



## Handbook for Included Education

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*Certification for teachers, educators and youth workers working with young people in danger of being NEETS (Not in Education, Employment or Training). Training Modules include the following topics:*



*with international partner organizations from:  
Norway, Greece, Lithuania and Germany*



Erasmus+ Project  
Key Action 2: Strategic Partnership Projects

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## 1. Introduction

Today's generation of youths have other challenges than the previous, like for example more pressure to perform at school, social anxiety disorders and emotion regulation problems in adolescents. These factors cause a risk for the development of depression and alcohol/substance abuse or dependence, giving significant functional impairment in educational and work achievement. The economic consequences of social anxiety disorder are considerable, with a high level of diminished work productivity, unemployment and an increased utilisation of medical services amongst sufferers.

Findings in preliminary studies conducted by partners for this project, both research and local findings, tell that self-confidence, self-knowledge and self-esteem are important factors which have a huge influence, factors which do not need to be static, they are changeable. Since this is a major challenge among youths, all these problems appear in the VET classroom and other VET training areas as well. It will be the new "normal" for teachers and trainers who deal with this in addition to give professional training and education.

The teacher is the most important factor in creating good learning opportunities. Today, teaching and support for disadvantaged students is divided between teaching staff and supportive tutors. We need to empower professional teachers and trainers to cope with the "whole" student and emphasize with the unique individual. The project intends to improve quality assurance of NEETs learning and better track the developing progress of learners, by developing criteria for transparency and recognition of skills and qualifications for educators.

From our preparatory work, we see that most VET teachers and trainers need tools, methods, information and knowledge for how to deal with this, without further stigmatizing the youth. Vocational education trainers and young adults endangered of being NEETS need to learn from one another and teach each other, building synergies and compassion in order to empower self-confidence and resonance, participation and engagement. Included education can have a

positive impact against apathy, unemployment, and a significant improvement of learning can be assured.

To deal with those challenges, the project aims to create knowledge, increase competence and methodology for how teachers and trainers can use ordinary learning situations to improve self-confidence, self-knowledge and self-esteem among youths. This includes the learning situation itself and different aspects of following up the youths. We will call this “Included education”, meaning teachers and trainers learn to include more than you normally expect is part of a lesson.

## 2. Needs in Partner Countries

In Norway schools are struggling to deal with the new reality. In three counties (Vestlandet, Viken and Rogaland) the county has opened special schools to give young adults a second chance. In other places there are limited offers for our target group in the school’s system. Most of the youths of our target group for this project instead are handled by the Norwegian Labour and Welfare Administration (NAV). NAV uses organisations like Veksttorget and Prios to encourage youths to fulfil formal educations, but teachers need better competence to work with the target group, to use education as motivation factor.

In Lithuania society is in a phase of dealing with pressure to perform, higher rates of young people suffering from social anxiety disorders and emotion regulation problems. When problems are large, the youths are registered in unemployment services like Užimtumo Tarnyba, which deal with them. Užimtumo Tarnyba develops a solid methodology and a good solution to certify youth workers, teachers and trainers working on behalf of the youths. The active involvement of youth workers in the project has assured a professional outcome.

The German partner’s clients are students as described in target group, young people with fewer opportunities and mental health problems. But alas the way many teachers still work in the classroom is “old fashioned” and there is a huge need to develop better methodology and competence among teachers to deal with the new challenges among youths. There are new

and almost ubiquitous diseases like burn-out, addiction and anxiety disorders that need to be handled by teachers in a sensitive and appreciative way.

In Greece the main pursuit of cooperation in the implementation of the program is the creation of knowledge and the increase of competence and methodology for how teachers and trainers can use ordinary learning situations to improve self-confidence, self-knowledge and self-esteem among young NEETs in the community. The goals to be achieved during the project's implementation were to reach out to teachers and trainers, to provide them with the knowledge, skills and confidence in order to bring those assets to young NEETs with whom they work.

Since society is developing almost in the same direction all over Europe, giving the same challenges among youths, the solutions should also be carried out transnational. Labour market is changing rapidly in a globalized and digitalized world, and the question of how to handle this is a transnational issue.

