confidence that may have been broken by past negative experiences and addressing motivational aspects that act as barriers to reintegration.

The game-based online learning challenges focus on the development of market-oriented key competences. For adult education professionals who are charged with

delivering and sustaining this new intervention, a training programme was developed to support them in using new resources and also developing key skills to enable them to create new challenges in the future.

Target groups: NEET women, (adult) educators working with NEET women



2.3. Outputs

- IO1 - A Financial Literacy Curriculum. Developed for educators to use with their learners, addressing 4 core competences: Money and transactions, Planning and managing finances, Risk and reward and Financial landscape. Comprising a total of 60 training hours (40 face-to-face classroom-based instruction and 20 online hours of self-directed learning).
- IO2 - Training Programme for Adult Educators to support the delivery of the financial literacy curriculum. Focusing on online learning and exploring the role of educators in these dynamic environments. Comprises 20 hours of workshop-based learning.

2.4. Resource(s) for the micro learning sessions

Description or picture of the resource/tool

IO1 - A Financial Literacy Curriculum

How the resource can be used in the microlearning sessions

The activities developed within the curriculum are short, and tailored to low-skilled individuals, but above all – engaging and promote active learning. The games and activities developed for adults within IO1 can be used as an example of a microlearning activity.

What would we do differently now?

Importance of gamifying learning content and focus on creating a positive, welcoming atmosphere in the classroom.

Do not use Moodle as the online platform – while it offers a wide variety of content creation and classroom management options, the sign-up process (the first step) is often difficult and requires trainer support.

More resources (links): www.flow-project.eu



4.6. Peer Learning Session 6: Personal, Social and Learning to Learn Key Competencies - LifeComp

Abstract

LifeComp offers a conceptual framework for the “Personal, Social, and Learning to Learn” key competence for education systems, students, and learners on the whole. LifeComp intends to systematize the need to improve personal and social competences through education and lifelong learning, as well as promote learning how to learn.

The LifeComp framework is a flexible tool that can be adapted to different learning settings, and target groups to support the development of the “Personal, Social and Learning to Learn” competences in context.

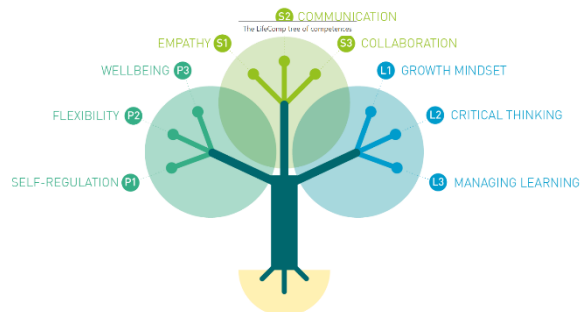


FIGURE 24 – AREAS AND COMPETENCES OF LIFECOMP.

It is not intended to be prescriptive; rather, it provides a validated description of the components that make up the key competence. Usually, the definition of “Competence” encompasses knowledge, skills, and attitudes. However, a holistic perspective, which understands the interdependence between elements of the framework as a complex ecosystem, can be more effective. The key competence spans elements with different profiles and makeup. Some, for instance, have a focus on attitudes as dispositions and orientations to actions; others represent a set of competences. To cope with any given situation, individuals activate several competences, which will vary to address the demands of each circumstance. All competences included in the framework are, therefore, equally relevant, necessary, interrelated, and interconnected, and should be treated as parts of a whole.

The LifeComp conceptual model builds on three areas which are clearly outlined by the 2018 Council Recommendation. They are three intertwined competence areas:

- The personal area: Personal development occurs in relation to and the interaction with others within the social and historical contexts. The influence of contextual factors in promoting or hindering the scope of personal agency is, therefore, to be acknowledged.
- The social area: Being socially competent means cultivating an attitude of collaboration, respecting human diversity, overcoming prejudice, and compromising while participating in society.
- The learning to learn area: learning to learn is a competence that can be acquired throughout the lifespan. It is a relevant driver for change in adulthood, promoting employability and competitiveness.

