Self-directed learning
37 hours

Introduction

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 all EU Member States. For most NEETS education has not had the desired impact where essential skills for employment are concerned. They don't have sufficient qualifications for further education and many in their ranks come from disadvantaged backgrounds. Despite these educational impairments most of today's NEET population are digital natives and have some level of proficiency in digital and social media. This digital know-how can be the bridge to re-engagement if the right educational intervention is provided.

The project partners will build on a curriculum and methodology based on digital activities with popular technological devices – smartphones – to develop the target group's diverse skills and attitudes necessary for personal growth and development.

Erasmus+ project "Supporting Digital Native NEETs Back to Mainstream Education, Training and Employment" (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. NEET IDEA partners will use a training programme 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 4-5 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.
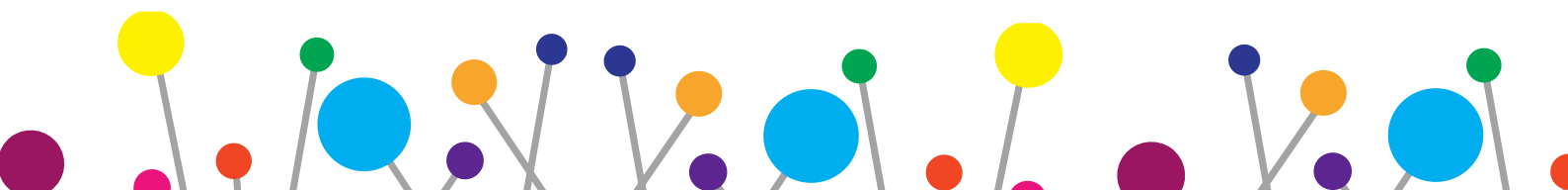
NEET IDEA is primarily a project about developing specific key transversal skills; building self-confidence; taking responsibility; working in a team environment; being respected and respecting others, all key skills for inclusion. This is the way to achieve the inclusion and up-skilling of NEETS that partners are proposing.

While implementing the project, NEET-IDEA partners prepared 37 hours of self-directed learning addressing the andragogic and theoretical elements of the curriculum. It's great kit to deepen the knowledge of adult educators for more effective work with adults and especially with specific group – NEETs.
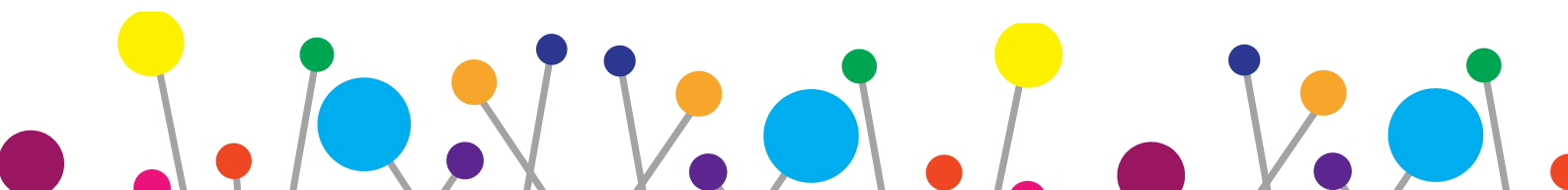
We recommend to read resources one by one having enough time to reflect on the readings. You are not obligated to read the resources in the order they are provided, please feel free to choose resources according to your interest at the certain moment considering the time you might need to read & analyse the resource.

Enjoy the provided resources!

Self-directed Learning Resources

Co-funded by the
Erasmus+ Programme
of the European Union

NEET
idea

Self-directed Learning Resource #1		
Activity title	**EU Council Recommendation on key competences for lifelong learning**	Duration — 1 hour
Why is this resource important?	This Recommendation seeks to establish a shared understanding of competences which can support transitions and cooperation between different learning settings. It sets out good practices that could address the needs of educational staff which includes teachers, trainers, adult educators, leaders of education and training institutes, among others. It also addresses institutions and organisations, including social partners and civil society organisations, and supporting people in improving their competences from an early age on throughout their lives.	
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: · Literacy competence; · Multilingual competence; · Mathematical competence and competence in science, technology, engineering; · Digital competence; · Personal, social, and learning to learn competence; · Citizenship competence; · Entrepreneurship competence; · Cultural awareness and expression competence.	
Sources & References	Council of European Union (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union, 189(1). Available in different languages at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG	

Activity title	**Adults with low literacy and numeracy skills: A literature review on policy intervention**	Duration	3 hours

Why is this resource important?