Good examples, best practices and approved procedures can be shared with all the partners and the synergies from different countries have created a broad product and useful intellectual outputs. The synthesis of partners has resulted in further internationalisation of youth work and opening to cross-sectoral cooperation allowed a greater permeability across all fields of actions concerning young people. Transnational working also gives our outputs more credibility.

### **3. Modules**

#### **3.1 E-Learning Training**

There are several ways of learning. According to Frederic Yester there are at least four types of learning new things: the auditory, the visual, the communicative and the motor-driven type. In the project Included Education we tried to combine all four types of learning and separated them in two modules: the e-learning and the face-to-face training.

While the e-learning training on a computer, tablet or smartphone encompasses the auditory and visual rather theoretical type of learning where users need to hear, see and read the

provided learning content, the face-to-face training combines foremost the communicative and motor-driven practical way of learning where users need to speak, touch and feel in order to become acquainted with the learning contents.

The self E-learning trainings of the six topics vary from 2 to 4 hours to complete. Each topic is separated into subtopics and users can work on them according to their own preferable time schedule. The interface is designed in a user-friendly way with buttons and surfaces on the left side to click and select. It is recommended to use a computer for the e-learning training to have more space, but it also works on a smartphone or tablet.

### **3.2 Face-to-Face Training:**

The face-to-face training is a more common and traditional way of learning. It varies from 2 to 4 hours to complete each topic and each topic has a proper instruction for users. Each face-to-face-training applies for up to 20 attendees. On the top of the instructions there are the learning objectives followed by a short lecture start to begin with. The recommended equipment for holding the course is attached as well. Each topic, for example foreign language learning or motivation challenges, has a different flow and structure as designed by the particular partner in charge. At the end of the face-to-face and the E-learning training there is an assessment which can be a test, a case study or simple questions about the learning content in order to check whether the learner has actually learned something new. In combination with the more theoretical E-Learning training the face-to-face-training prepares the user in a more practical way to hold a course with students. It is recommended to combine both trainings to get a full certification, but it is no necessity.

## 4. Topics

### 4.1 Training No. 1: “Customized Learning”

**Training target group:** Youth workers / teachers working with youth / students

**The purpose of the training program** is to provide youth workers / teachers with theoretical and practical skills that will help all students get the best possible benefit from their education, and in this way prevent youth / students dropping out of school and in this way prevent alienation.

**Learning environment:** The training is a combination of self-eLearning (2 hours) and practical pedagogical training face to face (2-4 hours).

**Program Annotation:** These trainings will help youth workers / teachers gain additional knowledge about customized learning and will thus be able to prevent dropping out of school and give all youth / students an equal opportunity to complete the education they have started. The program is structured so that practical skills are developed based on the theoretical knowledge and tasks are carried out that provide practical knowledge and skills for customized learning.

**During and after training, youth workers / teachers improve:**

- a higher professional competence on customized learning; both theoretical and practical
- understand the importance of customized learning and what it can prevent
- learn concrete tools and methods

**After the training, youth workers will be able to:**

- Map and identify individual student needs and find good and varied teachings methods while still following the curriculum.
- Be able to address the challenges and take concrete measures as part of ongoing teaching to increase students' understanding and participation in teaching
- Be able to lead a classroom where all students, regardless of their backgrounds, needs and diversity, feel a sense of belonging.
- Be able to evaluate the effect of their own measures.

## 4.2 Training No. 2 (Part 1): “Motivation challenges”

**Training target group:** youth workers working with NEET youth (20 participants).

**The purpose of the training program** is to provide youth workers with practical skills that allow them to increase clients' motivation, indicate set and achieve goals.

**Learning environment:** The training is a combination of self-eLearning (2 hours) and practical pedagogical training face to face (3-4 hours).

### **Program Annotation:**

- These trainings will help youth workers gain additional knowledge about motivation and will increase the employment opportunities of clients. The training is aimed at youth workers to equip them with the tools and skills to work independently with NEET youth. The course is structured in such a way that practical skills are developed on the basis of acquired theoretical knowledge: practical examples are examined, tasks are performed that provide practical knowledge and skills about strategies and methods of youth motivation and positive behaviour in the search for work management methods and tools, and how to effectively choose motivational tools when working in a group and individually.

