HANDBOOK FOR SOCIAL JUSTICE-FOCUSED EDUCATIONAL AND GUIDANCE PRACTICES

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Social justice in lifelong guidance services for low-educated adult migrants

Introduction

The Handbook for social justice-focused educational and guidance pratices

The handbook is designed to provide a repertoire of practices and tools developed based on the implementation of the social justice-focused guidance and educational in daily practice. It is an operational reference for education and guidance system practitioners that the project partners tested in their work and community contexts.The handbook was developed based on the practical application of the activities of the "Pilot Learning Curriculum for Guidance Intervention Social Justice-Focused (IO2)" developed by the SoJUST project partnership and aimed at practitioners working with low-skilled migrant adults. The learning curriculum included three phases: self-learning, for adult educators' autonomous acquisition of basic concepts; guided learning with workshop activities; and experiential learning, which consisted of implementing the activities directly in classrooms and with adult migrant students.

PILOT LEARNING CURRICULUM FOR GUIDANCE SOCIAL JUSTICE-FOCUSED (IO2)

Self-learning

Guided-learning

Experiential-learning

HANDBOOK FOR SOCIAL JUSTICE-FOCUSED EDUCATIONAL AND GUIDANCE PRACTICES (IO3)

Consultation of the IO2 is also required to use the Handbook. The part of experiential learning contains instructions and tools for implementing educational activities aimed at developing core competencies in the field of social justice. Based on the lessons learned and evidence that emerged during the experiential learning, the partnership developed this Handbook aimed at:

1) systematize insights to better understand what was effective, what went well or not; what needs to be changed and improved and how to do it;

2) provide some suggestions to other educators on how best to implement and to replicate practices;

3) facilitate recognition and transparency of social justice-focused educational and guidance practices.

In the handbook reference is made to the pilot tests carried out by adult educators[1] of the Project Partner Organizations when presenting the experiences in different Countries.

The activities/practices applied by the adult educators involved will be detailed in their executive characteristics. Above all, they will be analysed in light of specific local and cultural needs. Each activity was explored by the working groups through six priority areas (PROCESS AND RESULTS; SUCCESS AND CRITICAL FACTORS; AREAS OF IMPROVEMENT;TRANSFERABILITY; REPLICABILITY; SUSTAINABILITY), defined by a series of focus points:

A) PROCESS AND RESULTS
A.1) Activity (practice) description (what it consists of and its mai objectives)
A.2) What expected results did the activity achieve?
A.3) What planned results were not achieved?
A.4) Were unexpected results obtained? If so, which ones?
B) SUCCESS AND CRITICAL FACTORS
B.1) What were the main factors of the implemented activity/practice which worked best?

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[1] The terms teacher/educator/counsellor are used interchangeably in the text to avoid redundancies and make the reading more usable; however, it is made clear that the reference is always to educators working with migrant adults.

B.2) What were the main factors of the implemented activity/practice which worked worse?
B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?
C. AREAS OF IMPROVEMENT
C.1) How might the activity/practice be improved?
C.2) What are the conditions for upscaling?
WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:
C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)
C.4) Gender (of the final beneficiaries)
C.5) Organizational variables
C.6) Any other dimensions/aspects that you consider important
D. TRANSFERABILITY
D.1) According to you, what aspects of the activity/practice are transferable to <u>similar contexts</u> (other adult education centres)? and what are the conditions for transferability?
D.2) According to you, what aspects of the activity/practice are transferable to <u>different contexts/settings</u> (secondary schools, universities etc)? and what are the conditions for transferability?
D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young students; neet,</u> etc...)? and what are the conditions for transferability?
E. REPLICABILITY
E.1) What are the conditions for the replicability of the practice?
F. SUSTAINABILITY
F.1) What are the conditions for the sustainability of the practice

The Handbook contains the application and analysis table for the activities which have been practically implemented, which are not the whole ones present in the Pilot Learning Curriculum (IO2). Here you will find them broken down according to the Modules and learning units as they were developed in the Curriculum and which are listed below

Pilot learning curriculum (200 Hours)

1. Learning Area Communication Management (60 hours)

Learning unit 1.1. Sociability (15 hours).

Learning unit 1.2. Active listening (20 hours).

Learning unit 1.3. Conflict management and mediation (25 hours).

2. Learning Area Equality (50 hours)

Learning unit 2.1. Impartiality (25 hours)

Learning unit 2.2. Management of prejudices and stereotypes (25 hours).

3. Learning Area Equity (60 hours)

Learning unit 3.1. Equity and equality of opportunities (20 hours)

Learning unit 3.2. Intercultural understanding and relationships (20 hours).

Learning unit 3.3. Critical consciousness and critical reflexivity (20 hours)

4. Learning Area Responsibility (30 hours)

Learning unit 4.1. Advocacy (30 hours).

The Learning Program is available here:

Summary

Learning Area: Communication management

Learning Unit: Sociability
Activity: Social Contract

Name of the Module: Sociability	Name of the specific experiential learning activity/practice implemented in the Module: Social Contract
A) PROCESS AND RESULTS	

A.1) Activity (practice) description (what it consists of and its main objectives)

This activity is a group dynamic in which the educator/teacher and students set up some ground rules to improve their communication. The main goal of this activity is to promote rules that foster positive and healthy communication in the group, giving everyone a chance to speak and thus promoting a positive and safe environment within the group.

Participant-led activity
After explaining how the activity works and the objectives, the group was divided into pairs and asked to discuss possible rules, write them down and present them to the whole group. After the participants read their suggestions aloud, the teachers introduced a couple of their preferences. Each person was asked to vote for or against the rule. The common set of rules was written and approved by majority rule. All participants had to sign the agreed "contract," which was posted on the flipchart (poster) in the participants' languages for all to understand.

Teacher/educator -led activity
Using an cardboard and colored pens, the teacher initiated a discussion about rules to follow within the class, and when everyone agreed with a rule, it was written on the cardboard. When all the rules have been defined and written down, the teacher and students should sign the card and stick it in a visible place in the classroom.
The teacher should ask all students for their opinions so that everyone is involved in the process, even the shyer or less participatory students.

Example of application of the activity starting from a concrete incident due to lack of common rules-Lithuania
The activity was conducted with a group of seven migrant students (Syria, Afghanistan, and Russia) from the same class and was a good opportunity to start developing a set of rules since there had been an unpleasant encounter with the same group of migrants the previous week when the school had purchased tickets to attend a book fair event and the group members did not come. The tickets were left unused and the money wasted. The recent incident with the tickets was used *to explain why it is necessary to have common rules.*

A.2) What expected results did the activity achieve?
In addition to the achievement of the activity's most immediate result of establishing a set of common rules to promote healthy communication by the group, the organizations involved point out the following results achieved:

From the experience of the adult center in Lithuania (LSSA): 1) Migrant students realized that every community has rules. Some rules are general rules of communication and others are situational.; 2) Partecipants became aware that some rules differ by culture (in Western culture you tend to be more open about things, we can make mistakes, and if you make mistakes, you apologize and try to improve own behavior). This is a little different in Muslim culture, where many things are not said and what is not said "does not exist"; 3) The rules were composed by the students themselves, with some minimal suggestions from the teachers, and approved by mutual agreement. This gives teachers/educators hope that students are inclined to follow them.

Adult centers in Sweden and Portugal emphasize the same additional results:

all members of the class had a chance to speak and offer their opinions (even the less talkative adults shared their opinions, after some encouragement from the teachers/educators and fellow students). This is not always easy in a foreign language class for migrants, especially at A1 (basic) level: some have very limited vocabulary and do not feel comfortable speaking in a foreign language. Some preferred to speak in their native language and let their classmates or teachers/educators translate for the rest of the group, but the teachers/educators felt that the most important thing about this activity was the opportunity to give everyone a voice, and this expectation was 100 percent met.

A.3) What planned results were not achieved?

In the Lithuanian experience, a problem has been reported in the implementation of pair work which is attributed by educators to the culture of the target group involved (migrant students from Syria, Afghanistan and Russia) which would be more oriented towards instant class discussion than working in pairs. Therefore, the initial stages of working in pairs were rather passive

A.4) Were unexpected results obtained? If so, which ones?

The educators (PT) were very impressed with the quality of the rules that the group came up with, and mentioned their surprise when a couple of rules were suggested that the educators had never imagined would appear.

The educators (LT) found out some unexpected "truths" about different members of the target group, e.g. their understanding of respect towards them and towards each other, their belief of teacher authority and the value of communication. Educators and participants tried to find out what respect means to them, so the teacher explained that she feels disrespected when a student swipes the phone and the student replied that he/she feels disrespected when the teacher suggests consulting a peer when some aspects of the lesson are not clear (the student expected to hear the explanation from the teacher).

The activity, according the Swedish organiztion, also led to important discussions about rules in the classrooms, relevant to the educators which they encounter in their daily work.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The strength of the activity is that it involves everyone, everyone is concerned by the working environment in the classroom.

All involved educators reported that this activity works best when there is already an empathic relationship between educator and students, because if students feel comfortable with the educator and with their peers, then they will not be afraid to speak their mind. Being the

educator of the target group helps to make the openness of the participants easier because educators are perceived as reliable interlocutors.

For example, in the Portuguese context, the educators who worked with their regular class, found that their students spoke more when educators asked the questions; whereas, the educators who worked with a class they are not the teachers of, found that the students were a bit more shy and wary before speaking. Similarly, in the Lithuanian experience, this aspect helped to create a safe environment to speak about sensitive matters and not to be laughed at; e.g. to the educators the participants' rule not to smoke in the classroom sounded a little bit "out of-the-hook", but they saw that participants take it really seriously, so they left it on the list. They noticed that step by step the students felt free to express themselves without being judged. After listening to participants suggested rules educators also felt more comfortable to express their concerns and expectations.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

There might exist In implementing the activity with migrants there might be different opinions about the rules, which can be difficult to predict. So, educators need to be trained for different scenarios and on how to tackle this.

A second aspect that complicates the performance of the activity are the language barriers. This activity would work best if everyone could communicate in the same language, which was not the case with these groups.

In Portugal the participants were attending Portuguese language courses, they all came from different Countries and had different mother tongues, therefore, to participate in this activity, they spoke English and other languages that had to be translated by classmates, educators or through online translation apps.

Also in Lithuania, language barriers made it difficult to tackle more complicated concepts. In the Lithuanian implementation, the set of rules became very primitive and simple because both the knowledge of abstract concepts and the lack of vocabulary hindered the way of communicating repeatedly, rules were discussed in two languages with the aim of making them understandable to everyone.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The prerequisites are that the group meets regularly and for a certain period of time; this condition allows you to work in a climate of trust and to be ready to have common examples of how rules improve the situation, to have the background of events when the rules would have helped communication or the situation take a better turn. To sum up, the target group must be aware that "we all need this".

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity might be improved with some simulative situations or role plays for introduction, especially if the members of the group do not know each other or the teacher very well. Such activities would serve as an ice breaker. Also, teacher can prepare some samples of rules if students fail to express themselves, or are extremely passive or have a strong language barrier. Some questions could be added (for the educator to ask their students) such as:

- What to do if there are different opinions in the group?
- How do we talk to each other and reminding each others of the rules?

C.2) What are the conditions for upscaling?

The activity is somehow flexible and allows for the educator to add questions and improve, which can be good with experienced teachers/educators. Therefore, follow-up of the activity can develop the activity further within the organisation.

The community has to be prepared to face cultural differences and this activity could serve as a team building springboard for better understanding those differences and smoother communication in future. Even if it isn't a migrant group, such social contract could prevent individual disagreements.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

The cultural differences that may occur are differences of opinion during the activity (e.g. on the concept of rule; on what is a common rule and what is a point of view; on the "hierarchy" of rules, etc.).The aspects cultural backgrounds play an important role in this activity and the teacher must be aware of them and well prepared.

C.4) Gender (of the final beneficiaries)

(*Activity carried out in group*) Men tended to occupy more space in mixed groups, it is important to emphasize that everyone should be included and given the opportunity to talk.

(*Activity carried out in pairs*) In such a situation it would be better to assign participants of the same gender. It was reported (LT) that a pair of students (male and female) did not argue and wrote the draft rules in the following order: the male student wrote first and passed the list to the female to add. When educators initially asked him why he writes everything himself, he smiled and said she agrees with him without arguing. Educators asked to share the list with the woman.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

For the best utility, the activity can be carried out in the beginning of a course, with a group that will meet regurarly. As for space, this activity will work in any classroom because educators will need to write the "contract" and everyone will have to sign it in the end, so we do not recommend doing this activity in a place that has no desks to write on.

C.6) Any other dimensions/aspects that you consider important

Even if the language level of the participants is very basic, it is possible to adapt the activity in a "simple version", also as a good language exercise.

It would be appropriate to create a "hook" for the implementation of the activity (as in the case of the Lithuanian experience of the conflict that arose due to the absence of the students at the planned book fair event). So, a teacher should plan the activity at the beginning of the school year or wait for some "hook".

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

This activity may and should be used in similar contexts, even though we must bear the following in mind:

- ❖ The importance of preventing problems with the language barrier;
- ❖ The group of people must not be very big (ideally 20 or less);

❖ The importance of a positive relationship between the educator and the students (this facilitates honest interaction)

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The community has to be prepared to face cultural differences and this activity could serve as a team building springboard for better understanding those differences and smoother communication in future. Even if it isn't a migrant group, such social contract could prevent individual disagreements.

The activity can be done in any contexts, starting with different organizations and finishing with families, also as means of conflict solving or advocacy. The conditions should be trust and absence of judgement. Also, all sides of the social contract should feel equal to propose and be heard.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

The activity is especially pertinent with younger students as a way of establishing and formalising rules that, although are more or less internalised, sometimes need to be spoken about to avoid communication problems. Mainly Portuguese educators mentioned doing or having done this activity in their regular classes, especially in those where they had more problems with their students' behaviour. Perhaps for younger students, the rules may be simpler and not only for improving communication, while we can go deeper into the communication part as we go higher on the educational stepladder. Younger students would benefit from some ice breaker (example situation, role play, video), which would evoke the discussion on the characters' behaviour.

E. REPLICABILITY

E.1) What are the conditions for replicability of the practice?

This activity is easily replicable in any class or any organized group of people, as long as the educators is aware of the following:

❖ Make sure you can speak a common language or arrange for someone to translate for you;

❖ If your group is too big, divide it into two or extend the time allocated to the activity (more than 1 hour);

❖ Make sure you can meet regularly the group and you already have an empathetic relationship, or have already "broken the ice" with the group to make it easier for everyone in the group to share their ideas.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

This activity, although not part of a curriculum, has been done by many educators at one time or another in the course of their lives as teachers. It is an activity that makes sense to do in the beginning of the year/semester so that everyone knows exactly what is expected from them. In addition, if constantly revised, the social contract can become a part of the organisation culture policy and would be a solid support in different situations.