This literature review attempts to bring together the analytical insights from research and practice to provide a broad picture of what has so far proven to motivate low-skilled adults to join and persist in literacy and numeracy learning. The paper shows that low basic skills levels of adults are a complex policy problem that has neither straightforward causes nor straightforward solutions and successful interventions are relatively uncommon. The paper also identifies formative assessment, e-learning, and contextualisation and embedding as effective approaches to basic skills teaching (Windisch, 2015).

What will you learn from this resource?

· Literacy and numeracy;
· Low-skilled adults;
· Overview of the low-skilled adult population;
· Low proficiency in literacy and numeracy skills;
· Literacy and numeracy interventions for low-skilled adults;
· Benefits of literacy and numeracy programmes;
· Motivations of low-skilled adults to engage in learning;
· Barriers to learning:
· Outreach strategies to motivate adults to join literacy and numeracy programmes; Among others.

Sources & References

Windisch, H. (2015). *Adults with low literacy and numeracy skills: A literature review on policy intervention. OECD Education Working Papers, No. 123.* Paris: OECD Publishing. Available at: https://www.oecd-ilibrary.org/docserver/5jrxnjdd3r5k-en.pdf?expires=1606055494&id=id&accname=guest&checksum=59C3E9042EE4846FDC8B018452BB7370
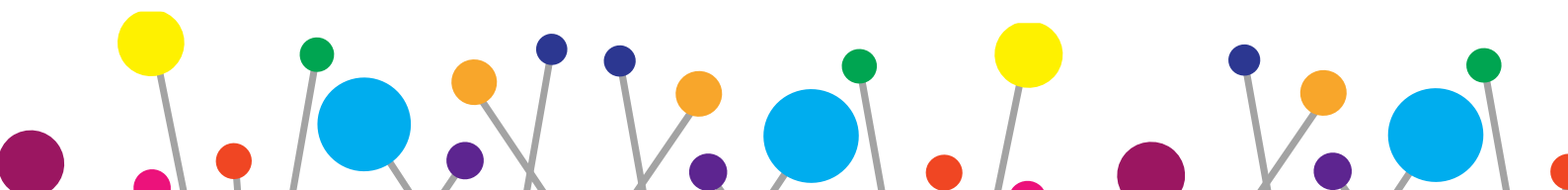
Self-directed Learning Resource #3

Activity title	How the Adult Brain Learns: The Importance of Creating Enriched Environments When Teaching	Duration	1 hour
Why is this resource important?	This article examines the science of how the adult brain learns and offers suggestions to maximise the effectiveness of adult education and training programmes.		
What will you learn from this resource?	· Principles of andragogy; · Neuro andragogy; · How the brain learns; · Multiple Intelligences and enriched learning environments, Among others.		
Sources & References	Friederichs, A. (2018). How the Adult Brain Learns: The Importance of Creating Enriched Environments When Teaching. Website. Available at: https://unbound.upcea.edu/innovation/contemporary-learners/how-the-adult-brain-learns-the-importance-of-creating-enriched-environments-when-teaching/		

