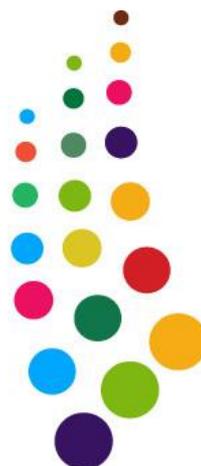


# Wake UP!

Young Europeans becoming Change Makers for a better Europe



## Final Project Guidelines



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## 1. Introduction

Volunteering and civic engagement are some of the most visible expressions of active citizenship and key mechanisms for people to develop a wide range of skills, including life skills, which can improve not only their employability, but also build new relationships, challenge stereotypes, social injustice, tackle community problems. This 30-month Erasmus+ Key Action 2 project, called “Wake UP! Young Europeans becoming Change Makers for a Better Europe”, aimed at highlighting the importance of giving the voice and platforms to young people to drive positive change in their communities.

The project coincided with the COVID-19 pandemic, which clearly showed that many people across Europe who were at such great risk of social exclusion have been even harder hit. The spreading of fake news about the virus, but also increasing rise of xenophobia, racism, fear, made this health, social and economic crisis even more challenging to all of us. However, as the Final Project Guidelines will show, the young people, young volunteers, young active citizens, empowered through the organisations across the partner countries, have shown that despite the difficulties, they are able to stand together and express solidarity with people who are finding themselves in vulnerable situations.

And thus, in the Wake UP! project, the young participants were in fact unifiers and precisely the change makers who can make Europe a better place to live. They were able to highlight how important citizenship is, in its variety of formats: active citizenship, democratic citizenship, European citizenship and informed citizenship. In all of those, the project highlighted that young people are indeed engaged, with a variety of projects, workshops, conferences, events, blogs, podcasts, which are all aimed at fighting social injustice and ensuring that, bit by bit, communities across the continent can all link up into one, Social Europe.

Despite the COVID-19 challenges, the partners in the project, stood up to the challenge and delivered excellent results, and the Final Project Guidelines is a repository and a collection of good practices, pedagogic approaches used and analysed in the project, and inspiring examples of a diversity of workshops developed by the partners across the different Intellectual Outputs. Whilst the project itself developed dozens upon dozens of workshop presentations based on different formats on engagements – campaigns, events, conferences, podcasts, advocacy work, just to give some examples – here the organisations engaged in the project consortium picked a “taster” selection, from the partners in Romania, Austria, Croatia, United Kingdom, Czech Republic, Norway, North Macedonia and Germany.

At the end of the Guidelines, the partners encourage the reader to visit a dedicated online learning portal – a database of good practices – where all work of the organisations involved in Wake UP! project is readily available as a shareable resource. The full collection of the examples will further build the richness of the inspirations brought together here in the Guidelines, showcasing that the young people involved in the project successfully tackled problems and social injustice on local, regional, national and European level. Their solutions were often heard by decisionmakers, and the young people themselves acquired extremely important competences which will support them as active European citizens for the lifelong journeys. Above all, the young people became the agents of change for shaping the future for a better, more cohesive, inclusive and Social, Europe.

## 2. The “Golden Rules” of Wake UP!

### Why are we doing it?

The aim of our “Wake UP!” workshops, training, and activities are young Europeans becoming Change Makers for a better Europe. We want to inspire and empower young people to promote democratic values, solidarity and inclusion across Europe in a very practical way. To do so, youth workers and educators need to learn more effective ways to reach and address young people, empower them and get them interested in becoming active citizens at least in their local community. As a result of our various activities, young people will get involved and volunteer (at least on a local level), set up their own initiatives or projects, organise their own local workshops and activities. Hopefully, some of young people, who take part in our workshops and training will become peer trainers and change makers themselves. They will usually reach even more young people who are not involved in volunteering, community work or social/ political activities yet, and might even become role models.

We think it is important that the voice, the opinions, and the ideas of young people should be heard, taken seriously and should have an impact. They should be able to influence and shape their environment and community too.

Our “Wake UP!” workshops, training, and activities should reflect that, and therefore all of them should follow our “Golden Wake UP! Rules”! Some of them might seem simple and obvious, but make sure you really take them into account.

### **Rule no 1: “Empower” young people and welcome active participation!**

Encourage all participants to contribute and participate actively: everyone is needed. Not only some individuals, but the entire group is responsible for the success, good atmosphere, and the result of the group work. Empowerment in practice (not only in theory) means meeting young people on their level! Listen, show interest, and most of all take them seriously: recognize and value their experience and perspectives. Give them lots of opportunities to contribute ideas and contribute to the planning and decision- making in their activities. Young people expect to be treated sensitively and respectfully too. Do not mock or demean young participants and avoid stereotyping. This also means accepting and acknowledging active participants, who might interfere with your original working plan. And allow the involved young people, especially the peer educators, to have ownership of the work progress.

Empowering and enabling participants also means not treating vulnerable participants like victims. It is counterproductive to overprotect; find the right balance between support and self-help, between setting boundaries and encouraging activism.

Empowerment describes the process of encouraging other people to gain more confidence, especially feeling capable of controlling their own life and to claim their rights. They must be allowed to contribute to and “own” decisions that are made about their lives. So, it is important to strengthen the learning competencies (e.g. time and knowledge management) of young people and promote their problem solving competences. To support them in believing in themselves and their abilities and to be able to

change something for the better, it is also useful to help them to develop strategies for overcoming negative patterns of behaviour and self-pity.

### **Rule no. 2 Your learning content should be “practice based”**

All content should be based on (potential) real life experiences of young people. They should be able to apply the “lessons learned” and their newly gained knowledge in a practical way and put them into practice easily. This can be done by allowing young people to plan and implement their own project/activity, using real case studies or methods like story telling.

### **Rule no. 3 Promote interest-based learning**

Consider the interests of the learners and focus on the participants: talk to young people, you want to reach first, listen actively and plan accordingly. Collect expectations of the young learners at the beginning. Give them a say about what is important to them, because at the end your activity/workshop should provide orientation and solutions for real problems or interests.

### **Rule no. 4 Allow self-directed learning**

Let learners lead their own pathway: give them opportunities to take the initiative, with or without the support or guidance of others. Learners should take ownership of their learning and decide what and how they will learn.

### **Rule no. 5 Self-reflection and biographic work is important**

Reflective learning involves young people thinking about what they have learned and experienced, relating the “lessons learned” to their own life and making meaning out of them. To enhance this process, it is important to include reflection activities, e.g. through the use of reflective diaries, group discussion or self-evaluation.

As our own past and life story shaped us as a person, biographic work could be useful in the workshop/training or activities. Understanding their own biography enables young people to develop new strategies and new opportunities in their life. Biography has a strong influence on learning processes and practices, and through biographic work young people can also learn how to handle their present and future in a creative way. Biographic work can be useful to highlight how learning had a positive impact on your real life and is connected to it.

### **Rule no. 6 Use as many interactive methods as possible.**

You learn best by being involved actively. So, participants should get involved and work something out for themselves (individual or group work). Invite learners to contribute and ask questions during your presentation. Ask for feedback and use as many interactive methods as possible (e.g. quiz, team-idea mapping, brainstorming, games).

### **Rule no. 7 Experimental learning is hands-on-learning**

For young people to learn and develop, they need many opportunities to try new things out, to test themselves, to experience success and have fun. So, allow them hands-on-learning, to experiment, try things out, use methods like role plays or simulation games (e.g. model UN).

### **Rule no. 8 Work cooperatively and collaboratively**

You need to encourage a positive group atmosphere and manage effectively group dynamics. One of the main objectives of your workshop/training/activity should be to develop young people's ability to build and manage personal and social relationships. So, make sure ALL participants will be involved, are able to contribute, and that everyone is listened to actively by everyone. Set up clear rules, which are agreed by the participants. Use methods like group discussion and group work, collective reflection and collecting feedback.

### **Rule no. 9 Use easy language**

To be understood and followed easily, use simple language and words. This doesn't mean you have to simplify things but express yourself in simple language. Use short sentences and use just terms easily understood by your audience.

### **Rule no. 10 Use positive language**

Use positive words and have a positive attitude while speaking. Using positive language tends to help to portray the person you are talking to as credible and respectable. Don't be judgmental in what you are saying and speak respectfully of the people involved and of their culture, faith and ideals. Mention their strengths and positive attributes and contributions. If you want to reach a certain goal, describe the intended results in a positive way (what will be better, what people will do and think differently). Create a "vision" of the positive results and effects in people's mind. Positive language also improves communication, reduces defensiveness in others and therefore reduces conflicts.

### **Rule no. 11 Focus on the positive sides and strengths of young people**

Focus on the strengths, skills, talents and knowledge of young people, and not on their deficits and what they are lacking. Promote a positive view of young people to other community members or colleagues and challenge negative views or stereotypes about young people. In your workshop/training or activities try to identify what the young people are doing well or what personal resources they may have. If our lessons highlight these identified "strengths", the young learners can identify themselves better with the "lessons learned".

### **Rule no. 12 Mistakes are welcome!**

Create an atmosphere where young people contribute without to the risk of being laughed at, if they say something "wrong". Young people especially are very sensitive about how they are perceived and therefore try to avoid failure. This fear of failure and making a mistake can hold them back from developing further. Make them understand that mistakes are part of the learning process. Through failure you learn some of your most valuable lessons in life. The trick is to focus on what you have learned from the mistake and how to improve by having made them.

### **Rule no. 13 Find new ways and places to learn**

Leaving your “comfort zone” - meaning your usual environment - offers many new possibilities of learning. For example, “going outside” and/or participating in outdoor activities (e.g. field trips, simulations, internships) helps young people to break down the distance to a certain theoretical topic. Being “outside your usual box” shows you a different perspective on a subject and helps you to see how certain things have an impact on your live or on the lives of others.

### **Rule no. 14 Be authentic**

Trainers/Educators who have an authentic teaching style are more positively received by learners. They are seen as more approachable, passionate, attentive, capable and knowledgeable. They show willingness to share details of their life, tell personal stories, make jokes and admit mistakes. But this “self-disclosure” should not be limitless: be aware of your role, the situation and your learners. You should not be too personal and share details of your life that are not appropriate. And what is most important: do not “play a role” or chum up to young people, trying to be a cool person. This is what they do not like.

### **Rule no. 15 Build trust and be reliable**

As a trainer/educator you are an important role model: ensure a positive, trusting relationship is developed between you and the young people. Stick to your promises and the set rules, and do not misuse the trust of young people. Be honest with them.

### **Rule no. 16 Give orientation**

Have a plan before starting a workshop/training or activity. If you do not know why you are doing something and what for, you will usually fail in leading. You need to know the direction, so that others can follow and understand you. Learners should understand methods, content and context. So always communicate clearly and explain at the beginning: what you are doing and why? What will the process be? What do you expect of the others? Explain the basic principles and joint values (e.g., no discrimination is accepted). But you need to be a role model and live the principles and values you preach. Set up clear rules and agreement by participants. You need to be able to set boundaries and prevent misuse of democratization and empowerment.

### **Rule no. 17 Promote equal rights and opportunities and demand respect and FAIR PLAY**

Every participant has the right and should be encouraged to participate in your workshop/training/activity regardless of their individual ability, socio-economic situation, ethnicity, gender or any other factor. This means that those in charge must plan to accommodate individual differences and abilities by offering a broad range of activities, and by adapting activities to ensure that everyone can be included. Activities should be modified, where necessary, to allow all participants an opportunity to participate fully to learn and develop.

You must make sure fairness, respect, fair play and inclusion are the ground rules. First you must practice what you preach, you must be a role model for fairness, treat every participant with respect, and include everyone. It is helpful to develop ground rules at the beginning of your workshop/training/activity, which reflect these values and make sure, that they are applied.

### **Rule no. 18 Create a supportive, welcoming and safe environment.**

Create a supportive, understanding and welcoming environment that encourages open discussion and allows young people the freedom and opportunity to get involved in flexible ways that work for them.

Young people must feel physically and socially safe when they participate. Keeping participants safe covers a range of areas including:

a) The physical environment:

Check if facilities, equipment, techniques are in good order and safe to use. Ensure the availability of safe and appropriate equipment. Be aware of weather conditions if you are doing outdoor activities.

b) The social environment

Be aware of the different relationships between participants and trainers/educators. Ensure that young people treat each other with respect and fairness. Participants need to feel, that it is a safe environment, where respect, fair play and inclusion is normal practice.

c) The emotional environment

Consider young people's varied needs and support them as required. Prevent any form of abuse or bullying and promote positive feelings about individuals.

If you are having participants from vulnerable target groups, you need to pay special attention to their specific needs, prepare accordingly and get professional support if necessary.

### **Rule no. 19 Be "in the moment" and act flexibly**

Of course, you as a trainer/educator should provide some form of structure and have a clear vision of what you want to achieve. But be flexible in mind and act: expect the unexpected, tolerate changes if needed, solve problems creatively if things don't work out the way you planned them, and be open to the actual needs and ideas of your learners.

### **Rule no. 20 Make you content look sexy**

If possible, visualize your learning content. Use social media, images, films, videos, pictures, and audio files. But check first if the material is up-to-date and state of the art among young people. If possible, let your participants produce visuals themselves, e.g. by producing an image, video, post etc.

### **Rule no. 21 Less is more!**

Keep it short and simple. It is better to deal with one topic in depth than to treat five topics superficially. And also, any inputs should be short: 15 minutes "from the front input" should be maximum. After any input give participants the opportunity to contribute, to discuss, to apply the learning and be active themselves.

### **Rule no. 22 Use networks as a resource**

If you set up a WakeUP! workshop/training/activity work collaboratively with the young people, but also with schools, youth centres, parents, guardians, professionals, NGOs etc. that are relevant for the topic you want to address. The more it is connected to the local community, the better the impact will be. To do so, it is important for you to know your community. Identify potential supporters of your plan and work and build up your own network.

Moreover, teach young people about the advantages of networking and how to build and keep networks. Good networking skills will empower the young people and open new and more resources for future activities!

### **Rule no. 23 Have fun!**

If learning is fun, it will be more effective. Having fun while learning keeps learners more motivated, they feel better, can retain information better, and are more willing to try out new things. So make sure that you and your learners have fun!

### 3. Wake UP! Pedagogic Approaches

#### 3.1. Interactive and co-operative Learning

##### *Me and the others - Empowerment*

#### Abstract – Main features of approach – Keywords

Interactive and collaborative learning are based on the idea that participants will be able to discover and understand complex concepts if they have a chance to talk about what they are learning. The results of numerous surveys indicate that those who can learn in this way learn faster and easier, and that they remember knowledge gained through this process much longer.

Although these concepts represent two approaches that promote the same values and principals, they still do have some differences. Because of this it is necessary to define the concepts of interactive and cooperative learning.

**Interactive learning** is an approach that encourages students to interact with each other and with the subject matter. Instead of sitting at their desk like passive sponges ready to absorb the material, with the interactive approach, students are part of the lesson. That most commonly occurs through teacher-student interaction; student-student interaction, the use of audio, visuals, video; hands-on demonstrations and exercises. This means that both the facilitator/educator and the student are responsible for the quality of the education – and for this to happen, the space for active contribution and interaction must be provided by the facilitator/educator.

**Cooperative learning** firstly originated as a response to competitive learning, which sometimes gives great results to participants who achieve a certain level of success, but at the same time demotivates those participants who fail. In cooperative learning, success is common and therefore acts as a motivator for everyone involved. It is important to note that in cooperative learning particular attention should be paid to the group dynamics - is the task adequate and does it encourage all participants to contribute, does each member of the group have their own task, is everyone equally involved, are roles in the group clear and who is responsible of determining them, etc?

If we summarize the philosophy behind the methodology of interactive and cooperative learning, we would say that participants should leave the process feeling empowered with new knowledge, skills and attitudes, and knowing how to cooperate, dissolve conflicts and work productively in a team.

Specific types of interactive and cooperative learning can be found in other chapters of this handbook, such as scenario and experiential learning, outdoor training and others.

## Methods suitable for the approach – Methodological description – Sample tools

This guideline for interactive and cooperative learning primarily implies awareness of the need to activate participants and to assure their active involvement in the learning process. This implies a shift from traditional education where the professor is the only one responsible for the process of teaching and where students are only passive recipients of given information. In interactive and cooperative learning, the facilitator/educator prepares activities which will involve participants with the content and with each other.

It is the responsibility of the facilitator/educator to lead the process of learning – to give clear instructions, to be consistent and authentic in his/her work, to transfer the knowledge and skills, to follow and respect individual and group needs and to truly encourage and actively involve the participants. For everyone to be included, it is the responsibility of the facilitator/educator to have a clear overview of the expectations of the participants. There should be at least a short activity that will map the expectations which can afterwards be incorporated into the workshop. But it is important to note that participants are also responsible for their active involvement, to ask questions, to be open for interactions with others and for self-reflection and for the final learning outcome.

In cooperative learning, individuals are looking for outcomes that are useful to themselves, but that are also useful for all other group members. It is important to understand that the group is dependent on each of its members and that all of them are creating what we call “the group dynamic”. That means that learning goals are greatly affected by the motivation and enthusiasm of each individual group member.

We can read about this in Johnson & Johnson, who tell us about the five essential components of cooperative learning.

- 1) Positive interdependence** - a situation in which group members perceive that they are interconnected in a way that they cannot succeed if everyone does not succeed.
- 2) Individual and Group Responsibility** - Every member is responsible for their contribution by doing their part of the group work, but also by empowering other members to do theirs.
- 3) Promoting interaction** – members share resources and help, support, encourage, and praise each other’s efforts to learn.
- 4) Interpersonal and small group skills** - Working in groups is more complex than competitive or individualistic learning, all members need to know how to ensure effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills.
- 5) Group processing** - Group members discuss their work, helpful and unhelpful actions, behaviors that are welcomed or that need to be changed. In other words, they analyse the process and regularly communicate about it.

Furthermore, interactive and cooperative learning can (and should) be used to democratize the training process and to actively involve all participants in the interactive methods, and through these in understanding the **core principles and values of democracy – such as the need for active participation, tolerance, inclusivity, appreciation of diversity, equity, responsibility, nondiscrimination, solidarity,**

**dialogue and personal freedoms.** For cooperative learning to work, participants need to learn some specific skills, such as active listening, giving good explanations, engaging each other in activities, being tolerant etc.

If we want to summarize the philosophy behind the methodology of interactive and cooperative learning we might say that participants should leave the process feeling empowered with new knowledge, skills and attitudes, and knowing how to cooperate, dissolve conflicts and work productively in a team.

Interactive and cooperative learning methods can be divided into **interactive teaching strategies, individual student activities, student pair activities, student group activities and interactive game activities.** Here are some of the methods, details of which you can explore on the internet (link included in references):

**Interactive teaching strategies:** Think, pair and share, Brainstorming, Buzz session; **Individual student activities:** Exit slips, Misconception check, Circle the questions, Ask the winner; **Student pair activities:** Pair-share-repeat, Teacher and student, Wisdom from another, Forced debate, Optimist/Pessimist, Peer review writing task;

**Student group activities:** Pair-share-repeat, Teacher and student, Wisdom from another, Forced debate, Optimist/Pessimist, Peer review writing task;

**Interactive game activities:** Crossword puzzle, Scrabble, Who/what am I?

### Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

Training sessions should last from 45 minutes to a maximum of 2 hours. Numerous studies have shown that the concentration of students (in this case - participants) decreases after 15 minutes of lecturing. For that reason, the session should be organised interactively, considering the methodology outlined in this guideline.

