COLLECTION OF GOOD PRACTICES COMPENDIUM

**3-H project
Head·Heart·Hand**

3-H (Head, Heart, Hand)
Erasmus+ KA2
Strategic Partnership for vocational education and training

Authors of the Compendium

Chiara Bellotti, Vera Brunelli, Valeria Della Valle, Roberto Franchini, Rita Locatelli, Dalila Raccagni, Emanuele Serrelli, Aurora Torri, Paola Zini, Catholic University of the Sacred Heart.
With the support of: Luca Calligaro (ENAC) Maja Jotić (STEP Institute) and Blanka Tacer (STEP Institute)

Provider organisations

This work would not have been possible without the presentations and documents delivered and provided by the following organisations:

Centro San Viator (#4, #6, #20, #24)
Friesland College (#12, #15, #22, #25)
Luovi (#1, #5, #9, #17, #19)
UFIL Puerta Bonita (#7, #8, #10, #13, #26)

Know My World (#3)
Topliceni Secondary School (#2)
Västra Götalandsregionen (#11)
Harris Aspire Academy (#14)
School21 (#16)
University of Gloucestershire (#18)
Școala Gimnazială "Prof. Ion Vișoiu" (#21)
ESMOVIA (#23)

20 January 2023

Project

Code: 2021-1-IT01-KA220-VET-000034825

CUP: G39J21023570006

Program

Program: Erasmus+

KA2: Cooperation partnerships in the field of Vocational Education and Training

Duration

28/02/2022 – 27/08/2024

3-H project (Head, Heart, Hand)

The 3-H (Head, Heart, Hand) project is based on the assumption that VET must provide holistic education, i.e. education that takes into account cognitive intelligence (head), socio-emotional intelligence (heart) and manual intelligence (hand) to the same extent.

The project focuses on:

- Developing **knowledge and methodologies** to enable teachers to work on **socio-emotional aspects**;
- Outlining **a strong welcome model** focused on the initial months of students' entry into VET courses;
- Developing/adopting **good practices that promote the well-being of pupils at school** (from their reception onwards) and motivating students;
- **Developing PBL experiences to develop socio-emotional skills** and learn content in an authentic and contextualized way.

Objectives

Moving from the assumption that VET must provide a holistic education (which takes into account in equal measure the intellectual-cognitive, socio-emotional, manual-applicative components), the 3-H project has the following aims:

A. **DEVELOP TEACHER AND TRAINER SKILLS** to

- Introduce methodologies for the management of student demotivation within the class group;
- Introduce a socio-emotional perspective into the day-to-day work with students.

B. **IMPROVE LEARNERS' LEARNING ABILITY** through the development of skills for the management of socio-emotional aspects.

Partner

ENAC - Ente Nazionale Canossiano, Verona
ENDO-FAP, Roma
Centro San Viator, Sopuerta
Ammattiopisto Luovi, Helsinki
Università Cattolica Del Sacro Cuore, Milano
Friesland College, Leeuwarden
STEP Institut, Ljubljana
UFIL Puerta Bonita, Madrid

Index

1. Introduction

This volume reports the outcome of a series of visits to bench-mark and identifies good practices in the field of Social Emotional Learning (SEL) of adolescents in vocational education and training organisations. As part of the 3H project (Head, Heart, Hand), funded by the Erasmus + program, the project partners were interested in dealing with significant experiences, with the aim of responding to some needs for change that would relaunch the training capacity of trainers and institutions as a whole:

- to overcome difficulties in the daily application of Problem-Based and Project-Based Learning. A certain reluctance of young people to play an active role in education is likely to be linked to a lack of socio-emotional skills that are key in being able to work actively and cooperatively (working in groups, mediation, collaboration, resilience, courage, self-esteem, confidence, resourcefulness, etc.).
- Once, students who arrived at vocational education and training, although not very inclined to theoretical study, would generally be motivated by the working practices of their sector. Nowadays, on the contrary, they show little propensity even regarding the professional field of reference, denoting a very conflictual relationship with educational institutions in general, probably due to previous school experiences. Therefore, reception and welcoming activities should be improved, to transform the relationship between the institution and the students. By generating a sense of well-being, an environment which motivates cultural and professional learning may be created.
- Finally, in order to develop socio-emotional skills of students, strong educational skills on the part of the teachers/trainers are called for. In fact, the university training of teachers/trainers, as well as the prevailing mentality, is instructional (or didactic) and linked to the knowledge of specific skills. It is connected to structured and standardized forms of transmission (taught lessons, laboratory modeling, etc.). To promote socio-emotional skills, staff should be equipped with methodologies from the world of territorial education, such as educational interviews, animation, play, personalized lesson planning, etc.

In the meantime, a few months before the start of the 3H project, which started with a wonderful meeting in the city of Verona, the OECD Education Department, as part of the Future of Education and Skills 2030 project, published a volume with a significant title: Embedding Values and Attitudes in Curriculum: Shaping a Better Future[1]. This volume was published a few months after another particularly significant one entitled Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum[2]. The work of the international body calls for an overview, which from the perspective of the emergency, refers to a broader and more comprehensive question: what does it mean to be human? What universal values and attitudes constitute the human endowment, before, during and after the challenges and urgencies that history presents at every turn? How may schools contribute to shaping a better future, incorporating into the curriculum those anthropological elements that make the student more human, and therefore better prepared to face ethical choices for the common good? How may we build a curriculum that creates equity, counteracting inequalities? It is noteworthy that the organisation for economic cooperation and development poses questions of this magnitude. In fact, it is not uncommon, to come across analysts who would judge them as an attack on the secularism of education. It is therefore good news that the OECD underlines the need to broaden the range of learning outcomes, declaring that schools must take on a more ambitious educational view of the range of skills education should provide.

The metaphor used to offer this vision is that of the compass (Learning Compass[3]), adopted to emphasize the need for students to learn to navigate alone along the longitude of personal growth and along the latitude of unfamiliar challenges and contexts. Moreover, the compass emphasizes the task of supporting young

---

[1] OECD (2021), Embedding Values and Attitudes in Curriculum: Shaping a Better Future, OECD Publishing, Paris, https://doi.org/10.1787/aee2adcd-en.

2 OECD (2021), Adapting Curriculum to Bridge Gaps: Toards, https://www.oecd-ilibrary.org/education/adapting-curriculum-to-bridge-equity-gaps_6b49e118-en

[3] The OECD Learning Compass 2030, a product of the aforementioned OECD Future of Education and Skills 2030 project, see https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/

people in the evolutionary task of finding their own direction in a meaningful and responsible way, instead of simply receiving instructions or fixed directions from their teachers. The compass orients as it expertly oscillates between four, not two, cardinal points: in addition to knowledge and skills, the world of training must also balance the (flexible) needle of the educational project around values and attitudes. In short, training courses must offer students the opportunity to grow inwardly, to become agents of personal and civic good.

Of course, this statement must be grounded, so as not to remain on the level of a mere statement of principle: embedding values in the curriculum! Incorporating values into the curriculum is a controversial topic both for its aims and its method. It is often assumed or expected that students develop values and attitudes in an informal, rather than non-formal, way, for example through interactions with their peers and teachers at school. On the project design level, this means considering personal and social education as an implicit dimension. While the trainers do mathematics, Italian and laboratory work, they ought to keep an eye on the social and emotional dimension, promoting the students' ability to communicate, collaborate and make decisions (aspects, however, that will not be graded).

The feeling is that, ultimately, this approach does not work. The weight of knowledge and skills in the legacies and styles of teaching is still too strong, and the needle of the compass is inevitably attracted to the latter. As a result, the real curriculum is restricted to the traditional aspects of education (while, at the same time, trainers may complain about the demotivation of their students).

The time has come to move towards an explicit approach to personal and social education, providing educational institutions (and educators) with clearer responsibilities concerning how they interpret outcomes of the training process.

Once we have embarked onto this fundamental approach, the central question of the 3H project, however, concerns the how. In this regard, the OECD points out that the complexity of including values in the curriculum may be understood in three areas:

i. to reach an agreement on the appropriateness of addressing values in the re-design of the curriculum;
ii. to build a consensus on what values and attitudes should be included in the curriculum;
iii. to harmonize (align) school practices (spaces, times, teaching resources) with the values thus selected.

This last point in particular, is the most complex. Having adopted a frame of reference that goes beyond the mere reference to citizenship skills (there are many socio-emotional curricula published internationally), how might one reform the organisational DNA of educational institutions before reforming the didactic aspect?

Moving from this question, the 3Hs project has the following aims and objectives:

▪ to encourage, through specific recommendations, training organisations to devote explicit time to personal and social education, through methodologies related to socio-educational animation. This action could be particularly important at the beginning of a study path (by analogy to corporate team-building activities), but requires continuous integration with the entire training project;
▪ to promote activities that contribute to creating a sense of well-being and belonging in the students, broadening the aims of the school, from the needs of pure growth to a wider range of existential needs, in accordance with the 3B (Being, Belonging, Becoming) model;
▪ in the context of cultural axes, to encourage active teaching, in which the protagonists of the students, the focus on problems/projects, the collaborative/cooperative dimensions promote personal growth, before and beyond the individual subject learning;
▪ to include personal and social skills in assessment (what you do not evaluate... does not count!);
▪ to contribute to the renewal of the identity of the trainer, aligning their skills to an educational profile, complementary to the more traditional one of teacher.

The following compendium represents the first fruit of intense collaboration and mutual visits between the partners. This will be our starting point, to then move on to the elaboration of specific Guidelines and tools, at the service of organisations and their trainers.

2. Approach, methodology and document structure

2.1 A premise: from holistic education to socio-emotional competences

It is commonly accepted that VET (Vocational and Educational Training) should provide a *holistic* education, one that equally considers the intellectual-cognitive, social-emotional and technical components. One order of reasons for this mandate concerns *the professional and the practitioner* formed by VET schools. As Donald Schön argued already in the 1980s, practitioners must be able to tackle uncertainty and take advantage of consolidated knowledge to build new ways of working and new solutions; they contribute to the generation and making public of expert knowledge, often as the result of systematic experimentation, evaluation of experience and practice. All three dimensions – not only the technical, or the intellectual – must be well developed in a well-rounded professional and practitioner.

Another order of reasons for taking care of all three dimensions (the intellectual-cognitive, the social-emotional, and the technical) in VET concerns students *while they are in* school. Failure of a holistic education raises the risk of educational ineffectiveness, malaise, and dropout. As a matter of fact, VET dropout rates – albeit reduced in all European countries in the last few years – are still high, and the COVID pandemic has exacerbated the situation, revealing latent criticalities and producing lasting impacts on the well-being of young people.

A holistic education is often evoked as a solution to educational failures. Heart, head (mind), and hand are the three inseparable "H's" of Johann Heinrich Pestalozzi's pedagogy; they express the ideal of integrality of human development and, consequently and necessarily, of educational action; and they inspire the name of the "3-H project" whose outputs include the present Compendium. Pestalozzi's pedagogy is, as is known, among those which abhor sensationalist, intellectualistic or irreflexively operative educational methods, therefore methods focused on a single dimension and disrespectful of the vital connection between the three. Many other authors, such as John Dewey, can be seen as pursuing this same line of thought.

In the last few years, European documents and measures are expressing the urgency of holistic education in terms of "*socio-emotional education*" and "*socio-emotional competences*". To be more goal-oriented and resilient, students should be supported in developing skills for managing the social-emotional aspects of their life.

What methodologies can be applied to help students deal with demotivation in the classroom? How can the social-emotional perspective be introduced in day-to-day work with students?

In various European countries (especially Northern ones) there are significant experiences of schools that *explicitly and strongly incorporate social-emotional aspects* into their learning courses, with various methodologies sometimes mutated from non-formal and informal education. The 3-H project wants to study some of these experiences and the approaches that underlie them to replicate them in Italy and Spain, where socio-emotional competencies are taught implicitly and transversally, and teachers/trainers often do not have the skills to deal with aspects such as motivation, demotivation, and socio-emotional growth.

Under these assumptions, the 3-H project aims to contribute to reducing the number of VET learners who are unmotivated or do not feel well at school in Spanish and Italian VET contexts.

2.2 Methodology

This Compendium of good practices for socio-emotional education in VET was produced from series of six Learning Teaching Training Activities (LTTA) organized among the partners of the 3H-project. Four of these LTTAs consisted in international visits to the following VET institutes:

(1) Centro San Viator, Bilbao, Spain, 27th and 28th April 2022;
(2) Friesland College, Leeuwarden, The Netherlands, 14th and 15th June 2022;
(3) Luovi, Oulu, Finland, 4th, 5th and 6th October 2022;
(4) Ufil Puerta Bonita, Madrid, Spain, 15th, 16th and 17th November 2022.

The two remaining LTTAs were online "Virtual Coffee Breaks" (on September 29th and November 24th, 2022). Hosting institutes and presenters at LTTAs were asked to share examples of methodologies, practices, projects, programs explicitly aimed at developing their student's socio-emotional competences. They were guided in selecting and organizing the practices by the four themes anticipated above in the Introduction: (1)

Welcoming/guidance, (2) Well-being and motivation, (3) Self-directed learning, and (4) Problem-based learning. These themes were declared in the 3-H project and will be further commented below.

A team from the Catholic University of the Sacred Heart (UCSC), Faculty of Education, was appointed as scientific committee of the work package leading from LTTAs to the present Compendium. The UCSC team participated in the LTTAs and was responsible to study and organize the presented practices keeping in mind the steps of the project that will follow the Compendium (toolkit, guidelines, transnational adaptation and experimentation).

After each LTTA, the hosting institute or presenter institution was additionally asked to present the practice in a standardized way by filling in the template found in Annex 1.

2.3 Document structure

Section 3 below, "The good practices in pedagogical perspective", provides some content to navigate the 26 practices that that were collected and consolidated, and that are integrally available in **Annex 2**.

Section 3.1 analyses the problems addressed by the practices, starting with educational ineffectiveness, malaise and dropout that are widespread in VET schools. As anticipated in the introduction, to tackle this problem there are four "attack points", that are variously represented in the collected body of practices: welcoming/guidance, well-being and motivation, self-directed learning and problem-based learning. Several good practices collected in this Compendium are explicitly aimed to address some problems that are long-standing or peculiar of today's VET schools: generalized attention deficit among students, students who require special assistance, students who have failed – or who are at risk to fail – their educational goals, poor health and psycho-physical malaise, inclusion and gender inequalities, and gender-related risks.

Section 3.2 delves into the goals that are explicitly related to the good practices. The goals are deepened and they are used to navigate the Compendium, so that the reader will be able to search practices that are useful to pursue relevant goals in their own VET centers and schools.

In **Annex 2** the reader can consult, in alphabetic order, the 26 practices. Each practice is presented through the template found in Annex 1. The template is divided in four sections:

1) *Partner/country filling in the form*: this section indicates the VET institute that has implemented the practice and has decided to share it with the project partners and ultimately – through this intellectual output – with the public. A contact person or office is mentioned. They can be contacted for further information on the practice.

2) *General information about the good practice*: this section specifies the level of implementation (Provider, Local, Regional, National, European, International), the type of initiative (Public, On demand, Restricted or other), and the involved resources and organisations.

3) *Contents of the good practice*: this is the core section where the good practice is described in detail. Goals, activities and beneficiaries are specified. There are also considerations on success factors, achieved results, evidence of effectiveness, transferability, and challenges; and there is a checklist of the four themes anticipated above in the Introduction: (1) Welcoming/guidance, (2) Well-being and motivation, (3) Self-directed learning, and (4) Problem-based learning. The theme(s) that is (are) addressed by the practice is (are) checked.

4) *Sources*: where available, this section reports websites and resources for additional information.

As the reader will see, the practices are characterized by various contexts, methodologies, and mediators, and they share the attention for the protagonism and active contribution of students, as well as for their empowerment and call to responsibility.

3. The good practices in pedagogical perspective

3.1 Problems addressed by the good practices

As already seen, **educational ineffectiveness, malaise and dropout** are widespread phenomena in VET schools and, more generally, in young people. As anticipated in the introduction, to tackle this problem there are four "attack points"[4], that are variously represented in the collected body of practices (see Table 1):

1. Welcoming/guidance
2. Well-being and motivation
3. Self-directed learning
4. Problem-based learning

Welcoming/guidance is found in several practices: these are dedicated and focused on newcoming students, under the assumption that the first weeks (or days!) in the school are crucial for creating confidence and comfort. By communicating care, assistance, and psychological safety, the school creates the conditions for students to be available and work on their own socio-emotional aspects. Welcoming practices are often game-based (#5, #22) or art-based (#1, #9). They can take advantage of group support (#10, #25, #26) and they can be focused on assessing and revealing the student's characteristics, strengths and weaknesses, to allow a more aware and personalized development program aided by specific support relationships (#6, #7, #25).

Well-being and motivation for every student and for the communities (class, school, area and more) are another attack point to reduce educational ineffectiveness, malaise and dropout. Almost all good practices in this Compendium are reported to be effective to increase well-being and motivation. They do so by pursuing different goals and by focusing different aspects of the person and the context (see below). The School a house of well being (#21), for example, is a practice aimed at increasing school performance and the quality of interpersonal relationships by promoting a culture of well-being at school. The practice employs specific activities for encouraging, stimulating self-esteem, and valuing students at risk.

