

104 Transferability Kit:

Guidelines for Youth Professionals



Partners

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Guidelines for Youth Professionals

PROJECT INFORMATION

Project ACRONYM: GEN Y/Z - SCOODLE

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

Project Number: 2020-3-EL02-KA205-006650

SUB-PROGRAMME OR KA: KA205 - Strategic Partnerships for youth

Website: <https://www.scoodle-project.eu/>

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What is the Transferability Toolkit - Introduction

The Gen Y/Z – SCOODLE Transferability Toolkit is an output of the Gen Y/Z – SCOODLE project (Erasmus+ KA2) which identified and validated quality frameworks and guidelines for the capacity building of youth organizations and those VET providers, for the up-skilling of their staff, in order to work with marginalized youth.

The project has also constructed a piloting training platform to enhance this up-skilling and finally prepared this Transferability Toolkit - Guidelines with guidance on how to use its outcomes.

In the Gen Y/Z – SCOODLE project the partners in the pilot sites delivered exemplary courses with introductory videos for the preparation of those professionals to become “Youth SCE Tutors”. The project has also developed a set of guidelines to support the transferability of its outcomes and the exemplar courses in the local contexts and to guide on the effective use of those outputs, in order to provide with solutions for the capacity building of those bodies and professionals working with hard-to-reach young people, including the project’s website and its social media means.

Who can benefit from the Transferability Toolkit - Target Groups

The Transferability Toolkit provides support to professionals working with young people, mentors, trainers and second chance education tutors dealing with marginalised youths or young people at risk of marginalisation. Also, at a second level the outcomes of the Gen Y/Z – SCOODLE project can be useful to young people (NEETS) and young people in risk of marginalisation as another tool to engage and support social inclusion.

How you can use the Transferability Toolkit – How to benefit from the available resources

In order to make the most out of the available resources you can visit the Gen Y/Z - SCOODLE Learning Hub in the project’s website www.scoodle-project.eu.








In the area of the Learning Hub, you will find and you can consult all the outputs of the project.

Namely,

The Youth SCE Tutor Professional Competence Framework and Accreditation Scheme (you can also **Download the Competence Framework**). The first step in the project was to identify the critical jobs in the field of Youth Inclusion by referring to a set of tasks and related code of practice, ethos, and attitudes to prescribe a corresponding “open” Competence Framework (Model) with certain degrees of freedom, flexible enough to be contextualized (“customised”) 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 Youth SCE Tutor Professional Competence Development Courseware (and Quality Framework) (you can also **Download the Competence Development Courseware**). The next step was to create a document that prescribes the deployment of the Competence Framework through a set of processes to build a Framework for Competence Development Courseware, coupled with the assessment “tools,” which will facilitate the development and delivery of fit-to-purpose CPD Courses, suitable to support the youth professionals reaching a sufficient level of those (Youth SCE Tutor’s) competencies acquired, thus critically enhancing their work outcomes (effectiveness) when engaged in learning organizations and youth support services. Especially in terms of outreaching out to and re-engaging in learning with those young people who are either facing significant marginalization risks or already on the margins.

The Learning Hub : Customised Courses for local contexts in SCE (you can visit the platform <https://training.secondchanceeducation.eu/>). The Learning Hub supports the development of educators of Second Chance Education, SCE learners, youth and young adults, i.e. the Generation Y/Z. In this part you can find a document with guidelines (from experienced professionals in SCE and also best practices and experience originated from other related projects) for the design and development of e-learning modules in the area of Continuous Professional Development (CPD) in Youth Second Chance education tutors. Also, you can find an overview of modules available for your own continuous professional development in different languages. In this part you can find a list of seven modules produced by the partners in the four pilot sites of the project. The available modules are:

-  Language-sensitive teaching.
-  Absenteeism.
-  Improving Communication Skills.
-  Communication skills for education.
-  Skills for improving tutoring methods.
-  Methods for integration, motivational skills and intercultural approach for young people.
-  Social relationships at school

The combination of the existing modules with the development of new ones by the SCE tutors, can provide a tailor made course fit to cover the specific learning needs of the target group addressed.

The modules offered have been developed in the native languages of the SCE providers but for reasons of convenience, an English summary is provided along with an introductory video of the module. (You can see all seven modules at the Annex of the Transferability Tool along with their videos).

The English overview gives an idea of what is useful in developing a course on the module's topic in your mother tongue based on your needs and teaching and learning experiences.

To start a project-orientated approach of institutional, professional, and team development, the design thinking approach presented in the “Competence framework” is recommended.

