

GenY/Z-SCOODLE Newsletter No #1: Partners' work & the first deliverable

Generation Y/Z – Second Chance On-Line Opportunities for the Development of Learning for Engagement

This newsletter provides information about the GenY/Z-SCOODLE project and updates on partners' work and the first deliverable, named "Youth SCE Tutor Professional Competence Framework and Accreditation Scheme".

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About the project

GenY/Z-SCOODLE is an EU-funded project, which in line with the EU Youth Strategy 2019-27, recognizes the need to enable young people to be architects of their own lives, build their resilience and equip them with life skills in order to cope with a changing world. It encourages young people to become active citizens, agents of solidarity, a positive change for communities across Europe, and, ultimately, prevent youth social exclusion. The project aims to achieve the following goals:

- promote and recognize the professional development of youth workers deploying second chance education practice by building Competence Framework and modules for ongoing CPD and piloting and validating solutions at the community level
- produce high-quality tools and resources that promote equity in learning by working with youth professionals, mentors, coaches, and teachers of second-chance education experts and tutors to adapt existing tools and develop new ones to local contexts so that they reflect the needs of marginalized youth
- sustain a European online, federated "resource center" for youth professionals populated with relevant and transferable tools - through open access to an online repository of tested good practices with explanatory media-based guidelines.
- build a European community of youth professionals - by setting up local networks in partner countries and working with European networks

Youth SCE Tutor Professional Competence Framework and Accreditation Scheme

All partners of the consortium have contributed to the development of the "Youth SCE Tutor Professional Competence Framework and Accreditation Scheme", an online resource that will strengthen the professional awareness and capacity building of youth workers and other youth professionals.

The purpose of the first deliverable is to identify those critical jobs in the field of Youth Inclusion by referring to a set of tasks and related code of practice, ethos, and attitudes. These will prescribe an "open" Competence Framework (Model), flexible enough to be contextualized ("customized") to fit varying circumstances and youth profiles while corresponding to both the second chance education (learning) legacy and the youth support services' practice as well. The scope is to effectively provide those working in the field, with competence enhancement, through in-service (on-the-job) training and professional development, in order to eventually contribute to the capacity building of the youth (social) inclusion settings both around Europe and internationally.

Furthermore, the IO1 document prescribes a set of processes, coupled with assessment methods and tools, such as the "Rubrics Scheme", the "Emotional Intelligence," and the "Organization Innovation" assessment processes, which allow candidates' competencies to be objectively evaluated. In this way, the effectiveness of relevant parties and organizations who aim at re-engaging marginalized people to learning and personal/professional development of people will be significantly improved. Moreover, in order to acquire the level of the Competencies required to take up the role of the Youth SCE Tutor, youth workers and trainers, and VET teachers need to join a modular procedure, consisting of learning activities and the relevant "assessment tools" that reflect the lifeworld in which they need to operate. Lastly, the document performs a gap analysis in order to identify and bridge the gap between existing and required competencies for a specific job or task role.



Updates from Partners

Partners from Greece, Germany, Italy, Ireland, Belgium, and Portugal carried out both desk and field research. On the one hand, desk research aimed to identify interesting reference cases from the local environment connecting to international experience. On the other hand, field research consisted of interviews, focus group discussions, and questionnaires responded by the stakeholders (i.e., youth workers, SCE teachers, and other youth professionals and youth organizations' representatives).

AE20:

AE20 brings to the Gen Y/Z-SCOODLE project its experience in the field of early school leaving. For many years, the Second Chance School in Matosinhos, created by AE20, was the only Second Chance School in Portugal. There is still a lot of work to be done in this field and the purpose of our work on this project, so far, provides an opportunity to demonstrate the true extent of this problem. We developed a questionnaire that could be filled by professionals of several schools. This diversity was important so we could have different points of view. Through these answers, it's possible to map the necessities of the schools and create possible solutions. It's also useful to build the profile of the Youth worker that can, somehow, fill these gaps and work in the direction of improving the school system.

Mind2Innovate & Amazing youth:

Amazing youth has actively participated throughout the program so far, and in collaboration with Mind2innovate, they worked capturing the results in field and desk research on behalf of Greece. In a time of pandemic, face-to-face communication was impossible whenever it was done through online interviews to reach the desired results. In consultation with the national agency, the selection of second chance schools from all over Greece was made with the aim of a complete picture in its entire length and width.

