



Active Citizenship  
for youths by enhancing  
LIFECOMP competencies

**Project Title:** ACTIVEYOUTH4LIFE. Active Citizenship for youths by enhancing LIFECOMP competencies through innovative teaching tools and techniques



Project Number: 2021-1-ES02-KA220-YOU-000028702

## R1.T6 Compilation of the ACTIVEYOUTH4Life Training Approach



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

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Executive Summary in English

The project ActiveYouth4Life aims to improve and develop youths' active citizenship mindset, civic participation, and environmental awareness. The project is a partnership between companies in Ireland, Cyprus, Spain, Italy, Greece, and Bosnia and Herzegovina. It seeks to help young people assume sustainable lifestyles and effectively tackle climate change issues.

Digital escape rooms and participatory storytelling are being employed in the delivery of training for youth workers to enhance civic participation, environmental and sustainability awareness and key competencies delivered by LIFE Comp. The ActiveYouth4Life Training Approach seeks to help the development of a training approach for the up-skilling of youth workers in integrating storytelling (participatory and digital).

In this compilation report, the participating project partners have divided the research into four different sections:

### 1. Identification of Training Needs and Learning Outcomes:

In this report, the theoretical foundation of Citizenship and Active Citizenship are discussed, along with the models for youth participation and engagement. Furthermore, the report offers the primary challenges/constraints and obstacles that may emerge when devising and enforcing active citizenship courses for youths. It delivers information concerning the factors that impact the behaviours of youths towards environmental and sustainability issues and good practices for activating citizenship and teaching environmental awareness and sustainability to youths as well.

### 2. Description of Training Methods and Tools:

The purpose of this paper is to discuss the training approaches that will be used in the ACTIVEYOUTH4LIFE project's training strategy. This document presents the theoretical foundation of the training in an easy-to-follow format for youth workers, trainers, educators, and youths, as well as the methods and approaches to achieve this. The report contains the suggested framework of the ACTIVEYOUTH4LIFE project, the theoretical foundation of the recommended training methodology, and the basic tools used. The training methodology's intended audience includes youth workers, trainers, and educators, as well as youths.

### 3. Design of Assessment Methodology:

The purpose of this study is to provide an overview of the assessment techniques that will be used in the ACTIVEYOUTH4Life project's training methodology. The theoretical underpinnings of the evaluation are presented in this text in a manner that youth workers, trainers, and educators may easily follow. This paper will also include techniques and related resources. The ACTIVEYOUTH4Life project's assessment methodology, essential principles, and categories are all covered in the report. It also contains the fundamental components that characterise assessment. The target audience for the training methodology includes youths along with youth workers, trainers, and educators. The methods of evaluating the learning outcomes of the suggested ACTIVEYouth4Life training course are basic components. There are also relative metrics for evaluating the project's various training components.

#### 4. Youth Trainer's Handbook:

The report's objective is to offer recommendations for youth workers on how to foster youths' active citizenship while also enhancing their awareness of the environment and sustainable development. Within this manual, youth workers will learn the various modules developed within the ACTIVEYOUTH4Life project's structure, in addition to the delivery strategies proposed by ACTIVE YOUTH4life. They will gain an insight into the fundamental tools employed during the ACTIVEYOUTH4Life training course, and how to evaluate the knowledge gained through the course.

This training approach considers a variety of factors among which are the incorporation of storytelling as an innovative way to introduce youths to societal and environmental challenges, and the relevance of active citizenship and sustainability awareness in empowering youth to convert communities and act on climate change.

Youth workers, trainers, and youths are addressed in this training strategy. The training will be based on the concept of establishing youth-focused initiatives using informal and non-formal training. Throughout, principles of using serious gaming, socio-emotional and constructivist approach, and specific skills and competencies will be employed. These competencies and skills will be linked to sustainable development and climate change, the role of active citizenship in the EU, sustainable development awareness, necessary behavioural changes, cultural values, patterns of consumption, and lifestyle choices that support sustainable development and solutions to environmental issues through social entrepreneurship.

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# 1. Identification of Training Needs and Learning Outcomes

## 1.1 Mapping the theoretical foundation of enhancing active citizenship and climate change and sustainability awareness of youths

### Introduction

The main purpose of this report is to determine the theoretical foundation of **active citizenship** in general, and in combination with the **environmental and sustainability awareness of youths**.

Aspects that were researched are:

- ✓ The main elements of Citizenship
- ✓ Different models for youth participation and engagement
- ✓ Approaches to Active citizenship (such as psychological theories, sociological theories etc.) and different dimensions (such as political, societal, economic etc.)
- ✓ Active citizenship educational methodologies and Pedagogies of “engagement”
- ✓ Challenges, constraints and potential barriers to participation, engagement, and active citizenship
- ✓ Behavioural models (internal and external factors that affect behaviours towards environmental and sustainability issues)
- ✓ Non-formal and informal educational settings
- ✓ Practices for enhancing active citizenship, sustainability, and environmental awareness

This report consists of four different parts. In the first part, the theoretical foundation of Citizenship and Active Citizenship is presented along with the models for youth participation and engagement, approaches, and dimensions that active citizenship development is based upon. In the second part, the methodological context such as educational methodologies used for the enhancement of active citizenship, environmental awareness and sustainability to youths is described along with the pedagogies of engagement used during active citizenship courses and the informal and non-formal educational settings within which it can be developed. The third part of the report presents the main challenges/constraints and barriers that may occur when designing and implementing active citizenship courses for youths. Finally, the fourth and final part provides information regarding internal and external factors that affect the behaviours of youth towards environmental and sustainability issues and good practices for activating citizenship and teaching environmental awareness and sustainability to youths as well.

### 1.1.1 Theoretical foundation of Citizenship and Active citizenship

The traditional meaning of the concept 'of citizenship' refers to the legal relationship between an individual and the state. In this sense, people worldwide are citizens of one nation-state, which in turn leads to the accumulation of certain rights and imposing at the same time certain obligations.

One of the aims of Citizenship is to develop an interest in and commitment to, participation in volunteering as well as other forms of responsible activity. On the other hand, Active citizenship constitutes an incredibly important form of civic engagement, which encompasses a wide range of values and activities.

In fact, through active citizenship, existing structures can be challenged, social connectedness can be improved, and people can be empowered with the knowledge and understanding required to make informed decisions and influence the decisions affecting their lives. Therefore, Active citizenship, including volunteering should involve learning about and how to influence decisions, improve communities and solve problems together.

Nowadays, the meaning of 'Citizenship' has evolved, and therefore the term is used to refer to individuals' sense of belonging to a community that is usually defined by a set of common elements shared by those who belong to it. In the following sections, are presented some of the main elements that determine citizenship.

#### 1.1.1.1 Elements that determine Citizenship and Active Citizenship

According to the Sociology Group (2017), Citizenship is composed of three key elements:

- 1. The Civil element:** Is composed of the rights necessary for an individual's freedom, for example personal liberty, freedom of speech, right to own property, freedom of thought etc. The main institution created to protect these rights is the justice courts. With civil citizenship, law and equality were guaranteed to protect the liberty of the people, whether it was the right to work, the right to move freely etc. Civil citizenship paved the way to move towards political citizenship
- 2. The Political Element:** Refers to the right of participating in the exercise of political power. Political citizenship was meant to grant the old rights to new sections of society. Universal suffrage marked the beginning of political citizenship for individuals
- 3. The Social Element:** It refers to the ability to live in society as a civilized person according to the standards of economic welfare and security. The social element of citizenship made entry much later and was originally sourced in the membership of local communities and functional associations. This source was supplemented by a system of wage regulation that was nationally conceived and locally administered. The system of wage regulation was rapidly decaying because of industrial change and its incompatibility with the new ideas of civil rights

Moreover, active citizenship illustrates the progression of the concept of citizenship by adding the element of **participation**. Following the definition of Haahr (Jansen et al, 2006) active citizens are those who *“exercise civic, political and social rights through participatory practices at various levels, from local and national to transnational or supranational”* I. To his view, participation is directly linked to social inclusion and the feeling of belonging to different communities (Jansen et al, 2006),

In the same line is the Council of Europe (Nd) which has identified specific categories of actions that provide a hint of participation in activities related to citizenship and active citizenship such as

- ✓ Rising concerns on political and social issues that should be changed/deterred (for example illegal traffic, vandalism, occupation of buildings)
- ✓ Protection of Rights
- ✓ Participation in political/social/self-organizational activities

Furthermore, Eguz & Kafandar (2020) have mentioned that four important elements significantly affect the decision of individuals concerning their will to become civic, either more or less, such as:

- ✓ Specific background variables related to their educational background, residential area etc.,
- ✓ Former learning experiences related to formal and non-formal education
- ✓ Their individual outcomes in terms of cognitive knowledge and skills, attitudes, competences, and behaviour
- ✓ Their social outcomes such as participation in protests, participation in their communities, their general intellectual approach

Continuously, researchers have identified similar key components that focus directly on active citizenship and are related to 1 ) the **individual competences** that are shaped by the person’s knowledge, skills, attitudes and values (Eguz & Kafandar, 2020); 2) **learning** as a process that can lead to improved decision making concerning issues that are connected with the community, and 3) **“learning about interactions, ties and connections to the community of citizens”** (Ahrari et al, 2014). Finally, a study undertaken in 2019, in which several participants intervened,

|                                     |                      |                                |                       |
|-------------------------------------|----------------------|--------------------------------|-----------------------|
| Responsibility                      | Patriotism           | Awareness of cultural heritage | Tolerance             |
| Industry                            | Ethics               | Honesty                        | Respect for diversity |
| Solidarity                          | Democratic attitudes | Benevolence                    | Scientific approach   |
| Self-control                        | Historical awareness | Self-esteem                    | Independence          |
| Peace                               | Equality             | Self-respect                   | Susceptibility        |
| Respect for the natural environment |                      |                                |                       |

demonstrated that the main **values** required for someone to be an active citizen are the following: The same study demonstrated that according to participants themselves, the main **skills** required to be actively participating in citizenship issues regard the development of:

|                        |                   |                        |
|------------------------|-------------------|------------------------|
| Social participation   | Observation       | Problem-solving skills |
| Decision-making skills | Empathy           | Inquiry                |
| Innovative skills      | Communication     | Entrepreneurship       |
| Temporal perception    | Social perception | Multi-perspective      |

### 1.1.1.2 Models for Youth participation and engagement

One of the key elements that determine active citizenship is Participation. When using this term, we consider that *“participation in the democratic life of a community is about more than voting or standing for election.... is about having the right, the means, the space, and the opportunity and where is necessary the support participate in and influence decisions and engaging in actions and activities so contribute to building a better society”* (Council of Europe, 2003). Moreover, Youth participation leads to numerous benefits that are connected with better decisions and better outcomes; the fact that is an integral part of a democratic society; the strengthening of young people's understanding of human rights and democracy; the promotion of social integration and cohesion in society; and the encouragement of more people to participate (WAGGGS, 1998)

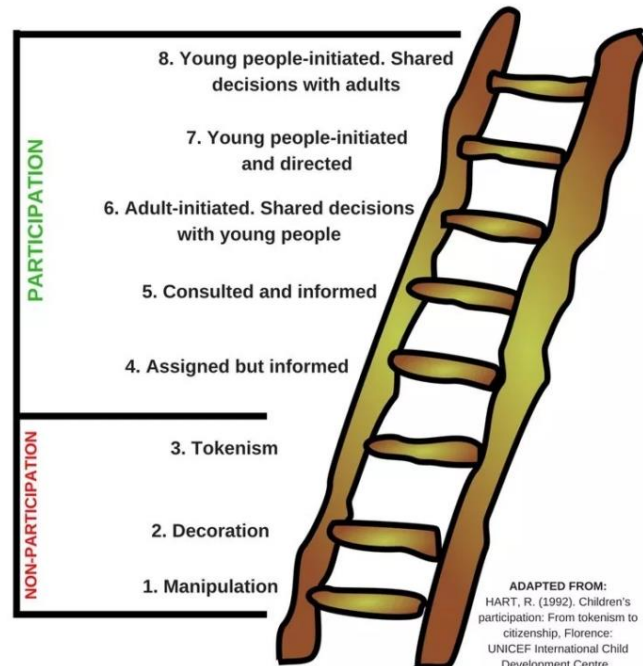
When it comes to the participation and engagement of youths, it is crucial to consider other key factors which facilitate and/or limit the level of individuals engagement such as the social, political, legal, cultural, and economic contexts in which individuals live and associate with others (Council of Europe, 2015). Psychosocial factors should be considered as well. Based on these intertwined factors, several models regarding youth participation and engagement have been developed, some of which are presented below.

#### a.Hart’s Participation Ladder

Roger Hart’s Ladder of Children’s Participation (1992) is based on the conceptual framework of Sherry Arnstein’s Ladder of Citizen Participation focusing mainly on the participation of the youths *“in adult projects, programs, and activities, including forms of work, advocacy, and citizenship.”* (Hart, 1992). Its contribution mainly applies to the fact that helped professionals that work with youths, such as youth workers, health professionals, trainers, schoolteachers etc., to reflect and re-evaluate the practices and approaches used when working with them. *“Its simplicity of form and clarity of goals enable them to find a language to look at their current ways of working*

*systemically, and in so doing, come up with something more complex and useful to their particular context.” (Hart, 1992)*

Hart’s typology of children’s participation is presented as a metaphorical “ladder” seen as a ladder having eight different rungs and is divided into two different segments. The three lowest rungs lie within the ‘Non-Participation’ zone, while the upper five falls under the ‘Degrees of Participation’ zone. The top five rungs, in the ‘Participation’ zone all represent different but valid forms of participation while the three lowest rungs are all designated as “non-participation”.

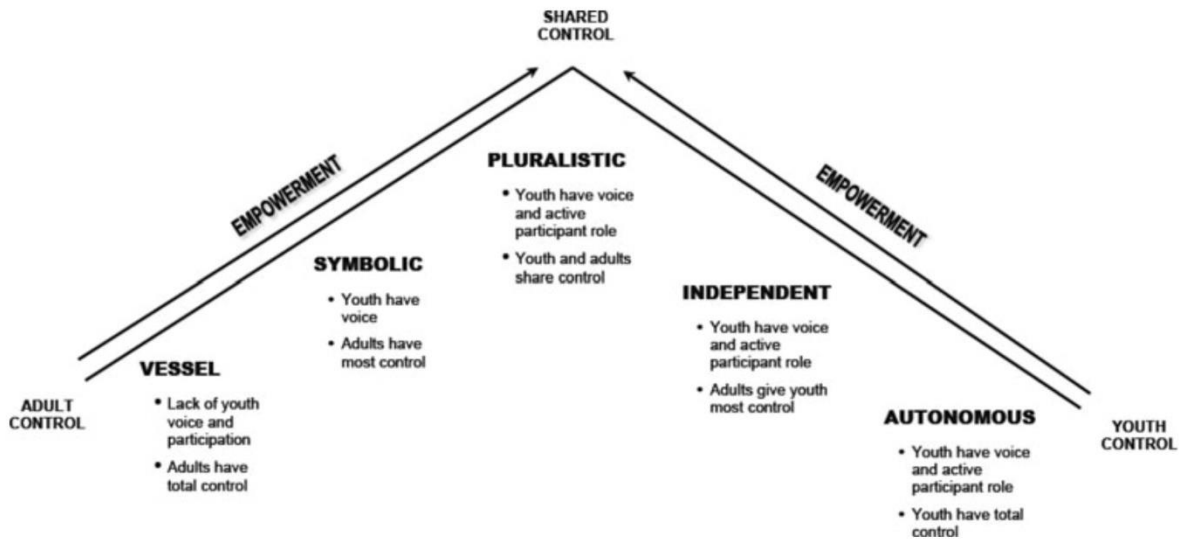


Source: <https://www.mefirst.org.uk/resource/arnsteins-ladder-of-participation/>

## b. Typology of Youth Participation and Empowerment (TYPE) Pyramid

This model of Youth Participation was developed by Naima Wong, Marc Zimmerman, and Edith Parker to provide an evidence-based model of adult-youth participation based on the newest findings in the field. The model illustrates a pyramid that is characterized by three different categorical types of participation—Adult Control, Youth Control, and Shared Control.

As derived from the scheme, Adult Control and Youth Control are on the same level, which in turn indicates the equity between these two levels. On the contrary, shared control is on the top of the pyramid *“indicating that degrees of empowerment increase for both youth and adults as participatory activities ascend toward more optimal forms of youth-adult partnership.”* (Wong et al, 2010)



Source: <https://organizingengagement.org/models/typology-of-youth-participation-and-empowerment-pyramid/>

What this model illustrates, is the role that adults should have when co-learning with youths where they can act as collaborators, instead of presenting themselves as experts. In this way, critical dialogue, awareness, and building skills towards critical consciousness in partnership with young people are facilitated. Through this process, the Youth are enhanced to act as active collaborators while sharing their viewpoints is of major importance for the promotion of critical dialogue. Hence, through this co-learning process with adults, youth have the opportunity in getting empowered reaping at the same time, developmental benefits.

### c. Conceptual Model of Youth Engagement

The conceptual model of youth engagement was developed by the Centre of Excellence for Engaging Youths back in 2003, to illustrate the factors that lead to engagement or not to various activities/ practices on behalf of youths and the significance of receiving positive outcomes in the process. Therefore, it is described as a dynamic process that consists of four key components (Pan Canadian Joint Consortium for School Health, Nd):

- 1. Initiators and barriers:** Those things that encourage or hinder a young person from becoming engaged in an activity, organization, or process (they need volunteer hours to graduate, their friend brought them, they want to make a difference in their community, etc.)
- 2. Qualities of a Youth Engagement activity:** How an activity, program, or process is carried out – the key features (Young people are involved with setting goals, positive social norms, opportunities to belong, skill building, etc.)

**3. Sustains (and barriers):** Those things that keep young people engaged over a period of time, or cause them to disengage (Follow up activities and projects, adults report back to young people on the impact of their ideas, spaces, and social networking for maintaining relationships, etc.)

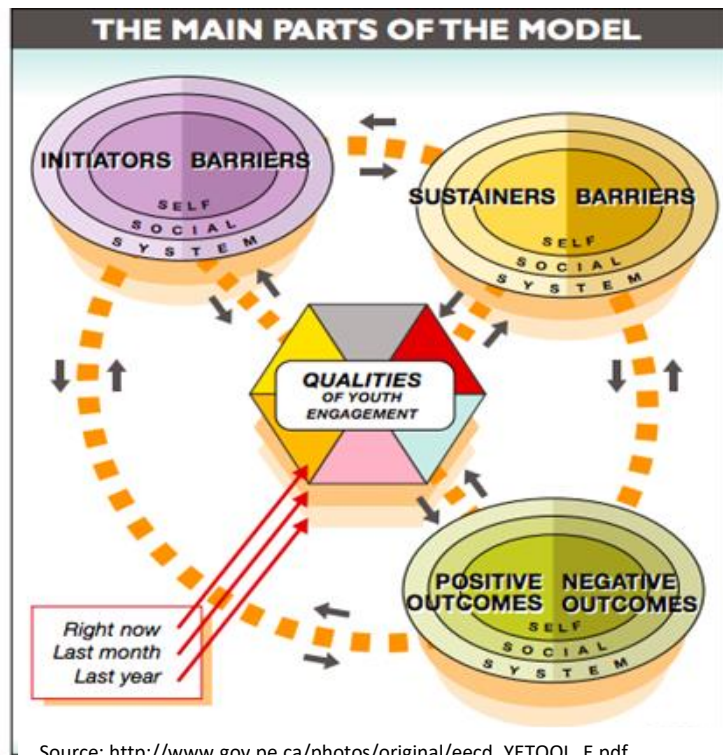
**4. Outcomes (positive and negative):** The impacts on young people, adults, programs, organizations, and the community as a result of the engagement process (a decrease in risk-associated behaviours, more effective youth policies, better relationships between youth and adults, etc.) The youth engagement process occurs at three levels: 1. Individual or “Self” level: for example, a young person’s values, temperament, interests, etc. 2. Social level: for example, the influence of friends, family, teachers, community, etc. 3. System level: for example, opportunities or policies in schools, organizations, government, etc.

Apart from these components, the model is applied in three different spheres of life, such as:

- ✓ Individual
- ✓ Social
- ✓ Systemic

#### d. The Clarity model of participation

This model was developed by Clare Lardner (2001) with the aim to provide a helpful tool for young people, Youth workers, trainers and other professionals that work with youths enabling them to compare different methods. In this model, there is no correct pathway to use for involving youths in various activities. Instead of that, different factors play a pivotal role in the chosen pathway, such as the purpose of the proposed exercise, the type of questions being asked, whether it is a one-off piece of research or an ongoing mechanism and the degree to which young people and adults want to commit to participation. In general, six dimensions of participation are identified across a continuum of power.



### e. Youth Engagement Continuum

|  |     |  |
|--|-----|--|
| Adult initiated  | ○ ■ | Young people initiated                     |
| Adults decide on agenda  | ○ ■ | Young people decide on agenda              |
| Adults make decisions  | ○ ■ | Young people make decisions                |
| Adults have most of information  | ○ ■ | Young people have most of information      |
| Relies on adults to implement action   | ○ ■ | Relies on young people to implement action |
| Replicates or linked to adult structure  | ○ ■ | Informal structure and links               |
| <p>○ Youth jury    Adults have power    Shared in between    Young people have power</p> <p>■ Youth forum</p> <p>↔</p> |     |  |

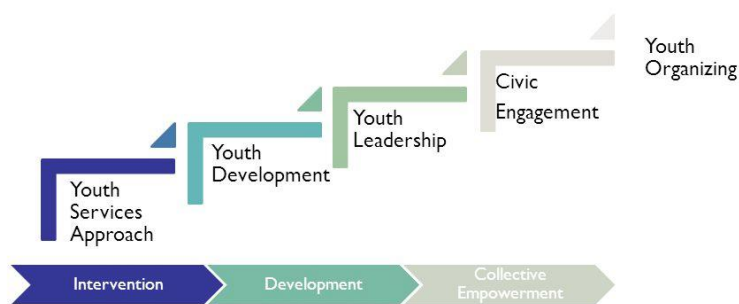
Source: [https://www.nonformality.org/wp-content/uploads/2012/11/Participation\\_Models\\_20121118.pdf](https://www.nonformality.org/wp-content/uploads/2012/11/Participation_Models_20121118.pdf)

This model was developed by the Funders' Collaborative on Youth Organizing (FCYO) in 2003 as a tool to contribute to the lack that was acknowledged regarding the marginalization that teens experienced so far in the social and political scene in their countries. Through this model, youths are empowered to challenge systems and institutions on their own. It identifies four developmental levels of youth engagement: Intervention, Development, Collective Empowerment, and

Systemic Change, and five forms of youth participation aligned with the developmental progression:

- ✓ Youth Services (Intervention),
- ✓ Youth Development (Development),
- ✓ Youth Leadership
- ✓ Youth Civic Engagement (Collective Empowerment),
- ✓ Youth Organizing (Systemic Change)

### Youth Engagement Continuum



Source: <https://bridgesusa.org/wp-content/uploads/2018/01/continuum.jpg?v=9a0d701a3b2a>

#### 1.1.1.3 Main approaches and dimensions of the basis of active citizenship

According to the Council of Europe (2006) active citizenship is characterized by four main dimensions:

- ✓ The **political dimension** where citizenship is reflected through the knowledge of the political system and the promotion of democratic attitudes and participatory skills. Within this category we find:
  - Membership
  -

- Political participation like voting in political election
  - Donations to political organizations/actions
  - Political-related voluntary work
  - Actions to stop illegal activities such as (graffiti/illegal traffic/occupation of buildings etc.)
  - Signature collection
  - Candidacy
- ✓ The **social dimension** is intertwined with individual behaviour in non-governmental actions. This element of citizenship is detected by analysing people's loyalty and solidarity with one another. Under this category are included:
- Volunteering to help with social issues like going to social dining rooms to serve food for the poor
  - Being member of a human rights organization or participating in its acts
  - Being a member of an environmental organization or participating in its activities
  - Signing petitions
  - Boycotting certain products
  - Protesting against ethical consumption
  - Participation in NGOs
  - Donating money to help the less fortunate ones
  - Organizing seminars
- ✓ The **cultural dimension** which constitutes the common cultural heritage shared by a number of people as well as by the basic skills and history they have in common. Within this category fall the following:
- Being a self-oriented student
  - Being a creative problem solver and displaying a solution-oriented attitude towards problems
  - Providing financial-self support
  - Supporting research
  - Claiming cultural heritage
  - Acquire patriotic values
  - Exhibiting a model behaviour
- ✓ The **economic dimension** is directly related to the labour market. It englobes those rights in the working environment, economic skills, training...

In general, there are two approaches through which one can comprehend the context of active citizenship. The first one refers to Sociological theories, which place more emphasis on preparing people for new jobs through socialising them at each stage of life (Ahrari et al, 2014). Moreover, Socialisation serves two seemingly opposing purposes: the one foresees "fitting people into social roles" whilst the second one leads to "individuating" people from each other. Contrary to sociologists' attention to social and structural forces and environment during socialisation,

psychological theories frequently place a greater emphasis on personal development and how it affects people to participate actively in their communities. As Eguz&Kafandar (2020) foresee in their work, Active citizenship will be for sure determined by individuals’ competencies in a sense that it will be shaped by their personal knowledge, skills, competences, and values.

In order to summarize sociological conditions, active citizenship has four dimensions that are related to citizenship practices (Ahrari et al, 2014):

- **Capacity** which refers to the way that people act in accordance with their rights,
- **Connection** reveals the relationship that people have with others,
- **Challenge** describes the desire of oneself in practices during involvement, and
- **Context** describes the way people become aware of diverse options during social practices

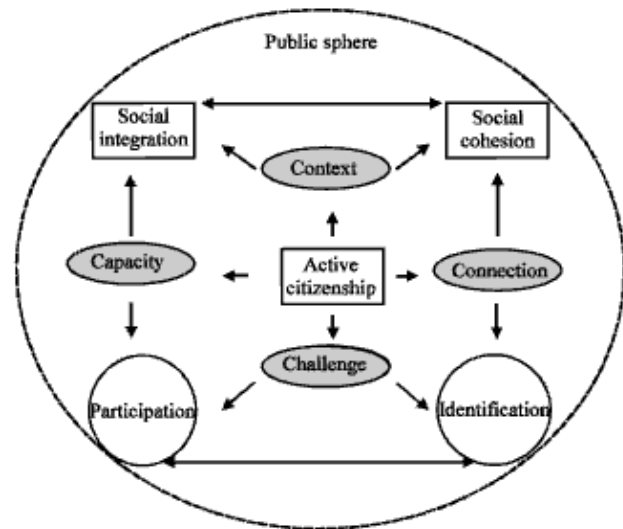


Fig. 1: Dimension of active citizenship (Jansen et al., 2006)

Each of the aforementioned points represents a unique way that a person has contributed to citizenship. (Jansen et al., 2006). As shown

in Fig. 1, there are numerous social settings or public spheres for varied active participation behaviours. In fact, this diagram illustrates the significance of participation for social integration and the role of identification in achieving social cohesion through the development of relationships that encourage and promote civic engagement.

