Solution By Inclusion

An Educator's Manual to The Dialogue & Interview Guide - *Third Session*

Developed by NLP Aalborg/ Center for Unges Livsmestring in co-creation with students, parents and educators from GEM16+ (Malta), IAL FVG (Italy), Tradium (Denmark) and project partners under the Erasmus+ co-funded Solution By Inclusion Project, 2020-2023

This is part of Solution By Inclusion developed Methods & Tools to be tested at GEM16+, IAL FVG and Tradium as part of Intellectual Output 02, WP. 4

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Foreword

This Educator's Manual contains methods and tools based on the project results generated from the Erasmus+ project, Solution By Inclusion (WP. 4).

Project partners NLP Aalborg/ CFUL (responsible for Work Package 4. in the project) have been making an extensive screening before analyzing and selecting existing methods and tools from the EU system; from Erasmus+ VET projects (KA202) to Erasmus+ School projects (KA201) and EUs European Centre for the Development of Vocational Training (CEDEFOP). Furthermore, we have integrated the existing methods and tools developed or put in use by the partnering organisations in Solution By Inclusion.

Giving the nature of the methods stemming from diverse projects and backgrounds the methods and tools will be adapted to fit the Solution By Inclusion project description. Therefore, the methods and tools put forward in this project have been reshaped into new innovative solutions of inclusion to be implemented at upper secondary educational level VETs/ SCLs in Europe. The solutions to be implemented were fitted into new innovative forms and shapes in co-creation with Peer Advisory Boards of VET and SCL (Second Chance Learning) students, educators/ staff and parents at Tradium (Denmark), GEM16+ (Malta) and IAL FVG (Italy).

Chapter 1 - A Short Introduction

The Dialogue & Interview Guide: *Social inclusion and Lifecoping methods and tools developed for students, parents and educators at VETs/ SCLs.*

Purpose

The Dialogue and Interview Guide is adapted loosely from the Erasmus+ project, SAVE) and re-modelled in co-creation with students and educators from the participating VETs/SCL in the Solution By Inclusion project. The Dialogue & Interview Guide is addressing students' mental wellbeing such as self-awareness, motivation and focus on furthering social inclusion. As well as focusing on educators' guidance and learning role empowerment and parents' participation. The Dialogue and Interview Guide has been used at Peer Advisory Board meetings with students, parents and educators in Italy, Malta and Denmark. Based on the feedback, inputs and evaluation The Dialogue and Interview Guide have be further adjusted and developed in co-creation. The Dialogue & Interview Guide has adapted essential components from the Erasmus+ project, Save, along with the framework of the LINK Rituals, developed by Norwegian partner, RVTS Sør, and used in the Norwegian school system.

The dialogue is *the* essential part of the methods/tools contained in the Guide which have been adapted and co-created with the Peer Advisory Boards. Furthermore, the methods and tools from the Dialogue & Interview Guide are aimed at improving social inclusion, strengthening relationships between students,

parents and school and focusing intensively on life-coping tools to boost motivation and self-awareness. Another key element is to create a safe space from which to discuss relevant youth issues that are not formally a part of school curriculum – such as inclusion, mental health and wellbeing - but have a massive impact on the youngster's life. Also, the Dialogue & Interview Guide can pave the way for the VET/SCL (and parents) to use statements as indicator or a "diagnostic tool to become aware of and address challenges or matters that affect students' educational/ social life.

Content

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental wellbeing and how to cope with everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally. Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place.

The Dialogue & Interview Guide consists of 3 physical sessions, In this paper we focus on the 3rd Session which are described in detail in Chapter 3.

Participants in the sessions:

- 8 "mixed gender" students 16-20 years at VET/ SCL
- 2 Parents
- 2-3 Educators/ Other relevant staff members

Place: Meeting room/ classroom at VET/ SCL institution

Time: All in all, we have created 3 Dialogue & Interview Guide sessions. Each session is approx. 120 minutes.

Preparations: Expect time to prepare, especially students, for the for framework and "gameplay" of Dialogue & Interview Guide (See Chapter 2 and 4)

Assistive Devices:

- Paper and pen to jot down keywords (for two groups)
- Laptop (preferable connection to screen or smartboard) for this Dialogue & Interview Guide
- Laptop or pen/paper for summary writing

Chapter 2 - How To…

You find 3 Dialogue & Interview Guide sessions all in all. Make sure to get accustomed to each session and the gameplay described below before you venture into the dialogue with students and parents. The first session is especially focussed on functioning as an "icebreaker" and it's recommended to start in chronological order, but you can also pick out a specific session if that suits your purposes.

Each session includes a time code to guide you through the session. Of course, you can adjust as you go along in the dialogue. By using the time code you should be able to manage all questions (in approx. 120 minutes), but it's perfectly fine to jump to a new question if you all feel that you have already been discussing the topic. Just to stress it, it's important that the Dialogue & Interview Guide is a meaningful tool to all of you. A tool to establish teamwork and dialogue and at the same time gather new knowledge and solutions to tackle the student's challenges in a motivational spirit.