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Activity: Movie Invictus and positive leadership

Name of the Module: Sociability	Name of the specific experiential learning activity/practice implemented in the Module: Movie Invictus and positive leadership

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The proposed activity consists of the vision of the film "Invictus", published in 2009, which tells some stories related to the figure of Nelson Mandela during the rugby world competition held in South Africa after he is elected president. The activity is articulated through 4 moments of reflection to be interspersed with the vision of the film, which can be analyzed in pieces, allowing the participant to focus on the inputs received from scene to scene. To facilitate reflection, participants must be divided into small comparison groups and will have to answer the guiding questions that will be asked from time to time, consistent with what they have already seen. The common thread of the discussion will be the analysis of the representation of Mandela's leadership in the course of the narrative. The activity aims, through a series of guided moments of reflection, carried out during the viewing of the film, to increase the awareness of the participants on the role of the leader, reflect on leadership and on how it can be exercised and its consequences. The vision of a biographically inspired film, which places at the centre of the narrative one of the most important figures in the history of the affirmation of civil rights, can be motivating because it does not stop at fiction but brings the participant back to reflect on what a historical figure can have done with the sole power of his ideas and the exercise of his power. Reflection on the role of a leader and how leadership skills can be trained and exercised can lead to a slow paradigm shift in the perception of the leader's role and the understanding that it is not a privileged and elitist role regardless.

A.2) What expected results did the activity achieve?

The short-term goals set were a reflection on leadership issues, the role of leaders and the application of positive leadership.

The long-term goals set are to stimulate a change in the perception of leadership in the participants, also increasing involvement in the dynamics of command and provide a positive model to aspire to and be inspired.

The participants had the opportunity to ask themselves what their leadership skills are and what aspects should be improved to follow a positive leadership model.

A.3) What planned results were not achieved?

It is important, as evidenced by Lithuanian experience, that people in managerial roles are actively involved in the activity and if this is not possible, the activity may not be considered completely effective because it would not involve targets interested in the topics covered.

A.4) Were unexpected results obtained? If so, which ones?

In the Lithuanian experience, the participants, mainly adults attending a university for the elderly, with working backgrounds also managerial have analyzed the current and past command patterns on a national and local basis, tracing the differences and reflecting on the consequences.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The proposed film is to be considered appropriate for the objectives proposed by the activity as it offers an alternative and also engaging way to reflect on important issues such as leadership. The Mandela model is not only an example but also a useful term of comparison for analyzing one's leadership. The emotional involvement that the film arouses has a favourable impact on the impression of the message that the activity aspires to launch.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

No particular prerequisites to be applied to the activity have been highlighted so that it can be used effectively in an adult education organisation. The activity would be effective to apply with the teaching colleges and management colleges as a driving force for reflection and discussion of how to manage the dynamics of leadership within the structures.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The proposed film is useful for the discussion of the leadership theme, however, the effectiveness of the activity could be subordinated to the knowledge, preparation and experience of the participants. It might be useful to search for further films that deal with the topic with different degrees of depth to also include targets with different cultural backgrounds.

From the Lithuanian experience, it emerges that it could be useful to watch the film several times, or suggest an individual first and a second collective vision so that the participant can divide the reflection into different levels: the first vision would be useful to familiarize with the plot, the characters and elaborate the primary emotions aroused by the film; The second vision would allow the participant to dwell on the details useful for reflection on the topics covered.

C.2) What are the conditions for upscaling?

One of the greatest difficulties encountered is the lack of time to devote to an activity that requires a long time of realization such as watching a film and the consequent reflection. It is suggested to allow more time for the execution or to request the individual vision and then proceed only with the plenary discussion.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

It is advisable to take into account the target audience, also considering the possibility of proposing a vision in the language, subject to the availability of the film in other languages. Some questions in the guided reflection section may need an example to make them more understandable to a target with language difficulties.

C.4) Gender (of the final beneficiaries)

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

It highlights the need to involve school managers and leaders in the activity precisely because the film focuses on the leadership skills of the protagonist. The involvement of decision-makers in organizations and their reflection could bring benefits in relations within organizations, bringing a positive impact on the dialogue between the various actors of the educating community and beneficiaries.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity was carried out at a University of the Third Age in Lithuania and a centre for migrant adults in Turkey. According to the partners, the activity is transferable to similar contexts, adopting an organizational and intervention approach that conforms to the targets involved.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity is considered appropriate and also suitable for contexts other than those in which it was tested. In migrant education centres, it can be applied more easily by separating the activity into several segments or by proposing it to different learning groups. In addition, it is ideal for schools and/or universities since watching films is a very popular activity for young people because it leverages communication channels close to them.

The activity is ideal to be transposed in as many contexts as possible both among those who do not have leadership experiences and for those who have it because it offers different but useful food for thought for both.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

The activity can also be carried out with young students and adolescents, however, integrating it into class activities with the support of teachers of different disciplines: for a young target, it is necessary to provide a historical, geographical, social and anthropological context for a better understanding of the narrated story and to ensure that the message is correctly received.
It is also possible to integrate this activity by choosing video content, films or animations more understandable to the youth target always assisted by teachers of specific subjects.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity has no specific conditions to be replicated, except to have access to the film possibly in different languages. In addition, the group of participants must be properly introduced and motivated to the topic.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity is sustainable over time because it can be presented to different groups of participants and does not require particular conditions of application. Over time, the proposed

film can also be proposed to the same group of students as an activity to assess the progress of skills.

Activity: Non-verbal and non-violent communication

Name of the Module: Sociability	Name of the specific experiential learning activity/practice implemented in the Module: Non-verbal and non-violent communication

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity involved discussing and finding solutions to challenges and difficulties often encountered in school environments for students with migrant backgrounds. The trainer had a list of events and situations to propose to the participants, who, first divided into groups of 5/6 components, had to confront each other in search of a solution, applying the principles of non-violent communication and also understanding the mechanisms of non-verbal communication. At the end of the discussion in groups, the participants in the plenary session discussed solutions to find a common plan.

The activity had, therefore, as its objective to improve the communication skills of the participants, inducing them to reflect also on the consequences of incorrect communication. Reflecting on situations of discrimination or oppression should lead participants to question the methods of communication used and the implications they have for the interlocutors.

A.2) What expected results did the activity achieve?

The organizations that implemented the activities recorded, depending on the target involved, different results, but all equally interesting. All organizations recorded positive outcomes in terms of involvement and participation, although some situations presented were not specifically relevant to the group involved (PT and RO), as it stimulated an attitude of self-assessment and reflection on the individual's ability to communicate.

The involvement of different targets, as already announced, has led to different results and some of them will be highlighted below. For Portugal, 3 groups were involved:

1. Migrants from South America with high degrees of education (university) during a Portuguese course
2. Class of adults of Portuguese origin and few migrants
3. Class of young people of mixed origin.

In the first two groups, the best results were obtained in terms of results achieved and working environment: adult and better-educated participants fostered a collaborative and mature environment in which the discussion was managed calmly and with a good degree of communication between the various parties. For the group of young students, the results were more difficult to gather, however, it provided an insight into the relationships between migrant and non-migrant students and the socio-cultural context of the classroom.

Romania involved a class of adult men, employed or seeking employment in the construction sector, at the end of a vocational course. The participants shifted the focus from a predominantly scholastic context to a more everyday dimension, however, they showed a certain propensity for comparison, and dialogue and were more aware of the value of social justice and correct communication.

A.3) What planned results were not achieved?

There was some difficulty in achieving the objectives in experimenting with young students, who showed a low propensity to use adequate language, persisting in the use of inappropriate language, sometimes offensive, demonstrating, in general, a low propensity for empathy. This deficit was further evident among students with poor academic performance compared to those with better academic results. Therefore, it was more difficult to achieve the expected results because the students showed strong deficiencies in terms of communication skills.

A.4) Were unexpected results obtained? If so, which ones?

The activity reported several unexpected results strongly related to the characteristics of the target, however in all the experiences a propensity to share personal experiences was traced in the participants, therefore, transferring the discussion from the hypothetical situations proposed by the activity to life situations lived by the participants, who shared the difficulties experienced and shared the feelings and solutions adopted.

In Portugal, the group of adult migrants has found a certain correlation between the situations proposed and the school problems experienced by their children, in which a lack of empathy is not only found among students but even among some teachers. In the group composed of young students, on the other hand, the urgency of a re-education intervention to welcome and awareness of the importance of integration was evident. The overlap between what was denounced by adults and the concrete behaviour of students led the educator to reflect on the need for more precise and intense interventions to spread a culture of tolerance and social justice.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The activity is effective in improving communication and collaboration skills among participants. The discussion on specific challenges and problems leads the participant to train other skills such as critical and analytical thinking.

The activity is effective because it guides the participants towards a path of healthy dialogue, using concretely, with the supervision of the educator, correct communication. The activity is more challenging if performed with less mature and disciplined groups of participants, however, the activity is the means to introduce even more difficult targets in a path of improvement of their communication skills and behavioural patterns.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

No specific critical issues were detected, although the results were extremely different from group to group, and from country to country. As already pointed out, in Portugal, an obstacle to the implementation of the activity was the immaturity and undisciplinedness of the students, which required an additional organizational and management effort the activity.

In groups in which there are participants in the majority for a certain nationality, there may be a polarization of the discussion with a consequent unbalanced interaction and a tendency of the participants to interact only with their fellow countrymen.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

For the correct implementation of the activity, it is essential that the educator has certain characteristics and skills:

- Knowledge of the target and the dynamics of interaction between participants, especially in mixed groups
- Excellent knowledge and understanding of social migratory contexts
- Open-mindedness and non-judgmental
- Excellent communication skills, listening and debate management skills

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity, as it is currently structured, is focused on a specific target: young students still engaged in schooling; therefore, the proposed situations are not always relevant for other groups of participants, such as adults, the elderly, educators or other professional categories.
To make the activity more inclusive, it is necessary to rewrite or adapt the proposed situations or add others depending on the educational needs of the trainer.
The need is manifest especially if the target concerned does not have a high level of education and, therefore, struggles to identify with the proposed situations; On the contrary, as observed in the Portuguese context, a highly educated group managed to work with irrelevant situations, doing a work of context analysis.
The activity also revealed an urgency for intervention even among teachers, who are not always inclusive or ready to manage situations of discrimination. A readaptation of the activity also for teachers would help them to recognise any discriminatory actions carried out by students and to manage them properly.

C.2) What are the conditions for upscaling?

Upscaling is possible by expanding the activity with content suitable for different targets and different learning contexts. The contents must be developed to be suitable for different types of participants: adult students in an evening training course will need content (both situations and guiding questions) simplified and more consistent with their backgrounds and their educational objectives.
From the results of the Portuguese experiment, it also emerged the need for a downscaling of the activity so that it is adapted to the levels of primary education: the lack of empathy, and communicative awareness of younger students has revealed an urgency of intervention in the younger groups so that the roots of intolerance and discrimination that are recorded in adolescent groups are eradicated first.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

The activity, if implemented with groups of low-skilled migrant adults, requires a readaptation on situations close to everyday life such as the search for a job, the search for a home, integration into a community etc. Depending on the degree of command of the language, the vocabulary of the activities will have to be simplified or supported by a translation.
For some cultural groups, an adaptation that is respectful of religious beliefs or the social dynamics that characterize it may be necessary.

C.4) Gender (of the final beneficiaries)

In educational contexts there could be an imbalance in terms of percentages of male participants, therefore, an adaptation to situations related to gender issues could also favour a spread of greater awareness of gender discrimination

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

The duration of the activity may be subject to the specific characteristics of the group of participants: the partners had different feedback.

Those who implemented the activity with non-migrant adults (or with excellent knowledge of the target language) carried out the activity on time; those who implemented the activity with migrant adults needed more time to carry out translations; Those who implemented it with students needed more time to organize the work and manage the undisciplined of the participants.

Therefore, the realization of the activity doesn't require specific logistical utilities, but the intervention, depending on the group of participants, other educators or a translator / linguistic mediator.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

Yes, the activity can be transferable to other similar contexts, especially in those where communication problems occur. The activity can be transferred, but necessarily adapted to the characteristics of the target and the additional objectives to be achieved.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity, as structured, is perfectly transferable in secondary education contexts, having as its main challenges frequent events within the classrooms. The activity could also be transferred to work environments where it is frequent or essential to work in groups to improve communication skills.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

The activity is a fundamental experience for younger targets because they harbour very worrying feelings of rivalry, hostility and lack of empathy, therefore it is an opportunity for active reflection for the participants. Young people's unconscious emulation of stereotyped and/or discriminatory behaviours can be contained by involving them in formative experiences in which they actively experiment, discuss and reflect on the effects of their attitudes.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity is easily replicable because it does not require specific tools, spaces or equipment. The only essential condition for the success of the activity is the ability of the educator not to be judgmental and to know how to effectively manage the debate.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The sustainability of the activity is evident because it can be replicated over time in different contexts and with different targets, ensuring the readaptation of content where necessary. It is an activity suitable to be integrated into education courses concerning citizenship, and civic education as it trains both the skills of critical analysis of discriminatory events, and empathy and assertive communication, stimulating a more inclusive thought and inclined to social justice.

Learning Unit: Active Listening

Activity: Structuring a cognitive interview with migrants by applying the tools and theoretical concepts of active listening

Name of the Module: Active Listening	Name of the specific experiential learning activity/practice implemented in the Module: Structuring a cognitive interview with migrants by applying the tools and theoretical concepts of active listening

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The interview followed the theoretical principles and techniques of active listening (1. Listener Orientation; Reflective Technique; Questioning Skills).

The purpose of the interview is to provide a starting point for gathering information on various elements of life and psychological background that form a fundamental pillar for the development of the future relationship between educators and migrant adults. The goals are to establish a trusting relationship with migrants and through the interview to obtain useful information, in terms of their experiences and expectations for the future, in order to refine their training. Interview questions followed the nature of the request and the details of the individual interviewee's narrative.

The duration depends on the individual applicant to be interviewed, but in general the interview never lasts less than half an hour.

A.2) What expected results did the activity achieve?

The activity was implemented with adult migrants with a language level of pre A1, A1 to A2; for interviewed with an A2 level, the interview was preceded by an introductory phase with the viewing of a video and the reading of an article-interview.

The interviews provided a solid starting point for learning about the main aspects of the adult migrants' lives encountered and socio-cultural background, considering both verbal and nonverbal cues.

In addition, it was possible to understand which topics the interviewee tended to open up and discuss and others where he or she showed a closed attitude.

Thanks to the implemented techniques, it was possible to establish an empathetic relationship with the interviewee, grasping even the most sensitive issues in their lives without shocking their sensitivities.

A.3) What planned results were not achieved?

In some cases, some personal aspects (e.g., the geopolitical situation in the country of origin) could not be explored in depth because of deep-seated fears and legacies.

A.4) Were unexpected results obtained? If so, which ones?

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The activity made it possible to gather information and learn more about the students' backgrounds, laying the foundation for establishing a trusting relationship.

Applying some of the techniques inherent in active listening (especially with regard to nonverbal communication) generated an increasing willingness of the respondents to talk about their families.

In addition, the interview guided by active listening techniques made it possible to explore the different expectations and views of the interviewees at a greater degree of detail than in an unstructured cognitive interview

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Being an essentially narrative activity, the main obstacles were found to be language barriers which necessitated the involvement of language mediators or online translation apps that affected the spontaneity and fluidity of the conversation.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

It is essential to arrange the interview setting in terms of space. The availability of consonant place in terms of tranquility and respect for privacy is an important prerequisite for carrying out the activity.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity should be included in a service that is structured in terms of space and hours, such as a listening desk in which the interviewing teachers are also not subject to continuous turn-over. This last dimension, namely to always have the same teacher-interviewers to interface with, assumes importance in order to predispose beneficiaries to open up more in telling their stories.

C.2) What are the conditions for upscaling?