### **During and after training, youth workers improve:**

- the ability to perform group management skills, to lead a team;
- professional competences, determining the evaluation and perception of the young persons will raise motivation;
- understanding about teaching methods that improve learners' motivation skills.

### **After the training, youth workers will be able to:**

- to offer young people tools and opportunities to increase motivation;
- will be able to apply different learning strategies according to different ages, interests and needs of clients;
- will be able to offer young people tools and opportunities to raise motivation;
- will be able to apply different learning strategies according to different ages, interests and needs of students or clients.

### 4.3 Training No. 2 (Part 2): “Self-confidence”

**Training target group:** youth workers working with NEET youth (20 participants).

**The purpose of the training program** is to provide youth workers with practical skills that allow them to develop clients' self-confidence in their daily work and job search.

**Learning environment:** The training is a combination of self-eLearning (2 hours) and practical pedagogical training face to face (3-4 hours).

**Program Annotation:**

- Without self-confidence it is impossible to improve social behaviour and values, create a multicultural society based on love and peace among people and preventing their negative attitudes. Low self-esteem prevents from finding a new job, presenting yourself properly during a job interview, and revealing your strengths and competencies. These trainings will help youth workers gain additional knowledge about self-confidence. The course is structured in such a way that practical skills are developed on the basis of acquired theoretical knowledge: practical examples are examined, tasks are performed that provide practical knowledge and skills about how young people can identify their strengths and weaknesses for more self-satisfied, resolve conflicts and how to 'get out of stressful situations' more quickly, and have stronger 'immunity' to pressure and negative emotions.

**During and after training, youth workers improve:**

- the ability to perform group management skills, to lead a team.
- professional competences, determining the evaluation and perception of the young person's self-confidence.

**After the training, youth workers will be able to:**

- to offer young people tools and opportunities to develop self-confidence;
- will be able to strengthen and deepen their professional competencies by determining the young person's self-confidence assessment and perception;
- will be able to apply different learning strategies according to different ages, interests and needs of clients;
- will be able to offer young people tools and opportunities to "build" self-confidence;
- will be able to apply different learning strategies according to different ages, interests and needs of students or clients.

#### 4.4 Training No. 3: «Mental Health»

**Training target group:** Teachers and educators working with mentally affected students

**The purpose of the training program** is to provide teachers with theoretical knowledge and practical skills about mental health to establish a more sympathetic and resonant relationship between teacher and student.

**Learning environment:** The whole training is a combination of self-E-Learning (4 hours) and practical pedagogical face to face training (2-4 hours).

**Program Annotation:** This training module will help teachers and educators to:

- enhance their theoretical knowledge about different mental health disorders via disease patterns
- learn about difficult classroom situations caused by mental health problems
- broaden their practical skills with many useful tools
- empower their performance in class
- reconsider teachers and student roles and responsibilities

**During the training teachers and educators improve:**

- their competence on teaching students with mental health issues; both theoretical and practical
- a professional comprehension of the almost omnipresence of mental health issues in our modern world and useful ways to prevent disruptions
- their practical skills to avoid poisonous pedagogy and instead focus on the individual person and their strengths
- their communication and listening skills when working with students

**After the training teachers and educators will be able to:**

- identify individual student needs and abilities while following scientifically approved techniques and professional methods
- create a healthy and joyful classroom ambience where everyone feels to belong
- address the right people and professionals in case of need
- observe an improvement of teaching and personal health

#### 4.5 Training No. 4: “Foreign Language Learners”

**Training target group:** teachers and educators working with diversity students

**The purpose of the training program** is to provide teachers and educators with theoretical and practical skills to facilitate a learning environment that builds respectful bridges between the different students' language identities, creates unity and curiosity for different cultures and languages in the classroom.

**Learning environment:** The training is a combination of self-eLearning (2 hours) and practical pedagogical training face to face (2-4 hours).