All agree on the Gameplay

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental wellbeing and everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally.

Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place. The dialogue is the important part of the method/tool, furthermore the educators may be able to use statements as an indicator or "diagnostic" tool to take on challenges or matters that need to be further addressed.

This is a short introduction on how to understand the "the gameplay" of the Dialogue & Interview Guide. It's important to make sure that each participant knows the "gameplay" below before you start a session.

Each local board consists of up to 12 members:

- **8 youngsters 16-20 of age, mixed gender**
- **2 parents**
- **2 educators**

The session is headed by one of the educators who will use the Dialogue & Interview Guide. The guide is in English, but the dialogue will be in the national language (Translation of the guide may be recommended). This is to make sure that we create a safe and secure and well-known environment that will be the best starting point for the participants. To get participants to know each other and get the discussion going. The educator will be reading out each question during the session and each question will be discussed/ concluded among all participants.

Anonymous and free to answer

It's important to highlight the following: All members are free – at any time - not to answer questions during the session. The answers given and written down will be anonymous. The Dialogue & Interview Guide is not about a specific student, parent or educator as a person (all though it's perfectly fine to give one's personal opinion), but the content generated and summed up by the common dialogue.

About the questions

The questions will focus on being young (a couple of questions can be aimed at the teachers and parents), especially concentrating on both educational life as a student, but also youngster's life in general, because we believe that you can't necessarily separate education from spare time. We regard the student as "a whole". You don't have a button that switches off when you walk out of the educational building in the afternoon. The professional educational life and the social connections from the educations are extended into the spare time, e.g. social and digital media, parties, meeting up physical etc. And the other way around. You take your spare time into your educational life.

As an educator you'll find a complete guideline filled with journalistic questions aimed at all participants (only a few questions will be directed at specific user-group). Some questions – like the open question – is key elements in the guide and must be asked. But as you all go along, and the discussion unfolds there might be a question or two that for instance may have been answered already. Feel free to move along to the next question, as it makes sense to you and the participants.

Each question has a "time code" to let you administer the questions and structure of the session.

Remember to take a short break after approx. an hour😊 It's integrated in the Guide.

About the summary

It's very important that a summary is being made. During the session the summary is written by one of the educators . Please, remember to sum up all questions. It can be keywords or important sentences that sums up the discussed questions. The goal is "to paint" a detailed picture of the subjects discussed. Any name should be left out to keep the students anonymous before being put into use at your organisation.

Enjoy the following Dialogue & Interview Guide Session😊

Chapter 3 - 3rd Dialogue/Interview Guide Session

Title: Being Young – Inside and Outside Education

This Dialogue & Interview Guide Session consists of 3 discussion areas:

- **Outside Students' Educational Life**
- **Dialogue – Can we talk about everything?**
- **Inside Education (Educational growth and avoiding drop out)**

(Total Time: 120 minutes)

Session Starts Here

Welcome Ritual
(Time: 5.00 minutes)

Start by playing a song (suggestion "Count on Me" by Bruno Mars -
Bruno Mars - Count on Me (Official Lyric Video)- that fits the competencies like social inclusion, reflection and co-creating. The overall use of music at the beginning is to create a framework for the Dialogue & Interview Guide based on rituals. The music marks that this is something quite different to your formal, well-known educational learning context. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences
(Time: 10.00 minutes)

Every participant shares a short, recent good experience. It functions as an icebreaker and "cohesion booster" (and even works virtually). To make an analogy, it seems to work like getting "likes" on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students, parents and educators because of their stories and experiences. You may see them in a different light – as "a whole person" – doing "normal" things like walking the dog and meeting up with a friend.

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It gets emotional in a good way, further the participants' empathy and creates the perfect setting for the next part of the Dialogue & Interview Guide.

Introducing Today's Topic

Welcome to this session with the Dialogue and Interview Guide. Today's meeting consists of 3 discussion areas:

- **Outside Students' Educational Life**
- **Dialogue – Can we talk about everything?**
- **Inside Education (Educational growth and avoiding drop out)**

Talk about Today´s Topic

Opening question - Your everyday life as youngster – Inside and Outside of Education

As a student – and an educator - you spent many hours each week at your educational institution, your VET/SCL. A professional reality where students learn and qualify for a future job, skillfully taught by educators/teachers.

A lot of educators/ teachers/ staff and even more classmates and follow students make up a reality of "Education"/ "School". And when class finishes in the afternoon and it's time to go home, well, then sparetime takes over. That might be true, but somehow educational life seems to flow into sparetime and the other way around.

The social and professional network blend together. This Dialogue and Interview Guide session takes a look at both educational life and life outside education.