The room in which you will have the workshop must have basic technical equipment such as a computer and a projector, but at the same time these technical aids are not to be the core of the training. The room must also have enough space to allow participants to work on their individual or group tasks in privacy. It is also a good idea to think about how the tables are distributed and if they are even needed since tables can create barriers between participants and the facilitator/educator – that is why more and more facilitators/educators choose to sit/stand in circle, together with their participants. That way the education/training is more inclusive, and the space encourages dialogue.

But it should be noted that learning process can (and sometimes even - should) be held outside conventional training rooms. More on that can be read in the chapter *Outdoor training*.

The more general instruction is that the environment must be tailored to pupils/students/participants needs, and concrete "measures" must be taken for each environment and each of the target groups individually.

Equipment such as paper, flipcharts, post-its, felt pens in varieties of colours, and various other things will be needed to provide space for creative expression and the possibility of improvisation depending on the needs of the participants.

### Risks – Specific things to consider – Potential traps

The risks in organizing interactive and cooperative workshops are diverse.

**Facilitator/educator** – one of the risks for the facilitator/educator is their insufficient knowledge of the topic which can cause participants' distrust. That also prevents (productive) improvisation and response to the needs of the participants. Also, a risk can be that the educator lacks the skills for the process of facilitation – he/she has insufficient skills to empower participants to be active and speak out, or to provide and receive adequate feedback. These problems can be prevented by having two facilitators/educators working together, combining their experience and knowledge.

It is also a great risk that the facilitator/educator uses creative methods of work without a clear vision of what he wants to achieve with them - this risk is particularly pronounced with young facilitators/educators who are aware of the need to make the education process more interactive but are not sufficiently experienced to choose the appropriate method for achieving the needed outcomes. This can be prevented by starting the planning of any training/education with setting the appropriate outcomes and knowing that methods can be chosen afterwards.

**Training room** – a risk is an unsuitable training room, cramped and with insufficient space for interactive methods, a space in which training participants cannot divide into groups, or a room that is too formal and does not encourage creativity. A room that does not have daylight, easy access to sanitary facilities, a place to hang around during breaks. All these features can hinder participants from active participation.

This can be prevented by thinking of what you need from the training room already during the phase of creating the education session. If you have not seen the room before the training, be sure to try and see it so that you can make needed changes to the space or to the curricula.

**Participants** – some participants may not be used to interactive and cooperative learning, they may be accustomed to traditional teaching, and because of that they could be disorientated in - what is for them - a new situation. Also, it may happen that the participants are simply not motivated (consciously or unconsciously) to participate in workshops because of their (negative) previous experience or because of some personal issues with which they came to the training/education.

This can be prevented by the facilitator/educator, who prepares participant for what is to come, explains the methodology and what is expected both from facilitators/educators and from participants. It is also necessary to keep track of participants and encourage those less active – talk with them during breaks, give them simple tasks, try to create a safe environment – but be sure not to overdo it and make the whole process even more stressful.

One of the bigger risks is for participants to abuse the process of democratization, i.e., to direct sessions in an unrelated direction, exploring their own interests, and ignoring the main topic, hindering the process not only for the facilitator/educator but also for all participants. This can be prevented by setting clear rules, or even writing a set of rules in cooperation with the whole group at the start of

education. This should both empower individuals to participate and share their experience, but also prevent any individual taking over the whole process. If there are clear rules, the facilitator/educator should not hesitate to remind the group of them, taking care that the individual does not feel singled out.

**Resources** – a risk is insufficient funding for workshop materials. An additional risk is the inability to equip the chosen space with the basic technical prerequisites for interactive workshops or the inability to rent the necessary equipment. The best way to prevent this from happening is to start planning ahead, giving yourself time to act appropriately if challenges arise.

### Assessment of methods applied – How to measure – Success factors

Assessment of methods applied can be done by monitoring indicators specific for interactive and cooperative learning, related to group dynamics and possibility to actively participate in an atmosphere where equal opportunities and diversity are welcomed. The assessment should be initiated by the facilitator/educator but done by both the facilitator/educator and by the participants.

It should also be noted that the assessment is performed by continuous, systematic monitoring, checking and gathering data, indicating how students are approaching the desired/expected goals and tasks set in the training curricula. This can be done in different ways - oral, written, observation of psychomotor actions, writing papers, essays, etc.; and at different stages of the training/education, formal evaluation can be held at the beginning (control questions, but also mapping expectations) and at the end (evaluating the process, getting data comparable with control questions). Non-formal evaluation can be done by observing the process during training/education and collecting feedback.

Although students in schools often identify assessment with grades which show them how successful their learning process was; in non-formal education the assessment of methods is information that is primarily useful to educators and curriculum creators.

### Specific recommendations for young peer educators

Start your training/education by explaining the methodology and topic of the education session, and by asking participants for their expectations (be sure to incorporate them afterwards).

Use the benefits of the Internet – there is a lot of information about interactive and cooperative learning and this information is more accessible than ever.

Understand that the method is only a means of achieving the desired outcome - many young facilitators/educators are completely dedicated to devising creative and entertaining methods without thinking about what they want to achieve with them.

Take some time to plan how to include all group members in cooperative learning - there is nothing magical about putting participants in groups. Participants can compete with groupmates, they can

work individually within a group, or they can truly work cooperatively with groupmates. That depends on facilitation.

Be prepared for participants who do not know how to react in interactive circumstances due to their inexperience – always prepare detailed instructions and think of how you can deliver them most efficiently.

Prepare all the necessary materials for your education/training/workshop a day before it is held.

During breaks, connect with the participants - leave room for informal conversation during which participants will be able to connect with you, which can have a positive effect on the whole education.

Always leave extra time for the ideas and questions of the participants; if an activity breaks through the time limit; evaluation; etc. But, at the same time it is wise to have some extra activities prepared if the workshop ends early.

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- <http://www.co-operation.org/what-is-cooperative-learning>
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### 3.2. Self-directed Learning

#### *Young learners set up their own pathway*

##### Abstract – Main features of approach – Keywords

Self-directed learning (SDL) means young people take learning into their own hands. It is important that they want to do that and that they know how to do it. They plan it, carry it out and then check it themselves. This means it is them who are responsible for it. In self-directed learning it is important to know how to set learning goals for yourself and plan the necessary learning steps. There are also learning skills needed (effort, management of time and the things you already know) to check the learning process. When young people become more and more self-instructors of learning the role of the educator changes to showing them the way how to do it. This role is important as the focus is on the learner - provide them with learning skills like repeating, summarizing, highlighting, checking, etc. and skills for organizing learning, the use of breaks, learning strategies, etc. Also, the motivation of young people is very important.<sup>1</sup>

The organisation in which the SDL takes place has also an important part to play in making it successful for everyone involved. It provides a positive learning atmosphere and structures like flexible learning modules, personal time planning, room for group or project work, as well as suitable facilities and equipment. Self-directed learning is different from courses to get a qualification, but it can bring many benefits. Instead of using test questions, SDL can be measured in different ways to increase the inner motivation and self-reflection (e.g., peer or self-assessment, monitoring the reaching of individual learning goals).

##### Methods suitable for the approach – Methodological description – Sample tools

Self-directed learning (SDL) gives young people more self-determination. It is different to traditional teaching methods regarding learning goals, time, place, learning content, learning methods and the learning partners; learning success also must be self-evaluated. Self-directed learning must be developed step by step, it can't be just required. To get young people ready to develop self-directed learning make sure that a certain amount of direction is kept up.

The main point in SDL is the changing role of the educator. It develops from a directing role to a guiding, supporting and facilitating one. Young people more and more become self-instructors and become able to take control of their learning. You show them additional educational steps and in this way control it, too. Provide several learning offers (regarding interest and performance) and young people can make their choice which to use. In self-directed learning they work in various social forms like individual, partner or group work. The results are presented, discussed, reflected upon and revised. The effort put into learning depends on your conviction and young peoples' willingness. Self-directed learning should be justified and well prepared in material and learning tasks. Set clear rules for self-directed learning and improve it through regular feedback.

Check the (learning) biography to find out already existing competences and skills and how they can be used. Young people can analyse their positive and negative learning experiences and the roles they played in the past; both often have a great effect on current learning. Look at young people against the background of their (learning) biography. You can find out their potential and also to explain resistance

<sup>1</sup> <https://infopool.univie.ac.at/startseite/universitaeres-lehren-lernen/selbstgesteuertes-lernen/#c322856>

or blocking behaviour. Learning must refer to past experiences of life and occupation because new knowledge is connected to existing knowledge. But learning also must focus on the future. New knowledge gives more professional competence and opens new possibilities. Tagging learning interests and identifying training goals helps to develop individual (that is: biographically) reasonable perspectives.<sup>2</sup>

SDL means not only content-related learning but also “learning competence”. This means young people can organise their own learning processes with the goal of acquiring more knowledge. It is also about the ability to set learning goals by themselves, to take control over ways of learning, to organise the basic conditions of learning in a self-directed manner (e.g., learning times and locations) and to check the learning results.

If young people are responsible for their own learning process, they can better use their learning potential direct and organise it. You must accept young people as mature and responsible adults and actually hand over parts of the responsibility for the learning process to them.<sup>3</sup>

Principles for promoting learning competence:

- Explain the methods and learning processes explicitly to show young people that not only results are important.
- To make young people aware of their own learning strategies, learning should be a subject of instruction.
- Young people need to understand the importance and value of their knowledge and skills.
- Discuss the transfer and the generalizing of learning. Young people must know in which new situations learning contents can be applied.
- Learning strategies are regularly practiced within the learning subjects.
- Classes are designed so that young people can choose their own learning methods.
- The responsibility for learning is step by step given over to young people.<sup>4</sup>

Participation is most important for a successful realization of SDL. The more young people know about relevant conditions, factors, possibilities and limitations the more they usually want to participate. Focus on participation is closely connected to transparency and interaction. To make young people actively take part in self-directed learning transparency (understanding the learning/training situation regarding organisation, contents, methods and media) is necessary. For training providers, it is quite a big challenge to open fields of interactive participation as this interaction between young people and educators requires openness also at the institutional level.

In addition to transparency, SDL needs certain openness towards the process. You can see the results from the process in a different way than, for example, in closed curricula where the goals are defined in advance. Take a professional view on the process to find out that there are more learning stimulations than with pre-planned learning opportunities. These stimulations come from the learners, develop in social situations and so most likely correspond to interests and needs which are important at that moment. Process-open concepts can be a very big challenge for all who are involved, so basic

<sup>2</sup> Project Learn Empowerment (2006). Guidelines

<sup>3</sup> Ibid.

<sup>4</sup>Studienseminar Koblenz (2017). Selbstgesteuertes Lernen: Methoden zur Förderung der Schülerelbsttätigkeit im Unterricht einsetzen.  
[http://studienseminar.rlp.de/fileadmin/user\\_upload/studienseminar.rlp.de/gv-ko/Wahlmodule\\_16-18/2017.03.20\\_Selbstgesteuertes\\_Lernen/01\\_Selbstgesteuertes\\_Lernen\\_ppt\\_.pdf](http://studienseminar.rlp.de/fileadmin/user_upload/studienseminar.rlp.de/gv-ko/Wahlmodule_16-18/2017.03.20_Selbstgesteuertes_Lernen/01_Selbstgesteuertes_Lernen_ppt_.pdf)

dimensions for orientation must be available and the results from the process must be made transparent.

There is another factor with focus on the learners: Orientation to the (learning) interests of young people. These interests are the starting point for deciding on teaching methods and contents. The definition of individual goals first needs tagging and wording of reasonable interests; this is also important for setting up and/or keeping up motivation.<sup>5</sup>

Tools for SDL:

- Tools for (self-) reflection and the development of goals, e.g., learning diary, goal training, portfolios, methods of learning biography
- Tools for collective reflection of individual and collective learning processes, e.g., learning conference, peer-evaluation and feedback
- Media and materials for self-directed learning, e.g., pool of learning sources, online platforms, online courses and portals, library
- Tools for the assessment of learning results in the social setting, e.g., feedback and technical reflection, evaluation of learning and the training setting, self-evaluation, learn-contract
- Need-oriented consulting opportunities, e.g., learning consultation, coaching, mentoring
- Flexible learning times, places, variety of learning styles and methods, e.g., self-learning times, self-organising groups, work on cases, project work<sup>6</sup>

### Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

In projects which are focused on very much on the participant there is more effort for concept development, consulting, support and the provision of resources. Therefore, the implementation of SDL in organisations requires additional time. How much additional time is needed depends on the extent of the implementation of SDL (isolated activities, partly or whole structure of course).

Infrastructure: The place where SDL takes place should be easy to reach (e.g., by public transport) and offer enough physical space and appropriate conditions for doing self-directed learning (e.g. enough well-functioning PCs and a communicative seating arrangement where young people can see each other). There should be enough rooms with equipment that different learning groups can use, separate and together. You also should have your offices close to the study rooms so that you can quickly recognise and implement necessary corrections or further developments.

Young people should feel comfortable at the training settings. Measures to receive them can be included in the concept of SDL formats. For example, young people name their projects like “company signs” or have the possibility to develop a website for their project group. There also should be additional space like common areas and a canteen. To make sure young people can have individual learning times longer opening hours, at least for some rooms like a library, are recommended.

Resources: The most important resource are qualified employees. Starting with SDL formats it is necessary to recruit additional staff (e.g., freelancers) for a certain time. To fit the new requirements tasks, responsibilities and working time of already existing (for example administrative) staff can be extended for a certain period. Maybe they also can be re-allocated.

<sup>5</sup> Project Learn Empowerment (2006). Guidelines

<sup>6</sup> Project Learn Empowerment (2006). Guidelines

For additional staff, equipment and other resources needed to carry out SDL in organisations, financial funding will be required. To “test” the approach, it is recommended to design a specific project and participate in public tenders to apply for national or international funds. Tests like this offer possibilities for improvement, as not every project might work out well at the first time. To (long-term) carry out of SDL, it is advisable to transfer the experiences from these experiments into other divisions of the organisation. If SDL is to be carried out permanently afterwards, financial resources can be increased through specific grants to support and ensure the sustainability of the SDL formats.

Material: Existing material can be used. Young people should be given the possibility to borrow and take home certain material. Besides enough well-functioning PCs, the possibility to print out electronic material should be given by the institution. Depending on the type of course, specific material needs to be purchased, e.g., specific software.<sup>7</sup>

### Risks – Specific things to consider – Potential traps

Think of several critical points when SDL is carried out. For you there could be the risk that the design of the SDL format is not applicable or leads to misunderstandings. Make sure that young people can clearly understand it when you apply SDL. Explain the concept in an adequate way and what young people are expected to do. This includes a change of their learning attitude, which leads to the next potential trap: young people consider a “receptive” learning attitude as the “common” one. Show patience if this happens, encourage learners’ self-confidence, refer to their interests and learning needs when they must choose appropriate learning material and motivate them regularly, for example by giving feedback.<sup>8</sup>

Young people sometimes must first practice the will to get familiar with their own behaviours, to take on responsibility for their own learning and for shared group goals. Set up individual learning plans or contracts to support them. These include educational goals, educational modules according to them and the associated rights and obligations of the learner, the educator and the organisation. Discuss these plans in detail and develop them together. When something unexpected happens or changes must be made, it is important to find an atmosphere of mutual trust. In this case find current and flexible solutions that benefit both.

Young people’s total acceptance might not always be fully available. Some of them prefer a previously defined curriculum with a “recognised” qualification. A goal-oriented further education relates to many uncertainties and many young people have the goal to get a successful qualification that helps to get a job.

SDL is not to be considered as an isolated action without being linked to the basic offer within the organisation; this can be an obstacle for recognising its opportunity for change. Communication on all organisational levels and including all actors involved support the acceptance of the SDL format. Introducing parts of SDL into the basic offer can have an integrative effect and promote professional exchange between educational and administrative staff.<sup>9</sup>

<sup>7</sup> Himmel, W. (1999). Institutionelle Rahmenbedingungen für selbstgesteuertes Lernen. In: S. Dietrich, E. Fuchs-Brüninghoff (Eds.), Selbstgesteuertes Lernen Auf dem Weg zu einer neuen Lernkultur (pp. 89-108). Frankfurt am Main: Deutsches Institut für Erwachsenenbildung. [http://www.die-bonn.de/esprid/dokumente/doc-1999/dietrich99\\_01.pdf](http://www.die-bonn.de/esprid/dokumente/doc-1999/dietrich99_01.pdf)

<sup>8</sup> Studienseminar Koblenz (2017). Selbstgesteuertes Lernen: Methoden zur Förderung der Schülerselbsttätigkeit im Unterricht einsetzen. [http://studienseminar.rlp.de/fileadmin/user\\_upload/studienseminar.rlp.de/gv-ko/Wahlmodule\\_16-18/2017.03.20\\_Selbstgesteuertes\\_Lernen/01\\_Selbstgesteuertes\\_Lernen\\_ppt\\_.pdf](http://studienseminar.rlp.de/fileadmin/user_upload/studienseminar.rlp.de/gv-ko/Wahlmodule_16-18/2017.03.20_Selbstgesteuertes_Lernen/01_Selbstgesteuertes_Lernen_ppt_.pdf)

<sup>9</sup> Himmel, W. (1999). Institutionelle Rahmenbedingungen für selbstgesteuertes Lernen. In: S. Dietrich, E. Fuchs-Brüninghoff (Eds.), Selbstgesteuertes Lernen Auf dem Weg zu einer neuen Lernkultur (pp. 89-108). Frankfurt am Main: Deutsches Institut für Erwachsenenbildung. [http://www.die-bonn.de/esprid/dokumente/doc-1999/dietrich99\\_01.pdf](http://www.die-bonn.de/esprid/dokumente/doc-1999/dietrich99_01.pdf)

## Assessment of methods applied – How to measure – Success factors

It is usually thought that the educator should measure young people's work. This kind of measuring certainly has its purpose, for example for a final exam with the goal of getting a certificate. But there are also other ways of measuring which you can agree upon. Self- and peer evaluation are further options to be used in SDL. These kinds of measuring can not only be used for factual knowledge but also for the circumstances in which young people learn and the strategies they use. Carry out the measuring sensitively to make it become part of learning. This gives more motivation and supports young people's future progress. Pick out two or three fields for the learner to work on and get better if a performance is weak. That is a better way than highlighting every fault as this can be de-motivating. Make sure that young people know the main fields which need improvement and why they need to study more and how it will be good for their future work. Point out positive things at the same time.

If a task or work piece is well done, it is easy to measure, but not so easy to give written or verbal feedback. Highlight what was good and give tips about the further progress, for example suggest further reading or a more advanced activity.

Always explain to the learner why s-/he got that measurement. Young people need to be informed about the standards so that they know how they can try to match them.<sup>10</sup>

Individual action plans are one way to measure SDL; they ensure the reaching of goals and provide factors to measure. They include individual learning goals, a time frame, resources needed, etc. Set goals and development activities with the SMART model<sup>11</sup> It can be a good basis to categorize measuring criteria.