Self-directed learning has to do with individual self-awareness, with the ability to choose and with an empowering environment that allows for a non-standardized path for each and every student. Self-directed learning can be a crucial element in motivating and re-motivating students who are failing or who live particular fatigue conditions. Take for example NEETs for NEETs (#11), a practice aimed at re-engaging young adults in training courses through alternative learning proposals that envisage their direct participation in the creation of teaching content. Several practices (#4, #18, #19) propose assessment tools that are shared and jointly used with the student. Gamification and digital tools (#5) may also help.

The last attack point is **problem-based learning**, a well-studied didactic approach connected to motivation as well as to the development of non-technical skills and competences. Problem-based practices are those that are focused on the student's real problems, and aimed at finding viable solutions (hence, naturally very interesting for the student). Pitstop (#12), Rebound (#15), Walk of life (#25) are examples. Some practices employ project-based learning (PBL), i.e., they involve groups of students in all the phases from analysis to realization of a particular initiative or product. Cultures in our classroom (#3), Public events and products (#14) and Recipe book project (#16) are examples of this kind; they involve intensive contact with the community surrounding the school; the latter is an added value for community building and for the development of students' citizenship competences.

In Serious game (escape room) (#22) students receive the assignment of designing a serious game or 'normal' game, such as an escape room or board game. They are challenged on skills such as creativity, research skills and perseverance. The final product – the serious game, escape room or board game – is later used as a tool for other students.

---

[4] In orienteering and navigation, an "attack point" is a large or obvious feature that is easy to find in a course. A good attack point makes the navigation easier and faster, and reduces the risk of error. Once the attack point is reached, slower and more accurate navigation is used.

Table 1: The four "attack points" and the 26 Good Practices. *To develop socio-emotional competence and to contrast educational ineffectiveness, malaise and dropout, each practice leverages on one or more among the four attack points: Welcoming/guidance, Well-being and motivation, Self-directed learning, and Problem-based learning.*

	1. WELCOMING/GUIDANCE	2. WELL-BEING AND MOTIVATION	3. SELF-DIRECTED LEARNING	4. PROBLEM-BASED LEARNING
1. CLINICAL ART	X	X		
2. COMMUNITY OF EUROPEAN SCHOOLS		X	X	
3. CULTURES IN OUR CLASSROOM		X		X
4. ETHAZI			X	
5. GAMIFICATION AND DIGITAL TOOLS	X	X	X	X
6. INDIVIDUAL LEARNING PATH	X			
7. JOINT TUTORING AND FLEXIBILITY	X	X		
8. LABOR INSERTION PROGRAM AND SECTORIAL COURSES		X		
9. LEGO® ART	X	X		
10. MEDIATION PROJECT	X	X		
11. NEETS FOR NEETS			X	
12. PITSTOP		X		X
13. PRODUCTION PROJECTS		X		
14. PUBLIC EVENTS AND PRODUCTS				X
15. REBOUND		X		X
16. RECIPE BOOK PROJECT				X
17. RELAXATION AND BREATHING		X		
18. RENYO		X	X	
19. RUORI ASSESSMENT		X	X	
20. SAT		X		
21. THE SCHOOL, A HOUSE OF WELL BEING		X		
22. SERIOUS GAME (ESCAPE ROOM)	X	X		
23. SOCIAL INCLUSION IN THE CLASSROOM		X		
24. TREVA		X		
25. WALK OF LIFE	X			X
26. WOMEN GROUP	X	X		

Several good practices collected in this Compendium are explicitly aimed to addressing some problems that are long-standing or peculiar of today's VET schools.

Many schools detect an increasing and worrying **generalized attention deficit among students**. Typically, such attention deficit is explained by an excess of information, acoustic and visual pollution (mobile phones, tablets, computers, video games) and the frenetic pace of life: the excess of agitation and tension deteriorates coexistence and erodes the classroom atmosphere, causing discomfort for the teacher. Practices such as Treva (#24) propose relaxation, meditation, and mindfulness exercises in the classroom, to improve attention and care, calm and emotional management.

Within the general context, many schools report a sharp increase in the number of **students who require special assistance** in their studies, due to learning impairments. Some practices such as Ruori (#19) propose methods to describe student's functional capacity in vocational education and training. With the help of Ruori, an applicant or student can, in cooperation with experts, assess and identify their studying skills, resources and suitability for vocational studies.

Many practices are targeted to **students who have failed – or who are at risk to fail –** their educational goals. Some practices such as Rebound (#15) make it explicit that some students might be affected by "multiproblems" such as psychical suffering, poverty, bad home situation, lack of confidence. Rarely a problem comes by alone. Students with multiple problems might even be unable to go to school for some periods. Rebound is a time-out period of max 20 weeks in which the student stays away from the VET college (with the right to go back any time) and get educational attention and training to try to reduce the impact of multiproblems. NEETs for NEETs (#11) aims at re-engaging young adults in training courses, through alternative learning proposals that envisage their direct participation in the creation of teaching content. Pitstop (#12) is a 9:00-15:00 daily program for groups of max 15 students who need to get back on track with their motivations and study course. In max 6 weeks students work on their personal goals to return to College and be more successful. Renyo (#18) proposes young offenders an activity based on Authentic inquiry; it enhances educators' capability to re-engage young offenders with education and learning whilst in secure custodial settings.

Poor health and psycho-physical malaise seem to be increasingly problematic in adolescents and young people. Health and psycho-physical well-being can be promoted, for example, through physical exercise, through a better mind-body connection and through art and culture. In Walk of life (#25) students walk a max 5 km route through the city or nature; during the route, they stop at sights and reflect on their career. Relaxation techniques (#17, #24) can improve well-being by developing the connections between body, thoughts and sensations. In Clinical art (#1), creativity and imagination connect emotions and psycho-physical well-being.

Some practices address **inclusion and gender inequalities, and gender-related risks**. For example, Cultures in the classroom (#3) provides an opportunity for students to explore their own cultural background and heritage, to celebrate and honor the cultures of their classroom peers, and to connect and learn with and from global peers. Women group (#26), born as a response to the need of proximity expressed by female students in a masculine VET environment, settle a stable group in which female students feel safe and free of talking about their worries, mitigates the starting point of female students, and work to deconstruct toxic relationships, emotional dependence and "Romantic Love".

3.2 Goals of the good practices

Each good practice has some main goals that are explicitly declared in the practice description (see Annex 2). Taken together, the goals provide a description of what is meant by "socio-emotional learning" and "socio-emotional competences" in this Compendium.

Many practices are driven by **community-building** goals at different scales – European, local community, school, class – demonstrating that socio-emotional competences cannot be conceived in isolation, or just in intellectual terms, but they have to do with real caring relationships, and they must experimented in wide sociality.

Many group-based practices feature goals that are related to **teamwork competences**: the team is a natural unit for education, but it is also a typical form of organization in work and in social life in general. Enabling students to work in teams and to facilitate well-being within them is a key goal for socio-emotional education. Another kind of goal has to do with **personal expression**: socio-emotional education contributes to shaping the person's ability to share and contribute in all ways to the others and to the group, with a positive return on the person's own confidence and feeling of acceptance.

Personal expression is tightly related to the person's **harmony, awareness, and self-contact**. Socio-emotional education contrasts the internal divisions, parcelization, and disconnections that often affect the citizens of our contemporary societies.

A further related kind of goal concerns **decision making and personalization**. Socio-emotional education also means empowerment, i.e., leaving people the possibility to make informed choices and personalize even their own training path, relying on their achieved awareness and self-knowledge.

In the "direct experiences proposed" by several good practices, one further goal is to develop the students' **reflexive competences**. In fact, it is reflection and transformation that make a proper experience out of mere happenings.

Other kinds of goals – such as motivating, improving learning – are of primary importance for VET education. The reason why they are less considered here is that they are more cognitive and traditionally conceived with respect to the focus on socio-emotional learning that is required here.

The goals are deepened in what follows, and they are used to navigate the Compendium. The reader will be able to search practices that are useful to pursue relevant goals in their own VET centers and schools.

As the reader will see, the practices are characterized by various contexts, methodologies, and mediators such as, for example, particular relationships with adults (tutor, mentors, teachers, experts) and with peers, direct experience of activities and contexts within and outside the school, artistic languages, intercultural contact, assessment tools, meeting occasions and open dialogues. They share an attention for the protagonism and active contribution of students, as well as for their empowerment and call to be in charge of their own plans and projects.

To live in a community

Community of European schools (#2) is aimed at creating a community of European schools, encouraging cross-cultural exchanges of knowledge through collaboration among teachers from different European countries. The community is a fertile ground and provides many occasions and activities to develop students' *language, social and cultural competences*, and to increase their *motivation*. Cultures in our classroom (#3) has the ultimate goal of promoting *social-emotional learning* (SEL), with a focus on the integration and enhancement of the cultural dimension. To achieve that, the practice accompanies students on a path of knowledge and learning of deeper levels of *cultural competence* through three steps: the first one focuses on the Self and on understanding *who we are*; the second step involves questioning and analysing the cultural aspects within local community, its characteristics and differences explored through the *interaction with people*; the last step is openness to the world, exploration and knowledge of the aspects that characterize other cultures and the *people we do not know directly*.

The Renyo (#18) practice, by proposing young offenders an activity based on Authentic inquiry, has a "next step" – one that is more challenging to the learner, but also to the educator – i.e., to shift the focus of learning from the individual to the public dimension, through the search for and development of connections and effects that are also significant for the community or the external context. In this case, the pedagogical value of the project is connected to a much broader challenge, which is not only to ensure young offenders the right to learn that they were unable or unwilling to exercise but to guarantee and promote their right to look for and grow in the future, to identify and legitimise themselves in assuming their role within society, to realise themselves as citizens and resource holders.

Mediation (#10) is a practice that accompanies community building within the school. It aims to support the student in learning and socialization with classmates. The mediation work strives to develop the student's ability to respond to the stimuli coming from the school and from the surrounding world. The mediation intervention takes place on a monthly basis, there is no structured calendar, but it can be requested by the student or proposed by the teacher in situations of need or in situations of difficulty. Through dialogue, teachers support the students in achieving their own autonomy and in acquiring a responsible attitude. Through mediation, students learn to *recognize and value their own and others' feelings and necessities*, and to *look for common solutions* by developing cooperative attitudes; they learn to *solve and prevent conflicts*, and they cooperate to improve the wellbeing and convivence in the school. The school a house of well being (#21) is a practice aimed at increasing school performance and the quality of interpersonal relationships by promoting a culture of well-being at school. The program includes various activities such as counselling class, conflict management, well-being club, participation in the National Program "Schools without bullying". It involves students, teachers, and parents, as well as external collaborators, and it yields a balanced, efficient educational climate, with very good learning results and an improvement in collaboration and cooperation between colleagues.

For many good practices, the class group is in itself a small community that has to be built, maintained and improved. *Collaborative learning practices*, for example, such as Ethazi (#4), allow doing that. Collaborative learning not only multiplies knowledge, it develops *interpersonal intelligence* in students, and creates a learning community based on *collaboration*; it fosters *solidarity*, *mutual aid*, and *generosity*; students who at first simply work together to be more effective, end up weaving more *affective ties*, and become more

capable of helping to improve the lives of others. Social inclusion in the classroom (#23) wants to work on the sense of identity, shared experiences, and psychological sense of security. The practice enhances the psychological well-being of the students and fosters classrooms where students want to stay as they feel accepted.

Women group (#26), born as a response to the need of proximity expressed by female students in a masculine VET environment, settle a stable group in which female students feel safe and free of talking about their worries, mitigates the starting point of female students, and work to deconstruct toxic relationships, emotional dependence and "Romantic Love". Dialogue is the indispensable condition for creating a sincere and open relationship, in a climate of acceptance and understanding within a co-responsible sharing, an exchange between mutually decentralized and involved subjects. Mutual respect is therefore fundamental, which translates into the relationship, a responsive capacity towards the other subject in order to put into practice the logic of mutual recognition, the perfect antithesis of the logic of appropriation. It requires a patient exercise, almost an asceticism on the part of the subject, which allows one to acquire as a habitual disposition a decentralization from oneself, a displacement and an expropriation of one's own particular views, so that one can recognize the other precisely as another. A diversity typical of every woman, which is welcomed, valued and told in Women group.

To work in a team

Ethazi (#4) promotes students' learning by posing them challenges to resolve. The learning process is structured into 6 steps, as proposed by ETHAZI – GUNEA (Figure 1).

Figure 1: the 6 steps of the learning process accoding to ETHAZI – GUNEA model.

The focal element on which the entire learning model is articulated is collaborative learning based on challenges. Collaborative learning is a didactic technique based on learning in small teams where each of the members collaborates to maximize both their own learning and that of each of their peers. Collaboration consists of working together, helping, supporting, encouraging, caring for each other, being attentive to the needs of each team member, to achieve common goals, since success is sought not only for one/to myself, but to all team members. And it is that "we are all good at something; no one is good at everything".

With all this, the student body becomes the protagonist of the classroom and a change is generated in the learning process in which the student body progresses through the activities that are proposed (challenges). In order for them to become motivated, they must generate a very particular dynamic of resolution in the classroom; they must ensure a process of ""divergence-convergence"" that allows students to work from the perspective of multiple alternatives. This causes students to need to work on basic skills such as interpreting, transmitting, synthesizing, and deciding.

Lego® art (#9) is both a practice for well-being and motivation at school and an activity used for welcome/orientation. By interacting in a group, they build ties, relationships between peers, but also understand the importance of discussion and mutual respect. Lego® art offers those who participate in a session the opportunity to experience moments of concentration, precision, problem solving and even patience, useful skills both for playing and for everyday life.

In Serious game (escape room) (#22) games are used as an educational tool for transferring knowledge, clarifying processes or procedures, and enabling students to reflect on group dynamics such as collaboration, communication and leadership. Teams may be multi-disciplinary (students from different study programmes) under the supervision of teachers from the school, but also with external experts to supervise the process. Students get to know each other, they find out how every students acts and behaves in situations which need an solution, they get feedback on their qualities, their development, their acting in a group.

Social inclusion in the classroom (#23) wants to work on the sense of identity, shared experiences, and psychological sense of security. The main objective is to implement the state of health of the students, developing their sense of identity and acceptance within a group, and their ability to work on group dynamics. Through this practice, students delve deeper into the elements of a team and learn how to implement them.

To express oneself

Clinical art (#1), based on a Japanese practice, aims to promote creativity, learning, imagination, and psycho-physical well-being in educational and professional contexts. The multisensory experience of Clinical Art allows participants to connect with their emotions and to communicate them through different expressive channels, in a spirit of mutual appreciation and mutual respect. Artistic works become the means to express and communicate one's inner world, made up of emotions, affections, fantasies, and thoughts, and offer a place to give a visible and shareable form to one's experiences, promoting trust and understanding towards oneself and towards others.

Lego® art (#9) is both a practice for well-being and motivation at school and an activity used for welcome/orientation. By creating art with Lego®, students give free form to their creativity and imagination.

NEETs for NEETs (#11) employs theatre of the oppressed techniques: a form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue. The audience has a chance to step into the play and try to change the oppression happening in the play. This artistic form also brings discussions among adults and NEETs about the prejudices we have about each other.

To be in contact with oneself

Joint tutoring (#7) is aimed at supporting and monitoring the evolution and growth of every student. The tutors' relational style promotes spaces for *reflection* between the student and the tutor. The educational relationship between student and tutor, supported by cognitive, emotional, symbolic, and cultural aspects, facilitates the activation of new knowledge, both from the professional world and from one's own inner world. By producing new patterns of meaning of what happens around the student, joint tutoring aims at activating transformative learning. The goal is to develop self-awareness in the student, regarding their own way of knowing, living, and fitting into the world and in full autonomy.

Through Mediation (#10) students recognizing and value the feelings and necessities of their own and of others. NEETs for NEETs (#11) accompanies the young person in the acquisition of self-awareness and consciousness of his or her competencies so that he or she feels primarily involved in (and responsible for) the development of his or her learning; in this way it promotes greater motivation and identification with one's training and growth. In Pitstop (#12) students work on their social, personal and behavioural problems and competences. They work with a model based on five "colours", that help them in recognizing their own and others' behavior and qualities. Every colour stands for a type of student: active, easy going, full of life, sharing with others, structured, chaotic, etc. Every day starts and ends with a coaching moment. During the day the students get all kinds of exercises in recognizing colours, reflecting on them and giving feedback to each other. They are often brought into situations they aren't used to, out of their comfort zone, and that is where learning starts.

With Relaxation and breathing (#17), by observing breathing of and through other meditation techniques, participants connect with their body, with their thoughts and physical and mental sensations. The practice

can be a preparatory exercise for carrying out other individual or group activities, as it promotes concentration and connection with oneself. These meditative exercises are inspired by the practice of mindfulness which has its origins in Eastern Buddhism. However, this technique is increasingly widespread also in Western contexts and in the field of psychological treatment, where the benefits for the treatment of certain pathologies have been demonstrated and in improving the perception of physical, mental well-being, and creativity.

The practice of relaxation can be more complex in times of high stress, which is why it requires, like any physical or mental discipline, constant training.

The Ruori (#19) assessment tool, based on ICF (the WHO International Classification of Functioning, Disability and Health) analyzes the functional capacity and identifies special educational needs starting from the potential and strengths of the students. Not only this practice provides a common language and communication between multidisciplinary staff and service providers, it also involves students more actively in planning their own studies and empowers them to better communicate their special needs. Indeed, individual guidance and support increase the chances of success in studies and reduce the risk of dropping out of school.