(TIme: 10.00 minutes discussion based on the following Question 1)

Question 1: *Discuss how educational life and sparetime blend together after you go home from a day at your VET/SCL-institution (like digital and social media, job, homework, family, physical meetings, socializing online relationships, partying, hobbies etc.)*

Work on the Topic (Peer Learning)

Discussion Area – Outside Students' Educational Life

(Time: 15.00 minutes to discuss in 2 groups and present in class, based on Question 2)

Question 2: *Can you come up with tools to better balance or organize sparetime and educational life?*

(Time: 5.00 minutes, based on Question 3)

Question 3: *A lot of youngsters spent time on digital media (internet, gaming) and social media platforms and streaming of music and tv, films and series. How many minutes or hours – if any are spent on digital, social media and streaming?*

(Time: 5.00 minutes, based on Question 4)

Question 4: *How many of you student uses social media to socialize and network? And do you use it in class or at your education to socialize (and not just for educational purposes)?*

If so, do you have any "rules" how to include all classmates on social media?

Short Break - You might take a 5.00 min. break😉

(Time: 10.00 minutes, based on Question 5)

Question 5: *There is this expression called "Fear of missing out". Have you come across the feeling that you are missing out on something, eg. friends meeting up and you not being part of it?*

If the feeling appear, what can be done to handle the feeling?

In addition, is it okay to miss out?

Discussion Area: Dialogue - Can we talk about everything?

(Time: 15.00 minutes in total – Question 6 + 7 below to be discussed in two groups and presented to all)

Question 6: *As a parents are there things that you don't/ can't talk to your child about? And as students are there things that you can not/ will not talk to educators about – for instance regarding mental health issues, well-being or not feeling included in class? And that you as educators do not want to talk about as grown-up professionals?*

Question 7: *In your eyes how do we all get better at taking and discussing topic that can be hard to talk about – maybe even taboo. A topic like "loneliness" among youngsters might be hard to talk about – maybe some would argue taboo, to say that you're actually feeling lonely. What are the things that's hard to talk about or even taboo? Please, do not answer on a personal level, but in general.*

Just for fun

(Time: 4.00 minutes)

Watch and enjoy Pharrell Williams' song "Happy" Pharrell Williams - Happy (Video) to get into a positive spirit before taking on the questions below. Just let yourself loose, you can dance and sing along.

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(Time: 5.00 minutes, based on Question 8)

Question 8: *As a parent do you feel you have the tools to help your child?*

If not, what would be nice to have/ to focus on?

Discussion Area: Inside Education (Educational growth and avoiding drop out)

(Time: 5.00 minutes, based on Question 9)

Question 9: *To what extent does your education live up to your personal, social and professional expectations – giving you personal and social skills and competencies as well as professional skills?*

(Time: 15.00 minutes in total, based on Question 10, 10.00 min. in groups, 5.00 min. to present)

Question 10: *As students and educators how many do you think leave and dropout because of challenges and problems concerning mental health, wellbeing and social inclusion?*

Can you come up with suggestions how to better your class and educational institution to make it even better to avoid drop out?

(Time: 5.00 minutes, based on Question 11)

Question 11: *As a student have you any experience in regard to getting a company internship or an apprenticeship etc.?*

If yes, how?

Does it seem like a challenge to you? If so, how can it be approached?

Curl and Throw - Ending of Session

Each board member write down their answer to the final question below. When it's done, the students (and grown ups) curl and throw the paper at the grown ups (to loosen up and make a joyful ending). The papers are collected and one or more students read the answers aloud to the board. The answers are collected afterwards by the educators to be used in the summary.

(12.00 minutes in total, based on Question 12, incl. 7.00 min. to present)

Question 12: *How do you think the labour market view the youngsters, and the qualifications that the companies demand?*

Chapter 4 – Practical Advices & Preparations

Preparation of students/ class, parents and colleagues (educators etc.)

The following preparations can be made to set-up the Dialogue & Interview Guide sessions at your place:

- Prepare students: Before the first session, one or two introductory meetings are held. During the meeting(s), the educators explain the EU project's context (Solution by Inclusion, see beginning of this Manual) and share its objectives, also with the idea of finding an advantage for the class group

- The parents are informed about the project with a personalized information note drafted by the educators.

- Educators: Planning of the sessions and which roles to take during session (One to lead the dialogue and interview, one to pin down the summary). The educators are recommended to take part in the discussion.

You can have a Discussion on Methodology how to:

- **facilitate discussion within such a large group**
- **overcome the difficulty to speak and confide**
- **to remain anonymous**
- **comment only by choice**
- **feel free to ask if one don't understand a question**
- **understand the general purpose and gameplay of the Dialogue & Interview Guide**

Positive dialogue in a safe and secure framework

Of course, the students must have the opportunity to talk freely, but it important to stress before each meeting – as a part of the gameplay – that it's not about personal issues, but to see things from a young perspective. The role of the educators is to intervene if the dialogue gets toe personal, eg. put pressure on a student. It's a good idea to discuss afterward in case there are issues that needs to be address/ taken care of regarding an individual.

The Dialogue & Interview Guide is developed as a general method/ tool, aimed at all students in the classroom. However, please always take into consideration individuals with special needs.