Introduction to NEET-IDEA and modules of pedagogic approach

NEET idea

Supporting Digital Native NEETs Back to Mainstream Education, Training and Employment

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Introduction to the training

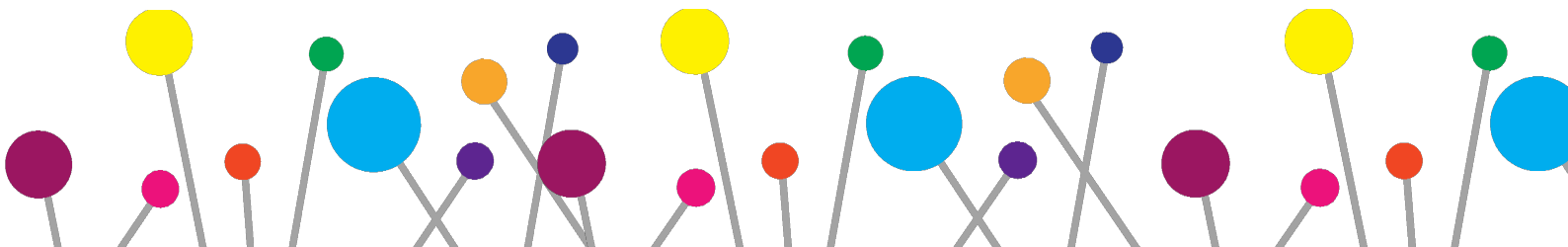
Over-all training curriculum consists of 60 hours, 4 of which are set for induction to the NEET-IDEA project, inquiry-based and embedded-learning-based pedagogic approaches. Introduction and lessons have been specifically designed so the participants would have a good understanding of the project and have useful knowledge of the pedagogic approach needed to succeed with the target group.

Training will be divided as follows:

- 1 hour – Session 1. Introduction to the NEET-IDEA
- 10 mins - break
- 1.5 hours - Session 2. Inquiry-based pedagogic approach
- 10 mins - break
- 1.5 hours - Session 3. Embedded learning based pedagogic approach
- 10 mins - Conclusions/Reflection

This will be organized in one face-to-face lesson with accompanying PowerPoint slides, handouts, and activities to be delivered in practical and theoretical workshops.

If NEET-IDEA is to successfully re-engage marginalised young adults the proposed intervention must be completely different from the formal educational provision that has failed them previously. Project partners therefore looked to their digital activities and the most popular technology devices - smartphones - and have designed a training program that uses inquiry based and embedded-learning methodologies to develop a wide range of skills and attitudes that are essential for personal growth and personal fulfilment. The project will focus on building the self-confidence and self-esteem within the target group which all indicators show are badly lacking.



Introduction to the project NEET-IDEA

This training session part consists of		
n order	Chapter name/ Activities	Duration
1	Introduction to the project NEET-IDEA	5 minutes
2	Activity 1 - drawing a NEET-IDEA description	6 minutes
3	What results are expected during the project and on projects completion?	5 minutes
4	Activity 2 – group discussion about the ways how NEET-IDEA can attract NEETs	12 minutes
5	Learning Outcomes of introduction Achieved	5 minutes
6	Introduction to NEET's: In short	3 minutes
7	Eu context	5 minutes
8	Diversity of NEET's	5 minutes
9	Activity 3 – How one becomes a NEET	10 minutes
10	Covid- 19 and NEET's	5 minutes
11	Key messages about NEET's	5 minutes
	Total time:	**60 minutes**

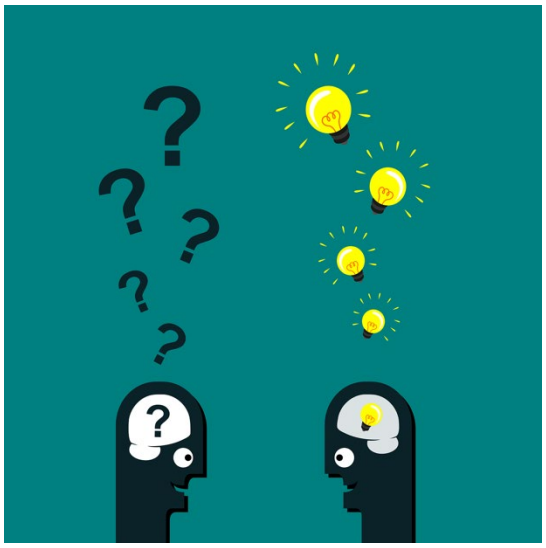
Today's young digital natives use their smartphones for a wide range of activities. NEET-IDEA will focus on the use of these devices by target group members to produce digital Media content which many of them upload and share on a variety of specialist social media platforms. Of particular interest to project partners is the use of vlogging, blogging and photo sharing platforms by digital natives to upload content they have created or to share content created by others. NEET-IDEA partners will build an entire training program to train the NEET target group to make short films using only their smartphones for producing and editing the content created. The training will be focused on building small media production crews/teams of 4 or 5 individuals and assign different roles in the short-film production, editing and marketing actions required. This will allow partners to address the following skills or attitudes:

- research skills will be developed in conceptualising the theme or idea for the short film
- literacy will be addressed through the writing of a short script for the film
- numeracy will be addressed by the requirement of every team to produce a budget for the film
- a wide range of digital skills will be addressed in the production and editing of the films

- teamwork skills will be central to the success of the production process

- inter-personal skills will be developed through the engagement of others in interviews, etc.

- planning skills will be developed by ensuring that all the correct permissions and consents are in place before filming commences



pic. 1 Understand who NEET'S are and why they need help is crucial

The partners will encourage learners to make different types of short films like a 5 minute comedy sketch; a documentary; a mockumentary; a short film with a serious theme; etc. NEET-IDEA is primarily a project about developing specific key transversal skills; building self-confidence; taking responsibility; working in a team environment; being respected and respecting others, all key skills for inclusion. As Woody Allen once said “everybody wants to be in the movies...” and the NEET- IDEA project will give young digital natives the opportunity to be part of a film crew in a role that fits their personal preferences or personalities. This is the way to achieve the inclusion and up-skilling of NEETS that partners are proposing.

Module Title	Introduction to the project NEET-IDEA

Activity Title	Drawing a NEET-IDEA description	**Activity Code**	A1.0
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-face
Duration of Activity (in minutes)	**6 minutes**	**Learning Outcome**	On completion of this activity, participants will show their understanding of the project by creative medium.
Aim of activity	*The aim of this activity is to find our whenever participants have the understanding of the project NEET-IDEA. While there might be some participants who may not fully understand it, team based task can fill in gaps and allow better understanding via practical activity.*		
Materials Required for Activity	- Pen - Paper		
Step-by-step instructions	Step 1: Ask participants to prepare paper and pencils for drawing and group them in teams of 5 people (number of teams and their members depends on situation). Step 2: Give participants a task to draw a picture, or a symbol which in their opinion would describe project idea and purpose the best. Give them 5 minutes for drawing. Step 3: After 5 minutes, ask each team to show their picture for the rest and shortly describe it (description should consist of no more then 2-3 sentences).		

What results are expected during the project and on project completion?

Making short films on smartphones is a simple but effective mechanism for engaging NEETs in exciting, attractive and interesting activities. Partners are of the opinion that this simple idea could have considerable impact on target groups who might be considered in the 'don't want to learn, unable to learn' subsets of the wider NEET population. Overcoming these motivational and attitudinal factors is a prime consideration for all partners and significant efforts will be made to market this new educational intervention as a 'must engage' action for target groups. By focusing on the use of smartphones and available open source software like iMovie and Audacity, partners can ensure that the tools and resources developed can be used by all adult education providers without the extra burden of equipment investments or expensive software licenses. As partners are actively trying to attract NEETs back to mainstream

education and employment it is proposed that the theme for every short video produced will focus on 'My Dream Job' regardless of format. This will help to introduce the concept of work into the thinking of the target group.