NEET
idea

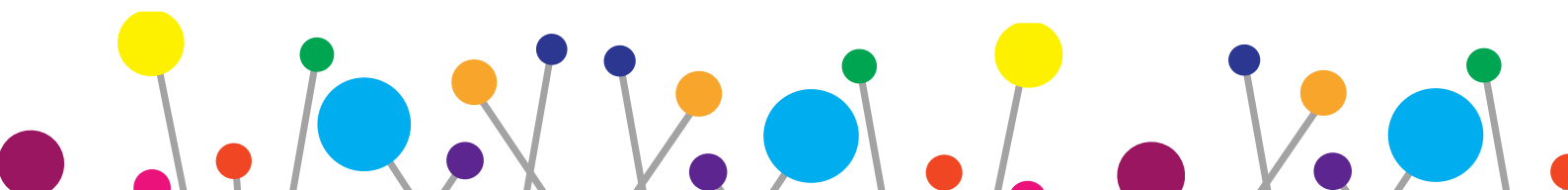| **Self-directed Learning Resource #4**		
Activity title	**The Neuroscience of learning & development: Crystalizing Potential**	Duration	3 hours
Why is this resource important?	In this paper, the author explores the neuro-scientific underpinnings of the learning process, the factors that hinder or limit our learning ability, including ways to optimise learning processes.	
What will you learn from this resource?	**Part One: How we learn** · Neural networks and neuroplasticity · Attention · Memory · Motivation, failure, and learning · Conditions for learning **Part Two: Limitations to learning** · Prefrontal cortex limitations · Stress · Learning barriers **Part Three: Implications for best practices** · Learning today · A model for learning · Stress and learning · Informal and collaborative learning · Technology and learning	
Sources & References	Vorhauser-Smith, S. (2011). *The Neuroscience of learning & development: Crystalizing Potential*. Available at: https://www.pageuppeople.com/wp-content/uploads/2012/06/Neuroscience-of-Learning-and-Development1.pdf	

Self-directed Learning Resource #5

Activity title	**Embedded and Contextualised Learning**	Duration	1,5 hours

Why is this resource important?	This resource explains context-embedded learning and how it is applied and why it is very effective in working with learners. It also compares inquiry based learning and embedded learning, which will be of great help to learners to understand the difference between these two methodologies. This resource includes also a link on a video that will give further explanations on given topic.

What will you learn from this resource?	This resource consists of the following themes:

· Context-Embedded Learning: A journey from exploration to action
· Is this not the same as inquiry learning?
· Identifying appropriate contexts
· The NCD epidemic: A context of relevance for adolescents
· The experience of schools
· Contexts for which LENScience resources are available
· Recommended reading for teachers

Sources & References	**Context - Embedded learning** available at: https://www.lenscience.auckland.ac.nz/en/about/teaching-and-learning-resources/Context.html **VIDEO: LENScience Context Embedded Learning** https://www.youtube.com/watch?v=jxjb2NQ-UnM

Self-directed Learning Resource #6

Activity title	Evidence review: What works to support 15 to 24-year olds at risk of becoming NEET?	Duration	1,5 hours

Why is this resource important?

This study is regarded as one of the few long-term impact assessments in the area of employment support. The populations of interest were students and young people between 15 and 24 years old. The approach to this review means that other outcomes including changes in behaviour (for example, engagement and reduced anti-social behaviour), were also captured because they are linked to progression. 12 Other outcomes were also considered given their close association with increased engagement with education and training and reducing the risk of being NEET; for example, increased confidence, self-esteem and relationship building.

What will you learn from this resource?

This resource consists of the following themes:
· Introduction
· Approach to the review
· Quality and nature of the evidence
· What works to support 15-24 year olds at risk of becoming NEET?
· Attainment and employment
· Progress
· Engagement.
· Conclusions and areas for further exploration
· Appendix: The evidence

Sources & References

Evidence review: What works to support 15 to 24-year olds at risk of becoming NEET?
https://learningandwork.org.uk/wp-content/uploads/2020/04/Evidence-Review-What-works-to-support-15-to-24-year-olds-at-risk-of-becoming-NEET.pdf
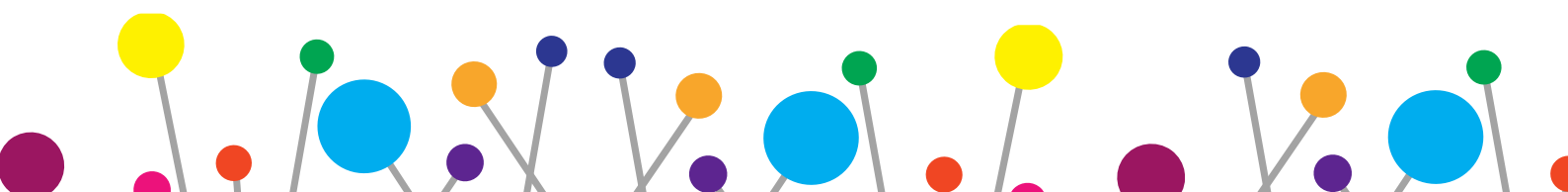
Self-directed Learning Resource #7