Each of these areas includes three competences: Self-regulation, Flexibility, Well-being (Personal Area), Empathy, Communication, Collaboration (Social Area), Growth mindset, Critical thinking, and Managing learning (Learning to learn Area). Each competence has, in turn, three descriptors which generally correspond to the ‘awareness, understanding, action’ model. These are not to be understood as a hierarchy of different levels of relevance, whereby some are prerequisites for others. Rather, all of them are to be considered complementary and necessary.

The proposed set of competences has been identified and validated by experts and stakeholders in iterative consultations. The version in the next table is the final version:

AREA	COMPETENCES	DESCRIPTORS
PERSONAL	P1 Self-regulation Awareness and management of emotions, thoughts and behaviour	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour
		P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses
		P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action
	P2 Flexibility Ability to manage transitions and uncertainty, and to face challenges	P2.1 Readiness to review opinions and courses of action in the face of new evidence
		P2.2 Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts
		P2.3 Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals
	P3 Wellbeing Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle	P3.1 Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing
		P3.2 Understanding potential risks for wellbeing, and using reliable information and services for health and social protection
		P3.3 Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support
SOCIAL	S1 Empathy The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	S1.1 Awareness of another person's emotions, experiences and values
		S1.2 Understanding another person's emotions and experiences, and the ability to proactively take their perspective
		S1.3 Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude
	S2 Communication Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content
		S2.2 Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations
		S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts
	S3 Collaboration Engagement in group activity and teamwork acknowledging and respecting others	S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances
		S3.2 Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships
		S3.3 Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach
LEARNING TO LEARN	L1 Growth mindset Belief in one's and others' potential to continuously learn and progress	L1.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication
		L1.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination
		L1.3 Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential
	L2 Critical thinking Assessment of information and arguments to support reasoned conclusions and develop innovative solutions	L2.1 Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources
		L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions
		L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
	L3 Managing learning The planning, organising, monitoring and reviewing of one's own learning	L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support
		L3.2 Planning and implementing learning goals, strategies, resources and processes
		L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains

FIGURE 25 – LIFEComp FRAMEWORK.

More information: https://joint-research-centre.ec.europa.eu/lifecomp_en



1. Approach to the concept of LifeComp

Responsibility AAH _ Presented by Maria Apostolaki and Sofialena Kouremenou



FIGURE 26 – PHOTO OF THE SESSION OF LIFEComp.

1.1. Origins of the framework of LifeComp

In 2006, the Recommendation of the European Parliament and the Council on Key competences for Lifelong Learning supported the development of competence-oriented teaching and learning, and the need to reform curricula in the European Union.

In 2018 the European Council adopted an updated Recommendation on Key Competences for Lifelong Learning to further promote the development of key competences in the European Union.

1.2. Key Concept of LifeComp

The LifeComp conceptual framework aims to establish a shared understanding and a common language on the “Personal, Social and Learning to Learn” competences. LifeComp is made up of three intertwined competence areas: ‘Personal’, ‘Social’, and ‘Learning to Learn’. Each area includes three competences: Self-regulation, Flexibility, Wellbeing (Personal Area), Empathy, Communication, Collaboration (Social Area), Growth mindset, Critical thinking, and Managing learning (Learning to learn Area). Each competence has, in turn, three descriptors which generally correspond to the ‘awareness, understanding, action’ model. These are not to be understood as a hierarchy of different levels of relevance, whereby some are prerequisites for others. Rather, all of them are to be considered complementary and necessary.

1.3. Common points between the framework and the citizens Xelerator Project

LifeComp has closed links with Citizenship which is the ability to act as responsible citizens, participate in civic and social life and support diversity and equality. Xelerator aims to strengthen the democratic and civic literacy and social empathy of low skilled adults.

Life Comp aims to have a positive impact on citizens so they fulfil their dynamic potential, self-regulate their emotions, thoughts, and behavior and build a meaningful life. LifeComp aims to contribute to higher levels of personal and social development competences for all citizens as well as foster wellbeing, life satisfaction, self-fulfilment and inclusivity through education.