## 1.1.2 Methodological Context

### 1.1.2.1 Educational methodologies used for the enhancement of active citizenship, environmental awareness, and sustainability to youths

Many citizenship studies emphasize more on competent as the main path to becoming active citizen which has its basis in the element of raising awareness of learners about the significance of citizenship combined with the use of introductory elements such as “learning by doing”, “discussions”, or “acquiring new skills” (Hoskins & Crick, 2010). In fact, the cultivation of civic competencies considers to be a prerequisite when aiming at the improvement of active citizenship that allows to some repetitions and exchange experience through interaction of all the parties involved in the educational process.

Apart from the civic competences, a number of different categories of competences need to be cultivated contributing also to the enhancement of active citizenship, environmental and sustainable development awareness to learners. According to Jansen et al (2006), these are:

- ✓ **participatory competencies**, which can be 'spontaneously' developed in processes of **situated learning**, linking the context of practice to the content of learning.
- ✓ **moral competencies**, which regard abilities to balance responsibility and feelings of 'togetherness', on the one hand, with respect of autonomy and diversity on the other. These competencies are promoted by experiences of **social learning**, understood as learning by participation in social practices that connect creative problem-solving to social responsibility.
- ✓ **biographical competencies**: abilities to construct '*meaningful connections between the narrative understanding of oneself as an actor ... and the context in which one operates and lives, in terms of broader themes and social issues*'. Biographical competencies are produced in processes of **creative learning**, understood as transforming experiences into motivations, affinities and commitments that link the narrative of the self meaningfully to social causes and practices
- ✓ **critical competencies** which promote the shaping of active citizenship practices and concern abilities to assess the options and restraints for action in specific contexts as well as the viability of different 'scripts'. Active citizens' critical competencies enable questioning taken-for-granted social practices, understanding their 'bias' and grasping interdependencies with broader structures and developments. Critical competencies are rooted in **experiential learning**: how to monitor (inter)actions in the settings of daily life routines

When it comes to experiential learning, studies have shown that a facilitated experiential education approach is used to ensure the young people participating are able to experience a variety of activities and process them in their own time and through their own lens while also being exposed to, and challenged by, other world views (Papprill, 2016).

Furthermore, experiences constitute an effective way of developing in the participants a sense of connection with places and with the issue(s), while also developing their critical and creative thinking skills and action competencies. In fact, students need to process experiences and information in order to derive meaning from it and to construct new or deeper knowledge associated with it. Pivotal role play, also encourages the development of leadership skills along with the cultivation of the learners' confidence so as to participate effectively in change-making activities, providing useful tips on how to re-engage as citizens and work collectively for change.

According to Hoskins & Crick (2010) research has revealed that a facilitative, learner-centred pedagogy, characterized by trust and respect, integral, contextualized values education, and personal meaning making is crucial in developing both learning to learn competence and civic

competence. Central too are problem-based thinking, and context-based, real-life learning. They show that developing civic competence can enhance students' ability to make meaning of and connections between their personal stories and society and improve their higher order creative and critical thinking skills, their communication skills, and their overall academic achievement.

Moreover, Eberlein et al (2008) stated that studies of how people learn show that **active-learning** environments involving problem-solving discussions with peers are more effective than traditional lectures. There is no doubt that good lectures are efficient ways to illuminate course content and that they work quite well for some students, but even the best lectures remain generally in the realm of "passive learning," and it is arguable that some students survive despite this approach, rather than because of it. That could be explained by the fact that Active learning method derived from learned-centred approaches stress more on students as intelligent entities rather than just receivers.

In general, learners must acquire methods of retrieving and manipulating knowledge and information. They must be able to recognize and manage their own learning processes and pathways, defining them in terms of simple local parameters and sharing them with others on a time scale dictated by the event itself. They must be able to learn from the problem and to use self-assessment to control the direction; intensity and standard of their work and in doing so contribute to the sustainability of life on this planet (Ahrari et al, 2014). To this end, as the United Nations reveal in their report (2003), if we want to equip young people to deal with environmental concerns then we should focus more on the provision on more effective environmental education. This could be achieved through the deployment of social learning for sustainable development through information that young people receive about environmental issues that derives mainly from the media. Therefore, environmental educators and the media should make greater and more concerted efforts to promote a larger process.

### *1.1.2.2 Pedagogies of Engagement*

The pedagogy of engagement describes the methodologies used in learning that learners are actively involved in the process, an element that significantly decreases the likelihood to fail (SERC, Nd). It lies its foundation on the following theorists:

- ✓ **John Dewey** who sees Learning as a **social activity**
- ✓ **Stuart Pugh**, who states that Innovative learning requires **ambiguity**
- ✓ **John Seely Brown**, who mentions that all learning requires **un-learning**
- ✓ **Jean Lave**, who advocates that learning is **situated**

The deployment of pedagogies of engagement is of major importance since they use learning methods and techniques that cultivates these learners' competences and skills that are crucial for the labour market, such as critical thinking, problem solving, creative thinking, learning to learn and so on. There are several methods that fall under this category of pedagogies with the most known to be **active learning**, **cooperative learning**, **democratic approach**, and **peer learning**, while they usually are applied during civic learning, although they can be used in all subjects.

In research conducted by Baroutsis et al (2015) it was revealed that pedagogies of engagement promote the following changes in regard to student attitudes:

- ✓ an increase in the value and significance that students attach to the principle of civic engagement.
- ✓ a change in the way that students relate to, and interact with, other members of the community.
- ✓ an increase in the degree of confidence that students express in regard to their critical thinking skills.
- ✓ an increase in the sense of efficacy that students express in regard to their ability to serve as agents of social and political change.

Based on this research, they proceeded in the drawing of a common understanding of the terms 'voice', 'pedagogy' and 'engagement', and how this combination explains that while young people are often seen as 'objects of protection' within many societies, young people themselves often identify with the understanding that they are 'autonomous individuals' and capable 'active citizens. In this sense, they came up with the conclusion that when young people are provided with opportunities to find their pedagogic voice then building active capability and civic engagement is likely to happen.

In alignment with the pedagogic voice is the research of Spiezio et al (2005), who from the standpoint of engaged citizenship, highlighted that the democratic classroom approach is designed to help students take personal responsibility for their learning, appreciate the value of participating in the life of a community, and develop a sense of confidence, efficacy, and empowerment.

In general, there are many institutional and personal gains associated with encouraging young people to find their **pedagogic voice**. The **institutional benefits** associated with encouraging young people to participate include:

- ✓ improved personal capability and potential
- ✓ capacity building for present and future democratic participation in society (Mitra 2009), and thus
- ✓ the development of critical thinking in individuals who are able, in turn, to challenge and change injustices in society.

On the other hand, **Personal gains** are closely related to:

- ✓ the development of confident, self-aware young citizens
- ✓ the building and maintenance of strong relationships among young citizens
- ✓ the development of relationships that are founded upon trust and openness

It should be stressed at this point, that Institutional and personal gains associated with pedagogic voice are clearly linked to an **individual's identity** both within and separate from their community identity.

When it comes to the learner's identity, in their research Hoskins and Crick (2010) highlighted the idea of the learning identity and more specifically, on how this enables learners to act as active learning agents within their community. Delving into the work of Smith and Spurling, the researchers revealed that lifelong learning is linked conceptually with the values of democratic debate, such as:

- ✓ The value of **group learning**, where individual members feel a sense of common purpose in the group, while at the same time feel that the group recognizes and values their individual contribution and potential
- ✓ Personal and social **commitment to learning** produces 'public goods' which are vital to everyday social and economic life
- ✓ **Equality of opportunity** in lifelong learning
- ✓ **Respecting** other's learning and respecting truth

In this sense, inclusive classroom practices that promote ownership and engagement, enable young people to become 'agents in their own learning', where the more the young people are able to participate in supportive environments and make learning their own, the most meaningful their learning will become. In fact, this process promotes the so-called **Ownership of learning**, which when linked to membership of the school's learning community also develops active and civic capability. '**Responsibility**' is one of the key elements of ownership, whilst increased responsibility constitutes a significant aspect of **democratic participation**.

Smith et al (2005) also states that classroom-based pedagogies of engagement, such as cooperative learning and problem-based learning, can help break the traditional lecture-dominant pattern. To maximize students' achievement, especially when they are studying conceptually complex and content-dense materials, instructors should not allow them to remain passive while they are learning. One way to get students more actively involved is to structure cooperative interaction into classes, getting them to teach course material to one another and to dig below superficial levels of understanding of the material being taught. It is vital for students to have peer

support and to be active learners, not only so that more of them learn the material at a deeper level, but also so that they get to know their classmates and build a sense of community with them.

When it comes to categories of **students' engagement**, Davies et al (2018) has identified the following:

- ✓ **Intellectual** is related to a student's absorption with intellectual tasks
- ✓ **Physical** has been described in terms of a student's active physical participation in lessons due to the teacher planning activities which involve motion or engagement in physical activities
- ✓ **Cultural** is often defined as whether students of all cultures feel accepted and welcomed in the learning environment
- ✓ **Behavioural** has been defined as:
  - participation in school-centred activities, such as extracurricular activities
  - school attendance
  - involvement in learning and academic tasks
- ✓ **Emotional** related to how a student feels during a particular activity, lesson or more generally with their education as a whole
- ✓ **Social** can be defined as the extent to which a student follows written and unwritten rules of behaviour, for example, coming to class on time, interacting appropriately with teachers and peers, and not exhibiting anti-social behaviours, such as withdrawing from participation in learning activities or disrupting the work of other students

Moreover, they have identified categories of **teachers' conceptions of engagement**, which include the following:

- ✓ Fun and exciting
- ✓ Problem solving
- ✓ Using rewards
- ✓ Practical, hands-on activity
- ✓ Independent or child-led activities or topics

### 1.1.2.3 Educational settings for the development of active citizenship knowledge and skills

Among academic circles there is a debate regarding the requirements that should exist that will ensure the efficient and effective development of active citizenship knowledge, competences, and skills to youths. One of the key points of arguments constitutes the educational setting within which active citizenship courses/ programs/ trainings take place and to the extent to which this is appropriate for this training. The main distinction lies between learning that occurs in **formal, informal** and in **non- formal settings**.

More specifically, formal learning refers to the process that take place within the official educational structures foreseen in each country, like schools, colleges, Universities etc. The curriculum is structured, it is planned and guided by an instructor, it usually occurs in a face-to-face setting or through an online learning platform whilst there are specific rules that all learners/students must follow. On the other hand, UNESCO (2012, p.10) defines non-formal learning as *“the learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace, and through the activities of civil society organizations.”* According to Affeldt et al (2017) the main difference between non-formal education, even if connected to official school activities and formal education, is that non-formal education takes place in less formal settings, whilst is typically not assessed, and the learning goals are not restricted by any official curriculum. However, it is a common ground that sometimes the distinction between these two educational settings is not always distinguishable nor straight forward.

In many cases, especially during the times of economic crisis that many European countries have experienced, formal educational settings are characterized by curricula with time constraints, short budget and limited infrastructure and sources in general, which in turn limits the opportunities offered to students for applying experiential and active learning. At this point, theorists call upon non-formal settings in a sense that they could be the answer when it comes to the provision of possibilities that promote experimental learning opportunities and help to develop new pedagogies and materials for practical work for later implementation in school classrooms too. In fact, non-formal learning, enables the trial of new activities, promoting student-centred, inquiry-based, interactive, and cooperative learning. In this sense, non-formal learning environments are closely related to innovation (Affeldt et al, 2017).

When it comes to the delivery of active citizenship courses, there are various research that depict the strengths and weaknesses of delivering such course in formal and/ or non-formal settings. Starting from the findings of Breen and Rees (2009), who revealed, through their research that learners indicated how community education was very different from their formal schooling experiences. They found that the environment and learning process was far more inclusive, non-threatening and engaging. Moreover, they propose that *“a facilitative approach is seen as essential to teaching active citizenship. Students are enabled to play an active role in their learning by being central to the design and implementation of the course”*. In fact, through this process learners expressed their interest on the teaching approach, which was mainly based on **critical reflection** through group discussions, **self-exploration** via self-directed learning promoting the **peer-learning**

as well. What is of paramount importance, is to make learning relevant to student's lives through real-case scenarios, which enable them to relate the theoretical part to the real – world contexts.

In other words, Breen, and Rees (2009) showcased that **non-formal learning** of active citizenship:

- ✓ provide people with some of the skills necessary to be active
- ✓ empower individuals in a range of ways (e.g., enhancing learners' self-esteem and reflective capacities).
- ✓ Teaching methods used on these courses are more inclusive, participative, and relevant to the daily lives of the learners (e.g., group discussions, learner input into the design of the course)

Some other forms related to **Informal learning** of active citizenship concern:

- ✓ Early life experiences, in the home and in the community were found to have been key factors in forming active citizens. Parents acted as role models.
- ✓ Exposure to poverty in their local community motivated participants to become active.
- ✓ Becoming a mother resulted in women becoming involved in their community

Continuously, Jansen et al (2006) having as a starting point various empirical research highlighted the *“high impact of informal learning on becoming an active citizen, with a rather minor role for formal education”*. Moreover, the experiences, competencies and insights of the deficient groups that derive from homes and communities have proved to be of high importance when it comes to citizenship education. In fact, education for active citizenship is well advised to adopt a **lifelong learning strategy**, where students should be prepared for continuous learning in the public sphere through connecting the facilitation and guidance of ‘civic learning’ to on-going daily routines and interactions both inside and outside school settings. This argument is also highlighted in the NESET II report (2018), where it was revealed that at the individual level, **education and participation in lifelong activities are ‘the strongest determinants’ of active citizenship** (pg.12).

On the other hand, in the research of Ireland et al (2016) that was carried out in English schools and beyond for the Department of Education on ‘Active Citizenship’ and young people, although there were varying results, however, one of the overall conclusions was that **the school and its structures are very important to the young people** as they have a sense of belonging and therefore tends to learn civic duties more so than within community structures. In fact, building a strong sense of community established a positive climate for the development of active citizenship opportunities and practice, which was achieved by 1) giving **voice to youths** through school formal mechanisms (school councils for example), which enhanced their involvement not only in school life but also in the decision making about their learning, and 2) establishing a climate of **mutual respect** between teachers and students.

They recognized a number of key challenges regarding the development of active citizenship that are applied to all involved parties in the schools and beyond, highlighting the need to:

- ✓ work in partnership to boost the capacity for the development of active citizenship in a range of contexts and to increase the capabilities of individuals and organizations to take such development forward with confidence
- ✓ ensure that active citizenship opportunities provide experiences not just of ‘horizontal’ but also of ‘vertical’ participation, experiences of both taking part and attempting to effect change.
- ✓ provide sufficient training and development, particularly for teachers and school leaders, in order to boost the capacity, capabilities and confidence of individuals and organizations to develop and take forward citizenship as an active practice.
- ✓ recognize and promote the central role of schools, and the particular contribution of citizenship as a curriculum subject, in laying the foundations for active citizenship for children and young people.

In general, the acquisition of interpersonal, intercultural, social, and civic competences is of major importance for all citizens. What we have to keep in mind, is that Active participation of citizens aims to improve not just the knowledge, but also the motivation, skills and practical experience needed to be an active citizen (Council of Europe, 2010). For this, democratic values, human rights and responsibilities, social participation, and civic engagement, should all be promoted in formal, non-formal and informal educational contexts (NESET II, 2018).

### 1.1.3 Challenges in active citizenship courses provided to youths

Active citizenship is an incredibly important form of civic engagement, which encompasses a wide range of values and activities. Through active citizenship, existing structures can be challenged, social connectedness can be improved and people can be empowered with the knowledge and understanding required to make informed decisions and influence the decisions which affect their lives.

One of the aims of Citizenship is to develop an interest in and commitment to, participation in volunteering as well as other forms of responsible activity. Active citizenship, including volunteering should involve learning about and learning how to influence decisions, improve communities and solve problems together. Youths will also develop their knowledge whilst using skills to research challenging issues, debate problems and evaluate strategies and actions they have taken to address issues of concern within their life and wider community.

It is important to consider the social, political, legal, cultural, and economic contexts in which youths are active which can facilitate or limit their level of engagement. These categories are intertwined and often overlap. Research has revealed that the tendency of youths to participate less in their communities derives from the following findings:

- ✓ First of all, over the past decade, **social exclusion, disengagement, and disaffection of young adults** have been among the most significant concerns faced by EU member states. Some young adults

- are particularly at risk of being excluded and marginalized, such as early school leavers, members of ethnic minority groups, young refugees, and migrants (Kersh et al, 2021)
- ✓ Secondly, young people may **lack the knowledge and skills to act effectively as citizens** and are often not strongly embedded within their communities (Kersh et al, 2021)
  - ✓ Thirdly, young people **feel representative institutions are out-of-touch and not accessible to them**, particularly individuals from marginalized or disadvantaged backgrounds, and that young people overall are less ready to participate in the traditional political and representative structures (WAGGGS, 1998)
  - ✓ Fourthly, over the last few years the numbers of young people involved in the traditional structures of society is declining due to the **rapid pace of social, economic and political change** that has led to the breakdown of traditional communities; young people **no longer have a sense of belonging to one distinct community** but develop relationships which are more fluid and transitory; or that **people have become more individualist** and no longer have the time to spend on community activities (WAGGGS, 1998)

Having these as a starting point, designers of training courses that are addressed to youths, as well as youth workers and trainers, have to consider several factors when designing and planning the delivery of a course to youths. These factors concern:

- ✓ Educational background
- ✓ Family status
- ✓ Region of residency
- ✓ Economic status
- ✓ Political beliefs
- ✓ The fact that not all youths share the same visions and dreams
- ✓ Activation in practices like volunteerism, protest etc.
- ✓ Hobbies and Interest
- ✓ Psychological profile, beliefs, and attitudes

Apart from this, designers should always keep in mind that the core substance of education in active citizenship must help to understand how the fundamental principles of democracy can be effectively implemented in concrete situations. Such an effective implementation demands that students develop attitudes and competences (or soft skills) such as communication (which starts with a capability to listen), teamwork, autonomy, sense of responsibility, tolerance, ability to negotiate and to reach a compromise, some realism, adaptability, and creativity, etc. (Michel, 2015).

#### 1.1.4 Environmental and sustainability awareness related issue

#### *1.1.4.1 Internal and external factors that affect behaviours of youths towards environmental and sustainability issues*

There are numerous factors that determine the actions of each and every individual on this planet. Some of these are activities that are made deliberately while others are unconscious with their foundation to be upon mechanisms that are socially and culturally constructed and transferred to people as something that is given. As Edel et al (2022) state, environmental behaviour and awareness differ according to:

- ✓ the household composition,
- ✓ income, and
- ✓ educational structure of families.

Environmental policies should consider that families are becoming increasingly heterogeneous. Families should be perceived as ‘change agents’ when it comes to environmental policy. Moreover, they highlight that not all families have access to the resources necessary for a sustainable lifestyle. For example, low-income families cannot always afford sustainably produced food, families in rural areas cannot fulfil their mobility needs without a car, etc.

Apart from these apparent factors, there are others that operate quietly, such as:

- ✓ culture
- ✓ ethics
- ✓ beliefs
- ✓ habits

According to OECD (2018) education plays a pivotal role in raising environmental and sustainability awareness to youths about climate change, showcasing at the same time all these factors that determine the way people behave and act towards environmental issues. Furthermore, since the problem is global, it is suggested that education for global competence should be promoted based on intercultural education, global citizenship education and education for democratic citizenship. In this sense, “competent people create opportunities to take informed, reflective action and have their voices heard. Globally competent people are engaged to improve living conditions in their own communities and to build a more just, peaceful, inclusive, and environmentally sustainable world” (pg.6).

Moreover, young people have already shown that they have the motivation, creativity, and passion to play a central part in climate responses. An enabling policy environment and a youth inclusive approach to government program development and implementation can play an important part in supporting young people’s efforts towards a more climate-resilient society. It is

important that climate change is integrated in education systems, not only in terms of understanding geophysical processes, but also the social, political, economic, and technological aspects of climate change. Education can play a key role in cultivating the involvement of engaged and informed young people in climate change responses. For this to happen, policymakers need to consider young people as important stakeholders, beneficiaries, agents of change and communicators of good practice, ensuring that their needs, vulnerabilities, rights, and agency are reflected in policies, and as such they should also be equally involved in the policy making/decision making procedures (SAIIA, 2020).

#### 1.1.4.2 Good Practices

Someone may think that with all these factors that affect the raising of the environmental and sustainability awareness of the youths, then the outreach of our goals for combating climate change may not be realistic and feasible. When doubts overwhelm then it is wise to take a closer at good practices and examples that shed a light on how to do it by paving the way.

#### **PEACEBUILDERS of LESVOS**

They partnered with locally grown grassroots LATRA Innovation Lab, to create an innovative youth-led peace-building program which combats the xenophobic sentiments of different local communities by engaging refugee children, unaccompanied minors and youth and starting a dialogue around topics of solidarity, inclusion and embracing of the ‘other’. Our colleagues in Greece set an example of how to engage youth innovatively in order to meaningfully participate in civic, social, cultural, and political life. Even as these young people await to become European citizens, they still have a right to express their concerns about the local communities they live in. Because, after all, everybody has a right to experience equality and freedom from discrimination.



#### **LAG Zagorje-Sutla and Network of Associations Zagor**

LAG Zagorje-Sutla and Network of Associations Zagor got together and created a project idea to change the lack of civic participation and increase rural youths' participation. With their project idea Take the Money and Do Something for the Youth they aimed to introduce youth to participatory

budgeting and support them in democratically realizing their community projects. They aimed to encourage youth to be actively involved in decision-making processes with their local municipality



and strengthen the dialogue between youth and public decision-makers. Most importantly, they also introduced an opportunity for public decision-makers to deepen their understanding of the needs and interests of young people.

### **WANTED: Agents of change in Central and Eastern Europe outside the big cities**

Mapping four regions in Central and Eastern Europe to give visibility to local actors. Sofia Platform Foundation's team as partner in Civic

Europe is launching a mapping of the local civic context & actors in four so-called civic desert regions in Central and Eastern Europe. The mapping will help us identify the biggest opportunities and threats to civil society in those regions, the relationships between actors and the potential for more cooperation.

### **UN Environment Programme**

The Tide Turners Plastic Challenge Badge, supported and funded by the UK Government's Department of Environment, Food and Agriculture, has recently been developed as part of UNEP's [Clean Seas Campaign](#) to educate young people about plastic pollution and to encourage them to play a part in resolving pressing environmental issues.

UNEP has been working with the Scouts, the Guides and Junior Achievement across various African countries, India, and the Caribbean with the aim of mobilizing thousands of young people to participate in the fight against plastic pollution and marine litter.

### **UNEP-YEA Green Jobs initiative**

This UNEP-YEA Green Jobs initiative focuses on improving education for green careers and job placement processes for educators and employers. It supports an emerging international trend in curricula, research, career advising and job placement to build the workforce we need for a sustainable and inclusive future. It also supports the fulfilment of national climate commitments.

Outcomes of this initiative are increased awareness of:

- ✓ The growth of green jobs
- ✓ How to bring a green lens to any job/organization
- ✓ Green jobs pathways (e.g., skills/educational/career pathways)

- ✓ How students can get involved with green opportunities today (e.g., ways to include applied, real-world projects in curricula as a high impact learning practice for undergraduate and master's projects, and MA/MS/ PhD practical theses).
- ✓ The need to include environmental and social sustainable development knowledge and skills in all majors so students become educated employees or employers, consumers, community members, and investors.

This initiative also creates stronger pathways for improved processes between SDG practitioners, employers in the green economy, and the education institutions to:

- ✓ Bring a green lens to all professions
- ✓ Increase job placement of students
- ✓ Improve quality of curricula to meet career pathway and employer needs
- ✓ Connect students to practitioners for applied projects/research
- ✓ Enhance green entrepreneurship

### GEO-6 for YOUTH

Through GEO-6 for Youth, UN Environment Programme aims to reach a young audience and raise awareness about youth and environment issues. GEO-6 for Youth is here to help understand environmental issues and how they relate to young people, but most importantly to show how the youth have the power to bring about transformative change.

GEO-6 for Youth is a one-stop-shop for a young person to understand the state of the environment, what they can do every day to drive markets to adopt environmentally sustainable products and services and how to develop their skills and choose environmentally sustainable careers. The report provides background to help understand the issues, but most importantly shows how youth have the power to bring about transformative change for the environment.

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[European Minority Youth Inclusion](#)

[Ladder of Participation.doc](#)

[Ladder of Children's Participation – Organizing Engagement](#)

[Youth Engagement Continuum – Organizing Engagement](#)

## 1.2. Focus groups and /or in-depth interviews with stakeholders, representatives and staff in Youth Organizations, youth workers and youths

### Introduction

The main purpose of this report is to present the knowledge gained through Focus Groups and / or In-Depth Interviews foreseen in the approved project proposal, about the practices followed for the enhancement of **active citizenship** and the **environmental and sustainability awareness of youths** based on the perspective of various stakeholders/ experts involved in training and working with youths. The research focuses on certain aspects, such as the ones given below:

- ✓ Climate Change, sustainable development
- ✓ The role of Active Citizenship in EU and the sustainable development awareness
- ✓ Necessary behavioural changes, cultural values, consumption habits and lifestyles that contribute to sustainable development
- ✓ Solutions to environmental problems through social entrepreneurship
- ✓ LIFE Comp competences
- ✓ Elements of training methodology

The target groups of this research are 1) Youth workers, Representatives and Staff in Youth organizations, Trainers, and other professionals that provide services and support to youths, and 2) Youths. In total, ninety-six (96) participants (approx. 15 per partner country) were involved in this activity either through Focus Groups and /or In-depth Interviews. The template of the questionnaire for both target groups is presented in ANNEX I.

This report consists of four different parts. In the first part, the profile of the participants per partner country is presented, in the second and in the third one the answers of the two target groups (namely Youth workers, Representatives and Staff in Youth organizations, Trainers, and other professionals that provide services and support to youths, and Youths) are presented, per question and per partner country respectively. Finally, the 4<sup>th</sup> and final part provides a consolidation of the findings in the form of a SWOT Analysis, where the key strengths, weakness, opportunities, and challenges that arose from the research are highlighted.