Also contributing to the field research were youth workers, professors of technological institutes, and teachers in the field of vocational training in Greece. Through the interviews, the stakeholders referred to the main needs of the trainees, to the teaching methods they use, and to the difficulties they face in this process. The recorded results will be used for the requirements of the GenY/Z - SCOODLE programme and will help us to achieve the desired goals in this process.

CESIE:

Since the beginning of the Gen Y/Z - SCOODLE project, CESIE has been conducting desk and field research in the local context. The desk research has allowed to collect useful information on the trends in early school leaving in Italy and Palermo. More specifically, in 2019, the rate of Early School Leavers was 13,5%. In the south of the country, this percentage peaked at 18,2%, matched with very high youth unemployment rates. Early School Leaving is also much more frequent among foreign youths (36,5%), and the share of NEETs in Italy is the highest of all European countries. (Istat, 2021). In Palermo, during the academic year 2019/2020, 1858 students have been reported as early school leavers. It also offered a clear picture of the policies related to training and continuous professional development of teaching staff and youth workers.

The field research was conducted through semi-structured interviews with professionals working in the third sector, private and public institutions targeting hard-to-reach young people. Second Chance Education in Italy is not officially recognized, but a number of public and private institutions are tasked with the educational inclusion of youths and adults that fall behind on their education. The interviews allowed us to map the core competencies needed and the gaps in the formal and informal training offer for educational staff working with hard-to-reach young people. The stakeholders interviewed also shared their insights on the educational needs of their target groups and the core barriers to their social inclusion in the local contexts. Overall, the research provided a very comprehensive picture of the state of the art of second-chance education in Italy and constituted collecting a good starting point for the development of the Gen Y/Z - SCOODLE project activities and outputs.



WBKLNK:

During the entire duration of the project, we worked in Germany under pandemic restrictions. Schools were closed, and teachers and students had to learn in a short time to cope with the conditions of distance teaching and learning. This did not affect desk research in the project on the topics of assessment, democracy, and participation, leadership, resilience, socio-pedagogically oriented educational offers for hard-to-reach youngsters, teacher training. It was difficult, however, to exchange ideas with colleagues experienced in SCE about the results of the research and to filter out what can be helpful for working with young people in SCE. The interviews, which we were able to conduct online, were very helpful in this situation.

EPPSI:

EPPSI's desk research focuses on the concept of competence frameworks that have been established in order to help teachers acquire competencies and skills that will enable them to pass them on to their students and eventually help them grow. More specifically, competencies in teaching are defined as a combination of knowledge, skills (both soft and hard), as well as personality traits, such as value orientation, ethos, and emotions. Moreover, the research points out adaptability, creativity, critical thinking, resilience, and self-management as five key competencies that are going to be highly valued in the post Covid19 era, thus should be empowered through teachers. Teachers are portrayed as social and reflective agents, skillful and knowledgeable experts, classroom actors, and lifelong learners, but in most European countries, they cannot be the driving force for this kind of change themselves. Teacher competence frameworks are directed towards either promoting teacher empowerment and responsibility or an intensified, external control of teachers that might have unintended, disempowering effects.

The research continues by providing a set of ground rules that the frameworks should incorporate, according to which teacher competencies should reflect the culture and context in which they will be used, and should be expressed in a way that promotes teachers' agency. Additionally, competencies should be dynamic, of sufficient detail, use language that reflects teachers' reality, and eventually motivate teachers to grow professionally. Further on, the "Initial Teacher Training and CPD" framework developed by the Republic of Ireland and the Cosán Framework for "Teacher's Continuing Professional Development" are presented as examples of such frameworks. The document concludes with examples of job descriptions related to community and youth workers, counselors, and social workers and the individual skills and qualities a candidate should have to best accommodate the described position.

Reframe:

Reframe, reviewed with an EU perspective the desk and field research performed by Gen Y/Z - SCOODLE partners and assessed the elements that will lead to policy change in second school education in Europe. Reframe is an independent think tank and policy with the purpose of contributing to the public discourse as well as to the formulation of ethical and innovative responses at all different spheres and layers of public, corporate and, private policy-making and governance, through initiatives entailing both academic and practical contributions.



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