Citizens Xelerator project will use LifeComp Framework to create competence cards to use as a tool with the beneficiaries of the project in the implementation activities. In Xelerator LifeComp will be used as a resource to promote the literacy and key competences of low skilled people, to the assessment and development of personal, social and learning competences and for a model and pilot action for democratic and civic participation.

2.Project: ACT45 - Promoting Employment & Lifelong Learning for people over 45 Responsibility AAH _ Presented by Maria Apostolaki and Sofialena Kouremenou



FIGURE 27 – PHOTO OF THE SESSION RELATED TO ACT45

Instituons: ActionAid Hellas, INE GSEE RETE Acción contra el Hambre SZREDA

2.1. Context of intervention

60% of the 74 million of low skilled people in Europe are over 45 years old and face the greatest difficulty in accessing and participating in training. Through our experience as job counsellors, we have noticed that people over 45 with low skills, present big resistance to participating in training opportunities. According to the bibliography a study we conducted with 41 persons of the target group, we noticed that one of the biggest obstacles was that people couldn't see the usefulness of education and how this will ease their access to the job market. Another obstacle is access to education. People often feel excluded from training/education as they can't pay, they don't have the necessary knowledge to participate or even they don't have access to the information. They cannot see the connection with the job marker.

2.2. Funding and organization aspects

Funding: Erasmus+ | National Agency: IKY | Leading partner ActionAid Hellas

Timeline: 01.10.19-30.09.21

Aims: Design special motivations and the right guidance aiming at the job market integration of this population and to reduce the risk of social exclusion.

Objectives:

1. The creation of effective local ecosystems that encourage the participation of unemployed people with low specialization over the age of 45 in training opportunities.
2. Increase cooperation between civil society actors, employers and educators to create a mobilizing environment.
3. The creation of a guide for employers to increase their participation in training initiatives for people with low qualifications over 45 years.
4. Improving the Social labour integration of the low-skilled unemployed over the age of 45.

Target groups: Low skilled adults over 45 years old/ Training providers/ CSOs/ Employers and labour market representatives



2.3. Outputs

1. During the research, we found the obstacles and the motivation which could help the target group to participate in educational activities.
2. A. We have created 1 guide for job counsellors and training providers where we suggest: a Methodology and networking strategy with companies. B. Tools for counselling aiming to motivate Beneficiaries. C. Case studies material, designed in collaboration with employers aiming to develop skills necessary for the integration. 1 guide for employers with training tools like job shadowing templates, and mock interviews assessment. Etc. and 10 good practices already implied.
3. Built and use a collaboration framework for the best synergies, proposing actions for employers, education providers, policymakers, and CSOs
4. Platform aiming to develop the collaboration network. The platform allows its members to communicate, exchange opinions and good practices and network with other stakeholders.

2.4. Resource(s) for the micro learning sessions



Activity Title	Change: problem or opportunity?		
Soft Skill Category	Adaptability		
Competences	Adaptability		
Objectives	<p>This activity aims to sensitize unemployed people over 45 to manage the changes and unexpected events that may arise during daily working life. This type of training aims to prepare the over 45 unemployed for possible interviews to improve their level of employability</p> <p>Reflect on one of the realities of modern life - face changes.</p> <ul style="list-style-type: none"> • Think about how you can recognize situations where you need to react and be flexible. • Keep track of your adapting skills to change and decide how it is needed to improve them. • Identify situations or activities and plan the use of some adaptability techniques during their swing. 		
Materials	A4 paper, pen, post-it, billboard		
Duration	1 hour and 20 minutes		
Brief Description	The activity consists of several parts: plenary and teamwork. aims to transfer the concept of adaptability to the workplace to participants.		
Techniques			
1	20 minutes	Brainstorming	
2	10 minutes	Pairing	
3	40 minutes	Teamwork	
4	10 minutes	Plenary	
Nr.	Time	Structure	Description
1	20 min	Brainstorming [post-it, pens, billboard]	<p>The facilitator introduces himself and starts a discussion on adaptability. What does it mean? What kind of changes? Think about the last 50 years and what has changed if you think about:</p> <ul style="list-style-type: none"> • The types of jobs people do • Poverty and wealth • Transport and communications <p>In doing this, he/she will use the brainstorming technique and can also read short stories of direct testimonials, where adaptability does have different meanings: new opportunities, better future, failure, and desolation.</p> <p>Then he/she invites the participants to write down on post-its words (negative or positive) that make them think of adaptability. At this point, the facilitator will group the post-its into two areas of a billboard, according to the positive or negative meaning.</p>
2	10 min	Pairing	<p>The facilitator will read aloud the words written by the participants, asking them to give concrete examples: what did you think when you wrote this word? and at the same time he will write down the situations the participants thought about. This way it will be possible to outline a logical scheme and at the same time trigger a further debate among the participants who will be able to better understand during the next step.</p>