### 1.2.1 Profile of the Participants

In general, ninety-six (96) participants were actively involved in the research about the practices followed for the enhancement of active citizenship of youths and the environmental and

sustainability awareness of youths in the partner countries. More specifically, the mixture of participants is indicated below:

- ✓ Six (6) youth workers, trainers, staff in Youth organizations and other professionals that provide support to youths **AND** nine (9) Youths from Cyprus
- ✓ Seven (7) youth workers, trainers, staff in Youth organizations and other professionals that provide support to youths **AND** eight (8) Youths from Greece
- ✓ Nine (9) youth workers, trainers, staff in Youth organizations and other professionals that provide support to youths **AND** seven (7) Youths from Spain
- ✓ Eleven (11) youth workers, trainers, staff in Youth organizations and other professionals that provide support to youths **AND** four (4) Youths from Italy
- ✓ Seven (7) youth workers, trainers, staff in Youth organizations and other professionals that provide support to youths **AND** eleven (11) Youths from Bosnia and Herzegovina
- ✓ Twelve (12) youth workers, trainers, staff in Youth organizations and other professionals that provide support to youths **AND** five (5) Youths from Ireland

### 1.2.1.1 Age of the participants

#### Youth Workers:

|                    |           |
|--------------------|-----------|
| 13 to 18 years old |           |
| 19 to 25 years old | <b>6</b>  |
| 26 to 35 years old | <b>23</b> |
| 36 to 45 years old | <b>13</b> |
| 46 to 55 years old | <b>7</b>  |
| Over 55 years old  | <b>3</b>  |

#### Youths:

|                    |           |
|--------------------|-----------|
| 13 to 18 years old | <b>5</b>  |
| 19 to 25 years old | <b>27</b> |
| 26 to 35 years old | <b>11</b> |
| 36 to 45 years old |           |

### 1.2.1.2 Educational Background

#### Youth Workers:

|                               |           |
|-------------------------------|-----------|
| Secondary education           | <b>5</b>  |
| Higher education              | <b>6</b>  |
| Vocational Education Training | <b>1</b>  |
| Tertiary                      | <b>16</b> |
| MSc/Postgraduate              | <b>18</b> |
| PhD                           | <b>6</b>  |

#### Youths:

|                               |           |
|-------------------------------|-----------|
| Secondary Education           | <b>6</b>  |
| Higher education              | <b>16</b> |
| Vocational Education Training | <b>2</b>  |
| Tertiary                      | <b>12</b> |
| MSc/Postgraduate              | <b>8</b>  |
| PhD                           |           |

### 1.2.1.3 Occupation

|   |           |
|---|-----------|
| Youth worker                                      | <b>7</b>  |
| Representative of Youth Organization /association | <b>6</b>  |
| Staff in Youth Organization/ association          | <b>10</b> |
| Trainer   | <b>25</b> |
| Other professionals that work with youths         | <b>10</b> |
| Student / pupil                                   | <b>38</b> |

### 1.2.1.4 Experience in the Field

|                                    |           |
|------------------------------------|-----------|
| Up to 1 year                       | <b>7</b>  |
| 2 to 5 years                       | <b>24</b> |
| 6 to 10 years                      | <b>14</b> |
| Over 10 years                      | <b>18</b> |
| Not applicable (in case of youths) | 33        |

## 1.2.2 Findings from the survey with the participation of Youth workers, Trainers, and other stakeholders

This questionnaire entails eleven (11) questions, about certain objects which relate mainly to active citizenship to Youths and the environmental and sustainability awareness. They focus on research about the practices followed by youth workers, trainers and other stakeholders when working with Youths such as the organization of activities on the abovementioned fields and on social entrepreneurship, in the use of storytelling as a method, the educational environment within which the learning process is being carried out, and the use of digital tools and applications etc.

### 1.2.2.1 Activities that enhance youths Citizenship and Active citizenship

In **Greece**, participants named numerous activities for enhancing Youths' active citizenship, which are differentiated in terms of activity and perspective. The main of them concerned:

- ✓ informational sessions to youths in order to enhance their employment status,
- ✓ voluntary activities about the environment protection, reforestation after wildfires, sustainable development, and culture.
- ✓ activities about history, psychology and social issues, sport events through voluntary actions.
- ✓ lesson activities that motivate students to promote their work (as an informal practice) through volunteering to people in need and offering their services to these vulnerable groups for free.

- ✓ organization of the so-called “Career days” where young people get in touch with local entrepreneurs, learn about the needs of the labour market in terms of professions and individual skills and abilities within the communal and regional context.

In **Cyprus**, the answers that were stated, were various and depend on different topics. All youth workers have mentioned that they implement activities that enhance youth’s citizenship and active citizenship through the organizations that they work with. Specifically, they have mentioned that they organize different training and events about active citizenship related to environmental topics such as Circular Economy, Climate Change and Environmental Awareness for youths. The activities are mainly training activities, workshops, seminars, lectures, and interactive events.

One particular answer included activities on global education, misinformation, critical thinking, social and green entrepreneurship.

In **Spain**, youth workers that completed the survey were:

- ✓ Teachers working for British Schools in Valencia
- ✓ Teachers working for semi-private Spanish Schools in Spain
- ✓ People working as volunteers for NGOs which are directly in touch with youths

The answers to this first question heavily depended upon the type of school system each of the respondents belonged to. The results reflect the following:

1. Those who specified to be working for a British system said that there are some specific subjects included in the Curricula which are concretely addressed at ensuring that kids are furnished with the instruments and knowledge to lead happy, healthy, and safe lifestyles as by means of using creative and interactive activities including class discussion.
2. Those who said to be working for Spanish learning systems, mentioned that by law, they are obliged to teach X subject in X amount of time and given the workload, there is little scope of time to debate, open class discussions or do other activities which foment class participation, involvement, or youth initiative.
3. Finally, those working for NGOs mentioned that the work provided is much more practical and consists in helping others, they frequently implement activities that enhance youth’s citizenship as it is them who must carry on the tasks to ensure the fulfilment of the whole result.

The difference between the three systems demonstrates the lack of flexibility allowed by Spanish policies which obliges to a straightforward learning methodology that in some way, poses an obstacle to advance in the teaching of active citizenship. This is why they should find the way of

making teachers understand that they have to allow contribution, discussion, and participation of their students in every activity, decision and step they take.

In **Italy**, participants stated that they implement different activities to enhance citizenship and active citizenship.

- ✓ some of them exploit the European projects through the development/ use/ adoption of training toolkits aiming at increasing awareness and mastering of social and entrepreneurial competences, responsible and sustainable growth both within personal and professional life of young emerging and existing entrepreneurs to create value for themselves and their communities
- ✓ others try to convey this view to their peers and to younger generations through different inclusive and participatory activities involving citizen and supporting activities as permaculture, reforestation, urban regeneration, gardening, neighbourhoods associations taking care of green public space.

It should be noted that some of the participants complained about the **low level of participation** - especially among young people **due to and the lack of interactive material** which can help to support this kind of activities.

In **Bosnia and Herzegovina**, all the research participants responded that they implement these activities that enhance citizenship and active citizenship that concerned:

- ✓ writing texts about public local problems,
- ✓ public initiatives and problem solving,
- ✓ protests, round tables,
- ✓ youth trainings on public reaction,
- ✓ citizen education, promotion, and presentation of the Law on youth, youth activism and volunteerism,
- ✓ violence prevention,
- ✓ craft skills development – integration of youths without parents into society through program of skills development,
- ✓ peace and tolerance activities promotion among cities from different entities etc.

In **Ireland**, participants mentioned that they implement activities and programs that relate to:

- ✓ Erasmus+ Projects,
- ✓ Team Sports,
- ✓ Political Participation
- ✓ Civic Engagement training
- ✓ Community building
- ✓ Citizenship classes in schools

### 1.2.2.2 Provision of support for Personal development

In all partner countries the data retrieved from the Focus Groups and/or In-Depth Interviews with Youth workers, trainers and other stakeholders showed that there are various activities organized for the provision of support for Youths' personal development. More specifically:

In **Greece**, the provision of support mainly focuses on providing information, raising awareness, activating personal symbols through the development of the social sensible responsibility, and the cultivation and/or development of knowledge and skills. The activities described by the participants were:

- ✓ Strengthening of youths' self - awareness and sense of responsibility.
- ✓ Promotion of their initiatives and particular potential through ways to find a job and enrich their CV.
- ✓ Boosting their sense of entrepreneurship and social entrepreneurship.
- ✓ Organization of cultural events and activities that encourage young people to engage with the public, taking care of their place and the environment while respecting tradition, knowing the past for understanding their future, raising awareness of sustainable development and a sense of responsibility.
- ✓ Promotion of issues related to mental health and psychology matters.
- ✓ Provision of consulting, mentoring and encouragement of youths on how to achieve their goals and raising their voices in the community as well.
- ✓ Strengthening the youths to feel that they are useful in the community, that they shouldn't be disappointed when things don't have the outcome they want at a specific time and that they should always pursue their dreams and goals.
- ✓ Highlighting the critical pathways that not only boost their personal development but also push them to seek for their personal development on a regular basis.

In **Cyprus**, the answers received were very positive since they have mentioned that youth workers provide a lot of educational material and eLearning material related to environmental topics to youths. In addition, they are bringing the youths together to establish a network motivating them at the same time by highlighting the importance of staying active in the community.

They also stated that they organize short projects that show people how to use material that were or would otherwise be used for making social impact and by involving small groups from the community in order to raise their awareness on these subjects and seek for their personal development.

Particularly one participant has stated that through online platforms, mentoring, training to educators on how to create specific actions that may have impact on the local community and thus can enhance youth's active citizenship.

In **Spain**, those participants teaching in English schools mentioned that in the specific subject addressed to people's well-being they teach how to:

- ✓ take and share responsibility - for example, for their own behaviour; by helping to make classroom rules and following them; by looking after all aspects of care as well.
- ✓ feel positive about themselves - for example, by having their achievements recognized and by being given positive feedback about themselves.
- ✓ take part in discussions -for example, talking about topics of school, local, national, European, Commonwealth and global concern.
- ✓ make real choices -for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly.
- ✓ consider social and moral dilemmas that they come across in everyday life -for example, aggressive behaviour, questions of fairness, right and wrong, use of money, simple environmental issues.

Notwithstanding, in the Spanish system teachers said that they try to instil in students, as frequently as possible, children's personal development by recalling some environmental actions that they must be committed to within the school and outside it.

NGO volunteers said that they are continuously seeking student's enrolment in activities during sessions to make them participate and that they frequently open debates to share ideas without being judged as these activities are carried out outside of the normal in class curricula.

In **Italy**, real-life examples, activities and training programs consist in practical strategies, methods, tools, and knowledge that support Youths in multiple levels, such:

- ✓ knowledge of several frameworks provided by The EU Commission such as EntreComp, Green Comp and DigComp.
- ✓ Youth and Vet training for helping youths to improve their skills
- ✓ Activities in schools, involvement in events, possibility to do community service

In **Bosnia and Herzegovina**, participants mentioned that they organize seminars and trainings for young leaders for developing their social skills for youths. Some of them have trained them to write their own projects and initiatives. The attention was especially given towards building of the soft skills, professional skills development with the aim of finding employment. Some of the organizations worked on activities to raise awareness of the youth regarding their rights, activities against human trafficking, confidence building, public performance, advocacy, prejudice and stereotype removal, tolerance building. Also work with young people on mental health, critical thinking, handling stress through various workshops and useful materials, contacts.

In **Ireland**, participants mentioned that they implement activities and programs that relate to:

- ✓ Digital literacy Youth Empowerment,

- ✓ Local training to youth group on mental health and personal development,
- ✓ Fun activity Camps for children both for fitness and health and Community building

### 1.2.2.3 Skills and competences on social entrepreneurship

In all partner countries, apart from Ireland and Spain, participants mentioned that they organize activities that enhance the development of skills and competences on social entrepreneurship.

In **Greece**, some participants mentioned that they follow specific plans aimed at the promotion of specific competences like critical thinking, changing attitudes and openness to change, being adaptable to transitions and having prosocial behaviour and communication. In addition, there are courses that are based on the fundamental principle of social entrepreneurship where it is highlighting the importance for the citizens, not only to see how an enterprise gains profit, but also how this profit could be a benefit for the community as a whole. In fact, a different perspective of the entrepreneurship is presented that indicates another way of the distribution of profit that could benefit not only the entrepreneurs themselves, but also those people being close and around them such as the local community. The key point of courses based on social entrepreneurship is that the social mission and vision do not contradict with profit gains as someone could think, but that they can go hand in hand and become the solution to many problems in a community level, thus leading to the community's prosperity.

In **Cyprus**, particularly they have mentioned that they are trying to develop critical thinking to youth which is one of the most important skills today (especially with the spread of fake news about environmental topics etc.). In addition, they expressed that they are trying to cultivate leadership, team working, and ways to manage risks and thus to identify opportunities.

Additionally, they stated, they can show people how to up-cycle things made entirely from plastic bags into new multi-use items, which that shows with a simple workshop people experienced this and thus created their own social enterprise.

One particular participant has mentioned that there are specific skills that they are planning to cultivate, and they are:

- ✓ Local Mapping
- ✓ Stakeholder Analysis
- ✓ Collective Mind-Mapping for problems
- ✓ Actions and Activities to address it through direct action
- ✓ Digital Activism

In **Spain**, all participants replied negatively to this question. They all said that they don't have or can't implement a plan for the cultivation of specific skills and competences on social entrepreneurship to youths. Some said that the majority of activities they carry out are anonymous and this prevents the exploitation of specific individual qualities.

It is also true that during school, entrepreneurship in general is not promoted and that during university/master's degree, social entrepreneurship is only taught to those students who are attending specifically MBAs rather than other careers.

It is important to take this point into account when the Handbook for trainers is developed, so that emphasis can be put on the importance of transferring knowledge in the field of social entrepreneurship.

In **Italy** participants described two main pathways through which youths acquire skills and competences that are related to the field of social entrepreneurship.

- ✓ Through the current EU funded projects that lead to the development of training toolkits that have as a main target the social and sustainable entrepreneurial education for youths.
- ✓ Through several youth training activities in different fields.

In **Bosnia and Herzegovina**, half of the respondents mentioned that it is in their plans to develop activities that will educate young people in the field of social entrepreneurship. They are in the process of building legal foundations for it such as social startup registration or elaboration of strategic document. Some of the respondents are already working on this though holding courses on crafts such as sewing workshops.

In **Ireland**, as mentioned above, the vast majority of participants stated that they are not focusing on the development of skills related to social entrepreneurship. Only a few of them stated that some of the activities that they conduct have an indirect effect on skills and competences that are connected to social entrepreneurship but in indirect way.

#### 1.2.2.4 *Familiarity with LIFE Comp Framework*

In half of the partner countries, like **Greece, Spain** and **Bosnia and Herzegovina** none of the participants were aware of the LIFE Comp Framework. However, all of them were willing to learn more about it and how they could integrate it within their activities. Some of those also believe that it is essential to include a catchy and simple definition that can be understood by all audiences considering that trainers are the first ones who must be aware of what LIFE Comp is and that they can transmit the message to their students without any difficulty. Some examples on each of the LIFE Comp framework would be also really helpful toward this direction.

In the rest of partner countries, like **Cyprus, Italy**, and **Ireland**, only very few of the participants were aware about the LIFE Comp Framework. Particularly one of the participants in **Cyprus** mentioned that they do empower youth to develop their full potential and build a meaningful life by thinking critically in order to tackle any challenge in their life as adults. In **Italy**, some of them stated that they are already using it in some EU funded projects as a reference for the competences addressed in the training toolkits. Others are aware but they hope soon in the future to integrate

it. Similarly, in **Ireland**, only a small percentage of people knew about the framework, however they hadn't used it so far within their practices.

#### 1.2.2.5 *Teaching approaches followed for engaging and committing the youths*

In **Greece**, they use various approaches like active learning, experimental learning, collaborative, and trans-formative learning, contact and research of existing cases. They try to teach them through the use of real-life examples / facts in order to be able to change their mindset about certain things, which in turn may have led them to form specific attitudes and / or prejudices, which usually derive from their close family environment. Through collaborative activities participants mentioned that they seek to encourage youths to rely on each other and to understand that the achievement of a project is a threefold procedure that requires *a)* the complementarity of the skills of those that are involved, *b)* the division of labour according to the qualifications and skills one possesses, *c)* the existence of cooperation between them and mutual respect for personality and the difference of the other.

In **Cyprus**, the answers provided to this question were very positive since they expressed that they are trying to incorporate several types of learning in their approaches. Mostly, they try to have interactive activities and challenge-based learning activities. In many cases they introduce collaborative learning and team activities.

Two participants have mentioned that non formal education is the base of our learning, which of course includes active and participatory learning. Moreover, with one particular participant stated that all three are very important components.

One participant stated that he/she integrates Problem based learning approach, Challenged based approach, and Learning through playing.

In **Spain**, the answers provided to this question sum up to the same point. All participants argued that for youths to be engaged in something it is essential that they are motivated and interested in the topic. Participants added that to make a topic engaging they usually made interactive activities, take youths outdoors or pair them up with friends to go out and find or do things for themselves. Respondents notice that if they themselves were excited about a particular topic, their willingness to teach was higher and thus they explained better, and children could pick up the knowledge with more ease.

In **Italy**, respondents mentioned that they use various approaches for enhancing the commitment and engagement of youths during the learning process are:

- ✓ active, experiential, and collaborative learning
- ✓ learning by doing approach along with reflective methods based on real-life case studies and best practices.
- ✓ Interactive learning, visual materials, gaming activities

- ✓ Combination between a Theoretical training approach quite traditional and experiences gained in the field through educational outings

In **Bosnia Herzegovina**, after theoretical modules, youth have the opportunity to exercise in practice the gained knowledge. Active learning constitutes the preferred method of all respondents since they find to be the best approach when working with youth. Their main argument for this, is that through its young people are given the opportunity to be creative and innovative and are equally treated as part of every process which aims to develop their personality and professional competences.

In **Ireland**, the respondents mentioned that they use several methods and approaches for supporting the professional development of Youths, such as:

- ✓ Gamification and Challenge based learning
- ✓ Project-based learning, Experiential learning, Active learning,
- ✓ Collaborative learning and Teamwork

#### 1.2.2.6 *Educational settings proposed for Youths*

In **Greece**, most of the participants, believe that youths can learn better using the study of real and not hypothetical cases, making discussions with representatives / experts / professionals of each case. Learning becomes easier when there is the experiential element and interaction, in workshops and outdoors as well as experiential laboratories. One of the participants expressed his concern that **storytelling plays a pivotal role, since a less interesting story may lead youths to lose their interest on the activity.**

Some of the methods that they proposed are:

- ✓ projects and work-based learning,
- ✓ participatory processes, study visits, which help them to enter in a real working environment and explore its dynamics
- ✓ storytelling from experiences of specialists / professionals / experts that will inspire them to follow their footsteps.
- ✓ watching movies and videos based on real stories and practical exercises.

However, in contrast to the rest of the team, one of the participants expressed his/ her concern about the existence of a learning environment that is fully informal for youths. The main argument is that youth need a semi-structured environment and an organized education process because due to age and lack of experience they cannot manage the freedom set by an informal education environment. In addition, for avoiding any misunderstandings and misconceptions the goals and rules of the educational process must be clear.

In **Cyprus**, the main conclusion that can be extracted from the answers provided to this question, is that the best way to learn about a topic is through either formal or non-formal education such as through e-class with exams and a certification at the end, or classroom learning. This is a really good motivation for a youth who wants to learn about something and have proof that they have participated in it. However, for topics such as entrepreneurship and social entrepreneurship is better for the youths to experiment and to practice (for example try to build their own company or develop their own idea).

One participant mentioned that when the learning addresses their local circumstances, the setting can be in a classroom, but the setting has to be informal and conversational. The creation of emotional connection through experiential, collaborative and active learning is what creates active stakeholders.

Another participant stated that he/she has observed that the majority of youths are more focus when they are dealing with activities and convey its message through play experience outside, while the minority prefers the traditional approach in the classroom.

In **Spain**, the main conclusion that can be extracted from the answers provided to this question is that all teachers and volunteers (independently of the system they taught in) have noticed that their students thrive when activities are carried out outdoors or when there is a practical element to the activity that involves them in the process and makes them feel a bigger part of the result whether it is because they were able to contribute with their own hands or whether it is because they are proud of the outcome.

In **Italy**, participants believe that within informal contexts, with peer-to-peer activities and group labs / workshops youths are anticipated to learn better through

- ✓ hands-on nature, otherwise, they get bored easily
- ✓ Non formal setting environment
- ✓ Flipped classroom
- ✓ Learning by doing
- ✓ through activities in the field,
- ✓ outdoors or in informal settings.

Their main argument is that the youths don't get bored, and they feel free to express themselves and, under these circumstances, their intuitive processes and perceptions are activated, which are prerequisites for lasting learning.

In **Bosnia and Herzegovina**, all the respondents stated that informal learning gives the results when it comes to young people. In addition to that it is good to give them the opportunity to make decisions and lead some activities. In this way, they will also learn and fully understand what it is to be a leader. Moreover, outdoor education has proved to be an extremely helpful and productive environment.

### 1.2.2.7 Usage of digital tools and applications when working with Youths

In **Greece**, all the participants mentioned that they use digital tools and applications with the most commons to be videos and e-learning platforms. One of the positive aspects of integrating methods of ICT within their practices is the fact that they are connected with youth's language and ICT terminology and their mind-set as well. In addition, digital tools are faster as procedures and, they provide with quantifiable results and conclusions.

They believe that digital tools are the means of communication nowadays, being direct and providing instant information. Through them, everything becomes faster and more concentrated. Moreover, such tools enable the implementation of training even under difficult conditions, such as those created due to the spread of COVID-19, where a large percentage of human activities took place through digital applications.

On the negative side, it is quite difficult to maintain the commitment of young people only through e-Learning. Young people need more direct learning practices in order to have direct contact with the subject of education and to create individual experiences when they are trained in it. Finally, all participants expressed their interest in learning more about digital escape rooms, their potential within the educational context and ways on how to integrate them within their activities.

In **Cyprus**, all the participants enrolled in the survey mentioned that they do use digital tools and applications when working with youths because their own organization provide tablets and computers and allows students to use them.

Most participants asserted that the use of digital tools was advantageous since they give a variety of ways to present something or teaching something to someone. In addition, it can be very creative, and you can present a lot of information fast to many people. One participant has mentioned that the disadvantages is that you lose the face-to-face teaching and bonding with the students-youths.

Another participant has expressed that passive learning is only good in setting the scenes but a dynamic presentation that includes the students will keep them engaged and forces them to consider themselves as historical actors thus giving them agency. Digital tools (Mentimeter etc.) helps break the passiveness if used consistently.

In **Spain**, all of the participants enrolled in the survey mentioned that they do use digital tools and applications when working with youths.

The majority of participants asserted that the use of digital tools was advantageous for youths as they were provided with online games that helped them improve their phonetical knowledge,

reading and numeracy skills. Respondents mentioned that their students, learn and consolidate skills without putting effort into doing so, which is much more practical and useful in the long run. One of the participants recalled in his answer that what they do is to encourage generosity skills and participation skills by making students share one iPad between every two people and take turns to use it or use it jointly. Other participants said that given that youths are exposed to technology from an early stage, technology becomes second nature to them and in view of the society we live in, it is very important they have a fluent manage of all digital instruments.

On the other hand, there is a big disadvantage given that some youths don't have access to electronic devices at home and therefore can miss out on learning. This problem could be solved by engaging stakeholders belonging to political groups to try and convince them about putting more investment into education.

In **Italy**, youth workers stated that they are familiar with using digital tools and apps in their everyday practice with the most basic ones to be Jamboard, Miro, Zoom and Mentimeter

The key advantage is to be able to involve youths in group virtual activities, the main disadvantage is that one cannot use them for a long time as it is tiresome.

All highlight the importance of digital tools nowadays and especially during the last Covid period, but these tools should be for everyone

In **Bosnia and Herzegovina**, half of the respondents use digital tools and applications in their work with the youth. Although, it can be very useful and practical, they find that young peoples' lives are already too saturated with digital technologies, and it affects their concentration and focus.

The positive side of the digital tools' usage are the possibilities of platforms and in combination with the number of participants that can attend a lesson at the same time, but the negative side is the lack of live communication and encouraging and working environment.

The other half of the respondents are not using digital tools due to the lack of equipment and knowledge, but they are interested in integrating such tools within their practices in the near future.

In **Ireland**, half of the participants are using digital tools and applications at present, while the other half are interested in learning to use digital tools in the future.

They think that young people enjoy using online apps on their phones so when using digital tools this is helpful. A disadvantage is the concerns that the face-to-face connection and relationship building probably can be lost. Another disadvantage could be that some young people do not have sufficient knowledge and skills to use digital tools. An advantage is that young people learn about technology very quickly. Also, they mention that digital tools are more flexible, interactive, and easy to work with.

#### 1.2.2.8 *The method of Participatory Storytelling*

In **Greece**, some of the participants, cite examples that derive from their professional paths, and they ask youths to submit, even though they have, relevant reports. They make references to personal experiences and stories from the others. Others make narrations of social life events, mainly in matters of empathy, emotional intelligence, and respect. For example, in a lesson where negative behaviour is observed (e.g., classmates insulting each other) they are asked to recall a moment when they felt uncomfortable either at work or in their personal life and share this story within the class. After sharing their stories, they realize that, as uncomfortable as they felt in that time of their life, their classmates feel the same way through specific behaviours that they had previously demonstrated. Noteworthy is that they show their disapproval in the case of becoming recipients of such behaviours themselves. Through the narration, they understood how they proceed in adopting wrong behaviours which had a positive result in changing attitudes. This can be proven by the fact that this kind of bad behaviours are not repeating again.

In **Cyprus, Spain, and Italy** the first thing they point out in this question, is that not all participants knew what storytelling was and how this methodology can be integrated. Some had to ask, and others searched for it on the internet and still didn't have a very clear idea of what we meant with 'storytelling in practices'.

One participant has stated that 'Everyone has a story to share which makes it unique. Sharing this story makes you creative and being involved in what you do. Sharing a story also builds in relationships. This can be used mostly at the start when bringing groups together and when asked to make/build something'. According to such results, it is important to establish a clear definition of what storytelling is and give some examples of it (example, in the format of videos) to clearly explain it to teachers.

Another participant mentioned what he/she does for a living, and within the context of games he/she strongly believes that storytelling should be taught widely and be part of business curriculum and for any relevant subjects.

Moreover, in **Italy**, those of the participants that applied storytelling in their practices when working with youths, found that this methodology was attractive, they can use it through game, participated and interactive stories.

In **Bosnia and Herzegovina**, half of the participants are familiar with storytelling. They use it in their trainings and workshops on topics of leadership using the symbols (tribe chiefs or similar). Also, some organizations use it as trauma group therapy with certified team personnel. This method is used also in dialogue workshops, in the process of narrative mediation. Usually, participants share their story within group, or the wider community though digital or printed

documentation, or videos. The other half of the participants are not familiar with the term participatory storytelling.