Activity title	Not just about NEETs	Duration	2 hours

Why is this resource important?	Current policy discussions focus on young people who are not in employment, education or training (NEET). A limitation of the NEET measure is that it captures many young people who are relatively less at risk of long-run limited employment. Most New Zealand young people are NEET at some stage from ages 15 to 24. The NEET measure also misses some young people who are moving between low paid and/or short-term jobs and/or low-level tertiary education. This report proposes a broader definition of limited employment. This definition includes those who are in minimum wage employment and/or underemployed for long or frequent periods. It aims to capture young people who are likely to be in limited or no employment over much of their lifetime.
What will you learn from this resource?	This resource consists of the following themes: · How many young people are at risk of long-term limited employment? · What factors influence employability? · What are the characteristics of young people most at risk of long-term limited employment? · What do we need to focus on? · Move away from current focus on youth transitions
Sources & References	**Not just about NEETs** https://www.educationcounts.govt.nz/__data/assets/pdf_file/0005/194513/Not-just-about-NEETs.pdf

Co-funded by the
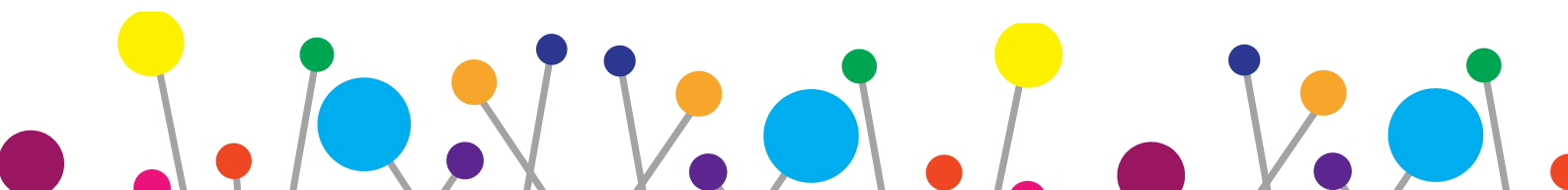Erasmus+ Programme
of the European Union

NEET
idea

Self-directed Learning Resource #8

Activity title	**Tracking and mapping young people not in education, employment or training (NEETs)**	Duration	1,5 hours

Why is this resource important?	This seminar was hosted by the Croatian Ministry of Labour and Pension System and brought together representatives from national ministries, public employment services (PES), non-governmental organisations (NGOs), and youth organisations from the host country (Croatia) and 16 Member States1. Other participants included independent experts, representatives from the European Commission and Cedefop, and the Mutual Learning Services Team. The seminar examined the following points · The set-up of NEET mapping and tracking systems, including, the information collected, arrangements for cooperation between different organisations responsible for young people, the level of government at which systems are set up, who is responsible for coordinating these systems, and different protocols for sharing and protecting data; · The operation of NEET mapping and tracking systems to monitor and support NEETs including, how information collected is used to contact NEETs, to design measures, or to define target groups and target areas, who can use the information and in which way, once reached, how NEETs are referred to appropriate services and provided with targeted measures.
What will you learn from this resource?	This resource consists of the following themes: · What is mapping and tracking? · Why is mapping and tracking NEETs specifically challenging? · What enables mapping and tracking? · Examples of mapping and tracking systems · Mapping · Tracking · Challenges and possible solutions
Sources & References	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwithYqa1svxAhXvgf0HHYXhCp0QFjALegQIJBAD&url=https%3A%2F%2Fec.europa.eu%2Fsocial%2FBlobServlet%3FdocId%3D20905%26langId%3Den&usg=AOvVaw1WR-yMQ7AEu9HjRQVB7-AJ

Self-directed Learning Resource #9

Activity title	**What does NEETs mean and why is the concept so easily misinterpreted?**	Duration	1 hour
Why is this resource important?	This resource aims at explaining who NEETs are in detail, which helps to recognize them, and their needs. Sometimes people tend to misunderstand, or misinterpret NEETs, which leads to some negative reactions, and doesn't help with NEET reintegration to the mainstream society. Therefore, it is important to clarify, and explain some usual misinterpretations in order to better help create supporting environment for them.		
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: ● Full understanding of NEETs ● Key notes about NEETs ● Understanding of NEETs situation in EU ● Clarification of common misunderstandings about NEETs ● Common causes of NEETs		
Sources & References	NEET – 'Not in Employment, Education or Training'. Economics help. Available at: https://www.economicshelp.org/blog/glossary/neet/ NEETs. Euro found research about EU context: Available at: https://www.eurofound.europa.eu/topic/neets What does NEETs mean and why is the concept so easily misinterpreted? Technical brief No.1. Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_343153.pdf		