The SAT (#20) is focused on students with Special Educational Needs and/or physical and/or mental disabilities. It's a 4-year course of study, from the age of 16 to 20. It is aimed at developing the biggest potential from the students with mental disabilities. SAT focuses on the students and on their families. In fact, there is for each student an individualized educational project; before the school starts, a meeting with families takes place.

The school a house of well being (#21) is a practice aimed at increasing school performance and the quality of interpersonal relationships by promoting a culture of well-being at school. Implementing well-being at the class level "allows students to get to know better the most important person in their lives –THEMSELVES".

Treva (#24) proposes relaxation, meditation and mindfulness exercises in an educational center or school, and more specifically in a classroom, to improve attention and care, calm and emotional management. The TREVA program (Experiential Relaxation Techniques Applied to the Classroom) consists of 12 teaching units (nine basic and three special) applicable to any educational reality, any type of student and with a diversity of objectives. The program aims to improve the 9 REMIND (relaxation, meditation and mindfulness) basic skills: attention, breathing, relaxation, visualization, vocal language, sensory awareness, posture, movement and energy (Figure 2). They are the result of a review study of the 44 most relevant relaxation and meditation methods, techniques and traditions. Most relaxation, meditation and mindfulness exercises often incorporate more than a basic REMIND mind-body skill. When two or more REMIND skills are mixed, three special body-mind skills are created: emotional management, body awareness and mindfulness.

Figure 2: the 9 REMIND (relaxation, meditation and mindfulness) basic skills. When two or more REMIND skills are mixed, three special body-mind skills are created: emotional management, body awareness and mindfulness.

In Walk of life (#25) students walk a route (through the city or nature) of max 5 km. During this route, they stop at sights and reflect on their career. The reflecting questions are inspired by the 5 career competences of Marinka Kuipers: reflection on qualities, reflection on motivation, networking, career steering and work exploration.

To make choices and personalize

Individual learning path (#6) is a practice aimed at offering the best educational path by individualizing the path to keep students focused. The practice ensures that students have a schedule that fits them regarding times and objectives to avoid dropouts. The practice is very structured in parts such as orientation service, personalized curriculum and timetable, tutors and specialists, international experiences, virtual reality, and agreements with companies. In personalized curriculum, every day has 2 hours of traditional lesson, 4 hours of practical laboratory. Students who come from unsatisfactory school backgrounds have behavioural problems and certainly theoretical and frontal lessons would not further incentivize them to continue to study. They prefer the workshop mode to promote student attendance and well-being. Depending on the academic level, a personalized timetable is drawn up for theoretical hours, above all to fill the gaps of past years scholastic experiences. It allows the pupil to advance and study at his own pace.

Joint tutoring and flexibility (#7) adapt the teaching-learning process to students, provides two referring adults (with two different and complementary visions) who give the students stability and the opportunity of creating a link with the school. One of the goals of Pitstop (#12) is to get students back to college and that they graduate with a Start Qualification. The Production projects practice (#13), by "direct contact" with the world of work, offers elements of orientation for the young person's professional future.

The Renyo (#18) practice proposes young offenders an activity based on Authentic inquiry. The effort first translates into an accompaniment on the identification and personalized construction of a learning experience, in which the learner is directly involved in the choice and development of content that is of interest to him/her.

The school a house of well being (#21) is a practice aimed at increasing school performance and the quality of interpersonal relationships by promoting a culture of well-being at school. It creates an opportunity to build and develop a skill set that will enable students to make informed decisions about themselves and others – their mental health, personal life and social/emotional development.

To live experiences and to be reflective

Some practices try to bring students in contact with real experiences. In this way they seek to motivate them in interesting and varied ways. It is not (only) a matter of breaking schooling routines; most of all, real experiences are contexts and occasions in which new competences and learning are triggered.

In Ethazi (#4), for example, students are given the opportunity to develop transversal skills by solving real problems, in collaborating with others.

In Gamification and digital tools (#5) students experience something out of real life in a virtual environment and learn new skills. Gamification techniques increase student engagement and motivate them to achieve better results, creating compelling learning environments for students to learn new concepts, thus also promoting behavioural change in attitudes. By setting measurable goals, gaming can provide personalized, efficient, and effective learning. These techniques also favour the learning processes of students with special educational needs as they allow for the development of flexible, creative, and tailor-made educational proposals for each student. These educational innovations require constant updating and careful preparation of the teachers who propose these techniques.

Practices such as Individual learning path (#6) include Erasmus international experiences, an important opportunity for students. Being selected to represent their school in another country or otherwise living a training experience abroad, is an opportunity for redemption and self-pride.

The Production projects practice (#13) is an opportunity for "direct contact" with the world of work: through "in-situation" training, professional skills can be acquired and put into practice, including developing transversal skills that can be used in any working context. Production projects are work experiences/internships, in contexts such as restaurant and gardening activities. Students do not get

economic compensation for their work, but they learn by doing in *a context that is very close to the world of practice*.

In Recipe book practice (#16) students create a recipe book written thanks to interview with the community and for the community. They create work that is of value to the world (a recipe book capturing the history and diversity of the local community through recipes) and by pursuing this goal they improve their resilience, collaboration, oratory ability, self-esteem, reflexive ability, and self-efficacy. There is evidence that through the Recipe book students act on the quality of their writing and description skills, as well as on their oratory ability and self-esteem. They also activate some culinary skills in the final demonstration from the book.

SAT (#20) is aimed at students with Special Educational Needs and/or physical and/or mental disabilities. It offers different courses such as mathematics, knowledge of the environment, communication skills, autonomy, vegetable garden, kitchen, garage, physical education, informatics, tutoring. But there are also many complementary activities and visits in remarkable places and/or employer sites. The practice's goals are to develop students' basic skills, to carry out quality standardized vocational training, to promote job placement in the world of protected and ordinary work, and to promote personal and professional integration.

An objective of particular interest, related to direct experience, is ***reflexivity***, that is the ability to make reflections on one's and others' behaviour such as to see and understand themselves and others in terms of mental states, that is, in terms of feelings, convictions, intentions and desires; together with emotional intelligence, reflexivity is a fundamental competence (#16). To learn "by doing", the student must also be accompanied in a *reflective work*, with a critical re-elaboration of themselves and of their work practice, linking it to their own experience and training path (#13). In this regard, the tutor, as a "facilitator, instigator, coach and assessor" is the one who supports the student in recognizing value at work. In this way, students learn to use theory to reflect on professional practice, understanding what is observed and done.

Other goals

Good Practices for socio-emotional education, turns out, are also beneficial to **academic learning**. These benefits, of primary importance for VET education, are less taken into consideration *as goals* in our Compendium, due to the focus on socio-emotional learning that is required.

A few practices are aimed to **ease learning of specific subjects**. Recipe book project (#16), for example, helps developing core English and Maths skills in learners with gaps in these areas, through and engaging and motivating way of learning these skills. This makes it easier for teachers and students to find meaning in learning, feel more active and involved, and enjoy class sessions more.

Other practices are aimed at stimulating the **learners' motivation and creativity**, legitimizing them in perceiving themselves as protagonists and responsible for their learning while promoting and enhancing self-perception and self-efficacy. This is the case with the Renyo (#18) practice proposing an activity based on Authentic inquiry. The aim of the Authentic Inquiry methodology is represented by the effort to re-enable and re-engage young offenders in education and learning pathways, from which they have often dropped out. Authentic Inquiry presents a framework that can be adapted according to the learner's needs or the situation. Since it is a personalised intervention that directly involves the young person in choosing and managing the content of his or her learning, it makes it intentionally open to original developments that are the result of the person's creativity and interests.

Several practices stimulate the students' "**learning to learn**". Ethazi (#4), for example, puts an emphasis on cognitive development and on learning strategies, looking for students to be the protagonists of their own learning process. By doing so it increases motivation towards learning, understood as the degree to which students try to achieve academic goals that they perceive as important and valuable.

Annex 1 – TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation:
Type of the organisation:
Country:
Contact details (email):

Please fill in the template, the boxes should be left in blank in case of not having information to fill it in. Please answer 'not applicable' when it is the case.

General information about the good practice

Title of the good practice in English	
Subtitle of the practice or title in the original language	
Level of implementation	☐ Provider level ☐ Local level ☐ Regional level ☐ National level ☐ European level ☐ International level
Type of initiative	☐ Public (any person interested can attend) ☐ On demand (anyone can apply) ☐ Restricted/Limited access (specific targets, ☐ other (specify) _____
Resources	What resources make the practice possible? Which type of internal / external resources (financial, HR, etc) do you need? Please quantify.
Any other organisations involved?	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?

Contents of the good practice

Category	☐ SELF-DIRECT LEARNING[5] ☐ PBL on social-emotional competences[6] ☐ Well-being and motivation at school[7] ☐ Welcoming/guidance activities[8]

---

[5] **Self-directed learning** is an active learning process in which students take the initiative to decide their own learning path: what to learn, how to learn, with whom to learn, when to learn.

[6] **PBL on social-emotional competences:** support educators to implement meaningful PBL activities that allow pupils to develop social-emotional skills and learn authentic contents. In other words, design PBL projects that have a social-emotional component.

[7] **Well-being and motivation at school:** practices to create a welcoming, engaging, and inclusive school environment that transforms the relationship between the institution and students and generates a state of well-being.

[8] **Welcoming/guidance activities**: welcoming practices / programmes / activities for incoming students with previous negative school experiences, in order to facilitate their integration in the new VET pathway.

Main Goals	What are the main goals of the good practice? Maximum 3 objectives.
Short description of the practice	(Please describe the overall initiative – maximum 1500 characters)
Target group / beneficiaries	Who are the beneficiaries or the target group of the good practice? Please also mention the age, level of education of the participants involved in the good practice.
Activity	Narrative description of the practice highlighting organizational and timing of the GP. Please describe how the GP is structured.
Success factors	In what way does the good practice contributed to the goals? What elements ensure that the GP reach the goal(s)?
Achieved results	What were the achieved results of the good practice? Please specify the impact on target groups/beneficiaries.
Evidence of effectiveness of the measure	Did you collect any evidence of the effectiveness of the good practices?
Transferability	Is the good practice transferable to other contexts? What are the possibilities of extending the good practice more widely? Has the good practice been tested in different contexts?
Challenges	Have you faced any obstacles / challenges in applying the good practice? How did you address them?
Other remarks	Please add any additional information needed to better explain the GP.

Sources

Web site(s) of the good practice or additional information	Please list any relevant resources developed by the good practice or explaining it more deeply
Related resources (reports, products…)	

Annex 2 – Practices

1. CLINICAL ART

Partner/country filling in the template

Name of the organisation: Vocational college Luovi
Type of the organisation: Vocational special education institution
Country: Finland
Contact details (email): Sanna.Hakkila-Ruottinen@luovi.fi

General information about the good practice

Title of the good practice in English	Clinical art
Subtitle of the practice or title in the original language	Kohtaamistaide
Level of implementation	☒ Provider level
Type of initiative	☒ Public (any person interested can attend)
Resources	Paper, paint, brushes, pencils, etc. You can also use everyday supplies such as sushi sticks, toothpicks, wine bottle caps, etc. to make art. Just use your imagination!
Any other organisations involved?	N/A

Contents of the good practice

Category	☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Support teamwork, well-being, grouping, creating a community spirit. ▪ Person is seen as a valuable and unique member of the community/group.
Short description of the practice	Clinical art is essential to observations, experiencing, meeting, joy and appreciation, and its basis is in the Japanese Clinical Art system. Clinical art's structure, multi-sensory nature and often surprising artwork connect you to time and place. Multisensory activity supports creativity, learning, imagination, and well-being.
Target group / beneficiaries	Anyone
Activity	1) Orientation e.g.:

	▪ Group members bring with them an important object or choose one of the objects brought by the instructor which tells about something important to them. ▪ The "colour of the day" is chosen from scraps or pieces of coloured paper. ▪ It is important that the instructor creates an appreciative and comfortable atmosphere in the group. 2) Guidance of artwork. ▪ The duration of artwork is about 60 minutes, during which the different working phases should proceed consistently and unhurriedly. ▪ Artwork is structured and has intermediate steps. ▪ In Clinical art, it is emphasized that everyone's work is valuable and there is no right or wrong way to make art. 3) Actual artwork ▪ You can use e.g. fruits which are first looked at, touched, smelled, and tasted before working on the art. ▪ Choose art methods that are already familiar to you to help you guide the participants. ▪ Make sure that the art method is such that everyone can experience the feeling of success. 4) Finishing the artwork ▪ In the finishing phase for artwork details can be added with different materials, the work can be framed or cut out and placed on a new base. Completing the work in the form of a work of art can contributes to valuing one's own work. 5) Circle of appreciation ▪ When everyone's artwork is ready, the group's own art exhibition is held. ▪ Everyone's artwork is displayed, e.g., on the wall or on a table, after which everyone can go around and look at the artworks. ▪ After that, under the direction of the instructor, positive feedback is given on each artwork in turn. It is important to find positive things even in small details. Everyone gives feedback in turn. ▪ At the same time, participants can also describe how they felt participating in this activity.
Success factors	The instructor must be enthusiastic about Clinical Art. It is important to familiarize yourself with different art methods and materials. The instructor's enthusiasm infects the participants. Careful preparation is important.
Achieved results	Students experienced success and learned to know their own group better. Clinical art sessions brought good mood and joy. Your good feeling and well-being motivate you to study.
Evidence of effectiveness of the measure	N/A
Transferability	Can be used with the students with different kind of special needs.

	It´s very usable in the working places too.
Challenges	Some people are afraid of arts; learning new methods to make art and guide others to do art.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	Interdisciplinary Studies Journal, Special Issue on Encounter Art Promoting Wellbeing (2012) Tiina Pusa (toim.), Kohtaamistaide. Käsikirja ohjaajalle (2014)
Related resources (reports, products…)	N/A

2. COMMUNITY OF EUROPEAN SCHOOLS

Partner/country filling in the template

Name of the organisation: Topliceni Secondary School
Type of the organisation: Secondary School
Country: Romania
Contact details (email): rosudeloragineta@gmail.com (Delora Gineta Rosu)

General information about the good practice

Title of the good practice in English	Community of European schools
Subtitle of the practice or title in the original language	The Development of English Competences and Students' Motivation with e-Twinning Projects
Level of implementation	☒ European level
Type of initiative	☒ Public (any person interested can attend) ☒ Restricted/Limited access (specific targets)
Resources	Computer and internet connection.
Any other organisations involved?	Other EU schools

Contents of the good practice

Category	☒ Self-direct learning ☒ Well-being and motivation at school
Main Goals	▪ Creating a community of European schools. ▪ Developing students' language, social and cultural competences. ▪ Increase students' motivation for school activities. ▪ Collaborate with teachers from other European countries. ▪ Encourage cross-cultural exchanges of knowledge.
Short description of the practice	E-twinning projects are great ways to motivate students at school and increase their language, social and cultural competences. Teachers can form partnerships and develop collaborative, pedagogical school project in any subject area and collaborate with teachers from other European countries and learn from them. Being twinned with a foreign school also encourages cross cultural exchanges of knowledge, fosters students' intercultural awareness, and improves their communication skills. Students have an active role, interact, investigate, make decisions, respect each other's and learn 21st-century skills.

Target group / beneficiaries	Teachers and other schools' staff, and students
Activity	Activities using web 2.0 tools: • Organizing online events (videocalls) to develop language competences, use authentic language, plan different events, and set goals for each meeting. • E-books: web tools that contribute to the development of students' imagination, allow them to be creative and motivate them to improve their writing skills. • Writing poems, stories, and collaborative videos: increase students' well-being and self-esteem. Students can use music and literature to express feelings and ideas and develop writing and speaking skills. • Chatterpix: an interactive tool to add mouths and sound to your photos. • Word art: cloud generator which allows the creation of word clouds. • Linoit and Padlet: tools that enable users to create walls and post sticky notes on them. • Coding activities: help children to develop an appreciation of how things work. Through coding they learn to quickly fix and try again in different ways when something does not work out. • Games: work well with competitive students who can follow project tasks. By playing games students become more motivated to learn and participate in set tasks. They can help increase student participation, foster social and emotional learning, and encourage students to take risks. • Google slides: visual tool which contain pictures, props, illustrations, and videos that can help students to get their message across. They open opportunities for sharing, editing, collaborating and adapting students' own resources.
Success factors	Some projects are awarded and receive the European Quality Label. Teachers can also apply with their projects for European e-Twinning prizes.
Achieved results	Increased European cooperation between teachers and students. Creation of a community of teachers from different European schools. Increased motivation of teachers to develop new projects. Students make meaningful use of ICT technology. Students learn new ways to learn languages.
Evidence of effectiveness of the measure	Increase in the number of new projects created among teachers-users. Awarded schools – eTwinning Schools Label.
Transferability	The program can be used by teachers from different schools in Europe.