In **Ireland**, the answers received were half- and half. ‘Through storytelling youth workers/ trainers can create a story that is easy to follow for young people. If they understand and follow a story, it is easier to teach the subject. Furthermore, they can be slow to admit it aloud, but one can always relate to something someone else has been and /or is going through. Also, by communicating stories and talking about shared experiences, and what we have learned from our parents and grandparents it can add to a fun and interesting way of implementing games and activities into everyday learning.

### *1.2.2.9 Barriers and challenges that prevent Youths from participating in activities provided by Youth organizations and other Institutions*

The **Greek** participants mentioned that the main barriers and challenges that prevent youths from participating in the provided activities are:

- ✓ Youths’ disappointment that derives from the fact that the circumstances (social, political, and economic) threaten their professional and financial future.
- ✓ The lack of a sense of providing an input towards contributing and sharing responsibility. the existence of feelings of negligence, lack of self-confidence and procrastination.
- ✓ There is also a sense of disorganization among young people due to COVID-19, and the development of feelings of apathy, alienation, scepticism, and lack of trust towards their peers.
- ✓ There is a general frustration among young people because they feel that there is no future for employment, and the desired social life because there is no political will, and the lack of unified development policies as a result of the austerity of recent years.

However, they mentioned that barriers do not always derive from external resources. In fact, youth organizations and institutions that provide services and supports to youths are responsible for organizing and planning inspiring activities that will catch the interest of youths following their pulse and responding to their needs. Of course, the implementation of such activities is also burdened by the lack of a specific framework combined with the lack of resources.

Great importance is given to the activation, the mobilization and strengthening of youths’ confidence. References are made to successful tactics, methods, and presentation of the results. When it is possible, this is performed by themselves through their involvement in successful practices.

The solutions they propose are related to the provision of inspiring activities that will activate young people and encourage them to pursue their dreams, claim their prosperity and lay the foundations for building their future.

In **Cyprus**, there were varied answers:

At the moment there are many resources for youths who want to learn. For example, a youth can use the internet in order to learn about a topic or get informed about news etc. In addition, there are several organisations that run numerous events, so youths have a wide range of events and activities to choose from. So, the challenge is to create really interesting and quality training programs and events.

Some of the solutions could be to spend time and effort when creating interesting events and to provide motivation for youths to participate. Some of those motivations could be to have high quality speakers and trainers at the events and give them some certification - acknowledgment. The main barriers are the cost of workshops, which require organizers to have a funded project before delivering a workshop.

One of the main lessons would be that young people see some of the issues dealt with by the organization, and the responsibility that older generations have to keep everything running smoothly. Going through Hart's ladder of participation in an honest manner is a good place to start.

In **Spain**, there were also varied answers to this question. Participants commented on the following aspects, when it comes to barriers that prevent youths from participating in activities organized by youth organizations and institutions:

- ✓ Lack of motivation
- ✓ Inability to reach young people because they don't know how to or don't do it by appropriate means
- ✓ Incapability of transmitting youth's any sense of involvement
- ✓ Difficulty to address different learning environments and difficulty to address people with special educational needs (e.g., autism, speech, or language needs), different emotional and social difficulties etc.
- ✓ Age differences might also pose a problem
- ✓ Being shy to participate

In **Italy**, participants think that youths are usually, always busy and stressed. Therefore

- ✓ it is difficult to involve some of them as they seem disillusioned about the concrete applicability of what they can learn.
- ✓ are not always interested in the common good due to the individualistic society in which they live.
- ✓ Are characterized by a generalized laziness due to the abuse of electronic devices.

- ✓ There is lack of knowledge of this type of learning, the resistance to change the traditional ways of learning, which is now established, the habit of using social media as entertainment and a form of knowledge.
- ✓ it is important to return to practical and manual activities, because they help with well-being and are also useful to the planet
- ✓ it is of major significance to show youths, how important their impact on the planet and on the community where they live can have.

In **Bosnia and Herzegovina** and **Ireland**, the majority of participants stated that the biggest challenge is inactivity and passivity of the youth and lack of support of the parents to change this situation. Furthermore, other barriers are technical concerning the lack of adequate space for work with youth within organization's local community. Another obstacle is the segregation of education along the ethnic community lines. The **solution to this is organizing more common informal activities that young people from different schools can attend together**, for example IT classes.

#### *1.2.2.10 Development of competences related to environmental awareness and sustainable development*

In **Greece** respondents stated that they are dealing with this situation, because it is a matter of major importance, as it is a key objective for their goals.

However, they point out that there is a problem in a sense that youths do not have the mind-set and the culture to understand the term of sustainable development. There is a general awareness of the environment but in fact they have no education in practical matters - since sustainability does not just concern the environment – but it is related with other aspects as well, such as the social and economic goals of which they really know nothing. This was also highlighted in the answers received from **Ireland**.

In **Cyprus**, one participant mentioned that they aim to teach youths about the importance of environmental topics such as circular economy, climate change mitigation and adaptation, biodiversity conservation, ecosystem services, energy consumption, energy efficiency and renewable energy. In addition, they are trying to increase critical thinking of youths in order to deal with the fake news about climate change and other environmental topics.

They also expressed that in Environmental activism young people have reclaimed their agency, so raising the issue is not a problem. Sustainable development challenges have become an important topic in youth culture. The issue is empowering them to act via protests, direct action, or participation in democratic institutions.

In **Spain**, answers to this question are very interesting. There are both the theoretical learning scenario and the practical learning scenario.

Practical scenario: Some trainers said that they hold open-air workshops in different parts of the village (mainly those belonging to the British educational system)

Theoretical scenario: Participants mentioned that the two subjects where environmental issues tackled are geography and science and that apart from studying environmental change from this theoretical point of view, what they frequently do is instil recycling behaviours by for example ensuring that their students throw the waste in the correct bins etc.

In **Italy**, young people despite their disinterest related to many aspects of the society, they seem very interested in the environment so many activities enhancing youth participation and engagement are related to the environmental issue and to raise awareness. Some associations use EU program and training. Other experiential educational pathways aimed at the development of skills on sustainability with particular attention to sustainable development and climate change. Others didn't have the chance to work on this topic, but they expressed the wish to deal with it very soon.

In **Bosnia and Herzegovina**, half of the organizations are working on programs and activities that enhance environmental awareness. Those activities are mostly focused on organized activities of cleaning and garbage collecting and forestation. Some of the organizations plan to start working on these topics in the future and currently are developing action plans.

#### *1.2.2.11 The implementation of training courses/ activities focused on changes on consumption habits posed by climate change*

In **Greece**, on the one hand, some of the participants, mentioned that they organize activities of cleaning beaches, rivers, and old villages, make reforestation after wildfires, make fire protection actions in the mountains, recycling, and many activities that raise the awareness of youths related to environmental protection and sustainable development. They mention that they have had a great impact on Sustainable Development Goals set by the United Nations, and they are trying to include as many they can, to their activities.

On the other hand, two other participants stated that they don't provide specific programs and activities, because their orientation is more related to social entrepreneurship and how to inspire young people with the concept of business.

In fact, they explained that they provide activities and not entire courses that relate exclusively to the change of consumer patterns. These activities include, for example, the following steps:

- ✓ recording specific consumer habits (e.g., riding a motorbike / bicycle to get somewhere),
- ✓ recording alternatives for the implementation of the specific activity,
- ✓ utilizing applications for measuring the environmental footprint in case of all recorded choices,
- ✓ discussion and realization of the impact of small daily activities in the short and long term.

In **Cyprus**, most of the participants have mentioned that the activities they organize are about the importance of changing consumption habits are mostly in the form of educational exercises and challenged based learning exercises. In many cases, they provide learning to youth's specific scenarios, and they have to search on the web to find solutions (e.g., WebQuests). In many of the events they have special guests – experts which they can give short presentations and discuss with the participants.

In **Spain**, all the participants said that they are not providing any specific program about the importance of changing consumption habits but what they do have are some rules on the amount of water each student can use (e.g. if they have to shower at school after doing sports) they have some rules on recycling and if they don't do so correctly they get a 'punishment' for it, the paper used is recycled and students are to use scrap paper in cases where they are not submitting work, they are praised if they pick up garbage or plastic bags that they might see thrown on the street.

In **Italy**, some provide specific programs and activities through EU project, EU training, EU activities, others through their association, or local organizations. Most of their projects are based on environmental educational and awareness and offer a to guide to new habits of consumption by building sustainable behaviours from a young age.

In **Bosnia and Herzegovina**, some of the respondents have worked on education materials such as mushroom growing and compost - organic waste disposal (for domestic organic waste). Furthermore, some organizations implement programs which are dedicated to waste selection and recycling, forestation, environment protection, energy efficacy and environment protection corners. Some of the research participants plan to implement such programs.

Half of the respondents don't implement these kinds of programs or activities.

In **Ireland**, youth workers and trainers provide a range of environmental training for young people to engage in more sustainable consumer habits. Actions like cleaning up social areas, spring cleaning for the Tidy Towns initiative in the area and showing how using plastic in everyday life is harmful to the planet and can affect the whole environmental ecosystem. Also, to educate some young people around the importance of their personal carbon footprint, in fact most young people are active and very well educated in all of the small and big steps that they can do to help make changes to our environment.

### 1.2.3 Findings from the Research with Youths

The questionnaire used for the Focus Groups and/or In-depth Interviews with the youths, had twelve (12) questions about certain subjects such as their thoughts and ideas and their impact to older people, active citizenship, their thoughts about climate change, sustainable development, social entrepreneurship and their will to participate in activities that increase their knowledge on these issues and cultivate their skills and competences, especially those promoted by LIFE Comp

European framework (self-regulation, flexibility, wellbeing, empathy, communication, collaboration, growth mindset, critical thinking and managing learning).

### 1.2.3.1 Do Youths feel that their “voice”, thoughts, and ideas are heard by older people?

As it is normal, when there are “Yes” or “No” questions, the answers received might be also contradictive. This is also the case when it comes to youths when they feel that their ideas, thoughts, and “voices” are heard by senior generations. More specifically, in some partner countries like **Greece, Italy** and **Bosnia and Herzegovina** a significant number of youths (fifteen out of twenty-three) provided with positive answer. In fact, they mentioned that elder people consider young peoples’ thoughts and ideas because they considered to be the future of the country, and of the world generally speaking, and therefore they are going to have the strength and the knowledge to reverse and / or even change false actions of their predecessors.

However, there were also a few negative answers. The reason is that they think that elder people do not consider the views of young people, which in many cases may have been better, so new ideas are unfairly lost. They think that this kind of scepticism lies upon the lack of experience that young people have, which in turn creates a stereotypical attitude towards them. They even noticed, that although this constitute to be an obstacle that all youths face through the years and different eras, however, when youth become older, they just adopt the same sceptical / stereotypical attitude towards the younger ones.

In the rest of the partner countries (**Cyprus, Spain, and Ireland**) the feelings of youth that prevails, is that their voices, thoughts and ideas **are not** heard by older people. One interesting thing that was specified during the answers were the generation gap and different attitudes/mindsets on many issues. However, one answer was particularly interesting since it backed up youth organizations that are trying to involve youths and to show them that they are being heard by organizing different events/actions etc.

Other possible reasons for not being heard by the senior generations were the opinions that youth have, their prior experience and some issues regarding racism. Also, they stated that it depends on the subject and ideology of the person whom they are talking to. Which nowadays is quite relevant due to the importance of showing to youth trainers/workers the significance of being more reflective about youth’s opinions. Moreover, some youths expressed the idea that youth’s opinions are falsely heard and not really implemented or put into practice.

Some indicative answers concerned the fact that:

- ✓ youths’ ideas conflict with older people’s interests.
- ✓ Senior generations’ disinterest is due to incomprehension of the new complex society

- ✓ Senior generations' personal interest prevails on the future of the new generations.
- ✓ Youth are getting a pat on the back for being involved rather than really listened to

Finally, most of youths mentioned that they are trying to change the system through action, awareness, knowledge, and protests.

### 1.2.3.2 Youths knowledge on how is to be an active citizen

The vast majority of respondents replied that they knew what the term “active citizen” entails. Only a few of them (six out of thirty-eight in total) stated that they were not aware of the meaning of this term. When it comes to the provision of definitions, interesting answer were provided, such as:

**Greece and Ireland:** They think that active citizens take part in various events, they almost always vote, they are actively participating in politics and influencing, the importance of participation, the need for public consultation and dialogue. Two of them, analysed it further by highlighting one fundamental principle of active citizenship that is to interpret yourself within the whole that you belong to and not just standing outside of it as being a single observer.

**Cyprus:** All participants agreed that defining “active citizenship” is subjective since being an active citizen means something different for different people. Nonetheless, all the participants agreed in the fact that they imagined that an active citizen is the person who is actively involved in the community and participates in society’s activities by educating themselves and others. One particular interesting answer was that the participant defined active citizenship in political terms and stated that: ‘Active citizenship are being aware of what is going on in their countries and globally in political terms. Active citizens take their right to vote’.

**Spain:** One of the respondents was quite clear and provided a detail answer about the meaning of being an active citizen where “Citizens taking part in the developing of public policies which aim to improve the life of the citizens as a community. There are many ways to participate such as giving one’s opinion, suggestions, recollection of signatures (popular initiative) in order to contribute in the law-making, taking part in public activities etc.”

**Italy:** Participants provided numerous descriptions of what they think to be active citizens, such as:

- ✓ taking opportunities to become actively involved in the communities and improve the quality of life.
- ✓ Contributing through your values means making a difference
- ✓ Active citizens are people really involved in all the activities that take place in their community, people who take care of the environment, that help older people and are actively involved in associations, social enterprises.

- ✓ People who are informed and aware of their rights and duties, speak up for their rights, and take action to improve their own lives as citizens and that of the community in which they live

**Bosnia and Herzegovina:** Respondents see active citizens as people informed and interested about their community situation and the ones who try to find solutions to problems with the aim of creating healthy environment for the citizens. The active citizen is not a silent watcher but tries to be engaged in all important questions. Active citizen follows politics, youth matters, economy, healthcare, ecology, and many other topics. Active citizens are bold, consistent, and persistent. Active citizen can be everyone who actively takes part in decision making and its implementation. It means to be active in local community, finding solutions to problems while working with young people and asking young people about ideas and solutions. Active citizens are the ones who try to change its environment for the better. Such persons contribute towards the progress in their local community and beyond. To give its contribution to better functioning of the society and to be involved with different educations, cultural events, manifestations, festivals. It means to be involved in decision making and idea creation.

Notwithstanding, those who said that they don't know the definition to the term, managed to give an appropriate description to the concept according to what they believed just by hearing the expression 'active citizen'. These participants agreed in the fact that they imagined that an active citizen is the person who participates in activities organized by the community or related to it at different spheres.

The conclusion drawn from these answers is that most people are more aware about active citizenship than they initially believed they were.

### *1.2.3.3 Youths' participation in activities related to active citizenship*

In all partner countries, the respondents answered that they have participated in activities of active citizenship at least to some extent. Only four participants in Greece, answered that they had never experienced similar activities.

In general, the activities related to active citizenship concerned:

- ✓ participation in the school councils by having been elected as representatives of the students at the school by their schoolmates. Their main responsibility was to defend the rights of the students under numerous circumstances such as new school regulations, mistreatment of certain students, critical problems that the school structure faced etc.
- ✓ participation to athletic clubs and culture clubs which constituted a looser format of active citizenship, in a sense that they didn't have to do with the political aspect of it rather than the promotion of health and culture in a community level.

- ✓ Participation in activities related to improving the environment; activities such as recycling, cleaning the beaches during the summer.
- ✓ participation in actions against racism, gender-based violence and raising awareness.
- ✓ Participation in other activities such as raising funds, helping in charity events, volunteering, and helping people in need.
- ✓ Participation in the movements of Fridays for Future
- ✓ Participation in educational programs for young activists and politicians organized by NGO sector (local NGOs and international NGOs local offices in BaH). These participants implement their own projects through which they work with marginalized groups (children without parents, children with special needs), women participation, communal problems, garbage disposal problems, planting trees etc., student protests, volunteering

#### *1.2.3.4 Youths' participation in organizations that work with youths*

In partner countries like **Italy**, **Bosnia and Herzegovina** and **Ireland**, all respondents have participated in activities organized by youth organizations. In fact, most of them declared to be part of youth organizations themselves. This indicates that youths in these countries are active people who actually enjoy working with their peers. Some of the respondents are founding or leading members of such organizations. Some of the respondents are passive members of such organizations and take part in their activities but do not work on implementation. They like the group work and positive energy, youth exchange, sense of belonging, brainstorming, place, and good conditions for actions in such organizations. They appreciate the way youth organizations work with youth and accept people of different competences, possibilities, and interests and that every individual is able to be part of the community and to actively participate and contribute to the society.

For the rest of partner countries (**Spain**, **Greece**, and **Cyprus**), the majority of the participants replied that they had never been involved in youth organizations for numerous reasons, such as:

- ✓ they did not get the chance,
- ✓ they weren't aware of the work of specific ones within their regional boundaries
- ✓ they lived in a really small community with minimum possibilities for similar activities
- ✓ they were overburdened with school subjects and related activities (ICT courses, learning English) that they really didn't find the time for something else.
- ✓ lack of interest in participating in such activities at a certain time

#### *1.2.3.5 Youths' willingness to participate in learning activities/ training where they learn without following a typical lesson just in a classroom*

When it comes to the participation in activities outside the traditional forms, a unanimous answer was received by all participants in all partner countries. The participants highlighted the fact that

this traditional model feels a little bit outdated and therefore, interactive activities or activities that would take place outdoors would be more than welcome. In addition, this demonstrates how beneficial it would be to change the typical structure of learning. Some of them exemplified their opinion on free online courses and being outside in nature. This shows that there are things to try and change and improve outdoor activities. Other participants expressed their preference for informal activities that are being carried out through experiential learning and learning by doing. However, they recognized that sometimes the indoor learning is also necessary due to weather conditions and the topic, but they highlighted that learning outdoors helps the creative process and enhance the use of innovative learning methods.

#### *1.2.3.6 Youths' willingness to participate in activities that use digital tools and apps*

The majority of respondents in all partner countries found it very interesting to participate in activities that entail digital tools and apps. They stated that digital tools and apps had discovered a new world of opportunities due to the fact that they made different lifestyles more adaptable to students' routine, enabling them to study and at the same time to do other things or study remotely releasing them from the obligation of having to displace.

Other advantages that were highlighted regarded the comfortability of digital tools and apps and the fact that they can be more didactic and the introduction of fun games and quizzes. Generally, they stated that using modern technology is very beneficial for their generation and those coming to this digital world now is more able than ever before.

Furthermore, participants that were keen on using digital tools and apps expressed their interest of being involved in activities related to the fields of archaeology, architecture, environment, sustainable development, culture, sports, science, in general, human rights, digital marketing, video and online campaign creation. Also, activities to teach basic digital tools and apps.

Surprisingly, few participants from **Greece**, **Spain** and **Ireland** answered negatively having as a main argument that nowadays, and due to the Covid pandemic, youths were forced to use e-learning and digital tools in almost all the expression of their lives for a long period of time (approx. 2 years). This in turn led to their marginalization and social distancing from their peers which also affected their relationships and their mental health. Therefore, they expressed their preference in books or old-fashioned ways of study because it enables more face-to-face communication.

#### *1.2.3.7 Youths' awareness about the challenges posed by climate change*

Most of respondents in all partner countries were familiar with the term of climate change and what it means for the future of the world. Noteworthy is that many of them stressed that they could recognize that climate change might bring many problems to societies worldwide, however

they weren't able to name/ identify specific challenges in relation to it. The rest of the participants mentioned various actions for overcoming the challenges posed by climate change, such as:

- ✓ Significant reduction of the use of cars. instead use other means of transportation like the use of vehicles that are free of emits, like bicycles, electric cars etc. or public transportation
- ✓ Significant reduction of plastic materials- instead use biodegradable alternatives like paper bags
- ✓ Extensive use of recycling by all
- ✓ Education about the need for adopting recycling in all societies
- ✓ Promotion of voluntary activities focused on environment,
- ✓ Better management of the water
- ✓ Better management of food waste
- ✓ Extensive use of recyclable energy
- ✓ Reduction of meat consumption and other types of consumption which produce higher CO2 emissions
- ✓ street activities and protest to raise awareness about this environment,
- ✓ real activities, i.e., "clean up" projects
- ✓ raise awareness on how important it is to change our system of production and consumption, how important is nature and our ecosystem
- ✓ Raise awareness on recycling and waste, sustainable mobility, zero-kilometre food, circular economy
- ✓ teach sustainability at school from early childhood.

There was also a minority of respondents that declared their ignorance about the issue of climate change and the potential harm that can cause to the environment and world sustainability in general. Noteworthy is that along with them, it seems that peers close to them might have the same level of ignorance in such issues.

#### *1.2.3.8 Youths' knowledge about the term "sustainable development"*

The results retrieved from the respondents indicate that "sustainable development" is not fully comprehended by youths. In general, even though sustainable development is a concept that can appear at any time in everybody lives and that everybody should be aware of, most of the answers to this question reveal that youth don't have a very clear picture of what 'sustainable development' means and they do not know exactly how to define this term. This demonstrates the importance of emphasizing more what sustainable development means and how by adapting this method we can help the world to be a better place.

In some partner countries like **Greece**, **Bosnia and Herzegovina** and **Italy**, more than half of the participants mentioned that there were fully aware of the meaning of sustainable development. To be more specific, in **Greece** they mentioned the development in the context where the environment, energy and productivity and consumer habits are harmonized with the

corresponding economic and political model, so as to protect the natural environment, but also human health and the value of life in general.

In **Italy**, they provided the descriptions as follows:

- ✓ It helps the new generation preserve the fundamental ecosystem.
- ✓ It concerns a holistic vision in which environment, society and economy are interconnected.
- ✓ It is the plan to achieve more sustainable development for all by including issues such as poverty, inequality, climate change, environmental degradation, peace, and justice.

Some Bosnians participated in NGO trainings or actions dedicated to this topic so they could define it.

In the case of Greek respondents, some of them have participated in some activities related to it, like removing garbage from beaches and cleaning some local streams. It should be noted that these activities were organized through their schools or even among their friends, and they were only fragmented instead of belonging in a well-organized and structured event/ activity.

#### *1.2.3.9 Youths' knowledge on how social entrepreneurship can contribute to tackling environmental issues actively*

More than half of the total respondents were not able to provide a description about social entrepreneurship and how it can positively affect the way of combating obstacles/ issues caused by climate change in local, regional, and even national level.

However, in certain partner countries like **Greece**, **Spain**, and **Italy** some of the participants were even able to provide a description of the term, like being a new business model that businesses combine profit through achieving results that contribute significantly to social benefit (Greece). In **Italy**, youths replied that social enterprises, are a good tool to overcome all the challenges related to the environmental aspect.

- ✓ Their activities are important because they pay attention to the impact they generate in the community.
- ✓ social entrepreneurship can contribute greatly to sustainable development. It could put (social and environmental) sustainable goals at the core of the business and so change production processes, supply chains, services and product life cycles, personnel management, making a positive socio-economic impact on their community

In **Spain**, those respondents that were aware of the term provided a short definition and some examples, such as

- ✓ Reinventing existing objects to make them more environmentally friendly and make them a sustainable option to the products/services we currently have
- ✓ Reducing carbon dioxide emissions
- ✓ Using environmentally friendly products which aren't packed with plastic packaging.

However, these aren't the only examples of how social entrepreneurship can contribute to tackling environmental issues thus, a wide broad of possibilities should be investigated and provided to teachers and students.

#### *1.2.3.10 If Youths' willingness to participate in activities that entail "film making" and/ or digital escape rooms*

In **Greece**, seven of the respondents, replied positively while only one participant was more reluctant to this proposal, because he couldn't understand how these kinds of activities could lead to learning and cultivating his skills, and competences.

In the rest of the partner countries, the answers received to this question were extremely positive. All participants replied that they would be willing to participate in activities like film making and/ or digital escape rooms as they imply activities that are not on their daily schedule. Most participants felt sure that these innovative ideas would help more students to succeed as they would engage them more and thus help with the accumulation of learning. Last but not least, they highlighted the fact that methods like the proposed ones will be very beneficial to youths since the world now is going digital.

#### *1.2.3.11 Youths' understanding about the kind of skills they should have in order to thrive as individuals in their lives*

In all partner countries, participants recognized numerous skills that according to their opinion they would definitely need to have for thriving in their lives. The common ones that were identified in all partner countries are:

- ✓ critical thinking
- ✓ creativity
- ✓ empathy
- ✓ communication
- ✓ teamwork
- ✓ curiosity
- ✓ respect

Various answers were received per partner country, which are presented in the table below:

| Country                       | Other skills and competences that Youths should have to thrive in their lives  |
|-------------------------------|--|
| <b>Greece and Ireland</b>     | Having vision, discipline, strength as goals should always be rewarded, tolerance of diversity, patience, solidarity, fellowship, good educational background, intelligence, selflessness, conscientiousness |
| <b>Cyprus and Spain</b>       | Adaptability, ambition, open mindedness, participation, social responsibility, good physical and mental health conditions, energy, leadership skills, productivity, hardworking attitude                     |
| <b>Bosnia and Herzegovina</b> | Decisiveness, integrity, will learn, digital and media literacy, thirst for knowledge, confidence, goal oriented, responsibility   |
| <b>Italy</b>                  | Determination, proactivity   |

As for the extent to which participants feel that they possess them, surprisingly the majority of respondents mentioned that they are working on them, but they do not actually feel that they possess them. However, they have identified them and that constitutes a first good step on how to obtain them in the near future.

#### 1.2.3.12 Youths' readiness to tell their story to others

As already observed in the answers given above, there was a differentiation of responses among partner countries. More specifically, in **Cyprus, Spain** and **Italy** participants declared that they find it easy sharing their story with others but that it would depend on the topic, that those more personal stories would be told by them only if it is something that doesn't affect them currently and feel comfortable to share private stuff with whom they are talking to.

In **Greece, Ireland**, and **Bosnia Herzegovina** half of the respondents in total (eleven out of twenty-two) that replied negatively they think that their low profile and shyness played a pivotal role in this part whilst they felt that they are afraid of exposing themselves to others. They do recognize that they need extra effort in order to overcome these fears and that they should participate in activities that would boost their self-confidence helping them to shape their self-perception. In addition, Bosnian participants mentioned their difficulties to tell the story to others are connected with the lack of interest in their environment or the fact that they feel uncomfortable to share

personal details, especially to the people they are unfamiliar with. Part of them usually observes the atmosphere and then decides will they share their story.

However, a very useful and interesting comment that derived from the Greek facilitator of the Focus Group is that the age of the participants played a pivotal role in their perception of their selves and actions.

### 1.2.4 SWOT Analysis

Following the results of the Focus Groups and / or In-Depth Interviews implemented in all partner countries, the strengths, weaknesses, opportunities, and challenges related to the development of skills and competences of youths on subjects related to active citizenship, environmental awareness and sustainable development, social entrepreneurship, and changing consumer behaviour through training, are presented below:

| STRENGTHS  | WEAKNESSES  |
|--|---|
| <ul style="list-style-type: none"> <li>✓ Knowledge of youths about active citizenship, and experience gained through participation in related activities</li> <li>✓ Youths have an interest to experience learning using new and different ways, digital tools, and apps</li> <li>✓ Many of them knew about sustainable development and they already participated in relevant actions</li> <li>✓ Many of them are aware of social entrepreneurship and how it is related to environment</li> <li>✓ Youths perceive digital tools to be more flexible, interactive, and easy to work with</li> <li>✓ Many of youths find it easy to tell their story to others thus passing to them their feelings, thoughts, and ideas</li> <li>✓ Environmental activism</li> <li>✓ Youths are trying to change the system through action, awareness, knowledge, protests</li> <li>✓ the familiarization of youths with the use of digital tools and apps</li> </ul> | <ul style="list-style-type: none"> <li>✓ Older people don't consider young peoples' thoughts and views, which in many cases may have been better, so new ideas are unfairly lost.</li> <li>✓ Low level of participation in active citizenship activities in general</li> <li>✓ Youths, did not get the chance to attend in active citizenship activities</li> <li>✓ Youths live in a really small community with minimum possibilities for similar activities,</li> <li>✓ Youths are overburdened with school subjects and related activities that they really didn't find the time for something else</li> <li>✓ Scepticism of youths and stereotypical attitudes</li> <li>✓ The lack of interactive material on such issues</li> <li>✓ Many are not familiar to the existing apps, frameworks, and projects</li> <li>✓ some young people do not have sufficient knowledge and skills to use digital tools</li> <li>✓ Incapability of transmitting youth's sense of involvement</li> <li>✓ Youths' disappointment that derives from the fact that the circumstances (social, political, and economic) threaten their professional and financial future</li> <li>✓ generation gap and different attitudes/mindsets</li> </ul> |

on many issues

- ✓ Young people, when they become older, not to adopt same sceptical and stereotypical attitudes.

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## OPPORTUNITIES

## CHALLENGES

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>✓ Youths may have the strength and the knowledge to reverse and / or even change false actions of their predecessors</li> <li>✓ Most of youths would like to participate in activities that entail “film making” and/ or digital escape rooms as a way of learning stuff</li> <li>✓ Youth activism and volunteerism as a mean to combat climate change</li> <li>✓ many institutions and organizations that organize activities in the field of active citizenship, environmental awareness, and sustainable development</li> <li>✓ Many different and innovative learning sources offered to youths through various means</li> <li>✓ Extensive use of recycling by all</li> <li>✓ Use of innovative methods and techniques for expressing their voice within their community</li> <li>✓ enrichment of digital tools and applications in the context of training on active citizenship</li> <li>✓ Promotion of voluntary activities focused on environmental and sustainability issues</li> <li>✓ The existence of European Projects and funding opportunities for the development of training toolkits related to these issues</li> <li>✓ eLearning related to environmental topics provided</li> </ul> | <ul style="list-style-type: none"> <li>✓ Spread and restrictions caused by COVID-19 pandemic</li> <li>✓ Difficulties in finding measures that promote environmental protection and tackle issues caused by climate change</li> <li>✓ Offered activities that raise their awareness on sustainability issues and adopt practices for achieving specific goals within the next years</li> <li>✓ Education about the need for adopting recycling and similar practices (food waste management, water management, reduce of energy consumption etc.) in all societies</li> <li>✓ Need to adopt different systems of production and consumption, that protect nature and our ecosystem</li> <li>✓ lack of teaching sustainability at school since childhood.</li> <li>✓ the lack of flexibility and the straightforward learning methodology, and planning</li> </ul> |
|--|--|

- ✓ Mentoring is acknowledged by many organizations and professionals as a method for guiding youths to be active within their communities
- ✓ Activities for youths offered in schools, involvement in events, possibility to do community service
- ✓ Project-based learning, Experiential learning, Challenge based learning, Active learning, Collaborative learning, and Teamwork provided by learning organizations
- ✓ social entrepreneurship promotion for enhancing sustainable development in local, regional, and even in national level
- ✓ cultivate skills and competences that will help them thrive as citizens in their lives

### 1.3 Identification of youth working pedagogies and the methodological requirements for the development of the active citizenship course, that enhances participants' specific competencies and sustainability awareness

#### Introduction

The scope of this report is to describe the training methods to be employed in the training approach of ACTIVEYOUTH4Life project. This document provides the theoretical foundation of the training in a way that is easy to be followed by youth workers, trainers, and educators as well as youths and includes the methods and techniques.

Therefore, the report includes

- ✓ The proposed structure of the ACTIVEYOUTH4Life project
- ✓ The theoretical background of the recommended training methodology in ACTIVEYOUTH4life,
- ✓ The basic tools deployed within the ACTIVEYOUTH4Life training for the different methods

The audience of the training methodology are youth workers, trainers, and educators as well as youths.

### 1.3.1 Basic Elements of AY4L Training

#### 1.3.1.1 Target groups

The target groups of the training methodology are youth workers, trainers, and educators as well as youths aiming to provide or acquire education concerning the enhancement of active citizenship, and environmental and sustainability awareness.

#### 1.3.1.2 The proposed structure of ACTIVEYOUTH4Life

ACTIVEYOUTH4Life adopts a highly interactive and engaging training approach; it will employ hands-on methods, in combination with user-friendly digital learning technologies like serious gaming and filmmaking and networking activities.

The approach will be based on active, collaborative, experiential, participatory, contextual, challenge-based, and online learning by following elements that lay their foundations on constructivism and socio-emotional learning approach, systemic approach, local/ contextual approach, and Pedagogies of engagement. The training material will be learner-centred, engaging, and interactive, based on either Face-to-Face or distance learning principles. It will propose training activities that will promote active, collaborative, experiential, participatory, contextual, challenge-based, and online learning.

More specifically, ACTIVEYOUTH4Life foresees:

- i) The development of 4 Training Modules
  - ✓ Climate Change, Sustainable Development
  - ✓ The role of Active Citizenship in the EU in sustainable development awareness
  - ✓ Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development
  - ✓ Solutions to environmental problems through social entrepreneurship
- ii) The development of a handbook for Film making
- iii) The development of six Digital Escape rooms

### 1.3.2 Foundations of Training Methodology of AY4L

ACTIVEYOUTH4Life is mainly founded on approaches and methodologies that promote the learning of youths and enhance their awareness of environmental and sustainability issues. By using the term “approach” is described the overall vision one takes when looking at a topic. The style of the approach lays a foundation on how the topic is viewed, discussed, and studied, as it defines how the topic is being addressed. In other words, it concerns the philosophy in which a

topic is being tackled, and influences the methodologies, methods, and procedures which will be employed to tackle the topic.

Moreover, “methodology” refers to the strategy used to tackle a topic. If an approach lays the philosophical foundation, the methodology defines the framework to serve the approach. Setting the framework, a methodology functions as a guideline, offering a system of methods with a set of criteria. The approaches and methods followed within the framework of ACTIVEYOUTH4Life are as follows.

### 1.3.2.1 Constructivism and Socio-emotional learning approach

The ACTIVEYOUTH4Life training approach adopts the constructivist learning theory. According to this approach, the learners are at the centre of the learning process, where they are encouraged to actively create and construct their own knowledge. By employing active learning, trainees have significant autonomy and control over the learning process. The main elements of constructivism adopted in ACTIVEYOUTH4Life courses (Cedefop, 2010) concern:

- ✓ The learners construct their own reality based on their previous experiences and beliefs
- ✓ The learners are responsible for their own learning, by participating actively in the training process and exploring
- ✓ They construct their own reality and interpret information in different ways.

Moreover, the Socio-Emotional Learning approach describes “*the process through which students develop and apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions*”. (www.casel.org) In fact, this approach enables youths and adults to develop healthy identities through the management of their emotions, the achievement of goals, either personal and/or collective, and the development of feelings of empathy for others by establishing and maintaining supportive relationships, thus making responsible and caring decisions. The five areas that socio-emotional learning approach enhance are:

- ✓ Self-Awareness
- ✓ Self-Management
- ✓ Social Awareness
- ✓ Responsible decision making
- ✓ Relationship Skills

### 1.3.2.2 Active Learning

Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion. Timely feedback, from either the instructor or fellow students, is critical to this learning process. The benefits of active learning are many including:

- ✓ Opportunities to process course material through thinking, writing, speaking, and problem-solving
- ✓ Application of new knowledge that helps youths to encode information, concepts, and skills in their memory, linking them with previous information, organising knowledge and strengthening neural pathways
- ✓ The enhancement of youths to correct misconceptions and develop a deeper understanding of content through the reception of frequent and immediate feedback
- ✓ The creation of personal connections with the material that derives from working on activities, thus leading to the increase in their motivation to learn
- ✓ Creation of a sense of community as a result of regular interaction with the instructor and peers around shared activities and goals
- ✓ Educators, and teachers, can gain a greater understanding of students' thinking by observing and talking with them as they work. This active process of two-way understanding helps teachers target instruction in future lessons.

In general, using active learning consistently means building accountability for individual and group work. In other words, it brings added value to the participation of youths by showing them that their activities and participation are valued.

### 1.3.2.3 Contextual Learning

The term “Contextual Learning” refers to the “*method of instruction that enables students to apply new knowledge and skills to real-life situations.*” (Pritchett, 2008). It is highly related to the constructivist approach in the sense that youths can understand and construct the meaning of the topic by exploiting their own experiences in the field. According to Osika et al (2022), contextual learning leads to the enhancement of the learning experience itself and of the learning outcomes as well. The main argument for using this methodology lies upon the ability that it offers to youths to better understand and apply the gained knowledge, skills, and competences outside of the classroom as a result of the connection/ contextualization of the learning objectives with other real-world contexts. Apart from this, “contextual learning” is considered to be highly motivating and engaging since it sparks the learners’ interest and curiosity. Making learning relevant to students’ daily lives is seen as paramount. The application of learning to real-life scenarios ensures that learners are more engaged in the course. It also is key to bringing their understanding from a theoretical, abstract level to a grounded, real-world context (Breen et al, 2009).

### 1.3.2.4 Pedagogies of Engagement

Experts indicate that the most effective training practices are precisely active practices, such as collaborative learning, democratic learning, peer learning, and small group learning, which are highly productive in activating youths' cognitive conflict and collective search for results to various problems. To ensure that the youths acquire not only knowledge, but above all skills and competencies, among them the ability to "learn how to learn," the employment of teaching strategies and methodologies that enhance the learning potential of each youth and foster his or her autonomy are required.

Such a teaching approach favours learning that arises from laboratory experience, which places the student at the centre of the process, valuing his or her skills and relational experience. There are various participatory methods aimed at activating youth engagement with the most significant to be:

- i) **The Democratic Approach:** an education that responds in the most appropriate way to the needs of the learner, the community and society. It does this by developing reflective individuals who are capable of collaborative problem solving and creative and flexible thinking. Just what a world in constant political turmoil and with emerging technology's needs. It can be applied to students of all ages in any learning environment. The solid foundations on which it is developed are the teaching of a culture of shared values of equality and responsibility, respect, trust, empathy, listening, welcoming ... collective decision-making. All members of the community, regardless of age or status, have a voice in important decisions such as school rules, programs, projects, hiring of staff, and even budgetary matters. A "self-directed" class in which students choose what they learn, when how and with whom they learn it. Learning can take place inside or outside the classroom, through play and traditional study. The key is for learning to follow students' intrinsic motivation and pursue their interests.
- ii) **Cooperative Learning:** It constitutes an excellent inclusive methodology, which allows a "joint construction" of "objects," procedures, concepts. It is not just "working in groups": in fact, it is not enough to organize the class into groups for the conditions for 'effective collaboration and good learning to take place. It addresses the class as a set of people who collaborate, with a view to a common result, working in small groups. Its founding principles are:
  - ✓ positive interdependence in the group
  - ✓ personal responsibility
  - ✓ face-to-face promotional interaction

- ✓ importance of social skills
- ✓ monitoring or review (reflection) of work done together
- ✓ individual and group evaluation

iii) **Peer Education:** Is a methodology that is gaining popularity especially for the prevention of risky behaviours, as it actively involves children directly in the school setting, with the aim of changing specific behaviours and developing life skills. In this educational methodology, peers would be models for acquiring knowledge and skills of various kinds and for modifying behaviours and attitudes, generally related to "being well," effective models to an extent often equivalent to professionals in the field. The peer is not a professor, not an expert in precise scientific knowledge, but he/she can manage relationships: his/her role is one of mediation and that is why he/she is perceived as part of the group. The peer educator is an ordinary youth with a heightened awareness of the communicative processes that occur in the peer group.

One of the strengths of peer education is the reactivation of socialization within the class group. The peer alone does not transform anything but is the very stimulus of participation: the class, during interventions, is involved and exhorted in the elaboration of experiences. For example, peer education gives adolescents the opportunity to find a space where they can talk about themselves and compare their experiences "as equals." It slowly brings life into the school: it is the peers who convey and share experiences, doubts, and uncertainties with peers. The youths involved have the perceptions of experiencing an informal life moment within the normal course of teaching.

#### 1.3.2.5 Principles of Youth Engagement

Youth engagement is of high importance when it comes to the development of the Youths. As a term refers to the "result when young people are involved in responsible, challenging actions to create positive social change." (ACT for YOUTH, [https://actforyouth.net/youth\\_development/engagement/](https://actforyouth.net/youth_development/engagement/)) In relation to this, Youth Engagement enables Youths to participate actively in planning and decision making within their local /regional / national communities in a way that it affects not only themselves but also the others. Critical is to mention that Youth engagement takes place within youth-adult partnerships and is reciprocal in a sense that both groups contribute, teach, and learn from each other.

According to Davies et al (2018), there are in general five categories of engagement that students fall under.

- ✓ Intellectual: is also referred to as ‘cognitive’ or ‘academic’ engagement, related to a student’s absorption with intellectual tasks
- ✓ Physical: regards the student’s active physical participation in lessons due to the teacher planning activities which involve motion or engagement in physical activities
- ✓ Cultural: is defined as whether students of all cultures feel accepted and welcomed in the learning environment
- ✓ Behavioural is determined by several factors connected to:
  - participation in school-centred activities, such as extracurricular activities
  - school attendance
  - involvement in learning and academic tasks
- ✓ Emotional: relates to how a student feels during a particular activity, lesson or more generally with their education as a whole
- ✓ Social: can be defined as the extent to which a student follows written and unwritten rules of behaviour, for example, coming to class on time, interacting appropriately with teachers and peers, and not exhibiting anti-social behaviours, such as withdrawing from participation in learning activities or disrupting the work of other students (Finn & Zimmer, 2012)

### 1.3.2.6 Principles of Online Training

Online training such as e-learning has been developed to provide cost-effective and new learning experiences and covers all activities of education such as instructing, teaching, and learning through various electronic means (Koohang and Harman, 2005).

ACTIVEYOUTH4Life incorporates the following pedagogical principles that have been identified as important for the successful e-learning provision (Anderson and McCormick, 2005):

- ✓ Match to the curriculum: clear objectives are set; relevance to content is covered, as well as appropriateness of learners’ activities.
- ✓ Inclusion: inclusive practices are seen in terms of different types and range of achievement, physical disabilities, different social and ethnic groups, and gender.
- ✓ Learner engagement: learners are engaged and motivated, activities employed have a worthwhile educational aim, not just to occupy the learners, but be enjoyable without producing adverse emotional reactions, improving the learning atmosphere.

- ✓ Effective learning: personalized learning is promoted as well as learner autonomy; metacognitive thinking and collaboration is encouraged in providing authentic learning exhibiting multiple perspectives on the topic of training.
- ✓ Formative and summative assessment is provided for the purposes of improving learners' performance.
- ✓ Coherence, consistency, and transparency: objectives, content, activities, and assessment match each other. They are clear to the user, and they know what to expect.
- ✓ Ease of use: learning resources are open and accessible, intuitive, and not requiring guidance on use, providing appropriate guidance to learners

### 1.3.2.7 Experiential Learning

Experiential learning is a well-known model in education. Kolb's theory of experiential learning (Kolb, 1984) defines experiential learning as *"the process in which knowledge is created through the transformation of experience. Knowledge is the result of the combination of grasping and transforming experience."*

Kolb's experiential learning theory presents a cycle of four elements:

- ✓ Concrete experience
- ✓ Reflective observation
- ✓ Abstract conceptualization
- ✓ Active experimentation

The cycle begins with a student's lived experience, followed by an opportunity to reflect on that experience. Then students can conceptualize and draw conclusions about what they have experienced and observed, leading to future actions in which students experiment with different behaviours. This cycle begins again when students have new experiences based on their experimentation. The goal of experience-based learning involves something personally meaningful to students therefore students must be personally engaged. It is critical to this that reflective thinking and opportunities for students to write about or discuss their experiences are continuous throughout the process. The whole person is involved, which means not only his or her intellect, but also his or her senses, feelings, and personality.

Students need to be recognized for the prior learning they bring to the process, and teachers need to establish a sense of trust, respect, openness, and concern for students' well-being.

Some examples of experience-based projects are role-playing, service learning, internships, study abroad, open projects (guided discovery), group projects, and field study. The more open-ended and unformulated an assignment is, the more likely students are to draw on their own experience

and reflection and immerse themselves in the subject. Above all, this methodology is suitable for ACTIVEYOUTH4Life since environmental subjects are particularly suited to experience-based learning. Indeed, it would mean incentivizing the responsibility that each of us humans have in environmental challenges. Using an experiential approach to an environmental subject invites students to examine their own effects on the environment, whether positive or negative. Once students have become concretely aware of the ways in which they impact the environment, they can reflect on and experiment with different environmentally friendly behaviours.

### 1.3.2.8 Participatory Learning methods

Participatory learning methods refer to those methods that “*expect a high degree of activity and personal involvement of participants in the learning process*” (Kucharčíková & Tokarčíková, 2016) by helping them to develop lifelong learning and transferrable competences while addressing issues related to the curricula, both in class and/or in extra-curricular activities.

The key features of the Participatory Learning methods (Council of Europe, 2001):

- ✓ They are participatory having a learner-centered focus
- ✓ They are holistic and process-oriented
- ✓ Close to real-life concerns, experiential and oriented to learning by doing, using intercultural connections, and creating empathy
- ✓ They have a voluntarily orientation and are accessible to everybody
- ✓ They promote the values and skills of democratic life
- ✓ They enable the establishment of a balanced interaction among values, knowledge, and skills dimensions of learning
- ✓ They promote the linkage between individual and group learning, creating connections at local, regional, national, and international level
- ✓ They ensure the establishment of symmetrical teaching/learning power relations.
- ✓ They encourage better retention of what it has been learnt.

One of the most important participatory learning methods is “Story telling” and “Digital Storytelling”. By using the term “Storytelling” it is referred to “*the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights*” (Serrat, 2008). In alignment with the above description, “Digital Storytelling” describes “*a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasized, and can be linked to other people, a place, an interest or to anything that will give the story a personal touch*” (Normann, 2011). It is wide accepted that storytelling is considered to be a powerful educational tool for thousands of years. In line with this, digital storytelling constitutes a new form of storytelling that takes place through

media and digital means, focusing mainly on empowering those participating in them (learners) so as to be encouraged and enabled to be engaged on issues that affect their lives and their communities (Juppi, 2017). In fact, through digital storytelling is sought to be empowered two key elements of the learner, his/her personal growth, and the improvement of his/her capacity to act as an active citizen.

### 1.3.2.9 Challenge-based learning and Gamification

Challenge-based learning refers to an *“innovative teaching methodology that engages students to resolve real-world challenges while applying the knowledge they acquired during their professional training”* (Portuguez Castro & Gomez Zermeño, 2020). Access to technology constitutes an integral part of challenge-based learning having as a key feature the networking tools and media production techniques already being used in daily life by many 21st century learners. In preparing the final products of their research — presentations of their chosen solutions — students draw upon photography, videography, audio recording, and writing skills that they may already be using as web content producers.

On the other hand, “Gamification” is defined as the implementation of game design in non-game contexts (Deterding et al., 2011). It uses aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012). Gamification involves the application of game design elements in an existing training to bring desirable change in it and there are many different approaches in gamifying training which involves the integration of game elements into either the training content or in the training methodology (Armstrong & Landers, 2018). Regarding the gamification of training methodology this might be accomplished by adding elements of feedback into an online training module using points, badges or leaderboards and learners to be informed about their status and participation. Such elements might have positive effects on engagement, attendance and participation, and minimization of the gap between high- and low scoring learners.

### 1.3.2.10 Principles of Non-formal learning

Non-formal education is a safe process, where people can be themselves by sharing their life experience, revealing their weak sides without fear of making mistakes and acknowledging them. It is also a space for learning from one’s mistakes and learning from each other, for the mutual growth of both educator and the learner” (Gailius et al. 2013, 29).

Non-formal education is that type of education that takes place outside the curriculum provided by formal education where learning activities take place on a voluntary basis and are carefully designed to foster the personal, social, and professional development of participants.

In Europe, most citizens have received some form of schooling in their lifetime. This formal schooling is normally based on a "vertical" relationship between learner and teacher: the one who possesses knowledge and transmits it (teacher) and the one who receives it (learner). Non-formal education, on the contrary, can be explained by the formula "learning by doing," that is, learning directly in the field. The learning methodology consists of the interaction between learners and the concrete situations they experience. There are no teachers giving ex-cathedra sections in a sense that youth, youth workers, and educators (trainers) develop knowledge and skills together, in a "horizontal" relationship.

The principles of non-formal learning are:

- ✓ Use of participatory, learner-centred methods
- ✓ Course Design according to the interests of young people
- ✓ Evaluation of failure or success is never individual but collective since everybody has the right to make mistakes
- ✓ Carried out in environments and situations in which training and learning are not the only activity.
- ✓ The learning context must put participants at ease
- ✓ Activities are led by learning facilitators, both professionals and volunteers
- ✓ Activities are planned according to objectives and address specific target groups
- ✓ Participatory methodologies used in non-formal education are many and are closely related to the goals one intends to achieve through a project

### 1.3.2.11 Principles of serious gaming

Serious gaming falls under the active learning paradigm, and is defined as a contest that is played with a computer followed by specific rules, that uses entertainment in order to promote training, education on numerous topics like health, public policy, communication etc. One may think that computer games and serious games constitute synonyms but that is not true. In fact, they have differences with the most prominent one to be those serious games *"uses pedagogy to infuse instruction into the game play experience, thus providing a delivery system for organizational video game instruction and training"* (Greitzer et al, 2007).

There is an intercorrelation of the design of serious games with the cognitive ones foreseen via active learning instructional design guidelines that lead to the development of training applications. These key principles concern:

- ✓ The stimulation of semantic knowledge. The material should be related to the learner's experiences and existing semantic knowledge structures in order to facilitate learning and recall of the information.
- ✓ The management of the learner's cognitive load. The material should be organized into small chunks and build up gradually from simple to complex concepts.

- ✓ The immersion of the learner in problem-centred activities. The provision of opportunities for learners to work immediately on meaningful, realistic tasks are of high significance.
- ✓ Emphasis put on interactive experiences. Problem-centred activities should be developed in such a way so as to require manipulation of objects for encouraging the active construction/processing of training material. Thus, helping in building lasting memories and deepen understanding.
- ✓ The Learner Engagement. Learning scenarios should be devised so as to maintain the performance of learners in a “narrow zone” between too easy and too difficult.