NEET
idea

	Self-directed Learning Resource #10		
Activity title	**How to work with NEETs**	Duration	3 hours

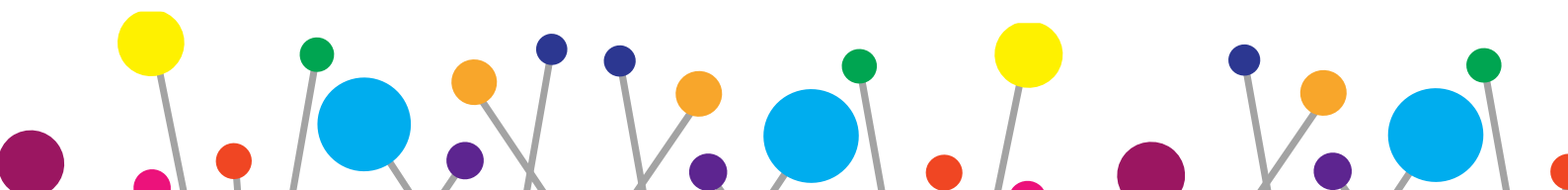|	
Why is this resource important?	Working with NEETs is different than working with other youth, or adult groups, and requires different approaches and pedagogical methodologies. This toolkit has been developed as part of the Mutual Learning Activities of the European Network and is intended to assist in designing and implementing your approach to encourage young people not in employment, education, and training (NEETs) to reintegrate into mainstream society. A focus is put on young NEETs to consider their future possibilities and prospects. The toolkit provides concrete guidance and tools to assess the challenges NEET's face and how to motivate them to set priorities; draft and implement an Action Plan; and develop new tools, measures, and competences from scratch. The toolkit can however also be used to review and refine existing practices, while considering wider organisational and contextual factors.
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: ● Creating and executing plans aimed at working with NEETs ● How to create interest in activities for NEETs to participate ● Assessing the NEET challenge and priorities ● Evaluation feedback to design and implementation
Sources & References	Publications Office of the European Union, 2016. SUSTAINABLE ACTIVATION OF YOUNG PEOPLE NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEETs) Available at: https://ec.europa.eu/social/BlobServlet?docId=16571&langId=en

Self-directed Learning Resource #11

Activity title	**Impact of COVID – 19 on the NEETs**	Duration	1 hour

Why is this resource important?

Series of articles allows to delve deeper into how the COVID-19 pandemic has impacted the lives of young adult NEET's. These resources can help adult educators to understand the situation, and the ways it impacts young people. Alongside this, it can help in the planning of how to work and approach NEETs now, and in a post-pandemic context.

What will you learn from this resource?

Definition of the key competences and the essential knowledge, skills and attitudes related to:

- How COVID – 19 has impacted NEETs?
- Ways of re-introducing NEETs into mainstream society
- Long term impact of COVID-19 and how to combat it
- How to help NEETs during pandemic

Sources & References

The Youth and COVID-19: Access to Decent Jobs amid the Pandemic, 2020. Available at: https://www.ilo.org/ankara/publications/research-papers/WCMS_771428/lang--en/index.htm