Use rubrics as another option for self-evaluation. The rubric is a tool for the guidance of young people to evaluate their output. The tool consists of three parts: The scale, the dimensions and the descriptors. The scale describes the extent to which the learner has met the expectations of the course. The dimensions (e.g., topics) describe the output criteria. The descriptors reflect the concrete level of the learner's output in a certain criterion. With rubrics, clear goals can be set between learner and educator. Young people can understand what exactly a good output means in a field and how they can reach it. Rubrics can be used as a basis for self-assessment, feedback and peer feedback. They help make output ratings clearer, more objective and more transparent.<sup>12</sup>

Peer evaluation is a useful method to give young people constructive feedback regarding a work task, individual performance, etc. It is of advantage for them because they get with different viewpoints and suggestions to improve their own work. It also includes self-reflection as there is no wrong or right, but different inputs which can be regarded or not.

## Specific recommendations for young peer educators

For a peer educator who is actively involved in SDL there are two sides of the role: the educator and the peer. As educator you are a learning facilitator using educational attitudes and a didactic approach. Your self-conception can have effects on the work and learning culture of the whole group. "Live" the SDL principles and the group is more willing to use SDL. Your readiness to get involved in the

<sup>10</sup> Project Learn Empowerment (2006). Worksheet

<sup>11</sup> SMART stands for Specific, Measurable, Action Oriented, Realistic and Timebound. The advantage of SMART set goals are that they are precise and measurable.

<sup>12</sup> Keller, S.D. (2017). Zum Umgang mit Kompetenzrastern bei der Beurteilung komplexer Schülerleistungen 10. SH-Sommeruniversität Akademie Sankelmark. [https://www.ipn.uni-kiel.de/de/das-ipn/veranstaltungen/Vortrag\\_Sankelmark\\_2017\\_Keller.pdf](https://www.ipn.uni-kiel.de/de/das-ipn/veranstaltungen/Vortrag_Sankelmark_2017_Keller.pdf)

development of new learning approaches and to modify your own attitude usually increases when you face the real reasons for learning. This means also personal motivation or advantages show directly. Positive experiences with SDL, either on your own or through others, are highly encouraging. Irritations can also be an approach to SDL, because there are questions arising and they demand answers. This is a starting point into the process of SDL.

Free spaces for the implementation of SDL allow “experiments” and new approaches. For that reason, establish a “culture of mistakes”. However, “free spaces for experiments” demand a lot of patience for all involved. But making setbacks and loop-ways visible gets the development process going and can be a source for the development of new approaches.<sup>13</sup>

As a peer, you share the lifestyle and the living environments of the generation. This is great when it comes to working on sensitive topics. For certain viewpoints and attitudes, the credibility of peers is rated, higher because young people feel understood and “speak the same language.”

For SDL, it also means that the relationship with the learning group is much more open. Young people may feel more comfortable asking questions and actively seek help<sup>14</sup>. Use a language that is easier understood by people of the same age and share knowledge that is relevant for this group to give help. Also, you do not need to know everything, but you act as a moderator asking questions and initiating discussions. Make it clear also that there are no wrong or right answers. In this way the interaction between young people can get better, too. You may also be able to better think yourself in the learner’s situation and check if learning material fits in order that a learning group can foster SDL.

The difference between the roles of learner and educator should be very clear. The peer educator knows how to respond to learners’ statements in a way that improves learning and motivation. S-/he is familiar with the learning material and acts in a professional way.

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In the LOT-House (“Lernen, Orientieren, Tun”/learning, orienting, doing) aimed at empowering (long-term) unemployed and socially disadvantaged people from the region of Korneuburg (Lower Austria), the main focus was to develop learners’ competences by combining training and guidance in the framework of a course. Trainers, pedagogical experts and administrative staff at the LOT-House were confronted with a very heterogeneous group of learners, since learners had different biographies and learning biographies. This, of course, resulted in different learning attitudes, behavioural patterns and forms of motivation for learning. The learners at the LOT-House were provided with individualised training, employing a varied set of learning tools and methods. Most importantly, they were given the chance to learn and work at different learning places, in different “learning zones”:

- Info Zone
- Course Zone
- Workshop Zone
- Initiative Zone

<sup>13</sup> Project Learn Empowerment (2006). Toolbox

<sup>14</sup> Manning, C. (2014). Considering peer support for self-access learning. *Studies in Self-Access Learning Journal*, 5(1), 50-57.  
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### 3.3. Self-Reflection and Biographic Work

*Where do I stand? What is important to me? What is it that I want to provide?*

#### Abstract – Main features of approach – Keywords

To be able to take an honest look at themselves and their own capacity, it will be helpful for the learner to start off with an assessment of their background, competences and interests.

There are several different assessment tools available, and these are used in conversation with the trainer. It is important to get the necessary background information documented. Formal and informal skills, interests, certificates, health situation and life situation.

This first chat will be the starting point for developing trust and dialogue between the learner and the coach. This dialogue one-on-one is important when working with self-reflection and biographic work.

Continuous dialogue over time, where the coach focuses on asking good questions and actively listening, will help the learner be clearer on their own values, knowledge, challenges, limits, boundaries and motivation.

#### Methods suitable for the approach – Methodological description – Sample tools

##### Dialogue/Chat one-on-one

To build a relationship and trust is the key. We must see the importance of qualified personnel who have the same frames of reference as the learners and therefore can relate to the youth on a more personal level.

##### Co-determination

Within the given guidelines, the methods are developed together with the learners.

They will, from day one, participate in choosing focus areas and designing the content. This will contribute to a sense of responsibility and ownership.

##### Recognizing Negative Patterns

We want to help participants recognize the negative and self-destructive thought patterns of their own mind. Through meditation and mindfulness, the learners can start to observe their own mind, and see that it can be quite deceiving.

##### "My life - my responsibility"

Self-pity is paralyzing. We must choose to focus on opportunities and solutions.

The victim role itself is unfortunate. To over-identify as a victim, you see yourself as broken and wounded. It involves a general feeling of being unfairly treated, and the offence is not easily forgotten. The victim role has varying degrees of self-pity, self-righteousness and self-sacrifice.

Taking the victim's role implies a perception of yourself as a victim in relation to the world, to events that one cannot influence or have any responsibility for. It is a role that affects several areas of life - the whole person becomes a victim. The perception of being a victim usually applies to past events, but the perception of oneself as a victim persists - often for decades.

It therefore becomes an important task for the trainer to help the learner see that such a role is "paralyzing" and prevents constructive change.

### **Social Understanding**

When working with self-reflection and biographic work it is important to look at our own role in society. Hopefully, we can awaken a desire to contribute to our local community as well as awaken an interest in, and knowledge about, politics. The trainer must make sure that the learners are equipped with knowledge about the different channels of influence they can use to make themselves heard. The learners will have to reflect upon common values like human rights and freedom of speech.

It is important to secure basic insight into, and understanding of, the mechanics of our democratic political system.

### **Look at your own prejudices!**

What thoughts and ideas do I have about people from other cultures that I meet every day? Are these beliefs based on facts?

It is important that we take a critical look at our own, as well as others', culture.

We must encourage debates and invite young people to speak up against current developments across Europe, like increase in populism and extreme political choices.

Knowledge removes prejudice!

### **Undertake Service!**

How can I be active in my local community?

It is important to reflect on how much energy we put into "me and my life" compared to the energy we spend on helping others.

Let the learners themselves chose ways and areas in their community where they can contribute actively. They might set up their own initiative, fundraising or more traditional volunteer work.

Focusing on helping other people is empowering. We see directly that our contribution is needed, which increases our sense of self-worth.

### **Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)**

In general, we prefer a spatial situation in our training that allows for an atmosphere of horizontal discussion. This means that we leave the traditional classroom with its hierarchical structures behind.

A good assessment at the beginning of the collaboration is crucial for successful biographical work with the users. There are various tools on the market. For example, LoPe uses the VIP24 tool. From an organizational point of view, this requires a PC and a quiet room. The survey can take several hours and should take place in a relaxed ambience.

The selection of trainers, the human resource, is decisive for the success of a training course. In

biographical work, the interpersonal level is the most important factor. In concrete terms, this means that there should be no personal dependency and that in the case of interpersonal challenges between coach and learner, a change of trainer is recommended. Instructors with a similar cultural and religious background as the participants are in a position where they will have a completely different influence than one with another ethnic background.

### Risks – Specific things to consider – Potential traps

There are different risks and challenges of biographic and self-reflection work when working with young refugees. If the trainer observes that the young learner is traumatized, the training must be discontinued, and the participant referred to a medical psychological service. Biographic and self-reflection work does not replace therapy.

Another challenge is the choice of the trainer. A good connection between teacher and learner is crucial for success. A trainer team with people from different ethnic backgrounds is recommended. If the participant does not have confidence in the trainer and may even develop a negative dependency, the training should also be terminated.

### Assessment of methods applied – How to measure – Success factors

Social value emerges through complex processes. They involve many actors. The effects of such efforts occur in different areas and levels, both for the individual, his family and for society as a whole.

It is difficult to find a specific indicator to measure an increased joy of life. The most relevant thing will be to monitor what obstacles we overcome. Research has shown that inefficient integration has several negative consequences. For example, illness, feelings of hopelessness, lack of self-esteem and alienation. If these consequences are eliminated, the motivation for greater participation in work and community life will be able to flourish. Our success can thus be measured by the absence of energy-sapping everyday problems. This leads to less intervention by the competent authorities and a greater sense of individual responsibility for one's own life.

### Specific recommendations for young peer educators

Let the learner choose the location and – if possible - the timetable.

Depending on the target group a young peer educator should be well prepared to hear all kind of life stories.

### References

Reference project: Microintegration

The integration process can be a personal burden for the individual newcomer, and poorly integrated immigrants can represent a significant social and economic burden for society. Research has shown that slow or ineffective integration creates for migrants themselves an experience of hopelessness and frustration, which can have negative consequences such as mental illness, disease, unemployment, lack of care, etc. In society this can lead to prejudice, condemnation and racism. Many organisations and government agencies are working on different parts of the integration process. Language, work, family

protection, etc. However, there are several individual challenges that are large enough to paralyze other parts of integration as they require a lot of attention and energy from the individual. Micro-integration encompasses those areas that lie between several levels - or are in danger of becoming a dead end between the fast-moving and incomprehensible community. It is in everyone's interest to make the integration process as efficient and flexible as possible.

Microintegration sees every single person and concentrates on individual everyday problems. Microintegration will later lead to a side effect that contributes to more and better integration at the macro level. Microintegration prevents parallelism, exclusion and extremism.

### 3.4. Scenario and experiential Learning

#### *Embedding real life cases*

#### Abstract – Main features of approach – Keywords

Scenario and experiential learning means learning from experience or learning by doing. Scenario and experiential learning first involve learners in an experience. After the experience learners will be encouraged to reflect about their experience: “What kind of new skills, new attitudes, or new ways of thinking have I developed?” This way, learners have the chance to apply their knowledge and test it in practice, to see if they understand the concept, content or process correctly.

Scenario and experiential learning can be understood as a four-part cycle:

- The learner has concrete experience with the content being taught
- The learner reflects on the experience by comparing it to earlier experiences
- Based on the experience and reflection, the learners develop new ideas about the content being taught
- The learners act on their new ideas by experimenting in an experiential setting

Through scenario and experiential learning, the young people have the chance to learn by going through an experience first-hand. Kolb saw this process as transformative because the individual could take their knowledge and understanding to a whole new level. Young people have the chance to manage their own learning, rather than being told what to do and when to do it.

Also, through this type of learning young people have the chance to develop critical thinking, problem solving and decision-making skills. First-hand experience helps them to develop new concepts and more likely to take ownership of the situation.

Through scenario and experiential learning, young people have the chance to discover their full potential and abilities and learn from the experience and from the mistakes as well.

Keywords: scenario learning, experiential learning, young people, knowledge, experience, practice

#### Methods suitable for the approach – Methodological description – Sample tools

There are some methods that we can use in scenario and experiential learning:

##### **Simulation**

Simulation is a model of a set of problems or events that can be used to teach someone how to do something, or the process of making such a model.

If a simulation is effective, students will have the opportunity to experience, reflect, develop new ideas based on the experience, and plan for future experiences.

##### **Service learning**

Service-learning is an educational approach that combines learning objectives with community service to provide a realistic, progressive learning experience while helping society.

The research (Brandeis, 1997; Hedin & Conrad, 1990) shows that students engaged in service-learning

activities strengthen their academic skills, civic attitudes, and skills for active citizenship.

### **Outbound learning/training**

Outbound learning is a training method for increasing individual and team behaviour, better organization through outdoor activities and experiential learning methodology.

### **Role playing**

A role-playing game is a game in which the participants assume the roles of characters and create stories together. Participants determine the actions of their characters based on their characterization. Actions succeed or fail according to a formal system of rules and guidelines.

### **Case Studies**

These are great examples of experiential learning that are based on real-life instances and situations that have taken place in the past. By exposing trainees to what happened in the past, using illustrative case studies, trainers can give them helpful insight into the appropriate behaviour required to deal with similar situations, and the backlash it may have.

### **Gaming**

Experiential learning games are a popular way to help young people learn by doing. The games can be organised in a way that individuals and groups play with each other, by either collaborating or competing, as in the real world. This process can teach them important lessons about how to deal with on-the-job situations. As part of this experiential training technique, motivational tools, such as points and merit badges, can be awarded to make the game more engaging for the learners.

### **Field trips**

Another method that we can use in scenario and experiential learning is field trips.

Field trips are one of the best tools that provide young people with real world experiences, since they can access tools and environments that are not available in schools or other settings.

### **Storytelling**

Storytelling describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment.

This method is useful because it helps young people with critical thinking and problem solving skills.

### **Theory of change**

Theory of Change is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or “filling in” what has been described as the “missing middle” between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these related to one another causally) for the goals to occur.

## Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

### Duration

The duration of training may vary depending on the aim and the used methods.

Since the young people should familiarize themselves with the environment (setting) where the activities will take place, they should understand the aim of the training and they should enjoy and not feel forced into doing something, we propose the duration to be between 2 to 8 hours.

### Infrastructure

The place should be suitable and attractive to young people, so they can easily familiarize themselves and enjoy the learning, which further will lead to their active participation in the training. In specific cases a special scenario is required to make the process feel as real as possible.

### Resources

First of all, we need human resources, secondly technical resources that will help the young people implement scenario and experiential activities and finally we need funds.

### Materials

Learners should be given the possibility to print the needed materials (guidelines, evaluation forms, scenario/case handouts, etc.), the equipment that will help them do the necessary research (PC, laptop, smartphones), and maybe other materials such as markers, flipchart, stick notes, paper etc.

## Risks – Specific things to consider – Potential traps

There are specific things to consider when using scenario and experiential learning with young people or some potential traps.

The first thing that we should consider is that scenario and experiential learning it is not helpful to inexperienced young people.

Having in mind that SL and EL is entertaining, sometimes too much of entertainment can result in a loss of focus on learning.

Also, we should have in mind that the young people may experience negative emotions.

Young peer educators should highlight possible factors that can influence young people's ability to participate fully in scenario and experiential learning and therefore they should recommend strategies for minimizing or eliminating barriers to participation.

One of them might be the classroom climate. Young people should experience it as physically and emotionally safe, so they can freely participate. Having in mind that a positive classroom climate has the power to benefit student engagement, encourage cooperation and collaboration among young people; we should provide them with a positive classroom climate.

The possibility of making mistakes is another trap that might have a negative impact on young people. It is very important to appreciate the mistakes and see them as way of learning and development, and not make fun of people making the mistakes. This will help the young people to build self-confidence.

### Assessment of methods applied – How to measure – Success factors

When we apply scenario and experiential learning, it is very important to conduct assessment or evaluation immediately after the experiential learning, while memories of events and feelings about the experiences are still fresh in the minds of the young people.

When conducting assessment methods for experiential learning, it is good to analyse these things:

- Analysing the relationship between the information and skills used during the activity and course/lesson content
- Determining the degree to which the intended learning objective and performance expectations were achieved, and which actions contributed to success and/or failure

There are many methods for assessing the SL and EL learning:

- **Maintenance of learning journal or a portfolio:** keeping a journal or portfolio allows the involved young people to keep track of their work and in this way, they can check their progress over time. Journals can include summaries of new information or things learned, failures, new approaches etc.

It is very important for the youth peer educator to provide the young people with the ability to reflect critically.

- **Reflection on critical incidents:** reflecting on critical incidents can be very useful and these critical incidents can provide experience or knowledge about future activities.
- **Presentation on what has been learnt:** this is another method for the assessment of the applied experiential learning, since from the presentation of the young people we can assess how and what they learned from it.
- **Essay and report on what have been learnt:** young people can prepare an essay or report about what they learnt during the SL and EL, and this can be a good indicator or a good way for us to measure their learning.
- **Self-evaluation:** young peer educators can prepare questionnaires or evaluation forms, where young people can answer and evaluate their learning process. Also, it is good to allow them to define how their work will be judged: they choose what criteria will be used to assess their work or help them create a grading rubric or checklists.

Grading rubrics or checklists have some benefits such as specifying the criteria based on which the evaluated work of the young people will be, and young people can see their strengths and the areas where they should improve.

- **One and one oral assessment with the instructor:** this is another way to assess what has been learnt during scenario and experiential learning.
- **Group discussion about the things learned:** through discussion between young people about the things learned, we can assess and understand what they have learned and in this way, we help them to learn from each other.

- **Debriefing:** this assessment tool helps the participants to reflect upon a recent experience, discuss what went well and identify opportunities for improvement.

The debriefing process should cover the project goals and whether they were met, things that may have gone wrong, if anything, and why (this should not become a blame game), as well as what things need to change to reduce or stop any issues in the future. It is important to also identify innovative opportunities for improvements, and of course, highlight any goals reached.

### Specific recommendations for young peer educators

A primary role of the young peer educator when using SL and ELs, is to help the young people make sense of their impressions and to learn from the experience itself, therefore there are some specific things that we should keep in mind:

- **The needs of the learners:** Do they have any specific needs that we should consider? Do they have experience in this field? Which activities are appropriate for them? Matching students with appropriate activities and with activities that are appropriate to their interest. Creating a safe space for them. Preparing them by informing what is expected from them and on which needs they should focus.
- **Emotional investment:** the young people should feel and enjoy the experience and not just do what is required from them. If they do not enjoy it, they might not be interested and won't develop their full potential.
- **Appropriate activities:** developing activities that are appropriate for the young people and that fulfil the aim of the course/training and activities that are challenging, but at the same time manageable.
- **Objective result:** we should have a clear objective of what participants should learn and what the outcome should be. If the young people do not understand the aim and why they are involved, they may not learn anything new and won't enjoy the process.
- **Appreciating mistakes as opportunity for learning:** in scenario and experiential learning there is the possibility for young people to make mistakes and they should not be punished. Instead, we should appreciate mistakes as opportunity for learning and gathering more information. We should tell young people that we care about what they experienced and value what they say, and that we are interested in the progress of each youngster's learning and development.