The following results will be achieved during the project lifetime;

- a full compendium of inquiry-based and embedded learning resources to support the acquisition of the key skills and attitudes outlined previously will be developed. We will design these training resources specifically for the NEET target group. Resources will include instruction in video and audio production using available portable media devices like smart-phones to develop their digital competence; film research and story-boarding training resources for their 'My Dream Job' productions to raise awareness of labour market opportunities and build presentation skills; film production training resources to include planning shooting schedules, costume and make-up, permissions and waivers and budgeting to address literacy, numeracy, and critical thinking competences and to build teamwork skills.
- 70 adult and community educators will complete the in-service training programme developed building their skills and competences to use digital and social media production and digital media platforms as robust, pertinent and highly attractive learning environments for attracting marginalised young adults back to education and training. In addition to essential pedagogic instruction to support the use of inquiry-based and embedded-learning approaches the in-service training will also address issues relating to working in non-formal and informal training environments and using digital and social media environments as learning environments. This in-service training will include ab initio instruction in video and audio production and post-production using smartphones and cutting-edge open source software.
- A transnational training event will be held in Ireland for the first iteration of the in-service training programme. 2 adult and community educators from each country will attend this 3 day event.
- 350 NEETs will be enrolled as members of the film crews and complete the digital and social media production training programme and build key transversal skills for employment and for life.

- 70 short films focused on the 'My Dream Job' theme will be researched, story-boarded, written, produced and presented by the NEETs engaged as part of a skills demonstration
- Short-film festivals will be held in each partner country to showcase the short films produced and to encourage the next batch of NEETs to engage with the training programme provided.
- A NEET-IDEA YouTube or Vimeo channel will be developed to showcase all of the short films produced
- A Facebook page will be established and over the lifetime of the project over 100 articles will be posted by project partners attracting a minimum of 500 followers
- A Final Conference will be held in Lithuania to present all resources produced and this will incorporate an awards ceremony where the best short film produced will be presented with an appropriate award.

Module Title	Introduction to the project NEET-IDEA		
Activity Title	How to invite NEETs to the project?	**Activity Code**	A1.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-face
Duration of Activity (in minutes)	**12 minutes**	**Learning Outcome**	On completion of this activity, participants will have new ideas on how to reach NEETs and motivate them to join the project.
Aim of activity	*NEETs can be a difficult group to reach and motivate, therefore ideas on how to reach them and motive to join the project can be crucial. This team based activity aims at finding creative ways to achieve it.*		
Materials Required for Activity	- Pen - Paper		
Step-by-step instructions	Step 1: Ask participants to prepare paper and pencils for drawing and group them in teams of 5 people. Teams have to divide in to objectives – ways of reaching NEETs and ways of motivating NEETs to join. Step 2: Give participants 8 minutes to brainstorm the ideas. After 8 minutes give additional 1 minute to finish their ideas and prepare to present them team, by team.		

	Step 3: Ask each team to present their ideas, so others would hear it too. This should not go longer then 3 minutes. (If there is additional time left, try shortly discuss some of the presented ideas).

Learning Outcomes Of introduction Achieved:

To assure the quality of the leaning materials developed, partners have agreed the following learning outcomes will be achieved on completion on the completion of the modules of pedagogic elements

	Knowledge	Skills	Attitudes
Introduction	• Understanding who are NEET'S • Understanding of NEET's situation in Europe • Importance to help NEET'S • Understanding of project NEET-IDEA • Knowing the goals of the project NEET-IDEA	• Can easily define NEETs • Recognizes and responds to NEETs needs • Can assess NEETs needs	• Willingness to work and help NEET's • Awareness of NEET's situation in Europe • Awareness of the project goals

Introduction to NEET's

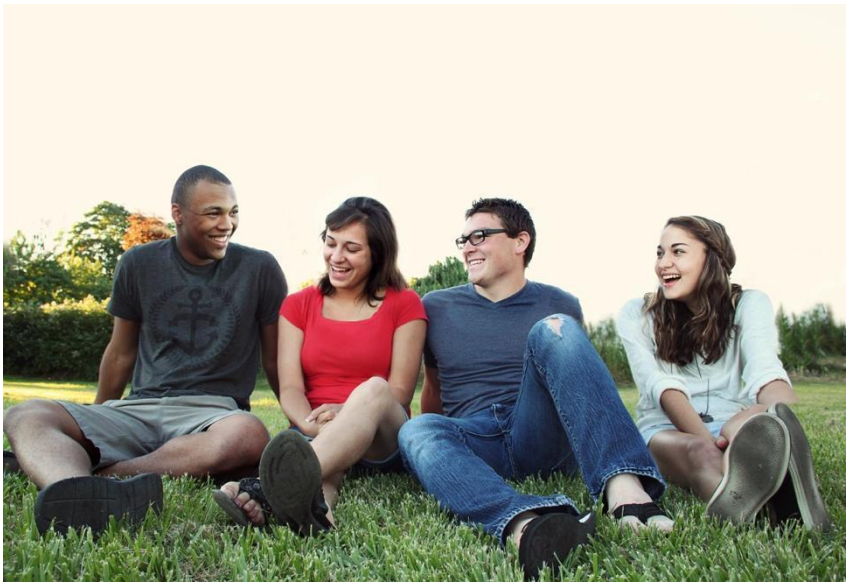
In short

The term NEET gathers a multitude of individuals under it's classification. It broadly includes adults between the ages of 20 and 34 years who are on the margins of mainstream society. For most NEETS education has not had the desired impact where essential skills for employement are concerned . They don't have sufficient qualifications for further education and many in their ranks come from disadvantaged backgrounds. For the vast majority of NEETs education and training were not regarded as a priority in their early development years and in many cases their family educational history is one

of under-archievement. Despite these education impairments most of todays NEET population are digital natives and have some level of proficiency in digital and social media.

EU context

Lowering youth unemployment, and aiming to effectively engage as many of Europe's young people as possible in the world of work, is at the heart of the EU policy agenda. The 2008–2013 economic crisis led to high levels of youth unemployment and thus disengagement among young people. In light of this, researchers and government officials have sought new ways of monitoring and analysing the prevalence of labour market vulnerability and disengagement among young people.



The NEET concept has been widely used as an indicator to inform youth-oriented policies on employability, education, training and also social inclusion in the EU Member States since 2010.

NEETs were specifically referred to for the first time in European policy discussions in the Europe 2020 flagship initiative 'Youth on the move'. The age category covered by the term was 15–24 and was later broadened to include those aged 15–29. The concept is now centrally embedded in the policy discourse at EU level. Currently, 12.6% of the population aged 15–29 are NEETs, which is the lowest point for a decade.

In April 2013, the European Commission's proposal to the Council of the European Union to implement a Youth Guarantee in all Member States was adopted. Reducing the number of NEETs is an explicit policy objective of the Youth Guarantee. This initiative aims to ensure that all young people aged 15–24 receive a good-quality offer of employment, continued education, apprenticeship or traineeship within four months of becoming unemployed or leaving formal education. The roll-out of the Youth Guarantee across Member States, via the Youth Employment Initiative, has contributed to improving the situation on the ground, reducing the number of NEETs.