COVID – 19 and NEETs. Available at:
https://www.eurofound.europa.eu/topic/neets

COVID – 19 and youth employment. Available at:
https://www.bitc.org.uk/wp-content/uploads/2020/07/bitc-factsheet-employment-covid19andyouthemployment-june20.pdf
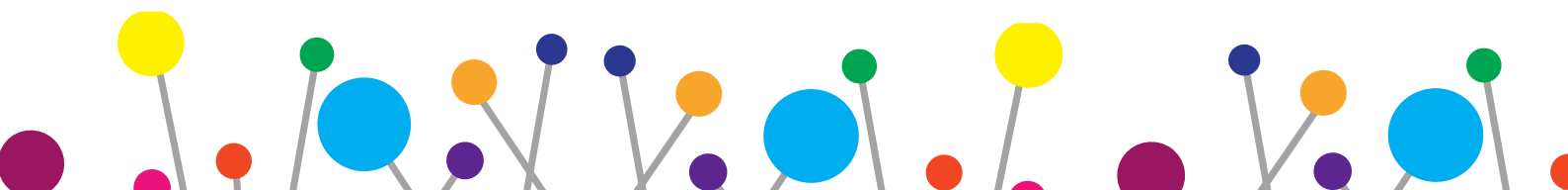
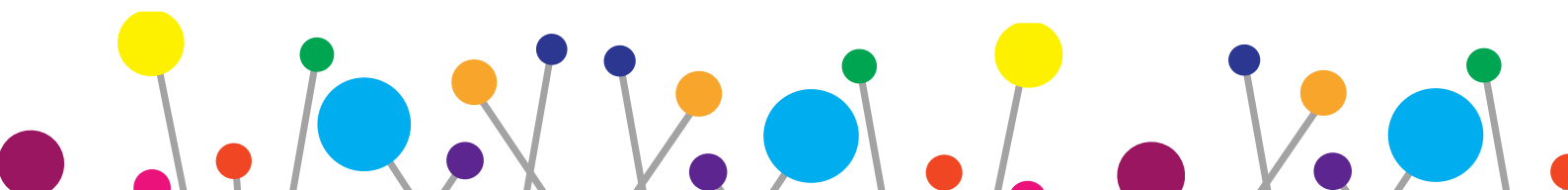|			
Self-directed Learning Resource #12			
Activity title	**A deeper look at the work and engagement of NEETs**	Duration	3 hours
Why is this resource important?	In this paper, the authors explore the target group, NEETs, pedagogical approaches with modern solutions. This can help the educators in their work and understanding of young adult NEETs		
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: ● Literacy of adults as a problem of inclusion and equality in lifelong learning ● Educational programmes for unemployed youth and their enrichment by youth work approaches ● NEET examples in other countries ● More ways of engaging NEETs		
Sources & References	Łukasz Tomczyk and Barbora Vanek 2019. ALBIE Adults Literacies as Benefit for Inclusion and Equity. Available at: https://www.researchgate.net/publication/331647433_How_to_work_with_NEETs		

Self-directed Learning Resource #13

Activity title	**NEETs outside the EU**	Duration	1 hour

Why is this resource important?

NEETs are not a phenomenon located solely in EU, they exist all around the world. This YouTube documentary shows an interesting case of NEETs outside the Europe in Japan. As such cases of NEETs are growing in Japan, scientists are also worried that this might be already happening around the world, although no attempts have been made yet to confirm it yet.

What will you learn from this resource?

Definition of the key competences and the essential knowledge, skills and attitudes related to:

- Wider cultural understanding of NEETs.
- Understanding what things connect NEETs in EU and NEETs in other parts of the world.
- Better empathy towards NEETs, as this video shows more extreme cases.

Sources & References

YouTube video:

https://www.youtube.com/watch?v=5eAA5QtQg6I&ab_channel=Nobitafr omJapan

Co-funded by the
Erasmus+ Programme
of the European Union

NEET
idea

Self-directed Learning Resource #14

Activity title	**NEETs Globally (1)**	Duration	1 hour

Why is this resource important?	NEETs are all around the world. Global concerns about the large numbers of young people who are neither in employment, education or training have led to the adoption of the NEET rate, as part of the 2030 Agenda for Sustainable Development, as an indicator of progress towards Sustainable Development Goal 8.6. Evidence of progress to date is not very encouraging, however. In 2015 when the target was established, the global NEET rate was estimated to be 21.7 per cent; by 2020 the global NEET rate is estimated to have increased to 22.4 per cent.[1] As we shall see, however, although much remains to be done, there have been a number of encouraging changes in the size and distribution of NEETs over the years This resource will help to get up to the date with current trends and predictions regarding NEETs.
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: ● Wider cultural understanding of NEETs. ● How NEETs differ around the world. ● Scientific predictions about NEETs in the coming decades. ● Understanding how different factors influence grow and decline of number of NEETs. ● New ideas how to combat growing number of NEETs.
Sources & References	Available in English language at: https://sustainabledevelopment.un.org/content/documents/26634NEET_Sida_brief.pdf