Also, these are some recommendations that you as youth peer educators should consider:

1. Approach the learning experience in a positive, non-dominating way.
2. Identify an experience in which young people will find interest and be personally attached.
3. Explain the purpose of the experiential learning situation to the young people.
4. Share your feelings and thoughts with young people and let them know that you are learning from the experience too.
5. Tie the course learning objectives to course activities and direct experiences so young people know what they are supposed to do.
6. Provide relevant and meaningful resources to help young people succeed.
7. Allow young people to experiment and discover solutions on their own.
8. Find a sense of balance between the academic and nurturing aspects of teaching.

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### 3.5. Accessible Language

*How do young people want to communicate and understand?*

#### Abstract – Main features of approach – Keywords

##### What is accessible language?

Accessible language is a language adapted to non-professionals, those that lack experience in a particular area, those that are not reading texts or participating in an education in their native language or those that have some objective barriers such as lack of cognitive ability, low education and/or literacy, etc.

This is especially important for youth, since they usually do not have the skills needed to read methodological guideline or participate in education when they are conducted in a highly professional language. That is, of course, assuming they do not have previous pedagogical formal or non-formal education.

Both texts and education programmes that are written/conducted in a very professional language do not engage the average reader/participant, on the contrary - the reader/participant feels excluded because he does not have a real opportunity to participate in the content or really understand it and apply it in later work.

This is especially important in the context of Wake UP! project, because

Inadequate language can affect the opportunity to meaningfully engage participants and by that make the whole process undemocratic.

At the same time, it is very important that the language is not simplified to the extent that it no longer transmits the essence. For this reason, it is important to carefully weigh what is said, and also what is left out and how that affects the foreseen outcome of the text or education.

#### Methods suitable for the approach – Methodological description – Sample tools

When we are talking about accessible language in the context of the Wake UP! project, there are two things to think about:

- a) The way we communicate the project, our activities and values to youth that have never heard about Wake UP! and how we attract young people to participate in it - the first phase of “initial attention-grabbing”
- b) A way of clear communication and meaningful involvement for those already in the project – the second phase of “creating space for participants”

##### Phase one

Some general advice for the first phase in which you are trying to communicate your ideas/project to young people are:

- Be active on social networks, become influencers - influential users.
- Monitor technology development and actively use it.
- Speak a language so that it suits young people.
- Actively involve visual elements such as photos, videos, pictograms, gifs, teasers; Invest in preparation time.

As noted above, here we should think about the means of communication. If we want to achieve true inclusion, we have to be present where most young people get their information – on social networks. And we have to know how to communicate over these technologies.

The survey shows the high value of social networking, which varies slightly from country to country. The basic / global social networks used include Facebook, Instagram, YouTube and newly for younger Tik Tok. We also see a difference in preferred social networks by education and social status. **Wake UP! intends to be able to talk to all young people without distinction between education and social status.** The language used is short and informal but must be trustworthy and thoughtful.



INFLUENCER

#### Methods for reaching young people on social networks:

- Involvement of popular influencers.
- Active use of social networks and investing time in the role of influential user.
- Share attractive photos and videos - get "Likes"; invoke comments and the highest value is sharing the post.
- Invest time in regular and quality posts on the common **Instagram page wakeup\_project\_eu** in popularizing the topic.

#### **Wake UP!**

**Become an influencer. Work with popular influencers. Develop your own concept. Look for simple but effective solutions. Invest time in preparation. Use visuals, props. Get inspired, learn from others. Follow new technologies, new tools and keep learning. Do your work with love for yourself and others.**

#### Methods for addressing young people through direct contact, practical examples:

- Discussions and presentations in schools.
- Popularization on the street - exhibitions, performances, stands for discussion, processions and more.

- Meetings in volunteer centres, community and information centres.

### Wake UP!

**Use casual but sophisticated language. Get ready. Speak briefly, use questions. Explain difficult words and give examples. Use active rather than passive verbs. Avoid complex sentences. Check for clarity. Present your qualification. Use games and game elements, gamification. Transform communication and presentation tools. Assign tasks to groups. Use model roles, speak non-verbal language. Engage more people, grow your network.**

### Phase two

Once you have attention of young people and they get involved, you must think of a meaningful way of including them in your project. That means both communication in the way that they understand you, but also to try and make them active contributors to project results.

One of the solutions is to involve youth, whenever possible, in drafting or revising the project outputs (textual) and/or the method for the workshops. All pedagogical guidelines and method descriptions should be written in a way that communicates the whole message but are still understandable to a wide audience of potential users.

That is why outputs and method descriptions must be discussed with young people, requiring constant dialogue and a willingness to learn new things; respond to changes. **In the Wake UP! project we should use focus groups of young people** who reflect on the language used and suggest changes for improvement. By gathering this data, you can tailor the project according to the needs of your target group – youth.

The other way of including young people is by giving them the opportunity to make part of those outputs themselves. **In Wake UP! we can involve youth in method creation.** That does not mean that they are doing this method description on their own – mentorship should be available at all times. But the final product can be created and written about by youth, which is by itself a guarantee that the language will be adequate for that target group.

**These are also some general proposals for both phases, initial contact, but also including youth in the project and holding education sessions:**

- give attention only to the necessary and relevant information;
- reduce information density;
- provoke interest in seeking further, deeper information;
- to express only one main idea per sentence - to formulate accurately and alternately;
- present information in a logical sequence, one at a time;
- use examples, analogies and images to explain or support complicated ideas;
- reduce stylistic density and use examples and explanations to facilitate understanding;
- use respectful language;
- use a positive, resource-based language, not a deficit-based language - focusing on positive

outcomes and personal strengths rather than problems and barriers;

- eliminate fillings such as "I think" or "Don't forget.";
- avoid common phrases;
- use a language that respects young people as active individuals who have control over their own lives;
- do not use a language that depicts young people as incompetent;
- do not assume prior knowledge of your topic.

### Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

**These are some of the organisational recommendations for all involved with organizing youth**

**Duration:** Use short and clear, but catchy sentences, especially for social networks. For personal contact you can communicate one idea in longer sentences, but always try to use some clear examples to back up the theory. Always prepare well and use interesting new methods and tools; learn from others. Use questions to start a dialogue on the selected topic. When you get attention, transmit the most important message, because many may conclude based on the first impression. The main message should be at the beginning, followed by the development of the idea in a short period of time. Make a timetable, divide the activity into smaller parts. Estimate the duration of each section. In the beginning, let them know how long you plan on engaging and activating them.

**Infrastructure:** Direct communication (a group of young people, for example at school, community centre, street, etc.) and electronic tools, especially social networks (local, regional, national and international target groups) can be divided up.

Both formal and informal settings can be selected for direct communication. It can be a school, club, leisure centre; but also, streets, sports fields and a cultural venue such as a theatre or gallery, town hall or cafe. For outdoor events it is necessary to have an alternative solution due to external influences such as weather or concurrence of events.

**Wake UP! recommendations for social networking infrastructure:**

**For successful use of social networks, it is necessary to trust their meaning and become an influential user. It is your decision to go to the young people where they are. Adapt your tools to their language, make your work attractive but credible. Use good photos, great short videos, interesting short text; keep engaging and collaborating with young people on your idea and sharing your values. Create a network of followers.**

**Materials:** Complement verbal communication with illustrative props and include nonverbal communication. Use gaming tools and attractive features - such as presentations in prezi.com, quizzes, pictures, props, links, shared environments, and more. Combine and have a choice. Use short but attractive videos, gifs, teasers, photos with thoughts on social networks, and use symbols, emoticons, apps.

## Risks – Specific things to consider – Potential traps

**In the following we will note some of the risks for those trying to involve youth in their project. You should take care that you do not bring these elements to the projects:**

- *Ignorance and contempt for social networks* → we all have our personal opinions about social networks, but we do have to note them as a good way of connecting with youth and must invest in our competence as social network users.
- *Passive approach to communication* → we cannot just put all information online and expect youth to find it. We must be proactive in the marketing of our project/educations/activities.
- *Lack of authenticity* → we must be authentic when promoting Wake UP! young people detect when something 'feels fake'.
- *Underestimating young people* → we should accept and adapt to their needs and ideas, but not to a degree of underestimating their abilities because that will also be detected and will not reflect well on our target.
- *Underestimated preparation time, sophistication and time devoted to finding the optimal form of communication and establishing cooperation* → accessible language and the right means of communication is a complex topic and it requires dedication and continuous work.
- *A faulty start of communication that disrupts the process* → the first impression counts!
- *We have and still use an outdated school approach* → when involving youth in non-formal education we need to be inclusive, adaptive, interesting and relevant, so that young people do not connect us to a (potential!) bad experience in formal education.
- *We are sceptical and cynical about the life of young people* → if we judge youth, we cannot really be inclusive. That does not mean that we agree with everything, but that we honestly want to communicate as equals and are open to different viewpoints.

The joint Instagram account **wakeup\_project\_eu** is an example of a willingness to change these attitudes and approach the language of young people.

## Assessment of methods applied – How to measure – Success factors

**We can assess/evaluate how accessible the language is with several methods:**

- Partial assessment or evaluation was already done by involving youth as co-creators and revisers of texts and described methods
- We should also collect feedback at all education sessions, especially feedback concerning the language used and clarity of transmitted ideas
- Activation for other activities, we have attracted young people to participate in other communities; young people are interested in further cooperation or communication with us.
- We managed to inspire young people to do their own activities, develop their ideas and continue community work.
- Our participants will not join the grey zone of life. Active networking, meetings, cooperation.

### In a social network we should:

- Follow the number of shares, number of comments and number of likes per post and regarding project in general.
- Check the quality of engagement – was it the target group who commented, liked and reposted? What are the comments about?
- We should ask and make notes of the number of young people that learned about Wake UP! through social media.

### Specific recommendations for young peer educators

As peer educators you already are part of the target group. That means that your language is far closer to the target group than the language of project managers.

Nonetheless, this is some of the advice that can help you:

- Use your age to your advantage, make each subject more current by using references from everyday life of young people in your area
- You do not know all the fancy terminology? Great! Use your language, think about how you understood something and retell it in that way
- Be authentic and committed. You are in this project because you have good qualities and prerequisites for such an activity.
- Listen and moderate different opinions, give opportunity for alternative ideas. Also keep an eye on the balance between opinions.
- Prepare, work in a small preparation team.
- Use props, engage technology and gadgets.
- Plug in everything you can and know. Plug in everything the participants can do.
- Combine direct contact, group work, social networking.
- If you do not know where to go, talk to your colleagues, do not be alone.

### References

When searching for more information on accessible language, google is truly your friend. There are a lot of different approaches and perspectives, tailored to specific needs.

These are some of them:

- *Ditch the fancy vocabulary for accessible language:* <https://www.boia.org/blog/ditch-the-fancy-vocabulary-for-accessible-language>
- *Use plain language:* <https://accessibility.huit.harvard.edu/use-plain-language>
- *Accessible Language: A Guide for Disability Etiquette:* <https://www.disability.illinois.edu/academic-support/instructor-information/accessible-language-guide-disability-etiquette>

You can also use YT videos, and here are some examples:

- VPS: Accessible Language: <https://www.youtube.com/watch?v=5khpP5u9fgc>
- Using Technology to Make Content More Accessible:  
<https://www.youtube.com/watch?v=qiWBkpJzytM>
- WIAD Austin 2019 - Stephanie Louraine on Accessible Language:  
<https://www.youtube.com/watch?v=JYlxzROmH-Y>

### 3.6. Outdoor training

*Leave the classroom and explore new learning environments*

#### Abstract – Main features of approach – Keywords

Outdoor training and education are organised learning that takes place predominantly in the outdoors, meaning outside the classroom. It is experimental learning **in, for or about the outdoors**. Outdoor training and education are about learning in a new, different, attractive way by using as many resources as it is possible from the natural area.

Some typical aims of outdoor education are:

- to enhance personal and social development
- to improve problem solving skills
- to create a deeper sense of the place you live in, and for other people and important issues in your local community,
- to enhance teamwork
- to understand natural environments and develop a deeper relationship with nature.

Leaving your familiar and ordinary environment offers you many new possibilities: Being outside the classroom provides an environment for several interactive methods and activities that cannot be carried out in the usual classroom situation: such as field trips, hikes, joint sports activities, camping, group games, adventure hunts, visiting (local) places like museums, forest, shops & companies, doing street interviews, exploring nature or your local community, doing community service or volunteering etc.

Young people sometimes must step out of their comfort zone and interact with strangers or deal with unfamiliar situations, leave their “box”. By exposure to the natural environment, young people can learn about their relationship with the natural environment, the relationship between certain ecosystem, personal relationships, with others, but also with oneself. So therefore, outdoor learning is much more than just learning ‘outside’

Also – of course depending on the environment and the group – the young people can benefit from an exchange of opinions with people of different cultural or social background in a natural environment.

In outdoor activities you will not only learn by listening or reading, but also through perceiving your environment with all your senses. You will develop new ways of thinking and learning, get in contact with people you have no connection with, to cooperate with others. Going outside will help you to break down the distance to a certain theoretical topic and show you this topic from a different perspective or how this topic has an impact on your own personal life. And of course, sometimes you must leave your usual comfort zone and will be challenged physically and mentally. But if the outdoor learning experience is successful, you will gain new impressions and experiences, which hopefully will result in a new way of thinking, an ‘out of the box’-thinking. Outdoor training and education methods should empower you to act in real life. ‘Learning by doing’ should help you to discover your own abilities and competences, where you will also learn from mistakes. In Outdoor Training ‘earning from one’s mistakes’ is welcomed.

To summarise, outdoor training and education is learning about yourself, about others, and about the natural world.

## Methods suitable for the approach – Methodological description – Sample tools

The focus of the following selected methods was that they are easy to use and implement, are related to issues in real life, and address topics which are relevant in everyday life in some way. All methods are practiced outside the typical classroom setting. You will find detailed descriptions, related material, recommendations for implementation in our “**Wake UP! Inspiration Toolbox**”, by clicking on the hyperlink.

1. **Active role play:** By acting out a certain role, young people are challenged to ‘feel into’ another identity. The identity will be designed according to the chosen topic. This means that the focus can be put on many characteristics, such as for example skin colour, age, gender or profession. Role playing is like simulation, but often has winners and losers. Roles are more structured and have a defined set of participants with specific times, places, equipment, and rules. Role playing is a suitable methodology for a variety of topics, such as topics that focus on social identity, freedom of media or democracy.
2. **City tour:** A city tour within a certain topic makes young people more conscious of the city they live in and the different people that live in it.
3. **Excursions/class or field trips/study visits,** e.g., trip to a nature reserve, a museum, a theatre, a city tour, a trip to the EU diplomacy world in Brussels.
4. **Photo or Video Challenge:** Young people should take photos or videos related to a certain topic. Working in a creative way with smartphones and cameras is a great way to introduce an unfamiliar topic to young people. By becoming an active part of the method encourages them to develop their own point of view. Later, while discussing and comparing the photos they are asked to reflect, evaluate and discuss their experiences. Photos and/or videos can be published or exhibited.
5. **Simulation games:** A simulation game is a model of reality. It is a controlled detailed mode, which reflects on a situation found in the real world. In a simulation game participants act and behave like reality. They make choices, implement them and receive the consequences of those choices to achieve given objectives.
6. **Scavenger Hunt:** It is a game, typically played in an extensive outdoor area, in which participants must collect a number of miscellaneous objects.
7. **Street Interviews:** Interviewing people on the street or in other places, will enable young people to get an overview of what different people think about a specific topic. Afterwards the young people can evaluate, discuss, interpret and publish the interviews.
8. **Storytelling:** People who experienced or achieved something special tell their story from a personal view to minimize the distance to a topic.
9. **Walk & Talk Tour:** A ‘Walk and talk’ session can be described as a mobile interview: usually two people walk together and talk about a specific topic or discuss given questions.

### Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

You need to make sure that the setting is attractive for young people to participate; also try to reach people that are not attracted by common / conventional education. Sometimes it might even make sense to hide the educational purpose behind an event that is attractive for young people. If possible, cooperate with a band, make a campfire, a picnic or a party afterwards or offer snacks or do some sports (e.g., soccer, beach-volleyball).

The duration of an outdoor training with young people is variable. We recommend a time span between 2 and 8 hours. Make sure there is enough time to get to know each other, for energizers and for discussions, but also for physical needs (never underestimate the time needed for getting from A to B or going to the toilet!).

Be sure about the aim, the target group and the outcome of your project before starting. According to the time frame and the group that is worked with, different sessions should be applied to create an environment with a maximum possible outcome.

According to the age of the group you must check your surrounding before going outside. If there is any danger (bicycles, bee nests, traffic, bad weather conditions ...) tell the group about it and minimize the danger as much as possible.

### Risks – Specific things to consider – Potential traps

Outdoor learning includes additional risks, but risk-taking allows young people to learn vital lessons about themselves and their world. Young people need to take risks to develop cognitive, social, physical and psychological competencies. And as the 'outdoor world' is full of risks, young people need to learn to recognize and respond to them to protect themselves and develop their own risk assessment capabilities. So, risks can have a benefit to the learning outcome and therefore should be considered.

But of course, educators should provide an outdoor learning environment that is as safe as possible, but as risky as necessary so that young people learn to meet challenges.

Whatever you are planning to do in terms of outdoor learning activities, make sure that the external environment as safe as possible, by considering the following aspects:

- Make an external area assessment and check it shortly before
- Ensure that the work/ learning area matches the planned activities
- Discuss potential risks and solutions with participants
- Always be aware of changing weather conditions. You always need a plan B in cases of storm, wind and rain. In winter you need to be even more aware of more risks due to the weather, e.g., slipperiness, cold, icicles, etc.
- Eliminate possible hazards (poisonous plants, sharp hedges, sloping gates ...)
- Choose right clothing and footwear
- Could need to check before if the insurance covers outside, too.
- Also be aware of the size of the group. If registration was not necessary, you might need to prepare different methods depending on the size of the group. Plus, you need to make sure, you'll have enough 'guardians' to lead and guard the group.

- Make sure no one leaves the outdoor activity and that you do not violate supervisory duties
- Most of all, when the group is too big, there might be difficulties to bring messages across properly. Always think about the fact that the surroundings outside are always noisier than inside.
- Do not forget to bring all the required materials to the place where you will need it.
- Prepare yourself early enough and plan time buffers in case of any disturbances and unforeseen difficulties.

### Assessment of methods applied – How to measure – Success factors

It is not always easy to measure the benefit of outdoor learning.

Best would be if you can compare the different result of 'classroom' learning results and outdoor' learning in similar fields or topics.

To measure the success of an outdoor learning event or activity, you need to include discussion and evaluation space in the planning. Everybody should have the possibility to reflect on the event and on their learning outcome. And interactive feedback exercises can easily be implemented in outdoor training and education.

You can record (audio/film) discussions happening during the event, take pictures, analyse the results and outputs, as well as changes in behaviour and thinking. To do so, use tools like a personal reflection diary/ handmade journals to keep evidence of descriptions and narration of feelings, perceptions and experiences.

You can also use tools like the 'Blob tree' to visualize the learning pathway or to analyse emotions, feelings and behaviour of individuals but also in a group.

Also, photos and videos taken during the outdoor learning activity can help later to analyse the situation, the learning progress and process in a group discussion.