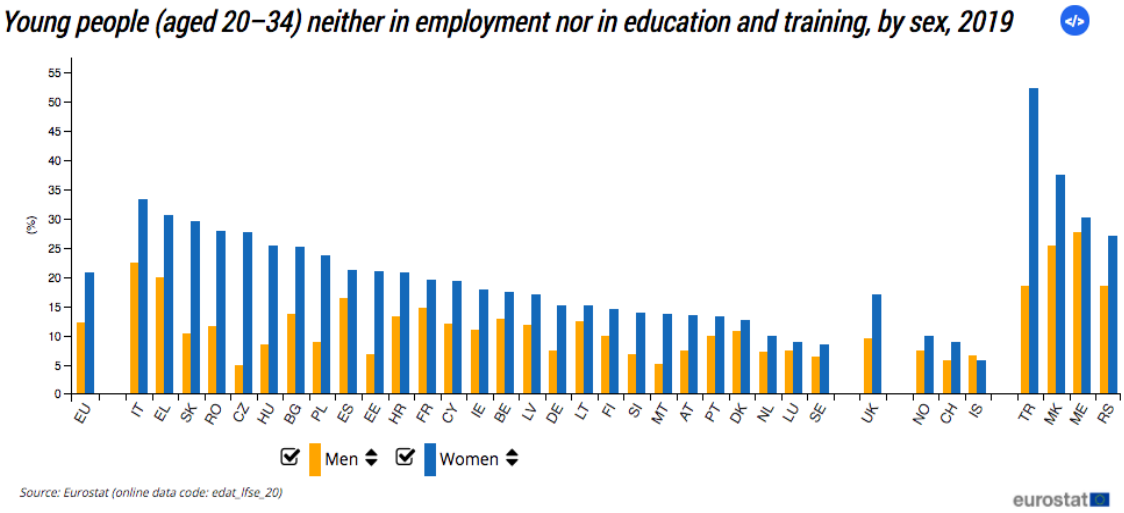


Figure 1

In December 2016, the Commission launched the initiative 'Investing in Europe's Youth', a renewed effort to support young people. Given the positive impact of the Youth Guarantee up to that point, the Commission increased the finances available for the Youth Employment Initiative until 2020 to encourage more effective outreach to young people.

A new EU Youth Strategy was adopted in 2018 and sets out a framework for cooperation with Member States on their youth policies for the period 2019–2027. The strategy focuses on three core areas of action, centred around the words 'engage, connect, empower'. Meanwhile, COVID-19 is having a grave impact on apprenticeships and training. To aid the economic recovery from the pandemic, on 1 July 2020 the new Commission launched a Youth Employment Support package to provide a 'bridge to jobs'

for the next generation. The Commission put forward a proposal for a Council Recommendation on 'A Bridge to Jobs – Reinforcing the Youth Guarantee', to replace the 2013 Recommendation. It extends the age range covered by the Youth Guarantee from age 24 to 29.

Diversity of NEETs

Module Title	Introduction to the project NEET-IDEA		
Activity Title	How one becomes a NEET?	**Activity Code**	A1.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-face
Duration of Activity (in minutes)	**10 minutes**	**Learning Outcome**	On completion of this activity, participants will have a better understanding of NEETs by trying to imagine themselves as one, and see reasons how one becomes a NEET, and how to combat it.
Aim of activity	*The aim of this activity is to imagine oneself as a NEET and from a imaginary POV scenario see how one becomes a NEET, how such things affects a person, and people around. This activity aims to rase not only awareness of NEETs, but also rise sympathy and mutual understanding.*		
Materials Required for Activity	- Pen - Paper		
Step-by-step instructions	Step 1: Ask participants to prepare paper and pencils for writing. Step 2: Give participants a task to draw a table with three columns, and name these columns – 1) Reasons why, 2) How it affects others, 3) How to get out off being a NEET. Give 7 minutes to write as many ideas as possible. Step 3: After 7 minutes give 1 additional minute to finish up their ideas. Step 4: After time is up, give 2 minutes to ask at random for some ideas participants have written about each column.		

As part of this research, Eurofound has sought to unravel the heterogeneity of the NEET population. Its 2016 study on the diversity of NEETs provides a new categorisation into seven subgroups in order to better understand the composition of this group of young

people. The aim is to better assist policymakers in understanding who the NEETs are and to assist the design of adequate support measures to meet a wide variety of needs. Each of these groups is made up of a mix of vulnerable and non-vulnerable young people who are not accumulating human capital through formal channels, whether voluntarily or involuntarily.