Challenges	Teachers need to learn how to use eTwinning skillfully to achieve their objectives. Educators who are not part of the European schools cannot register.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	https://school-education.ec.europa.eu/en/etwinning
Related resources (reports, products…)	N/A

3. CULTURES IN OUR CLASSROOM

Partner/country filling in the template

Name of the organisation: Know My World
Type of the organisation: Education based Nonprofit
Country: United States of America and Taiwan
Contact details (email): info@knowmyworld.org (Genevieve Murphy)

General information about the good practice

Title of the good practice in English	Cultures in Our Classroom
Subtitle of the practice or title in the original language	Appreciating Our Uniqueness
Level of implementation	☒ Provider level ☒ Local level ☒ International level
Type of initiative	☒ Public (any person interested can attend) ☒ On demand (anyone can apply)
Resources	Parts one and two can be easily implemented in any classroom and have no cost or need for external resources. Part three requires student access to devices and strong internet connection. Zoom or Google Meet platform. The digital journal exchange program currently has a sponsor for our upcoming program so program scholarships are available.
Any other organisations involved?	MangaX Technology is currently providing one of the platforms used during the exchange as well as sponsoring program scholarships for schools in need of financial support. National Taiwan University of Science and Technology is supporting the development and outreach of the program.

Contents of the good practice

Category	☒ PBL on social-emotional competences
Main Goals	▪ Provide an opportunity for students to explore their own cultural background and heritage. ▪ Celebrate and honour the cultures of their classroom peers. ▪ Provide authentic learning opportunities for students to connect and learn with and from global peers.

Short description of the practice	Responsible Global Citizens is a three-part program that guides students through a trajectory of self, community, and world. Its aim is to support students in cultivating important social, emotional, and cultural competencies.
	Part one focuses on self-awareness as students investigate aspects of their own cultural identity. They are asked to identify an artifact that is significant to their family and interview a family member to learn more about it. They are then asked to present the artifact and the information they learned to the class.
	Part two expands to the classroom community as students collectively create a class culture book. Each student is responsible for creating 2-3 pages of the book highlighting aspects of their family, culture, background, and life experiences. The aim of this part is to increase students' global awareness and sensitivity and to celebrate and appreciate the richness of cultural diversity and to promote a positive and inclusive classroom environment.
	Part Three focuses on global interactions with the help of Know My World's virtual cross-cultural exchange programs. During the exchange program students have authentic learning opportunities to connect with global peers and share their thoughts and ideas. Students interact on virtual platforms through digital journal writing. The model adopted by the project is called SECAL, an acronym that stands for social, emotional, cultural, and academic learning. The project's theoretical reference is the CASEL framework on social-emotional learning (SEL), which identifies five core skills to be promoted and developed. Furthermore, the project embraces a holistic approach to education, which goes far beyond learning objectives, intending also to pursue the physical, mental and relational well-being of children, from an equity perspective.
Target group / beneficiaries	Target students ages 8-18 (Upper Elementary Through Secondary)
Activity	There are three parts to this Responsible Global Citizens project. These are the suggested duration of time for each part; however, teachers have the flexibility to determine what works best for their students and schedule.
	▪ **Part 1 -** Connecting with our own culture through family artefacts: 3 weeks (week one investigates family artifact and interview. Week two prepare classroom presentation. Week 3 student presentations.)
	▪ **Part 2** - Connecting with our class community through Culture Books: 4 weeks (week one research and collection of content. Week two and three students design and create their contributing pages. Week four book is printed and shared/ celebrated.
	▪ **Part 3** - Connecting with the world through cross-cultural virtual exchange: 6 weeks virtual exchange program. (Week one: introduction of the program. Weeks two and three students focus on their own reflective writing by answering the journal prompts. Weeks four and five students interact with partner class through journal shares and virtual

	meetings or recorded videos. Week 6 program wrap up and certificates awarded.
Success factors	When understanding is expanded it reduces bias, stereotypes and misconceptions and allows for more authentic relationships to be built. Students learn to interact with peers from differing backgrounds which help expand their communication and interpersonal skills as well as sharpen their 21st Century Skills. During these projects students have opportunities to use varying tech platforms helping to enhance their computer and technology skills. Through the digital journal exchange program students are provided opportunities to improve their writing skills and also understand differing perspectives. They can identify similarities and differences between themselves and their partner class and they can engage with students they would otherwise not have the chance to meet.
Achieved results	Through these project steps students learn more about themselves and gain a deeper sense of pride in themselves and their culture. The students in the class gain a deeper understanding and appreciation for the diversity of their classmates. Students showed growth in their social, emotional, and cultural competencies. Students gained confidence in their presentation skills. Students improved their technology skills. Students gained a deeper understanding and appreciation of different cultures. Students improved their communication and interpersonal skills. Students gained an understanding of journal and reflective writing. Students gained an appreciation for cultural similarities and differences.
Evidence of effectiveness of the measure	We provided a survey to the students to gain evidence of the effectiveness. We also gained testimonials from the students and teachers. The project was evaluated through a preliminary exploratory survey, which investigated the impact by using pre-tests and post-tests, with questions addressed to both students and parents. At a qualitative level, in-class group discussions are also recorded and used to detect changes in behaviour and the use of the skills promoted through the project activities.
Transferability	This has been implemented in classroom settings across various grade levels and integrates various academic skills as well. It could be transferred to before or after school programs, child focused organizations as well. In 2022, the project involved more than 75 teachers, over 900 students and 42 classes, in 11 countries around the world.
Challenges	We faced many challenges during Covid during the exchange portion last year, however, we paused the program until students returned to school or created a work around where students joined virtual calls from home. Other challenges relate to age appropriateness.

	We ran this program with lower elementary students as well and determined they this program was too challenging for them. Teachers of elementary students will need to be more hands-on and involved in helping the students create their classroom culture pages. Ongoing communication with parents is necessary as well to ensure that the students all have content to add to the culture book. Additional mini-lessons or scaffolding for technology use may be necessary for younger students. Homeroom teachers can determine how much additional support is needed.
Other remarks	Although it is recommended that the project includes all three parts, each section can be implemented as an individual project instead.

Sources

Web site(s) of the good practice or additional information	https://knowmyworld.org/responsible-digital-citizens/ https://youtu.be/dwu2du9G_lQ
Related resources (reports, products…)	Full Lesson Plan Can be Found in this Google Drive Folder: https://drive.google.com/drive/folders/1tD28g2V-uOYnwNn26U5tfOo5iZModanv?usp=sharing

4. ETHAZI

Partner/country filling in the template

Name of the organisation: Centro San Viator
Type of the organisation: Educational center
Country: Spain
Contact details (email): international@sanviator.com

General information about the good practice

Title of the good practice in English	ETHAZI
Subtitle of the practice or title in the original language	N/A
Level of implementation	☒ Regional level
Type of initiative	☒ Public (any person interested can attend)
Resources	The students need to have a computer each one because the job is given by an internal platform. The other resources are not different from the regular ones on the workshops.
Any other organisations involved?	Tknika is the principal institution involved, it is part from the Basque government and works for the improvement of the vet system in the Basque Country.

Contents of the good practice

Category	☒ Self-direct learning
Main Goals	▪ Learn how to work in groups. ▪ Learn by doing. ▪ Learn how to manage your time.
Short description of the practice	Ethazi is a problem base learning system to help the students to acquire knowledge in a different way, avoiding too long theorical classes and making them learn by doing, divided in challenges and every challenge has something to do with one of the classes. This helps the students to work on group and to make them responsible of the time invested and how they want to structure that time.

Target group / beneficiaries	We use this in our VET students, from level 3 and 4. The age goes from 16 up to 20 normally (there is no age limit)
Activity	The ETHAZI model was developed as a pilot experience in the 2013/2014 academic year in 5 vocational training centers in the Basque Country. The central element on which the entire learning model is articulated is collaborative learning based on **challenges**. The approach to a problematic situation, its transformation into a challenge, as well as the entire process until a result is obtained, is structured based on both the technical and specific skills of each cycle, as well as those transversal skills that they currently have. a strategic nature, such as: autonomy in learning, teamwork, orientation towards extraordinary results, etc... The problematic situations, in all cases, are presented to a class configured in teams, where the work process must enable the students to experience the situation as a challenge and, from there, they must have the opportunity to generate the necessary knowledge that allows you to provide the best solutions. CHARACTERISTICS OF THE ETHAZI MODEL: ▪ INTERMODULARITY - So that the design of challenges is as close as possible to the performance situations in the labour reality of each training cycle. This requires an in-depth analysis of the professional skills and learning outcomes of the cycle to improve the efficiency of learning times. ▪ SELF-MANAGED CYCLE TEACHING TEAMS - Starting to promote teamwork and responsibility from the teaching team itself, made up of a small number of members who oversee the entire training cycle, who through a high degree of self-management can adjust their schedules, the use of spaces, shifts and substitutions, etc., to the needs that the development of student learning poses always. The same team distributes both individual and group tutorials throughout the entire cycle. ▪ EVALUATE TO EVOLVE IN COMPETENCE DEVELOPMENT - Assessment is integrated as a key element within the student's own learning process, providing them with frequent feedback on their evolution in the degree of acquisition of the planned professional skills. To promote this assessment approach and favour the participation of both teachers and students (individually and as part of teams) and other agents who can contribute to the assessment process, the specific tool SET (Skills Evolution) has been developed. ▪ ADAPTATION OF LEARNING SPACES - The implementation of these new methodologies requires classrooms, equipment, furniture, and specific spaces different from those that usually exist in training centers. Their design

	mainly attends to the characteristics of flexible, open, interconnected spaces that foster environmental situations that favour active-collaborative work.
Success factors	This good practice is a mix of Problem based learning, because the activities are divided in challenges they have to solve on groups, and also of self-directed learning, because they always have a teacher in the room to help them, but they are responsible of how the organize their time and how the solve the challenge.
Achieved results	VET Students are more motivated when they learn by doing rather than spending long hours on the classroom just listening to teachers and they also become more responsible since the do manage their time and how to solve the challenge, they have freedom to organize themselves the way it works best for them and also, they learn how to really work on group.
Evidence of effectiveness of the measure	We can find evidence in the quality questionnaires from the students after their school year, they are really satisfied with the implementation of Ethazi.
Transferability	This practice is totally transferable, the school just needs to build the challenge with their educational needs, and there is online already materials to make the challenges that are available for everyone.
Challenges	The only challenge was to adapt teachers and staff (more than the students) to this different way of doing, but nothing remarkable.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resources (reports, products…)	https://ethazi.tknika.eus/es/

5. GAMIFICATION AND DIGITAL TOOLS

Partner/country filling in the template

Name of the organisation: Vocational college Luovi
Type of the organisation: Vocational special education institution
Country: Finland
Contact details (email): Sanna.Hakkila-Ruottinen@luovi.fi

General information about the good practice

Title of the good practice in English	Gamification and digital tools in education
Subtitle of the practice or title in the original language	Pelillistäminen
Level of implementation	☐ Provider level ☐ Local level ☐ Regional level x National level ☐ European level ☐ International level
Type of initiative	☒ Public (any person interested can attend)
Resources	Mobile device/Computer/laptop etc.
Any other organisations involved?	Anyone can attend

Contents of the good practice

Category	☒ Self-direct learning ☒ PBL on social-emotional competences ☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Experience something out of real life or learn new skills. ▪ Make learning more diverse. ▪ To motivate students in an interesting and varied way.
Short description of the practice	Gamification means learning through a game. Teaching can be gamified with readymade applications and devices e.g. QR-codes, VR-glasses, robots etc. Gamification can be made by almost any digital services e.g. M365 Word or ThingLink.
Target group / beneficiaries	Educational institutions (students and staff)

Activity	At first you have to get familiar with different kind of digital tools before you start using gamification with your students. Start with one method of your choice at a time. Use and modify the digital tools according the students needs.
Success factors	You are enthusiastic and interested in learning new ways of teaching. Note that you can get good ideas for making games from your students.
Achieved results	It´s possible for both students and staff achieves digital competences. Learning new methods has become more diverse. Gamification makes studying more interesting and student can be more interactive. After presenting new digital tools staff of Luovi Vocational College have purchases new tools to use in the local education.
Evidence of effectiveness of the measure	Yearly a questionary is made about digital competences in Luovi Vocational College. Based on these results digital services are developed.
Transferability	Gamification and other digital tools can be used anywhere with anyone
Challenges	People are scared to use new digital tools. Sometimes teachers have difficulties in modifying using the tools for student´s needs.
Other remarks	Nowadays it´s easy to find digital tools for gamifications online.

Sources

Web site(s) of the good practice or additional information	https://www.thinglink.com/en-us/ https://learningapps.org/ https://www.senteacher.org/ https://www.3dbear.io/ APPS FOR WELL BEING: ▪ Fabulous ▪ Calm ▪ Head space ▪ Sanvello ▪ Smiling mind ▪ Sleep Town ▪ Sleep time ▪ Wind down-your phone goes greyish at certain time ▪ Steps app – for counting your stpes ▪ Water reminder - reminds about drinking water ▪ Google fit - for your physical activity ▪ Clue or Flow - to follow your period cycle COMMUNICATION TOOLS AND APPS

	- Go Talk Now on iPad - Sym Writer - Board Maker - Listenning books, audiobooks - Chatable - MOI my own interactions - Text to speech - Speech to text - Apps on phones
Related resources (reports, products…)	https://scholar.google.fi/scholar?as_ylo=2018&q=benefits+of+gamification+in+education&hl=fi&as_sdt=0,5&as_vis=1 https://unlimited.hamk.fi/ammatillinen-osaaminen-ja-opetus/vocational-student-teachers-perspectives-of-pedagogical-infrastructure-components-of-first-aid-simulation-games/#.Y2Ng1mnP3D4 https://acerforeducation.acer.com/education-trends/gamification/gamification-in-education-5-tips-classroom/?gclid=Cj0KCQjwqoibBhDUARIsAH2OpWjKW-IeJ2DsTp54Opw_Og5qu2IYVfSHd1OC0RCInoF_NUNw9xM8xHsaAuyzEALw_wcB https://xperiencify.com/gamification-tools/ https://www.efvet.org/2022/01/21/gamification-in-education-sige/

6. INDIVIDUAL LEARNING PATH

Partner/country filling in the template

Name of the organisation: Centro San Viator
Type of the organisation: Educational Center
Country: Spain
Contact details (email): international@sanviator.com

General information about the good practice

Title of the good practice in English	Individual learning path VET
Subtitle of the practice or title in the original language	Plan de Estudios Individualizado de FP
Level of implementation	☒ Provider level
Type of initiative	☒ Restricted/Limited access (specific targets)
Resources	Resources come from the different incomes that conform the school. For this type of individual path, it is very important to have professionals such as pedagogues and psychologists apart from teachers to tailor these paths and help the students with the guidance. In this case the school has always been aware of the importance of having these professionals, so it is not possible to quantify since it has been part of the structure of the school since time ago.
Any other organisations involved?	In this case no other organizations are properly involved.

Contents of the good practice

Category	☒ Welcoming/guidance activities
Main Goals	▪ Offer the best educational path. ▪ Individualize the path to keep students focused. ▪ Make sure students have a schedule that fits them regarding times and objectives to avoid dropouts.
Short description of the practice	The main objective of this GD is to tailor an individual learning path for each student, based on their background (social and educational). This way the students make the most of the time they spend at the center avoiding dropouts and reaching to their highest limits

Target group / beneficiaries	Students from the Basic VET (15 to 18 years old)
Activity	Before the beginning of the scholar year, all the new students have an interview with the corresponding teacher (in this case tutor) to analyse their needs, speaking about educational ones, to make a scheduled that best fits their needs. The idea is to make sure that all the time that they spend, and the school is profitable and that they are focus on their preferences and to avoid making them stay extra hours or doing things that they won't need in order to keep them focus and motivated. Once the tutor has talked with the student, he/she decides with the student the best path to follow regarding their preferences for the future professional path. Normally students that arrive to our school to start basic VET have already been dropout from other students and come with difficult backgrounds, so it is important to work with them their educational path, so the student feels comfortable and motivated to keep up with their studies, which is our priority. The process is not complicated at all, you just need time to spend with the students to understand the needs and motivations, and keep in mind that they have normally difficult backgrounds and that they have been having issues in regular schools, where the system has failed to them. Inside the possibilities of the schedule and the classes to make it work for the student, the final goal is always to make them motivated to keep studying.
Success factors	The good practice contributes to make the students finish their studies, but not only Basic VET, but many of them, after the good experience they go for higher trainings to follow their studies, which is not common among these students that normally drop out once they are able to.
Achieved results	The achieved results were the increase of motivation of students on basic VET, normally when they arrive, due to problems with escolar system in Spain, they have low motivation on their studies, and their main goal is to drop out as soon as they can. As mentioned before this good practice has a huge impact, because they do not only make the students finish basic VET (that is not so common to finish among these students) but most of them continue their studies into higher levels because of how much satisfied they are with their studies and their motivation after attending the center following the individual path (base on their motivations and needs). It is a simple GP that requires time, understanding and that has really good results.
Evidence of effectiveness of the measure	It is difficult to collect it, we can see the effectiveness of it because many of the students keep their studies into our center and also because if we do not have what they want to study, we help them looking for another center, so we are pretty aware of it.

Transferability	This good practice has the advantage to be simple and to or need bug resources, so it is totally transferable to other contexts, excepts for the vet schools that are to rigid with their classes and schedules. I think that for those schools it is more difficult to create an individual path, but it is not impossible to achieve. The same good practice has been tested in another educational level (you can find it in this compilation of GP) the goal is different, but the structure is the same and it has also very good results.
Challenges	The main obstacles here is to be able to adapt the needs of the students to the curricula required by the government and to the schools' possibilities. Over the years we have been adapting the school more and more to these individual paths, and at the end it's a matter of creativity and the aim to succeed from the staff.
Other remarks	N/A

Sources

Website(s) of the good practice or additional information	N/A
Related resources (reports, products…)	Presentation from the school responsible of Basic VET

7. JOINT TUTORING AND FLEXIBILITY

Partner/country filling in the template

Name of the organisation: UFIL PUERTA BONITA
Type of the organisation: State school
Country: Spain
Contact details (email): igonzalezreyes@educa.madrid.org

General information about the good practice

Title of the good practice in English	JOINT TUTORING AND FLEXIBILITY
Subtitle of the practice or title in the original language	COTUTORÍA Y FLEXIBILIDAD
Level of implementation	☒Provider level
Type of initiative	☒ On demand (anyone can apply)
Resources	N/A
Any other organisations involved?	It depends on the institution or school developing this good practice.

Contents of the good practice

Category	☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Adapt the teaching-learning process to students. ▪ Provide two references figures that give the students stability and the opportunity of creating a link with the school. ▪ Have two different and complementary vision of each student's process.
Short description of the practice	One of the keys of our student's success is the capacity of adaptation of our school to them. Joint tutoring is a way of work, in which two teachers work together with a group of students.
Target group / beneficiaries	Students at the school

Activity	FLEXIBILITY
	The student is the center of the learning process, so we consider: their necessities (understand in a holistic way), strengths, motivation and interests. In this way the educational process is adapted in different ways: • Duration of their studies (4 to 6 months) • Methodology • Curricula, despite there is one official we are able to adapt the knowledge to the capacities and interests of our students • Having the enrolment process open yearly give the opportunity of responding to the different backgrounds of the students (i.e., the moment in which they arrive to Spain, or when they drop their regular studies) • The students go to their internship when they are prepared for it or when their personal situation is the most favourable. JOINT TUTORING Each group of students has two main teachers: one VET teacher and one primary school teacher, they work as a team and share all the information related with their students, make decisions together and reaching agreements and plan the different process according to the necessities and strengths of the students. This way of working support a better monitoring of the students individually and their evolution. How is this coordination carried out? • One hour per week of coordinating meeting • Individual tutoring with students regularly and when it's needed • One hour weekly devoted to an assembly with the whole group and both teachers • Meetings with students' family when it is needed Some characteristics of the school made this way of working (flexibility and joint tutoring) possible: • Administration (Community of Madrid) is facilitating this way of working. • Fifteen students per group. • Enrolment process opened yearly.
Success factors	• Capacity of solving or responding quickly to our students' necessities • High coordination with other resources such as NGOs, health system, social services… • The teachers don't come from the general assignation process, they choose to be in our school, and all of them have to renovate their position every year
Achieved results	• High number of pupils that work or study after obtaining their certificate. • Adaptation to each student every moment

Evidence of effectiveness of the measure	Number of students working at the end of their process.
Transferability	It could be used in any school
Challenges	Does this way of working bring any issues? Sometimes, because it demands a good coordination, so could be time-consuming and it is necessary a good communication between both teachers. Normally the better option is to maintain if possible the joint tutoring and make it stable.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	https://eldiariodelaeducacion.com/2019/10/30/ufil-puerta-bonita-treinta-anos-de-segunda-oprtunidad/
Related resources (reports, products…)	N/A

8. LABOUR INSERTION PROGRAM AND SECTORIAL COURSES

Partner/country filling in the template

Name of the organisation: UFIL Puerta Bonita
Type of the organisation: State school
Country: Spain
Contact details (email): irene.gonzalezreyes@educa.madrid.org

General information about the good practice

Title of the good practice in English	Labour Insertion program and sectorial courses
Subtitle of the practice or title in the original language	Programa de Inserción laboral y los cursos sectoriales
Level of implementation	☒ Provider level
Type of initiative	☒ Public (any person interested can attend)
Resources	There is no need of materials; the only resource is the teachers.
Any other organisations involved?	Asociación Pan Bendito is an NGO that supports us by providing some labour formation and participating actively in sectorial courses. In addition, we have a wide range of enterprises that provide internships for our students.

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	▪ Improve labour skills. ▪ Choose an enterprise, which will respond to the student's necessities, capacities, and skills. ▪ Maximize the probability of getting and job after their studies.
Short description of the practice	LABOUR INSERTION The aim of this project is the students' labour insertion through a holistic VET formation, a strong collaboration among teachers, entrepreneurs, students, families and tutors. SECTORIAL COURSES They are an approach to the world of work. These courses take place for four days and students have a different schedule than normally.
Target group / beneficiaries	Students that are about to go to their job internships.

Activity	**LABOR INSERTION**
	Labour insertion is the principal aim of UFIL, in this sense; the studies are designed for developing the autonomy knowing the attitudes, habits, skills, for having a successful incorporation into the labour world.
	There are two different phases in this project:
	Phase 1 - Training: This phase combines training in a vocational subject area with classroom learning of important content and skills related to the workplace and acquiring social and professional knowledge that will permit the candidate's successful job placement and personal integration into society.
	Phase 2 – Training in Work Centres: Students complete their training roadmap with hands-on "internships in work centres" (Spanish: FCTs) in areas related to the training they have received. These placements are organised by agreements between participating companies and the Labour formation and insertion units (Spanish: UFIL).
	SECTORIAL COURSES
	The general objective of these workshops is to promote a close knowledge of the labour market and its professional environment by sectors to the students. Organized by the PTSC (Technical Professor of Community Services) and the Pan Bendito Association.
	It takes place in four days and students have different workshops related to the labour world.
	Day 1: Motivation and Social Skills session, with the collaboration of the Pan Bendito Association
	Day 2: Resources for the active search for employment and training, knowledge of the specific productive sector, labour legislation, agreement, and practical exercises for job interviews, with the collaboration of the Pan Bendito Association
	Day 3: Round table with specific speakers for each sector: entrepreneurs, from companies that collaborate in the FCT module, representatives of business associations and former students who are working or have had work experience.
	Day 4: Visit to companies or enterprises related with the sector.
Success factors	The individualization of the plan includes:
	▪ The student must pass phase 1 (training) which comprehends labour and personal skills.
	▪ Youngs who are in their last phase of formation go to the sectorial courses that improve their motivation and compromise with the school and their formation.
	▪ The enterprise chosen is adapted to personal characteristics and labour skills of each student.
	▪ When students are in their internships, they have a weekly supervising appointment in the school to evaluate how their job placement is going.
Achieved results	Our students have a labour insertion rate from 70% to 100% depending on the year and the studies.

Evidence of effectiveness of the measure	We trace the results and the employment with the enterprises. So, we have a collection of employment data.
Transferability	It is transferable to any VET school.
Challenges	The biggest challenge was during the pandemic, due to the closure of several enterprises.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resources (reports, products…)	N/A

9. LEGO® ART

Partner/country filling in the template

Name of the organisation: Vocational college Luovi
Type of the organisation: Vocational special education institution
Country: Finland
Contact details (email): Sanna.Hakkila-Ruottinen@luovi.fi

General information about the good practice

Title of the good practice in English	Lego Art
Subtitle of the practice or title in the original language	Lego-taide
Level of implementation	☐ Provider level ☐ Local level ☐ Regional level ☐ National level ☐ European level x International level
Type of initiative	☒ Public (any person interested can attend)
Resources	N/A
Any other organisations involved?	N/A

Contents of the good practice

Category	☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Create a good atmosphere. ▪ Get to know others in the group. ▪ Enhance creativity.
Short description of the practice	Lego Art is a group practise. Each group creates a piece of art with Legos. The result of the practice is based on a given proverb.
Target group / beneficiaries	Anyone (students, staff, teams at the working place etc)
Activity	Each group get one adverb and pile of different kind of Lego pieces. There must be at least 2 teams involved (minimum 2 persons/team). Works better if there are more groups and persons/group. Each group get an adverb which directs them to make their own Lego art. Group must create a piece of Lego art based on the given

	proverb. At the end all the groups present their piece of Lego Art and explains how the adverb is included in their Lego Art. Adverbs: • "Actions speak louder than words" • "A friend in need is a friend indeed" • "A friend in need is a friend indeed" • "The early bird gets the worm" • "Every cloud has a silver lining"
Success factors	It's important to create a safe feeling before you start doing this practise. If you feel safe and good, it´s easier to be creative. It's good to encourage everyone to involve and give positive feedback of every piece of art at the end.
Achieved results	Students learn to know each other better, creates a good atmosphere.
Evidence of effectiveness of the measure	N/A
Transferability	Instead of adverbs you can use songs or short stories. You can always ask groups create piece of Lego Art based on student´s plans etc. Just use your imaginaton.
Challenges	N/A
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resources (reports, products…)	N/A

10. MEDIATION PROJECT

Partner/country filling in the template

Name of the organisation: UFIL Puerta Bonita
Type of the organisation: State school
Country: Spain
Contact details (email): irene.gonzalezreyes@educa.madrid.org

General information about the good practice

Title of the good practice in English	Mediation Project
Subtitle of the practice or title in the original language	Proyecto de Mediación
Level of implementation	☒ Provider level
Type of initiative	☒ Public (any person interested can attend)
Resources	The resources are human, teachers and students. The coordinator is the Technical Professor of Community Services.
Any other organisations involved?	There are no more institutions involved.

Contents of the good practice

Category	☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Recognize and value the feelings and necessities of oneself and others' and developing cooperative attitudes by searching for a common solution ▪ Solve conflicts and help to prevent them. ▪ Involve the students at improving the wellbeing and convivence in the school.
Short description of the practice	The activity is to create a Mediation Team, with a main objective: Detect and resolve conflicts, provide means to resolve them and carry out mediations. This team consists in: The Technical professor of Community Services and two students of each group.
Target group / beneficiaries	Students
Activity	**1. Creating the team**

	At the beginning of each scholar year teachers choose two students per group, they will be the Convivence delegates.

	2. Coordinating the team
	This team has forthnightly meetings, so they receive formation and make some group dynamics in order to feel that they are part of a team.
	
	3. How does the team work?
	They detect conflicts, and then try to solve it by doing a mediation. In this moment of the process mediation are made by the coordinator teacher but the aim is that the students perform mediations too.
	<u>How are the conflicts detected?</u>
	A) The student himself tells a teacher/tutor/mediator/supervisor.
	B) The teacher detects it
	C) Another student not involved makes it known.
	D) Coexistence Delegates.
	
	<u>The mediation</u>
	1. Presentation and Rules: it clarifies how the process will be.
	2. Tell me: What happened? It requires active listening of the parts: they have to show Interest, and in this phase it is necessary to clarify, paraphrase, reflect and resume.
	3. Clarify the Problem
	    ▪ Where are we?
	    ▪ Summarize positions
	    ▪ Agree on the most important issues for the parties
	    ▪ Ask to deepen and specify unclear aspects
	4. Propose Solutions: the students propose solutions
	5. Reach an agreement: Who does what, how, when, and where
	6. Define the agreement: Write it, read it and sign it
	
	IMPORTANT: There is not possibility of mediation when we are talking about bullying.

Success factors	Some elements made possible the success of this GP:
	    ▪ It clarifies how the conflict was produced.
	    ▪ Students express themselves and make their own point, in that way it is easier to understand the other part of the conflict.
	    ▪ Students are the main character.

Achieved results	All the conflicts resolved by mediation are closed and there weren't replications.
Evidence of effectiveness of the measure	Since the implementation of the project last year, the conflicts are less often, and there are fewer formal mediations.
Transferability	It can be used in any educational institution.
Challenges	The main challenge is to find the time to coordinate the team.

Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resources (reports, products…)	N/A

11. NEETs for NEETs

Partner/country filling in the template

Name of the organisation: Västra Götalandsregionen
Type of the organisation: regional council
Country: Sweden
Contact details (email): jonas.a.abrahamsson@vgregion.se (Jonas Abrahamsson)

General information about the good practice

Title of the good practice in English	NEETs for NEETs
Subtitle of the practice or title in the original language	How Experience-Based knowledge Can Improve Social Sustainability
Level of implementation	☒ Provider level ☒ European level
Type of initiative	☒ Restricted/Limited access (specific targets)
Resources	http://earlall.eu/project/neets4neets/ Erasmus+
Any other organisations involved?	Support Group Network Borås Stad City of Stuttgart Save the children organisation (Sweden) Volkshochschulverband Baden-Württemberg Oslo Adult Education Rosenhof NAV Bjerke EARLALL

Contents of the good practice

Category	☒ Self-direct learning
Main Goals	▪ Improve inclusive methods to empower young adults, therefore improve the conditions of NEETs.
Short description of the practice	With the NEETs for NEETs project, partners from Sweden, Germany, Norway, and Belgium aim to exchange best practices and commonly improve new and innovative instruments and activities created together with the NEETs and staff members from relevant public sectors and civil society organisations working with NEETs on a daily

	basis. Based on an existing good practice example, the project aims to broaden and modify the ReAct Self-Empowerment model, developed by the refugee organisation Support Group Network (SGN) and implemented by Save the Children (Sweden). The idea is to work with the validity and creativity of learners. Creating knowledge together when students become teachers. They try to co-create teaching material where NEETs themselves are experts.
Target group / beneficiaries	NEETs: young people not engaged in education, employment, or training
Activity	Forum theatre: ▪ It is a part of the theatre of the oppressed, created by the Brazilian director Augusto Boal. It has recently been implemented in many European countries. ▪ In the beginning it was a social project for literacy programs, raising awareness and discussing the importance of mobilizing themselves to prevent oppression. ▪ It is a form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue. The audience has a chance to step into the play and try to change the oppression happening in the play. It brings discussions among adults and NEETs about the prejudices we have about each other. It is a technique to raise issues, instead of just presuming things about each other. It is played twice – the first time it ends catastrophically and the second time the audience can try to change the ending.
Success factors	Erasmus+ support for the project.
Achieved results	The project is still ongoing. The partners have set up tools and a pilot training with activities that can be used to work with young people. Workshops for NEETs will be organised at the European level. They will then take the best practices from these workshops.
Evidence of effectiveness of the measure	Thanks to locally held pilots, the project team was able to measure whether their tools are relevant and efficient enough for NEETs to adapt them. Evaluations of pilots gave the project (qualitative) indicators that over 80% of the participants (both staff members and NEETs) felt that the methods (tools/pedagogy) were at satisfactory level. Moreover, researchers from University West (Sweden) are at this moment doing quantitative data-collection on NEETs for NEETs, as regards the level of empowerment and sense of coherence before, during, and after the full-fletched workshops of the project (carried out thanks to the tested pilots)
Transferability	The project team is currently working on making these tools transferable. At the end of the project (November 2023) the consortium team of NEETs for NEETs, will produce compendiums and a substantial handbook with guidelines, toolbox, principles, best practices and lessons learned, in order for others to follow the project's examples on how to create conditions for young adults to

	train staff members on how to make their activities and services relevant for "the target group" – that is, the young adults (NEETs) in question.
Challenges	N/A
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	http://earlall.eu/project/neets4neets/
Related resources (reports, products…)	N/A

12. PITSTOP

Partner/country filling in the template

Name of the organisation: Friesland College
Type of the organisation: VET center
Country: The Netherlands
Contact details (email): A.Kiel@fcroc.nl

General information about the good practice

Title of the good practice in English	Pitstop
Subtitle of the practice or title in the original language	Pitstop
Level of implementation	☒ Local level ☒ Regional level
Type of initiative	☒ Restricted/Limited access (specific targets)
Resources	Pitstop is funded by the VET College Friesland College. In total 6 staff members are active in this Time-Out on 2 locations, Heerenveen ans Leeuwarden.
Any other organisations involved?	Pitstop is an internal Time out, only available for students who follow a program at Friesland College. No other organizations are involved. The 5 colours method is easy for students to understand and helps them to reflect.

Contents of the good practice

Category	☒ PBL on social-emotional competences ☒ Well-being and motivation at school
Main Goals	▪ Work on social, personal and behaviour problems and competences of students. ▪ Get students back to college and that they graduate with a StartQualification. The 5 colours method is not a method of wrong and right but holds up a mirror of reflection in a very friendly way. It helps to be more flexibel not only in an education environment but also in their private lives.
Short description of the practice	In max 6-week time the students work on their personal goals which will help them to return to college and make them more successful.

	A daily program from 9 – 15 in groups max 15 students. They work with the "colour" program which help them in recognizing their own and other one's behaviour and qualities. Every colour stands for a type of student: active, easygoing, full of life, sharing with others, structured, chaotic etc. This method defines 5 general approaches to interact with yourself and other people. Each of the five colors is associated with particular ways of perceiving and interacting with the world and also with particular colors. Each of us has one or two dominant colors. A person can act 'open' or 'closed' in a color. When you are open you are in contact with the world around you, when you are closed you are not. By recognizing these it helps them to get to know themselves better and how to act / handle in situations with others who aren't in the same colour. Learning to use them all on the right moment makes you more flexible in life. Learning to recognize and acknowledge your closed side helps you to open again and stay open for a longer period. Awareness of that and respect differences are very important in these.
Target group / beneficiaries	Pitstop is useful for VET students 16-27 years (Level 1 till level 4) With the 5-colour method, we had great success in working with students aged 16 and over. We have also experienced success in working with adults in health centres. And a special education department has been implemented for students who are unable to attend education due to personal issues. The 5 styles are their main method of reflection and communication. We have experienced good results with level 2, 3 and 4 students and it is also suitable for higher education.
Activity	Every day starts and ends with a coaching moment. During the day the student gets all kind of exercises in recognizing colours, reflect on them and give feedback to each other. They are often brought in situations they aren't used to, get them out of their comfort zone and then the learning starts. Every student sets his own personal goals to get motivated again and return successfully to their VET program. The 5 color method is also useful in regular education. We achieved very good results by starting 3 workshops with students during the 1st year. WP1: Presentation by trainer and introduction (handshake) in 5 styles.

	WP2: Doing a lot of practical exercises when possible in the context of the relevant education.
	WP3: Students presentations about their own styles etc.
	During this study, the tutor had 10 weekly reflection sessions with the students.
	In the 2nd year it can help starting somewhere in the first few weeks with a green day, a red day, a blue day, etc. During this days, students and teachers act in only one of the 5 styles. (For example the blue day is full of knowledge, discussion, rules, etc. the red day is full of contact, passion, drama...)
	This way will help the students to really see the styles and it's a funny way to freshen up the method.
Success factors	It's a short program. If possible, they stay for one day in their original training/program. The colour method is a rather easy way in getting to know yourself and others and to know more how to work together and how to become the best version of yourself.
	It is shown that it is a very friendly way of learning and reflecting on their own behaviour. Because there is no right and wrong, no judgement. We laugh at our own closed side, regonizing our behaviour and there for we are open for change. The examples given to the students are taken from real life and brought with humor. The studentens become aware of their good qualities, how and when to use them and about the negative side of their behaviours and how these affect them, but also other people. So then students return to their training/program and classmates with more confidence. Also Teachers had to develop this way of acting/thinking.
Achieved results	With the 5 color-method, we see young students who are able to use the language of the method and talk far more easily about their closed side. Sometimes even quicker then adults. It really helps them to find friendly words for their behaviour. Teachers now realize there are 5 ways of making contact and that helps to see what is the best style for contacting a student. Less conflicts and a common approach to coaching.
	Around 120 students a year follow the Pitstop program.
	Around 85% return to college, a small % makes a next step to the Rebound because the period of 6 weeks and their problems takes longer.

Evidence of effectiveness of the measure	The 5-color method is a few thousand years old and still working so it stood the test of time pretty good. We have al lot of examples of students with great reflection presentations/reports although they had just a few training sessions. The Pitstop program already exist for more than 16 years. Every year there is an evaluation of the effect. Not only in returning to College, but also if they leave the College with a Start qualification. About 80% does.
Transferability	At Friesland College parts of the program are used in the normal lessons. A Staff member of Pitstop temporarily is active in a group of students who have a lack of motivation or other kind of problems. The 5-colour method was also applied in a parental care organisation. It is a large organisation with 2400 employees, all of whom were successfully trained.
Challenges	Every project or method has a lifesplan. A goal is to integrate Pitstop closer to the educational teams and students so the support in colours will take place during their program instead of 6 weeks in another building next to their program. And of course, commitment and time need to be spent on the training of staff and employees.
Other remarks	The method is ancient and originally written in Tibetan Buddhist. The 5 styles method has been rewritten to make it suitable for young people in education. The religious part has been omitted. It has proved to be a successful method and a very friendly way of examining how we come into contact, what our preferences are and how these may or may not correspond to those of the other person. Several studies have shown that young people often choose the most direct learning path. Therefore, focusing on their own personal development is not a priority for them. That is why they need help. If we pay attention to this, we see that students are actually open to guidance in the field of personal development. In fact, we see that this helps them enormously in dealing with themselves and others.

Sources

Web site(s) of the good practice or additional information	www.frieslandcollege.nl The book "Five times own wise" is the only book that has been specially written from this method without mentioning the Buddhist side. Other sources do contain that Buddhist context, but could be an addition for those interested.

Related resources (reports, products…)	https://www.bol.com/nl/nl/f/vijf-eigen-wijs/9200000077014666/ More Buddisht related books. https://www.bol.com/nl/nl/p/the-five-wisdom-energies/1001004001630559/ https://www.bol.com/nl/nl/p/stralend-in-de-wereld/9200000006746112/?bltgh=hOKtMu-Fx2DWKjq0HdpDIg.2_6.7.ProductTitle

13. PRODUCTION PROJECTS

Partner/country filling in the template

Name of the organisation: UFIL Puerta Bonita
Type of the organisation: State school
Country: Spain
Contact details (email): irene.gonzalezreyes@educa.madrid.org

General information about the good practice

Title of the good practice in English	PRODUCTION PROJECTS
Subtitle of the practice or title in the original language	PROYECTOS DE PRODUCCIÓN
Level of implementation	☒ Provider level ☒ Local level
Type of initiative	☒ On demand (anyone can apply)
Resources	Workshops and materials related.
Any other organisations involved?	For this practice the most desirable is that other organization ask for some work or service to the school (for example a cocktail for an event) but the school itself could be the institution that needs a service.

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	▪ Provide a greater approach to the world of work. ▪ Improve the autonomy, the teamwork and the capacity of adaptation the process to the demand.
Short description of the practice	This practice is a hallmark of UFIL and it has been used since its creation. The production projects are work essays that try to bring our more experienced students closer to the real working conditions in a company.
Target group / beneficiaries	The students related with the target workshop
Activity	This projects can be of short duration, between one and four days. Or of long duration, several weeks, in which case they can be divided into several phases.

They can be jobs for the UFIL itself, then we call them internal production projects

1) A necessity is brought to the workshop
Normally other school ask to UFIL for some work that our students can develop. This demand is approved by the teacher involved and set a timetable and fit it in the educative program. They inform to the demanding school what are the requirements (as our school can't charge money for services apart from hostelry department)
These are: They should provide the materials needed, the lunch if it is necessary, a certificate for each student and books of other way of compensation for the students.

2) Planning the project
Teachers and students analyse what are the material necessities for the project and make a budget of the costs.
They temporalize and make the preparation needed (plans, designs, menus…)

3) The Project
The students with the teachers accomplish the order, could be that they must go to the demander school or organization. Then UFIL adapts the timetable and these days they only work outside UFIL and are fully dedicated to the production project.
The students work with the directions of the teachers, but they are responsible for their work.

4) Finishing the work and evaluation
When the order is finished and delivered, an analysis of the process is done. In this evaluation the group talk about the next aspects:
- Difficulties and how they solved them
- Positive aspects
- Self performance
- Skills or knowledge acquired
The result of this project are part of their evaluation.

Success factors	Participation of various stakeholders (public and private); collaboration with city bodies; Good creation of links with the territory.
Achieved results	They involve a certain degree of autonomy in their realization by the students. They have greater magnitude than the usual practices of the workshop. They serve to strengthen learning, help to assume work habits and attitudes, autonomy, develop skills and improve students' self-esteem.
Evidence of effectiveness of the measure	N/A
Transferability	It could be used in any VET school.

Challenges	One challenge could be having the students fully involved, we used previous projects and experiences of their classmates for enhancing the motivation.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	https://site.educa.madrid.org/ufil.puertabonita.madrid/
Related resources (reports, products…)	Instagram page: ufilpuertabonita

14. PUBLIC EVENTS AND PRODUCTS

Partner/country filling in the template

Name of the organisation: Harris Aspire Academy
Type of the organisation: Secondary school
Country: UK
Contact details (email): R.Reid@harrisps6f.org.uk (Rebecca Reid)

General information about the good practice

Title of the good practice in English	**Public events and products**
Subtitle of the practice or title in the original language	N/A
Level of implementation	☒ Local level
Type of initiative	☒ Public (any person interested can attend)
Resources	Materials for the products, space for organizing events, workforce: teachers with different specialisms.
Any other organisations involved?	Community groups from the same area in South London.

Contents of the good practice

Category	☒ PBL on social-emotional competences
Main Goals	▪ Encourage students to contribute to organized events and create different products. ▪ Develop core skills: creative making, collaboration, resilience, independence and leadership.
Short description of the practice	The project is delivered through the enrichment program. Participants are students (N=200) aged between 15-18. To collaborate on the project, they invited a range of community groups from their area in South London, school staff and parents. They are organizing 3 main events: winter fair, community garden and summer concert. Students contribute to these events by making crafts, baking, designing stalls using recycled materials, building a garden and organizing a concert. Through the project, they want to develop creative making, collaboration, resilience, independence, and leadership skills.
Target group / beneficiaries	Students aged 15-18, community groups, school staff (12 teachers with different specialisms), and parents.
Activity	Organizing 3 public events and making products:

	▪ Winter fair – crafts, bakes, and stalls made using recycled materials. ▪ Community garden – building a garden. ▪ Summer concert – organizing a concert.
Success factors	Successfully organized all events based on creative making, collaboration, resilience, independence and learning leadership.
Achieved results	4 design principles achieved: ▪ Exposure: Students were exposed to new things by participating in the events. ▪ Togetherness: Students were encouraged to work with others, and to feel included. They worked together to achieve a common goal. ▪ Play: The project was not just about having fun but experimenting and taking risks. They had opportunities to discuss and reflect and therefore develop a positive attachment to school. ▪ Resilience: Students learn how to change their attitude and respond to difficulties.
Evidence of effectiveness of the measure	At the beginning of the project, a survey was carried out on attitudes and feelings about school. The plan is to carry out the same survey after the end of the project. Students fill in a self-reflection after each lesson.
Transferability	The project could be similarly implemented with other target populations (e.g. younger people).
Challenges	Challenging target population: ▪ some excluded pupils and many disenchanted with education, ▪ in many cases, this school is not their first choice, ▪ a range of needs including low literacy, special educational need/disability, social emotional mental health.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resource (reports, products…)	N/A

15. REBOUND

Partner/country filling in the template

Name of the organisation: Friesland College
Type of the organisation: VET center
Country: The Netherlands
Contact details (email): A.Kiel@fcroc.nl

General information about the good practice

Title of the good practice in English	Rebound
Subtitle of the practice or title in the original language	Mbo Rebound Friesland
Level of implementation	☒ Regional level
Type of initiative	☒ Restricted/Limited access (specific targets)
Resources	MBO Rebound Friesland is an initiative of 2 VET Colleges in Friesland and the municipality of Leeuwarden. The Rebound is funded by Friesland College and Friese Poort, the municipality of Leeuwarden and by the national department of Education, Culture and Science.
Any other organisations involved?	The municipality of Leeuwarden and the VET College (Christian) Friese Poort

Contents of the good practice

Category	☒ PBL on social-emotional competences ☒ Well-being and motivation at school
Main Goals	▪ Get motivated again to go back to College. ▪ Develop personal skills in becoming successful (the 7 habits which make you successful by Sean Covey) ▪ Work on and reduce the impact of multiproblems according to the youngster. ▪ Reduce early school leaving.
Short description of the practice	In a period of max 20 weeks, students of the 2 VET colleges who can't go to school because of multiproblems are following a (time-out) program which will make them stronger, not only when they

	return to college, but also in their private life. The 7 habits of Sean Covey are the basis of the program, e.g., be pro active, work in synergy, start with the end in mind… Multiproblems can be psychical, but also personal problems as poverty, bad home situation, lack of confidence: always more than one. During this time-out the student stays a student of the VET college where he came from and he always has the right to return. About 75% of the students returns to the VET College, sometimes in another program. Student's goals: get a qualification and make a good start in society. VET College goals: reducing early school leaving, have satisfied students which can make a successful start after leaving College.
Target group / beneficiaries	VET students Level 1 till 4 in the age of 16 till 23 (sometime till 27/30 years old)
Activity	A max 20-week program. Days last from 9.00-15.00/ 5 days a week. Reflection and feedback on the activities are very important. What did you learn, how did it go, what are you going to change next time, what do you take with you what you learned and can you use immediately? Every week there is a focus on one habit. Training programs can be sports, job orientation, failure, and confidence training, but also making lunch together to all kinds of (creative) activities. Theoretical lessons about the 7 habits are part of the program including exercises in getting familiar with them. If possible, the student returns for one day a week back to their training/program and stays 4 days a week in the Rebound.
Success factors	The method of 7 habits which make you successful. Students can start every day of the week, all year long. Students form level 1 to 4, from technics to musician, from IT to care are welcome and work together. After the Rebound period, students get extra attention in college by our care and support staff.
Achieved results	About 80 students yearly follow the program. They come from all over the department of Friesland. Around 75% returns to college. The others are support on their next step to work, municipality of care. There is a string network around the Rebound and because of that also around the student.
Evidence of effectiveness of the measure	In the first years the University of Leeuwarden (Stenden Hogeschool) trained the staff and did research to the effect. Now there is a yearly evaluation of the project.
Transferability	There were more Rebounds in the Netherlands. Because of lack of funding, they all ended except the one from Friesland College. The 7 habits program and training are transferable.

Challenges	After 13 years of rebound there is an evaluation if this kind of time out still works enough for the student. The student of 2009 is a different student than the student of 2022. 20 weeks not following their own program can be a to long period. They lose contact with their program and their fellow student. Next year will be an important year. What part of the Rebound will stay and how can we implement lessons learned into the educational teams of Friesland College. Goals: support in the classroom and during the training programs instead of being in a time out. The time out will remain, but maybe for fewer students.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	www.frieslandcollege.nl www.mboreboundfryslan.nl
Related resource (reports, products…)	The 7 habits of Highly Effective Teens Sean Covey Okt 98.

16. RECIPE BOOK PROJECT

Partner/country filling in the template

Name of the organisation: School21
Type of the organisation: 4-18 school in London, UK
Country: UK
Contact details (email): jess@the-difference.com (Jess Hughes)

General information about the good practice

Title of the good practice in English	PBL - recipe book project
Subtitle of the practice or title in the original language	"What does E15 taste like?"
Level of implementation	☒ Local level
Type of initiative	☒ Public (any person interested can attend)
Resources	▪ Timetabled hours with the student group, with flexibility. ▪ Access to a well-equipped kitchen. ▪ Budget for printing recipe book and purchasing ingredients for cooking.
Any other organisations involved?	Local community groups (including old people's homes and elderly cultural groups). This project could be successful with any community groups. We selected the elderly, as we were keen for involvement to be mutually beneficial for the wellbeing of participants through collaboration, shared time and talk.

Contents of the good practice

Category	☒ PBL on social-emotional competences
Main Goals	▪ Develop core English and Maths skills in learners with gaps in these areas, through and engaging and motivating way of learning these skills ▪ Create work that is of value to the world (a recipe book capturing the history and diversity of the local community through recipes) ▪ Develop students' resilience, collaboration, oracy, self-confidence, reflection, and self efficacy
Short description of the practice	In this project, students were tasked with creating a recipe book to represent our local area, E15. This recipe book was to be about local people, for local people and should represent the culinary makeup of the area. Students worked in pairs to interview residents and capture their family recipes and their stories behind them. This Maths/English project saw students develop their ratio and scale

	skills alongside their writing to instruct and describe. Along the way, students built their oracy through leading a series of interviews, where they took notes and probed residents to collect recipes and back stories. Students exhibited their work at a community book launch, where they presented three live cookery demos to exhibit recipes from the book, Cook E15 and sold the book itself.
Target group / beneficiaries	This project was designed for a year 8 class (ages 12-13) in a mainstream school in London, UK. The class was a small group (14 students) of children with a range of learning and socio-emotional needs. The class had more timetabled hours of English and Maths than other students in their year group, as a planned intervention to support rapid skill development and a more nurturing learning environment. The project was carried out in collaboration with local groups for elderly people (including an old people's home and several cultural community groups for the elderly).
Activity	This project ran over the winter term (from September to December) and lasted 17 weeks. Students had 8 lessons a week in English and 6 lessons a week in maths. Some of this time was spent working on discreet skill development and practice and some reading from our grounding text (Charlie and the Chocolate Factory), alongside the project work crafting the recipe book. The project was launched with a 'hook' event of a cooking challenge, where students were tasked with making scones from incomplete recipes, and then working out what the essentials of a well written recipe are for successful baking. Over the next 8 weeks, students regularly visited (or hosted) the elderly resident groups to interview them and collect their recipes and stories. Through multiple drafts and critique points, they created a high-quality recipe book of these recipes and stories. Students tested their recipes by cooking them to ensure clarity of instruction. Opportunities were taken to support students in applying their learning in real world context - for example, one lesson took place in a local supermarket where students had budgeted and costed up their ingredients and shopped independently. In the final week, students hosted a book launch in the community, where they delivered live cookery demos from the cookbook.
Success factors	This project had an interesting real-world direction which saw the students looking outward into their community. The high-stakes element of the project being for an authentic community audience and having a community centred outcome proved to be a real motivator for quality, and we saw many students going above and beyond the project brief and allotted hours to contribute to the work. The challenging notetaking from residents' stories proved a tricky part of the project but brought about clear development in listening skills among the students, one of the aims of the project. The students were proud of their professional product, which reflected

	continued improvements in their writing and in their reflections on the project itself.
Achieved results	Students produced a high-quality recipe book that captured the stories and recipes of local people from a different generation. Students reading ages, writing skills and maths skills made consistent and maintained improvement over this term (seen in cold assessments and reading age tests). Students' self-assessment of their confidence, oracy and critique skills accurately reflected growth seen by teachers. The elderly residents' groups reported increased wellbeing, and gave positive feedback on being involved in the project, and were keen to continue working with students.
Evidence of effectiveness of the measure	Students' core maths and English skills were assessed through cold assessments (end of unit exams) to test the skills learnt during the term. Students also prepared for a viva - a verbal assessment - where they were asked by their teachers about the exams, their cookbook and their learning and experiences over the project. Students were given feedback on their English and maths skills, their oracy, and their critique and redraft skills.
Transferability	Having a genuine community audience, who are involved from the planning stage of the project as either a client, collaborator, or audience, is a transferable component to any project, and can work for students of any age or specialism. Asking 'how can this work be of service to the world' or 'who needs this' can be helpful in planning for authentic PBL.
Challenges	Projects that genuinely collaborate with the community and rely on involvement from outside parties will often require more flexibility and openness to change than projects that work just within the school. This can be challenging for teacher planning, but good backwards planning of key moments (for example exhibition, big deadline dates and some critique points) and transparent timelines (transparent to students, staff, *and* community members) can help with this. It can also be challenging to recognise and capture growth in social emotional skills in a useful and 'accurate' way. Ideas include creating a rubric for these skills, using self-assessment points, or capturing narrative 'data'.
Other remarks	N/A