If you want a more profound evaluation of the effect and impact of your outdoor activity you can ask/evaluate your participants about their knowledge/attitude in connection to the different topics you want to address before and after the event. By comparing both answers/findings you can see how their knowledge, competences, skills, awareness, (self)perception etc. has changed. To have valid data, you need to take baseline measures prior to involvement in the outdoor training activities and these data were compared with data taken approximately one month after the cessation of the activity thus indicating a short but nonetheless, lasting effect of the activity.

### Specific recommendations for young peer educators

Before you start planning an outdoor learning event, it is important to be clear about the objectives and goals of the activity. You should also think about the desired outcome: what will be different, if your activity is successful? What changes can you see in acting, thinking and behaviour? It might be helpful to write your objectives and aims down.

It is also important to know some facts about your peer group: What is their age? How much previous knowledge do they have? Is it their leisure time they spend, or do they visit the event on an obligatory basis (e.g., during school time)?

Before starting, think about what could go wrong. How do you handle different situations and opinions? What if there is a discussion or even a dispute? How do you deal with discriminatory

language? How can you motivate them if they are unwilling to work? What do you do in case of injuries? What can you do if the weather changes? Answering these questions in advance will give you security.

## References

### **Own project level (German partner Gemeinsam leben & lernen in Europa:**

Every year we have a time-limited language mentoring program for young volunteers and young refugees, called “10-10-10” (10 pictures – 10 hours – 10 encounters). After an intercultural training for both the mentor and the refugee, there is a preliminary meeting with all participants together to get to know each other. The following 10 weeks one mentor and one refugee meet once per week for about one hour. The meetings will take place in the local youth centre. In each meeting the mentee brings one picture about a certain topic about which he/she wants to talk together (e.g., sports, free time / going out, family & friends, school / university, interesting things in my town, travelling, food, traditions, ...). But also, the mentor can bring a picture. We also provided the mentors with a “Language mentor box”: it includes 10 thematic modules, with practical tips and recommendations and learning material, which helps them to talk to each other, to get to know each other and to interact. These meetings are a kind of simulation method, where the participating migrants and refugees can test and improve their language skills in real life situations. For the young people this interactive and outdoor activity and method is very attractive, but it is even more fun, if they leave the youth centre and meet at places both like. Quite often volunteers and their “mentees” become friends and meet more often in private places.

After these 10 meetings a final joint event for all participants will be organised, to have a nice end of the project. It can be either a picnic in a park, a volleyball or soccer tournament, a joint BBQ, if possible a campfire or something else.

### **Related Links & Literature:**

Outdoor Classroom Day: Resources, see: <https://outdoorclassroomday.org.uk/resources/>

Education outside the classroom (EOTC): Activities, ideas, tools, see:

<http://eotc.tki.org.nz/EOTC-home/For-teachers/Teaching-resources/Activities-ideas-tools>

toggl: 39 Team Building Games That You Will Actually Enjoy: <https://toggl.com/team-building-games/>

Robert Cserti: 12 Effective Leadership Activities and Games on November 16, 2018, see:

<https://www.sessionlab.com/blog/leadership-activities/>

REYNOLDS, Olivia (2018): A CRITICAL ANALYSIS OF OUTDOOR LEARNING EXPERIENCES AND THE IMPACT ON PUPIL DEVELOPMENT AND CONCEPTUAL UNDERSTANDING, in: The STeP Journal, 5(1), University of Cumbria, Vol 5 (1) pages 22-29. Link:

<https://ojs.cumbria.ac.uk/index.php/step/article/view/490/607/>

What does the research say about Outdoor Learning? Collection of relevant articles, research etc. see:

<https://www.englishoutdoorcouncil.org/research.in.outdoor.learning.html/>

### 3.7. Interest based Learning

*How to adequately motivate young learners?*

#### Abstract – Main features of approach – Keywords

**Interest based learning** brings the **beneficiary into the centre** of the whole educational process. Since an early age children start to manifest their interest in activities or fields, proving the multiple intelligences they are invested with. The key to this approach is to use **a person's interest as the fundament in deciding what they will learn, for how long, and in which manner.**

The process requires the full dedication of the adult – who can be an educator, a teacher or a parent – who should always be available for listening and identifying needs of the beneficiary. Moreover, the adult must show spontaneity and adaptation for the educational program to be tailored and interesting for each child.

In general, this kind of learning is easier to provide through home schooling education, or schools which follow the Waldorf or Montessori philosophies. In the classical school system, the implementation of this type of education might be more challenging due to the high number of students with whom a teacher works daily.

However, **the benefits** of this interest based approach are numerous and should be considered as a relevant factor when choosing the educational system, a child will be part of. For instance, beneficiaries:

- learn what they are interested in
- have the freedom to go faster through the materials they are already familiar with or to spend more time on trying to understand the concepts which seem to be more challenging for them, individually
- are more eager to discover the new
- are far less frustrated regarding the topic discussed and the level of difficulty tackled
- are supported to discover their strengths and what subjects they really enjoy and prefer to study in depth.

Nonetheless, **teachers have the freedom to create educational projects together with the children.** These should be based on the child's interests and should be implemented in a very enriching and enjoyable manner, so that the student is eager to learn more and to participate actively. Participants will retain more information, since they will not be bored, nor will go through the struggle of lacking schoolwork motivation.

The impact of this educational style is seen easily in the behaviour of the children, but also in time as they grow up as adults who express a lifelong love of learning and who promote a sustainable educational model.

When thinking about interest based learning it is enough to **find the answers to a simple question: 'what is this child/person interested in?'** Once the answer is discovered, the process can begin.

**Keywords:** *learning, interest, motivation, interest based learning, personal approach, adaptable teacher, enjoyable study, lifelong love of learning*

### Methods suitable for the approach – Methodological description – Sample tools

Interest is seen as an important factor for cognitive stimulation. Research shows that the commitment to learn increases once the interest for the topic has been raised. (Alexander, Jetton, & Kulikowich, 1995; Hidi, 2000). Thus, because the process is very much determined by the participant's interests and is tailored for each case, the methods vary a lot. The same topic is most of the times experienced by and taught differently to different persons.

However, to choose a method, it is necessary to go through some **elements**.

**1. observation** of the person's behaviour contributes to understanding the passions, talents and interests of children. Parents or educators are responsible for observing:

- actions which are frequently made by children
- reactions to various stimuli
- questions asked, and answers given.

It is important to spend time without being distracted by others – whether devices, people etc. - and be 100% into bonding with each other.

While observing it is essential to **let children direct the play**, so that they show what are they more concerned or curious about, providing the adult with enough information to easily create a learning context around these subjects.

Moreover, children need help in their play or daily activities which they want to do, and **adults** are encouraged to **be available, to show interest and curiosity** in what their beliefs or tendencies are. Another simple and genuine action which an educator can do is to directly ask participants what they want to do. Once they start the `work`, the adult should remain calm and patient.

Nota bene: If the observation is done in a rush, there is no quality and no certainty that the child has done their things at their own pace. The **observation takes time**, but this is the easy way to get to know where the child has the biggest amount of interest in discovering the new.

**2. honesty and frankness** shown for the support the interest based learning.

For instance, a Maths professor said to his pupils that his role is not to teach them the subject, but to point out different ways for them to understand Math. The **responsibility of choosing how to learn is the student's**, and the ones who do not know what to choose will be supported by him in this process. This way of presenting how learning should be guided by the interest of the students represents a good example of a facilitator creating space for participants to learn in a customised way.

**3. attitude of adaptation** shown towards students, always influences the learning process.

In another example a teacher noticed a student who was struggling with Biology, but who was very passionate about hand crafts. Following the interest based philosophy, she asked her student to create a human cell using a craft model. The student got very excited about the idea and happily made the cell with all the specific elements of it. After this exercise, the student got very eager to learn more about cellular development.

As a general **step by step approach** of the interest based learning, there are a few questions which will guide the adult in identifying the right methodology to be used with each person, individually:

- What makes the participant pay attention?
- What makes the participant smile and laugh?
- Which type of activity makes the participant very absorbed?

The ideas for the most suitable activities will appear once sufficient time has been dedicated to the observation phase, and all the other tips and tricks have been integrated into the attitude of the parties. Nonetheless, interest based learning is about adaptation – thus it is more relevant to discover in time the methods appropriate for the participant’s personality, talents and, of course, interests.

## Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

### Duration

The educator should consider the duration of the lesson and the observation phase. This means that **it can last from 2 hours to how much time the beneficiary needs** to obtain the learning. This feature, of allowing participants as much time as they need for learning, is a relevant characteristic of interest based learning, and represents the advantage offered for the person involved – no time limit, no schoolwork stress, just an increased motivation to learn through passions.

### Infrastructure

This type of **learning can take place anywhere** – this being one of the advantages of it. Once the participant’s attention is captured, the space can be used to its full potential allowing them to explore and create. However, it is important to make sure that physical and emotional safety is ensured, so that the beneficiaries can take as much as possible from the context.

### Resources

In this kind of process, all types of resources are involved: **human, informational, material and financial**.

The involvement of **an educator is essential**, who can always be around, to support the process and to ensure a space where the beneficiary can experience the interest based learning in a genuine manner. This requires the **adult to be informed** regarding how learning happens based on personal interests, and to have cognitive capacities to make sure the informational input itself is well discovered by the child.

Taking into consideration what the child prefers, there might be also a need for **materials**, especially ones which **allow the beneficiary to learn hands on**.

Depending on the type of method used, financial resources might be needed for acquisitions, entrance

fees, service fees etc.

### Materials

Participants are to experience different activities, based on what they prefer, so it is necessary to provide a **wide range of materials in order to make sure the needs can be covered**. For instance, books, gadgets, stationery, nature, crafts, musical instruments etc., can be used, depending fully on the participant's interest.

### Risks – Specific things to consider – Potential traps

The reason interest based learning is so openly embraced worldwide, has been already exposed – raising motivation for learning, developing a sense of lifelong love of learning, building skills for life and career skills as well.

However, there are some **challenges** which educators and participants can face:

- they might face difficulties in modelling effective **questioning techniques** in order that participants go deeper into the topics and get more knowledge and skills;
- facilitators need to fully understand the concept of interest based learning and to embrace the concept as it is, staying **flexible but** at the same time **without changing the philosophy** behind it;
- participants need to be taught the skills to ask effective questions and **evaluate personally** the information obtained – depending on the case;
- participants need to be taught to **take responsibility for their own learning** process;
- now, the **recognition of the competencies** gained through this type of system is quite difficult to make since there are **no standard** tests provided. Thus, for a participant who would like to register for a classical system in the future, it might be a bit challenging to get the validation;
- Instead of classical assessments, the **participant has a personal portfolio** mostly managed by the facilitator who observes the progress (depending on age etc.). For the portfolio to be relevant, the **facilitators have to put effort in updating it** with information that proves the reality and, moreover, recognizes it.

There is no learning facilitation process/style without any risk. Interest based learning has some limitations, but is still one of the preferred educational systems, as parents, educators and children and different participants have expressed. For the process to happen in the right way, a strong commitment is needed from all parties.

### Assessment of methods applied – How to measure – Success factors

Implementing a **formal assessment method is not encouraged** in this type of education based on interest. It is considered that participants involved would feel pressure if there were evaluations or tests, which would contradict its aims. They should retain more information thanks to the interest-based approach. Thus, there are no traditional materials or techniques used, but it is the facilitator who is guiding the evaluation of the process. (Wynne Harlen, 2013)

The facilitator has in mind two **perspectives to assess** the success factors:

- the **progress of the participant today compared only to himself**, the participant of yesterday; and

- the **competence of the facilitator** to create effective learning contexts based on the interests of the participant they work with.

The **progress** of the participant is monitored through a **personal portfolio**. Learners' portfolios can be seen as **evidence of learning** which students decide to discover at their own level and pace. They represent a good tool for the **participant to acknowledge** and to become aware of their **competences** gained throughout the time. At the same time **teachers** can **observe** the interests of beneficiaries, how their interests have developed, but also to **find solutions** for potential things to be **improved by** the facilitator – they have the responsibility to guide the interest based learning process effectively.

In some cases, **the portfolio is co-managed by facilitator and participant**, to help the participant to reflect, understand easier their capabilities and get to know themselves better.

As well the progress of the participant (and facilitator) is observed through **group or individual discussions and dialogues**, which any parties can initiate. Those are the moments when the participant's needs are expressed directly and the facilitator has the role of showing empathy, understanding them and integrating them into the future proposed activities.

The facilitator is also monitoring the work done by themself through specific tools combined with the **feedback gathered** from the participants during the dialogue times, from parents, from other colleagues, or in any other informal manner.

### Specific recommendations for young peer educators

The facilitator may be a youth worker, a teacher or a parent etc. and could **use the following checklist** to remain faithful to the philosophy of interest based education:

- identify objects, activities or people that hold the attention of the subject;
- identify objects, activities or people that seem to be the favourite things of the participant, or make the participant laugh or smile;
- identify the behaviours the child enjoys most – what they choose to do more often/ what work they find hard;
- identify everyday activities which could be opportunities for interest based educational methods for the participant;
- offer a range of opportunities for the participant to choose to get involved in;
- pay attention to the interaction between the participant and other people or objects;
- support the engagement of the participant with positivism and confidence;
- encourage the participant to use new ways of solving challenges.

The above **practical suggestions are always to be followed with a loving and caring attitude of the facilitator**, which is also transmitted to the participant, who is supported in identifying their own lifelong love of learning. Taking this into consideration, the facilitator contributes to motivating students and children to explore to help them retain more of what they learn. (OECD, 2018)

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### 3.8. Learning Networking and interdisciplinary work

#### *New forms of cooperation with other organizations*

#### Abstract – Main features of approach – Keywords

##### **Networking and interdisciplinary work: new forms of cooperation with other organisations**

The need for networking, cooperation and cross-disciplinary approaches to delivering work has always been a very important factor in successfully carrying out joint activities in a wide range of sectors. In the academic sector, it has been established that departmental structures are preventing research and education from evolving. ‘Structures and labels are important for bringing order to confusion, providing a sense of direction and purpose. But they can lose their value as the world changes around them. In a world where interdisciplinary research is of growing importance, dividing universities by academic departments creates barriers, not benefits,’ quotes an article in The Guardian.<sup>1</sup>

The same rings true in the context of civil society sector, and, thinking further afield, similar principles of reaching out, networking, negotiating, coming to agreements and delivering work jointly, are a reality in politics, business, research sectors and effectively anywhere where humans interact to achieve a common goal). But the need for networking and interdisciplinary work, as well as being open to listening and cooperating and monitoring other sectors, even if for vigilance and addressing inequalities resulting from the influence of external factors, is a key element of success not only for civil society organisations and networks in which they are organised, but also for projects and initiatives being run at a very local level! Even very grassroots-based initiatives may require funding support and as obtaining financial support is ever more competitive, it is important to be able to organise initiatives in the context of a network: the more there are of you, the stronger you are! Looking at the example of our project, we are made up of many organisations which do and should do retain their identity, of which they should be proud. They have track record in different intervention areas and achieve successes where they are best placed to deliver a positive change. However, together, we also have the “Wake Up Europe” identity, which collectively makes us stronger. And networking and interdisciplinary work is an important element of what makes our project successful and will definitely make your own projects and initiatives successful too.

#### Additional side note: Setting up your project using networking skills

Before we delve into more detailed sections of this chapter, let us start with a bit of introduction into the concepts of networking and interdisciplinary work.

Sometimes it can be daunting to think about setting up a volunteering project. However, by using networking skills and calling on colleagues and friends from other organisations can really help with the development and implementation of a project.

Read the first part of this chapter which describes networks and interdisciplinary working at a meta level and then...

**...ask yourself a series of questions and the answers will help you set up your project successfully!**

When you have your idea, think about the colleagues, friends, interest groups, more formal groups which could help you.

Do you have easy access to these groups? Could you call a group of people together to run a workshop where you could set out your ideas? Could you use your social media contacts to invite people to the workshop?

Where could you run the workshop? It may be possible to have a room in a school, college or community centre to which you could invite interested people. Are you connected to an institution which could help you?

If you are connected to a community centre, youth group, school, college or other community-based organisation, the chances are that it is connected to a range of other similar organisations and will have ways of making contact with them. This kind of networking, which of course has to be done through social media or websites (where people have already consented to the sharing of their emails and information), could put you in touch with many more people who might want to be part of your project and volunteer with you.

Presuming that you want to lead, develop and implement your own project, you are now going to have to think about:

- funding (if necessary)
- materials
- beneficiaries
- demonstrating the success and impact of your project

In terms of funding and materials, again, use your networks to go to people who might be able to give you small grants and/or materials to use in your project.

Who are going to be the end beneficiaries of your project? Who will your volunteers work with? In the case of Wake UP! – the beneficiaries will be other young people. So you need to use your networks - social media to get to the young people who might be interested. If you are connected to a school or college, you have a ready-made audience. But perhaps you want to reach a younger age group and to sensitise them to active citizenship and European and democratic values. In this case, you would have to be able to target a primary school, for example. Use your networks! Do you have any friends, relatives or acquaintances who are primary school teachers? Could you approach them informally to find out if their school might be interested in a series of workshops on this topic aimed at that younger age group?

We also recommend that you read this article and learn what networking can do for you:  
<https://hbr.org/2016/05/learn-to-love-networking/>.

An interdisciplinary approach to work and project building is also important. According to the Centre for Integrative Approaches in the Channel Islands, the key characteristics of an interdisciplinary thinker are as follows:

- Asks questions
- Determines goals and meets them
- Open-minded, independent thinker
- Adaptable, not afraid to try new things
- Creative and innovative
- Adapts textbook knowledge to the real world
- Continues to grow and learn
- Skills:
  - Problem-solving
  - Research
  - Writing
  - Oral communication
  - Listening
- Team-spirited, understands group dynamics, works well in group settings, willing to help others
- Sees the big picture (not just an area of specialization)
- Diversity-aware, treats others with dignity and respect

Does this apply to you? Do you take this approach when building a project?

Reflect on the hints, tips, questions and suggestions above. If you are ready and interested to move up to a more high-level approach to networking and interdisciplinary work, we strongly recommend that you go through the next pages of this chapter, where you will find out more about methodologies, organisational recommendations, potential risks and success factors, all linked to the concepts of networking and interdisciplinary work.

Enjoy and good luck!

PS. At the very end of this chapter, you will find a section on a very interesting, useful and successful approach to running and managing projects and initiatives. It is called the “Theory of Change” and is a really good way of working in a group to set out the goals, activities and impact of your project. If you want to find out more about what “Theory of Change” is about, even if you will not necessarily be using it in your projects, we encourage you to read that section too!

### Methods suitable for the approach – Methodological description – Sample tools

What exactly is networking and interdisciplinary work? One could think of networking in the context of being part of a formal group, political party or a civil society platform. A good example of such a civil society platform could be Volonteuropa ([www.volonteuropa.eu](http://www.volonteuropa.eu)), which brings together like-minded NGOs from across Europe, and their volunteers, to promote volunteering, active citizenship and social justice, through activism and political advocacy.