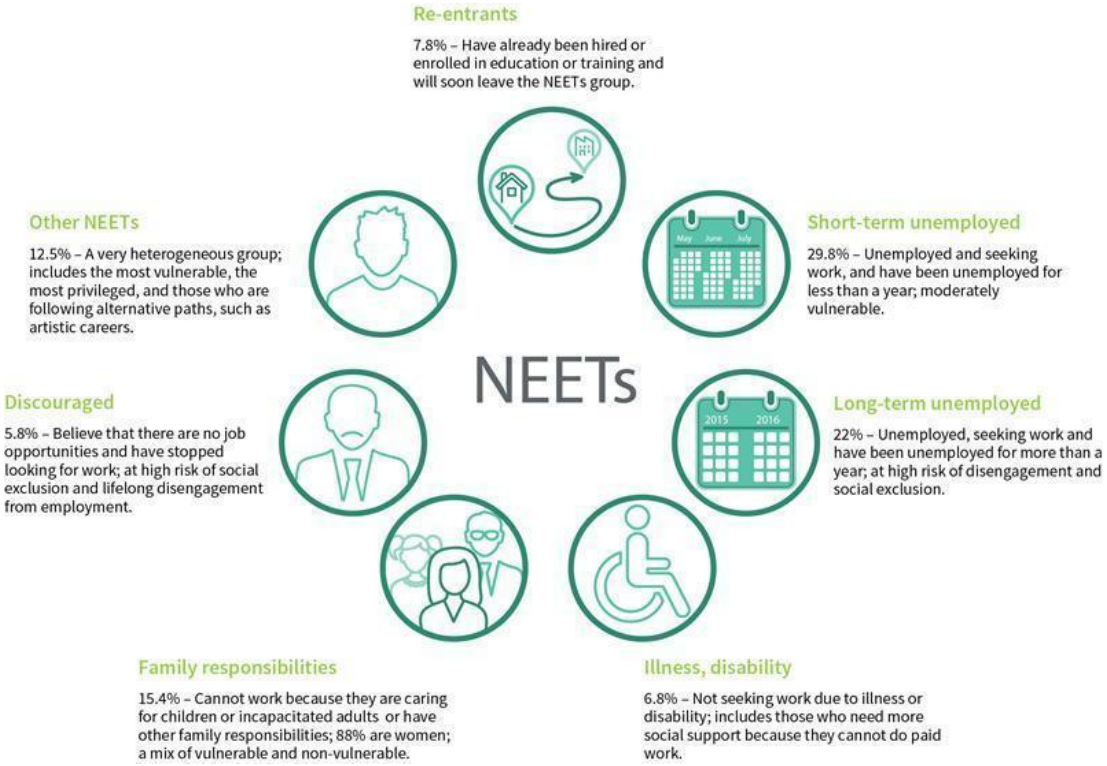


Figure 3

NEETs: analysis by educational attainment level

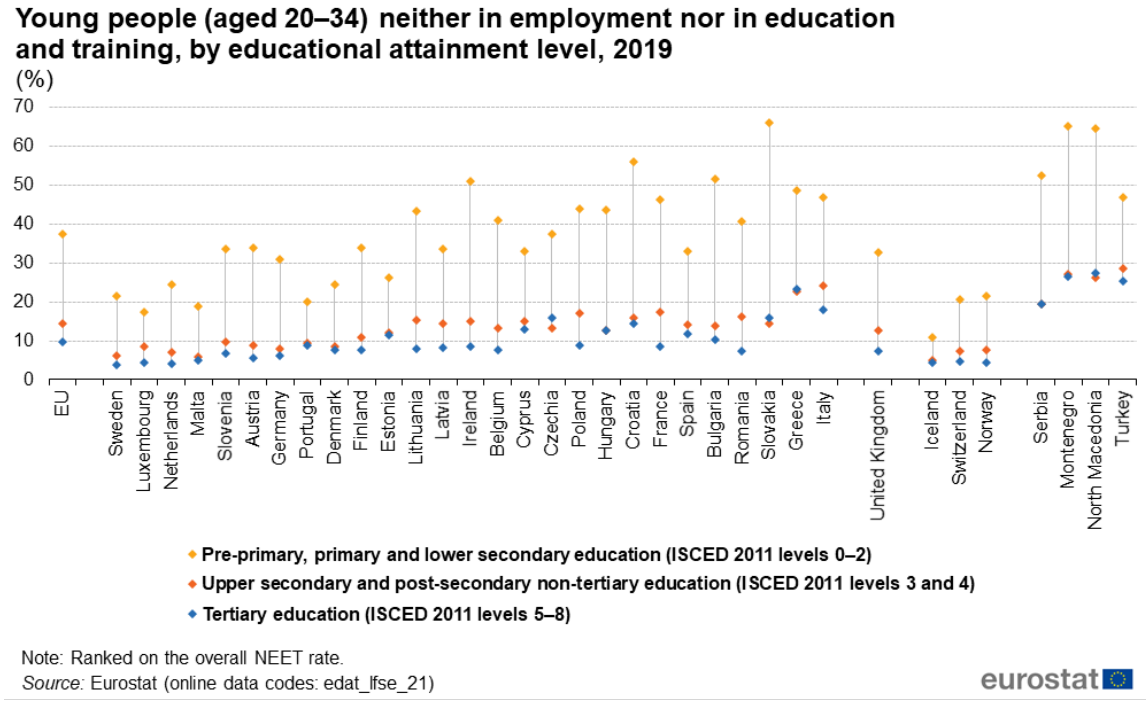


Figure 2

Figure 2 shows the NEET rates for three different levels of educational attainment, people with:

- less than primary, primary or lower secondary level of education (ISCED 2011 levels 0–2; hereafter referred to as a low level of education);
- upper secondary or post-secondary non-tertiary education (ISCED 2011 levels 3 and 4; hereafter referred to as an intermediate level of education);
- tertiary education (ISCED 2011 levels 5–8; hereafter referred to as a high level of education).

In 2019, the NEET rate for young people aged 20–34 in the EU was 37.6 % among those with a low level of education, compared with 14.3 % among those with an intermediate level of education and 9.6 % among those with a high level of education (see Figure 2). As such, people with a low level of education in the EU were almost four times as likely to be neither in employment nor in education and training as those with a high level.

NEET rates in the EU Member States for people aged 20–34 with a low level of education ranged between 17.4 % (Luxembourg) and 48.7 % (Greece) in 2019, with a rate higher than 50 % in Ireland (51.1 %), Bulgaria (51.5 %), Croatia (55.9 %) and Slovakia (66.2 %). Looking more closely at these figures, these NEET rates were in the range of 20-40 % for

half of the EU Member States in 2019, which was also the case in the United Kingdom, Norway and Switzerland.

Among young people aged 20–34 with an intermediate level of education, NEET rates ranged from 5.8 % in Malta and 6.3 % in Sweden up to a peak of 24.1 % in Italy. For this level of education, four countries recorded a NEET rate higher than 17 % (Poland, France, Greece and Italy) while the majority of countries were within a range of 10-16 %.

Concerning people aged 20-34 with a high level of education, their NEET rates were overall lower than for the other levels of education, from 3.7 % in Sweden to 23.2 % in Greece, a large majority of EU Member States recording rates of 6 to 14 %.

Comparing the three levels of education at Member State level, NEET rates were always highest for young people with a low level of education. Looking at the other end of the scale, young people with tertiary education recorded the lowest NEET rates in 2019 for all but three countries (Czechia, Slovakia and Greece) where lowest NEET rates were found for those with an intermediate level of education.

The biggest differences between the levels of education are found in Lithuania, Sweden, the Netherlands, Austria and Ireland where the NEET rate for those with a low level of education is six times higher than the one for those with a high level of education.

COVID-19 and NEETs

Eurofound carried out a survey on Living, working and COVID-19 in two waves during April and June 2020 to establish the initial impact of the pandemic on the lives of EU citizens. Young Europeans are feeling the strong impact of pandemic restrictions as they cope with the **lowest levels of mental well-being and high levels of loneliness** . Young men also appear most affected by job loss in the current crisis.

In May, Eurofound moderated a live session during the European Parliament's online European Youth Event 2020 to discuss some of the initial results of the survey, focusing on how young people are coping during COVID-19. NEETs emerged as one of the most vulnerable groups following the 2008–2013 Great Recession. The major concern now is how these young people will again be affected by the economic fallout from COVID-19. Eurofound will examine the impact on young people as part of its ongoing study on NEETs.

Key messages about NEET's

- NEETs emerged as one of the most vulnerable groups following the 2008–2013 Great Recession. Youth unemployment soared above 40% in many EU countries, highlighting how young people are more vulnerable to economic recession than other age groups.
- In the EU27, the share of NEETs aged 15–29 peaked at 16.1% in 2013 with some improvement in the subsequent years due to policy measures like the Youth Guarantee. By 2019, the rate had fallen to 12.6%, the lowest point in 10 years .
- The high number of NEETs has cost the European economies an estimated €142 billion a year (2015) in benefits and forgone earnings and taxes.
- The NEETs rate for young women in the EU stood at 14.6% in 2019 and remains higher than the rate of 10.8% for young men. The share is higher for young women in all Member States.
- Young people, especially having just left education, could be hit harder economically by the COVID-19 fallout, mainly because they tend to work more in sectors worst affected by the shutdown, on temporary contracts or in other insecure and precarious forms of work. This leaves them more susceptible to layoffs or working
- time reductions, putting them more at risk of long-term unemployment or hindering entry to the labour market.
- Young people still trust the EU slightly more than they trust national governments. Young students have even higher trust in both the E and their government, while those who are unemployed had lower trust in bot, but this was still higher than other unemployed workers.
- The higher level of trust among young people is important social capital that the EU and national governments should act to preserve by putting in place measures to prevent the explosion of another youth unemployment crisis in the wake of the COVID-19 crisis.

Introduction to Inquiry-Based learning pedagogic approach

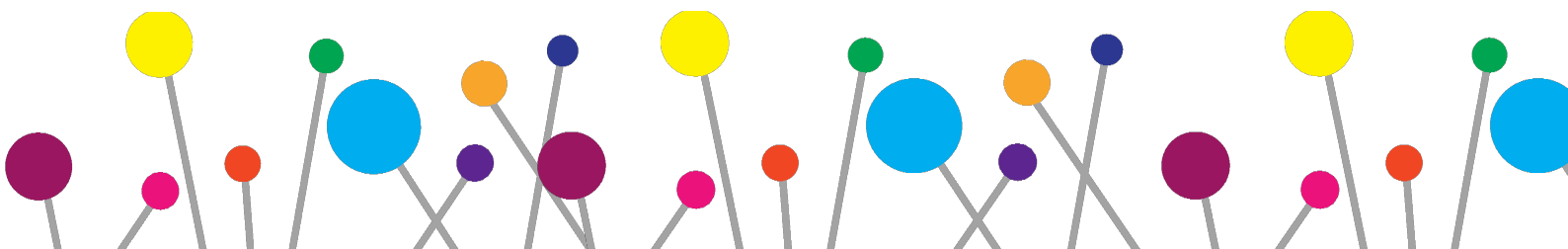
This training session part consists of		
In order	**Chapter name/ Activities**	**Duration**
1	Introduction into Inquiry-Based learning	5 minutes
2	Activity 5 – Watch video about Inquiry Based Learning + discussion	15 minutes
3	Activity 6 – Find out more advantages of IBL	15 minutes
4	Activity 7 – Group discussion about comfortable spaces for NEETs	15 minutes
5	Inquiry-Based learning step by step - 4 steps to follow with audience	30 minutes
6	Activity 8 – More examples of IBL	none
7	Activity 9 – Comparison discussion	10 minutes
	Total time:	**90 minutes**

Learning Outcomes Introduction to Inquiry-Based learning pedagogic approach:

To assure the quality of the leaning materials developed, partners have agreed the following learning outcomes will be achieved on completion on the completion of the modules of pedagogic elements

	Knowledge	Skills	Attitudes
Introduction to Inquiry-Based learning pedagogic approach	• Theoretical knowledge of Innovative inquiry-based pedagogic approach. • How to and not to apply innovative inquiry-based pedagogic approach to the target group.	• Practical application of inquiry-based pedagogic approach. • Best way to utilize tools and resources for maximum results. • How to measure the results of innovative inquiry-based pedagogic approach application.	• Awareness of strategies for learning and teaching.