3	40 min	Teamwork [A4 paper, pens]	<p>Participants are divided into 4 groups, each group will take inspiration from the previous post-it exercise and will simulate a situation of change in a workplace and will look for a solution to cope with the change.</p> <p>We propose the 4 following situations:</p> <p>You have been working in a factory for many years, making fixed shifts that allow you to leave work every day at 5 pm. The company joins an international group and increases productivity. All employees are therefore asked to work three shifts, morning, afternoon, and night.</p> <p>You have been working in a supermarket for a long time, you take care of the registration of incoming goods. You have always done that type of work in the same way. Now, the company decides to change the method of registration of the goods and to use particular software, so it forces you to follow a training course for six months that will allow you to work according to the established criteria.</p> <p>You have been working for a long time for a cleaning company and have always done that type of job at the hospital in your city. So you get organized with your daily life, family management, bus schedules and so on. Now the company decides that for three days a week, you will have to work in a different place, very uncomfortable for you because it forces you to review your daily schedules, but they offer you a promotion at the same time.</p> <p>You are a farmer and lifelong you grow corn that you sell to other distribution companies. Unfortunately, these firms decide that they don't want to buy corn from you anymore because they take it from other countries. They inform you that they would be interested in buying soybeans from you, but you have never grown soybeans, so you have to take courses, perhaps buy specific machinery, train your employees, and follow different rules.</p>
4	10 min	Plenary	<p>During the final plenary, each group identifies 1 representative person who exposes the teamwork. On one blackboard the problems will be indicated on one side and the solutions on the other. The facilitator will create an additional poster with highlights of the transversal competence of adaptability</p>

Instructions to Trainers	The trainers will have to use a very simple and basic language, considering the low level of education of the participants. In the case of participants with disabilities, they must take this into account and train in advance
Alternative scenario	If the group of participants does not respond positively to the facilitator's stimuli regarding the use of creative methods, the activity could be carried out simply using writing.



How the resource can be used in the micro learning sessions

We can be inspired by the brainstorming activity or the teamwork activity to evaluate and develop adaptability

What we would do differently now?

We would do more brief interventions

More resources (links): https://act45.eu/wp-content/uploads/2021/11/Implementation-Guide_ENG.pdf