But equally, networking does not have to be done in the context of a formal platform or organisation! Have you gone to any conferences or gatherings of many different people before, or are you planning to do so? Perhaps you know there will be other people attending them, people who are crucial to getting engaged with your project or initiative. Why not use the opportunity of being in the same place at the same time to meet with them, thus using mutually invested resources (time, money for travel, and so on) to the best? Meet them at the registration desk or at the entrance to the lunch area – you can easily share how you look like via social media prior to the event, it will be easier to recognise one another in the big gathering – otherwise, you might need to just resort to describing what you will wear! Then proceed with your 1:1 meeting. Bear in mind, you are also there for the conference, so make sure you and your meeting partner are both well prepared and briefed on what you want to discuss, because time may be short. And if you do run out of time, make sure to arrange a follow up, ad-hoc meeting, to cover all the topics, questions, issues that you both wanted to discuss.

And what do we mean by interdisciplinary work? Already in the previous section we outlined some characteristics of an interdisciplinary thinker, which are character traits of an individual person. In the case of a wider context, interdisciplinary work is work which analyses and puts together links between different disciplines. So, for example, in your project, if you are bringing other partners onboard, you are creating a network! So, in this network, you are creating a bridge between the different backgrounds, expertise and specialism that every person brings to the table. This hopefully will mean that your project operates as a coordinated and coherent whole, made up of a wide range of partners, who together make your project or initiative stronger and more effective.

### Organisational recommendations (Duration, Infrastructure, Resources, Materials needed)

In terms of duration, infrastructure, resources and materials needed, these will all differ on the type of network you are establishing and your interdisciplinary collaboration. The duration of an initiative may very short in case you are trying to address an emergency – for example, if following a flooding you organise a group of volunteers to help with the clean-up operation, it is unlikely that your involvement will last for a long time, however, the community will appreciate your and your group's expression of help and active citizenship. Other initiatives – for example, if you identify that in your local council there is a decision on making a community change, such as, let us say, withdrawing a bus service which is a vital link for people in your town to other geographical areas – the process of petitioning the decision and engaging in advocacy will take much longer. Thus, the duration and complexity of your project will also be significantly different.

The same goes for infrastructure. Continuing the example of helping out after a flood, you may not need a physical infrastructure at all, you will likely use your mobile phones and social media, as well as you social contacts, to mobilise fellow volunteers to help in the effort of the clean-up. If you are engaged in the other example of a project, where you bring together a network of activists to petition a decision of the local council which you think is wrong and will have a negative impact on the community, whilst you will of course use online collaboration, social media, you may need a meeting space to get together and discuss the progress and next steps in your initiative. This will be an example of your infrastructure.

Regarding resources and materials, these will be as varied as your project and the nature of your network, but please make sure that you consider them in your planning, even if your initiative is very local and short in terms of the duration. If you are helping with post-flood clean-up, you and your fellow volunteers in your informal network of active citizens might not have the tools readily available, but for sure professional rescue services which will be there will be quite happy to lend you materials and resources that will, together with their leadership, produce a positive and lasting impact, and help, to your community.

### Risks – Specific things to consider – Potential traps

As always, things do not always necessarily work to the desired plan, and you need to be aware of some of the risk and traps that you might encounter when you embark on your project or initiative. We are presenting them here not to scare you, but to make you more aware of them. If you think of them ahead of launching your project and prepare some back-up planning – what we would call “contingency planning” – then, in case you run into those problems, you are already prepared on how you can turn them around and get your project back on track.

#### Some potential risks you might encounter underway:

- You might find that if in your project there is an unequal distribution of tasks, then you will have the burden of additional time needing to be spent, especially if you are the leader of the project; in networks, you may have partners who are more “takers” than “givers”
- There is an unclear measurement of the results of your project and hence more difficulty in demonstrating the successes of your initiative
- If you are working in a network of organisations, there might be changes in staffing, so the person you might have been working before has left and you are needing to bring a new person up to date; this can take time and more resources!
- You may encounter lengthy discussions which lead to little results, therefore, having a good chairperson in place for meetings is crucial
- Everyone’s diaries and calendars can get busy quickly, so you may find problems finding dates for meetings which work fine for all the partners
- You may not have the right partners you need for making the network work efficiently and effectively, so have in mind alternative partners that you might need to call upon and bring to your network, especially if a current partner drops out
- There may be differences of opinions, work styles and expectations of networking partners – these need to be managed well and without frustrations
- If your network really is not working well, this can cause damage to, or dilute your, brand and/or reputation
- You may encounter complexity in decision-making and therefore it is important when you start your project, your initiative or network, it is made very clear from the start what the process is for decision-making
- If you, for example, over-rely on external funding sources or funders who dictate their rules on how your project or network should be run, you may lose the autonomy over your initiative
- If a lot of external distractions start affecting your project, you may be focusing on those and thus

diverting energy and resources away from the core aims of your initiative – a “mission drift”

- Similarly, as with brand and reputational dilution and damage, there may occur damage to organisation and waste of resources, if the network is unsuccessful
- Stakeholder confusion

And do not forget to consider some key obstacles to a successful network and interdisciplinary collaboration:

- Personalities
- Competition between partners
- Lack of information and experience
- Lack of resources, especially at decision-making stage
- Resistance to change
- Cultural mismatch between organisations
- Lack of consistency and clarity on roles and responsibilities

### Assessment of methods applied – How to measure – Success factors

In this section of the chapter, we would like to draw your attention to the basic principles of networking which will hopefully lead to many successes for your project. It is important to consider them – as it is with the risks, which we discussed in the previous section – because they will have an important and positive impact on your network and initiative.

So, we would suggest you think of the following:

- A network can only be established and maintained, if it has the full support from all its members and participants
- You should take the following points about networks into account:
  - establish a concrete cause or aim, whether it is a joint project or the necessity to bundle resources (for example, to improve the financial situation)
  - develop an interesting platform, an idea, or create a framework or an occasion for a platform that will establish your network around a common project and initiative
  - have common basic intentions: common formulation of goals while simultaneously protection the autonomy of the individuals or organisations in your network
- Close and loose relations have to be managed in an adequate way
- You need an exchange: all partners in the network should profit from the participation in the network
- People are just as important as organisations and institutions
- Establish trust between the partners
- Create a sense of unity and a sense of belonging
- Respect the different competences/ knowledge of the partners
- Acknowledge and utilise the skills and experience of members or partners involved

- Continuity and reliability are important
- Clarification of mutual expectations is also important, as we already discussed before

A consideration of all the above points and addressing them will make you more and better prepared for ensuring that your network and the project it is undertaking is successful.

And, finally, remember about the following conditions for successful networking:

- The exchange of competence is mutual
- You need to have a balance of giving and taking
- If you are the leader of your network, be balanced, fair, have patience, but at the same time, be prepared to demand something in a suitable manner
- Make sure you have enough time resources, not just physical resources
- Be open to new things and innovative ways of working
- At the beginning, have concrete actions, which are also easy to realise (easy wins as well as long term goals)
- Do not idealise networks, be critical about them: they are very useful, but they are not always the perfect solution

### Specific recommendations for young peer educators

Throughout this chapter we have tried to give you a wide range of tips, things to look out for in terms of risks and traps, explanations of what constitutes successful networking and interdisciplinary collaboration. We hope that you will find them useful as we have aimed to write the different sections in a way which you can adapt to your own situation, your own network, your own project or initiative. If we can give you one specific recommendation then for sure it will be that no network is always the same, but what makes it stronger is the fact that you are doing something, for the benefit of others and challenge what might be wrong in your community, together, in a group, whether they are individual or organisations. Be open-minded, think creatively, engage in discussions, listen and learn from one another, be fair but also critical, do not be afraid of conflict because it also needs to be managed in networks, and most importantly, enjoy the experience.

### 3.9. Theory of Change

#### *Understanding and planning what you want to achieve with your project*

#### Theory of Change

If you are reading this section, it means you are interested in finding out more about the Theory of Change methodology. Great! As we said in the beginning of the last chapter, even if you will not use it for the purposes of your own project, then it is fantastic that you want to find out more about this very useful tool.

The Theory of Change concept is a method which is used globally to identify a problem and how a desired change to that problem is expected to happen in a particular context. It is focused on mapping out what has been described as the “missing middle” between what change a project does, its activities, interventions, and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions, i.e., outcomes, which must be put in place (and how these are related to one another) for the goals to occur. All these elements are mapped out in an Outcomes Framework.

The Outcomes Framework provides the basis for identifying what type of intervention will lead to the outcomes identified as preconditions for achieving the goals for the project. Through this approach the precise link between activities and the achievement of the goals are better understood. This creates better planning because the activities are linked to detailed understanding of how change happens. It also helps with better evaluation of a project, as it is possible to measure progress towards the achievement of goals, which goes beyond the identification of the project outputs. It can show outstanding impact of the project to important stakeholders such as the funders!

What is engaged in using the Theory of Change methodology are all elements of what leads to successes in networks, whether they are formal (like the Volonteuropa platform, mentioned in the beginning of this chapter) or more informal, ad-hoc projects. They all revolve around “not going it alone” but going beyond working in silos and cooperating with like-minded stakeholders. They include, but are not limited to:

- Planning
- Agreeing
- Connecting
- Engaging
- Challenging
- Supporting
- Leading
- Making a difference

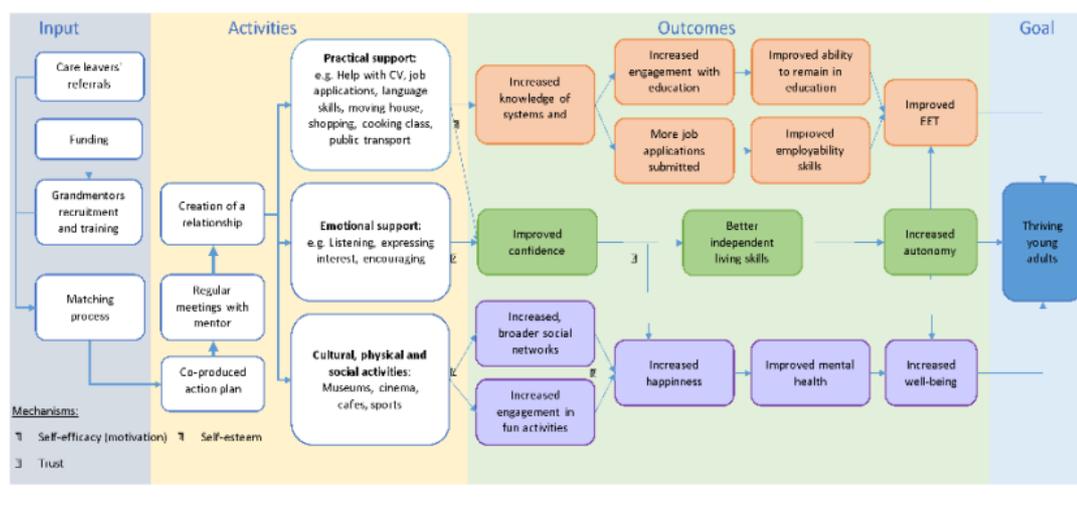
## What is needed to put a successful Theory of Change model into place?

To begin with, it is recommended to successfully answer six key questions<sup>3</sup>:

1. Who are we seeking to influence and benefit: our target population?
2. What benefits are we seeking to achieve: the results?
3. When will we achieve them: the time period?
4. How will we and others make this happen: activities, strategies, resources, etc.?
5. Where and under what circumstances will we do our work: the context?
6. Why do we believe our theory will work out: the assumptions?

On the next page, we are sharing with you an existing Theory of Change model from one of the projects managed by Volunteering Matters in the UK, which is called “Grandmentors”. It will help you visualise how the final model looks like.

### Grandmentors Theory of Change



## Are there any risks or traps when using Theory of Change approach?

Yes! As with any methodology, there are pros and cons. In projects or initiatives whose success relies on networking and cross-disciplinary cooperation, Theory of Change can work successfully. However, we should be aware that applying this methodology is not good for simply describing everything.

A potential trap is to assume that all our inputs will lead to outputs, and that outputs will lead to outcomes. While this can sometimes happen, assuming such linear explanations would be a trap. One further trap is that we should not assume that setting a theory of change into a project will create an error-proof roadmap to achieving successful goals. We need to avoid squeezing out the important space for learning. To do that, we can adopt several principles which are necessary to encourage creativity and learning when using a Theory of Change approach<sup>5</sup>:

- Focus on changing processes: do not ignore the fact that new information, trends and evidence, as well as experience, will arise during a project
- Prioritise learning: learn from those changing and developing information and trends
- Be locally led: through our open, creative and supportive partnership, the change you are making in a project is taking place in a genuinely participatory and inclusive manner
- Think of the approach as being a compass, not a map, as this avoids the linearity trap described above. A map by definition gets you from A to B (sometimes you have to take a detour to get there, but it is also part of a map), while a compass helps us to navigate us through dynamically-changing social and political circumstances, where new risks emerge as we move along towards achieving our goals
- Embed a learning culture in the project: this will encourage the partners to speak about their learning experiences, both positive, as well as negative

### **And how about the success of using Theory of Change model?**

In general terms, the success factors will result from a range of benefits achieved from using Theory of Change:

- You will have a clear and testable hypothesis about the change that your project will bring about, which not only allows you to be accountable for results, but also makes your results much more credible, because of the fact that they were somewhat predicted to take place
- You will have a visual representation of the change you want to achieve
- You will have a blueprint (not a roadmap, but a compass!) for evaluation with measurable indicators of success identified
- You will have an agreement amongst your partners about what you all understand success to be and what takes your partnership to get there
- You will also have a powerful communication tool to take a snapshot of the fact that your project, your intervention, is complex, creative, has challenges, yet that its success is achievable

### **And finally...**

We recommend that you are aware that a Theory of Change does not need to take days, weeks and months to be put together, it can be defined in hours, but it is absolutely crucial that it has the input, buy-in, clarity and enthusiasm of everyone in the process. You need to also understand that a successful Theory of Change is not a static document – a roadmap – but something that needs to be actively returned to and worked on throughout the duration of your initiative, project, intervention, activity, if it is to bring about the desired change and make a difference.

Furthermore, there is a wealth of resources available freely in public domain on when to use Theory of Change methodology. One great resources is the following: <https://www.theoryofchange.org/what-is-theory-of-change/how-does-theory-of-change-work/when-to-use/>.

Thanks for getting this far!

## References

<sup>1</sup> *The university of the future will be interdisciplinary*; 24 January 2018, The Guardian; Education – Universities section; <https://www.theguardian.com/higher-education-network/2018/jan/24/the-university-of-the-future-will-be-interdisciplinary>

<sup>2</sup> *Multidisciplinarity, interdisciplinarity and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness*; Choi, Pak; Clin Invest Med. 2006 Dec;29(6):351-64;  
[https://www.researchgate.net/post/What is difference between terms of multidisciplinary transdisciplinary and cross disciplinary approaches](https://www.researchgate.net/post/What_is_difference_between_terms_of_multidisciplinary_transdisciplinary_and_cross_disciplinary_approaches)

<sup>3</sup> *Six Theory of Change Pitfalls to Avoid*; 23 May 2012; Matthew Forti, Stanford Social Innovation Review; [https://ssir.org/articles/entry/six\\_theory\\_of\\_change\\_pitfalls\\_to\\_avoid#](https://ssir.org/articles/entry/six_theory_of_change_pitfalls_to_avoid#)

<sup>4</sup> “Grandmentors”; Volunteering Matters delivery project;  
<https://volunteeringmatters.org.uk/project/grandmentors/>

<sup>5</sup> *What’s wrong with Theory of Change*; 27 September 2016; Julie Rasmussen, Infinitas International;  
<http://infinitasinternational.com/whats-wrong-theories-change/>

### 3.10. Closing remarks on Wake UP! Pedagogic Approaches

At the end, let us have a short look at what we have experienced in the previous sections. No longer should young European citizens feel that their voice is not heard and therefore turn away from Europe's future progress but they should realize that they can be an important part of it. Wake UP! wants to raise young people's awareness of European politics and values, of the impact on them and how they can take influence. The project provides a unique concept, supporting peer educators and facilitators with effective and very practical ways to address and reach young people, even those who are not involved in volunteering, community work or social/ political activities yet.

We have included innovative approaches, methods and tools for young people empowering and inspiring each other and, consequently, becoming change makers as active and responsible young European citizens. Young people working with young people, based on their real life situations, interests and experiences - we think this will do better than currently existing programs with more theoretical, merely "pedagogic" approaches and traditional teaching methods. As a result of the workshops, trainings and activities, there shall be increased interest and more awareness among youngsters concerning European politics and developments, and hopefully some of them will become peer educators, too.

Most important: to us, it has been essential to provide guidelines that do not "come from above", i.e., from clever pedagogues telling young people what is right or wrong and "teaching" them how to do things properly. In contrast, instead of replicating old school approaches, we have actively included youngsters, i.e., young learners and volunteers in the development process of these guidelines. We have encouraged them to act as critical friends by validating whether the contents (and language style) of these guidelines make sense to them, are sufficiently attractive and are written in a way that is understandable and appealing to them.

All our Wake UP! methods are focused on Empowerment, active contribution and participation of young people taking part in training programs, as well as on their self-responsibility. To make the training activities as interesting, practical and varied as possible, youngsters can recognize themselves and their real life situations in the training topics and put the things they learned into practice easily. Learning by doing is the best way!

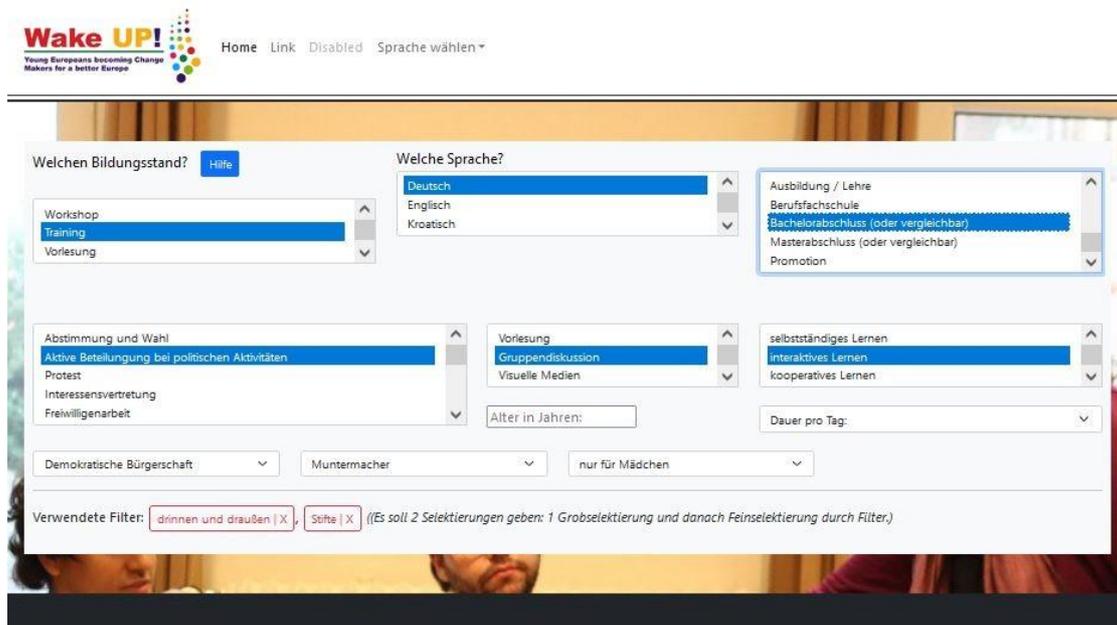
Of course, not every method provided is the right one for every project; you can choose from a variety of methods for the project you are planning. Furthermore, there are important basic and background information and a lot more about useful tools to find out from which you will benefit in your training activities. So, this guideline provides what you need to work successfully with young people in this context. Do not be afraid to make mistakes and learn from them - it is okay if everything isn't perfect the first time!