The emotional condition should be considered to modulate the interview on a case-by-case basis. In order to overcome the emotional impact, it would be advisable to conduct the interview not at the reception stage, but at a later time, when a minimum knowledge and favorable climate between the interviewer and the interviewee has already been established.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

Cultural variables are to be considered in relation to two dimensions:

-the gender of respondents and interviewers, as in some cases it might create a need for the interviewee and interviewer to be of the same gender;

-the topics addressed, since sometimes and in some cultures there is a certain reticence to recount aspects related to e.g. family dynamics, marital/parental roles etc...

C.4) Gender (of the final beneficiaries)

The gender variable must be taken into consideration in relation to the aspects addressed during the interview, ie there was a certain reluctance to talk about some topics (especially linked to experience in the country of origin); however it is not possible, and perhaps not even appropriate, to avoid a priori some questions given the strongly subjective experience, let's say, rather, that a process of self-selection of the aspects of one's life, present and future, is generated almost naturally.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

Comfortable and informal spaces,

modular timing based on the needs of the interviewee or in any case availability of a range of times/days of the week large enough to carry out the interview
C.6) Any other dimensions/aspects that you consider important   This type of activity allows you to get information and learn about the learner's background, and it is not necessary to offer it for a long period as it may lead the interviewers to feel "invaded."

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?   The activity can be transferred to similar contexts after theoretical-practical training of educators-interviewers on methods, tools and techniques to apply active listening in interviewing.
D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?   Transferability to other contexts requires trained interviewers
D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?   The activity can be fully transferred to other target groups by adapting the topics and focus points explored during the interview to the needs, characteristics, and language of the target groups.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?   The activity can be replicated by the same educators already trained in active listening techniques.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?   The activity is widely sustainable given the skills acquired by trained educators and does not require additional economic resources as it could be carried out in the ordinary reception activity that takes place in adult education centres.

Activity: Applying active listening techniques in a structured migrant counselling desk

Name of the Module: Active Listening	Name of the specific experiential learning activity/practice implemented in the Module: Applying active listening techniques in a structured migrant counselling desk

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity consists of a counselling and orientation desk for migrant adults through which the counsellor and the educator, applying active listening techniques, must collect information and provide indications on work or education paths appropriate to the profile and needs of the user. The activity aims to provide support in understanding and knowledge of the land use network and looking for the most suitable job for the user. Generally, migrant adults find employment through word of mouth among compatriots, however, they are not always aware of the entrepreneurial realities present in the territory or of the support bodies for job search: the counsellor, through the guidance desk, can fill this gap. To introduce students and users to the service, in the Italian CPIA, the teachers first addressed topics related to employment and work in class, providing them with the basic knowledge of the lexicon, the linguistic structures suitable for conversation in the workplace, the explanation of the basic mechanisms that regulate working relationships in the host country. For low-skilled migrants, the introductory path was supported by the use of slides and illustrative images and with simple exercises of self-assessment of needs and skills. This part was preparatory for the use of the counselling service so that the user arrived ready and aware of their questions to be satisfied.

A.2) What expected results did the activity achieve?

The concreteness of the topics covered and the relevance of the objectives of the activity with the needs of migrant adults, has made the activity extremely effective and appreciated, finding the enthusiasm of the students, who, already at the end of the introductory lessons, have expressed interest and curiosity, requesting to be able to use the service. In addition, the reflection technique has facilitated the relationship between teachers and students, who have increased their self-esteem and their ability to relate to the topics covered.

A.3) What planned results were not achieved?

Although the activity was very successful among most students, in some specific cases there was a certain indifference. This lack of interest has mainly involved migrants of Ukrainian origin, who have shown resistance mainly for two reasons: the desire to return as soon as possible to their country of origin and the resistance to sharing opinions or experiences in a language they do not yet know well.

A.4) Were unexpected results obtained? If so, which ones?

Some participants showed a certain propensity for dialogue, discussing the topics covered, and sharing personal life experiences.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The possibility of having an individual interview with an educator or counsellor allows each user to obtain specific advice and support for their situation. In addition, the activity also has positive motivational effects as students have acquired useful knowledge in a protected and reassuring environment. The activity also positively impacted the teachers, who, through the interviews, strengthened the relationship of trust with their students and the awareness of the challenges and difficulties they live in outside the school context.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Since the teachers are the administrators of the service, some difficulties have emerged in supporting work guidance because the teachers do not have sufficient training to replace this function, therefore, in some cases, the information provided may not have been entirely satisfactory. In addition, teachers, having to perform their educational duties, do not have sufficient time in school planning to devote to this type of service. The lack of spaces where students can go to receive this type of support also affects effectiveness.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

Given the lack of specific training of some teachers on labour issues or the adequate knowledge of opportunities in the territory, to make the activity more effective, specific training on these issues should be guaranteed through the support of labour policy experts or guidance consultants. In addition, the activity would acquire further effectiveness if it were accompanied by active orientation activities through the stipulation of agreements and partnerships with local companies and firms.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity could be improved by guaranteeing teachers adequate training or by introducing the presence of experts in labour issues into the service: in this conformation, the teacher would perform the function of listening and mediation, of reassuring the user; The expert would be the active part to be involved in providing useful information for each case treated.
In addition, the activity could gain greater strength if carried out in collaboration with other training institutions, companies and local authorities active in labour market policies.
From a logistical and organizational point of view, the service should be constantly active with a space (even virtual) dedicated only to it that users can access outside school hours.

C.2) What are the conditions for upscaling?

Upscaling is possible if continuity, updating of the skills of teachers and counsellors, and activation and maintenance of a cooperation network between schools, businesses and local authorities are guaranteed. The service in this case could be extended to more aspects of the integration of the migrant adult.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

To make the activity relevant to the needs and expectations of low-skilled migrant adults, the following actions must be implemented:
- Introduction and exemplification of the specific lexicon of the work
- Introduction to the legal systems and functioning of the working sphere in the host country

- Introduction to the culture and vision of the work of the host country to promote better integration between the characteristics of the country of arrival and departure.

This introductory action will also help to contain the culture shock that can result from entering a different work context.

Considering that migrant education centres also include young students who are in the early stages of language literacy, the activity, in this case, should focus more on actions to identify inclinations, interests and greater self-awareness that helps minor students to face more conscious choices related to their education.

C.4) Gender (of the final beneficiaries)

The activity may find a lack of participation from women who come from social and cultural backgrounds in which they still hold marginal roles or in which they are subject to patriarchal rules. However, for users who find themselves in difficulty, the help desk could act as an information service concerning the management of issues closely related to their gender conditions.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; management/headmaster/responsible involvement, etc..)

From a logistical point of view, the school should be the place to host this desk because it is considered by students as a safe environment in which to express themselves, talk about their difficulties and seek help. In addition, the desk should be a permanent service with predefined times and places of realization where students can go freely when necessary.

C.6) Any other dimensions/aspects that you consider important

To ensure the effectiveness of the action, it is essential that the activity is adequately expanded with the construction of a support network consisting of other actors operating in the reception sector so that synergies lead to the effective inclusion of the user in the territorial context.

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity should also be transferred to other education centres so that the action of orientation and support for integration is widespread in the territory. The help desk would be indicated not only as an orientation activity during the educational path but also in the reception phase to have a clearer picture of the specificities of each one and think of paths more consistent with the individual

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The same activity could be transferred to secondary schools and high schools, especially those with a professional vocation, which are very frequented by children with a migrant background to support them in their future choices. In general, orientation is a very important phase in the formation of a student, at any level of education, so that they are provided with the thinking and practical tools to understand their aspirations and build a more solid future.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

Orientation activities are always desirable for any target, therefore these desks could be activated not only at schools, but also at institutions and associations able to intercept those groups of

young people who have left the training course, urging their return. The ability to personalize the experience would also be useful for students or young people with other difficulties who struggle to enter the world of work or continue training courses

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The conditions for replicability are:

1. Have trained and up-to-date administrators on work and guidance issues
2. Counsellors and professionals able to use supplementary technologies to encourage attendance at the counter
3. Planning of a cooperation network between social, educational and business actors to make the guidance action effective
4. Provide the support of qualified personnel such as mediators, translators, psychologists, and experts in labour policies.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity can be sustainable over time if adequately supported by educational actors and the cooperation network, ensuring constant use of the service and maintenance of external partnerships. The action to which the service aims is in itself sustainable because it is based on a principle of equitable access to welfare systems and social inclusion, which bring, in the long term, benefits not only to the individual involved but to the whole social system.

Learning Unit: Conflict Management and Mediation

Activity: Conflict management when working with adult migrants

Name of the Module: Conflict Management and Mediation	**Name of the specific experiential learning activity/practice implemented in the Module:** **Conflict management when working with adult migrants**
A) PROCESS AND RESULTS	

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity consists of mapping and analyzing the cultural differences that exist between the country of departure of the students/users and the country of arrival. The aim is to differentiate the real differences between the two cultures and eliminate prejudices and cultural stereotypes to avoid the conflicts they generally provoke. Awareness and objective knowledge of cultural differences between countries allow the individual to be more objective and to understand how to manage them effectively. The mapping in groups, with the help of the facilitator, favours a spirit of sharing among the participants who can analyze together the causes and consequences of events that have affected them.

A.2) What expected results did the activity achieve?

The activity stimulated dialogue between the participants who discussed the main causes and motivations of cultural conflicts, increasing the degree of awareness of the same on how to manage them

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

In addition to the discussion of cultural conflicts, participants also analyzed the causes of conflicts that can arise in the relationship between teachers and students.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the activity, and what made it possible to achieve the objectives etc..)

The main strength highlighted in the activity was the dialogue and sharing that allowed the participants to analyze the causes of conflicts, but also to change the point of observation through identification with the experiences of others. Sharing different points of view has allowed us to analyze situations from other perspectives and find different methods of solutions and approaches.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

The time to be allocated to the activity must be carefully evaluated, especially if the activity itself must be preceded by a theoretical explanation session on communication and conflict management techniques. Since the subject dealt with is rather complex and delicate, the educator must have time to manage any difficult or particularly emotional moments.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The fundamental prerequisites for the realization of the activity are:

1.   Adequate timing, even outside training hours
2.   Large classrooms to encourage teamwork
3.   Teachers available to share their experiences and with open-mindedness
4.   Adequate preparation for the activity of the group of participants

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity must accentuate and make clear the differences that exist between stereotypes and different cultural characteristics: it is frequent even for highly educated individuals to fall into the trap of the cultural stereotype, which mystifies the perception that one has of some cultures, also often triggering negative prejudices. For a migrant student and for the educators who work with them it is important to keep this distinction in mind and eliminate stereotypes that would affect the quality of the relationship. It also underlines the need to enrich the activity with a more intersectional approach, explaining to students what intersectionality is and how to contain intersectional discrimination.

C.2) What are the conditions for upscaling?

The activity becomes scalable if the same approach is used to encourage dialogue, sharing, correct communication and conflict management also on other issues related to the migration condition. The activity must not be carried out only with migrant students/users but can be proposed in other environments and with other targets: adults, students, teachers, and citizens in general from the host country so that cultural stereotypes that negatively impact inclusion processes are eradicated in general.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

The theme dealt with is based on complex mechanisms to be explained and the objectives of the activity aim to counteract the mental processes of simplification that we all unconsciously apply. In this perspective, introducing migrant and poorly qualified users to such complex topics, but objectively inherent to human modes of thought, can be difficult: for this reason we recommend a simplification and a gradual approach to the topic and activity.

C.4) Gender (of the final beneficiaries)

Following the aforementioned need to enrich the activity with an intersectional approach, the activity can be decisive for the diffusion of a certain awareness concerning the discrimination and stereotypes to which women are more easily subjected. Enrichment with content related to the condition of women can spread greater awareness of how discrimination acts and how to contain it. It is also interesting that the activity not only protects women with a migrant background but also addresses situations related to conflicts that may emerge between female users/students and teachers.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

The activity requires the active participation of users/students in the sharing of experiences and opinions, therefore for the correct realization sufficient time is needed, for the creation of rules

that favour a friendly and safe environment for sharing, even with the presence of psychologists or expert teachers.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity can be transferred without particular conditions to other adult education centres, indeed it is particularly suitable for these contexts to foster the relationship between students and teachers and improve conflict management practices in general.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity is also transferable to other contexts and groups since the ability to manage conflicts and to have correct communication is necessary for the functioning of relationships also in other environments. This is especially true for secondary schools where students need to improve their communication skills with other classmates and teachers.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

The activity can also be transferred to other contexts, especially if it is aimed at young people and neets, who are the weakest groups in terms of developing cultural awareness and analysis given the disinformation to which they are often subjected using media and social media. An activity of dialogue and active confrontation protects young people from the risk that their critical conscience atrophies and allows itself to be shaped by incorrect assumptions.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

There are no specific conditions for replicability other than: the constancy of the meetings and that the language level is acceptable so that everyone can participate serenely. The activity can also be further developed and enriched according to the suggestions derived from other educators and the participants themselves.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity does not require particular conditions for the realization is sustainable over time and could be easily integrated into the curricular activities to be carried out together with the students, however, the teachers must be willing to replicate it and must have the formal knowledge, related to conflict management, necessary to apply it.

Learning Area: Equality

Learning Unit: Impartiality

Activity: If you were the judge?

Name of the Module: Equality	**Name of the specific experiential learning activity/practice implemented in the Module: If you were the judge?**
A) PROCESS AND RESULTS	
A.1) Activity (practice) description (what it consists of and its main objectives)	
The activity consists in analyzing a story, a controversial court case, for which the participants, initially divided into groups, must find a solution and argue their decisions. The aim of the activity, also given the complexity of the proposed story, is to try to internalize the concept of impartiality and train the ability to be and/or remain impartial despite the cultural and emotional solicitations that a given context can arouse. The proposed activity, in fact, is placed at the end of a theoretical path on what impartiality is and how to exercise it, and the simulation tests the acquired knowledge. In addition, the structure of the activity, which also includes a debate between the different positions, demonstrates to students that the concept of absolute impartiality is difficult to apply and stimulates the exercise of critical thinking and healthy and constructive debate. During the debate, participants can change their minds and embrace the opposite thesis to the one supported, giving a concrete demonstration of how difficult it is to exercise impartiality. The activity was carried out in Portugal with a group of adult migrants of different nationalities. The proposed story deals with the custody of a child during divorce. The mother is accused of alcoholism, while the father, knowing of the possible transfer of the child abroad with a relative, breaks into the house of his ex-wife and kidnaps the child. Participants are asked to identify to whom the child should be entrusted.	
A.2) What expected results did the activity achieve?	
The activity promoted a healthy debate among the students, who shared different opinions and points of view. However, after debating and analyzing the story, some participants expressed the need for more and more information about the case to ensure absolute impartiality, as each detail reveals a new perspective from which to analyze the situation. They realized, therefore, how difficult it is to be/remain impartial especially if the story presented emotionally involves the participants, as in the case proposed by the activity as it relates to family dynamics and problems**.**	
A.3) What planned results were not achieved?	
The planned results were achieved, however, it was not easy to always keep the discussion focused on the concept of impartiality as the participants gave rise to an intense debate that shifted the focus to the proposed story and its meanings.	
A.4) Were unexpected results obtained? If so, which ones?	
B) SUCCESS AND CRITICAL FACTORS	
B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)	
The activity proved effective for several reasons:	

1. The push for debate has supported an approach to confrontation, dialogue and the possibility of changing perspectives that is otherwise difficult to accept.
2. An exercise in reflection, critical and analytical thinking to understand and evaluate history objectively, without being carried away by prejudices or emotions

It is a very concrete and effective activity to understand how to apply impartiality and fully understand the concept of impartiality itself.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

The activity must be accompanied by clear and precise instructions to help teachers in its realization. In addition, the complexity of the proposed story required the active support of the teacher for understanding. Migrant students often do not have a sufficient degree of linguistic knowledge to understand well some passages of the proposed story, of which some details may escape, although important.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The task is easy to implement as it does not require special tools/schedules. It can be implemented with different target groups. It is only necessary to work on the content so that it is accessible to the participants.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The proposed story is very complex, therefore, the analysis exercise could be divided into phases, so that the teacher can better manage the flow of debate and also facilitate understanding. It is recommended to draw up a list of guiding questions for reflection so that participants do not lose focus on the objectives of the activity itself and also to help them focus on the lessons to be drawn from the activity itself. If you work with a group of low-skilled migrants, the story needs simplification or the creation of supportive visual material. In addition, the questions must follow a principle of neutrality so that the participants can evaluate all possible paths: in fact, the proposed story ends with the question "If you were the judge, would you decide to entrust the child to the father or mother?". The question, as formulated, contains preconditioning in the search for the answer, while participants should be free to look for other solutions as well.