4.7. Peer Learning Session 7: Digital Skills – DigComp

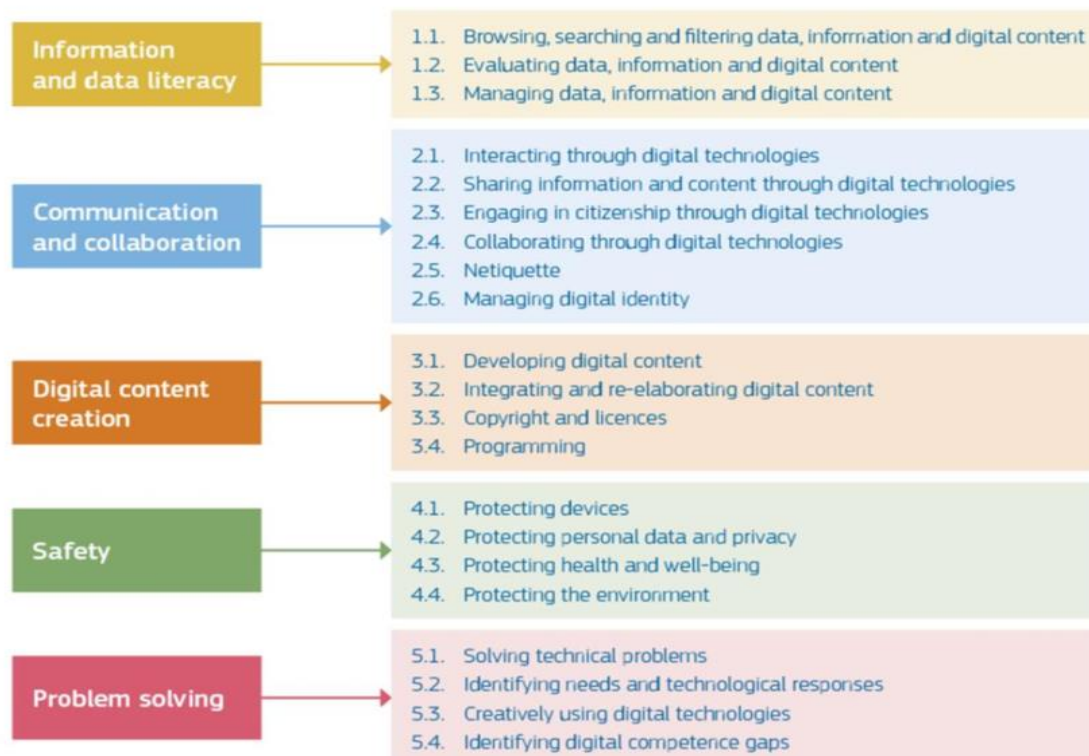
Abstract

The Digital Competence Framework for Citizens, also known as DigComp, provides a common language to identify and describe the key areas of digital competence. It is an EU-wide tool to improve citizens' digital competence, help policy-makers formulate policies that support digital competence building, and plan education and training initiatives to improve the digital competence of specific target groups.



FIGURE 28 – AREAS OF DIGCOMP

The work on operationalising digital competence following the 2006 Council Recommendation, started in 2010. In 2013, the first DigComp reference framework came out defining digital competence as a combination of 21 competences grouped in five main areas. Since 2016, the five areas are Information and data literacy; Communication and collaboration; Digital content creation; Safety; and Problem-solving (see figure 28).



Reference frameworks such as the DigComp framework create an agreed vision of what is needed in terms of competences to overcome the challenges that arise from digitisation in almost all aspects of

modern lives. They aim to create a common understanding using an agreed vocabulary which can then be consistently applied in all tasks from policy formulation and target setting to instructional planning, assessment and monitoring. Ultimately, it is up to the users, institutions, intermediaries or initiative developers to adapt the reference framework to their needs when tailoring interventions (e.g. curriculum development) to fit the specific needs of target groups.

More than 250 examples highlight new and emerging themes that have arisen since the last update. The new examples will become useful, for example, for those who are responsible for curriculum planning and updating, and for those developing DigComp training syllabus or course content. They can use these examples to address themes that are relevant in today's society, some of which are the following:

- misinformation and disinformation in social media and news sites (e.g. fact-checking information and its sources, fake news, deep fakes) linked with information and media literacy
- the trend of datafication of internet services and apps (e.g. focus on how personal data is exploited)
- citizens interacting with AI systems (including data-related skills, data protection and privacy, but also ethical considerations)
- emerging technologies such as the Internet of Things (IoT)
- environmental sustainability concerns (e.g. resources consumed by ICT)
- new and emerging contexts (e.g. remote work and hybrid work)

As the term “example” itself already explains, these new statements do not represent an exhaustive list of what the competence itself entails. Therefore, it is important to emphasise that the new DigComp examples of knowledge, skills and attitudes should not be taken as a set of learning outcomes that are expected from all citizens. However, it is possible to use them as a basis to develop explicit descriptions of learning objectives, content, learning experiences and their assessment, although this requires more instructional planning and implementation.