Sources

Sources

Web site(s) of the good practice or additional information	You can read about the project (and other real-world projects) on the School21 website here: https://www.school21.org.uk/e15-taste-like

Related resources (reports, products…)	Some interesting links for other authentic PBL thinking include: ▪ High Tech High's resource hub: https://hthgse.edu/professional-learning/resources/ ▪ PBL works (Buck Institute): https://www.pblworks.org/ ▪ The Innovation Unit's 'Work that Matters' guide: https://www.innovationunit.org/thoughts/work-that-matters-the-teachers-guide-to-project-based-learning/

17. RELAXATION AND BREATHING

Partner/country filling in the template

Name of the organisation: Vocational college Luovi
Type of the organisation: Vocational special education institution
Country: Finland
Contact details (email): Sanna.Hakkila-Ruottinen@luovi.fi

General information about the good practice

Title of the good practice in English	Relaxation exercise
Subtitle of the practice or title in the original language	Rentoutumisharjoitus
Level of implementation	☐ Provider level ☐ Local level ☐ Regional level ☐ National level ☐ European level x International level
Type of initiative	☒ Public (any person interested can attend)
Resources	N/A
Any other organisations involved?	N/A

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	▪ Reduce the stress experienced by participants. ▪ Take a break from the hectic daily routine.
Short description of the practice	Short and easy relaxation exercise
Target group / beneficiaries	Anyone
Activity	Close all the mobile devices and get quiet environment without too many lights. Instructor asks all the participants to find a best possible position to sit down or if possible, lay down on the floor. Instructor reads the prepared relaxation script calmly and in a pleasant voice. You can always use relaxing background music
Success factors	Peacefull environment and safe atmosphere

Achieved results	Relaxation exercises reduce students' stress. They refresh and give strength to focus on school and the people around. Gives an opportunity for a proper break in the middle of the rush.
Evidence of effectiveness of the measure	N/A
Transferability	Relaxation exercises are suitable for all. If you work with small children or people with concentrating difficulties, choose shorter relaxation script.
Challenges	For some people it's very hard the get relaxed in a group. Some people are scared to relax at all. Practise makes perfect. You can practise relaxation step by step. Instructor must encourage participants to stay calm throughout the exercise, even if they don't immediately feel the feeling of relaxation.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	Please find the relaxation scripts in your own language.
Related resources (reports, products…)	N/A

18. RENYO

Partner/country filling in the template

Name of the organisation: University of Gloucestershire
Type of the organisation: University
Country: England, UK
Contact details (email): tmiddleton1@glos.ac.uk (Tristan Middleton)

General information about the good practice

Title of the good practice in English	Renyo
Subtitle of the practice or title in the original language	Using Authentic Inquiry as a Pedagogical Approach to Re-Engage and Motivate Learners
Level of implementation	☒ European level
Type of initiative	☒ Public (any person interested can attend) ☒ On demand (anyone can apply)
Resources	▪ Learning Journey Platform ▪ Training Guidance Booklet
Any other organisations involved?	▪ Private Fachhochschule Dresden gGmbH (Germany) ▪ Fundación Diagrama Intervención Psicosocial (Spain) ▪ Jearni Ltd (United Kingdom) ▪ CESIE (Italy)

Contents of the good practice

Category	☒ Self-direct learning ☒ Well-being and motivation at school
Main Goals	▪ Enhance educators' capability to re-engage young offenders with education and learning whilst in secure custodial settings. ▪ Train education staff in secure settings to engage young offenders with education using 'authentic inquiry' as an intervention to enrich educators' repertoires in learning design.
Short description of the practice	The practice was carried out in the framework of an Erasmus+ project involving 5 European partners. The idea was to involve young people in conflict with the law and engage them in holistic

	learning. They used authentic inquiry. The pedagogy underpinning it includes learner empowerment, self perception, validation, creativity, and prompt for educator reflection. Authentic inquiry refers to: 'personalised learning which is rooted in student experience and choice. It is shaped by the learner's interest, driven by her curiosity and purpose, yet is capable of supporting the delivery of the valued outcomes of a publicly accountable curriculum' (Deakin Crick 2009 p. 73). There are 8 stages in authentic inquiry. It starts with something authentic to the individual and moves through a range of stages to where the authentic comes something more public. Like a journey from the personal to the public.
Target group / beneficiaries	Young people in conflict with the law Educators
Activity	8 stages of the authentic inquiry process: - Choosing the topic (learners choose something they are interested in). - Observing and describing (the object or topic). - Wondering about and interrogating (about the topic) – What they don't know. - Discovering or storying (how those subject fits with their own experiences). - Navigating and mapping (how the subject fits within the public). - Spanning and connecting (start to explore, and answer some of their questions). - Interacting and incorporating (sharing with other people). - Reconciling and validating (linking to formal curriculum). They might go through that process many times.
Success factors	Erasmus+ support for the project.
Achieved results	Positive reengagement of young people in custodial settings with education resulted from the RENYo approach. The emotional impact of the RENYo approach was strongest. Authentic Inquiry as a hook for positive re-engagement and motivation. The transformative nature of Authentic Inquiry approach for educators' self-perception and learning disposition (cultural differences). Improved relationships with learners.

Evidence of effectiveness of the measure	An analysis of the quantitative and qualitative indicators about changes of education staff capabilities in understanding and responding to young people's educational needs has been produced.
Transferability	It is useful for other training organisations and schools facing similar problems. It works with all age groups.
Challenges	Background of young people involved (low educational attainment, high prevalence of special educational needs). Going through the different stages is a difficult task for students - and we need experienced educators to help them. Sometimes it's hard to get started with the first stage. It is an individual method - it is not practical to use the tool for the whole class. But it is feasible and has been adapted for a group.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	https://skills4youth.eu/
Related resources (reports, products…)	https://skills4youth.eu/media/renyo-research-abstract-io4-en.pdf

19. RUORI ASSESSMENT

Partner/country filling in the template

Name of the organisation: Vocational college Luovi
Type of the organisation: Vocational special education institution
Country: Finland
Contact details (email): Sanna.Hakkila-Ruottinen@luovi.fi

General information about the good practice

Title of the good practice in English	RUORI assessment tool
Subtitle of the practice or title in the original language	RUORI itsearviointimenetelmä
Level of implementation	☒ Provider level
Type of initiative	☒ Public (any person interested can attend)
Resources	RUORI is a free tool and available to everyone. You need a computer or mobile device to use the tool. If the organization wants to use Webropol surveys, there will be a transfer fee of approx. €100. You can save the results of the self-assessment in Webropol. The results can also be used without this. The teacher/support person must set aside time for familiarization, guide the self-assessment, and participate in the guidance discussion.
Any other organisations involved?	Various educational institutions and the educational institutions of the Vocational Special Needs Network of Finland (AMEO) have participated in the development of RUORI

Contents of the good practice

Category	☒ Self-direct learning ☒ Well-being and motivation at school
Main Goals	▪ Describe student´s functional capacity in vocational education and training. ▪ Assess and identify student's studying skills, resources and suitability for vocational studies. ▪ Strengthen self-awareness of students.
Short description of the practice	In the RUORI self-assessment student answers questions regarding their studying abilities and functioning. The self-assessment can be done together with a teacher, guardian or other support person, for example. Ruorin voi tehdä myös ryhmässä. The assessment can be carried out on a computer or mobile device The assessors select options from the online form that best represent the person's capacities to function and study.

	The people who participate in The RUORI assessment are always agreed together. The person being guided is a central expert in identifying their own functioning. In addition to them, teaching, guidance and support staff and select people from the personal network.
	The RUORI's assessment results are always reviewed in a guidance conversation to create a comprehensive view of factors promoting functioning and any support needs that must be taken into consideration regarding studies or future employment.
Target group / beneficiaries	- Students or applicants a student who benefits from an assessment of functional capacity - Guidance professionals - Professionals working with special needs students - Vocational colleges - Special needs schools
Activity	Approximately 30-45 minutes of time is reserved for the student's self-assessment - First, the student is given instructions on how to do the self-assessment and it is explained why the self-assessment is done - The self-assessment can be done alone or in a group together with a teacher/support person - When the self-assessment is complete, the results are saved - It is important to arrange a time for a guidance discussion, where the results of the self-assessment are reviewed together
Success factors	RUORI brings experts and students a common language for describing functional ability. The self-assessment confirms that the student's own view of his/her ability to function comes to the fore. The student is an expert in his own affairs. If an expert, e.g. a teacher, assesses a student's ability to function, he or she must have information about how the student functions in everyday life. The assessment is based on the current moment, situation and operating environment.
Achieved results	Students are more actively involved in the planning of their own studies and are better able to communicate their special needs. Individual guidance and support increases chances of succeeding in studies and reduces the risk of dropping out. Teachers and guidance professionals have more information about students' functional capacity and the special educational needs. The students' self-knowledge has strengthened
Evidence of effectiveness of the measure	Customer feedback has been collected (network, students) and the tool has been developed through the feedback. RUORI has been

	tested at a different educational institution. A study has been conducted by Irene Rämä at the University of Helsinki regarding the assessment of functional capacity.
Transferability	- Elementary schools, upper grades - Vocational schools - Employment services - High schools - Learning in working life - As a tool for data transfer between different service providers and educational institutions
Challenges	Ensures that the self-assessment tool is actively used by teachers. Training and marketing for using the tool is continuous.
Other remarks	Honorary Award in Quality Innovation Award 2020 in Finland was granted to RUORI Assessment Tool.

Sources

Web site(s) of the good practice or additional information	RUORI Assessment Tool - Ammattiopisto Luovi More information of RUORI training asiantuntijapalvelut@luovi.fi
Related resources (reports, products…)	https://journals.helsinki.fi/e-erika/article/view/1442/1405 https://luovi.fi/luovi-kumppanina/ruori-arviointimenetelma/vetovoimala-kortit-2/

20. SAT

Partner/country filling in the template

Name of the organisation: Centro San Viator
Type of the organisation: Educational center
Country: Spain
Contact details (email): international@sanviator.com

General information about the good practice

Title of the good practice in English	Stable classroom
Subtitle of the practice or title in the original language	Plan de estudios individualizado SAT
Level of implementation	☒ Provider level
Type of initiative	☒ On demand (anyone can apply)
Resources	Resources come from the different incomes that conform the school. For this type of individual path, it is very important to have professionals such as pedagogues and psychologists apart from teachers to tailor these paths and help the students with the guidance. In this case the school has always been aware of the importance of having these professionals, so it is not possible to quantify since it has been part of the structure of the school since time ago.
Any other organisations involved?	In this case they are no more organizations properly involved.

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	▪ Obtain the biggest potential from the students with mental disabilities.
Short description of the practice	The main objective of this GD is to tailor an individual learning path for each student, based on their abilities at that moment and what it is expected they can achieve (this path is review from time to time to adjust it).

Target group / beneficiaries	Students from the stable classroom (students with disabilities that cannot attend anymore the regular school path)
Activity	There is to different ways to enter our stable classrooms, once is that you are already part of the students from the school, but you are not able to attend the regular path anymore, or you come from other school. Normally it is easier to start tailoring this path for the students that we already know, but it is the same system, one will just need more time and more reviews than the other. One specialized teacher will make different tests (not regular test but to see different skills into the student) to see among different capacities which ones are improvable, which one they need to work more, what are the needs of the student, what do they like and overall, what are the capacities that he/she have. Once this is clear, each student will have their own file where you can find their own path, focusing on getting better in everything they are capable to and what are the main things to work with him/her to achieve that goal. They are several teachers or assistant per class so that makes it easier to work a same activity but work it in different ways according to each student and their abilities. It is important in this path, not to only include educational goals but also real-life ones, such as be independent, know how to care of yourself, etc… Also, it is important to keep in mind that the school year is very long, and this path must be reviewed by the specialized teachers to readjust it.
Success factors	Knowing the limits, but more important, the capacities from each one of the students with mental disabilities and to ensure what they need to work helps on the well-being is this type of students and keep them motivated to keep growing and achieving new goals. Not all students have the same capacities and asking them for something they are not going to be able to achieve can frustrate them and prevent them from getting better.
Achieved results	First, it is important to say that one achieved result is the motivation of the students. They want to come to the school, they are motivated when they arrive at the center, and that is very important to work with them, they feel valuable, and they feel that they are important for the school and that they have a goal and that is very important. Then we have clearly seen an augmentation of the tasks they are able to develop after starting the individual learning path. Each one goes with a different speed, but they all keep going, they don't stop learning new things, some taking more time and some less but the results of it are always positive.
Evidence of effectiveness of the measure	N/A

Transferability	It is totally transferable; we have the same individual learning path idea but applied to regular students in basic VET and making the necessary changes it can be transfer anywhere.
Challenges	It is always difficult to work different goals inside the same classroom, but due to the necessities of this students it has been fitting quite well the path and also thanks to the extra teachers we have in the classrooms.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resources (reports, products…)	Presentation from the responsible of special needs department from Centro San Viator

21. THE SCHOOL, A HOUSE OF WELL BEING

Partner/country filling in the template

Name of the organisation: Școala Gimnazială "Prof. Ion Vișoiu"
Type of the organisation: Secondary school
Country: Romania
Contact details (email): if_02_vnw@yahoo.com (Felicia Ion)

General information about the good practice

Title of the good practice in English	The school, a house of well-being!
Subtitle of the practice or title in the original language	N/A
Level of implementation	☒ Provider level
Type of initiative	☒ Public (any person interested can attend) ☒ Restricted/Limited access (specific targets)
Resources	Time to implement additional activities and involvement of stakeholders.
Any other organisations involved?	N/A

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	- Increase school performance and the quality of interpersonal relationships by promoting a culture of well-being at school. - Implement well-being at the class level to allow students to get to know better the most important person in their lives – THEMSELVES. - Create an opportunity to build and develop a skill set that will enable students to make informed decisions about themselves and others –their mental health, personal life, and social/emotional development. - Use specific activities for encouraging, stimulating self-esteem, and valuing students at risk.
Short description of the practice	The purpose of the project was to demonstrate that by implementing a program that promotes well-being, we obtain a balanced, efficient educational climate, with very good learning results and an improvement in collaboration and cooperation between colleagues.

	The program included various activities such as counselling class, conflict management, well-being club, participation in the National Program "Schools without bullying". It involved students, teachers, and parents, as well as external collaborators.
Target group / beneficiaries	Directly: students, professors, and parents Indirectly: community members
Activity	1.Counselling class: My happy hour "Be a child with your dream" -worksheet for students to identify and realize their dreams. Different activities (Positive thinking, increasing self-confidence, etc.) created opportunities for students to dialogue and communicate about themselves and their relationships with others, to identify ideas and solutions for involvement in personal life, school, and community. At the end of the class, the students write down on a flip chart HOW THEY FELT TODAY AT SCHOOL - HABITS IMPLEMENTED BY THE STUDENTS. 2.Conflict management Through the partner, As. Directly, workshops were held to raise awareness of the negative effects of bullying on children and to find solutions among students to reduce this phenomenon. The Teacher's Council of the class participated in a workshop on Conflict Management, after which they realized that a close collaboration between all the teachers is a strong point for reducing the phenomenon of violence. The parents were open at these meetings. Moreover, a parent, as a lawyer, came and spoke to the students about bullying from a legal point of view, thus strengthening the school-family partnership. 3.Well-being club Artistic, literary, sports creations made by students on different occasions to promote a culture of well-being. ANTIVIOLENCE photography contest Secondary school students participated in this competition. The winners were awarded money by Ford Romania. We enjoyed the presence in the jury of the local policeman from our city. 4.Participation in the National Program "Schools without bullying" Program was implemented by Save the Children Romania. Numerous workshops were held with teachers, students, and parents to reduce this phenomenon. An anti-bullying working group was formed in the school, and an-anti bullying action plan was developed. An analysis of the state of well-being in the school was carried out among students, teachers, and teaching staff to see what strategies to follow.
Success factors	Participation of different professionals. Interaction and support of different stakeholders.