C.2) What are the conditions for upscaling?

The activity can be carried out with larger groups of participants, dividing them according to the opinion they express and then working together on the arguments. Participants may have the opportunity to change groups if they change their minds in the meantime because the arguments are no longer convincing. In the end, the groups confront each other in search of a solution that is impartial.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

The activity can bring to light biases related to cultural factors affecting certain groups. During the experimentation, thought patterns emerged that characterize specific migratory groups. Depending on the nationalities of the participants, different biases emerged in the consideration of the story:

1. Indian students (even with high degrees of education) show a greater interest in the child and verify the living conditions of the mother, trying to preserve the institution of the family;

2. Portuguese students, for the most part, chose the mother, arguing that "the mother is always the mother"
3. The Venezuelan and Portuguese students did not attach much weight to their mother's possible propensity to drink because in their cultures it is customary to consume wine, especially during meals.
4. Venezuelan students are those who have shown understanding towards the father's gesture since they perceived it with an emotional reaction to a concern generated by the behaviour of the former spouse, therefore, he acted impulsively in the protection of the son. The student also admitted that he would potentially do the same.

The cultural factor, therefore, can interfere with the evaluation of the situation depending on how the information can be received and evaluated, so it is essential to take this eventuality into account and treat it objectively.

C.4) Gender (of the final beneficiaries)

In general, the proposed story, having family dynamics as its theme, can be extremely engaging for parents, who may feel emotionally involved. As far as women are concerned, different reactions could be drawn depending on the relationship with the concept of motherhood: women without children showed greater objectivity and distance from the situation and also showed a less prejudicial opinion towards the mother of history, unlike the participating mothers.

It is possible that an adaptation of the story to different contexts is necessary to avoid polarization of the discussion on parenting conditions, rather than on the exercise of impartiality.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

The activity can be carried out in different contexts and spaces since it does not require particular logistical conditions. The teachers who implemented it felt the need to deepen the study of the material and to prepare other support questions to facilitate the conduct of the discussion.

C.6) Any other dimensions/aspects that you consider important

If students, although with a migrant background, have a high degree of schooling, have more structured opinions and relate better to the concept of impartiality. In cases of low-skilled students, simplification and supporting graphic and visual materials are necessary.

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity can be carried out with all adults, however, it needs to be contextualized in the learning path because as structured it may not be relevant in some curricula. However, in general, the activity lends itself well to be carried out in philosophy or citizenship courses to train both the skills of understanding, dialogue and communication and for the strengthening of the concept of impartiality. If students do not have previous knowledge of the concept of impartiality and how to apply it, it is convenient to structure an introductory lesson on the topic.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

To make the activity transferable to other contexts, it may need to be repurposed. For example, if you wanted to propose to high school students, the story to be proposed should be more suitable and closer to their everyday life, such as cyberbullying. For more qualified university students, additional components such as challenges, more articulated modes of debate and more complex stories could be added to the activity. For example, university students could first be asked to divide into groups according to their opinion and then asked to argue the opposite. This activity could be an excellent exercise in different degree courses such as philosophy, social sciences, law, and sociology.

D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young students; neet,</u> etc...)? and what are the conditions for transferability?

The activity, as already highlighted, can be carried out with any group. Adaptation can make it ideal and more effective depending on the target, since young people, for example, would not have strong involvement in a story far from their experience or their interests. The same applies to NEETs, where the activity could cover topics such as training and job search, sparking renewed interest in these issues.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity can be replicated anywhere since it only needs to be integrated with reflection guide questions. Since the story is a complex plot, it can serve as a starting point to discuss various issues, not only those related to parenting.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity to be successful and integrated into the curriculum, must be contextualized and consistent with the curriculum itself. First of all, the nature of the course must be analyzed and the activity in which of the subjects the activity is relevant must be entered. Having established this, the activity, not requiring particular conditions for the realization, is sustainable because it is easily replicable and adaptable.

Learning Unit: Management of prejudice and stereotypes

Activity: Meeting – Different Cuisine Experience

Name of the Module: Equality	Name of the specific experiential learning activity/practice implemented in the Module: Meeting – Different Cuisine Experience

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity required going out to eat in a restaurant of ethnic cuisine different from one's own to get to know and get closer to culture through one of the most powerful means of identifying a culture: the cuisine. Participants were divided into groups of 5 to maa maximum of 8 people, and each group visited a different restaurant. At the end of the activity, participants were asked to write a small paper, with the help of some guiding questions, all aimed at stimulating a reflection on the educational value of the experience and on the sensations experienced, to break the barriers and prejudices, sometimes unjustified, nourished towards a particular culture. The activity is based on an experiential principle also sensory, exploiting the authenticity that a culinary experience guarantees. The countries in which the activity was carried out are: Lithuania, Sweden, Romania and Turkey; in some countries, migrants carried out the experience independently (as in Lithuania) so that they could also train in communication with local inhabitants and independently explore the culture they were most interested in. In other countries, however, educators shared the experience with migrants (Romania) so that the experience was fully understood and the objectives were fully achieved.

In some countries, participants produced individual reports (Lithuania), others produced a group report (Romania), and in some cases, due to weakly written production capacities, oral sharing was considered (Sweden).

A.2) What expected results did the activity achieve?

The activity achieved the following results:

1. Acceptance and discovery of a different culture through one of the most effective means of expression: food
2. Better knowledge of a culture, of some specific cultural behaviours related to sharing the meal, creation of connection by tracing similarities and differences between culinary traditions
3. Mutual understanding and rapprochement between participants through the search for common points and analysis of differences in terms of gastronomic culture
4. Improved collaboration between individuals belonging to different cultures, but residing in the same area

Situations of confrontation and dialogue have also emerged to break the prejudices and stereotypes of which the participants themselves are victims or that they apply: talking to the manager of the restaurant, has allowed them to learn more about a culture and to create interesting human bonds.

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

In Lithuania, migrants were afraid of not being understood due to language difficulties, however, their experience was positive as they were understood and interlocutors also used English as support. So, in this case, the participants trained their language and interpersonal skills, communicating with the managers of the restaurants where they went. In Romania, migrant participants and locals also shifted the discussion to more complex social issues such as the acceptance and inclusion of migrants in communities, especially in those like Timisoara where migration is growing more now than in the past.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The activity was appreciated by all the participants given the strong experiential component. Food and sharing a gastronomic experience is a powerful way to connect in a new culture because, like all aspects that involve the senses, it immediately restores part of the identity of those people. The flavours, aromas, and ingredients tell the stories of the countries to which they belong and it is also interesting to understand how from the same ingredients each people has returned different recipes, influenced by specific historical, geographical and social factors. Exploring culture through cooking helps to overcome the stereotypes from which it can suffer. In addition, in some cases, the participants were able to talk to the managers of the restaurant, asking further questions and deepening their knowledge of that culture, establishing a more empathetic approach towards it.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

The difficulties that have been encountered in general concern the economic feasibility of the experience: going to a restaurant could be a difficulty for a migrant student who, generally, has few financial resources to dispose of for recreational activities. In smaller areas such as Timisoara, participants did not have many options for ethnic restaurants available, and this could be a problem in cities or areas where they are completely absent. Moreover, in some cases, migrants do not have the language skills or a sufficient degree of maturity to make the experience independently, therefore the presence of an educator is necessary to help them understand the value of what has been proposed.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The activity can be carried out easily, but to ensure its effectiveness it is necessary that:
1.   Educators have an open and flexible pedagogical approach
2.   Participants are helped in organizing the experience
3.   participants are provided with basic knowledge of the culture with which they will be confronted

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

Compared to the required results, the activity may not be accompanied by the production of a written report since not all migrant adults have the appropriate language skills for the elaboration of a text, of more than 5000 characters. Moreover, the knowledge of a culture only through one of its characterizing aspects could be reductive and/or not sufficient to support the understanding of the same and or to break any stereotypes and prejudices in which it is interested. To overcome the logistical and/or economic difficulty that could affect the

realization of the experience, in Sweden they suggest organizing the activity at school by buying takeaway food or asking everyone to prepare typical dishes of a culture.

C.2) What are the conditions for upscaling?

The conditions for upscaling consist in articulating a more complex cultural approach program: various other figures could be invited and included in the path with whom to share culinary practices and learn. Create a more detailed meeting plan where, in addition to cooking, you can explore other aspects of a given culture

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

In the realization of the activity, it is necessary to take into account some cultural aspects such as:

1. The dietary norms characteristic of some religions such as Judaism or Islam
2. the culinary norms and habits of some countries, which may be extremely different or considered inappropriate in other cultures

C.4) Gender (of the final beneficiaries)

Women from some cultures may struggle to participate in such an activity because they rarely attend restaurants or only with their families. In this case, the activity could be carried out independently and then discussed with the help of the educator.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

Surely for the realization of the activity, the most important variable is the economic one. As already pointed out, not all participants are in a position to carry out this experience due to lack of funds, therefore, in this case, the school or centre should ensure the conditions for everyone to do it.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity can be transferred to other contexts, taking into account the following conditions:

1. presence of ethnic restaurants in the area
2. allocation of a budget for the realization

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity can be transferred to other educational contexts by leveraging the interest that children can have in other cultures. In addition, a cultural education approach could stimulate students to undertake work paths with minorities and migrants, as well as greater social inclusion.

In universities, the conditions of transferability are favoured by the presence of foreign students for mobility, so it is easy to find young people from different cultures, who could

make themselves better known also by sharing recipes and traditional dishes of their culture. The university could create ad hoc days or events to support the integration of foreign students through a process of awareness and promotion of different cultures

D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young students; neet,</u> etc...)? and what are the conditions for transferability?

The activity is fundamental for breaking stereotypes that can be acquired at a young age and sediment until they become prejudices. For this reason, even the youngest should benefit so that they can then become promoters of a more inclusive society.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity can be replicated several times with different groups of participants or by inviting them to experiment with other cuisines, always financially supporting the experience.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity can be sustainable if integrated promptly into the educational path, allocating funds to it for its realization even in slightly different ways from those proposed, depending on the needs of the participants. Each school to promote the integration of migrant students into the community, to encourage socialization among students, could allocate an annual budget for the realization of this activity.

Activity: Role plays (scenarios)- Whose story is this?

Name of the Module: Equality	Name of the specific experiential learning activity/practice implemented in the Module: Role plays (scenarios)- Whose story is this?

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity aims to recognize and identify stereotypes and prejudices against migrants and among migrants from different Countries, to promote an empathetic approach.

The activity was carried out with groups of migrants from different countries (IT) and local people from ethnic minorities (LT). Participants were divided into groups of 5 people; each participant was asked to choose a card with the story of people from different cultures; participants were asked to read the story on the card, close their eyes and imagine themselves in the place of the main character in the story. After that, each of them was asked to open their eyes and tell the stories to others in their own words and to share their feelings after interpreting the story, and to express how they would react if they were faced with migrants or local people belonging to some minority (ethnic, linguistic, religious etcc.). At the end of the activity, there was a discussion with participants on how to deal with prejudice and stereotype.

Experience in Italy

In Italy, the activity was carried out with two groups of adult migrants who attended courses for language literacy level A2 or courses for obtaining the certification attesting to the acquisition of basic skills related to compulsory schooling. The activity was embedded within two broader pathways.

1) The activity was preceded by a Holocaust awareness course on the occasion of the International Day in Remembrance of Holocaust Victims, with the aim of reflecting on the effects of stereotypes and prejudice in the past (Holocaust) and in the present. Initially, therefore, photographic testimonies were offered, commented by the lecturer; then the figure of Liliana Segre (an Italian Holocaust survivor) was dwelt upon; and finally, the prevalence of stereotypes, prejudice and ethnocentrism in our society was highlighted, inviting the students to reflect on some everyday situations experienced by them. After these initial meetings, role-play "*Whose story is this?*" was introduced.

2) In the phase of introducing the concepts, participants were asked to reflect on prejudices and stereotypes from a "practical" point of view by asking each one to imagine what stereotype and prejudice others might have about them and vice versa; The migrants involved were asked (1) stimulus questions on the topic (Do you know what prejudices and stereotypes are? Have you been a victim of them? Do you know someone who has been a victim of it? etc.); (2) watching videos related to the topic (https://www.youtube.com/watch?v=Ae4cyphETcM; https://youtu.be/ZykBPM-MQFE; https://youtu.be/UIPV59PWp_8)

A.2) What expected results did the activity achieve?

The participants managed to empathize and feel the harsh reality of a migrant. Though some participants failed to speak, most of them empathized and expressed their feelings successfully.

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

The activity made participants reflect on how prejudice and stereotypes can lead to discrimination and racism in the host country and also in their home countries (e.g., against Roma people in Romania or Indigenous people in Venezuela)

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

Learning has come through emotion. Through the proposed stories, participants (although not all, as highlighted below) were able to trace in their memories and decode episodes of prejudice and discrimination experienced or acted out (e.g., Roma people/indigenous people in Venezuela).

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Although the activity achieved the expected results, some obstacles emerged.

1) Some participants could not express their feelings openly.
However, this obstacle, found in both experimental contexts (IT and LT), was traced to opposite reasons:

> (a) in the Italian context, the difficulty in stepping into each other's shoes is attributed to the desire to "protect" oneself because some stories reopened still open wounds (especially for Ukrainian participants). In some cases, the stories presented had a strong emotional impact considering the actual experience of the students. The teachers tried not to elaborate on some aspects while trying to soothe the emotional impact. Some students showed initial reluctance in tackling the activity not wanting to relive situations they had experienced, or feelings that could worsen their already precarious psychological condition;
> (b) in the Lithuanian context, some stories were difficult to empathize with because they did not seem very real or close to the participants' experience (es.

2) It was a problem for some participants to close their eyes and imagine what the protagonist of the story was facing, as, according to the educators involved, they are not used to doing so and there was some resistance.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The activity does not require particular organizational conditions for its implementation.
It would be advisable, as in the Italian case (historical excursus/ International Day in Remembrance of Holocaust Victims), to include it in the ordinary training and instructional path both to guarantee its sustainability even beyond the duration of the project and to stimulate reflections on the long-range consequences (both spatial and temporal) that stereotypes and prejudices can generate.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

(LT) Stories must be adapted to local conditions and situations. Original stories (proposed at this experimental stage) can serve mainly as examples of stories.
(IT) You might consider approaching the activity with stories that aim to downplay situations but capable of making people think about the same issues.