Secondly, the examples are not developed on proficiency levels. Even if one can observe some heterogeneity and differences in their complexity (some examples of this might focus on a very rudimentary level of new knowledge whereas others can illustrate more complex tasks), this does not mean that they are an instrument to gauge progress.

Lastly, the new examples of knowledge, skills and attitudes are not offered as an assessment instrument or as a tool for self-reflection on one's own competence development.

Full document: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>



1. Approach to the concept of DigComp

Responsibility DANTE _ Presented by Antonela Marjanušić and Petra Katana



FIGURE 29 – PHOTO OF THE SESSION RELATED TO DIGCOMP.

1.1. Origins of the framework of DigComp

Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union

1.2. Key Concept of DigComp

DigComp / digital competence

1.3. Common points between the framework and the CitizensXelerator project

Common points between the framework and the Citizens Xelerator project goals:

- Focus on the development of digital competence, supporting citizens in collaborating, searching for information, problem-solving, staying safe and creating online/with the help of digital tools

Common points between the framework and the Citizens Xelerator project outcomes:

- Digital competence is a transversal competence that all adults need to have to live, work, learn, and thrive today.
- Low-skilled adults would particularly benefit from digital competence training as digital skills are necessary to access healthcare, finances, employment and learning opportunities – embedded in all aspects of our society.



2. Project: No One Behind

Responsibility Mentortec _ Presented by Andreia Monteiro e Cláudia Castro Dias



FIGURE 30 – PHOTO OF THE SESSION RELATED TO NO ONE BEHIND.

Institutions: NERDA (RO); Eco Land (RO); Eurocrea Merchant (IT) ; INOVA+ (PT); IDEC (EL); EUEI (DK); Atermon (NL)

2.1. Context of intervention

European project implemented jointly with adult education/training providers working with low qualified adults.

Timeline: 01/October/2020 to 30th of September 2022

Aims: Endown adults from rural areas with digital skills, promoting their access to lifelong learning activities.

Objectives:

- To create an innovative methodology for educating and training adults from rural areas to improve their digital and ICT skills.
- To elaborate the training manual with 5 modules for digital skills for adults in the rural area
- To develop a new and innovative boarding GAME to assess and promote digital skills

Target groups:

- Adult educators: social workers, teachers, mentors, professors, and other professionals who work with adults.
- Adults from rural zone willing to improve their daily life, change their job or find new opportunities by equipping them with digital skills.
- Other stakeholders of the project, namely education centres and other organizations; public bodies active in local and regional development, and decision-makers in the field of education.



2.2. Funding and organization aspects

Erasmus+ KA2 – Adult Education | NA Romania

2.3. Outputs

- Innovative methodology
- Training manual for a digitally competent citizen
- No One Behind Board Game

2.5. Resource(s) for the micro learning sessions

“Training manual for a digitally competent citizen”: a step-by-step guide to promoting digital skills within groups of people living in rural areas and promoting social inclusion by increasing their digital competency. The units and contents are organized in a way that the manual can be used for self-learning but also as a tool/ guidance for trainers wishing to deliver training on digital skills for people who have very little digital competencies. The manual includes a curriculum, activities and information on how to proceed with the evaluation of the learning and it focuses on the 5 areas of competences from the DigComp: Information and data literacy; Communication and collaboration; Digital content creation; Safety and Problem-solving.

How the resource can be used in the micro learning sessions

Partners can select some of the activities of the manual to structure the micro learning sessions on digital skills.

What we would do differently now?

The activities will be the starting point to structure smaller activities addressed to a different public. The challenges and possible suggestions got from the experience are not applicable in this context.