How you can use the Transferability Toolkit – How to use the platform – Technical overview

The Gen Y/Z – SCOODLE platform can be used to create your own courses, either for fellow educators' CPD or for blended learning situations involving SCE learners as well.

When you reach this page, please sign in.

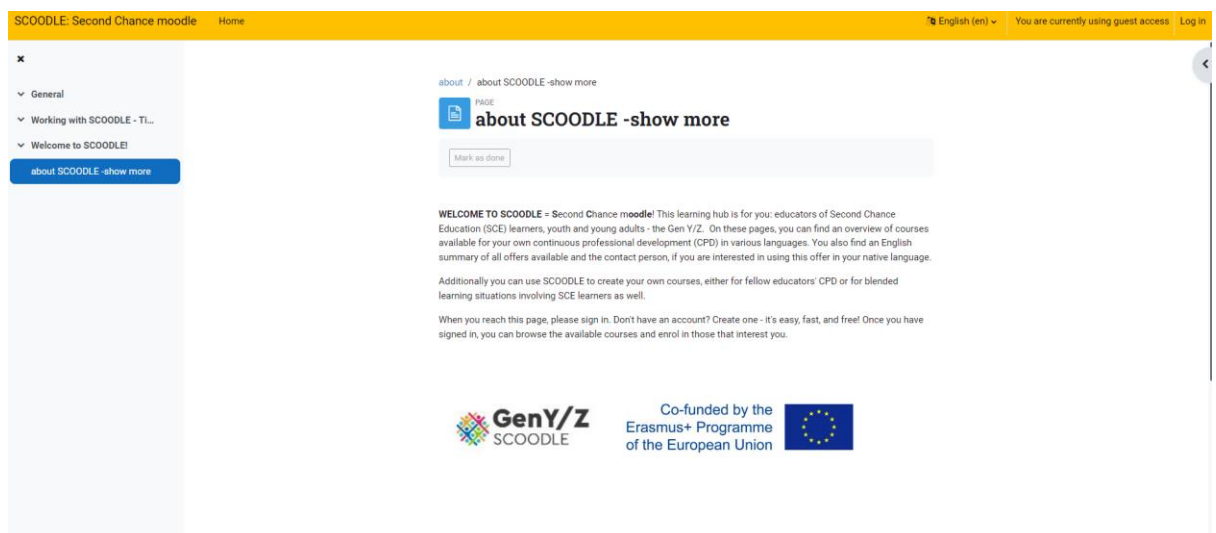
Don't have an account? Create one - it's easy, fast, and free!

Once you have signed in, you can browse the available courses and enrol in those that interest you.






Visit: <https://www.scoodle-project.eu/>

Platform: <https://training.secondchanceeducation.eu/>

Homepage Screen of the E-Course Platform



The screenshot shows the SCOODLE homepage. At the top, there is a yellow navigation bar with the text "SCOODLE: Second Chance moodle" and "Home" on the left, and "English (en)", "You are currently using guest access", and "Log in" on the right. Below the navigation bar is a sidebar menu with a search icon and a list of categories: "General", "Working with SCOODLE - TL...", "Welcome to SCOODLE!", and "about SCOODLE -show more". The main content area features a heading "about / about SCOODLE -show more" and a "Mark as done" button. Below this is a "WELCOME TO SCOODLE" section with text describing the platform's purpose for educators and learners. At the bottom of the page, there are logos for GenY/Z SCOODLE and the Erasmus+ Programme of the European Union.

-  Log in or Register
-  The Toolbar includes
-  General
-  Working with SCODDLE – Tips
-  Welcome to SCOODLE!

[about](#) / [about SCOODLE](#) -show more



PAGE









about SCOODLE -show more


Mark as done

WELCOME TO SCOODLE = Second Chance moodle! This learning hub is for you: educators of Second Chance Education (SCE) learners, youth and young adults - the Gen Y/Z. On these pages, you can find an overview of courses available for your own continuous professional development (CPD) in various languages. You also find an English summary of all offers available and the contact person, if you are interested in using this offer in your native language.

Additionally you can use SCOODLE to create your own courses, either for fellow educators' CPD or for blended learning situations involving SCE learners as well.

When you reach this page, please sign in. Don't have an account? Create one - it's easy, fast, and free! Once you have signed in, you can browse the available courses and enrol in those that interest you.