The stories could have been told by real people (the organizers could invite some real migrants to tell the stories, or the stories could be recorded by real people).

Some ice breakers before starting the activity is a positive aspect.

For participants with very low language skills (pre A1-A1), the activity was supplemented with images, videos (https://www.youtube.com/watch?v=Ae4cyphETcM; https://youtu.be/ZykBPM-MQFE; https://youtu.be/UIPV59PWp_8) in order to approach the topics

C.2) What are the conditions for upscaling?

Such sensitive issues for migrant, given their experience often made up of discrimination due to prejudice and stereotypes, should be dealt with in the context of further activities that also include workshop training through drama and theater.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

In the Lithuanian experience, it was pointed out that because the target group was made up of ethnic minority but local students, this may have influenced the fact that conversations and expression of feelings took less time and were more reserved, because in Lithuanian culture people are more reserved and less open. Even closing one's eyes is not very close to Lithuanian culture.

C.4) Gender (of the final beneficiaries)

The stories were mostly about female characters, and in Lithuania the group was made up of males, which made it a bit difficult to emphasize them. It would be good to enrich the set of proposed stories with others centered on male characters.

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity can be transferred without particular problems to similar contexts with adult migrant students with a language level of at least B1.
It should be carried out in contexts where the user/student is not only migrant, talking and reflecting on certain topics would become advantageous for everyone.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity can be transferred to other school contexts by preparing it through reading some text to be proposed for lower and upper secondary school (es. book by Janne Teller " War - what if it were here?, 2002)
The activity could be proposed to humanities upper secondary schools, favoring the dramatization aspect, and/or dance and music upper secondary schools where one could also think of staging it, perhaps on the occasion of an Open Day, thus favoring not only the involvement of the students, but also of the public.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

Italian educators point out that among younger students (due to a general question of maturity regardless of background or cultural context) there is evidence, in some cases, of a modest aptitude to reflect on such topics. In this sense, the activity should adopt alternative strategies to arrive at a certain degree of reflection such as proposing stories that rather than dramatizing downplay using paradox or favoring the ironic aspect.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity can be repeat every time when the need of emphasizing arises, with different target groups and adapting the activity. The same group can repeat the activity using different new stories.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The sustainability of the activity would be greater if:

-Adult education centers work in synergy with the Reception Centers for migrants by proposing similar activities to be provided within the various operating organizations. Collaborative action between the various local Bodies would be useful, in addition to the Adult education Centers, and Associations that promote equal opportunities to find direct testimonies/stories could be requested, as well as the local theater schools for dramatization experts.

-the activity was included in the curricular proposal (perhaps with an interdisciplinary approach) and not as an external activity of Adult education centers.

Learning Area: Equity

Learning Unit: Equity and Equality of opportunities

Activity: Organize the designing the Code of Ethics of the Organization on Consultancy of Migrants

Name of the Module: Equity	Name of the specific experiential learning activity/practice implemented in the Module: Organize the designing the Code of Ethics of the Organization on Consultancy of Migrants
A) PROCESS AND RESULTS	

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity consists of the creation and drafting of a code of ethics shared between students and educators/counselors, based on the protection and incentive of a more equitable organization oriented to social justice. The drafting of a shared code of ethics allows participants to trace behaviours or approaches to change and to decide together which ethical and moral principles the community and the organization should be inspired by. To draw up the code of ethics, the program contains support material for understanding what and how it is achieved. The activity was implemented in several partner countries: Sweden, Turkey, Lithuania and Italy and different approaches were followed for its implementation depending on the participants involved and their specific characteristics. In general, all the groups faced a session of preparation and dialogue, also through the consultation of other models, and then engaged in drafting their own, using the tools proposed by the activity. In Italy, some teachers, to introduce the activity, discussed with the students some episodes that occurred in the school context, thus highlighting the need to have a shared code of conduct to follow, so that everyone has clear roles and the learning experience is more serene and fluid. Following the introductory discussion and analysis, the participants explained the concept of a code of ethics, inviting them to carry out further research, from which the inspiration for the drafting of the class code was then drawn.

A.2) What expected results did the activity achieve?

Shared codes of ethics have been established in all countries. In the Italian experience, teachers have noted a greater sense of cohesion in the relationship with students, of increased awareness and co-responsibility. The activity allowed the participants, both educators and students, to reflect on the principle of mutual collaboration and mutual respect that, although they are fundamental for a correct interrelationship, are often taken for granted or subject to more superficial dynamics.

A.3) What planned results were not achieved?

In some cases, although the participants actively collaborated in the preparatory phase, they were not equally involved in the writing phase. In the Italian case, Ukrainian students collaborated less in the drafting because they were very conditioned by language difficulties, but also by a strong sense of self-control.

A.4) Were unexpected results obtained? If so, which ones?

The activity aroused the interest of the participants, who understood, and consequently appreciated, that the drafting of a code of ethics consists of the collaboration of all users and

affects them equally and that it is different from a regulation, which is generally imposed. In the Lithuanian case, the discussion brought further results: the participants clearly expressed the difficulties they encountered in living in Lithuania, which can consist of obvious language difficulties, up to lack of access to services. The discussion, therefore, triggered a collaboration between students and educators for the resolution of some administrative and bureaucratic problems, actively involving the bodies in charge.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The strength of the activity consists in the collaboration that it creates between school and educational actors: the students felt an active part of the community and were able to give voice to their opinions and values of civil coexistence.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

The greatest difficulty consists in the ability to reconcile the time of students and educators so that they can work together on a single document. In some cases, the activities were conducted at different times and then the results were compared. In addition, students with low language levels may encounter difficulties in understanding the terms characterizing the activity, extending the execution times.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The activity does not require specific prerequisites, however, for an effective implementation we suggest the:

1.   Organize useful times and places for a wide-ranging cooperative work
2.   Identify a person responsible for document management, preparation and organization of the activity
3.   Active involvement of migrants

Inclusion of resources that have knowledge of the topic and support dialogue between participants

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

C.2) What are the conditions for upscaling?

The activity could also be extended to other contexts, involving other social and territorial actors so that networks of mutual collaboration and respect are created. In addition, to make it transversal, it could be carried out online to reconcile the times of all the people involved.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

 In drawing up a code of ethics it is necessary to take into account the cultural characteristics of the groups involved: the principles and rules of conduct must not force or conflict with the specific characteristics of each cultural group involved. In the code must be included those rules that respond to the principles of common sense and that are recognized as universally valid. Cultural differences, in fact, are not the basis for the interpretation and application of a code of ethics depending on the specificities of the situations.

C.4) Gender (of the final beneficiaries)

What is valid for the cultural factor is also valid for the gender issue: the interpretation and drafting of the code does not respond to the specificities of the cases but must be based on a principle of neutrality and respect for all the individuals involved. In some cases, female participants from certain cultures may be reluctant to participate in such activities, but it may be hoped that they can participate in a way that suits their needs.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

The activity could be more effective if it were implemented at the beginning of the year: in this way, the sharing of an ethical code at the beginning of the school path would discourage the inadequate or incorrect relationship dynamics that sometimes occur in school environments. The governing bodies of the school must be also included in the realization of the activity so that the code is shared by all members belonging to the educational system.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity can be transferred to similar contexts to bring out the critical issues that exist in the relationships between students and educators, urging a collaborative and shared resolution. There are no particular conditions for transferability, however, it is essential that educators in each context implement the activity so that it is accessible to their target students

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity can be transferred to other contexts, always planning it at the beginning of the path, to create the conditions of coexistence necessary for a serene development of training activities. In the case of secondary schools, students will understand the activity in the same way as migrant groups: showing interest and enthusiasm for active involvement in the implementation of the code. In universities the activity is transferable, however, it should be carried out at the university and/or department level with the collaboration of: student representatives, teachers, administrative technicians and general management. In these contexts we can witness unethical behaviour, therefore, it is essential that the dialogue between the various actors is open and clear and sets a shared code to contain these problems

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

The activity can be proposed to different targets, however, the methods, places and times of realization must be consistent with it.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity can be repeated several times with each new group of students or periodically in the school depending on the changed living conditions of the same. Surely an obstacle to replicability is the barriers and language difficulties of new student groups; However, older students who have already done the activity could be involved to act as linguistic support and

mediators. As already pointed out, it can be replicated at the beginning of the year to provide a guide of behaviour to all, establishing healthy relationships at the beginning of the school year

F. SUSTAINABILITY
F.1) What are the conditions for the sustainability of the practice?   The activity is sustainable because it does not require specific conditions for the realization and it would be an excellent tool for the establishment of equitable dynamics in terms of access to relational and social systems. However, the training of teachers is fundamental to getting out of the curricular themes of the disciplines and understanding the integrative value for students in these training courses.

Activity: Organizing the two-hour discussion on the topic of social justice, equity and equality within the participants' organization and the community.

Name of the Module: Equity	Name of the specific experiential learning activity/practice implemented in the Module: Organizing the two-hour discussion on the topic of social justice, equity and equality within the participants' organization and the community

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity consisted of organizing (2 hours) and carrying out (2hours) a discussion on the topic of social justice, equity and equality, with the involvement of adult migrant educators (and generally all professionals working with migrants) and adult migrants themselves.

The goal is to stimulate debate and reflection on how to promote social justice within individual organizations and at the community level.

The pilot covered partner organizations from Italy, Lithuania and Turkey.

In Italy, the activity was carried out in two different settings and with different target groups.

1) The first group consisted of educators and a group of seven migrants (from Russia, Poland, Morocco) attending courses for obtaining the certification attesting to the acquisition of basic skills related to compulsory schooling (10 years of schooling in Italy) The activity was part of an Active Citizenship training course on the theme of Equality and Equal Opportunity. Already during the year these topics had been covered. The focus of the activity was " Least Equal People" in contemporary society: the disabled, migrants, the poor and women. Educators chose a generic title "Social Justice in Everyday Life" and provided students with a presentation and key words (Equity, justice, discrimination, equal opportunity, etc.). The objectives of the activity were to direct the discussion on proposals to remove legal obstacles to the full inclusion of "Least Equal" people and for equal opportunities, but also to propose Positive actions to recover disadvantage.

2) The second group consisted of educators and adult migrants (from Eritrea, Afghanistan, Venezuela, Ukraine, Nigeria, Pakistan, India, Morocco, and Bangladesh) with an A1 Italian language proficiency level. The activity consisted of three meetings: 1) at the first meeting the topics were introduced to the adult migrants and mixed groups by gender and nationality were formed with the aim of documenting the topics (workshop activity of autonomous search for information), exchanging ideas and opinions among themselves and presenting (group speaker) a summary of the observations that emerged from the discussion among them; 2)at the second meeting, images were projected to support the explanation or as input and an image/meaning matching activity was proposed; 3) in the third meeting, a video on the International Convention on Human Rights was shown (< https://www.raiscuola.rai.it/italianoperstranieri/articoli/2021/06/Diritto-907ace36-0a39-49a1-b004-f643a266cc53.html >). Participants were invited to stand in a circle to begin sharing reflections and initiate discussion. The topic that aroused the most interest was the strong obstacle to the achievement of equal opportunity due to the lack of respect for civil rights. Therefore, the discussion shifted to what each of us can do to help create the conditions for achieving "equal opportunity."

In Lithuania, the activity was carried out with employees of the Refugee Reception Center (Naujininkai Refugee Camp), with the aim of deepening the camp workers' knowledge of social justice and equal opportunities and encouraging their practical application in working with refugees.

In Turkey, the activity was organized with educators and professionals from the Provincial Directorate of Family and Social Policies

A.2) What expected results did the activity achieve?

In the three experiences (IT;LT;TR) the activity achieved the following results:
- improved understanding of aspects of social justice and inclusion among practitioners;
- gained greater awareness of how to apply the principles of social justice, equity and equality in daily work with migrants, among practitioners;
- identified obstacles to social justice, equity and equality within the organization and community, among practitioners.
In Lithuania, all camp employees (except two for objective reasons) participated in the discussion. The discussion itself went very well, the participants got involved and actively expressed their opinion.
In addition, the Italian educators emphasize that the topic aroused considerable interest among the adult migrants and allowed them to make reasoning and connections with the legislation of their countries of origin and the current geopolitical situation. They emphasize that it was a significant moment where adult learners were able to express themselves and become aware of certain situations and the importance of the personal contribution that each person can make, mobilizing themselves as active citizens.

A.3) What planned results were not achieved?

In the case of Lithuania, it is pointed out that it was no possible actively involve camp residents in the discussion. The residents of refugee camp are illiterate, so educators were afraid that they might not understand concepts, terminology.

A.4) Were unexpected results obtained? If so, which ones?

In Lithuania, during the activity it was decided to create a code of ethics for the Refugee Camp. Also, it was decided to organize more similar discussions (participants are employees, residents, persons in integration).
In italy, the activity received particular interest from migrant adults; even those generally very reluctant to open up and not very participative, participated actively in the activity in an unexpected way. Says one educator, "One of them when he left exclaimed, "I'll keep thinking about it at home!"

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

There are several strengths that have emerged in the three contexts:
IN TURKEY AND LITHUANIA
Support of the organization's leaders.
Especially in Lithuania, after the event, the manager said that more similar discussions could be organized.
IN LITHUANIA

Space: "the center there is a comfortable space where the participants can relax, the participants sat in a semicircle on a soft bench."
- Technique: the presentation was displayed on the wall.
-An active call to participate in the discussion "in the name of science" helped;
-inviting participants to the discussion several weeks in advance. A day before the discussion, a short message was sent to the colleagues in the general chat with the aim of reminding them that the discussion will take place, the audience and the time were indicated.

 IN ITALY
- Organizing the discussion in three successive steps and not in a single meeting (especially for the second group) allowed migrants to "prepare" themselves by getting an idea about the topics of the discussion and arrive at the subsequent appointments with greater awareness;
- adapting and simplifying the material/documents and extensive use of video materials and images, in order to facilitate the involvement of adult migrants (low language skills);
- links between activity and normal curricular path (e.g., in the first group, educators to stimulate reflection proposed insights, both in a diachronic and synchronic sense, starting with the condition of women in ancient societies, the subject of study in the History subject)

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

(*with regard to all participants in the discussion*) Need to prepare the participants before carrying out the activity given the specificity of the topic (social justice, equality, equity).

(*with regard to the educators participating in the discussion*) In this regard, the Turkish project partners underline that if this activity were implemented immediately after the theoretical training on these topics intended for educators (planned in the SoJUST project and to which this experiential training is closely connected), it would be easier to guarantee an active participation in the discussion by the educators/professionals themselves.

(*with regard to the migrants participating in the discussion*) On the part of the Italian educators, it is noted that organizing and leading the discussion on these topics was a challenge as people started to personalize the issue or became too sensitive to the topic.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

- Management's support;
- Spaces: comfortable and informal, equipped with multimedia tools (to project images, video extracts, etc.);
- Refreshments to attract an audience;
- When organizing a discussion with refugees, it is necessary to ensure translation

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

In addition to the improvements already mentioned and adopted in the pilot testing phase, there are other aspects to consider in order to improve the implementation of the practice.
1) Since the activity is complex because of the topics covered, its implementation is not easy. It is a time-consuming activity, so it is important to spend more time on preparation (more than the planned 2 hours) and more time on discussion (more than the planned 2 hours).

2) Develop and make available to participants, prior to the discussion, dissemination materials focused on the topics that will be covered;
3) Plan the agenda for the discussion in detail

C.2) What are the conditions for upscaling?