There are also "23 Golden Rules" of Wake UP! which should be applied in all workshops, trainings and activities of our project. They reflect the importance to listen to the voice, the opinions and the ideas of youngsters, take them seriously and let them have an impact when participating in training activities. By the way, the last of this rule says, "Have fun!"

## 4. Inspiring examples from Intellectual Outputs in the project

Throughout the Wake UP! project the eight partners in the eight countries making up the consortium mobilised hundreds of young people across local and regional communities of Europe, to deliver close to 130 outputs – workshops, conferences, events, advocacy sessions, podcasts and much more – which prove the power of youth active citizenship. Those interested in finding out more about the achievements about the project but even more, wishing to take forward the knowledge built together by the project partners, are invited to visit the project website and learning platform, created in a format that is easy to navigate and access, filter and search, for a diversity of changemaking social action interventions, led by young people.

Whilst the full repository of the learning resources can be found online, at [www.wakeup-europe.eu/platform](http://www.wakeup-europe.eu/platform), in this chapter eight outputs are presented, one each from every partner. The organisations involved in Wake UP! hope that they can serve as a “taster” and an invitation to welcome the readers of this document and any future stakeholders to the full diversity and richness of the open learning resource.



### PODCAST WAKEUP! - FUTTER FÜR'S HIRN

Podcast zu gesellschaftspolitischen Themen und gesellschaftlichem Engagement

[mehr](#)



### BÜRGERCHAFTLICHES ENGAGEMENT

Erklären das Konzept der Freiwilligenarbeit und warum es wichtig ist, dies zu tun.

[mehr](#)



### HANDYNACHHILFE

Senioren können ihre Fragen rund ums Handy an junge Menschen stellen

[mehr](#)



### KOCH MIT MIR

Das Projekt soll Jung und Alt unkompliziert beim Kochen miteinander in Kontakt bringen.

[mehr](#)

## 4.1. Workshop: “Vingo Active Citizenship”

### Romania, Intellectual Output 2 – Active Citizenship

The **Cluj-Napoca Volunteer Centre** in **Romania** organised this engaging workshop about voting, being an adaptation of the “Bingo” game method, whereby the “V” in “Vingo” comes from **voting** and **volunteering**. All the questions were related to voting and volunteering, for young people to get informed on the two important topics. Throughout the game, the facilitator led the discussions for participants to think critically about each question and, therefore, learn about what it means to be an **active citizen**. Throughout the game, the participants were split in teams and received points for each correct answer, with each team finding out the right answers: this way the facilitator made sure that the participants received the information and learning no matter what their initial answers were.

The **target group was young people aged 15-30**, whose educational level was not relevant and of course the workshop was made accessible to youth with disabilities. The ideal number of participants was 8-25 and the setting was indoors. It was necessary to prepare in advance materials and questions, and it is estimated that with the preparation time, the entire exercise would take around 12 hours for the facilitator, with the actual workshop running for three hours.



It is suggested that a minimum of one person is needed to prepare and implement the activity, acting as a facilitator. **It is important to document and prepare for the workshop very well**, search for good questions and correct information. The facilitator needs to be sure they can address questions which might occur from the discussions with the participants.

The following are suggested **materials** to be used during the workshop: flipcharts; flipchart paper; markers; paper, preferably of varied colours, to make the Vingo dots colourful; scissors; sticky tape.

### Suggested agenda for the different phases of the workshop implementation:

- 1) Welcome the participants and wait for people to choose a seat and make themselves comfortable; short presentation of the facilitator and of participants (can use a name game or a getting-to-know-each-other game); **5 minutes**
- 2) Icebreaker – a game meant to help people relax; **15-30 minutes, depending on the group size**
- 3) Present the agenda – mention that it will be approximately 3 hours of activity and of the aim of the workshop; **5 minutes**
- 4) Explain the Vingo game, create the teams and play the exercise; **1.5 hours**
  - a. Participants are split in teams of 4-5 people
  - b. Each team is asked to choose a name (they should decide in 2 minutes about it)
  - c. The teams are engaged in a game with questions related to active citizenship, voting and volunteering. Each question is linked with a number (from 1 to 25)
  - d. The numbers are written (before the workshop starts) on coloured paper circles, and glued on the wall/ flipchart board, in a random manner (not 1,2,3...) in the shape of a square with 5 circles on each side (in the end the square should have the 25 circles arranged 5x5)
  - e. The numbers on the circles should be visible by all participants. Each team chooses a number, the facilitator reads the question related with the number and the team needs to answer. If the answer is correct, the team wins 1 point. If it is wrong, another team can try to guess the answer - if it is correct, this one receives 1 point, and so on
  - f. The game ends when a team manages to answer 5 questions linked to 5 circles arranged in a line.
  - g. The winner has to shout `Vingo` to prove their victory!
- 5) Wrap up – short conclusions on the importance of being informed and voting, being active and doing volunteering; **15 minutes**
- 6) Evaluate the meeting; each participant will be asked to say one word which describes best how it was to attend the workshop; **15 minutes**
- 7) Invite participants to casual talks about volunteering opportunities; facilitated discussions based on the questions: Will you vote? Will you volunteer? Search for volunteering opportunities in your community/ Get informed about the next candidates in local/ national/ European elections; **10 minutes**

## 4.2. Workshop Series: “Civic Courage”

### *Austria, Intellectual Output 2 – Active Citizenship*

**BEST**, located in the **Austrian** capital **Vienna**, ran a series of workshops in the framework of the AMS project focusing on education, a **course offer for people aged 21-25**, mostly young men with migrant backgrounds, from countries such as Romania, Turkey, Serbia, Syria, Iraq, Philippines, as well as a young woman from Serbia. They were registered with the AMS initiative with the goal to complete an apprenticeship or an apprenticeship-leave examination.

Populism, nationalism, racism, and anti-Semitism as well as fear of terrorism and crimes related to xenophobia and Islamophobia etc. politically and socially have been massively to the fore again in recent years, and not only in Europe. In addition, there have also been negative attitudes towards refugees and migrants in general. The extent to which these developments have spread like wildfire has been shown by the protest movements in connection with the violent death of George Floyd in the USA and worldwide. Therefore, in a first step, it is particularly important to reflect on this and to develop a better understanding against discrimination of all kinds and forms.

The **Wake UP! workshop series were the perfect approach to consciously deal with the topics of prejudice, racism (racism in everyday life and in political systems), xenophobia and any other form of discrimination**. Basically, these issues affect all social groups and all ages. Our approach of beginning with young people’s appropriate sensitisation, awareness, information, education, and change work is obvious. The young generation is presently able to learn to form a more positive (non-discriminatory) picture of their future. On the one hand, they already have the necessary maturity in thinking and acting and, on the other hand, are still open to actively and committedly supporting change processes in a positive way.

Therefore, **BEST started in June 2020 with a series of workshops with different groups**, to develop a feeling for whether our joint project approach reaches our target group in the first round, to recognise how much young people are concerned with these issues and how much willingness there is to participate actively and with commitment in change processes.

Due to the Corona safety regulations in Austria, these workshops in the initial phase could only be conducted with small groups. Nevertheless, we were surprised in a very positive way by the high motivation and extraordinary commitment with which our participants devoted themselves to the workshop topics. From the very beginning of the workshops, it was obvious how important the fight against racism and discrimination is for young people. The answer to the introductory question "What do you think moves people around the world most at the moment?" was not, as expected, "COVID-19", but "racism".

From this we also recognise the necessity to deal more intensely with topics like racism in everyday life and in political systems, populism, nationalism, fear of terrorism and crime, xenophobia, Islamophobia, Anti-Semitism, discrimination, exclusion and many more in adult education of young people. This means to sensitise and inform them and work together with them on valuable and sustainable solutions against all these trends. **With the Wake UP! project we have made a good start!**



## Against racism and prejudice – five primarily goals in our workshops

### **1) Awareness raising and reflection**

Every person has prejudices. If we know our prejudices, we can try to deal with related situations differently. We can observe ourselves meeting other people. Time also plays an important role: the more time we have for reflection, the more aware we become of our prejudices.

### **2) Having contact with different people**

The Turkish schoolmate with the headscarf, the Syrian student, the African newspaper seller, the farmer woman from southern Burgenland - these are personalities, unique like all of us. If we do not look at the group but at the individuals when meeting people from other countries and cultures and get positive experiences, we can break down prejudices. Looking at the individual is an important means against racism. The fear of "the stranger" and the unknown is decreasing.

### **3) Making diversity visible**

The more visible diversity is in our society, the more "normal" it is for us. This also includes people of public life, for example in politics, sports, art and culture. One example is David Alaba, an Austrian football player with dark skin. These so-called "role models" have an exemplary effect and help to reduce prejudices. (Did you know that people from 190 countries all around the world are living in Austria?)

### **4) Re-think group images**

The "unknown" can scare us because we don't know it. We therefore often distinguish between "we" and "the others", what sometimes is related to ourselves. This includes the fact that we perceive or describe some characteristics as "typical" for a group. We all want to belong to a group to which we can confidently commit ourselves. In this case, we are also more open to the "unknown". If not, we need the "unknown" to differentiate us. However, we should know that in every group there are friendly and aggressive, nice and unsympathetic people.

### **5) Show civic courage / Avoid racism**

Observing or even experiencing a racist incident, you can try to confront the perpetrator. If this is impossible or dangerous, the incident can be reported, possibly even to the police. As a non-governmental organization in Austria, ZARA, for example, supports victims of racial discrimination and advises them on how they can defend themselves legally. The cases are also documented in the organisation's Racism Report, which is published once a year:

- <https://www.demokratiewebstatt.at/thema/thema-rassismus-und-vorurteile/was-tun-gegen-rassismus-und-vorurteile/massnahmen-gegen-rassismus-und-vorurteile>
- <https://zara.or.at/de/wissen/publikationen/rassismusreport>

## Summary

In summary, we can say that **we are enthusiastic about the results of the sensitisation and activation workshops and are proud of the young workshop participants**. We did not expect that we would be able to offer the young participants a programme that they would follow with great interest, commitment and enthusiasm.

Already the answer "racism" to the introductory question "What do you think is currently moving people worldwide the most?" showed us how much young people are interested in the topics of prejudice, discrimination, racism, xenophobia, exclusion etc. and, above all that, want to actively participate in doing something about it.

**Discrimination is a violation of human rights.** People are excluded from society based on individual or group-specific characteristics and are denied rights. However, the "Universal Declaration of Human Rights" already states that all people have the same rights regardless of their ethnicity, skin colour, gender, sexual orientation, religion, age and state of health. Discrimination can manifest itself in different ways, e.g., in disadvantageous treatment, in differentiation, by exclusion or restriction, but also by preferential treatment.

In this context, the reports of all participants and trainers as well on the first workshop "Discrimination, racism and moral courage (victim - perpetrator - witness - getting to know active and passive roles)" were very interesting, stating they had already experienced discrimination on various reasons (age, sex, origin, ethnicity, religion, sexual orientation, appearance, health restrictions, social status, financial or economic status of the family, educational level, unemployment, hobbies and personal interests).

With great openness and honesty, some participants told us that they too have discriminated against other people and how quickly one can fall into this trap. Conversely, about half of the participants stated that they had already shown moral courage and had stood up for others who had been discriminated, defended or protected them. Of course, these figures are not statistically representative, but they do show a basic trend, a change, that young people are already more open to this issue and see a high value in civic courage.

When the workshops were held, participants were in the initial phase of the course and had had few opportunities to get to know each other better. Even more astonishing was our observation that despite the "delicate" topic, all of them had great trust in each other and exchanged a lot of personal stories. Experience shows that it has often been quite difficult to establishing a sound relationship between participants and with the trainers and coaches during the initial phase of the course, to open up, to build trust, to take an interest in the "life stories" and experiences of the others.

Summary of findings from the workshops: Participation in empowerment, anti-racism and anti-discrimination workshops within the framework of the Wake UP! project supports and encourages young people to better deal with the problem, fosters exchange and the associated transfer of knowledge, also regarding legal bases, and strengthens self-confidence.

People, who work or live together with young refugees and migrants can be sensitised to the topic. They learn about the expressions of racism; how serious these experiences are for young people and how

they can act in a supportive way. It is also important for both educational staff and participants to know where they can turn to, to actively support people who have experienced discrimination. A high degree of understanding, empathy and recognition of experiences of racism and discrimination helps young people to cope with it better. In this way, young people can also contact the police and various counselling centres.

It is also helpful if support offers, information material and contact points are available in different languages and young people are also informed about their rights and obligations. Contact points for victims of racist violence and discrimination must be known so that everyone knows where to turn to in case of an incident.

**Within the project Wake UP! we had the opportunity to discuss everything that moves young people.** Racism was a recurring theme during the workshops. It became clear that participants often experience discriminating situations in their everyday life. Therefore, it is even more necessary that they learn that racism and discrimination cannot be accepted in our society. **A diverse, non-violent, open and respectful cooperation is therefore our highest goal.**

### 4.3. Workshop: “Restore the Balance” *Croatia, Intellectual Output 3 – Democratic Citizenship*

The **Croatian partner** in the Wake UP! project, **D kolektiv** (formerly **Volunteer Centre Osijek**, where the last physical Transnational Partner Meeting took place before the COVID-19 pandemic hit), organised a very engaging workshop **focusing on peace and human rights**. The methodology of the workshop is based on the pictures of **Uğur Gallenkuş** that problematise war (see <https://www.instagram.com/ugurgallen>). The "shocking" part of picture is taped over with white paper, and participants are asked to finish the photo in a way they think is appropriate. After they finish, they are asked to uncover the photo and describe what they see. A facilitator leads a group discussion about what can we do to influence the lack of balance in the photos, and how is world peace connected to human rights. After that, the facilitator initiates the development of activities and ideas for solutions and encourages the participants to commit.

The idea of this method is to **raise awareness about the inequalities in the world**, about human rights violations in countries outside the "first world" and how are our everyday actions connected to them. Other than raising awareness, the aim is also to empower participants to think of solutions, of own actions that can be a small step towards helping some of these situations.



**There is an important vision and reality behind this workshop.** Wars marked the Western history and influenced the development of its culture and consciousness – after the World War II, the need of strong documents and organizations promoting human rights was clear. And it is because of this violent history that “the West” has recorded only minor local wars over the last seventy years, namely, in the Balkans and in Ukraine. Nonetheless, Western countries continued to participate economically or militarily in violating basic human rights or ignoring known violations in the rest of the world. At the same time, most Westerners are not aware of these violations or the connection of these violations with their daily lives and the responsibility they bear. The idea behind this method is to serve as an introduction to raising awareness of this issue.

### **Workshop design and format**

This is a workshop for **intermediate experienced facilitators and participants**, with the **main target group being young people, aged 15-26**, delivered indoors. The materials needed include markers; pens; paper; scissors; sticky tape; and printed out pictures/photos.

The overall length of the session is around 60 minutes, broken down into the following parts:

- 1) Photo sharing and instructions; **5 minutes**
- 2) Individual work; **10 minutes**
- 3) Revelation of whole photo and reflection; **10 minutes**
- 4) Designing an activity in a couple that could stimulate change; **15 minutes**
- 5) Presentation of activities; **10 minutes**
- 6) Committing to these activities; **10 minutes**

In introduction, photos of Uğur Gallenkuş are shared, that are a combination of two photos – one of the Western world; the other of a “third” world country, in war or poverty. The “shocking” part is covered/taped over by white paper, and participant do not know anything about it in this part of the method. They are simply asked to finish the photo. This takes around 5minutes.

In the middle part of the workshop, the participants are trying to “finish” the picture (10 minutes). After 15 minutes, the facilitator asks them to uncover the hidden part of the picture and asks for their opinions – what do they see, and what the photos are about. Why did the artist make these photos, and what are they saying about the Western world? How are we responsible for what the photos show us? Can we do something to restore the balance in this photo (10 minutes)? The participants are asked to work in pairs and think of small activities that could help to analyse the situation (15 minutes). In the end the participants are presenting the activities and their ideas (10 minutes). And finally, for the wrap-up activity, the facilitatory engages the participants in developing a commitment plan - discussing how committed they are to making a change and how they can help one another.

#### 4.4. Podcast: “Women of WASSUP”

##### *United Kingdom, Intellectual Output 3 – Democratic Citizenship*

At **Volunteering Matters** in the **UK**, **Women of WASSUP** was born out of an **identified need to discuss topics that are affecting the lives of young women in the East of England**; topics that are believed by the organisation’s volunteers not to be discussed enough on a societal and governmental level. Volunteers have come together to raise awareness of the issues that affect them and their peers in an accessible, free to access podcast format that can be found here: <https://anchor.fm/youthinaction/episodes/WOW---Women-Of-WASSUP---Consent-part-2-ejnavo>

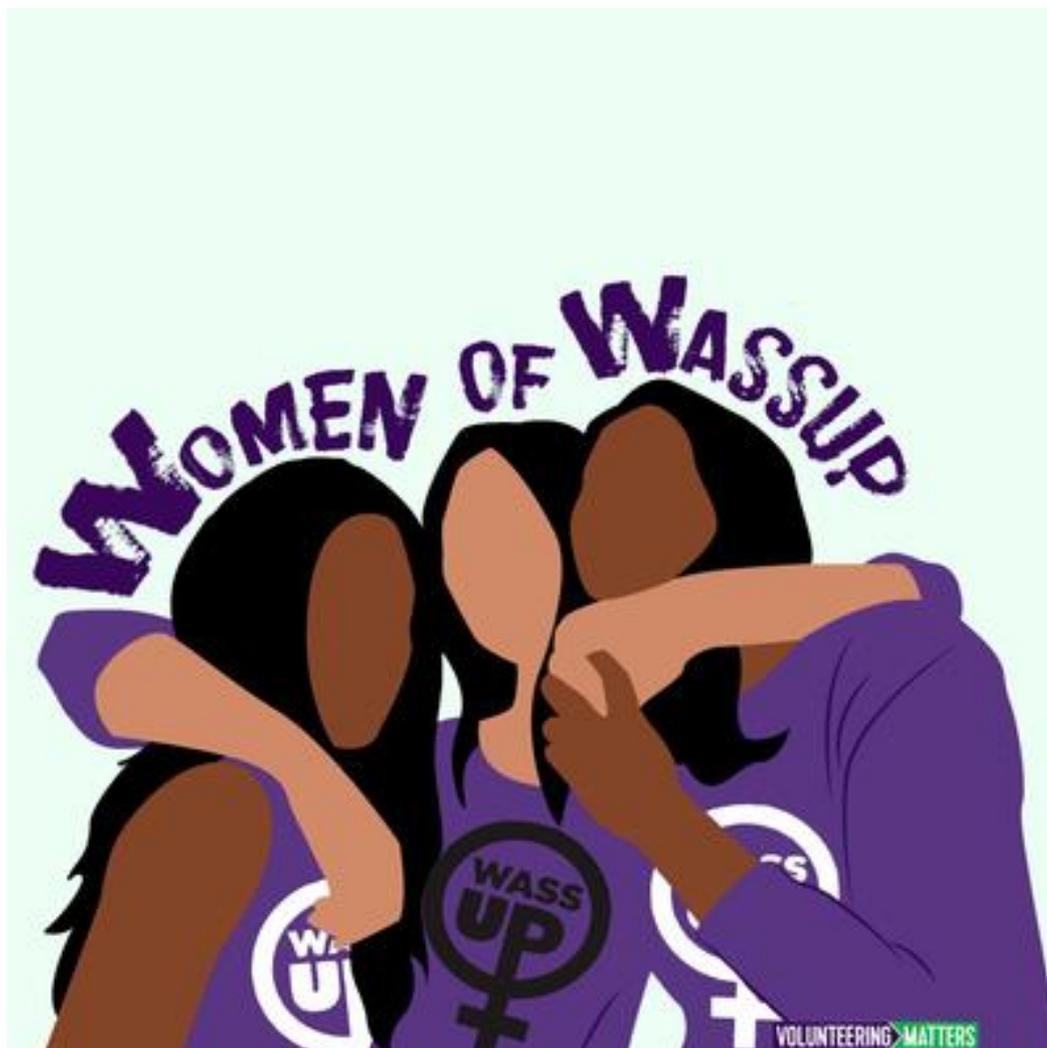
**The podcast took an overall 1 hour and 10 minutes in length.** The first 10 minutes of the podcast were focused on an **introduction to this volunteer-led project for young women**, who want to raise issues on topics that they believe are not discussed enough or effectively on a governmental level. Volunteers choose the topics and research, presenting their findings in a podcast format that is free to access so that they may engage as many of their peers as possible in these very important topics that affect all lives within their communities.