Self-directed Learning Resource #15

Activity title	**NEETs Globally (2)**	Duration	2 hours

Why is this resource important?	There is wide diversity within the population of young people not in employment, education or training (NEET). While for some young people being NEET is a temporary status (the time between jobs, or before finding a job following their studies), for others it can be a symptom of, often multiple, disadvantage and can indicate a deep-running disengagement from actively participating in society. Activation of such people is up most importance, but doing it in the right manner can yield the best results. This resource can give ideas how to active, and empower NEETs.
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: ● Ideas how to encourage NEETs to return to the mainstream society. ● Understanding of the youth empowerment. ● New ideas how to use cooperation to help NEETs. ● How to evaluate the progress.
Sources & References	Available in English language at: https://ec.europa.eu/social/BlobServlet?docId=20212&langId=en

Activity title	**6 Strategies for Creating an Inquiry-Driven Classroom**	Duration	1 hour
Why is this resource important?	Curiosity is a powerful catalyst for learning. Learners want to understand the world around them, and naturally reveal their interests by asking questions. As educators, we may feel pressure to keep going with our intended lesson plan or to get to our 'point.' This may lead us, as teachers, to push ahead instead of listening to a child's question, or to answer it briefly and move on. The goal of education should be to nurture and grow minds that are ready to solve problems and think critically, and asking questions is a necessary skill in that process. In this resource you will learn how to ask the great questions and place it at the forefront of our mission for our learners.		
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: · Interacting Well with Learners; · Creating a Learning Environment; · Good at Lesson Plan Design; · Competence to Use Varied Teaching Strategies; · Competence to Identify Learners Needs; · Citizenship competence; · Maintaining a Professional Appearance; · Cultural awareness and expression competence.		
Sources & References	Terry Heick´s web for teachers TeachThought Available in English language at: 6 Strategies for Creating an Inquiry-Driven Classroom | Modern Education (teachthought.com)		

Co-funded by the
Erasmus+ Programme
of the European Union

NEET
idea

Self-directed Learning Resource #17

Activity title	Paper about Inquiry-Based Learning: A New Approach to Classroom Learning	Duration	3 hours

Why is this resource important?

This paper discusses the fundamental elements of inquiry-based learning. Inquiry is a multifaceted activity that guides learners to inquire or generate meaningful questions that lead to the relevant answers. In inquiry learning learners are shown how knowledge is generated and transmitted and how they can acquire the knowledge and skills necessary to become life-long learners. This paper highlights the fundamental concepts of inquiry-based learning. The inquiry model discussed in the paper gives a clear picture of the roles of both the educator as well as the learners in the context of inquiry-based learning classrooms. The paper also discusses on the inquiry-based classroom activities that emphasize on the application of the latest educational technology such as the Internet.

What will you learn from this resource?

· Interacting Well with Learners;
· Creating a Learning Environment;
· Good at Lesson Plan Design;
· Competence to Use Varied Teaching Strategies;
· Competence to Identify Learners Needs;
· Able to Assess;
· Maintaining a Professional Appearance;

Sources & References

Paper available in pdf written by Noriah Ismail, Suhaidi Elias and Intan Mohd Ariff Albakri.

Available at: (PDF) Inquiry-Based Learning: A New Approach to Classroom Learning (researchgate.net)
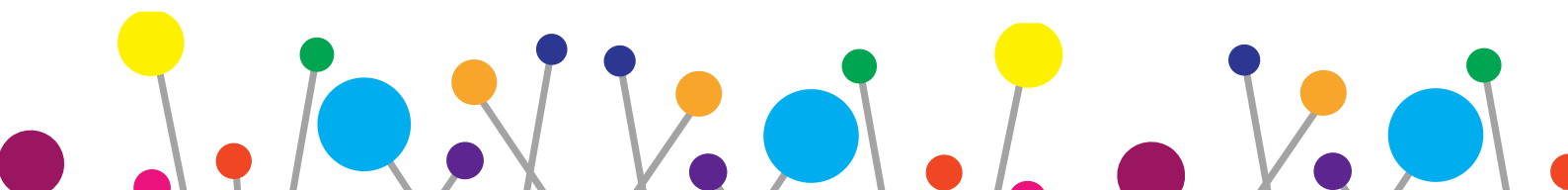
Self-directed Learning Resource #18