The conditions for upscaling refer to the involvement of the local community in the discussion, not just professionals (who work with migrants), and local policy makers who can affect on some issues at local level.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

1) Arrange the discussion contemplating the presence of Muslim participants, so not during the Ramadan period
2) Participation of translators, translating into the language of the beneficiaries

C.4) Gender (of the final beneficiaries)

Form mixed gender groups. Addressing in general terms without distinguishing gender. Moderators must provide equal opportunities for men and women to speak. The debate is about equal opportunities, so it needs to be organized to demonstrate that, not men separately and women separately.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

1) Provide appropriate time frames
2) Leadership support
3) Knowledge of the topics by the moderators of the discussion.

C.6) Any other dimensions/aspects that you consider important

If there are time constraints (no more time may be allocated), think about possibility to organize discussions in monolingual groups.

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

All aspects of the activity can be transferred to a similar context. It should be kept in mind, however, that in the case of the project in question:
- the moderators of the discussion have knowledge of the topics covered;
-the educators involved in the discussion have been trained on the topics covered (prior to the implementation of this activity).

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The relevance of the topic is important. The topic is universal, suitable for discussion not only in institutions working with migrants but also in other institutions.
As they are "historically" strongly felt themes the activity and topics can be repeated without any particular problems, trying to refine and broaden the themes and the in-depth study of them by involving the various actors in the area, in addition to the school, the collaboration of the associations that carry out awareness-raising activities on the subject could be requested.

D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young students; neet,</u> etc...)? and what are the conditions for transferability?

The activity can be adapted to different target groups (ethnic, age, socially vulnerable, gender diverse, etc.) especially working on the complexity or simplicity of the material produced to introduce the topic.

One could also consider, for example for upper secondary school students, proposing an in-depth study on the topic of social justice (as a learning task) to then be presented as material to be used to handle the "discussion activity " with the larger class group.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

Different groups of participants should be formed. It would not make sense for the same participants to organize a discussion on the same topic, unless you want to propose the same topic at a later level of detail.

It would be appropriate, as indicated by the Lithuanian Partner, to make known to other educators (from the project partner Adult Education Centers) with all the training materials developed in the project (especially IO2-Pilot learning curriculum for guidance intervention social justice-focused, on which the pilot tests were then implemented) and according to each topic, read, prepare slides and hold a discussion on the chosen topic.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity could be sustainable if the training lasted for a long time, so that the topics were always different and did not repeat themselves.

In the Italian case, it is suggested that the "discussion activity" be integrated into the civic education sessions that Adult Education (IT) Centers conduct as per the "Integration Agreement" contained in the "Guidelines for the design of the civic education and information session, referred to in Article 3 of Presidential Decree 179/2011" by which the Italian state commits to strengthening the migrant's integration process. In addition, it would also be advisable to enlist the cooperation of outside experts (lawyers, social workers) for the necessary insights.

Learning Unit: Intercultural Understanding and Relationship

Activity: Looking for cultural diversity in our daily lives.

Name of the Module: Equity	Name of the specific experiential learning activity/practice implemented in the Module: Looking for cultural diversity in our daily lives.

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity consists of the discovery of new cultures, through the most evident aspects of the same, to better understand their characteristics and combat the prejudices and stereotypes that affect them. The discovery of these cultures took place through the search for songs, typical dishes, poetry and literature, folk traditions and customs, typical products and daily habits. The students carried out research and met people from different cultures to be explained and told some aspects of them. Each student gathered information about a specific culture and then shared the results with the class. For the realization of the activity, students are encouraged to approach the people whose culture they wanted to study and be told something.

A.2) What expected results did the activity achieve?

The activity, in addition to having led students to explore something unknown, moving between communities other than their own, has achieved further objectives:

- Acceptance of other cultures by discovering other aspects and comparing them with one's own, tracing similarities and differences. Better knowledge of the traditions and habits of other communities, analyzing different aspects of the same such as language, music, art etc.
- The mutual discovery also involved a rapprochement of the people involved who interacted without being influenced by stereotypes.
- The participants discussed similarities and differences, including the latter Better cooperation in the community through socialization and communication practices

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

In the Romanian experience, the unexpected result is related to the ability of migrant students and young people from the local community to know how to interact and discuss the problems that afflict society, especially with regard to discrimination and the lack of inclusion of some migrants groups.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The strength of the activity lies in the strongly experiential and explosive component, in which the student is forced to abandon his comfort zone, opening up to dialogue and curiosity. The possibility of knowing a culture through citizens goes beyond the notional school formalities, therefore to the history and geography of a place, you can trace the sociality and the forms of expression that characterize it. Discovering a culture through people forces us to dwell on the

impact that stereotypes and prejudices have on the understanding of culture itself: knowing it authentically through people, will eliminate the propensity to give in to the trap of stereotypes.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The activity can be easily carried out by other adult education centres, ensuring the necessary support and preparation for students to experience this approach to other cultures. The educators involved must be well aware of the dynamics that characterize the interaction between migrant groups and the cultural backgrounds of each, urging a healthy and constructive interaction.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity can be improved by integrating gradual and additional approach activities. Each student must gradually discover the various characteristics and nuances of a culture. In addition, it is hoped that each student will be able to explore more cultures to promote their understanding of them and greater integration between parts of different social groups.

C.2) What are the conditions for upscaling?

The activity can be scaled by expanding the action not only to students and some individuals in the communities but by creating a program that involves the migrant communities entirely, the local community, associations, schools and representatives. The activity could consist of the creation of a festival of cultures in which everyone can present their own.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

There are no specific needs for cultural adaptation, rather more or less complex implementation strategies could be established depending on the degree of language skills of the students and permanence in the territory: a newly arrived student may struggle to carry out the activity because he does not know enough about the area.

C.4) Gender (of the final beneficiaries)

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity is transferable to similar contexts as it fosters integration and tolerance between migrant students and the host community. It could be applied not only in centres that deal with the education of migrants but of adults in general and also at the national level so that the

stereotypes that exist between compatriots living in different areas of the nation can be overcome.

D.2) According to you, what aspects of the activity/practice are transferable to <u>different contexts/settings</u> (secondary schools, universities etc)? and what are the conditions for transferability?

The activity can be transferred to other educational contexts, integrating it into school curricula for different subjects. Teachers could develop a program of discovery of different cultures by combining theoretical research and experiential activities related to the history, geography, music, art, literature, language and traditions of each country in which migrant students are present in the institution. These actions would foster interaction between students and support the integration, as well as active participation, of migrant students.

In universities, the activity could be transferred to student environments such as associations that could organize seminars and social days involving foreign students,

D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young students; neet,</u> etc...)? and what are the conditions for transferability?

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity is easily replicable. The conditions for its implementation consist in developing a research plan, establishing adequate times of realization and providing students with the right support in understanding how to carry out their exploration.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity is sustainable because it can be carried out from time to time with different student groups or be replicated many times for different cultures with which the students come into contact.

Learning Unity: Critical Consciousness and Reflexivity

Activity: Brainstorming

Name of the Module: Equity	Name of the specific experiential learning activity/practice implemented in the Module: Brainstorming

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity, as the title itself states, consists of a brainstorming session on the concepts of critical consciousness and reflexivity. By asking the question "What are they?", each participant shares his or her definition on a whiteboard. Together, participants will analyze the different responses and create a common definition.

The activity was tested only in Italy and the educators implemented the activity in different phases to allow students to familiarize themselves with the proposed concepts and better manage language difficulties. The educators created a Google form containing videos and texts in different languages and shared it with the students, who, individually, used the contents and made a first reflection on what they read and saw. In basic literacy classes, students had access to simplified content for greater understanding. During the lesson, educators proceeded with brainstorming through the classic approach of design thinking or with the use of platforms such as Mentimeter. To make the activity consistent with the course of study, some teachers correlated the activity to the analysis of some historical events, starting the discussion with the commemorative value of the Day of Remembrance of the Shoah.

A.2) What expected results did the activity achieve?

The students actively participated in the discussion, also reporting personal life experiences in which they found a lack of reflection in themselves and the interlocutors. In addition, some groups have shown particular attention to what is proposed, activating active reflective practices in their way of acting and thinking. In general, all participants benefited from the activity, improving their approaches to dialogue and reflection.

A.3) What planned results were not achieved?

Only some students did not actively participate because they did not find objectives consistent with their supplementary needs in the activity. Others, at the beginning of the activity, have shown perplexity about the consistency of the same with the subjects of the scientific matrix. A particular case was observed in which a student, adult and retired, who considered the proposed contents as an attempt to manipulate the minds of the students who had already experienced, in the past, similar forms of subjugation. Obviously, the trainee was explained that the activity had a completely different purpose.

A.4) Were unexpected results obtained? If so, which ones?

In some sessions, there was a particular collaboration between students, especially support between more or less educated students.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The main strength of the activity is active collaboration and dialogue: the participants, having overcome their initial fears, were able to express themselves and confront each other freely, improving both the understanding of the concepts of reflexivity and critical awareness, but also their degree of awareness.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Probably the biggest obstacle is the difficulty of introducing a rather complex subject, which also requires a piece of certain linguistic knowledge, to students with little schooling. However, the creation of support materials in the mother tongue has mitigated this difficulty.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The activity can be carried out in other adult education centres by setting as conditions for the realization:

1.   Longer lead times
2.   Identification of didactic spaces consistent with the aims of the activity
3.   Enhanced language proficiency for participating students

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity to be better perceived and understood by students should be lowered and contextualized in teaching programs of subjects more consistent with the subject matter, such as civic education. In civic education courses students are educated to be more responsible, active and aware citizens of the civic, cultural and social life of society; Therefore, the activity could be developed in such a way as to reconcile with the educational objectives of the program. With more educated students, however, the activity could also be proposed with different subjects, such as science, to deepen the degree of reflection and critical conscience that must accompany the analysis of some ethical dilemmas concerning medicine and sciences in general.

C.2) What are the conditions for upscaling?

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

As far as cultural variables are concerned, no specific adaptations are considered necessary. Instead, it would be functional to diversify the methods of carrying out the activity according to the level of schooling of the students and also according to age. For unaccompanied minors, the activity should be simplified and made accessible about their degree of maturity and adapted to their age, in order to introduce them to complex concepts such as those proposed.

For migrant adults with little school, content could be simplified through the use of only visual material.

C.4) Gender (of the final beneficiaries)

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

57

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to <u>similar contexts</u> (other adult education centres)? and what are the conditions for transferability?

It is possible to transfer the activity to similar contexts as long as the teachers are provided with proper training to deal with the topics, given their complexity and variety of approaches.

D.2) According to you, what aspects of the activity/practice are transferable to <u>different contexts/settings</u> (secondary schools, universities etc)? and what are the conditions for transferability?

The activity is transferable to secondary schools because it is a highly formative moment, both for the acquisition of knowledge, and of fundamental skills for the realization of a society more oriented towards social justice. Secondary school students are at a crucial moment in their education and involvement in activities such as these is an enrichment for their personal growth. In universities, the activity could be integrated into courses in philosophy, social sciences, humanities, psychology and sociology because it would constitute a moment of practical training aimed at consolidating the theoretical notions with which these students come into contact.

D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young students; neet,</u> etc...)? and what are the conditions for transferability?

The activity is functional for all young people as it improves and strengthens their awareness of how to perceive and analyze the society in which they live. To make the effect more effective, it could be achieved by creating contact between migrant students and young people of the territory, so that the sharing of experiences favour the integration between the parties and the reflection on what happens.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The activity can be replicated differently depending on the objectives to be achieved, diversifying the target audience and/or the methods of implementation. However, not requiring particular resources for implementation, the activity is easily replicable, provided that students are provided with adequate support to understand the topics covered.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity is sustainable if correctly integrated into the learning paths, especially in those relevant to the objectives of the activity, such as the aforementioned civic education.

Activity: Can I enter?

Name of the Module: **Equity**	**Name of the specific experiential learning activity/practice implemented in the Module:** Can I enter?

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

This activity is a role play where there are two groups of people: some are migrants/refugees who are trying to get into a certain country, while others are the border patrol officers who are at the border, controlling who enters the country.

The main objectives of this activity are:

- To develop knowledge and understanding of migrants and/or refugees and their rights;
- To practice the ability to present arguments and make judgements;
- To promote solidarity with people who are forced to leave their countries;
- To develop debriefing skills to promote critical awareness and reflexivity.

This activity was carried out in Portugal with three groups composed as follows:

- Group 1: migrant adults from South America, Asia and Europe (non-EU Country)
- Group 2: a class of mostly Portuguese teenagers (approximately 15 years old), with 1 migrant from Africa;
- Group 3: a class of teenagers (approximately 13 or 14 years old), composed of mostly Portuguese and 8 migrants from South America.

A.2) What expected results did the activity achieve?

The educator of Group 1, the only group made up entirely of adult migrants, mentioned that the main objective met was the promotion of critical awareness and reflexivity, because this group, being adult migrants, already had first-hand knowledge about their rights and the immigration process.

Group 2 and 3's educators mentioned that this activity promoted knowledge and understanding of the condition of migrants and their rights by raising awareness of the difficulties faced by them. It also promoted solidarity with people who are forced to leave their homes and the sharing of ideas with regards to the acceptance (or not) of migrants/refugees.

A.3) What planned results were not achieved?

Group 2's educator mentioned that the immaturity of her students did not make the role play/dramatization entirely credible; in the debriefing part, this immaturity was noted in the weak argumentation and poor critical awareness revealed by the young students. She mentioned that most students could put themselves in the shoes of others but only very superficially. She noticed some problems with the students who were Inspectors: they chose to work alone and some chose to accept bribes. In the groups of younger students (Groups 2 and 3), the last objective (to develop debriefing skills to promote critical awareness and reflexivity) was not achieved due to the lack of maturity of the groups.

A.4) Were unexpected results obtained? If so, which ones?

In group 1, the group discovered the differences in the process of acceptance at the border services (for example, whereas migrants from the Philippines could only get a travelling Visa if they had no criminal record, those from Venezuela had to present, separately, proof that they

had no criminal record upon arrival): this made for some interesting debate during the debriefing.

The majority of the participants in Group 1, all of them migrants, preferred the role of the Inspector/border control official. They actually used the moment to make fun of them, by imitating (quite convincingly) the highly bureaucratic part of the process (e.g. they "made" a ticket dispenser and refused to serve the people who did not have a ticket and made them go back and get a ticket; they used many sheets of paper for all the forms needed to enter the country, etc.) Some chose to be extremely unhelpful and sour-faced, while others made fun of the "sacred" Portuguese coffee break habit ("You must wait, I can't help you now, I still haven't had my coffee!"). This was an interesting way to break the ice and create bonds between the different nationalities in the group: all of them had passed through the same experience, regardless of their country of origin.

With regards to Group 3, the educator mentioned that this activity succeeded in breaking some myths the students had about our country's immigration policy (they believed that Portugal allows anyone and everyone entry to our country, without any real selection process).