### 1.3.3 Main Tools used for ACTIVEYOUTH4LIFE training aspects

The main tools and techniques that will be employed within the ACTIVEYOUTH4Life training depict in the table given below:

| Type of Method               | Techniques  | Tools  |
|------------------------------|---|--|
| <b>Face to Face Training</b> | <ul style="list-style-type: none"> <li>✓ Group discussions</li> <li>✓ Self-observation</li> <li>✓ Group activities</li> <li>✓ Working in Teams</li> <li>✓ Peer Learning</li> <li>✓ Memory activation</li> <li>✓ Role play</li> <li>✓ Teambuilding activities</li> <li>✓ Brainstorming</li> <li>✓ Aquarium</li> <li>✓ Solution to incident</li> <li>✓ Experimentation</li> </ul> | <ul style="list-style-type: none"> <li>✓ Presentation</li> <li>✓ Simulation exercises</li> <li>✓ Use of Multimedia</li> <li>✓ KAHOOT!</li> <li>✓ Self- assessment activities</li> </ul>                      |
| <b>Online Training</b>       | <ul style="list-style-type: none"> <li>✓ Group discussions</li> <li>✓ Working in Teams</li> <li>✓ Peer Learning</li> <li>✓ Memory activation</li> <li>✓ Storytelling</li> <li>✓ Brainstorming</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Learning Platform</li> <li>✓ Use of Multimedia</li> <li>✓ Online material</li> <li>✓ Self-assessment activities</li> <li>✓ Networking</li> <li>✓ KAHOOT!</li> </ul> |

|                             |   |  |
|-----------------------------|---|--|
| <b>Filmmaking</b>           | <ul style="list-style-type: none"> <li>✓ Working in Teams</li> <li>✓ Reflection</li> <li>✓ Group discussions</li> <li>✓ Demonstration</li> <li>✓ Digital Storytelling</li> <li>✓ Peer learning</li> <li>✓ Workshop</li> </ul> | <ul style="list-style-type: none"> <li>✓ Support with Handbooks</li> <li>✓ Use of Multimedia (photography, videography, audio recording etc.)</li> <li>✓ Presentation by Learners</li> <li>✓ Team collaborative assessment</li> <li>✓ Moviemaker software</li> <li>✓ Networking</li> </ul> |
| <b>Digital Escape rooms</b> | <ul style="list-style-type: none"> <li>✓ Digital Storytelling</li> <li>✓ Reflection</li> <li>✓ Role play</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Learning Platform</li> <li>✓ Use of Multimedia</li> <li>✓ Networking</li> </ul>   |

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## 1.4 Identification of Learning Outcomes in terms of Knowledge, Skills, Competences / EQF level 5 and development of the training content

### Introduction

This analysis seeks to identify the training needs of youths on the specific thematic areas and determine the Learning Outcomes (LOs) in terms of knowledge, skills, and competences. The LOs that has been determined are realistic, measurable, and specific at EQF level 5 corresponding to real needs and provide the basis for the development of the training content outline of the four training modules which are:

- ✓ Climate Change, Sustainable Development
- ✓ The role of Active Citizenship in EU and the sustainable development awareness
- ✓ Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development.
- ✓ Solutions to environmental problems through social entrepreneurship

### 1.4.1 Module 1- Climate change, Sustainable Development

| Needs Gap  | Learning Outcomes  | Content  |
|--|--|--|
| <ul style="list-style-type: none"> <li>✓ <b>Need to raise awareness about climate change and specific challenges and consequences related to it.</b></li> <li>✓ <b>Need to instil the harmful effects that climate change can have in present and future generations to ensure action is taken immediately.</b></li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of the meaning and consequences of climate change.</li> <li>✓ Be aware of how global warming has evolved during the last few years.</li> <li>✓ Identify those actions that can be taken to counteract specific challenges posed by climate change.</li> <li>✓ Be aware of the meaning of sustainable development and its advantages.</li> <li>✓ Be familiar with the 17 Sustainable Development Goals (SDG) and the main actions to fulfil them.</li> <li>✓ Describe the role of circular economy</li> </ul> | <ul style="list-style-type: none"> <li>- Introduction to climate change: definition, background, and evolution</li> <li>- General and specific challenges of climate change and how to approach them.</li> <li>- Introduction to sustainable development: Definition, Meaning and dimensions.</li> <li>- The 17 Sustainable Development Goals (SDG)</li> </ul> |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>✓ <b>Need to raise awareness about the benefits of contributing to sustainable development.</b></li> <li>✓ <b>Need to explain the 17 Sustainable Development Goals (SDG) and ways of contributing to their fulfilment.</b></li> <li>✓ <b>Need to raise awareness on the economic and political models as well as on human health and life's value as part of sustainable development.</b></li> <li>✓ <b>Lack of understanding the concept of sustainable development by youths</b></li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ <b>Be able to use available tools and apps for tracking climate actions.</b></li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to develop a global vision about sustainable development and climate change.</li> <li>✓ Be competent to develop a responsible attitude also inspiring their peers.</li> </ul> |  |
|--|---|--|

### 1.4.2 Module 2 - The role of Active Citizenship in EU and the sustainable development awareness

| Needs Gap  | Learning Outcomes  | Content  |
|--|--|--|
| <ul style="list-style-type: none"> <li>✓ <b>Need to foster active citizenship among young people and strengthen young people's sense of initiative towards environmental problems</b></li> <li>✓ <b>Lack of awareness of agenda for sustainable development remain a critical precursor to an active engagement of citizens.</b></li> <li>✓ <b>Need of a local and contextual relevance of SDGs</b></li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of what active citizenship is and the related terms with it.</li> <li>✓ Be familiar with the holistic vision of sustainability and its connection with active citizenship.</li> <li>✓ Be aware of the SDGs goal as a critical precursor to an active engagement of citizens, communities, and other agents.</li> <li>✓ Be aware of the role that civil society and youth can have to build the future.</li> <li>✓ Be familiar with theories about youth participation and engagement.</li> </ul> | <ul style="list-style-type: none"> <li>- Introduction to Active Citizenship: Definition, meaning, key elements and dimensions.</li> <li>- Main theories about youth participations and their important role and engagement</li> <li>- Sustainability and its eco-systemic vision</li> <li>- Competences and tools needed to develop meaningful engagement</li> </ul> |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>✓ <b>Need to channel the local sustainable goals into local actions.</b></li> <li>✓ <b>Need to enhance the engagement and participations of stakeholders from all sectors of society, including civil society organizations and individual citizens.</b></li> <li>✓ <b>Need to take individual collective, inter-generational and political responsibility to preserve our environment and build new futures.</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Be able to provide different examples of active citizenship</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to select and apply tools for engaging youths.</li> <li>✓ Be able to develop system thinking that fosters thinking about complexity issues of youths.</li> <li>✓ Be able to provide different examples of active citizenship.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to develop civic responsibility, engage and act towards certain problems.</li> <li>✓ Be comfortable with uncertainty by identifying multiple, open-ended, alternative, and preferable futures to be created collectively.</li> </ul> | <p>youths and to make change happen.</p> |
|---|---|--|

### 1.4.3 Module 3- Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development

| Needs Gap   | Learning Outcomes  | Content  |
|---|--|--|
| <ul style="list-style-type: none"> <li>✓ <b>Need to inspire and change of consumption habits from a young age.</b></li> <li>✓ <b>Lack of knowledge of intervention tools that can be used for contributing to sustainable development.</b></li> <li>✓ <b>Limited involvement in activities that promote behavioural changes and consumption habits that contribute to sustainable development.</b></li> <li>✓ <b>Limited awareness on the extent to which youths' behaviour, consumption habits affect sustainable development.</b></li> <li>✓ <b>Lack of comprehension of the factors that affect human behaviour</b></li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of the impact that human activity has on the planet</li> <li>✓ Be familiar with the terms of sustainable behaviour and sustainable lifestyle.</li> <li>✓ Identify the factors that affect human behaviour.</li> <li>✓ Identify specific intervention tools on case scenarios about sustainable development.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to measure the damage that their lifestyle cause to the planet.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to recognize how they can contribute to sustainable development through changing their habits, behaviours, and lifestyles.</li> <li>✓ Be competent to pass on their peers the need to adopt more sustainable lifestyles</li> </ul> | <ul style="list-style-type: none"> <li>- Introduction to the impact of human activity on earth</li> <li>- Factors that affect and/ or determine human behaviour: main theories and models.</li> <li>- Sustainable Behaviour, Sustainable lifestyle</li> <li>- Behavioural change and how can be accomplished.</li> <li>- How culture, human values and lifestyles affect sustainable development.</li> </ul> |

#### 1.4.4. Module 4- Solutions to environmental problems through social entrepreneurship

| Needs Gap   | Learning Outcomes   | Content  |
|---|---|--|
| <ul style="list-style-type: none"> <li>✓ <b>Inability to provide a description about social entrepreneurship.</b></li> <li>✓ <b>Lack of awareness on how Social Entrepreneurship can affect and / or combat obstacles/ issues caused by climate change.</b></li> <li>✓ <b>Limited opportunities to be involved in social entrepreneurship related activities.</b></li> <li>✓ <b>Limited knowledge of the wide spectrum of possibilities for tackling environmental issues through social entrepreneurship</b></li> <li>✓ <b>Lack of awareness on the benefits of social enterprises on a local, regional and/or national level</b></li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be familiar with social entrepreneurship principles and characteristics.</li> <li>✓ Be familiar with the term of Social Innovation and its importance.</li> <li>✓ Be aware of the benefits that social innovation and social entrepreneurship can bring to the community.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to analyse a social / environmental problem using the appropriate tools and understand the challenge behind</li> <li>✓ Be able to use design thinking tools and theory of change in order to provide solutions to different social/ environmental problems.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to address environmental issues that could be resolved through social entrepreneurship.</li> <li>✓ Be competent to identify a social and/ or environmental problem and come up with the most appropriate solution.</li> <li>✓ Be competent to inspire their peers presenting them ideas to solve environmental problems through social innovation</li> </ul> | <ul style="list-style-type: none"> <li>- Introduction to Social Entrepreneurship: definition and basic elements</li> <li>- Social Innovation, characteristics of the social innovation process and tools</li> <li>- Benefits of social entrepreneurship for local, regional, national development</li> <li>- Sustainability and social enterprises</li> <li>- Good examples of social enterprises on combating environmental issues</li> </ul> |

## 2. Description of the training methods and tools

## Introduction

The scope of this report is to describe the training methods to be employed in the training approach of ACTIVEYOUTH4Life project. This document provides the theoretical foundation of the training in a way easy to be followed by youth workers, trainers, and educators as well as youths and includes the methods and the techniques.

Therefore, the report includes

- ✓ The proposed structure of ACTIVEYOUTH4Life project
- ✓ The theoretical background of the recommended training methodology in ACTIVEYOUTH4life,
- ✓ The basic tools deployed within the ACTIVEYOUTH4Life training for the different methods

The audience of the training methodology are youth workers, trainers, and educators as well as youths.

## 2.1 Basic Elements of AY4L Training

### 2.1.1 Target groups

The target groups of the training methodology are youth workers, trainers, and educators as well as youths aiming to provide or acquire education concerning the enhancement of active citizenship, environmental and sustainability awareness.

### 2.1.2 The proposed structure of ACTIVEYOUTH4Life

ACTIVEYOUTH4Life adopts a highly interactive and engaging training approach; it will employ hands-on methods, in combination with user-friendly digital learning technologies like serious gaming and filmmaking and networking activities.

The approach will be based on active, collaborative, experiential, participatory, contextual, challenge-based, and online learning by following elements that lay their foundations on constructivism and socio emotional learning approach, systemic approach, local/ contextual approach, and Pedagogies of engagement. The training material will be learner-centred, engaging, and interactive, based on either Face-to-Face or distance learning principles. It will propose training activities that will promote active, collaborative, experiential, participatory, contextual, challenge-based, and online learning.

More specifically, ACTIVEYOUTH4Life foresees:

- iv) The development of 4 Training Modules
  - ✓ Climate Change, Sustainable Development

- ✓ The role of Active Citizenship in EU in sustainable development awareness
  - ✓ Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development
  - ✓ Solutions to environmental problems through social entrepreneurship
- v) The development of a handbook for Film making
- vi) The development of six Digital Escape rooms

## 2.2 Foundations of Training Methodology of AY4L

ACTIVEYOUTH4Life is mainly founded on approaches and methodologies that promote learning of youths and enhance their awareness on environmental and sustainability issues. By using the term “approach” is described the overall vision one takes when looking at a topic. The style of the approach lays a foundation on how the topic is viewed, discussed, and studied, as it defines how the topic is being addressed. In other words, it concerns the philosophy in which a topic is being tackled, and influences the methodologies, methods, and procedures which will be employed to tackle the topic.

Moreover, “methodology” refers to the strategy used to tackle a topic. If an approach lays the philosophical foundation, the methodology defines the framework to serve the approach. Setting the framework, a methodology functions as a guideline, offering a system of methods with a set of criteria. The approaches and methods followed within the framework of ACTIVEYOUTH4Life are as follows.

### 2.2.1 Constructivism and Socio emotional learning approach

The ACTIVEYOUTH4Life training approach adopts the constructivist learning theory. According to this approach, the learners are in the centre of the learning process, where they are encouraged to actively create and construct their own knowledge. By employing active learning trainees have

significant autonomy and control over the learning process. The main elements of constructivism adopted in ACTIVEYOUTH4Life courses (Cedefop, 2010) concern:

- ✓ The learners construct their own reality based on their previous experience and beliefs
- ✓ The learners are responsible for their own learning, by participating actively in the training process and exploring
- ✓ They construct their own reality and interpret information in different ways.

Moreover, the Socio Emotional Learning approach describes *“the process through which students develop and apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions”*. (www.casel.org) In fact, this approach enables youths and adults to develop healthy identities through the management of their emotions, the achievement of goals, either personal and/or collective, the development of feelings of empathy for others by establishing and maintaining supportive relationships, thus making responsible and caring decisions. The five areas that socio-emotional learning approach enhance are:

- ✓ Self-Awareness
- ✓ Self-Management
- ✓ Social Awareness
- ✓ Responsible decision making
- ✓ Relationship Skills

### 2.2.2 Active Learning

Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion. Timely feedback, from either the instructor or fellow students, is critical to this learning process. Benefits of active learning are many including:

- ✓ Opportunities to process course material through thinking, writing, speaking, and problem solving
- ✓ Application of new knowledge that helps youths to encode information, concepts, and skills in their memory, linking them with previous information, organizing knowledge and strengthening neural pathways
- ✓ The enhancement of youths to correct misconceptions and develop a deeper understanding of content through the reception of frequent and immediate feedback
- ✓ The creation of personal connections with the material that derives from working on activities, thus leading to the increase of their motivation to learn
- ✓ Creation of a sense of community as a result of regular interaction with the instructor and peers around shared activities and goals
- ✓ Educators, teachers, can gain a greater understanding of students' thinking by observing and talking with them as they work. This active process of two-way understanding helps teachers target instruction in future lessons.
- ✓

In general, using active learning consistently means building accountability for individual and group work. In other words, it brings an added value to the participation of youths by showing to them that their activities and participation are valued.

### 2.2.3 Contextual Learning

The term “Contextual Learning” refers to the “*method of instruction that enables students to apply new knowledge and skills to real-life situations.*” (Pritchett, 2008). It is highly related to the constructivist approach in a sense that youths can understand and construct the meaning on the topic by exploiting their own experiences in the field. According to Osika et al (2022), contextual learning leads to the enhancement of the learning experience itself and of the learning outcomes as well. The main argument for using this methodology lies upon the ability that it offers to youths to better understand and apply the gained knowledge, skills, and competences outside of the classroom as a result of the connection/ contextualization of the learning objectives with other real-world contexts. Apart from this, “contextual learning” is considered to be highly motivating and engaging since it sparks the learners’ interest and curiosity. Making learning relevant to students’ daily lives is seen as paramount. The application of learning to real life scenarios ensures that learners are more engaged in the course. It also is key to bringing their understanding from a theoretical, abstract level to a grounded, real-world context (Breen et al, 2009).

### 2.2.4 Pedagogies of Engagement

Experts indicate that the most effective training practices are precisely active practices, such as collaborative learning, democratic learning, peer learning, small group learning, which are highly productive in activating in youths’ cognitive conflict and collective search for results to various problems. To ensure that the youths acquire not only knowledge, but above all skills and competencies, among them the ability to “learn how to learn,” the employment of teaching strategies and methodologies that enhance the learning potential of each youth and foster his or her autonomy are required.

Such a teaching approach favours learning that arises from laboratory experience, which places the student at the centre of the process, valuing his or her skills and relational experience. There are various participatory methods aimed at activating youth engagement with the most significant to be:

- i) **The Democratic Approach:** an education that responds in the most appropriate way to the needs of the learner, the community and society. It does this by developing reflective

individuals who are capable of collaborative problem solving and creative and flexible thinking. Just what a world in constant political turmoil and with emerging technology's

needs. It can be applied to students of all ages in any learning environment. The solid foundations on which it is developed are the teaching of a culture of shared values of

- ii) equality and responsibility, respect, trust, empathy, listening, welcoming ... collective decision-making. All members of the community, regardless of age or status, have a voice in important decisions such as school rules, programs, projects, hiring of staff, and even budgetary matters. A "self-directed" class in which students choose what they learn, when how and with whom they learn it. Learning can take place inside or outside the classroom, through play and traditional study. The key is for learning to follow students' intrinsic motivation and pursue their interests.
- iii) **Cooperative Learning:** It constitutes an excellent inclusive methodology, which allows a "joint construction" of "objects," procedures, concepts. It is not just "working in groups": in fact, it is not enough to organize the class into groups for the conditions for 'effective collaboration and good learning to take place. It addresses the class as a set of people who collaborate, with a view to a common result, working in small groups. Its founding principles are:
  - ✓ positive interdependence in the group
  - ✓ personal responsibility
  - ✓ face-to-face promotional interaction
  - ✓ importance of social skills
  - ✓ monitoring or review (reflection) of work done together
  - ✓ individual and group evaluation
- iv) **Peer Education:** Is a methodology that is gaining popularity especially for the prevention of bad behaviour, as it actively involves children directly in the school setting, with the aim of changing specific behaviours and developing life skills. In this educational methodology, peers would be models for acquiring knowledge and skills of various kinds and for modifying behaviours and attitudes, generally related to "being well," effective models to an extent often equivalent to professionals in the field. The peer is not a professor, not an expert in precise scientific knowledge, but he/she can manage relationships: his/her role is one of mediation and that is why he/she is perceived as part of the group. The peer

educator is an ordinary youth with a heightened awareness of the communicative processes that occur in the peer group.

One of the strengths of peer education is the reactivation of socialization within the class group. The peer alone does not transform anything but is the very stimulus of participation: the class, during interventions, is involved and exhorted in the elaboration of experiences.

For example, peer education gives adolescents the opportunity to find a space where they can talk about themselves and compare their experiences "as equals." It slowly brings life into the school: it is the peers who convey and share experiences, doubts, and uncertainties with peers. The youths involved have the perceptions of experiencing an informal life moment within the normal course of teaching.

### 2.2.5 Principles of Youth Engagement

Youth engagement is of high importance when it comes to the development of the Youths. As a term refers to the "result when young people are involved in responsible, challenging actions to create positive social change." (ACT for YOUTH, [https://actforyouth.net/youth\\_development/engagement/](https://actforyouth.net/youth_development/engagement/)) In relation to this, Youth Engagement enables Youths to participate actively in planning and decision making within their local /regional / national communities in a way that it affects not only themselves but also the others. Critical is to mention that Youth engagement takes place within youth-adult partnerships and is reciprocal in a sense that both groups contribute, teach, and learn from each other.

According to Davies et al (2018), there are in general five categories of engagement that students fall under.

- ✓ Intellectual: is also referred to as 'cognitive' or 'academic' engagement, related to a student's absorption with intellectual tasks
- ✓ Physical: regards the student's active physical participation in lessons due to the teacher planning activities which involve motion or engagement in physical activities
- ✓ Cultural: is defined as whether students of all cultures feel accepted and welcomed in the learning environment
- ✓ Behavioural is determined by several factors connected to:
  - participation in school-centred activities, such as extracurricular activities
  - school attendance
  - involvement in learning and academic tasks

- ✓ Emotional: relates to how a student feels during a particular activity, lesson or more generally with their education as a whole
- ✓ Social: can be defined as the extent to which a student follows written and unwritten rules of behaviour, for example, coming to class on time, interacting appropriately with teachers and
- ✓ peers, and not exhibiting anti-social behaviours, such as withdrawing from participation in learning activities or disrupting the work of other students (Finn & Zimmer, 2012)

### 2.2.6 Principles of Online Training

Online training such as e-learning has been developed to provide cost-effective and new learning experiences and covers all activities of education such as instructing, teaching, and learning through various electronic means (Koohang and Harman, 2005).

ACTIVEYOUTH4Life incorporates the following pedagogical principles that have been identified as important for the successful e-learning provision (Anderson and McCormick, 2005):

- ✓ Match to the curriculum: clear objectives are set; relevance to content is covered, as well as appropriateness of learners' activities.
- ✓ Inclusion: inclusive practices are seen in terms of different types and range of achievement, physical disabilities, different social and ethnic groups, and gender.
- ✓ Learner engagement: learners are engaged and motivated, activities employed have a worthwhile educational aim, not just to occupy the learners, but be enjoyable without producing adverse emotional reactions, improving the learning atmosphere.
- ✓ Effective learning: personalized learning is promoted as well as learner autonomy; metacognitive thinking and collaboration is encouraged, providing authentic learning exhibiting multiple perspectives on the topic of training.
- ✓ Formative and summative assessment is provided for the purposes of improving learners' performance.
- ✓ Coherence, consistency, and transparency: objectives, content, activities, and assessment match to each other. They are clear to the user, and they know what to expect.
- ✓ Ease of use: learning resources are open and accessible, intuitive, and not requiring guidance on use, providing appropriate guidance to learners

### 2.2.7 Experiential Learning

Experiential learning is a well-known model in education. Kolb's theory of experiential learning (Kolb, 1984) defines experiential learning as *"the process in which knowledge is created through the transformation of experience. Knowledge is the result of the combination of grasping and transforming experience."*

Kolb's experiential learning theory presents a cycle of four elements:

- ✓ Concrete experience
- ✓ Reflective observation
- ✓ Abstract conceptualization
- ✓ Active experimentation

The cycle begins with a student's lived experience, followed by an opportunity to reflect on that experience. Then students can conceptualize and draw conclusions about what they have experienced and observed, leading to future actions in which students experiment with different behaviours. This cycle begins again when students have new experiences based on their experimentation. The goal of experience-based learning involves something personally meaningful to students therefore students must be personally engaged. It is critical to this that reflective thinking and opportunities for students to write about or discuss their experiences are continuous throughout the process. The whole person is involved, which means not only his or her intellect, but also his or her senses, feelings, and personality.

Students need to be recognized for the prior learning they bring to the process, and teachers need to establish a sense of trust, respect, openness, and concern for students' well-being.

Some examples of experience-based projects are role-playing, service learning, internships, study abroad, open projects (guided discovery), group projects, and field study. The more open-ended and unformulated an assignment is, the more likely students are to draw on their own experience and reflection and immerse themselves in the subject. Above all, this methodology is suitable for ACTIVEYOUTH4Life since environmental subjects are particularly suited to experience-based learning. Indeed, it would mean incentivizing the responsibility that each of us humans have in environmental challenges. Using an experiential approach to an environmental subject invites students to examine their own effects on the environment, whether positive or negative. Once students have become concretely aware of the ways in which they impact the environment, they can reflect on and experiment with different environmentally friendly behaviours.

### 2.2.8 Participatory Learning methods

Participatory learning methods refer to those methods that “*expect a high degree of activity and personal involvement of participants in the learning process*” (Kucharčíková & Tokarčíková, 2016) by helping them to develop lifelong learning and transferrable competences while addressing issues related to the curricula, both in class and/or in extra-curricular activities.

The key features of the Participatory Learning methods (Council of Europe, 2001):

- ✓ They are participatory having a learner-centred focus
- ✓ They are holistic and process-oriented
- ✓ Close to real-life concerns, experiential and oriented to learning by doing, using intercultural connections, and creating empathy
- ✓ They have a voluntarily orientation and are accessible to everybody
- ✓ They promote the values and skills of democratic life
- ✓ They enable the establishment of a balanced interaction among values, knowledge, and skills dimensions of learning
- ✓ They promote the linkage between individual and group learning, creating connections at local, regional, national, and international level
- ✓ They ensure the establishment of symmetrical teaching/learning power relations.
- ✓ They encourage better retention of what it has been learnt.

One of the most important participatory learning methods is “Story telling” and “Digital Storytelling”. By using the term “Storytelling” it is referred to *“the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights”* (Serrat, 2008). In alignment with the above description, “Digital Storytelling” describes *“a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasised, and can be linked to other people, a place, an interest or to anything that will give the story a personal touch”* (Normann, 2011). It is widely accepted that storytelling is considered to be a powerful educational tool for thousands of years. In line with this, digital storytelling constitutes a new form of storytelling that takes place through media and digital means, focusing mainly on empowering those participating in them (learners) so as to be encouraged and enabled to be engaged on issues that affect their lives and their communities (Juppi, 2017). In fact, through digital storytelling is sought to be empowered two key elements of the learner, his/her personal growth, and the improvement of his/her capacity to act as an active citizen.

### 2.2.9 Challenge-based learning and Gamification

Challenge-based learning refers to an *“innovative teaching methodology that engages students to resolve real-world challenges while applying the knowledge they acquired during their professional training”* (Portuguez Castro & Gomez Zermeño, 2020). Access to technology constitutes an integral part of challenge-based learning having as a key feature the networking tools and media production techniques already being used in daily life by many 21st century learners. In preparing the final products of their research — presentations of their chosen solutions — students draw

upon photography, videography, audio recording, and writing skills that they may already be using as web content producers.

On the other hand, “Gamification” is defined as the implementation of game design in non-game contexts (Deterding et al., 2011). It uses aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012). Gamification involves the application of game design elements in an existing training to bring desirable change in it and there are many different approaches in gamifying training which involves the integration of game elements into either the training content or in the training methodology (Armstrong & Landers, 2018). Regarding the gamification of training methodology this might be accomplished by adding elements of feedback into an online training module using points, badges or leaderboards and learners to be informed about their status and participation. Such elements might have positive effects on engagement, attendance and participation, and minimization of the gap between high- and low scoring learners.

### 2.2.10 Principles of Non- formal learning

Non-formal education is a safe process, where people can be themselves by sharing their life experience, revealing their weak sides without fear of making mistakes and acknowledging them. It is also a space for learning from one’s mistakes and learning from each other, for the mutual growth of both educator and the learner” (Gailius et al. 2013, 29).

Non-formal education is that type of education that takes place outside the curriculum provided by formal education where learning activities take place on a voluntary basis and are carefully designed to foster the personal, social, and professional development of participants.

In Europe, most citizens have received some form of schooling in their lifetime. This formal schooling is normally based on a "vertical" relationship between learner and teacher: the one who possesses knowledge and transmits it (teacher) and the one who receives it (learner). Non-formal education, on the contrary, can be explained by the formula "learning by doing," that is, learning directly in the field. The learning methodology consists of the interaction between learners and the concrete situations they experience. There are no teachers giving ex-cathedra sections in a sense that youth, youth workers, and educators (trainers) develop knowledge and skills together, in a "horizontal" relationship.

The principles of non-formal learning are:

- ✓ Use of participatory, learner-centred methods
- ✓ Course Design according to the interests of young people

- ✓ Evaluation of failure or success is never individual but collective since everybody has the right to make mistakes
- ✓ Carried out in environments and situations in which training and learning are not the only activity.
- ✓ The learning context must put participants at ease
- ✓ Activities are led by learning facilitators, both professionals and volunteers
- ✓ Activities are planned according to objectives and address specific target groups
- ✓ Participatory methodologies used in non-formal education are many and are closely related to the goals one intends to achieve through a project

### 2.2.11 Principles of serious gaming

Serious gaming falls under the active learning paradigm, and is defined as a contest that is played with a computer followed by specific rules, that uses entertainment in order to promote training, education on numerous topics like health, public policy, communication etc. One may think that computer games and serious games constitute synonyms but that is not true. In fact, they have differences with the most prominent one to be those serious games *“uses pedagogy to infuse instruction into the game play experience, thus providing a delivery system for organizational video game instruction and training”* (Greitzer et al, 2007).

There is an intercorrelation of the design of serious games with the cognitive ones foreseen via active learning instructional design guidelines that lead to the development of training applications. These key principles concern:

- ✓ The stimulation of semantic knowledge. The material should be related to the learner’s experiences and existing semantic knowledge structures in order to facilitate learning and recall of the information.
- ✓ The management of the learner’s cognitive load. The material should be organized into small chunks and build up gradually from simple to complex concepts.
- ✓ The immersion of the learner in problem-centred activities. The provision of opportunities for learners to work immediately on meaningful, realistic tasks are of high significance.
- ✓ Emphasis put on interactive experiences. Problem-centred activities should be developed in such a way so as to require manipulation of objects for encouraging the active construction/processing of training material. Thus, helping in building lasting memories and deepen understanding.
- ✓ The Learner Engagement. Learning scenarios should be devised so as to maintain the performance of learners in a “narrow zone” between too easy and too difficult.