More resources (links)

Training manual for a digitally competent citizen: <https://www.no1behind.org/portal-adrne/uploads/2021/11/NO-ONE-BEHIND-IO2-Handbook.pdf>

Innovative methodology: <https://www.no1behind.org/portal-adrne/uploads/2022/05/No-One-Behind-Innovative-Methodology.pdf>

No One Behind board game: <https://ftp.lykio.com/demogames/eu/noone-behind/>



3. Project: e-trainers: New Skills and Tools for VET

Responsibility DANTE _ Presented by Antonela Marjanušić and Petra Katana



FIGURE 31 – PHOTO OF THE SESSION RELATED TO E-TRAINERS.

Institutions: APRO FORMAZIONE (COORDINATOR); AFormX, aviation technology and precision mechanics Ltd.; NOORDERPOORT; NAZARET; DON TONINO BELLO; DANTE; PELCI

3.1. Context of intervention

International Erasmus+ cooperation project

3.2. Funding and organization aspects

Erasmus+ in the field of vocational education (KA202)

Timeline: 2022–2024

Aims: Increasing competencies and skills of VET professionals through a structured digital training platform based on the Moodle system

Objectives:

improve the use of digital methods and instruments for educational purposes among trainers, teachers, and youth/ refugees/ employment operators by increasing and improving the following:

- interest in the potential of digitalization in education and didactics,
- ability to select digital content and instruments,
- availability of quality continuous training opportunities on ICT,
- spread of digital training at the system level

Target groups: Trainers, teachers, and youth/ refugees/ employment operators



3.3. Outputs

Innovative e-learning courses based on the results of several LLP and Erasmus+ projects (CO-BUILDING, EMPLOY and DIGICOMP).

The training courses focus on the following content:

- Introduction to Moodle;
- Use of video as a didactic method (GUIDE STUDENTS IN CREATING DIGITAL CONTENT);
- Teaching methods for key transversal competencies (DEVELOP LIFE AND CAREER SKILLS OF YOUR STUDENTS);
- Critical use of the Internet (BECOME A DIGITALLY CONFIDENT TEACHER).

3.4. Resource(s) for the micro learning sessions

Description or picture of the resource/tool:

The DIGICOMP course on e-trainers.eu

How the resource can be used in the microlearning sessions

Use of the pre-and post-course questionnaire to track progress

Use of short-form content followed by questions that check for understanding and active involvement in learning (i.e. focus on formative and not just summative evaluation)

What we would do differently now?

Do not use Moodle as the online platform – while it offers a wide variety of content creation and classroom management options, the sign-up process (the first step) is often difficult and requires trainer support.

Participants can be motivated to participate in training if they receive certification which they can use as proof of CPD if employed or seeking employment.

More resources (links): www.e-trainers.eu



4. Project: IDEAL – Integrating Digital Education in Adult Language Teaching

Responsibility VHS _ Presented by Aleksandra Sikorska



FIGURE 32 – PHOTO OF THE SESSION RELATED TO IDEAL.

4.1. Context of intervention

Digital skills and competences

4.2. Funding and organization aspects

The project was implemented within the Erasmus+ programme.

Timeline: 2019–2021

Aims: The desired impact of the IDEAL project was to raise the active participation of language teachers to strive towards becoming more digitally competent and make use of digital pedagogical approaches and methodologies, innovative tools and resources developed to effectively face the emerging trends in the education process. Also, language learners benefited from the new methods and approaches in the digital context.

Objectives:

- 1) To provide language teachers in adult education with all the skills and competences needed to deliver their high-quality work in the digital era;
- 2) To support the professionalisation of language teachers in adult education, in particular concerning the rapidly changing demands in terms of digital competence for educators;
- 3) To provide open education and innovative practices for language teachers in adult education.

Target groups: The project is addressed to language teachers in adult education including those working with migrants, refugees, low-educated, and seniors; literacy teachers for migrants; volunteers engaged in language teaching; adult and language education providers; language course planners/ teacher trainers; key stakeholders and decision-makers for language learning and digital education.

4.3. Outputs

- European Competence Profile: „Digitally competent language teacher“, based on the common European instruments DigCompEdu and CEFR with new descriptors;

- Innovative Materials (OER), Good practices, 60 video tutorials facilitating the practical implementation in language teaching freely available online / practical tips for using digital tools as teaching aids for creating various language communicative activities.