Achieved results	Improving school performance, positive changes in school group dynamics, changes in communication, relating and helping. Development of an anti-bullying action plan at the school level. Establishment of an anti-bullying committee.
Evidence of effectiveness of the measure	Numerous creations of the students decorating the school corridors or became tools used by the police or local and county authorities.
Transferability	N/A
Challenges	N/A
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	N/A
Related resources (reports, products…)	Well-being club: https://www.youtube.com/watch?v=lWYbV2CjVpI

22. SERIOUS GAME (ESCAPE ROOM)

Partner/country filling in the template

Name of the organisation: Friesland College
Type of the organisation: VET center
Country: The Netherlands
Contact details (email): A.Kiel@fcroc.nl

General information about the good practice

Title of the good practice in English	Serious Game
Subtitle of the practice or title in the original language	N/A
Level of implementation	☒ Provider level ☒ Local level
Type of initiative	☒ other (specify) _for enrolled students_
Resources	You just need normal places (classrooms, etc). Of course you must adapt the game according to the space you have at your disposal
Any other organisations involved?	Serious Gaming Friesland

Contents of the good practice

Category	☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Get to know each other. ▪ Find out how all students act and behave in situations which need a solution (Escape). ▪ Get feedback on this behaviour and acting in the positive or critical way: what are your qualities, what are your development parts, what do I see you doing acting in a group. ▪ Understanding what elements students capitalize in starting a VET training and/or cooperating with other students.
Short description of the practice	The design process when making a serious game or 'normal' game, such as an escape room or board game, is an assignment for VET students, in which they are challenged on skills such as creativity, research skills and perseverance. Friesland College allows students to develop an escape room in multi-disciplinary teams (students from different study programmes) under the supervision of teachers from the school, but also with expert guest teachers (such as those from JGM serious experiences) to supervise the process. The final product: the serious game, escape room or board game, is used as a tool for other students. The games are used as an

	educational tool for transferring knowledge, clarifying processes or procedures, and enabling students to reflect on group dynamics such as collaboration, communication and leadership.
Target group / beneficiaries	Vet Students at the beginning of the Academic year, or when the group need some motivating exercises/workshop because of the group dynamics.
Activity	The team is challenged to jointly accomplish a mission in a given situation. The social interaction during this serious game is observed. The real-time data is translated via a unique theoretical analysis model into a substantiated team report specialized in cooperation, communication, and leadership. Escape room is a team building activity, made serious by a team report and insights into preferred styles, talents and pitfalls of the team and the individual. A trainer/coach reflects with the team on these insights based on the experiences of the participants. In this way, students gain more insight into their own talents, those of their classmates and the added value of bundling them. With these new insights and the awareness of the team, the team analysis must be a start of development and/or change. In addition to the educational aspect, the team experienced a team building activity. Team building generally contributes to trust in each other, it promotes mutual cooperation, contributes to effective communication and creates a relaxed atmosphere. The team experiences a pleasant and educational experience. It agrees about how to make optimal use of each other's talent and how to strengthen each other (even more) as a team.
Success factors	Low profile, everybody can participate, short period (max 1 ½ hour), direct feedback on acting and behaviour.
Achieved results	Have a better understanding of the student him/herself and others in group activities, how can different qualities help each other in working together in projects. An easy way in getting to know each other in an activity with energy, fun etc.
Evidence of effectiveness of the measure	In progress.
Transferability	Easy to transfer, everybody can make their own escape room with not that much materials.
Challenges	How can we monitor and evaluate the effectiveness. Just only if a student succeeds by getting a diploma, by getting positive feedback etc.? We don't have yet a good instrument developed for this part.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	https://jgm-serious-experiences.nl/
Related resources (reports, products…)	N/A

23. SOCIAL INCLUSION IN THE CLASSROOM

Partner/country filling in the template

Name of the organisation: ESMOVIA
Type of the organisation: Mobility & Training Center
Country: Spain
Contact details (email): kerwin@esmovia.es (Kelsie Kerwin)

General information about the good practice

Title of the good practice in English	Social Inclusion in the Classroom
Subtitle of the practice or title in the original language	Sense of Identity, Shared Experiences, Psychological Safety
Level of implementation	☒ Provider level ☒ European level ☒ International level
Type of initiative	☒ On demand (anyone can apply)
Resources	Various resources are used within this good practice. First, values cards which can be found on Amazon, or the list attached. Second, the attached document with the WHY activity. Third, the attached document with Step In, Step Out. Fourth, a jar to use for specific exercises. (Document attached). Fifth, an investment (if one wants to make this) in Points of You cards to use for the empathy activity.
Any other organisations involved?	ESMOVIA (main partner within this technique) Points of You (cards used)

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	▪ Delve deeper into the elements of a team and know how to implement these. ▪ Enhance the psychological well-being of the students. ▪ Foster classrooms where students want to stay as they feel accepted.
Short description of the practice	This good practice is all about the components of social inclusion within teams, ergo within the classroom. The focus is put on the elements of sense of identity, shared experiences, and psychological

	safety. Sense of identity and shared experiences are two elements that come from social inclusion, and psychological safety comes from Google's study of Project Aristotle about teams and what makes the best teams. This practice aims to put the focus on the WHY behind the motivation, and the psychological component of well-being. The first component of sense of identity is compiled of various parts within, to make sure that the students feel a specific group identity and a smaller identity within their group as well. Within the component of identity is shared values, having a very specific WHY mission, defined roles within the team, and specific certain habits that are done together on specific days. The second component is shared experiences, which is extremely important after COVID, and allows each member to know they are not alone in their processes. The last component is psychological safety, which means that each member within the group feels safe enough to be themselves; to express their doubts, concerns, ask questions, and make mistakes, without being rejected by the others. We go where we feel safe, therefore it is very important this safety component within the classroom for students to identify and want to stay.
Target group / beneficiaries	The beneficiaries are MANY. From VET and Erasmus students aged 16, to professional teachers aged 60. These principles and elements within good practice can be applied to groups of people and teams across all ages. Specifically here in ESMOVIA our target group is students from 16-22 and professional teachers of all disciplines.
Activity	This good practice is structured into 3 different parts with 2 activities within each part. **SENSE OF IDENTITY:** ▪ Values Education (15-20 minutes to conclude. First personal values and then shared values within the group.) ▪ WHY 7 layered (30 minutes) personal reflection thinking activity **SHARED EXPERIENCES** ▪ Step in, Step Out (25 minutes) group work activity doing this together. This is a very visual activity and kinaesthetically driven. ▪ Certainty (5-10 minutes with consistency- you must pick a specific day to keep doing this to create the specific habit that is certain) This activity is a personal one but creates certainty for the entire group. **PSYCHOLOGICAL SAFETY** ▪ Rules of the Game (45 minutes)- this is a group work together or in small groups and then coming together. Deciding on four different components- shared values, mutual WHY, words you never say in the group, and words you always say in the group ▪ I See You (30 minutes)- this is a partner activity to do with the photos together. Points of You cards are not necessary but are best to use for this to stimulate the discussion.

Success factors	The elements of teamwork and visual components help to ensure that the good practice reaches the goal because the students must work together and reach a common understanding. Therefore, we are psychologically instilling the components of social inclusion, while putting it into actual practice. Increase in emotional satisfaction and improved understanding between team members allows us to measure this as well.
Achieved results	The achieved results were students that had a higher self-esteem, felt a part of the group, and wanted to stay, better attendance, better focus, increased motivation. This target group was VET students of the ages between 16-22. For professional teachers, the achieved results have been increased motivation, increased relaxation, higher contentment overall and satisfaction with the situation at hand.
Evidence of effectiveness of the measure	Visual evidence has been collected through observing and talking to the students. Written feedback has been collected by the teachers to share that there has been a positive influence impact.
Transferability	It is transferable to other contexts! These are universal elements that can be used across sectors and within many different groups of people. The good practice has been tested within the education sector and the coaching sector with a varied group of people of ages and capacities.
Challenges	Yes, of course there always are. That at first people are not on board or don't completely understand the importance of doing this, so there is not time made for it. They are addressed by making a plan and putting passion into making it work and setting the priorities straight to make it possible to happen.
Other remarks	To see results with these practices, one needs to wait 2 months. After 2 months you will start to observe and feel differences amongst the people within the group.

Sources

Web site(s) of the good practice or additional information	▪ Project Aristotle done by Google ▪ Points of You resources - can be found online ▪ Core Values Cards by Geoff Watts ▪ ESMOVIA- www.esmovia.es
Related resources (reports, products…)	N/A

24. TREVA

Partner/country filling in the template

Name of the organisation: Centro San Viator
Type of the organisation: Educational Center
Country: Spain
Contact details (email): international@sanviator.com

General information about the good practice

Title of the good practice in English	TREVA
Subtitle of the practice or title in the original language	TREVA
Level of implementation	☒ International level
Type of initiative	☒ On demand (anyone can apply)
Resources	We need a training before the implementation of the system, teachers that will use it in the classroom have to do a training (150e/teacher) The other part we need to have the resources to work on the classroom. Schools are able to buy it and to obtain them after the training. In this GP we do not need extra teachers, just the ones that will be on the classroom.
Any other organisations involved?	Treva is a private company that sells to schools their system. You obtain the training and the resources to be able to work this system in the classroom.

Contents of the good practice

Category	☒ Well-being and motivation at school
Main Goals	- Educate in a person-centeredway. - Educate for calm, interiority, and health. - Create a good class atmosphere.
Short description of the practice	Work in the classroom with different activities to improve emotional competences, from activities like mindfulness to movement activities, depending on the moment of the day and the goal the teacher is able to choose among the resources the one that best fits the students at that moment.
Target group / beneficiaries	The target group in our school are the students from the primary school, but the Treva system is addressed to: Teachers, Students of infant, primary and secondary, Educators, Monitors and Families

Activity	The first part of the good practices is to do the training (teachers are the one doing it). The training has two parts, the first one is more about the teachers and the second one about how to implement the resources and the knowledge from the training. Then is time for the teacher to implement this method into the classroom. It is important to select among the different resources the one that will improve the emotions in the classroom. In treva they work with 9 different types of resources: ■ Attention ■ Breathing ■ Display ■ Voice-speech ■ Sensory consideration ■ Relaxation ■ Pose ■ Body energy ■ Movement The idea is to choose the needed one each moment and to work daily the emotions of the classroom through the different activities.
Success factors	Involvement of different stakeholders (parents, teachers etc.).
Achieved results	In our primary school they have been working for a while with TREVA and it is easy to see the difference on the students at the beginning of the school year and at the end. The problems inside the classroom decreased and the motivation increase. Working emotions with the students makes them understand them and know how to manage them in a positive way, and make them more comfortable in the school because they are able to show their feelings and to be heard.
Evidence of effectiveness of the measure	N/A
Transferability	It is totally transferable.
Challenges	The TREVA team is always available for any question or need of help.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	http://programatreva.org
Related resources (reports, products…)	Treva presentation

25. WALK OF LIFE

Partner/country filling in the template

Name of the organisation: Friesland College
Type of the organisation: VET center
Country: The Netherlands
Contact details (email): A.Kiel@fcroc.nl

General information about the good practice

Title of the good practice in English	Walk of Life
Subtitle of the practice or title in the original language	A walk that you can implement in your own environment, using the 5 career competences of Marinka Kuipers. Goal: to have a conversation with students and help them reflect on their career choices (past, present and future).
Level of implementation	☒ Local level
Type of initiative	☒ On demand (anyone can apply)
Resources	To prepare you need: ▪ The Canva template ▪ A walking route of maximum 5km in the area of the school (the teacher changes the canva template to their liking) ▪ Using what you see on route as career metaphors, making minimum of 5 conversation starters along the route To walk: ▪ Walking shoes ▪ Water and snack ▪ Printed or digital Canva pdf of the route
Any other organisations involved?	In our department the career coaches are involved, to make reflection assignments for the route. The route was originally designed by the project "loopbaan gelijke kansen" which translates to career equal opportunities.

Contents of the good practice

Category	☒ PBL on social-emotional competences ☒ Welcoming/guidance activities
Main Goals	▪ Reflect on your thoughts and feelings. ▪ Learn how to constructively form a group. ▪ Increase students' physical activity.

Short description of the practice	In the walk of life students walk a route (through the city or nature) of max 5 km. During this route, they stop at sights and reflect on their career. We use the 5 career competences of Marinka Kuipers. - Reflection on qualities - Reflection on motivation - Networking - Career steering - Work exploration See example.
Target group / beneficiaries	We do the walk with our college students, all levels, all ages. But also with teachers, counsellors etc, as an inspiration and teambuilding tool.
Activity	Timing: with students, for example as end of the year activity, beginning of the year activity (introduction), in our career choice programs, with students who've dropped out of school etc. The activity is 2 hours long.
Success factors	In this 3H project: - Hand: we walk, we move, we are outside - Head: we think and reflect - Heart: we share stories with others, we connect, we talk about what is important to us
Achieved results	The questions are designed to come closer to yourself, what motivates and drives you, and walking is good for both physical and mental health. Plus, you get to connect to other people on a deeper level, good for social and emotional wellbeing.
Evidence of effectiveness of the measure	We evaluate at the end of every walk. Questions asked are: what did the walk bring you, what did you learn? The students give positive feedback as "good to be outside, good to do something else (other than regular school program) good to talk about these subjects, it really helped me to make choices" etc.
Transferability	Definitely! It is transferable, with the template you can edit the walk to your liking, adjusting it to the needs of your group. You can use it in any environment, you simply let yourself be inspired by what you see and use this as a conversation starter.
Challenges	The only things students have complained about that the walk was too long, not talking about the duration of the activity, but about the kilometres. A lot of students do not walk (only from home to bus station, for example) therefore, you can also do a short version of 3 km. And it's important to really warn them to wear proper shoes (students have really showed up with heels or new sneakers, leaving them with blisters), and take water/snack along with them along the route. We added this to the guide now.

Other remarks	If you design a walk, you need to have creativity, knowledge of the 5 career competences, and the ability to ask good (coaching) questions. You can use google maps to design a route. It shows you the km and duration of the walk.

Sources

Web site(s) of the good practice or additional information	For an example see here.
Related resources (reports, products…)	Please feel free to contact me for more information: Naomi de Lange n.delange@frcoc.nl Or any other team member from Career Equal Opportunities (LOB gelijke kansen): Alinda Kiel, Jessie Panjer or Nienke Moning

26. WOMEN GROUP

Partner/country filling in the template

Name of the organisation: UFIL Puerta Bonita
Type of the organisation: State school
Country: Spain
Contact details (email): irene.gonzalezreyes@educa.madrid.org

General information about the good practice

Title of the good practice in English	Women Group
Subtitle of the practice or title in the original language	Grupo de Mujeres
Level of implementation	☒ Provider level
Type of initiative	☒ Public (any person interested can attend)
Resources	As the sessions are flexible, could be that other materials are required as a Dixit game or so, but it depends on the kind of work that the group is developing.
Any other organisations involved?	In our school, there is no other organization involved, but in case that there aren't women teachers with enough formation, an external association can be hired. Nowadays a parallel project with a men group is being implemented and as we don't have teachers with formation, an expert is coming to our school and giving formation to the teachers and the male students. We cannot share the results and experience because as it is said before it isn't totally implemented.

Contents of the good practice

Category	☒ Well-being and motivation at school ☒ Welcoming/guidance activities
Main Goals	▪ Settle a stable group in which female students feel safe and free of talking about their worries. ▪ Mitigate the starting point of our female students: a masculinizing environment, as our workshops are traditionally masculine. ▪ Work and deconstruct the toxics relationships, emotional dependence and "Romantic Love".
Short description of the practice	The GP consists of the creation of a group with the female students in the school, not as something formative but a self-care group and mutual support.

Target group / beneficiaries	The female students, in this case from 16 to 20 years old, but is applicable in any educational stage.
Activity	The idea of creating this group came because in our school there are few female students, in a much-masculinized environment, and they come from a vulnerable socio-affective context. The group meet fortnightly, it is voluntary and confidential (as long as the problematic is not very important). **Methodology** There are some tips that are the key to run this kind of group: ▪ Respectful listening. There is no judging, there are no taboos either. ▪ Feminist approach (Empowerment+ Sorority) ▪ Flexibility: the group rules. In this sense, there is not an established programming of the sessions. Each session condition the next. ▪ Use more the body than the mind. ▪ Privacy ▪ Systemic approach (Reconciliation, self-knowledge, and place of well-being). ▪ Safe and gentle atmosphere: through games, sweets, songs to welcome the group, group name, chairs in a circle...). **Session example** ▪ Welcoming with music ▪ Wheel of emotions with different supports and dynamics to set in which mood students and teachers are at the beginning of the session. ▪ Ice breaker dynamic ▪ Exercise to work in a topic ▪ Wheel of emotions, so the group analyse if something has changed.
Success factors	Some elements made possible the success of this GP: ▪ Privacy, that makes more likely that the female students join in the group and feel safe to talk about their problems. ▪ Previous confidence in the teachers/coordinators. ▪ Small group with two teachers and 10-15 students
Achieved results	▪ Consolidated Group ▪ Friendly atmosphere ▪ Mutual Support group/sorority acquired ▪ We get an effective communication channel with teachers
Evidence of effectiveness of the measure	The totality of our female students is part of this group, because they have chosen to do it. They have a strong bond among them and even other female teachers. On some occasions, we have detected problematic situations thanks to this group.

Transferability	It can be implemented in any educational institution
Challenges	The challenge is to find some time to meet.
Other remarks	N/A

Sources

Web site(s) of the good practice or additional information	https://site.educa.madrid.org/ufil.puertabonita.madrid/
Related resources (reports, products…)	N/A