## 2.3 Main Tools used for ACTIVEYOUTH4LIFE training aspects

The main tools and techniques that will be employed within the ACTIVEYOUTH4Life training depict in the table given below:

|                             |  |  |
|-----------------------------|--|--|
| <b>Online Training</b>      | <ul style="list-style-type: none"> <li>✓ <b>Group discussions</b></li> <li>✓ <b>Working in Teams</b></li> <li>✓ <b>Peer Learning</b></li> <li>✓ <b>Memory activation</b></li> <li>✓ <b>Storytelling</b></li> <li>✓ <b>Brainstorming</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Learning Platform</b></li> <li>✓ <b>Use of Multimedia</b></li> <li>✓ <b>Online material</b></li> <li>✓ <b>Self-assessment activities</b></li> <li>✓ <b>Networking</b></li> <li>✓ <b>KAHOOT!</b></li> </ul>                                     |
| <b>Filmmaking</b>           | <ul style="list-style-type: none"> <li>✓ Working in Teams</li> <li>✓ Reflection</li> <li>✓ Group discussions</li> <li>✓ Demonstration</li> <li>✓ Digital Storytelling</li> <li>✓ Peer learning</li> <li>✓ Workshop</li> </ul>                      | <ul style="list-style-type: none"> <li>✓ Support with Handbooks</li> <li>✓ Use of Multimedia (photography, videography, audio recording etc.)</li> <li>✓ Presentation by Learners</li> <li>✓ Team collaborative assessment</li> <li>✓ Moviemaker software</li> <li>✓ Networking</li> </ul> |
| <b>Digital Escape rooms</b> | <ul style="list-style-type: none"> <li>✓ Digital Storytelling</li> <li>✓ Reflection</li> <li>✓ Role play</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Learning Platform</li> <li>✓ Use of Multimedia</li> <li>✓ Networking</li> </ul>   |

| Type of Method               | Techniques  | Tools   |
|------------------------------|---|---|
| <b>Face to Face Training</b> | <ul style="list-style-type: none"> <li>✓ Group discussions</li> <li>✓ Self-observation</li> <li>✓ Group activities</li> <li>✓ Working in Teams</li> <li>✓ Peer Learning</li> <li>✓ Memory activation</li> <li>✓ Role play</li> <li>✓ Teambuilding activities</li> <li>✓ Brainstorming</li> <li>✓ Aquarium</li> <li>✓ Solution to incident</li> <li>✓ Experimentation</li> </ul> | <ul style="list-style-type: none"> <li>✓ Presentation</li> <li>✓ Simulation exercises</li> <li>✓ Use of Multimedia</li> <li>✓ KAHOOT!</li> <li>✓ Self- assessment activities</li> </ul> |

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## 3.Design of Assessment Methodology

### Introduction

The scope of this report is to describe the assessment methods to be employed in the training approach of ACTIVEYOUTH4Life project. This document provides the theoretical foundation of the assessment in a way easy to be followed by youth workers, trainers, and educators as well as youths and includes the methods and the corresponding tools.

Therefore, the report includes:

- ✓ The basic elements that define Assessment, the key principles, and types of assessment to be used within the framework of ACTIVEYOUTH4Life project.
- ✓ The methods to be used for assessing the Learning outcomes of the proposed ACTIVEYOUTH4life training course,
- ✓ The basic tools deployed within the ACTIVEYOUTH4Life and the relative indicators for assessing the different training aspects of the project.

The audience of the training methodology are youth workers, trainers, and educators as well as youths.

### 3.1 Assessment

### 3.1.1 Definition of Assessment and Importance

With the term “Assessment” is defined as *“the systematic process of gathering, interpreting and acting upon data related to student learning and experience or the purpose of developing a deep understanding of what students know, understand, and can do their knowledge as a result of their educational experience”* (Huba & Freed, 2000). In fact, assessment constitutes an ongoing process that aims in deeply understanding and improving the youths’ learning. However, it would be false to think that it is all about collecting data. On the contrary, assessment refers to combination of three key factors: a) Cognition, where a model of how students represent knowledge and develop competence in a content domain; b) Observation, where tasks or situations that allow one to observe the youths’ performance; and c) Interpretation, where an interpretation method is used for drawing inferences from performance evidence (National Research Council (2001).

In other words, assessment identifies:

- ✓ What the youths have learnt in terms of knowledge
- ✓ What the youths can do and the extent to which they can perform well in terms of skills
- ✓ How the youths proceed with carrying out their practical activities/ assignments / tasks in terms of the learning process
- ✓ How the youths feel about their activities/ assignments / tasks in terms of motivation and effort

Apart from these, assessment contributes significantly to the design and modification of training programs so as to better promote youths learning and success, whilst at the same time, sets the foundations for standardizing youths abilities enabling those actively involved in the design and delivery of training programs to act more coherently and effectively in promoting the learning of youths. Last but not least, through the assessment young people have the opportunity to receive feedback about their performance encouraging them to seek improved results by better planning their learning experience, within the framework of ACTIVEYOUTH4Life.

### 3.1.2 Key Principles and Values of Assessment

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and exacts a vision of the kinds of learning we most value for learners and strive to help them achieve. Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists learners in learning. Thirdly, where appropriate, assessment criteria should be made explicit to

learners to focus their attention on what they have to achieve and provide them with feedback about their progress.

- ✓ Assessment will be reliable (To ensure the level of consistency that is necessary for assessment to be reliable)
- ✓ Assessment will be equitable.
- ✓ Assessment will be explicit and transparent.
- ✓ Assessment will support the student learning process.
- ✓ Assessment will be efficient.
- ✓ Assessment outcomes will be monitored, and this monitoring used to support the enhancement of assessment policy and practice.

### 3.1.3 Types of Assessment

Assessment can be diagnostic, summative, or formative, depending on its objectives.

- ✓ A **diagnostic assessment** provides an indicator of a learner's aptitude and preparedness for a unit or program of study and identifies possible learning problems (Bejar, 1984). A diagnostic assessment is essential when constructivism is adopted, in which learners' previous experiences and knowledge are important and should be accounted for. Diagnostic assessment typically takes place at the beginning of a teaching or training sequence, typically in the form of a short quiz/test, or single question(s). Especially for youths and adult learners, when they first enter a new program, a diagnostic assessment may be performed, to identify their strengths and any potential barriers to learning (such as a disability), and to direct them to the most appropriate module to study according to their needs and expectations.

In order to evaluate if the learners/ trainees understood the contents and are able to apply the newly acquired knowledge, it is recommended to include assessment activities at least at the end of each training module, for summative (final) assessment purposes.

- ✓ **Summative assessment** is when the learners' status with respect to educational variables of interest is determined (Popham, 2002). Summative assessment informs the learners of the standard that they have achieved, can provide insights into whether the course is effectively reaching its aims, certify to third parties (e.g., employers) the level of knowledge that each learner has reached, and make decisions about learners' eligibility for further courses (Freeman, 2005). Thus, summative assessment typically takes place at the end of a teaching or training sequence, in the form of exams/tests/quizzes, tutor-marked assignments, computer-marked assignments, course work, etc.

Assessment becomes formative when the information is used to adapt teaching and learning to meet student needs.

- ✓ **Formative assessment** can be defined as 'the process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning' (Bell & Cowie, 2001, p. 1). In this respect, formative assessment involves the collection of evidence about

learners' current state of learning and results in the provision of continuous feedback for both the learner and the educator. Formative assessment has come to receive much recognition as a powerful means of enhancing learners' learning (Black & Wiliam, 2009). Different formative assessment methods have been introduced in the literature, such as interactions-on-the-fly, educator's written feedback, peer feedback and peer assessment, self-assessment, while formative assessment activities may be applied for different learning objects, such as learners' responses to in-text questions, e-portfolios, projects, assignments, etc.

### 3.2 Assessing the Learning Outcomes of the proposed AY4L courses

When assessing the learning outcomes of the proposed AY4L courses, using a variety of different techniques ensures that all three core assessment types are covered. Formative assessment is covered by self-assessment and peer-assessment activities, while summative assessment is covered by assignments and questionnaires. Diagnostic assessment can be performed at the beginning of the modules by assessing what learners already know through a single self-reflective question. These types of assessment are either direct or indirect: both these forms of assessment allow for educators to understand the overall success of their courses.

Direct assessment involves looking at work actually produced by learners during the course of the program. This method showcases evidence of learning – learners demonstrate what they have learned by applying their knowledge. This allows for educators to test the overall understanding of learners participating. Suggestions of activities that can be used in these courses include:

- ✓ Project/product creation
- ✓ Assignments
- ✓ Group discussions
- ✓ Quizzes
- ✓ Case study analysis

Indirect assessment involves gathering information through means other than looking at learners' work. This allows for educators to test the overall engagement and successful participation of the learners. Some suggested activities can be:

- ✓ Surveys at the ends of the modules
- ✓ Numbers of hours spent on the learning platforms.
- ✓ Engagement with course material

There are several different types of assessments that could be used to assess the learning outcomes of the AY4LIFE courses. These types of assessments allow educators to assess the knowledge, skills, and attitudes of the learners to ensure overall effectiveness. These assessment types can be split into four categories:

- ✓ **Questionnaire or single question(s):** a questionnaire is a specific set of written questions which aims to extract specific information from learners (Kaplan, 2015). The questions and answers are designed in order to gather information about attitudes, knowledge, and skills of the learners.
- ✓ **Self-assessment:** self-assessment is a valuable approach to supporting learning, particularly when used formatively (Wride, 2017). It is one of the most important skills that learners require for future professional development and life-long learning, as it develops their capacity to be assessors of learning.
- ✓ **Peer-assessment:** peer-assessment activities provide a structured learning process for learners to critique and provide feedback to each other on their work (Cornell University, 2022). It helps learners develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.
- ✓ **Assignment:** assignments can be used to test higher cognitive abilities and the application of specific or knowledge (University of Twente, 2022). It provides learners to learn, practice, and demonstrate what they have learned and that they have achieved the learning outcomes.

At the end of each module, learners will be required to complete a quiz to test their knowledge of the topic. It is suggested that a variety of question types are used to assure both information retention as well as understanding. Question types such as true or false, multiple choice, and matching questions, all require the learner to identify what they have just learned, whereas question types such as short answer questions require the learner to explain what they have just learned demonstrating understanding of the overall topic.

| No. | Thematic Area  | Suggested Assessment Activities   |
|-----|--|---|
| 1   | <b>Climate Change &amp; Sustainable Development</b>                              | <ul style="list-style-type: none"> <li>➤ Questionnaire               <ul style="list-style-type: none"> <li>➤ Memory games</li> <li>➤ Single diagnostic question</li> </ul> </li> <li>➤ Self-assessment               <ul style="list-style-type: none"> <li>➤ Project-based learning</li> <li>➤ Reflective questions</li> </ul> </li> <li>➤ Peer-assessment               <ul style="list-style-type: none"> <li>➤ Group discussions</li> <li>➤ SWOT analysis</li> </ul> </li> <li>➤ Assignment               <ul style="list-style-type: none"> <li>➤ Case studies</li> </ul> </li> </ul> |
| 2   | <b>The role of Active Citizenship in EU in sustainable development awareness</b> | <ul style="list-style-type: none"> <li>➤ Questionnaire               <ul style="list-style-type: none"> <li>➤ Knowledge-based quiz</li> <li>➤ Single diagnostic question</li> </ul> </li> <li>➤ Self-assessment               <ul style="list-style-type: none"> <li>➤ Problem-based learning</li> <li>➤ Service learning</li> </ul> </li> <li>➤ Peer-assessment</li> </ul>   |

|   |   |  |
|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>➤ Debates</li> <li>➤ Roleplay</li> <li>➤ Assignment</li> <li>➤ Computer-based assignments</li> </ul>  |
| 3 | <b>Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development</b> | <ul style="list-style-type: none"> <li>➤ Questionnaire <ul style="list-style-type: none"> <li>➤ Self-assessment quiz</li> <li>➤ Single diagnostic question</li> </ul> </li> <li>➤ Self-assessment <ul style="list-style-type: none"> <li>➤ Reflective questions</li> <li>➤ Lifestyle analysis</li> </ul> </li> <li>➤ Peer-assessment <ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Debates</li> </ul> </li> <li>➤ Assignment <ul style="list-style-type: none"> <li>➤ Reflective tasks</li> </ul> </li> </ul> |
| 4 | Solutions to environmental problems through social entrepreneurship   | <ul style="list-style-type: none"> <li>➤ Questionnaire <ul style="list-style-type: none"> <li>➤ Reflective quiz</li> <li>➤ Single diagnostic question</li> </ul> </li> <li>➤ Self-assessment <ul style="list-style-type: none"> <li>➤ Self-directed learning</li> <li>➤ Service learning</li> </ul> </li> <li>➤ Peer-assessment <ul style="list-style-type: none"> <li>➤ Project-based learning</li> <li>➤ Roleplay</li> </ul> </li> <li>➤ Assignment</li> <li>➤ Case studies</li> <li>➤</li> </ul>                                  |

### 3.3 Main Methods and Tools used for the assessment of ACTIVE-YOUTH4LIFE training aspects.

The main indicators and tools of assessment that will be employed within the ACTIVEYOUTH4Life training depict in the table given below:

| Type of Method               | Indicators   | Tools  |
|------------------------------|--|--|
| <b>Face to Face Training</b> | <ul style="list-style-type: none"> <li>✓ Number of participants</li> <li>✓ Number of participants completing the training</li> <li>✓ Satisfaction rates from the training.</li> <li>✓ Percentage of success in self-assessment activities</li> <li>✓ Completion of practical activities</li> </ul> | <ul style="list-style-type: none"> <li>✓ Satisfaction Questionnaires</li> <li>✓ Self-assessment activities (single questions, multiple choice, mix and match, fill the gap)</li> <li>✓ Practical activities rates of completion (case studies, peer activities,</li> </ul>   |
| <b>Online Training</b>       | <ul style="list-style-type: none"> <li>✓ Number of participants</li> <li>✓ Number of participants completing the online course</li> <li>✓ Satisfaction rates from the online training</li> <li>✓ Participation in online activities</li> <li>✓ Collaboration with their peers online</li> </ul>    | <ul style="list-style-type: none"> <li>✓ Satisfaction Questionnaires</li> <li>✓ Self-assessment activities (single questions, multiple choice, mix and match, fill the gap)</li> <li>✓ Online Practical activities rates of completion</li> <li>✓ Logins and Logouts</li> <li>✓ Participation in chats and in collaboration space</li> </ul> |
| <b>Filmmaking</b>            | <ul style="list-style-type: none"> <li>✓ Number of participants</li> <li>✓ Satisfaction rates from the filmmaking</li> <li>✓ Perception of cultivation of LIFE Comp competences</li> <li>✓ Active participation in the filmmaking</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Satisfaction Questionnaires</li> <li>✓ Completion of Films</li> <li>✓ Observation</li> <li>✓ Checklist</li> <li>✓ Facilitator's Feedback</li> </ul>   |
| <b>Digital Escape rooms</b>  | <ul style="list-style-type: none"> <li>✓ Number of participants</li> <li>✓ Satisfaction rates from the digital escape rooms</li> <li>✓ Perception of cultivation of LIFE Comp competences through digital escape rooms</li> <li>✓ Active participation in the digital escape rooms</li> </ul>      | <ul style="list-style-type: none"> <li>✓ Successful Completion of Digital escape rooms</li> <li>✓ Checklist</li> <li>✓ Observation</li> </ul>  |

## References

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## 4. Youth Trainer's Handbook

### Introduction

The scope of this report is to provide guidelines to youth workers on how to use the developed material of ACTIVEYOUTH4Life so as to enhance the active citizenship of youths cultivating at the same time their environmental and sustainable development awareness. Within this manual, Youth workers will:

- ✓ Be familiar with the different modules developed within the framework of ACTIVEYOUTH4Life project.
- ✓ The methods of delivery proposed by ACTIVEYOUTH4life training course,
- ✓ The basic tools deployed within the ACTIVEYOUTH4Life for assessing the knowledge gained through the courses.
- ✓

- ✓ Specific tips for successfully delivering the courses to Youths.

The audience of the training methodology are youth workers, trainers, and educators.

## 4.1 Description of the AY4L proposed Course.

### 4.1.1 Key characteristics of each module (aim, objectives, length, content)

Based on the findings retrieved by the survey carried out with youth workers, trainers, and youths four modules have been developed within the framework of ACTIVEYOUTH4Life which cover different aspects regarding the role of active citizenship and how to engage the youths in order to become active citizens in their communities, along with key elements about climate change and sustainable development. The proposed course and the aims and objectives of each module is given below:

#### *Module 1: Climate Change and Sustainable Development*

##### **Aim & Objectives:**

The main goal of this module is to introduce youths to the phenomenon of climate change and the effects that it causes to earth along with sustainable development as a key response to combat these negative effects. Furthermore, the specific objectives of this module regard raising environmental and sustainability awareness of youths through.

- ✓ The knowledge about the consequences of climate change in different aspects of our lives,
- ✓ The actions should be taken in order for youths to be able to reverse this situation.
- ✓ The tools and applications exist in order to identify how their actions affect the environment.
- ✓ The different aspects that sustainability entails and the various levels of action that need to be taken.

**Length:** It is estimated that this module will not last more than 20 hours in duration

##### **Contents:**

In order for youths to fully understand the topic and its importance in the field of reversing the negative consequences of climate change, the following contents have been prepared:

- ✓ Introduction to climate change: definition, background, and evolution
- ✓ General and specific challenges of climate change and how to approach them.
- ✓ Introduction to sustainable development: Definition, Meaning and Dimensions.
- ✓ The 17 Sustainable Development Goals (SDG)

## *Module 2: The role of Active Citizenship in EU in sustainable development awareness*

### **Aim & Objectives:**

This module aims at the introduction of the term of active citizenship and the significance that it has for developing healthy communities and citizens that pursue for their prosperity and well-being within their communities. Moreover, through this module the learners will comprehend the interconnection of active citizenship with sustainable development by developing a mindset that promotes their engagement towards their communities and taking responsibility of their lives by becoming active citizens. To this end, the specific objectives of the module are:

- ✓ The raise of awareness on the role of active citizenship to their future lives
- ✓ The Comprehension of the need for youth engagement and participation within the community
- ✓ The development of a system thinking mindset for recognizing alternative solutions and impacts

**Length:** It is estimated that this module will not last more than 20 hours in duration

### **Contents:**

Active citizenship and sustainable development awareness constitute two difficult challenges in terms of understanding, elements, yet they play a pivotal role in the activation of youths in their communities and leading them to make their voices heard. For this to be achieved, the following subtopics are foreseen in this module:

- ✓ Introduction to Active Citizenship: Definition, meaning, key elements and dimensions.
- ✓ Main theories about youth participations and their important role and engagement
- ✓ Sustainability and its eco-systemic vision
- ✓ Competences and tools needed to develop meaningful engagement of youths and to make change happen.

## *Module 3: Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development.*

### **Aim & Objectives:**

This module describes the mental processes that take place in every human being on this planet and how these processes affect behavioural patterns, habits, choices, and actions undertaken. In this sense, details are provided regarding the different aspects that influence our behaviours and personal lifestyles indicating how these are correlated to the impact of human activity on earth. Therefore, the specific objectives of this module are related to:

- ✓ Raising awareness about the impact of human activity based on the personal lifestyles followed.
- ✓ Raising awareness on the sustainability and how it can be achieved through changes in behaviour and consumption habits.
- ✓ Identification of the specific factors that lead to certain human behaviour.

**Length:** It is estimated that this module will not last more than 20 hours in duration

**Contents:**

As for the contents of this module, these are presented below:

- ✓ Introduction to the impact of human activity on earth
- ✓ Sustainable Behaviour, Sustainable lifestyle
- ✓ Factors that affect and/ or determine human behaviour: main theories and models.
- ✓ Behavioural change and how can be accomplished.
- ✓ Good and bad examples of how culture, human values and lifestyles affect sustainable development.
- ✓ Practical tools and interventions for sustainable development

*Module 4: Solutions to environmental problems through social entrepreneurship*

**Aim & Objectives:**

This module constitutes a practical guide for youths on how to identify social problems, to develop ideas through the social innovation process and provide solutions via social entrepreneurship, having a specific focus on combating environmental issues. For this to be achieved, there are specific objectives that need to be met, such as:

- ✓ The process for identifying social problems.
- ✓ The raise of awareness that social innovation plays in this process.
- ✓ The raise of awareness about the difference that can be made through social entrepreneurship.

**Length:** It is estimated that this module will not last more than 20 hours in duration.

**Contents:**

Social entrepreneurship and social innovation constitute of terms that in some countries are in a more advanced level than in others. These concepts are closely connected to social change through tackling social issues (e.g., economic, cultural, environmental) through the provision of viable solutions. However, there is a need for gaining a different point of view on how to approach problems and visualize alternative solutions. For this to be achieved, the following subunits have been included:

- ✓ Introduction to Social Entrepreneurship: definition and basic elements
- ✓ Social Innovation and the characterises of the social innovation process and tools.
- ✓ Benefits of social entrepreneurship for local, regional, national development
- ✓ Sustainability and social enterprises
- ✓ Good examples of social enterprises on combating environmental issues

### 4.1.2 Presentation of Learning Outcomes

After being introduced to the key elements of each training module in terms of aims and specific objectives, duration, and content, you will be introduced to what are the desirable outcomes are per learning unit. Therefore, the following table presents the learning outcomes that youths should acquire after the completion of each module, which are presented in terms of knowledge, skills, and competences.

| Thematic Area  | Learning Outcomes   |
|--|---|
| <p><b>Module 1:</b><br/><b>Climate Change, Sustainable Development</b></p>                                   | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of the meaning and consequences of climate change.</li> <li>✓ Be aware of how global warming has evolved during the last few years</li> <li>✓ Identify those actions that can be taken to counteract specific challenges posed by climate change.</li> <li>✓ Be aware of the meaning of sustainable development and its advantages.</li> <li>✓ Be familiar with the 17 Sustainable Development Goals (SDG) and the main actions to fulfil them.</li> <li>✓ Describe the role of circular economy.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to use available tools and apps for tracking climate actions.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to develop a global vision about sustainable development and climate change.<br/>Be competent to develop a responsible attitude also inspiring their peers</li> </ul> |
| <p><b>Module 2:</b><br/><b>The role of Active Citizenship in EU in sustainable development awareness</b></p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of what active citizenship is and the related terms within it.</li> <li>✓ Be familiar with the holistic vision of sustainability and its connection with active citizenship.</li> <li>✓ Be aware of the SDGs goal as a critical precursor to an active engagement of citizens, communities, and other agents.</li> <li>✓ Be aware of the role that civil society and youth can have to build the future.</li> <li>✓ Be familiar with theories about youth participation and engagement.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to select and apply tools for engaging youths.</li> <li>✓ Be able to develop system thinking that fosters thinking about complexity issues of youths.</li> <li>✓ Be able to provide different examples of active citizenship.</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>✓ Be competent to develop civic responsibility, engage and act towards</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to develop civic responsibility, engage and act towards certain problems.</li> </ul> <p>Be comfortable with uncertainty by identifying multiple, open-ended, alternative, and preferable futures to be created collectively</p>  |
| <p><b>Module 3:</b><br/><b>Necessary behavioural changes, cultural and human values, consumption habits and lifestyles that contribute to sustainable development</b></p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of the impact that human activity has on the planet.</li> <li>✓ Be familiar with the terms of sustainable behaviour and sustainable lifestyle.</li> <li>✓ Identify the factors that affect human behaviour.</li> <li>✓ Identify specific intervention tools on case scenarios about sustainable development.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to measure the damage that their lifestyle cause to the planet.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to recognize how they can contribute to sustainable development through changing their habits, behaviours, and lifestyles.</li> <li>✓ Be competent to pass on their peers the need to adopt more sustainable lifestyles</li> </ul>   |
| <p><b>Module 4:</b><br/><b>Solutions to environmental problems through social entrepreneurship</b></p>  | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Be familiar with social entrepreneurship principles and characteristics.</li> <li>✓ Be familiar with the term of Social Innovation and its importance.</li> <li>✓ Be aware of the benefits that social innovation and social entrepreneurship can bring to the community.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Be able to analyse a social / environmental problem using the appropriate tools and understand the challenge behind</li> <li>✓ Be able to use design thinking tools and theory of change in order to provide solutions to different social/ environmental problems.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>✓ Be competent to address environmental issues that could be resolved through social entrepreneurship.</li> <li>✓ Be competent to identify a social and/ or environmental problem and come up with the most appropriate solution.</li> <li>✓ Be competent to inspire their peers presenting them ideas to solve environmental problems through social innovation</li> </ul> |

### 4.1.3 Structure of each module (theoretical part, practical activities, reflection questions, did you know, tips etc)

As in the majority of structured training modules, the proposed ones in ACTIVEYOUTH4Life follow a specific structure that entails an introduction, the main part with the corresponding information about the topic broken down in learning units and a conclusion. However, youth participation and engagement towards the completion of the modules is of major importance and therefore, the structure of each module focuses more on the provision of practical examples and less in theoretical parts while it foresees to draw the attention of participants by using multiple sources like videos, infographics, images, articles, and specific icons signifying what kind of information is presented in each part of the module etc. So, within each module you will find the following elements/ sections:

#### Introduction

As you already know, in this section the learner is introduced in the topic of the module while some details are provided of what is expected to learn during the training. It has a form of a small paragraph ranging from eight to ten sentences, whilst it is accompanied by the Learning Outcomes of the module, in terms of knowledge, skills and competences.

#### Theoretical Part

This section includes all the relative information that constitute the main theoretical part of the topic. Since the main focus of ACTIVEYOUTH4Life is the provision of information in such a way that encourages learner to complete the training, it was decided that theory should be limited, providing all the information in a simple way by using simple language and if possible, including images, graphs and infographics that make theory more comprehensive and approachable by the learners. Theory is represented by the following icon.



If you wonder about the limitation in theory and how the material developed ensures not only that it is appropriate for the youths but also that the youths will gain the knowledge, skills and competences as described in the previous section, then you will notice that all the corresponding information can be retrieved by multiple different resources that enrich the training material hence making learning more practical, interesting and enjoyable. The following sections operate towards the achievement of this goal.

### Additional information

The additional information section encourages learner to delve in the topic by reading more information that are provided through different means like links, documents in pdf format, ppts, slides. It usually starts with sentences like the ones provided below that suggest to youths' additional material that will enable them to get a full understanding of the topic, while it is accompanied by the following icon.



[See also here, this presentation by.....](#)

[Visit also here, this link to learn more about.....](#)

### Video

Since youths are familiar with technology and technological means, they are directed to watch useful information about the topic through videos that already exist and are free online. Like TEDx, or Vimeo, or YouTube. Visual and hearing stimulation plays a pivotal role in the acquaintance of knowledge and therefore it is strongly suggested in training courses and especially when the participants are youths. The proposal of specific videos related to the topic are presented with the sentences given below, while the icon to be used for recognizing the type of external source is the following one.



[See also here, this ted talk by.....](#)

[See also here, this video about ....](#)

### “Did you know?”

In this section, relevant information regarding curiosity about the topic and/or useful examples are provided. The main goal of this part is to enlighten more the learners through the presentation of valuable examples in short that make the topic more comprehensive to them. There is always the source from where the information was retrieved, while the icon that signifies this section is the following.