Group 3's educator mentioned an interesting and completely coincidental fact: this activity was done the day before a terrible incident involving a refugee (a Syrian widower –whose wife had died in a refugee camp in Greece-who had gained asylum in Portugal, went to the Centre that was helping him where he proceeded to physically attack his teacher and killed two of the Centre's employees) was Portugal's headline news story of the day. The following day, the group that had done this activity, told him that they would have chosen a much less accepting attitude if they had to do this activity a day after that incident (i.e. they admitted that this murder would have made them much less tolerant or accepting Inspectors, and would have denied access to the country). Indeed, this unfortunate incident altered the solidarity -which they had demonstrated possessing the day before-towards migrants and refugees. In hindsight, it would have been interesting if this educator had to do this activity with two different groups (one group before this incident occurred, and another after this incident, to see the differences in attitudes and opinions), but one cannot imagine that (terrible) situations like this will occur.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The main strength of the activity, in all groups, mentioned by all educators, was the participation of its members and the possibility of promoting empathy and putting oneself in another's shoes. The non-migrant students gained a better understanding of migrants and/or refugees and their rights; and ultimately felt solidarity towards those who are forced to leave their homes.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Group 3's educator thought that this activity would work better if the group was smaller. For example, if he ever had to do this activity again, he would prepare the activity with the whole group (brief introduction to the topic, the explanation of the activity, handing out of the roles, etc.). However, the actual role-play would be performed by only a few of the students (even though everyone participated in the initial phase): those who do not participate in the role-play watch the role play. Finally, in the debriefing part of the activity, everyone will participate and comment on what they did (if they were "actors") or what they observed (if they did not take

part in the role-play). He would also extend the preparation time, by having another lesson, before the actual activity lesson, where this process of entering a country would be explained to the group (we cannot forget that he did this activity with students who have very little or no experience of this process). Group 2's educator also mentioned this (the lack of information they had about the process), together with the lack of maturity of her students, made this activity seem superficial (she did, however, start off by giving the students a brief introduction to the theme of refugees).

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

To supply a space, venue or classroom to host this activity, and the educator needs some knowledge of the process of immigration to be able to guide the group.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The educators who implemented the activity believe this activity could be used with younger students, especially those that know nothing about immigration, refugees, etc. What this activity has taught educators is that it is not enough to work with migrant adults about these subjects: now, more than ever, we need to start promoting social justice for all migrants, especially from a primary school level.

C.2) What are the conditions for upscaling?

The educators who implemented the activity believe this activity, as is, is already quite complex. One way to upscale this activity would be to have specific guidelines for the roles, for example, "*You are a grouchy Inspector and are not going to make the process easy for the migrants*"; "*You are trying to enter the country but your passport is fake*" or "*You are a xenophobic citizen and you are in an anti-refugee campaign at the border passage*".

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

As already said, this activity is already quite complex, and any possible language barriers can be an obstacle for it to run smoothly. Also, because the role play is a situation that all of them have experienced in their lives, there is a risk of the role play triggering a strong psychological and emotional reaction, which is, in no means, the goal of the exercise. We must be careful because we run the risk of opening "Pandora's box" and triggering some traumas that need clinical intervention. In addition, according to the educators who implemented the activity it would be better if this activity was put into practice by the very people who do not think about migrants at all, or people who have extreme right-wing tendencies, rather than with adult migrants who are unskilled in order to achieve its goals.

C.4) Gender (of the final beneficiaries)

This activity, as is, doesn't need any adaptations because of the gender of the final beneficiaries.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

All educators mentioned that an hour to do this activity was insufficient and all educators took at least 2 hours to do this activity. This activity is divided into at least 4 parts: explanation of the activity and the distribution of roles; the preparation of the role-play; the role-play/dramatization and finally, the debriefing and evaluation of the activity...in order to be successful, one hour is not nearly enough and thankfully, all the educators realized this beforehand and chose a two hour lesson slot to do this activity. Had they not had that foresight, this activity could have gone very badly.

With regards to space, this activity will work in any classroom or indoor setting, because part of the activity is to reorganize the furniture (tables and chairs) to create border-crossing environment. Educators of the second and third groups had the same idea: to place the SEF (Portuguese immigration service) logo on the wall of the classroom, which contributed to the success of the role-play by imposing a serious tone to the activity.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

This activity may be transferable to other adult education centers or places where there is friction between two groups of people, for example, in a community where there is a large group of newly arrived migrants who are trying to adapt to the society, and another group, for example, of local low-skilled people who look at the migrants with suspicion. It would be interesting to switch roles by giving the migrants the roles of immigration officers and the locals will be given the roles of the migrants/refugees. However, if this is done in an already hostile or tense group, this may cause more problems and friction between the two groups.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity will work well in any situation where we have to manage conflicts between two groups (where at least one of those groups is of migrants). If there is friction or conflict, perhaps it is best to devote some time to preparation of the roleplay (for example, perhaps we can interview an immigration officer who can explain to us how the process of entering a country works; or/and we can interview a refugee, to tell how he/she came into the country): this will facilitate the process of playing the part of someone else and may do more for promoting empathy than just giving people different roles to play.

Another alteration that can be done is to not give the people playing the migrants or the Inspectors the choice of choosing what kind of person they will be by handing out specific character traits (for example: "*You are an immigration officer who is secretly xenophobic and racist, so you tend to not be moved by the sad stories you hear from foreigners every day*" or "*You were a nurse in your country, but you are running away from a violent partner. You have no money or documents because you left in a hurry and did not have time to plan your departure*"). By doing this, you can try to "direct" the role-play to focus on different themes (e.g. discrimination based on gender, on age, etc., the importance of doing one's job without being influenced by one's personal ideas, etc.)

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

According to the educators who implemented the activity, should be put into practice in classes of younger students, but not just with migrant students. Ideally, it should be carried out in a class of students of mixed origins, from various countries, just like our second and third groups: especially if teachers have already noticed problems with regards to migrant students' integration and a general atmosphere of hostility in the class. However, in these classes/groups, perhaps it is not enough to just do this activity without having done some preparation (explanation of how the process of immigration works, the rights of migrants and refugees, etc.)

beforehand. In these cases, it would be interesting to devote a lesson to this topic, beforehand, so the younger, less mature participants will have some background knowledge when they participate in this activity.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The practice is easy to replicate if the educator has some knowledge about immigration processes, the laws and rules around the acceptance of migrants, etc. If this is done with only migrants (such as our Group 1), they will probably have more knowledge about the subject because they have experienced these or similar situations.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

With regard to adult curriculum, this activity might be part of, for example, a vocational training module, around the theme of Empathy or Mobility, but is quite difficult to find a specific subject within which this activity can be inserted.

Learning Area: Responsability

Learning Unit: Advocacy

Activity: Workshop about advocacy

Name of the Module: Responsibility	**Name of the specific experiential learning activity/practice implemented in the Module: Workshop about advocacy**
A) PROCESS AND RESULTS	

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity is aimed at spreading the culture of advocacy within the organizations where educators/counselors work. The goal is to strengthen the knowledge of this practice in order to create a positive attitude toward it and strengthen the advocacy actions of the organizations involved.

The Workshop facilitators are educators who have previously trained through the self-learning and guided learning paths implemented in the project, while the participants were other colleagues and members of Sojust project partners.

Therefore, the workshop helps, with other activities we planned, to the achievement of specific learning outcomes in the facilitators who, after the theoretical training (self-learning and guided learning) tested themselves at experiential learning through the leading of the workshop. The three expected learning outcomes for facilitor are:

- she/he is able to explain theories and advocacy principles;
- she/he is able to select and define the issue to be dealt with advocacy campaign;
- she/he is able to plan and manage activities for organizing an advocacy campaign.

The structure of the workshop is as follows:

1) Explanation of objective (5minutes);
2) Explanation of the activity (5 minutes);
3) Advocacy theoretical explanation (60 minutes);
4) Practical activity for planning an advocacy campaign (90 minutes);
5) Debriefing and feedback (20 minutes)

Several tools were provided for the implementation of the workshop:
- for organizing the workshop (planning: defining objectives, audience, activities, etc.).
- for the implementation of the workshop activities to be carried out with the participants in order to explore the problem to be reached and the objectives of the advocacy action (Problem to Opportunity Machine; Problem tree; Advocacy-meter; Objective tree; My aim; Our expectations; World cafè; "Speak out loud!", etc..).

The "*Workshop about advocacy*" activity was carried out by the organizations of the Sojust project in Italy, Lithuania, Portugal, Sweden, Turkey, and was addressed to the educators (not involved in the Pilot test) and member boards of the Adult Education Centers Project partners.
In Lithuania, a second workshop for co-ordinators of non-formal adult education of local municipalities was organized on-line as Zoom webinar

A.2) What expected results did the activity achieve?

The activity achieved results both in terms of an initial understanding about the meaning of advocacy, the principles and practical actions of which it consists, and in terms of the preliminary definition and planning of an advocacy campaign.

However, as will be discussed below (C1), for full achievement of the expected results it is necessary to intervene on the timing of the activity.

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

Initially, the facilitators feared the unfamiliarity of the participants with the concept of advocacy and even more with the practical advocacy actions that should be defined and elaborated during the workshop. However, in all the pilot tests, a general satisfaction was reported as the participating groups proved to be very receptive and that the planning activity of the advocacy campaign was also considered useful and pertinent by the participants in order to act for try to give answers to the problems that their students/users (migrant adults) are facing.

Unexpected result of the first workshop of LSSA (LT) was the decision of the Board to organize the similar workshop (2 Zoom webinar) for co-ordinators of non-formal adult educators of local Municipalities. The time was very favourable because local elections in Lithuania would have taken place within a few days.

The board decided that the topic of advocacy should be problems of adult education and advocacy campaign should be targeted to candidates for municipal mayors. The board also decided that it should be not just a workshop, but the result of the workshop should be actual advocacy campaign aimed at increasing attention of mayors on problems of adult education

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

In a general perspective, the strength of the activity is that it has a holistic approach, ranging from theory to practice, so it fosters in the participants the immediate acquisition of skills (even if at a rudimentary level) and, above all, the 'interest in taking up and deepening the topic.

According to all educators involved:

-the activity was well implemented and well received by the groups. The activity was easy to implement and the main strength of the activity, mentioned by all educator-facilitators, especially the Portuguese ones, was the possibility of promoting empathy and putting oneself in the shoes of others;

-the availability of extensive and in-depth theoretical material, developed in the Pilot Learning curriculum (IO2) developed by the Sojust project, allowed to make effective presentation of the topic;

-according to Lithuanian partner, the availability of the videos, reported in the IO2, also helped a lot for better understanding of the concepts and helped to make the presentation more attractive (Making Advocacy Effective" part 1 https://www.youtube.com/watch?v=5FmLP-JVzcM and part 2 https://www.youtube.com/watch?v=6DKBhPFQbTI; and How to Understand Power - Eric Liu https://www.youtube.com/watch?v=c_Eutci7ack);

- Clear instructions for implementation of the workshop made planning of the workshop easier;

-The tools proposed for the fourth phase of the workshop "Practical Activities for Planning an Advocacy Campaign" proved useful for generating ideas in the brainstorming phase and providing a methodologically grounded process in the planning phase.

The "world café" method was used to identify advocacy campaign themes in Lithuania and Turkey, which, according to the educator-facilitators, worked very well. They organized two to five café tables and three/six rounds of discussion. Note takers were assigned to each table. Note takers stayed at the table after the first round and the rest of the participants moved to another table. As reported by the Turkish partners, the transfer of the results of the previous group's discussion by the note-takers to the next group became a guide for the next group to better focus on the issue to be addressed through the advocacy campaign. In Italy, the "Speak out loud!" tool was used for defining the advocacy campaign to brainstorm media and message to effectively engage the target audience. The free expression of thoughts and equal interest of each thought increased the success of the tool. At the same time, the activity led to the emergence of very different points of view.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Basically, the activity was well implemented. However, educator-facilitators reported three weaknesses:

-more specific implementation guidelines are needed, i.e., a full and comprehensive explanation of the activity/dynamics to make it as understandable and objective as possible.

- lack of examples of effective advocacy campaign messages. There are many tips for message writing, but few good examples;

- the difficulty of moving from advocacy campaign design to actual implementation. The reporting of the Lithuanian partner is explicative "there were 33 participants in the first webinar session and 22 participants continued for the second session. During the first session we found that participants were interested in the topic, but some of them were reluctant actually implement the campaign. When they found that the idea is not only to have the workshop, but actually implement advocacy campaign, some of them did not show up in the second session"

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

For the implementation of the activity, a hall selected according to the number of participants, a suitable seating arrangement, necessary stationery materials and logistic supports such as coffee and snacks are important.

Activity fits any adult education organization which is open to new experiences. More important is that organization understands the importance of the advocacy.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The total duration of the activity originally planned was 3 hours (or two 1.5h meetings); in the pilot test phase it became apparent in all SoJUST project partners that the proper implementation of the activity requires much more time for both organization and implementation (a total of at least 5-6 hours).

In the implementation phase, especially the step "*4. Practical activity for planning an advocacy campaign*" takes twice as long (3 hours) as the initially planned 90 minutes; in fact, the planning

of the advocacy campaign, although it remains at a preliminary level during the workshop for the sole purpose of raising participants' awareness of advocacy, consists of many activities (1-Exploring the problem; 2-Identifying the stakeholders; 3-Defining the goals; 4-Identifying the target audience profile; 5-Creating the advocacy campaign message; 6-Planning the advocacy campaign activities).

C.2) What are the conditions for upscaling?

To upscale this activity, firstly, it can be done with more people with different nationalities, in order to have different perspectives and nationalities.

Another way to upscale the activity is to divide the partecipants into groups in each one identifies a different problem to be analyzed and then the educator-facilitator swap the problems among groups, meaning that the group 1 would identify the objectives and possible actions of the problem identify by group 3, for example.

Lastly, in the case when organizers of the workshop are interested not only in the workshop itself, but also in practical application of advocacy in real situations, the prerequisite for participants should be the willingness of participants actually implement the campaign

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

Advocacy campaign is used in the name of final beneficiary, not by the final beneficiary (with exception of self-advocacy), therefore there are no problems with cultural variables. Of course, those who will be doing advocacy campaigns, should be aware of cultural differences. It mostly could affect the process of identification of problems and issues for advocacy. In some cases, it could happen that final beneficiary is reluctant to discuss some problems openly. It is important to study other learning units of the program, especially 1.2. Active listening, 2.2. Management of prejudices and stereotypes and 3.2. Intercultural understanding and relationships.

Regarding the previous suggestion for upscaling i.e., organizing workshops with people of different nationalities (see box above), it is important to be aware that some cultural biases may be present in mixed groups. In Portugal, for instance, the groups that had more migrants than Portuguese people identified very specific problems, like the difficulties in Portuguese language skills and the documentation. However, both groups identified housing and job search as difficulties, however they framed it differently, since the nationals also face similar issues and do not attribute it to the lack of language but instead to lower salaries and the excess of immigration.

C.4) Gender (of the final beneficiaries)

Most often the men take more space in mixed groups, it is important to emphasize that everyone should be included and have the possibility to talk. It can also be emphasized that advocacy campaign can concern and have a special focus on needs of migrant women. Organizers of workshop should be aware that some issues could be gender sensitive. It could happen that final beneficiary is reluctant to discuss some problems openly and some serious problems could be hidden because of the shame, prejudices, cultural background.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

- Sufficient time to implement the activity (5-6hours);

- Support of the Principals/Directors both in making space and time available and in creating a culture of advocacy within the organization through concrete awareness-raising activities on the topic aimed at employees/professionals;

C.6) Any other dimensions/aspects that you consider important

Selection of participants for the workshop. Important to avoid conflicts of interests or administrative subordination of campaigners with advocacy campaign targets. The participants of the workshop can be reluctant to implement advocacy activities because they fear possible reaction of their superiors to whom this campaign is addressed.