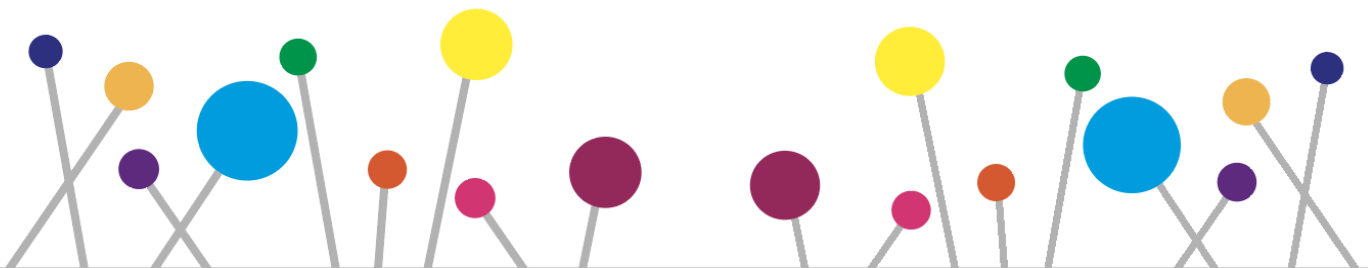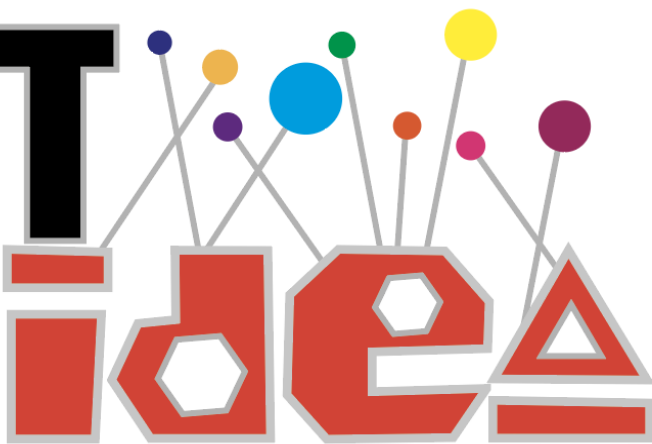| Activity title	Teacher's Guide to Implementing Inquiry-based Learning	Duration	6 hours
Why is this resource important?	This document provides supports for implementing inquiry-based learning activities in the classroom and is intended for teachers working on their own or in teams, with or without the support of teacher-librarian or other library personnel. It provides an instructional model that can be used by all teachers in guiding inquiry with learners.		
What will you learn from this resource?	· Creating a Learning Environment; · Good at Lesson Plan Design; · Competence to Use Varied Teaching Strategies; · Competence to Identify Learners Needs; · Able to Assess; . Maintaining a Professional Appearance;		
Sources & References	Dr. Jennifer Branch, University of Alberta, Edmonton, Alberta • Dr. Dianne Oberg, University of Alberta, Edmonton, Alberta. Available at: Microsoft Word - a June 14chpt1.doc (ubc.ca)		

Self-directed Learning Resource #19			

Activity title	**Understand IBL – for Teachers**	Duration	0,5 hours

Why is this resource important?	A direct guide on IBL and how to implement it into a teaching practice. This video will explore how to integrate this methodology and how beneficial it can be for learners.
What will you learn from this resource?	. Digital competences . Creating a Learning Environment; · Good at Lesson Plan Design; · Competence to Use Varied Teaching Strategies; · Competence to Identify Learner Needs; · Able to Assess; . Maintaining a Professional Appearance;
Sources & References	YouTube Video Available at: https://www.youtube.com/watch?v=kQoxgYCdgj4
Assessment:	After watching the video on Inquiry-based learning, ask yourself the following questions. You can record your answers or simply reflect on them internally. 1. In what ways do you think IBL can encourage young adult NEET's to be motivated to learn? 2. How does IBL help learners to build skills? 3. Why do you think IBL can improve learners memory retention? 4. As an educator, would you enjoy integrating IBL into your practice? Why?