-  8 online courses; Available English overviews and different national languages
-  Language-sensitive teaching
-  Absenteeism
-  Improving Communication Skills
-  Communication skills for education
-  Skills for improving tutoring methods
-  Methods of integration, motivational skills, and intercultural approach for young people
-  Relações sociais na escola

 E- portfolio

Short Presentation of the Gen Y/Z – SCOODLE project

The context

The Gen Y/Z – SCOODLE project came into life after considering the problems that young people face, especially those uncertainties about their future, the discrimination, and the risk of unemployment as well as of imminent social exclusion they have to deal with. All these potential risks were magnified under the COVID 19 pandemic years.

The driving concern has been that young people are facing persisting inequalities and the strong possibility to end up less well-off than their parents for the first time after World War II. Also, in line with the EU Youth Strategy 2019-27 the GenY/Z-SCOODLE project adopted the approach of enabling young people to be architects of their own lives, to build their own resilience and equip themselves with life skills to cope with a changing world; become active citizens, agents of solidarity and positive change for communities across Europe and, ultimately, prevent their marginalization and their social exclusion. In order to achieve this, the project worked on the capacity building of youth workers, mentors & coaches, who are perceived as role models and being important for them to act as life-long learners, active citizens, and innovators, thus promoting similar attitudes of young people.

Aim

In order to deliver upon the afore-mentioned lines and provide with solutions in terms of capacity building, the project “Generation Y/Z – SCOODLE” aimed at **enhancing and recognizing the outcomes of professional** development of youth workers, mentors and second chance education teachers, **facilitating the engagement of young people** in rewarding learning processes by validating resources and high-quality data, through **establishing an online “Learning Hub”**, for those professionals working with youth and this way facilitating the sharing of good practice in the field among the members of the European community of the youth and second chance education professionals.

This has been delivered by a partnership of 7 entities, in 5 countries (Greece, Ireland, Germany, Italy, Portugal), which has built, piloted, and validated sustainable learning solutions for upgrading the capacity of youth workers and other professionals in organisations dealing with young people and share effective methods in reaching out to marginalised youth or those at risk of marginalisation and with fewer opportunities (including NEETs).

Results

During the two years of the project the following activities were implemented:

1. The documentation of a Professional Competence Framework and Accreditation scheme, delivered by the end of the year one of the project. In this activity all partners contributed by mapping and presenting their experiences working with competence frameworks, if any. Following the relevant comparative analysis, based on existing know-how among the partners – especially the IO Leader -, the main outcome has been the identification of the “Youth SCE Tutor Competence Framework”, with the bundling and categorisation of minimum set and a model of customization, according to priorities, of this competence framework.
2. Then, the design of the Youth SCE Tutor Professional Competence Development Courseware has been prescribed. This Framework has been built in order to embrace set of guidelines for building those fit-to-purpose (modular) Courses, which had to be met for the pilot courses developed by the partners as it follows.
3. The building of the “Learning Hub”, to serve as an online training platform, hosting the courses to provide with the corresponding benefits of those youth professionals participating to across Europe. The “Learning Hub” is being accessible to those interested in, being hosted in the Second Chance Education Platform (secondchanceducation.eu), while presenting the partners’ modular courses to be piloted, exemplifying the use by the interested professionals and how they can go with their up-skilling by building their own courses.

4. The Transferability Toolkit has been delivered, with guidance on the further use of the project's outcomes, including the Competence Framework, the "Youth SCE Tutor Courseware Framework" and the "Learning Hub", hosting guidance, together with exemplar courses.

Annex

List of the Modules :

To start a project-orientated approach of institutional, professional, and team development, we recommend the design thinking approach we present in the "Competence framework."

1. Language-sensitive teaching
[Link to the video](#)
2. Absenteeism
[Link to the video](#)
3. Improving communication skills
[Link to the video](#)
4. Communication skills for education
[Link to the video](#)
5. Skills for improving tutoring méthodes
[Link to the video](#)

6. Methods of integration, motivational skills, and intercultural approach for young people

[Link to the video](#)

7. Relações sociais na escola

[Link to the video](#)

1. Language-sensitive teaching

Available in: English overview, E-course German

This module is based very much on one of the main challenges of everyday work, the deal with a wide range of speaking abilities, especially with students who still don't have the skills to communicate at an academic level of German. The module is separated into the following parts.