**Program Annotation:** These trainings will help teachers and educators gain additional knowledge about:

- Understanding the strategies of teaching migrant students
- Understanding the process of integration of diverse students
- Clarifying specific methods of teaching in different learning situations
- Increasing awareness on how to deal with diverse experience

The program is structured so that practical skills are developed based on the theoretical knowledge and tasks are carried out that provide practical knowledge and skills for foreign language learners.

**During the training, teachers and educators will see how to deal with:**

- challenges for the diverse students in the classroom;
- what are the barriers?
- how can they be aware of what challenges they could meet in the classroom?
- how can they spot the diversity difficulties in the classroom?



- how can they be more effective in diverse classrooms?

**During the training, teachers and educators will improve:**

- a specific pedagogical competence on how to master the teaching process to foreign language learners both theoretical and practical;
- understand the importance of applying the right strategies when teach diversity students;
- understand how as a teacher can recognize, respect, communicate and work effectively across cultures in the classroom;

**After the training, teachers and educators will be able to:**

- Map and identify individual student needs and apply the appropriate teaching strategy while still following the curriculum;
- Be able to address the challenges and take concrete measures as part of ongoing teaching to increase students' active participation and participation in teaching;
- Be able to lead a classroom where all students, regardless of their backgrounds, needs and diversity, feel a sense of belonging;
- Be able to evaluate their individual and group performance.

#### 4.6 Training No. 5: «Social Factors»

**Training target group:** Youth workers/ teachers working with students facing social concerns

**The purpose of the training program** is to provide youth educators with these skills that will help them to recognize and realize their student's problems, have a better understanding of their difficulties, and create a strong relationship with them.

**Learning environment:** The training is a combination of self-eLearning (2 hours) and practical pedagogical training face to face (2-4 hours).

**Program Annotation:** These trainings will help youth workers understand the training needs of their learners who are facing social challenges and gain knowledge of suitable training methods addressed to learners dealing with those challenges. The program is designed to help teachers learn how to facilitate communication among their learners and how to create a safe and smooth environment for the students in order to express their real feelings.

**During and after training, youth workers / teachers improve:**

- their 'included skills' related to students facing with social factors
- the methods they used to use during teaching or to adopt new, more innovative ones
- the usage of appropriate and more 'student-centred' assessment tools

**After the training, youth workers will be able to:**

- enhance their professional expertise and capacity of identifying the social challenges their learners face,
- accelerate the empowerment of learners to accept their social issues and analyze their strengths, weaknesses, opportunities, and threats/risks,
- facilitate communication and capacity-building amongst them and their learners, thus promoting participatory and self-reliant actions to manage their own socially based problems in a more rational and sustainable manner,
- take concrete measures as part of their future teaching helping the learners overcome their social concerns,
- assess their teaching adequacy in the context of the learners' social challenges.

## 5. Assessments

In both modules, E-Learning and face-to-face, there are assessments to check the learning outcome of the users. These assessments are tasks to control whether the user have memorized the contents. In the E-Learning module the assessments are usually either quizzes, multiple choice or true/false questions, fill-in-the-blank tasks, matchings or short answer questions. In the face-to-face trainings the assessments might be short tests, case studies, reflections, brainstorming or small projects. These assessments are an easy self-check method that allow to examine the individual learning process.

## 6. Partners

This Erasmus+ funded project was executed between January 2021 until January 2023. Partners involved in the project are the following:

**Prios (Norway):** Prios Kompetanse AS (Prios) is a research-based corporation established by several cooperative competence environments.

**UZT (Lithuania):** Užimtumo tarnyba/ The Youth Labor Center (under the Ministry of Social and Labor) is a public, not-for-profit institution.

**Fifty-Fifty (Greece):** The Social Innovation and Cohesion Institute is an organization of civil society, established to help individuals, communities and institutions.

**IB (Germany):** Internationaler Bund is one of the biggest service providers in the field of youth and social work as well as education in Germany.

**Veksttorget (Norway):** Veksttorget is a non-profit company that carries out an important community assignment, and contributes to increased inclusion and value creation in the workplace.