Introduction into Inquiry-Based learning



Inquiry-based learning (also enquiry-based learning) is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject. Inquiry-based learning is often assisted by a facilitator rather than a lecturer. Inquirers will identify and research issues and questions to develop knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research. The inquiry-based instruction is principally very closely related to the development and practice of thinking and problem solving skills.

Inquiry-based learning is more than asking a student what he or she wants to know. It's about triggering curiosity. And activating a student's curiosity is, I would argue, a far more important and complex goal than mere information delivery.

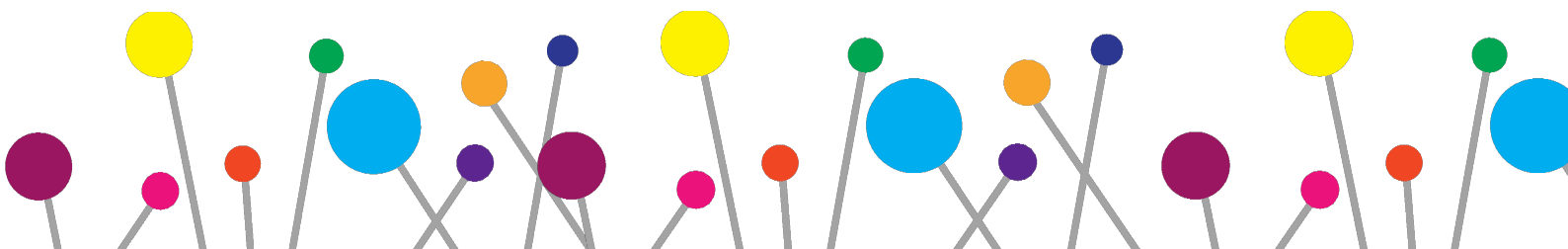
From a student point-of-view, inquiry-based learning focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present.

From a teacher point-of-view, inquiry-based teaching focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. You must encourage students to ask questions and support them through the investigation process, understanding when to begin and how to structure an inquiry activity

Activity 5 – Watch video about Inquiry Based Learning	***Duration: 15 minutes***
Requirements/materials	*Ability to show videos to the group*
Description:	*Ask the questions: What is the core if IBL? What is an advantage of IBL? And What is the most important thing for IBL? Then to fully understand IBL learning, sketch a model in your notes that shows how IBL learning works.*

Why use it?

The inquiry-based resources follow a methodology based on active learning that encourages the participants to identify and research issues and questions to develop knowledge or solutions. Thanks to these resources, the learners will complete their learning process to make their own short movies and will develop key transversal soft skills, which are social and



civic competencies, communication skills, teamwork, creativity, cultural awareness and expression, sense of initiative, logical thinking, management skills and decision making.

Inquiry-based learning helps students make their own connections about what they learn. Their curiosity helps them engage and gain a deeper understanding of topics and content, instead of primarily memorizing and recalling rules, ideas or formulas.

Inquiry-based learning can be easier on teachers, partly because it transfers some responsibilities from teachers to students, but mostly because releasing authority engages students.

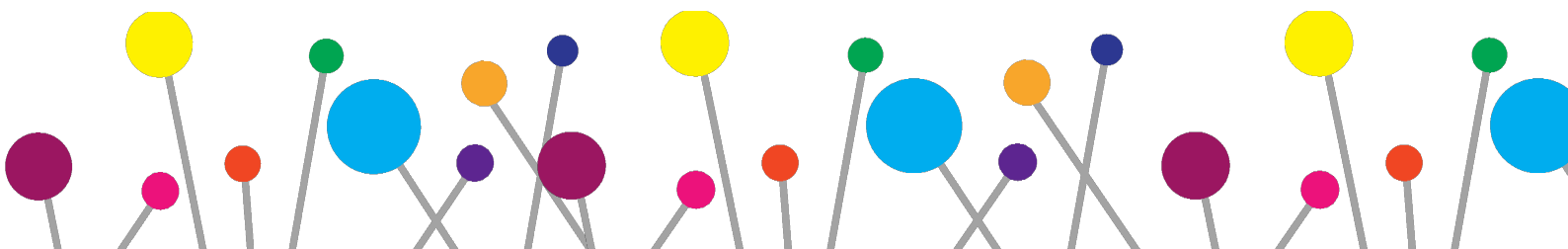
Activity 6 – Find out more advantages of IBL	***Duration: 15 minutes***
Requirements/materials	*Smartphones, flipchart*
Description:	*Find out more advantages of IBL on Internet. Give a limit of 10 minutes to a students to find advantages of use of Inquiry Based Learning. Make a brainstorming and write all found advantages on flipchart. Try to discover all advantages found on link below.* The 9 Big Advantages of Inquiry-Based Learning – Wabisabi Learning

Activity 7 – Group discussion about comfortable spaces for NEETs	***Duration: 10 minutes***
Requirements/materials	*none*
Description:	*Discuss in group how would the educator create a safe and comfortable space for the NEET? In what environment would the person feel the most comfortable to speak, express thoughts and creativity for IBL to be most effective?*

How to use Inquiry-Based learning pedagogic approach?

There is many advices and methods how to use IBL pedagogic approach. The simple conclusion of "how" is described in following 4 steps:

Step 1. Students develop questions that they are strongly motivated to answer. Have them develop a problem statement that requires them to pitch their question using a constructed response, further inquiry, and citation.



Step 2. Research the topic. It's crucial to have some of this be classwork so students have access to the head researcher in the room—you. You aren't going to do the work for them, but you are going to guide them and model methods of researching reliably.

Step 3. Have students present what they've learned. Students should create and present a culminating artifact.

4. Ask students to reflect on what worked about the process and what didn't. Reflection is key. And it isn't just about asking them to think back on their opinion of the topic. It's about reflecting on the process itself. That's where you can work in metacognition—thinking about thinking. Have students focus on how they learned in addition to what they learned.

Good examples of using Inquiry-Based learning pedagogic approach

If you watched the video in Activity 5 you already know some of the good examples. Inquiry based learning helps students, in our case NEET´s become more creative and independent. Inquiry-based learning provides more opportunities for students to develop problem coping, solving and researching skills.

Inquiry Planning

Student planning is the first phase of the inquiring-learning process. Students must understand that the primary purpose of inquiry-based learning projects is to develop acquisition learning skills in tandem with curiosity and optimism.

Information Retrieving

Students should think about the information they have currently and the information that they still need. This activity is enjoyable because students can actively search for new information related to their ideal topic

Project Processing

Trainer should decide on the scope and final result of the inquiry activity. Those who are teaching inquiry-based learning for the first time should limit the project's scope by

controlling the time, topic selection and the deliverable formats. Trainer must consider how many product formats are acceptable and what is the minimum amount of information required from struggling students.

Creativity Skills

Empowering students to be creative involves organizing information, putting concepts into one's own words and creating a suitable presentation format. Students will feel more confident during this activity, so it's a good time to include new learning or advanced resources.