### “Best practices”

**As it derives from the title, in this section information are provided** regarding best practices and good examples carried out by other organizations., institutions, individuals, etc related to the topic. This section is also of high importance for inspiring youths about the topic, presenting them at the same time, that if others managed to success in the field, they can do it as well. It actually

consists of a representation that what is being analysed in the above-mentioned sections it is also feasible to be achieved, and the best practices show the way on how to achieve those results.

There is always the source from where the information was retrieved, while the icon that signifies this section is the following.



### “Tips”

It constitutes one of the most practical parts of the module. It actually provides with valuable advice on how to achieve specific results that are closely related to the topic, through the provision of analytical guidelines and steps on how to achieve them. It does not include much theory, instead the information is provided mainly in the form of bullet points and/or steps. The following icon introduces learners to the section.



### Time for a Quiz!

Active learning and experiential learning are of major importance when it comes to training and gaining the desirable knowledge, skills, and competences. Having this thesis as a starting line, all modules are enriched with exercises/ practical activities/ quizzes that can be carried out either individually or in groups, that refer to the specific topic of the specific learning unit and contribute to the effectiveness and efficiency of the learning process. There is a variety of exercises that are employed within ACTIVEYOUTH4Life, the type of which is related to the topic and the specific outcomes that need to be acquainted. The different types of activities concern:

- ✓ Scenario where the learners should provide their input.
- ✓ Activity carried out through an application (for instance, you are asked to calculate your carbon footprint by using this online calculator found in this link <https://www.carbonfootprint.com/calculator.aspx> )
- ✓ Collaboration information sharing with peers (using chat rooms, forums, wikis, blogs, podcasts, whiteboard, on-line sharing spaces, etc)  
*Example*  
*You calculated your household's carbon footprint in the previous activity. Have you received feedback from you peers about it? Why don't you post it on our platform in the section dedicated to peers' collaboration – It's here: link to channel?*
- ✓ Peer activities/group assignments
- ✓ Experiential activities -writing a reflective note after completing an activity etc.

For example,

*Please provide some examples where your decisions/ choices had a negative effect on your carbon footprint. Now that you know the extent to which your actions/ choices affect the environment, describe what you should have done differently.*

This kind of activities are signified by the following icon.



### Conclusion

The final part of the module is the conclusion, where a summary of the key points of the topic are presented. For stimulating more, the interest of the participants apart from text, there can be also graphs, mind maps, or tables employed for presenting the information in a visual way. The icon used for conclusion is the following.



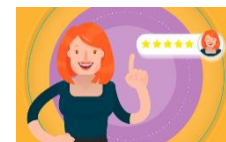
### Test what you've Learnt!

Finally, learners need to assess themselves whether they have gained the desirable knowledge. And this is achieved through self-assessment questions. At the end of each module there are up to eight self- assessment questions that lead learners to estimating the level of the acquisition of the learning outcomes. It should be noted, that for ensuring the engagement of learners, we propose the implementation of this activity through the use of free interactive apps like Kahoot! They are funny, enjoyable providing visual, hearing, and kinaesthetic stimuli to the learners, thus promoting their engagement for achieving better results.

The Types of Questions that you will find in the self-assessment section concern.

- ✓ True or False,
- ✓ Multiple choices,
- ✓ Filling the Gap,
- ✓ Mix and Match

The icon used for Self- assessment questions is the following



## 4.2 Methods of delivery (face to face and/or online and techniques to be used)

When it comes to the training courses you will have the ability to deliver it to youths via two different methods, either face to face and/or online. For your support a various of techniques

have been employed and described in the following table along with some key guidelines on how to use them.

**a) For Face-To-Face Training**

| Name of Technique       | Short Description   | Why is needed  | How to use it (key points)  |
|-------------------------|---|--|---|
| <b>Brainstorming</b>    | It is a technique used either in groups or individually for finding radical solutions to given problems   | It pushes learners to think out of the box, to exploit their experiences and express crazy ideas. It enhances creative thinking                                | <ol style="list-style-type: none"> <li>1. Prepare the learners by making feel comfortable</li> <li>2. present the problem/ issue for discussion</li> <li>3. encourage them to express their crazy ideas</li> <li>4. be supportive and non-judgemental - all ideas are valuable and welcomed</li> <li>5. along with participants choose the ones that could resolve the problem</li> </ol> |
| <b>Self-observation</b> | is a process of gazing at the self without judgement, leaving thoughts of disapproval and labels of good and bad at the door and watching the full self, in its most miniscule movements and grandest feelings, with honest awareness. It is, first and foremost, a neutral gaze. | it is a valuable tool for securing high quality teaching. The purpose is to develop by providing feedback on performance so that may improve upon it in future | Encourage learners to collect information about what goes on in the classroom, analyse and evaluate this information, they will be able to identify and explore their own practices and underlying beliefs. This may then lead to changes and improvements in the learning process.   |
| <b>Group activities</b> | refers to a collaborative learning environment where students work through problems and assessments together. Students are able to  | gives students the opportunity to engage in process skills critical for processing information, and evaluating and solving problems, as well                   | <ol style="list-style-type: none"> <li>1. Introduce to learners the group activity, its aim, and objectives. This could be one of the following. <ul style="list-style-type: none"> <li>• Communication activities.</li> <li>• Problem solving and decision-making activities.</li> </ul> </li> </ol>   |

|                                |   |   |  |
|--------------------------------|---|---|--|
|                                | <p>delegate roles and responsibilities, pool their knowledge and skills and receive support from one another.</p>   | <p>as management skills through the use of roles within groups, and assessment skills involved in assessing options to make decisions about their group's final answer.</p> | <ul style="list-style-type: none"> <li>• Adaptability and planning activities.</li> <li>• Trust-building activities.</li> </ul> <ol style="list-style-type: none"> <li>2. Separate participants into groups</li> <li>3. Provide them with the guidelines, their tasks, and the available time for completing the activity.</li> <li>4. Note the significance of collaboration and cooperation for getting better results.</li> <li>5. Encourage them to present their results in front of their peers.</li> <li>6. Don't be judgemental. Instead of that congratulate them for their efforts and provide them with feedback. Avoid providing one by using negative words.</li> </ol> |
| <p><b>Working in teams</b></p> | <p>can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (taskwork), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance.</p> | <p>there are four essential elements: Goals, Roles, Interpersonal Relationships and Processes.</p>  | <ol style="list-style-type: none"> <li>1. Separate participants into teams</li> <li>2. Present them their task and the aims and objectives of it.</li> <li>3. Put emphasis on the following elements of good and fruitful teamwork. <ul style="list-style-type: none"> <li>-To Listen. Being a good listener is crucial in a trusting relationship.</li> <li>-To be aware of body language.</li> <li>-To Be authentic.</li> <li>-To Respect opinions and confidentiality.</li> </ul> </li> <li>4. Observe them and provide your support where necessary</li> </ol>   |

|                                 |  |   |   |
|---------------------------------|--|---|---|
| <p><b>Peer learning</b></p>     | <p>is a continuous part of human learning and is a teaching strategy in which non-professional teachers with different ages and same learning levels, help each other to learn from each other</p>                     | <p>develops communications skills, professional and personal development, teamwork, making onboarding more efficient, and building a stronger learning culture</p>  | <p>peer support groups, supplemental instruction, peer tutoring, peer teaching, and peer-assisted learning.<br/>Peer learning emphasizes the experience of all participating. For you to achieve it, you should:</p> <ol style="list-style-type: none"> <li>1. Introduce an activity to the class.</li> <li>2. Provide guidelines, aims and objectives.</li> </ol> <p>After the completion of the activity ask learners to present their findings and discuss/ assess the results of each other</p> |
| <p><b>Memory activation</b></p> | <p>is intended to improve memory by using a combination of compensatory and remedial strategies, which addresses both the shortcomings of the memory system and strategies for accommodating weaknesses.</p>           | <p>improve performance on reasoning tasks and reading comprehension, as well as functioning in daily life</p>   | <ol style="list-style-type: none"> <li>1. Organize the information.</li> <li>2. Make associations.</li> <li>3. Use visual cues.</li> <li>4. Create mnemonics.</li> <li>5. Write it down.</li> <li>6. Say it out loud.</li> <li>7. Engage in active recall.</li> </ol> <p>Rehearse.</p>  |
| <p><b>Role play</b></p>         | <p>is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment.</p> | <p>involves applying knowledge, skills, and abilities to a situational problem. The learner needs to be integrative in applying what they know, what they've experienced, and how they respond in real time. Role-playing decreases the gap</p> | <ol style="list-style-type: none"> <li>1. Motivate and engage students.</li> <li>2. Provide real-world scenarios to help students learn.</li> <li>3. Allocate them with different roles according to the scenario.</li> <li>4. Reallocate roles to</li> </ol>   |

|                                |  |  |  |
|--------------------------------|--|--|--|
|                                |  | between thinking and doing.  | <p>different participants and /or with slight changes on the scenario.</p> <p>5 Discuss the results.</p> <p>Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)</p>  |
| <b>Teambuilding activities</b> | refers to a program where a variety of activities are used to boost social relations. It is also useful in defining roles amongst teams and involves collective tasks. Numerous team-building trainings objective is to bring out and report interpersonal difficulties in a team. | boost social relations. It is also useful in defining roles amongst teams and involves collective tasks. Numerous team-building trainings objective is to bring out and report interpersonal difficulties in a team. | <p>Some activities that fall under this category concern:</p> <ul style="list-style-type: none"> <li>• Case Studies.</li> <li>• Coaching.</li> <li>• eLearning.</li> </ul> <p>You can use them as described in teamwork.</p>   |
| <b>Group Discussion</b>        | is a type of discussion that involves people sharing ideas or activities. People in the group discussion are connected with one basic idea. Based on that idea, everyone in the group represents his/her perspective.  | It promotes communication, listening skills, politeness, tolerance, and respect for the opinion of others  | <p>There are numerous rules for facilitating a group discussion, with the most basic to be:</p> <ol style="list-style-type: none"> <li>1. introduce the topic.</li> <li>2. Give the participants to prepare themselves.</li> <li>3. Begin the discussion and pass the floor to the next participant.</li> <li>4. let participants</li> </ol> |

|                             |   |  |  |
|-----------------------------|---|--|--|
|                             |   |  | <p>to express their thoughts about it.</p> <p>5. sum up of the key points arose through the discussion.</p> <p>The procedure should last max. 15 minutes</p>   |
| <b>Solution to incident</b> | A real situation is created in the term of incident and the group is asked to decide on the given issue. The group discussion is a way to take a decision on the real-life situation. | It enhances problem solving skills, communication, and collaboration | <ol style="list-style-type: none"> <li>1. Present a problem.</li> <li>2. Proceed with Initial diagnosis by encouraging participants to identify causes of the problem.</li> <li>3. Incident escalation. Encourage them to identify the extent to which the problem will affect a given situation if it is escalated.</li> <li>4. Investigation and diagnosis. Encourage participants to discuss about the identification of the actual issue.</li> <li>5. Resolution and recovery. Encourage participants to provide solutions mitigating the negative effects of the incident.</li> </ol> <p>Incident closure. Sum up the procedure by verifying the suggested solution and the final resolution of the incident.</p> |

|                        |   |  |   |
|------------------------|---|--|---|
| <b>Reflection</b>      | is 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008). Reflection is a systematic reviewing process which allows you to make links from one experience to the next, making sure your students make maximum progress. | The reflective process encourages you to work with others as you can share best practice and draw on others for support. Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them. It also boosts their conceptual and analytical skills. | <ul style="list-style-type: none"> <li>• focus your thoughts and develop your ideas.</li> <li>• develop your voice and gain confidence.</li> <li>• experiment with ideas and ask questions.</li> <li>• organise your thinking through exploring and mapping complex issues.</li> <li>• Reflect on your experience and knowledge so far in relation to the given topic.</li> </ul> |
| <b>Experimentation</b> | is an engaged learning process whereby students “learn by doing” and by reflecting on the experience.   | can be used to introduce new ideas or to clarify puzzling aspects of topics with which students typically struggle. If the result of an experiment is surprising yet convincing, students are in position to build ownership of the new idea and use it to scaffold learning.              | <ol style="list-style-type: none"> <li>1. Ask a question.</li> <li>2. Perform research.</li> <li>3. Establish your hypothesis.</li> <li>4. Test your hypothesis by conducting an experiment.</li> <li>5. See.</li> <li>6. Analyze the results and draw a conclusion.</li> <li>7. Present the findings.</li> </ol>   |

## b) Online training

| Name of Technique    | Short Description      | Why is needed         | How to use it (key points)        |
|----------------------|------------------------|-----------------------|-----------------------------------|
| <b>Brainstorming</b> | It is a technique used | It pushes learners to | 1. Prepare the learners by making |

|  |  |   |   |
|--|--|---|---|
|  | either in groups of individually for finding radical solutions to given problems | think out of the box, to exploit their experiences and express crazy ideas. It enhances creative thinking | <p>them feel comfortable</p> <ol style="list-style-type: none"> <li>2. present the problem/ issue for discussion</li> <li>3. encourage them to express their crazy ideas</li> <li>4. be supportive and non-judgemental - all ideas are valuable and welcomed</li> </ol> |
|--|--|---|---|

|                         |  |   |  |
|-------------------------|--|---|--|
|                         |  |   | 5. along with participants choose the ideas that could resolve the problem   |
| <b>Working in teams</b> | can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (taskwork), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance. | there are four essential elements: Goals, Roles, Interpersonal Relationships and Processes.   | <ol style="list-style-type: none"> <li>1. Separate participants into teams through Split rooms</li> <li>2. Present them their task and the aims and objectives of it.</li> <li>3. Put emphasis on the following elements of good and fruitful teamwork. <ul style="list-style-type: none"> <li>-To Listen. Being a good listener is crucial in a trusting relationship.</li> <li>-To be aware of body language.</li> <li>-To Be authentic.</li> <li>-To Respect opinions and confidentiality.</li> </ul> </li> <li>4. Observe them and provide your support where necessary</li> </ol> |
| <b>Peer learning</b>    | is a continuous part of human learning and is a teaching strategy in which non-professional teachers with different ages and same learning levels, help each other to learn from each other  | develops communications skills, professional and personal development, teamwork, making onboarding more efficient, and building a stronger learning culture | <p>peer support groups, supplemental instruction, peer tutoring, peer teaching, and peer-assisted learning.</p> <p>Peer learning emphasizes the experience of all participating.</p> <p>For you to achieve it, you should:</p> <ol style="list-style-type: none"> <li>1. Introduce an activity to the online class.</li> <li>2. Provide guidelines, aims and objectives.</li> </ol> <p>After the completion of the activity ask learners to present their findings and discuss/ assess the results of each other</p>   |

|                          |  |   |  |
|--------------------------|--|---|--|
| <b>Memory activation</b> | <p>is intended to improve memory by using a combination of compensatory and remedial strategies, which addresses both the shortcomings of the memory system and strategies for accommodating weaknesses.</p> | <p>improve performance on reasoning tasks and reading comprehension, as well as functioning in daily life</p> | <ol style="list-style-type: none"> <li>1. Organize the information.</li> <li>2. Make associations.</li> <li>3. Use visual cues.</li> <li>4. Create mnemonics.</li> <li>5. Write it down.</li> <li>6. Say it out loud.</li> <li>7. Engage in active recall.</li> </ol> <p>Rehearse.</p> |
|--------------------------|--|---|--|

|  |   |   |   |
|--|---|---|---|
| <b>Storytelling and Digital storytelling</b> | <p>is an innovative, collaborative, method which helps young learners solve given problems and tasks in a playful way and creates constructive and creative comprehension of the given matter. When it uses digital means (like video, audio etc) it is called digital storytelling</p> | <p>It constitutes a human art form. Participants can tell personal stories or give their personal opinion on different subjects. Stories engage participants thinking, emotions, and imagination all at once. As listeners they participate in the story with both mind and body as they enter the narrative world and react to it.</p> | <ol style="list-style-type: none"> <li>1. Encourage participants to make up a story. First off, they are going to have to come up with an original story, or they can use a well-known fairy-tale or myth.</li> <li>2. Encourage them to create storyboards.</li> <li>3. Then to photograph their storyboards with their mobile phones.</li> <li>4. And record their narrative.</li> <li>5. To Add finishing touches.</li> <li>6. To Render and share with their peers.</li> <li>7. Discuss their stories in the lesson.</li> </ol> |
| <b>Group Discussions</b>                     | <p>is a type of discussion that involves people sharing ideas or activities. People in the</p>  | <p>It promotes communication, listening skills, politeness, tolerance,</p>  | <p>There are numerous rules for facilitating a group discussion, with</p>   |

|  |   |                                       |  |
|--|---|---------------------------------------|--|
|  | group discussion are connected with one basic idea. Based on that idea, everyone in the group represents his/her perspective. | and respect for the opinion of others | <p>the most basic to be:</p> <ol style="list-style-type: none"> <li>1. introduce the topic.</li> <li>2. Give the participants to prepare themselves.</li> <li>3. Begin the discussion and pass the floor to</li> </ol> |
|--|---|---------------------------------------|--|

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>the next participant.</p> <ol style="list-style-type: none"> <li>4. let participants to express their thoughts about it.</li> <li>5. sum up of the key points arose through the discussion.</li> </ol> <p>The procedure should last max. 15 minutes</p> |
|--|--|--|--|

## 5.1 Presentation of the Assessment Tools to be used within the framework of ACTIVEYOUTH4LIFE training course.

Assessment is not an end in itself, but a vehicle for educational improvement. Assessment is important and extremely useful for both, students, and teachers, as it provides feedback on learning and shows its evolution. In short, assessments provide information that helps students to learn. In ACTIVEYOUTH4Life, we seek an evaluation beyond "the grade", deepening in the concepts and tools to create a better future, improving the values of the students. In this sense, assessment is not at all about collecting data, quite the contrary, assessment delves into each student's learning in a holistic manner.

There exist multiple types of assessment and each one covers an important part of the learning development. Within the framework of ACTIVEYOUTH4Life, trainer and students should expect to see these types of assessment in the module: diagnostic assessment, summative assessment, and

formative assessment. The following table summarizes the basic information concerning these types of assessment.

| Type of Assessment           | What is it?  | How can be achieved  |
|------------------------------|--|--|
| <b>Diagnostic Assessment</b> | Evaluates the learner's aptitude and preparedness for a unit or program of study and identify possible learning problems | <ul style="list-style-type: none"> <li>✓ Keep in mind learner's previous experiences and knowledge.</li> <li>✓ Implement it at the beginning of the class</li> </ul>   |
| <b>Formative Assessment</b>  | Recognizes and responds to student learning in order to improve it during the duration of the course/ program            | <ul style="list-style-type: none"> <li>✓ Provide feedback to students while performing activities.</li> <li>✓ Maintain a close relationship with students and propose improvements on an individualized basis.</li> </ul>  |
| <b>Summative Assessment</b>  | Evaluates learners' status with respect to educational variables of interest.  | <ul style="list-style-type: none"> <li>✓ Inform the students of their evolution and the level reached for the contents.</li> <li>✓ Certify the fulfilment of objectives during the course.</li> <li>✓ Consider the continuity of this form of evaluation, since it is summative</li> </ul> |

Moreover, is of high importance to consider the assessment of Learning Outcomes as well. This constitutes a crucial step since through this you will be able to ensure whether the learners' have acquired the knowledge, skills, and competences as they were initially foreseen before the start of the training.

There are two ways for assessing Learning outcomes, which are presented in the following table.

|                             |                                    |   |
|-----------------------------|------------------------------------|---|
|                             | Assignments                        | <ul style="list-style-type: none"> <li>✓ Make activities to reassure concepts and learnings.</li> <li>✓ Ensure correct testing of acquired knowledge</li> </ul>   |
| <b>Indirect way</b>         | Surveys                            | <ul style="list-style-type: none"> <li>✓ At the end of each module, you carry out a survey so as to get feedback about how the training was conceived by students.</li> <li>✓ You ask them how they felt during the training, what they enjoyed most and what least, and what is the piece of information that made a difference to them</li> </ul> |
|                             | Number of hours                    | <ul style="list-style-type: none"> <li>✓ When it comes to the online training, the number of hours spent on the online platform signify the level of commitment of students to the completion of the training module</li> </ul>   |
|                             | Engagement with course material    | <ul style="list-style-type: none"> <li>✓ You observe the extent to which they feel engaged with what they study</li> </ul>  |
| <b>Way of assessing LOs</b> | <b>Tools</b>                       | <b>How to use them</b>  |
| <b>Direct way</b>           | Questionnaires or Single questions | <ul style="list-style-type: none"> <li>✓ Design a set of questions for students to be answered.</li> <li>✓ Recollect information about skills and attitudes of the learners</li> </ul>  |
|                             | Self-assessment                    | <ul style="list-style-type: none"> <li>✓ Ask thought-provoking questions about the concepts of the relevant module.</li> <li>✓ Activate the critical attitude of the students.</li> <li>✓ Encourage independent work</li> </ul>   |
|                             | Peer-assessment                    | <ul style="list-style-type: none"> <li>✓ Encourage discussion and debate activities among students.</li> <li>✓ Ensure active participation in groups</li> </ul>   |

So far, the facilitator has been introduced to the importance of assessment, the types of assessment that exist and an overview of how to assess learning outcomes. Continuously, the table given below depicts the tools to be used for assessment per training method, along with the frequency of their application.

| Type of Method      | Tools   | Frequency   |
|---------------------|---|---|
| <b>Face-To-Face</b> | Satisfaction Questionnaires                                       | <ul style="list-style-type: none"> <li>✓ At the end of the training course</li> </ul>                                       |
|                     | Self-assessment   | <ul style="list-style-type: none"> <li>✓ At the end of each training module</li> </ul>                                      |
|                     | Practical activities (assignments, peer activities, case studies) | <ul style="list-style-type: none"> <li>✓ During the training course</li> <li>✓ After the completion of a subunit</li> </ul> |

|                        |   |   |  |
|------------------------|---|---|--|
| <b>Online Training</b> | Satisfaction Questionnaires                                       | ✓ | At the end of the training course                |
|                        | Self-assessment   | ✓ | At the end of each training module               |
|                        | Practical activities (assignments, peer activities, case studies) | ✓ | During the training course                       |
|                        |   | ✓ | After the completion of a subunit                |
|                        | Participation in chats and in collaboration space                 | ✓ | During the training course                       |
|                        | Logins and Logouts  | ✓ | Every time that a training module is implemented |

In conclusion, assessment tools are crucial and important instruments this project will beneficiate to promote more coherently and effectively in promoting the learning of youths. It is also worth mention that one of the best features assessment tools provide for trainers, is the space for feedback between them both. So, it will make easier for teachers to actually get closer with their students.

## 5.2 Key Recommendations for successful delivery of the AY4L course

Guidelines on what types of assessment, methods and tools are clear. However, **without good execution, the objectives will not be achieved.** To do so, as an educator, you must follow these indications:

### 1. Use simple language when presenting theoretical parts.

The contents presented in the course are intended for a specific target, so the trainer should adjust to the terms presented. For instance, in the first module, specific concepts such as circular economy, sustainability and climate action are covered. It is necessary that students understand the concepts from the beginning in order to progress during the module and pass the activities with the necessary knowledge. Be clear, concise and resolve students' doubts before going deeper or continuing the class.



### 2. Do not overlook the activities and quizzes.



Activities like this are found throughout the training. Be sure to do them. Clarify what they consist of and what concepts they relate to. It is vitally important that the students ground the concepts in their concrete realities.

### 3. When online training, reassure every student has access to the platform and knows how to use it.



Students often keep their doubts to themselves or try to solve them among peers because they are embarrassed to ask the teacher. For this reason, before starting the activities, make sure that everyone is connected to the app and knows how to use it.

## 6. Guide the debates to get closer to the issue and to draw useful conclusions

In the following example retrieved from module 2, we want the students to approach concepts such as: demonstration, participatory democracy, description of concrete problems... If,

for example, a problem presented by a student generates a debate far from these objectives, the facilitator will have to redirect the debate towards them.

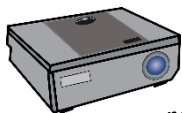


### *Time for a quiz!*

#### **Experiential activity**

Please think one big problem that your community is faced with. You are asked to suggest some solutions on it. Taking as a starting point the method of system thinking try to analyze it by using the tool of Eco cycle mapping.

## 5. Don't make theory lessons excessively long and use visual resources to restore attention.



When students are losing focus, make use of more visual resources. Show one of the proposed videos and discuss the conclusions they draw from them. This will relax the mood and learners will return to the main activity more focused.

Here you have a practical example from module 1.



### *Video*

See also here, this video shows how we can fix climate change and makes you more hopeful for a green future! <https://www.youtube.com/watch?v=LxgMdjyw8uw>

## 6. Make sure you follow the manual module by module.

Students are likely to be curious and ask questions that go beyond what has been presented. Follow the order of the modules and do not advance information, as they are designed in a progressive manner. The objective is to go from less to more, and without the first concepts being clear it will be difficult for students to understand the following ones.



## 7. Be flexible in your planning



Although the previous point insists on following the modules in the proposed order, apply flexibility in your planning. Not all students are the same, there will be topics that lend themselves to more discussion, concepts that raise more questions, etc. In

short: adapt the exercises and activities according to the pace of the class.

## 8. Implement spaces for feedback at any time of the assessment tools and in face-to-face learning experiences as well.

Whether online or face-to-face, some exercises are longer or more complicated than others (as the one presented below). For such activities, it will be necessary for the trainer to provide feedback during the exercise (checking that it is understood and on track) and after the exercise.





communication, critical thinking, and problem-solving skills — among many others. Retrieved from Edutopia:

[https://www.edutopia.org/blog/through-the-lens-of-filmmaking-merle-huerta#:~:text=Filmmaking%20\(also%20including%20video%20production,many%20other%20aspects%20of%20life.](https://www.edutopia.org/blog/through-the-lens-of-filmmaking-merle-huerta#:~:text=Filmmaking%20(also%20including%20video%20production,many%20other%20aspects%20of%20life.)

Kahoot Official Website. (n.d.). Retrieved from Kahoot!

Kaplan, J. (2015, August 31). Questionnaires. Retrieved from BetterEvaluation: <https://www.betterevaluation.org/en/evaluation-options/questionnaire>

University of Twente. (2022). Assignments. Retrieved from University of Twente: <https://www.utwente.nl/en/examination/toolbox-examination/Assignments/>

Wride, M. (2017). Guide to Self-Assessment. Retrieved from Trinity College Dublin (TCD): <https://www.tcd.ie/academicpractice/Assets/pdf/Academic%20Practice%20Resources/Guide%20to%20Student%20Self%20Assessment.pdf>