4.4. Description or picture of the resource/tool

How the resource can be used in the micro learning sessions

Approx 100 tools can be adapted for the micro learning sessions depending on the subject, e.g.:

- Make Beliefs Comix (<https://www.makebeliefscomix.com>) is an excellent tool for teachers to create simple comics for their learners depending on the subject of the lesson free of charge;
- Anchor (<https://anchor.fm>) is an all-in-one platform where teachers can create and distribute their podcasts from any device, for free. Anchor also allows easy processing and editing of podcasts. It contains tools that allow users to record and edit audio, and arrange it into podcast episodes;
- BigBlueButton (<https://bigbluebutton.org>) provides real-time sharing of audio, video, slides, chat, and screen. Learners are engaged through sharing of icons, polling, and breakout rooms;
- Kahoot! (www.kahoot.com) is a game-based learning platform. Kahoots are user-generated multiple-choice quizzes that can be accessed via a web browser or Kahoot! app. Kahoot! can be used to review learners' knowledge, for formative assessment, or as a break from traditional classroom activities. It might be a fun and entertaining variety even for adult learners;
- Powtoon (<https://www.powtoon.com/index>) is a kind of software that allows teachers to create animated presentations. It could be considered a 'rapid e-learning' tool.

All the digital resources show how they can be applied in the learning context. <http://platform.ideal-project.eu/>

Link to the 60 video tutorials on the use and application of various ICT resources in teaching https://www.youtube.com/playlist?list=PLT_Q-D1Of4_F-VLd9MVUY3nyrwsXqOsRg

What we would do differently now

The COVID-pandemic and the consequent lockdown presented the biggest challenge within the project. To address the challenge, the partners switched to online activities and employed various online tools to make up for the limitations brought about by the pandemic.



Summary

Through the Peer-Learning Sessions, the main project team capacitated each other on existing concepts and strategies on the personal, social and literacy development of low-skilled adults, both at a general European level and at the specific level of the eight partner countries in this project: Croatia, Germany, Greece, Ireland, Italy, Portugal, Romania and Spain.

The Peer-Learning Sessions achieved the planned objectives, training the internal team on the main topics of the project, whether those initially planned: Personal, Social and Learning to Learn Key Competences, Entrepreneurial Skills, Digital Skills, Environmental and climate education and Financial Literacy or those agreed later between all partners, in the preparation meetings: Democratic and civic literacy and social empathy and Career Guidance.

The Peer-Learning Sessions clarified and selected the concepts related to the project's topics, framing the project in the national policies, practices and initiatives of the respective countries and also in the European ones. The selected concepts were based on the 4 initially planned frameworks - EntreComp, DigComp, LifeComp and GreenComp and 3 projects GrowINg, Flow and NoOneBehind which were expanded with general approaches on Democratic and civic literacy and social empathy and Career Guidance beyond 13 projects agreed between the different members of the project: ACT45, Passionpreneurs, e-trainers, Ideal, Climate box, Education for Sustainable Development, CEduP, Literacy for Democracy, Literacy in Navegadores, Adult Education for Democracy, Citizens first, Fast Track and Career skills.

The Peer-Learning Sessions maximized the experience, knowledge and resources of all partners, who in this way shared them, empowering each other. The main project team saw its skills reinforced and consolidated, reinforcing its potential and focus for future work during the next project phases.

To conduct each moment of each peer learning session, the partners had the guidelines for the preparation of the sessions, as well as the schedule and model previously agreed upon and elaborated by APCEP. Each partner prepared the table and brought examples of projects implemented in their country and in the European context, to give an idea of the possibilities for integrating best practices into project results.

These training sessions for the internal team were an opportunity to learn by sharing with others, a very enriching process and a great example of collaboration.



CITIZENS ACCELERATOR

act:onaid
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Volkshochschule
im Landkreis Cham e.V.

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EDUCATION




cesie
the world is only one creature

 **mentortec**

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