Project Sharing

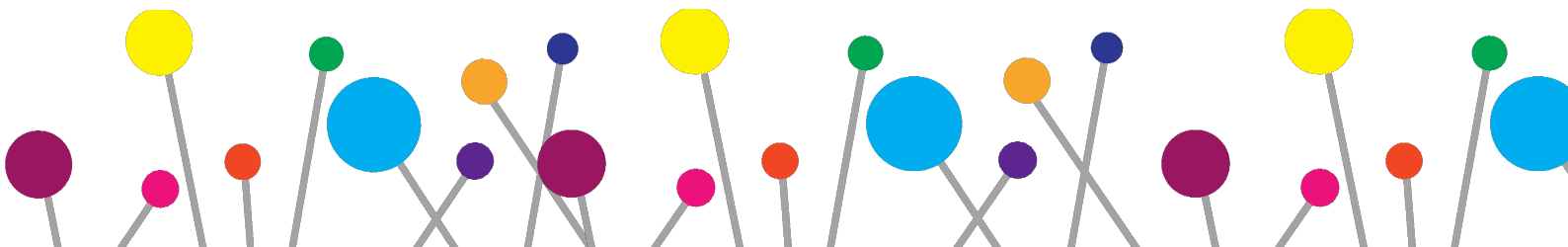
Students who have been given sufficient support through the inquiry process will be proud of their project and open to sharing it with others. This is a good time to teach students public speaking and presentation skills

When teachers design inquiry based learning activities, they should integrate them with the curriculum, relate them to students' past experiences and promote them with lifelong learning and critical thinking skills.

Activity 8 – More examples of IBL you can find on this video	***none***
Requirements/materials	*none*
Description:	More examples of IBL you can find on this video EP69: Examples of Inquiry-Based Learning Activities - YouTube

Activity 9 – Comparison discussion	***10 minutes***
Requirements/materials	*none*
Description:	*After perceiving the benefits of IBL learning, compare it to a traditional way of learning. Discuss which one is more beneficial.*

Do's and Don't's



Do's of Inquiry Based learning

Let the students be themselves- by this, the idea is not to spoon feed the students but guide the students to accomplish a task on their own. Students will have several questions in their mind and allow them to bring out all these queries and address it with critical thinking and analysis. It may so happen that at the first attempt they may fail but most importantly they will learn on their own many things out of their failure. In the second attempt, they would not succumb to any critical situation but stand up victorious.

Linking ideas with opportunities- In the path of discovery, the role of a trainer is to ask the right question and assist them. Once the spark of curiosity is ignited in the students mind, students get motivated to satisfy their curiosity by learning more. So here in order to arouse curiosity, teachers have to come up with many creative ideas which will trigger the interest of their students and then teachers may squeeze in the necessary content.

Allow students to discuss what worked out and what did not- in the inquiry-based learning it is very important to allow the students to reflect their views. The idea is not just to ask them to think on their opinion but also reflect upon the process that worked out and what did not. In this way they will not just share their views on what they have learned but how they have learned it.

Don't's of Inquiry Based learning

Never generalize goals- one of the important points to remember when proceeding with IBL is helping students become experts in their self-described field at their own pace. So if goals are generalized, students would not would not find it interesting to work upon. The teachers must aim to maximize their effort to make their students feel the taste of being an expert.

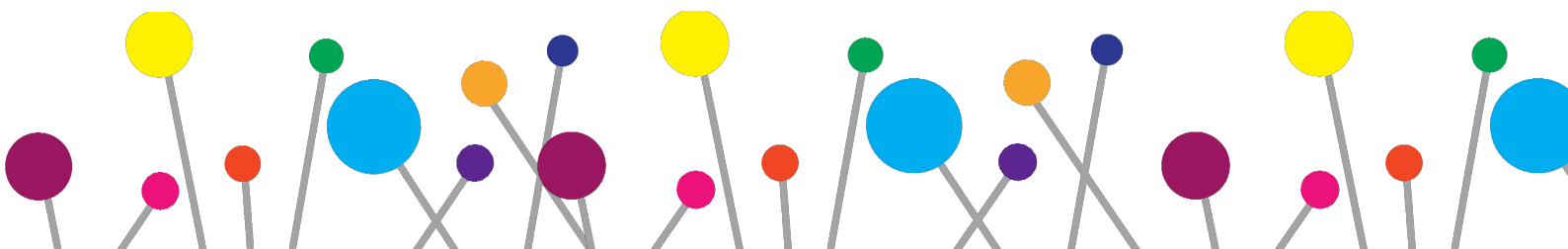
Not misleading the ideas of students- time is changing and so are our thinking process. Hence stereotyping thinking ability may mislead the student from their point of analysis. This should be avoided at all cost.

Never impose decisions on students- quite often than not, teachers tend to impose decisions in order to control their classroom or if they are shy from participating in any class activities. This is actually wrong as it imbibes a feeling of struggle in the students' mind. Rather encourage the students to volunteer in activities and reflect their abilities in curriculum decisions.

Don't Wait for the Perfect Question- A student can ask a question that stimulates classmates' curiosity, signaling you to prepare or launch an inquiry activity. But this is rarely the case. And you shouldn't wait for it. Rather, you can initiate an inquiry activity when you feel it is appropriate.

How to calculate results?

This chapter is identical with Embedded learning based pedagogic approach.



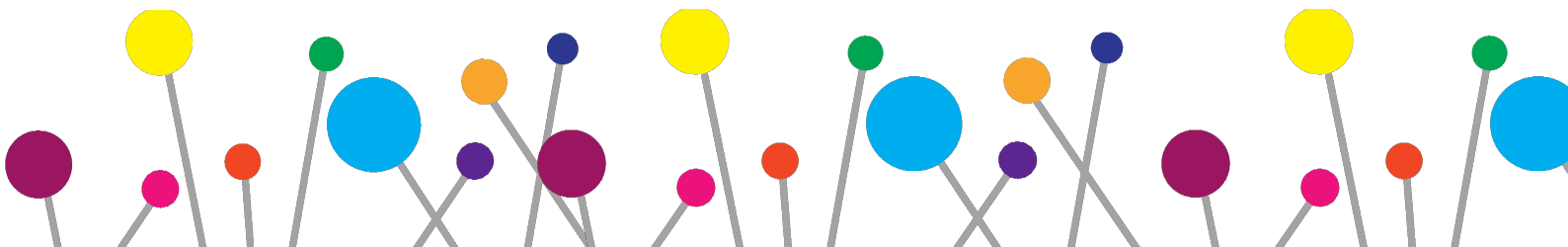
Introduction to embedded learning based pedagogic approach

This training session part consists of		
n order	Chapter name/ Activities	Duration
	Activity 10 – Group discussion about practical use of embedded learning	6 minutes
	Embedded learning - introduction	9 minutes
	Activity 11 - Drawing a NEET-idea activities and newly learned skills	10 minutes
	How to prepare your teaching using Embedded learning - examples	20 minutes
	NEET's learning and Embedded learning pedagogic approach	20 minutes
	Activity 12 - Embedding key skills into vocational training	20 minutes
	Find out more advantages of EL on this link	none
	Activity 13 - Discussion	15 minutes
	Total time:	**100 minutes**

Learning outcomes of Introduction to embedded learning based pedagogic approach:

To assure the quality of the leaning materials developed, partners have agreed the following learning outcomes will be achieved on completion on the completion of the modules of pedagogic elements

	Knowledge	Skills	Attitudes



Introduction to embedded learning based pedagogic approach	• Theoretical knowledge of embedded learning based pedagogic approach. • How to, or not to apply an embedded learning based approach. • Understanding benefits of embedded learning pedagogical approach.	• Practical application of embedded learning based pedagogic approach. • How to measure the results of embedded learning based pedagogic approach application.	• Appreciation of learning while doing method. • Awareness of tools and resources to utilize embedded learning based pedagogic approach methods.

Embedded teaching and learning is a very effective pedagogic approach that combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work.

Embedded approach will usually have a dual qualification aim – one vocational or work-related, the other in language, literacy or numeracy. The way they are taught should complement each other, with consideration given to the underpinning language, literacy, numeracy skills needed for each area of vocational skill or knowledge.