In the next 10 minutes, **preliminary planning took place**, explaining that this project is intended to be a safe space for people, and that their safety and security should not be compromised. Anonymity is also something to consider protecting the identities of the volunteers, as they will be discussing topics that are potentially sensitive.

The further 10 minutes were devoted to **volunteer recruitment**, explaining that the youth worker should recruit volunteers from the local community. At Volunteering Matters, this project works with young people who identify as women so that the content created can tackle the issues and barriers faced by women in the community. This project takes place in Suffolk, South-East England. Further background information was given that Volunteering Matters recruits volunteers through online advertisements, community advertisements and through local schools and youth clubs.

In this part of the podcast, it was also explained that **during each phase, volunteers should be supported by the youth worker**, to move at a pace that they are comfortable with. The topics that were chosen for discussion as part of this project are potential triggers for young people, especially young people who are BAME (Black, Asian, Minority Ethnic) and that youth workers have a responsibility to safeguard volunteers and support them as they explore the content for the podcasts.

Over the next 10 minutes the podcast looked at **deciding on topics and research**. The youth worker should empower volunteers to decide on topics that affect them in their communities, especially on topics that are relevant to themes of democratic citizenship. The youth worker should support volunteers to create documents of research that they can use when recording their conversations for the podcast. On the UK project, volunteers chose to discuss men, female friendship and to produce a Black History Month special podcast episode.



**Creating the podcast** took the next 10 minutes. The youth worker should support volunteers to record their conversations for their podcasts. Recording the conversations for the podcasts can be as easy as recording the conversation or as complicated as using podcast recording software. In this session, the participants recorded group calls on Microsoft Teams and Zoom and used the audio files as their podcasts on the UK project. It is advised that the youth worker should review the content to ensure quality and appropriateness, and work with volunteers to re-record sections where necessary. In this session, the group used the programme Audacity to stitch the audio files together.

The further 10 minutes were on **disseminating the podcast**. The youth worker should upload the podcasts to an online provider. Here, the group used Anchor, because it is free to use, and it is a simple platform, meaning volunteers of most learning ability levels would be able to engage with it. They shared the hyperlink to the podcast to local schools, colleges and youth clubs, as well as with the councillors from the local authority. They also shared the podcasts online so that the general public could engage with their podcasts.

And finally, as evaluation is very important, the last 10 minutes was focused on **evaluating the impact of the podcast**. Because this is a grassroots initiative, the only impact the group measured was how many people accessed the podcasts, which is free to access when using the Anchor platform.

## 4.5. Workshop: “The European Volunteer”

### *Czech Republic, Intellectual Output 4 – European Citizenship*

The **Czech** partner, **Dobrovolnické centrum, z.s.** in **Ústí nad Labem**, organised a workshop which promoted, in the framework of the Intellectual Output on European Citizenship, **the values and benefits of European volunteering**. To better understand the workings of the European Union, facilitated by one moderator, a group of people ranging in age from 15-37 years old, discussed their motivation, aims, as well as struggles with volunteering. The group opened the question about volunteering abroad, in other EU member states, and what it is like.

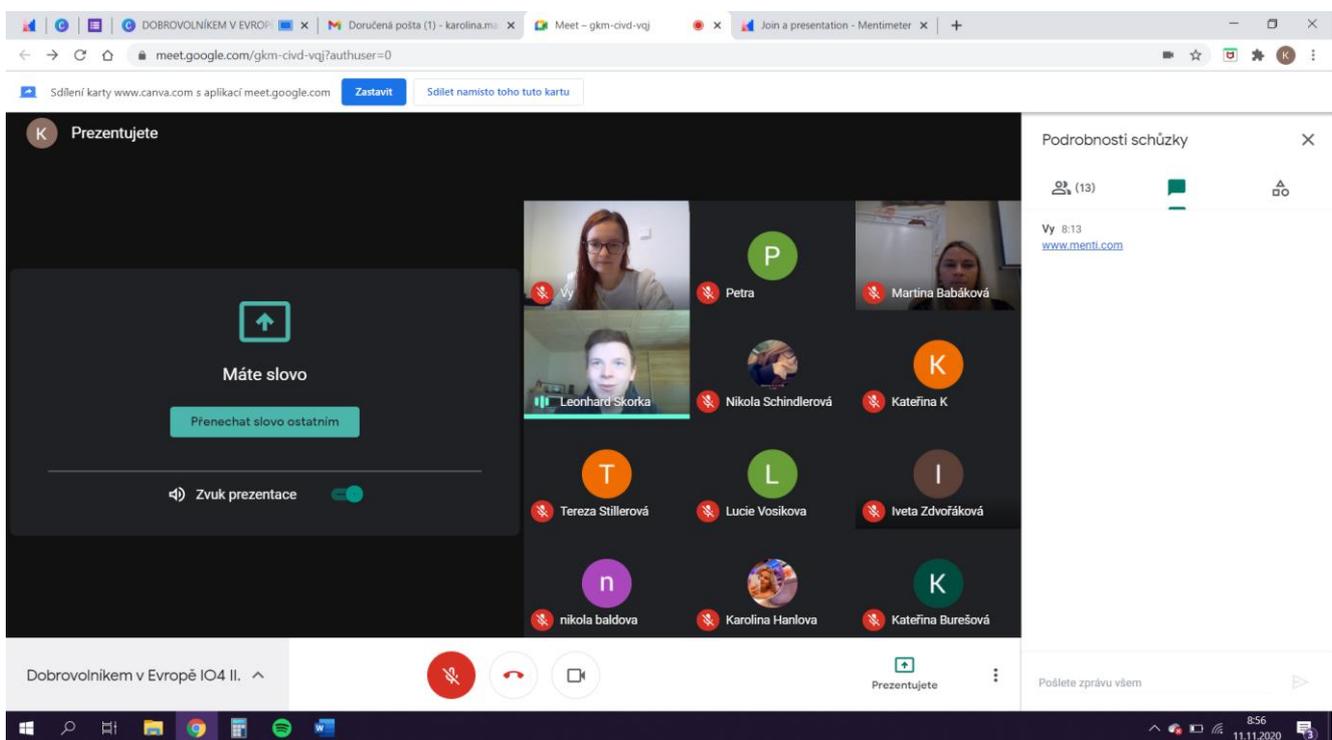
The idea and the vision behind the workshop were driven by the following statement: **“Excited for new adventures in life? Do not know what to do with your life after school? Want to learn new languages, get to know a different culture and help those in need during that? No problem. European volunteering is what you are looking for.”** During the session, the group talked about volunteering itself, their experiences, how to invest your time. The facilitators also explained to the participants what the EU offers in terms of volunteering. In addition, as a volunteering organisation, the workshop tackled issues such as obstacles, organisational challenges, but, above all, the benefits and values brought about by cross-border volunteering.




The poster features the title "EUROPEAN VOLUNTEER" in a blue arch at the top. Below it is a 3x3 grid of nine circular icons illustrating different volunteer activities: a person donating to a charity, a person holding a baby, a person assisting someone in a wheelchair, a person holding a sign, a person using a smartphone with a "DONATE" button, a person planting a tree, a person holding money, a person recycling, and a person cleaning up. To the left of the grid is a clock icon and the text "8 - 9,50 AM". To the right is a laptop icon with a speech bubble and the text "GOOGLE MEET". At the bottom, the words "ONLINE WORKSHOP" are written in a blue, slanted font.

**The two-hour workshop, run online, due to COVID-19, had the following agenda structure:**

- 1) Participants joining the meeting, technical support for them
- 2) Introduction of lecturers, participants, WakeUP! project and the meeting idea
- 3) Volunteering experience
- 4) Volunteering options in Europe
- 5) Guest speech (former cross-border volunteer)
- 6) My own organisation activity
- 7) Benefits of being a volunteer in the EU programme
- 8) Evaluation



#### 4.6. Workshop: “Erasmus for Youngsters” *Norway, Intellectual Output 4 – European Citizenship*

The **Norwegian** partner, **LoPe**, based in **Skien**, organised a workshop for young people focusing on promoting the opportunities for mobility within the Erasmus+ programme. This was a very important session because Norway, while not an EU member state, it is a partner country in the Erasmus+ programme and therefore young people can access many of its cross-border mobility opportunities.

The workshop was three hours in length and started off with an introduction to the Wake UP! project, and then moved on to a presentation on Erasmus+. The 10 participants, aged 15-25, met virtually, as the workshop had to be adapted because of the COVID-19 situation.

**After the introductions, the session started to engage the participants on the following questions:**

- What is Erasmus+?
- Do you know, or have you ever used or travelled with the Erasmus+ program?
- Do you know any schools who support this type of program?

**The participants were then assigned some tasks:**

- Do some research on the Erasmus+ program, and where you can travel with this program from Norway.
- Choose a destination to travel and a school. Where would you go?

Then, during a **reflection** part, the participants were asked whether they would **take advantage of the opportunity to use the Erasmus+ programme**, which was followed by a short discussion, and a **summary on learning gained** and what the participants will take out of the workshop going forward.



#### 4.7. Workshop: “Fake News”

##### *North Macedonia, Intellectual Output 5 – Informed Citizenship*

**Association Multikultura** was the **North Macedonian** partner in the Wake UP! project, based in **Tetovo** – they also hosted the penultimate Transnational Partner Meeting, which due to COVID-19 had to be organised online (but was delivered very successfully, thanks to the amazing organisational skills of the team and their volunteers). **The vision of this workshop was to teach young people about fake news, how to evaluate them, as well as increase young people’s media literacy.**



The workshop, which was possible to be run **for up to 30 participants, took four hours**, and started off with a question: “What is fake news?”. The participants learnt that “fake news” is a term that has come to mean different things to different people. At its core, defining “fake news” is those news stories that are false: the story itself is fabricated, with no verifiable facts, sources, or quotes. Sometimes these stories may be propaganda that is intentionally designed to mislead the reader or may be designed as “clickbait” written for economic incentives (the writer profits on the number of people who click on the story). In recent years, fake news stories have proliferated via social media, in part because they are so easily and quickly shared online.

The participants also were informed about where it comes from: how misinformation and disinformation is produced is directly related to who the author(s) is and the different reasons why it is created.

**And who are the authors? They may be:**

- Someone wanting to make money, regardless of the content of the article (for example, Macedonian teenagers)
- Satirists who want to either make a point or entertain you, or both
- Poor or untrained journalists - the pressure of the 24 hour news cycle as well as the explosion of news sites may contribute to shoddy writing that doesn't follow professional journalistic standards or ethics
- Partisans who want to influence political beliefs and policy makers

**The workshop offered the participants the chance to try out samples of the different types of fake news:**

- Satire/parody
- Imposter sites
- Actual “fake news” sites
- Mixed fake & real news
- Hyper-partisan
- Pseudoscience
- Clickbait

**As a very hand-on and useful learning exercise, the participants learnt about the criteria for evaluating articles, to search for fake or real ones:**

- Who is the author/publication?
- What is the author's/publication's point of view, and how does it relate to your point of view?
- Who is the audience for the article?
- What evidence does the author use to support their viewpoint?
- What is missing from the article?

#### 4.8. Podcasts: “Futter fürs Hirn – Food for the Brain” *Germany, Intellectual Output 5 – Informed Citizenship*

**Gemeinsam leben & lernen in Europa e.V.** from **Passau in Bavaria, Germany**, was the lead organisation in the Wake UP! partnership. Their activity involved creating podcasts taking up a specific topic, ranging from why to get involved, to democracy in crisis, sexism, racism, inclusion, mental health. The rationale behind was that when it comes to socio-political issues and engagement, everyone talks about it, but what does that even mean? The idea was to make the podcasts accessible and reach out to young people, motivating them to get involved and thinking.

During the podcasts, the organisation invited **a young person engaged in an area that was the focus of the topic, to introduce themselves and talk about their engagement**, and at the end of each episode, to show the listeners how one can get personally involved in the theme, in a form of a challenge.

##### How did the podcast come about in the first place?

The idea was born in the COVID-19 lockdown: the organisation kept getting in touch with young people who wanted to get involved. In addition, they noticed that more and more young people were starting to listen to podcasts, discovering podcasts as a medium in which more complex content can be conveyed. In the meantime, 11 committed young women were engaged in the project team, deciding on the topics and the direction of the respective episodes, and sharing the work: research team, marketing team, graphics and design, editing, guest management, website, project coordination, moderation.



### What they achieved

Several episodes were produced, with new ones uploaded every first Friday of the month to the podcast website (<https://www.futter-fuers-hirn.de/>). In addition to being available on all major distribution platforms, the produced website contains not only all the episodes, but also the challenges, the organisation and further information on each topic covered. For the individual episodes, relevant covers were designed to make it visually visible and understandable what each episode was about.

### What is the goal?

The aim was not only to achieve a high outreach to listeners, to make people, especially young people, think, but also to motivate socio-political engagement. By the end of the year 2021, the plan is to gain 400 listeners and to achieve a national outreach, hoping that at least 50% of the listeners would take up the podcast challenges in their daily lives.



### **Why has the project been necessary?**

The principle and driving force behind the podcasts were wanting to be a voice of reason, to counter-balance anti-democratic, racist, anti-Semitic ideas, which are becoming louder and more present. The format reaches young people in a more informed way and the format asks for engagement opportunities for young, engaged people, in times of the pandemic.

### **How was it financed?**

The material resources (for example, the microphone, software, fees for online activation on podcast platforms, website) have been financed through a "Local Solidarity Project" within the framework of the European Solidarity Corps. A small part of the personnel costs for the full-time coordinator has been funded by the Wake UP! project. Otherwise, all other work has been delivered on purely voluntary basis.

## 5. Final words

The Wake UP! project was a unique Key Action 2 Strategic Partnership not least because it involved so many different partners. Whilst of course sometimes it makes the coordination, collection of information and progression of work more challenging, when it comes to such important topics as youth active citizenship and young people's engagement and change makers, who are there at the forefront of tackling injustices in their communities, the fact that the partners were able to bring so many different experiences together, really enriched the project.



The first Intellectual Output, the Wake UP! Pedagogic Approaches, covered in detail in the Final Project Guidelines, was a great opportunity for all the partners to kick-start their work together as a consortium of organisations.

The success of these activities was the basis for then working across the subsequent Intellectual Outputs, from the second to the fifth, and as a result, the partnership is really humbled to state that close to 130 workshops, training activities, podcasts, events, campaigns, recordings and other formats of youth engagement were created as part of Wake UP! They all showed that young people, if empowered and given the platform to be the drivers of social change, can really make a tremendous difference, at all levels.

## Beyond Wake UP!

**Sustainability is something that the partners in the Wake UP! project have always been very conscious of.** The organisations involved in the initiative, led by Gemeinsam leben & lernen in Europa, are all too aware of many projects taking place, delivering excellent work, intellectual outputs, generating so much energy – financed through public resources – but once the work is done, the knowledge unfortunately can dissipate and get lost. This is something that the partners here, in Wake UP!, have been wanting to prevent and so right from the start, even at the stage of writing the project proposal, the organisations involved proposed to invest in a well-maintained, visibly attractive and accessible website. This is now live and available at the following URL:

[www.wakeup-europe.eu/platform](http://www.wakeup-europe.eu/platform),

The Wake UP! partners hope that the website **will serve as a learning platform and a repository of the nearly 130 shareable resources created by the Wake UP! consortium.**



## Interkulturelle Kommunikation für Migranten



### DE Interkulturelle Kommunikation für Migranten

#### Generelle Beschreibung:

Das Bewusstsein für die kulturelle Dimension stärken.

#### Idee:

Das Hauptziel ist die Integration. Die Teilnehmerinnen und Teilnehmer tauschen sich über ihre Erfahrungen mit Diskriminierungssituationen aus, die in unserer Gesellschaft vorkommen können.

#### Vision

Wir machen diese Erfahrung, um unser Ziel zu erreichen: Integration ist möglich.

### Organisation:

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[zurück zur Hauptseite](#)

### Downloads

The website and the learning platform will be available for the coming years where visitors can easily search the database of the learning resources, apply specific filters depending on what sort of queries they have and what type of materials they are looking for. The design of the website and the learning platform makes it very easy to navigate and all the information there is offered by the project partners for sharing, inspiration and learning, with the hope that the ideas, work and outputs generated throughout the period of the Wake UP! partnership can help other organisations and other consortia of civil society organisations, or, indeed, any other stakeholder who wants to create platforms and spaces for young people to become changemakers in their communities.



On behalf of all the project partners engaged in the Wake UP! project: **Cluj-Napoca Volunteer Centre, BEST, D kolektiv, Volunteering Matters, Dobrovolnické centrum, z.s., Association Multikultura, LoPe and Gemeinsam leben & lernen in Europa e.V.**, we hope that the readers will find this document helpful and inspiring, and the website and the learning platform created by the consortium a useful source of knowledge and guiding resources for youth active citizenship for many years to come.

For any queries or contact, please get in touch with the lead partner on [info@gemeinsam-in-europa.de](mailto:info@gemeinsam-in-europa.de).

We thank you for your time and interest in getting to know what we, as Wake UP! Erasmus+ project partners, have achieved together!



# Wake UP!

**Young Europeans becoming Change Makers for a better Europe**



Erasmus+