Requirements of the Ministry of Education regarding the subject

Theoretical Scientific Background

The status quo

Best Practices examples

Material to work with

Methods necessary to know to work in a language sensitive way




This module aims to allow teachers to focus more on language difficulties in their everyday work. That is because it is often not so much the student's difficulties in understanding the subject itself that they have difficulty at an academic language level regardless of their subject. We see it as a task of all teachers to ensure language sensitive teaching. The course consists of material that deals with the theoretical background and material that can be used directly in the classroom. Usually, the course can decide, based on their knowledge, whether they want to work with theoretical and practical parts or only with some important parts. This course goes from the ministerial specifications to the theoretical background to practically applicable materials and contains examples and contains examples for our teaching practice. Nevertheless, this course is structured so that not all elements have to be used in the same order in every case. We advise you to focus on individual elements, for

example, more theoretical or practice oriented, depending on your knowledge and ability. In some elements, you will find more material than you need.

2. Absenteeism

Available in: English overview, e-course German

Based on the interviews that we conducted on the challenging problem situations in everyday work, we dealt with the question of what options for action we can offer our colleagues in dealing with the irregular participation of participants in their courses. In this module, we give tips on how to deal with the absence of participants, which can be due to these mutually influencing causes:

-  Psychosocial disposition of the participant.
-  Anxious avoidance behavior of the participant.
-  Mismatch of school offer and expectation of the participants.

Our goal is to help reduce avoidable unexcused absences by participants by expanding the repertoire of actions. We are convinced that the teaching and learning offered by our colleagues can make a difference!

The ABSENTEEISM module contains these elements :

1. Fear is the biggest block to learning elements of this unit

- What school experiences do participants who are at risk of absenteeism bring with them?
- What scares people?

2. Feeling safe is a basic need elements of this unit

- Basic needs according to Maslow - Clear structures and rules - Competence in dealing with bullying.

3. Reflect as a teacher elements of this unit

- Teachers and tutors are not therapists – role clarity, - Reflecting on everyday work, - I can build on that, I need support here

4. As a member of a functioning team, I am less alone elements of this unit

- Practicing cooperation and training on everyday tasks, - Respect and recognition, - Categories as evaluation bases

5. With a clear goal, the way is easier to find elements of this unit

- Working towards a goal - The WOOP method

- Become resilient

Basically, we recommend becoming familiar with the method of cooperative learning. We refer to a variety of different websites to make our colleagues a little curious about what else can be found there.

3. Improving Communication Skills

Available in: English

Communication skills are among the most important soft skills – along with teamwork and problem-solving – for young people approaching the labour market. This module is devoted to selected aspects of communication, such as the basic principles of interpersonal communication – useful in building relationships at work, school, and private life – and basic principles of intercultural communication – it's meaning in the workplace and its dynamic changes.

The module's main purpose is to provide SCE tutors with tips to improve their communication skills, particularly intercultural communication, which nowadays is fundamental. The module is composed of two parts:

- By the end of PART I - Interpersonal communication, you will learn:

about the different communication styles and their consequences

- By the end of PART II - Intercultural communication, you will learn:

intercultural communication and its meaning

Theoretical part + testing part (multiple choice, true/false) – about 10 minutes

It is important to follow the order of the two modules: introduce the importance of good communication and the different communication styles. After that, you can approach intercultural communication. Videos are useful and improve the learning of some key concepts. At the end of the two modules, the texts will help you to settle your knowledge in a playful way!

4. Communication skills for education

Available in: English

This course is about anyone who needs to know how to communicate with their students or learn more about communication skills that can be applied in education, especially for adult learners.

The need for communication can be covered by the competencies of networking, advocating, and communicating meaningfully with others. Having these competencies, you can start making contact with other people step by step and learn what communication is not only by speech but also by methods and practices. These two chapters in this course are separated into basics to cover the whole range of topics.

It consists of two chapters: networking, advocating, and communicating meaningfully with others.

The first chapter is about Networking and advocating, it means the competence of developing contacts.

This can be achieved by building self-esteem and confidence, which is important for the start of networking. The second step is to support students and be a counselor to make informed decisions.

The lessons of this chapter are building self esteem and confidence and supporting making informed decisions. In the first one, you will learn about building self-esteem and confidence to increase your networking skills. Self esteem and confidence are very important for networking because you have to activate them before even starting to talk to someone and start networking. The expected outcomes of building self-esteem and confidence are to give young people a voice and ownership of their learning and assessment. In the second one, you will learn about supporting and making informed decisions to increase your networking skills. Decision making and support are very important for networking because you can build trust, know more about the person you want to communicate with, and have discussions. The expected outcomes of supporting making informed decisions are to help young people express themselves, help them understand self-assessment & peer assessment, and set their own learning goals.

The second chapter is about communicating meaningfully with others.

Communicating meaningfully with others means the competence in developing contact with instrumental meaning. This can be achieved by building resilience and tolerating ups and downs.

The expected outcomes are creating a learning community, building a safe environment, guiding young people when faced with unusual or different situations, identifying potential areas for conflict, and adopting strategies to minimize or prevent conflicts.

The lesson of this chapter is building resilience and tolerating ups and downs. In this basic, you will learn all about building resilience and dealing with the ups and downs of students to increase your meaningful communication skills. Resilience is very important for communicating meaningfully because you avoid conflicts and focus on what is necessary for your communication. Study each basic/ lesson of each course chapter by reading the articles and videos, and then evaluate yourself by completing the chapter quizzes. Then you can study the course revision.

5. Skills for improving tutoring methods

Available in: English

This course is for anyone who needs to know how to improve or learn about tutoring methods and how to make a learning plan.

The competencies of designing programmes and developing evaluative practices can cover the need for methodization. The two modules in this course are separated into basics to cover the whole range of topics.

It consists of two chapters, designing programmes and developing evaluative practices.

The first chapter includes the lesson Encouraging youth towards development through group processes & learning. In this one, you will learn about encouraging youth towards development through group processes & learning to increase your skills in designing programmes. Encouraging youth towards development through group processes & learning is very important for tutoring because it improves the learning progress, especially in team working.

In the second chapter Developing evaluative practices What you are going to learn:

How to evaluate individual & group expectations & developing educational activities.

How to engage young people through non-formal and informal learning opportunities.

How to develop interesting and attractive activities and projects for young people.

How to construct a “learning bridge” to communities.

This chapter includes the lesson on Evaluating individual & group expectations & developing educational activities.

In this basic, you will learn all about building self esteem and confidence to increase your networking skills. Self esteem and confidence are very important for networking because you have to activate them before even starting to talk to someone and start networking.

Study each basic/ lesson of each course chapter by reading the articles and videos, and then evaluate yourself by completing the chapter quizzes. Then you can study the course revision.

6. Methods of integration, motivational skills, and intercultural approach for young people

Available in: English

This course is about anyone who needs to know methods of integration, motivational skills and approaching intercultural skills for young people that can be applied in education, especially for adult learners.

The need for methods of integration, motivational skills, and intercultural approach can be covered by the competencies of facilitating individual & group learning and organising & managing resources. These two modules in this course are separated into basics to cover the whole range of topics.

It consists of three chapters. Facilitating individual & group learning and Organizing & resources managing and Displaying intercultural competence.

The first one: Facilitating individual & group learning means the competence of making individual and group learning. This can be achieved by developing personal and professional capacity, which is important for the start of facilitating.

The expected outcomes by developing personal and professional capacity, which is important for the start of facilitating, is to understand what multiple intelligence means in the working context and embed multiple intelligence, embed into everyday practice, deal with different types of young people, including those who are less confident aggressive, or impulsive, recognise the main reasons for young people's disengagement, be aware of and promote/ manage emotional intelligence in young people, stand back and take a "helicopter" view.

The basis of this chapter is Developing personal and professional capacity. In this basic, you will learn about developing personal and professional capacity. These are very important for facilitating individual & group learning.

The second chapter is about Organizing & resources management. Displaying intercultural means the competence of accepting and working with intercultural. This can be achieved by enhancing open access to marginalised youth and equality in teams, which is important for starting intercultural displays.

The expected outcomes by enhancing open access to marginalised youth, equality in teams are enhancing open access to marginalised youth and empowering equality in teams. This includes two lessons: Questionnaires for students' needs clarification and Team quiz/Kahoot for level detection of learning and flexibility of learning objects.

In the third chapter Displaying intercultural means the competence of accepting and working with intercultural. This can be achieved by enhancing open access to marginalised youth and equality in teams, which is important for starting intercultural displays.

The expected outcomes by enhancing open access to marginalised youth, equality in teams are enhancing open access to marginalised youth and empowering equality in teams. It includes the lesson on Enhancing open access to marginalised youth and equality in teams. In this basic, you will learn all about building self esteem and confidence to increase your networking skills. Self esteem and confidence are very important for networking because you have to activate them before even starting to talk to someone and start networking.

Study each basic/ lesson of each course chapter by reading the articles and videos, and then evaluate yourself by completing the chapter quizzes. Then you can study the course revision.

7. Relações sociais na escola

Available in: Portuguese

In what ways can learning processes effectively belong to young people, in the sense that they are the authors of the narratives that construct them? Instead of the teacher dictating a set of directions that must be followed by young people, the school life of each student should be guided and co-constructed, but signed by the young person so that it makes sense and so that the young person finds a sense of belonging in school.

This module proposes some questions around the educator as guide vs. educator as dictator.





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