Embedded learning is one form of experiential learning. As the name refers, experiential learning is a way to learn from experience. In its simplest form, it means "learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes or new ways of thinking while promoting critical reflection, both individually and collectively.

Module Title	Introduction to embedded learning based pedagogic approach		
Activity Title	Practical use of embedded learning	**Activity Code**	A1.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-face
Duration of Activity (in minutes)	**10 minutes**	**Learning Outcome**	On completion of this activity, participants will have clearer picture of how embedded learning will be used in NEET idea activities
Aim of activity	*The aim of this activity is to discuss in the group what they will be (NEET's) able to learn through the activities of the NEET idea project through the video recording experience in addition to the technical things related to recording?*		
Materials Required for Activity	- Flipchart		

Step-by-step instructions	Step 1: Ask your participants, what are the possibilities for learning while doing a video production? Step 2: Let them discuss within group, and you can write their answers on flipchart. Step 3: After participants have brainstormed, ask them to discuss about NEET's idea activities and what key skills will be embedded into this activities. Step 4 (

As human beings, we are shaped by our experiences. For adult learners, no textbook theory can take the place of the knowledge, clarity, and wisdom that comes from experience. Experiential Learning Theory states that adults learn best when they are directly involved with "experimenting" - learning rather than memorizing book numbers and definitions.

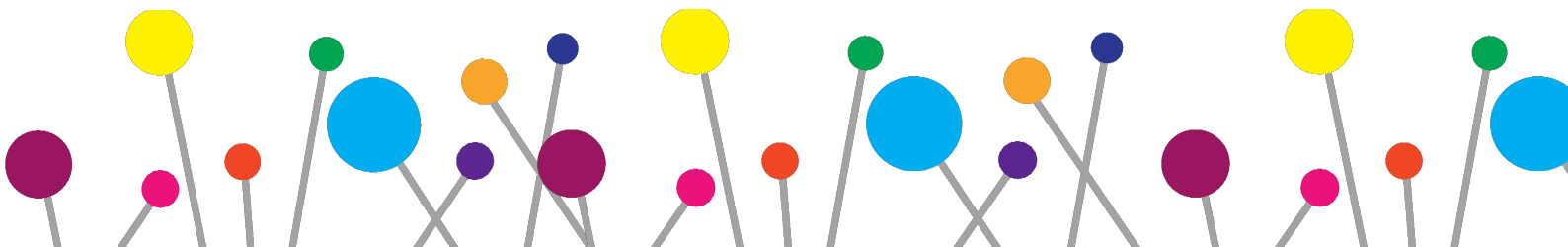
Why use it?

The real value in embedded approach learning is not only in mastering certain skills, but also complete work on learner's self-confidence, which is especially needed by the NEET group. They need to rebuild self-esteem to realize that they have the value they can offer in the job market. Through activities like these in the NEET IDEA project, young people are encouraged to take action, and this is the most important thing to start with. When they realize that their work is valued, they will be automatically motivated to work on themselves even more and learn even more vocational and key skills. Embedded learning is a pedagogical approach that motivates learners to learn more. It is more powerful than traditional learning approaches as the more contextual learning is to the task, the more an individual is motivated to learn. Other research from the Corporate Executive Board demonstrates that embedded learning drives nearly three times more performance improvement than formal training approaches.

Using embedded learning has a number of benefits:

1. Since ongoing activities are used, big changes to the classroom are not required.
2. Choosing activities that match a learner's interests and preferences enhances the learner's motivation to participate and learn.
3. Because the teaching takes place in the practical setting (learning the new vocational skill), the learner is more likely to use the newly learned skill
4. While developing specific key skills, other important things are happening building self-confidence, taking responsibility, working in a team environment, being respected and respecting others and all other key skills for inclusion.

Module Title	Introduction to embedded learning based pedagogic approach



Activity Title	Drawing a NEET-idea activities and newly learned skills	**Activity Code**	A1.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Group work
Duration of Activity (in minutes)	**10 minutes**	**Learning Outcome**	On completion of this activity, participants will
Aim of activity	Participants should draw or write a table. On the left side they should write NEET-idea activities and on the right side by the activity new skills that they will gain through those activities.		
Materials Required for Activity	- Paper - Pencil		
Step-by-step instructions	Step 1: Each participant should get empty paper and pencil. Step 2: Participants should draw a table woth two columns. On the left side there should be NEET's skill activities for NEET's and on the other side they should write, by each activity, what can NEET's learn from that certain activity. Step 3: After participants have finished, ask them to share their answers with the rest of the group. .		

How to use embedded learning based pedagogic approach?

Using embedded learning sounds like a natural thing to do. However, teachers must plan very carefully to ensure that during the training, learners are able to adequately practice their skills.

Seven basic steps are necessary for planning and implementing embedded learning approach:

1. Clarify the learning objective and determine the criterion.
2. Gather baseline information to determine the learner's current level of performance.
3. Use an activity matrix to select activities, learning centers, or teaching routines in which instruction can reasonably be embedded.
4. Design the instructional interaction and write it on a planning form.
5. Implement the instruction as planned, remembering these tips:

- Give clear instructions.
- Let the child respond.
- Provide feedback.
- Keep track of the opportunities provided.

6. Periodically check to find out if the child has achieved the objective.

Module Title	Introduction to embedded learning based pedagogic approach		
Activity Title	Embedding key skills into vocational training	**Activity Code**	A1.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-face
Duration of Activity (in minutes)	**45 minutes**	**Learning Outcome**	On completion of this activity, participants will gain practical experience of using embedded learning pedagogic approach.
Aim of activity	The aim of this activity is to connect embedded learning with practical application on this project. Participants will practice in a practical way how to incorporate key skill into vocational learning consciously.		
Materials Required for Activity	- Papers - Pens		
Step-by-step instructions	Step 1: Ask participants to make groups (3-4 people per group). Each group will present one key skill (literacy, numerical skills, entrepreneurship, organizational skills). Step 2: Divided into groups by key skill, they will have to work on examples of how they will embed their key skill into specific activity of the Project Step 3: After participants have finished their work, they have to make presentation of their work for other groups.		

Good examples of using embedded learning based pedagogic approach

Embedded learning most simply describes learning while doing. Research indicates that embedded learning is more powerful than traditional approaches to learning because the learner is more motivated and engaged in completing a job or task, and also has a deeper understanding of context. What's more, embedded learning can drive nearly three times the

improvement in performance in individuals compared to other formal training approaches. Taking this into account, it is clear that this pedagogical concept is applicable in many situations.

Today, the most widespread application of embedded learning is in early education, but there are many examples of the application of embedded learning in working with adult learners. Many organizations and firms use this pedagogical approach to improve the skills of their employees because this approach involves learning the specific skills that are needed in the work and that are needed to progress. Practically, it could be said that learning takes place in the background, and thus the motivation to learn is higher. As soon as the learner has the feeling that he is learning something that he will be able to apply concretely in his work, the motivation is great and new skills are easier to master and improve.

These types of programmes might be appropriate for people with a 'fear' of tackling their skills gaps, since any learning will be 'hidden' in another programme of learning or use an entirely different subject area to motivate and engage people.

Module Title	Introduction to embedded learning based pedagogic approach		
Activity Title	Find out more advantages of EL on this link	**Activity Code**	A1.1
Type of resource	**SDL**	**Type of learning**	Self-directed learning
Duration of Activity (in minutes)	**15 minutes**	**Learning Outcome**	On completion of this activity, participants will gain more knowledge about embedded learning pedagogic approach
Aim of activity	Despite the fact that there are not too many theoretical sources on embedded learning, it is useful to read the available sources on the internet about this methodology. The aim of this activity is to encourage students to do independent research and it actually serves as an introduction to self directed learning.		
Materials Required for Activity	- Laptop / computer with Internet connection		
Step-by-step instructions	Find out more advantages of Embedded learning on this link. More about embedded learning		

Do's and Don't's

Embedded learning is a specific pedagogical approach because it develops key skills through vocational skill. The way the content will be taught depends on the target group to which it is taught. The teaching approach should be tailored in such a way as to reach the learner in a successful way. Therefore, there are no specific do's and don'ts in embedded learning, but they do exist in approaching the target group, and here it is the NEET group.