It is important to convey the purpose and objectives of the activity correctly. Discussing the results will make the activity more effective.

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

Considering that it is an activity that promotes reflection and discussion on current and relevant issues, it is easy and accessible to put it into practice and to achieve active participation by different groups. However, it needs to be contextualized, since it cannot be applied in just any curriculum. Regards to adult education topics/subjects like Citizenship can include an activity similar this practice.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

Activity might be used for different purposes in different contexts, for example it could be used for civic education of students in secondary schools and of university students. It could be transferred for preparing the advocacy campaigns on different issues of the school community, university community or local community.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

In order for this activity to be transferable to other contexts, some adaptations might be made. For upper secondary schools students, you can add the challenge of them creating their own problem/objective tree and personalizing it, and in this way, they can add their own brand to the hand and make it more personal. Also, a clarification on the concepts of "causes" and "effects" are needed.

For university students, this activity might be more complex, for example you can assign each student (or a group) different problems and they would need to research about their causes and effects. This could be a great exercise for students who attend intercultural studies or languages degrees (or similar).

In addition, the workshop could be organized for headmasters of schools before using it with students. It could be organized for leaders of NGOs before planning the workshop for the staff and actual advocacy campaign for the Board of the organization. In those cases, the workshop will be more theoretical, informing about the activity. From the other hand, organizing workshop for secondary school students, the program should be less theoretical and more practical and organized in shorter workshops for one topic of advocacy, e.g., first workshop for discussing the importance of advocacy, second workshop on identification of community

problems and identification of target group, third workshop on designing the message, fourth – on planning.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

This activity is replicable without any special conditions additional to those already mentioned

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The activity is sustainable since it can leverage professionals trained to carry it out. Additional levers are:

- Finding funding channels to support any costs to implement the advocacy campaign;
- incorporate advocacy into the training of new educators;
-having concrete support from management (awards, recognition to educators/professionals who are committed to this issue)

Activity: Public Event with community

Name of the Module: Responsibility	Name of the specific experiential learning activity/practice implemented in the Module: Public event with community

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

Since advocacy presumes actions of protection and sponsorship of subjects who suffer the effects of oppressive action and privileges, it also presupposes an action of awareness towards the community in which the most fragile subjects live. This activity aims to involve the community to let them aware of the organizations' activities, to involve them in advocacy campaigns, to sensitize the community about adult migrants' problems, and to find support for future activities such as the Community Labs. The target is both citizens and associations/other organizations.

Instructions:

The activity can be done both online and presential.

- Presentation of the event
- Presentation of the advocacy activity and explanation of the aim
- Discussion and feedback

To implement the activity, the learning program provided theoretical notions on advocacy, but also practical ones for the realization of activities planning activities and workshops. To make the action of the individual advocate or organization more effective, it is essential to share the results of the actions undertaken with the community and actively involve them in the expansion of the action itself.

A.2) What expected results did the activity achieve?

The activity achieved the presentation, feedback and involvement of stakeholders in the advocacy campaign.

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

Unexpected results were interesting discussions as in previous sessions and sharing of experiences between participants.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

- The strength of the activity is that it has a clear structure and goal. It builds upon previous activities (both theoretical learning and practical activities). In this stag,e it is natural to reach out to organization and stakeholders.

The path for the realization of a public event presupposes a planning of advocacy actions and the formation of appropriate paths within the organization. Subsequently, to create an event

with the community it is necessary to cooperate with local actors and to engage in a widespread dissemination activity to gather the attention of citizens.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

The prerequisites are that the educators are willing to take the step to implement the activity and to reach out to organisations and relevant stakeholders.

In addition to the desire to implement the activity, educators, and in general, the actors involved, must receive correct and adequate training to proceed with the realization of an advocacy campaign. As explained in the program, being an advocate requires specific skills and compliance with a code of ethics, as well as behavioural. An advocate sensitizes the community, and organizes actions to support a community or for an individual who suffers oppressive action, but never replaces it. The advocate is not only a volunteer but is a promoter of the awareness of individuals concerning their right to be citizens.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

Educators can find even more effective ways to reach out to organisations and stakeholders.

The ways to carry out the activity are many and each event can take a specific configuration to the objective to be achieved and the target involved. The event with the community does not necessarily presuppose an action of dissemination and passive awareness in which the public participates only as a spectator. Depending on the resources, the event may include active involvement actions of the participants, who will not only come into contact with the concept of advocacy but will actively become its proponents.

C.2) What are the conditions for upscaling?

Conditions for upscaling are that educators try the activity and evaluate it together. In addition, the activity can be widely spread and shared with other social actors in the area, whether they are associations, reception centres and other schools. A project shared between different organizations acts as a sounding board on the subject matter and the sharing of an objective allows the campaign to scale up to national levels and no longer site-specific. Advocacy can be broadened and the public event for the community can become a nationwide event with the involvement of authorities and political decision-making bodies.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

Adaptation can concern the language level. Furthermore, the event has to be planned not only to sensitize the community about the action taken out by the organization for migrants, and push it in coocooperationut also to let migrants be aware of the possibility of being their-selves

advocate. The event can tackle specific problems each time, increasing the attention on an issue that must be solved in the community with the prompt cooperation of everyone.

C.4) Gender (of the final beneficiaries)

The activity can be helped through the involvement of management's network of other organisations and stakeholders. The management bodies of the organization that generally hold relations with external bodies are fundamental in reaching a large audience of participants. In addition, for the realization of the activity, it is obvious the need for adequate spaces and times that reconcile with the needs of the community.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

The activity can be helped through the involvement of management's network of other organisations and stakeholders. The management bodies of the organization that generally hold relations with external bodies are fundamental in reaching a large audience of participants. In addition, for the realization of the activity, it is obvious the need for adequate spaces and times that reconcile with the needs of the community.

C.6) Any other dimensions/aspects that you consider important

Even if the language level would be very basic, it can be possible to adapt in a "simple version", also as a good language exercise.

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

The activity is very well suited for transferability to similar contexts since the advocacy campaign can concern also other topics than migrant adults. As already highlighted, in addition to transferring the practice, migrant education centres can build a network of cooperation on some awareness-raising projects and act widely on the territory. The condition for transferability is that the correct training of educators is provided and that relationships of collaboration and constant communication are established, also coordinated by a project manager.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

The activity is very well suited for transferability, also to other contexts and groups. There is a need for the facilitator to find suitable advocacy campaigns and follow relevant organisations and stakeholders. Transferring an activity to other educational contexts is very congenial in the different levels of education: the advocacy activity makes participants aware of the social problems affecting the territory and acts as an automatic deterrent for the dissemination of discriminatory ideas, therefore it is desirable that even younger students are introduced to certain practices to strengthen their civic spirit and tolerance. At the same time, universities, where student movements often show sensitivity to these issues, could be places where the paradigm shift for building a more equitable civil society is possible. Organising advocacy

activities in universities is a huge potential for an impact on future civil societies. The condition for the realization of these activities in other educational contexts is in the adaptation of contents and languages according to the target: the promoter educators will have to engage in timely and specific planning to make the message accessible.

D.3) According to you, what aspects of the activity/practice are transferable to <u>different targets (young <u>students; neet,</u> etc...)? and what are the conditions for transferability?

The activity can be transferred to different target groups. The activity can be adapted if working with e.g. young students and following relevant organisations and stakeholders. As highlighted in the previous paragraph, the involvement of all sections of society is desirable: Young people are those who will realize the future of the community and, therefore, must be supported in the creation of a more conscious and attentive identity projected towards inclusiveness and equity. Similarly, advocacy campaigns can be a great tool to re-enter young NEETs into the job and/or training market: getting a NEET passionate about the issues of his/her community will make him/her an active citizen and more involved in the future. The condition of realization, also in this case, is closely related to the target to which it refers: in the case of NEETs it is necessary to act with precision and energy. NEETs are difficult to intercept, so it is essential to use delicacy and attention to avoid their dispersion again.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

The conditions are that the educators have seen the positive aspects of reaching out for the involvement of the community. And also that they inform new educators about the practice. The condition of replicability is also related to the logistical, communication and flexibility issues of the event. Logistically, the activity must be carried out in rooms large enough to accommodate guests and that is comfortable. For communication, it is a necessary condition is a piece of widespread information on the event using all the tools available and taking care of the contents of the communication itself. The event must be flexible as it must effectively meet the desires and characteristics of the target to which it is addressed: in general, the event must raise awareness, but use a correct and non-disturbing language.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The conditions are that the educators have seen the positive aspects of reaching out for the involvement of the community. In addition, the activity is sustainable because it can be replicated several times depending on the objectives to be pursued: it can be replicated for every significant goal achieved in the advocacy campaign; a different event can be created for each target you want to reach; It can be replicated in different places so as to increase the network of collaboration and influence. The activity can be time-consuming because it is not a punctual action but requires long planning and preparation, however, this commitment can become less impactful if widely shared by several volunteers.

Activity: Try out self-advocacy

Name of the Module: Responsibility	Name of the specific experiential learning activity/practice implemented in the Module: Try out-self advocacy

A) PROCESS AND RESULTS

A.1) Activity (practice) description (what it consists of and its main objectives)

The activity is structured to involve, through a plan of exercises that can be customized according to the target involved, migrant students and adults in an advocacy process. To achieve this objective, the activity must be precisely structured, using several instruments available in the programme. In general, and common for all its achievements, the activity must be introduced with an explanation of what is advocacy and what is self-advocacy, then the participants will undertake to analyze the problems, and their causes, identify possible solutions and plan an action. The activity was implemented following different methods both in Italy and Lithuania.

The Italian partner worked prevalently on the analysis of the problems with the SWOT tool and then devised a solution through periodic online meetings; the Lithuanian partner involved 7 students who intend to work with migrants, who worked on community analysis through Community Mapping and case study analysis.

A.2) What expected results did the activity achieve?

Participants gained knowledge about advocacy and self-advocacy.

The activity helped participants to understand the concept of self-advocacy and gained the ability to explain the self-advocacy to target group.

Practically applied self-advocacy.

In addition, after the initial analysis, advocacy content creation processes were activated. In the Italian case, educators have created interactive maps to support students in the knowledge of the territory in which they live, to know the useful places, also urging their inclusion at an educational and work level.

A.3) What planned results were not achieved?

A.4) Were unexpected results obtained? If so, which ones?

It was surprising that students "jumped" into the topic immediately which showed that the topic was very actual and relevant.

Actively participated till the end of the activity.

B) SUCCESS AND CRITICAL FACTORS

B.1) What were the main factors of the implemented activity/practice which worked best? (describe the strengths of the proposed activity, and what made it possible to achieve the objectives etc..)

The main strengths factors individualized are:
- Connection of the topic with the future profession and relevance for social life and current situation with migrants in the country.
- Community mapping allowed to highlight the problems of vulnerable groups in the local community.
- Involvement of the participants, interactive combination of theory and practice.
- Materials are well prepared.

- Good selection of useful methods for implementation of activities.

B.2) What were the main factors of the implemented activity/practice which worked worse? (Describe what made the activity difficult to implement, obstacles encountered etc.)

Probably, to make the action more effective, it's necessary to split up the activities into different meetings or longer sections because there was not enough of the original time allocated for the activity. The Lithuanian partners took 4 hours rather than 2.

B.3) What are the prerequisites at the level of the adult education organization/centre to effectively implement the practice/activity?

All organizations working in the adult education field can apply the activity.
However, to implement effectively the activity, it's necessary that the educators well-know the concept of advocacy and the relevant theory because the students can have some difficulties in understanding the concept itself. Moreover, for planning the campaign the student, overall the migrants, will need support in understanding how to use the available tools and how to reach their objective. Migrants student are reluctant, of course, in starting their advocacy path because of reasonable motives: they don't feel comfortable with the language, they don't know well the law and social system of the arriving country, they are scared of others' reactions, they don't know well the role of the different public actors and social actors. For these reasons and many others, they will be difficult so is important to have adequate knowledge to sustain them.

C. AREAS OF IMPROVEMENT

C.1) How might the activity/practice be improved?

The activity is quite a reach of input and tools for its realization, however, it could be helpful to enrich the part about self-advocacy. As previously said, to make it more effective, it's necessary to split the actions into different sessions and let the students focus on one step per time. In this way, they cannot feel overwhelmed by all the pieces of information received and can proceed with more security.

C.2) What are the conditions for upscaling?

The activity can be upscaled because can be done in different contexts with a different setting according to the target involved. The program contains different tools for its implementation and they can be easily chosen according to the grade of education of the students and the simplicity.

WHAT ARE THE POSSIBLE ADAPTATIONS OF ACTIVITY/PRACTICE CONCERNING:

C.3) Cultural variables of the final beneficiaries (low-skilled adult migrants)

The teacher (consultant) should be aware of the local conditions which will affect the advocacy process.
Furthermore, the flexibility of the activities allows the facilitator to choose what's better for the students involved. Generally speaking, the activities are suitable to any culture, without particular need for adaptation, however, they could need a simplification in terms of language and process used to meet all participants.

C.4) Gender (of the final beneficiaries)

Teachers/consultants should be aware of gender-sensitive issues, communication differences power and authority situations, and respect and situation of the women in that particular

75

group. Advocacy processes are overall important for women because they're naturally victims of multiple grades of discrimination, so it's very important to involve actively them in such kinds of activities. Moreover, the collaboration with male students will let them acquire a better awareness of all the hidden discrimination that women generally occur, making them feel more sensitive to their colleagues' issues.

C.5) Organizational variables (Time; Spaces; Logistic support/organization utilities; involvement of management/headmaster/responsible, etc..)

In a formal education system e.g. University, as it was in our case, the Teacher/consultant should integrate the activity into the curriculum. To better organize the activity, as already told, more time should be allocated and it can be also done involving other actors that can support and train the students. Associations, volunteers, psychologists, and lawyers can support actively the students in creating their advocacy plan.

C.6) Any other dimensions/aspects that you consider important

D. TRANSFERABILITY

D.1) According to you, what aspects of the activity/practice are transferable to similar contexts (other adult education centres)? and what are the conditions for transferability?

All aspects of the activity can be transferred to similar contexts and it's really important to spread such kinds of activities in them. Migrant students usually don't have contact with other public entities except for school, so in there they should be able to find the right support and sustain to cope with integration issues and to have their rights recognized.

D.2) According to you, what aspects of the activity/practice are transferable to different contexts/settings (secondary schools, universities etc)? and what are the conditions for transferability?

All aspects of the activity can be transferred to different contexts: day centres, migrant and refugee centres, secondary schools, employment agencies, social care institutions, etc. It's important to spread it in other educational contexts as well because, in field education, children and students have the concrete opportunity to better understand how their community works and become more aware citizens.

Train-the-trainers courses should be organised for effective implementation.

D.3) According to you, what aspects of the activity/practice are transferable to different targets (young students; neet, etc...)? and what are the conditions for transferability?

All aspects can be transferred, but the theoretical part and methods should be adapted to the target group. Teachers/consultants should select the methods which are most suitable for the target group.

E. REPLICABILITY

E.1) What are the conditions for the replicability of the practice?

No special conditions are necessary. Activity can be replicated as many times as necessary.

F. SUSTAINABILITY

F.1) What are the conditions for the sustainability of the practice?

The topic should be included in the curriculum of the school, moreover in the highest grade of education because students there have quite high skills and set of knowledge to cope with social issues. It would be great to make the activity permanent activating a peer-tutoring program in which students can support migrant students or adult migrants to understand how to overcome some specific issues.