Here are some basic steps to help trainers to provide effective learning experiences for the adult learner:

- Map the learning needs of your target groups;
- Develop instructional strategies that are aligned with real learning contexts;
- Choose which technology fits the best your instructional strategy

The andragogy theory has as its basis four main principles of adult learning. Such principles are:

- Adults need to be involved in their process of learning (e.g. planning and evaluation)
- Experience is the base of adult learning;
- Adults have more interest in subjects that can have a meaningful relevance and impact in their life;
- Adult learning is problem-centred and not content-oriented.

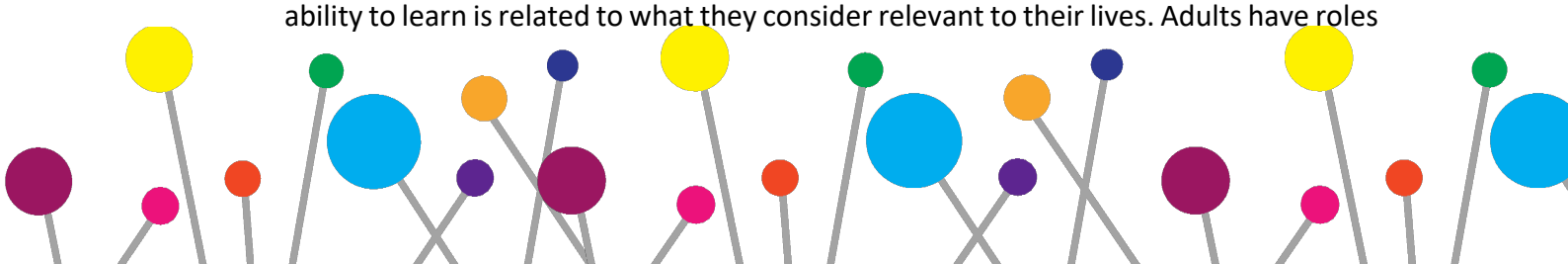
Teacher guides the adult learner(s) by:

- Setting the initial environment of the class;
- Helping to clarify the purposes of the individuals and/or group in the class;
- Motivating each learner to implement the purposes which have more meaning to them;
- Striving to organise and make easily available the widest possible range of learning resources;
- Also becoming a participant learner and a member of the group (after the classroom climate becomes established);
- Taking the initiative to share his feelings as thoughts;
- Striving to recognise and accept his own limitations.

Therefore, the key dimensions of the humanist approach of adult learning is to support learners' development and autonomy, keeping in mind their full potential and learning capacities.

There are some characteristics of the adult learning process that must be considered:

- Self-direction: Adults take the initiative in their learning. Contrary to what happens with children - the teacher decides what should be taught or not, and the child is submissive to his decisions - adults have a deep need to direct themselves. Adults' ability to learn is related to what they consider relevant to their lives. Adults have roles



in various aspects of their social life: they are parents, spouses, workers, among others. In these spheres, they are the ones who make decisions. So, if, in a learning situation, the adult is subject to the traditional school conditioning, a conflict will certainly arise.

- Results-oriented: Adults prefer well-defined learning objectives. Adults want to make connections between what they already know and the new things they are learning. In fact, they want to be able to apply such learning in a practical way.
- Resistance to change: Adults are less open minded to learn, because maturity and profound life experiences usually led to rigidity. In adults there is availability, need and interest in learning so that they can respond to the demands of their life in society. For example, if an adult wants to progress in their career, they may need to learn specific topics. We can say that willingness to learn can be triggered, induced or stimulated.
- Personal experience as a resource: Adults have unique life experiences that will directly influence their learning situations. Furthermore, they like to bring into discussion situations to which they can contribute. Such experiences can bring great benefits to the context of adult education and learning.
- Motivation: Usually, adults learn in order to cope satisfactorily with the needs and obstacles that arise. Adults seek learning to develop or improve skills so that they can adequately respond to life-long challenges and problems.
- Multi-level responsibilities: Adults have different social, professional and personal responsibilities. For that reason, the adult education curriculum "should be designed so that it is flexible and keeps in line the multiple responsibilities shouldered by learners.
- High expectations: Adults want to be taught about things that will be useful to their life. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

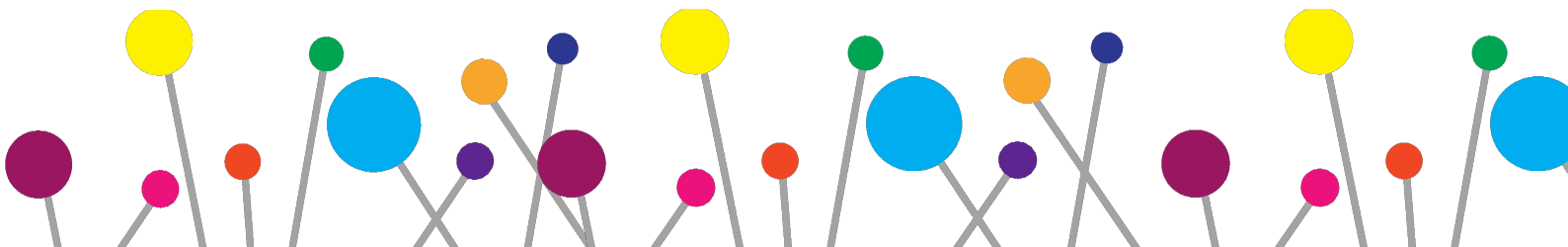
How to calculate results?

The best way to track learning outcomes is to track the learning outcomes that are set up at the beginning of the process. This means that preparation is the most important part of the process. Since the goal is to master a certain activity (in this case production of a short film) and through this task develop key skills, it is necessary to follow exactly which of the key skills will be developed through which activity.

It is necessary to monitor all components of learning - task execution, but also to ensure that key skills are well used. Mistakes at literacy and numeracy must not be tolerated.

Steps to calculate results:

1. Monitor the implementation of key skills when doing the task.
2. Ask questions to check and test understanding
3. Answer questions to resolve areas of misunderstanding
4. Observe and give feedback on all kinds of behavioral exercises
5. Encourage learners to create 'so what' and 'now what' action plans to apply and sustain the learning back in the workplace or hobby.



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Final conclusions

With the EU economy in full recovery mode it is important to recognise that certain sub-sets of the population have not as of yet fully benefited from the return to growth. There remains a significant number of younger adults commonly referred to as NEETS - neither in education, employment nor training - on the margins of society and economy in partner countries.
The term NEET gathers a multitude of individuals under its classification. It broadly includes adults between the ages of 20 and 34 years who are on the margins of mainstream society. Project NEET-IDEA aims to bring NEETs back as economic active actors in labour market as contributors to national economies and society.

If NEET-IDEA is to successfully re-engage marginalised young adults the proposed intervention must be completely different from the formal educational provision that has failed them previously. Project partners therefore looked to their digital activities and the most popular technology devices - smartphones - and have designed a training program that uses inquiry based and embedded-learning methodologies to develop a wide range of skills and attitudes that are essential for personal growth and personal fulfilment.

Embedded teaching and learning is a very effective pedagogic approach that combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work.

Inquiry-based learning (also enquiry-based learning) is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject. Inquiry-based learning is often assisted by a facilitator rather than a lecturer. Inquirers will identify and research issues and questions to develop knowledge or solutions.

Results of the project will be available at official project website: www.neet-idea.eu
The news of the project can be followed at Facebook:
https://www.facebook.com/NEETIDEAproject

NEET ideas

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Project Number: