

**PREDIS**

**PREVENTION OF EARLY  
DROPOUT OF VET THROUGH  
INCLUSIVE STRATEGIES OF  
MIGRANTS AND ROMA**

**PREDIS PROTOTYPE**

**Module 4**

**Empowerment of Trainees**

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

This project has been funded with the support from the European Commission. This publication reflects the views only of the author and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Project Number: 2015-1-DE02-KA202-002472

**Project's Homepage where Project information and Report on Needs Analysis can be found**

<https://www.predis.eu/>

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# 4 Module 4: Empowerment of Trainees

## 4.1 Introduction of the Module

### Description

Migrants and Roma play crucial roles in the social and economic development of Europe. However they encounter manifold barriers. Trainees of a migration and Roma background encounter individual and structural discrimination and are disproportionately affected by early exit from school and vocational education. This needs to change. Discrimination is socially unjust and also creates high social costs. This dual impact is clearly exemplified through the materially deprived and unemployed youngsters. But labour market and societal participation of all is important in Europe's aging society.

### Aims

This module is about empowering disadvantaged trainees of a migration and Roma background. In the module the individual level is worked on with the trainees, they are more in the focus rather than the meta competences of trainers. The module is concerned with identifying the key competences that are essential for successfully integrating into the labour market as well as raising motivation taking into consideration, specific challenges encountered by this group which may impact their motivation to learn. At the end of the module, participants will be able to:

- Transfer key competencies to the trainees.
- Strengthen motivation, independence, self-trust and self-responsibility.
- Work with best practices.
- Empower migrant learners in life skills and diverse areas relevant to successful training and occupational life.

### Target Group

The primary target group of the module are teachers, VET educationists, employment counsellors, professionals working with youth, representatives of

migrant and Roma associations and other professionals in the VET sector,. Secondary target groups are the disadvantaged youngsters. They will benefit from the competences acquired and transferred by their teachers, trainers and other professionals.

### **Procedure**

The module consists of five units. *In unit I*, the concept of empowerment is introduced and defined. *In unit II*, Lange's inclusive citizenship and framework for integrative learning is presented. *In Unit III*, the European Framework for Eight Key Competences is briefly presented. *In unit IV* the CITY-BOUND APPROACH's experiential learning model is presented and selected aspects applied as adopted by the successfully evaluated EU project, LLP-PROJECT IVET-VENTURE, AGORA Civic Education<sup>1</sup>. *In Unit V*, the theoretical framework for the motivation of trainees is briefly introduced.

## **4.2 Introduction: What is Empowerment and Why Empowerment?**

Disempowered populations frequently lack capacity to master their environments, themselves and others (White in Bill Lee). Empowerment, therefore, involves supporting their self-determination or achievement of individual autonomy and transferring competences for acting upon and influencing their environments (Critically, Lange 2008).

In order to be able to influence their environments, exercise self-determination and self-efficacy, the disempowered will need:

- A combination of concrete competences, skills and attitudes (Bill Lee with further references).
- Enabling conditions which enable people to participate within and share control over societal, economic, political and institutional processes, especially those with immediate effect on their lives.

### **Empowerment involves intervention on three levels interdependent levels:**

- 1) Instrumental
- 2) Personal

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<sup>1</sup> Agora Civic Education (2013).

### 3) Structural

The levels are interactive not separate.

**On the instrumental level,** intervention measures address concrete issues and needs such as levels of unemployment, access to nutrition, housing, educational, social and health services (Bill Lee 1998)

**Own Role:** Educationists must be able to recognize the social needs, structural and societal contexts of the disadvantaged youngsters, evaluate them, link youngsters to resources and broker expertise that is required in addressing encountered challenges (See Toolkit). Youngsters should be empowered with the essential information, concrete skills and resources that can enable them to make appropriate decisions and adopt relevant actions that increase their autonomy for societal orientation and ability to improve their social and political environments (critically Lange 2008).

**On the Individual level:** Individual efficacy is strengthened (Lee.). Required is strengthening together cognitive abilities with craftwork and technological productivity/vocational orientation (Pestalozzi in Klafki 1996: 41). Also to be strengthened are the individual social competences. Of principle importance is the ability for building relations with others - and solidarity with other human beings - whose self-determination has been undermined. Finally, one must also strengthen aesthetic perception, ethical, political, economic decision making and action abilities (Klafiki 2007).

**On the Structural Level,** gaining empowerment involves interventions into social, political or economic institutions from the perspective of their support or constraint into lives of the excluded (Lee 1998:6).

Professionals play a crucial role in supporting youngsters acquire the power needed for changing their life circumstances (compare Bill Lee with further references).

The societal barriers and exclusionary mechanisms, that marginalize disadvantaged youngsters and hinder them from participating and benefiting from education, employment and societal processes have to be addressed.

**Own Role:** Includes participation in the political processes (political action, public disputation, social advocacy, awareness raising, networking, collaboration, challenging policies, rules and regulations and daily social practices that undermine youngsters' participation.

## 4.3 Inclusive Citizenship and Integrative Learning as goals of Empowerment

### Context and Pedagogical Background Knowledge

The acquisition of transversal skills is crucial for employment integration. It constitutes empowerment while the lack thereof creates inequalities. Education is the key to societal participation and functioning of democracy as it enables individuals unfold their own abilities to critically think and act independently - recognize encountered political, economic, social and moral problem contexts, evaluate, act upon and profoundly change these realities (Lange 2008). Political judgement is the requirement for the functioning of democracies and for the effective participation of subjects in a complex modern world (ibid.). Since youngsters of a migration and Roma background are disproportionately affected by high rates of educational underachievement, this means that education is unequally accessed by different societal groups. This, in turn, means that the societal participation of youngsters of a Roma and migration background is undermined, which creates inequalities in the democratic participation amongst groups (PREDIS Need Analysis Report 2016).

### Aims:

To familiarize educationists with concepts of holistic learning and transfer practical tools to support them achieve this objective in every day teaching and learning environments which aim at supporting disadvantaged youngsters.

### Didactics

Integrative learning has been identified as a vital ESL prevention approach in the context of multiply risk factors of ESL. However, questions regarding approaches remain open. Lange's framework of inclusive citizenship awareness presents solutions here. Lange elaborates five (multidimensional) competence domains, required for individuals to function in a complex modern world. Emphasis is on the combination of individual social sciences and action competences. Together, these multidimensional competences foster the holistic development of the individual and strengthen competences for orientation in the interdependent social, political, economic and moral domains. They, lay the foundation for integrative learning. Through sub structuring competence domains and their learning areas, Lange fosters a structured perspective and a systematized



approach to designing curricular. Questions for guiding the planning of curricular and research are also comprehensively developed. Due to space constraints, they are not explored here. Educationists can apply the guiding questions to explore learners pre-concepts of citizenship awareness and to build on this understanding in order to expand the learners’ scope of competences and action abilities (Lange 2008).

**Methods**

**First Activity:**

Theme: Acquainting participants with competence domains, learning areas of inclusive citizenship and building blocks of integrative learning

Instructions and Tasks:

Teachers, trainers and other professionals in groups familiarize themselves with Lange’s competence domains described in the box below. Afterwards they consider how to design learning contents that correspond with each competence domain and learning area using Box II in the second activity.

**Box 1.**

<b>Competence Domains of Citizenship Awareness and Integrative Learning</b>	<b>Learning Areas</b>
Political Social Consciousness	Social Learning
Political Moral Consciousness	Cultural Learning
Political Economic Consciousness	Economic Learning
Political Historical Consciousness	Historical Learning
Political Consciousness	Political Learning.
<b>Source: Lange, 2008</b>	

## Further Guidelines for Application in Teaching and learning Contexts

Political moral consciousness guides all other competence domains. It underpins and informs their moral bases and deals with values justification. It is located at the centre and all other substructures connect to it. Topics and competences for social justice, human rights peaceful conflict resolution are handled here. They constitute fundamental individual abilities of learners and practice principles for teachers. Every action is reflected in light of the values of political moral consciousness (for further details see, Lange 2008).

### SECOND ACTIVITY

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Teachers, trainers and practitioners in groups or alone familiarize themselves with Lange’s inclusive citizenship and approach to integrative learning. On the next side, of the table they undertake exercises designed for them by PREDIS in order to support them better apply his framework in practice of preventing ESL.

**Table I**

Five Learning Areas of Lange’s Model of Citizenship Awareness and PREDIS’ Corresponding Activities for Educationists and Practitioners

Translated Description of Learning Areas of Lange’s Framework For Citizenship Awareness (Lange 2008: 92 & 2014ab).	PREDIS TIPS and Activities For Educationists and Practitioners (PREDIS 2018)
<p><i>Social Learning</i> develops understanding for social differences and diverse interests in pluralistic societies. Citizenship awareness teaches abilities that are a key to interaction, communication, violence prevention, cooperation, conflict resolution, recognition and acceptance that others might see important issues differently.</p>	<p>Design a lesson plan for your learners to strengthen political social consciousness and individual social inclusion competences. Using your knowledge of intersectionality (<i>model I</i>), ensure that all students are knowledgeable and sensitive about the social construction of identity in categories of difference, inequality, and discrimination, (<i>gender, ethnicity, ableism, classism, etc.</i>). Learners should become aware of their own discriminatory attitudes</p>

<p><b>Competence Dimension: Political Social Consciousness</b></p> <p><b>Key Question:</b> How does an individual integrate into a society?</p> <p><b>Derived questions:</b></p> <p>What ideas exist about the relationship of the individual and society? How is social heterogeneity subjectively classified and grouped? What statements and reasons exist about the meaning of social differences (gender, ethnicity, background, social injustice, lifestyle, other categories)? How is the relation between social diversity and societal integration explained? Which concepts of social inclusion and exclusion are applied?</p>	<p>and recognize discrimination of others, the negative consequences on the individuals (<i>exclusion</i>) and society (<i>social costs of discrimination</i>) and how to undo these social constructions (<i>Reframing competences, see Foucault, Module I</i>). Learners should be able to critique social hierarchies, reflect their own privileges and develop inclusive identities.</p> <p><b>Concrete Tips &amp; Input See Exercises on links below</b></p> <p><b>Privilege Exercise:</b></p> <p><a href="http://www.differencematters.info/uploads/pdf/privilege-beads-exercise.pdf">http://www.differencematters.info/uploads/pdf/privilege-beads-exercise.pdf</a></p> <p><b>Helping Youth Resist Bias and Hate</b></p> <p><a href="http://www.partnersagainsthate.org/educators/pag_2ed_proactive_tools.pdf">http://www.partnersagainsthate.org/educators/pag_2ed_proactive_tools.pdf</a></p>
<p><b>Cultural Learning/Political Moral Learning</b> creates moral concepts and norm values that are relevant to democracy. Citizenship awareness aims to enable learners make moral choices based on the general principles of human rights and provides foundations for the principle of law.</p> <p><b>Competence Dimension: Political Moral Consciousness</b></p> <p><b>Key Question:</b> Which generally valid principles guide socio-co-existence?</p>	<p>Design and deliver a lesson strengthening political moral consciousness. Using insights gained from Module I and Module IV, transfer concepts of inherent human dignity, human-worth and unconditional positive regard. Teach the normative frameworks and legal foundations of equity and equitable treatment (Human Rights, Treaty of Amsterdam).</p> <p><b>For concrete Tips and Input See Exercises below:</b></p> <p><b>Lesson I: Wishes, Basic Needs, Human Dignity and Human Rights. Online Available:</b></p>

<p><b>Heurism:</b> Social justice, political equality, peace, recognition, freedom</p>	<p><a href="http://www.living-democracy.com/textbooks/volume-3/part-2/unit-5/lesson-1/">http://www.living-democracy.com/textbooks/volume-3/part-2/unit-5/lesson-1/</a></p> <p><b>Lesson II: Developing Empathy</b></p> <p><a href="https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-2-developing-empathy">https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-2-developing-empathy</a></p> <p><b>Lesson III What are Human Rights</b></p> <p><a href="https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights">https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights</a></p> <p><b>Lesson 5: Prejudice and Stereotypes</b></p> <p><a href="https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes">https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes</a></p>
<p><b>Economic Learning</b> develops perceptions concerning the structure and processes of economic life. Citizenship education seeks to enable individuals to take up active, reflective roles in the working world; it enables an active, reflected participation in work life; acquaints learners with the processes of production and distribution of goods and services and moulds learners into mature consumers.</p> <p><b>Competence Dimension: Political Economic Consciousness</b></p> <p><b>Key Question:</b> How are needs met through goods and services?</p>	<p>Building on insights gained in module V, devise ways for strengthening economic participation through strengthening vocational orientation in your curricular, destigmatizing VET, enhancing access to internships and teaching work virtues, social responsibility and how social security systems function through collective efforts. At what educational level will you start? Which stakeholders will you involve?</p>

<p><b>Selected Derived Question:</b> What ideas about work, work distribution, and consumption shape citizenship awareness?</p>	
<p><i>Historical Political learning</i> strengthens competences for shaping the present and the future. Concretely, learners are enabled to draw from the past to enrich the future. Historical learning teaches that social realities are constant work in progress and can be changed.</p> <p><b>Competence Dimension: Political Historical Consciousness</b></p> <p><b>Key Question:</b> How does social change occur?</p> <p><b>Derived Questions:</b> How are the causes and dynamics of social change explained? How are continuities and disconnections substantiated? How is the past remembered and the future anticipated? What concepts, e.g. globalization, individualization, democratization, or progress, can be recognized?</p> <p><b>Heurism:</b> Continuity, development, temporality, future, past</p>	<p>How is the connection between migration, colonialism and exclusion explained?</p> <p>Taking gender asymmetries and historical processes of change as a point of departure, learners should understand that overcoming discrimination is possible. They should gain insights into the possibilities of alternative constructions and their historical contexts of change.</p> <p><b>For concrete Tips and Input See Exercises below:</b></p> <p><b>Lesson I: Equality Act 2010</b></p> <p><a href="https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-7-equality-act-2010">https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-7-equality-act-2010</a></p>

*Political Learning* fosters understanding of how social groups regulate general obligations. Citizenship education seeks to teach learners to critically appraise politically relevant problem zones and play an active role in the political process

**Competence Dimension: Political Consciousness**

**Key Question:** How do partial interests become generally authoritative?

**Selected Derived Questions:** How are the exercise of power and the assertion of interests described and legitimated? Which notions of conflict and participation can be identified?

**Heurism:** Interests, conflict, participation, notions of state, power and rule

(Lange 2008: 92)

1) Design a lesson teaching youngsters how to participate in collective organization and enforce collective social and political interests (Setting up self-organization projects, participation in youngsters' school governance structures, trade unions, associations, voting, etc.

2) Teach Foucault's power in discourses and influences on individual perceptions and actions. Learners should develop competences for identifying controversies – social hierarchies, dominance and exclusion in discourses. They should be able to challenge these controversies, consider alternatives and develop counter concepts and actions:

**For concrete Tips and Input See Exercises on the links below:**

**Lesson 12: Taking Action**

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-12-taking-action>

**Talking about 'race' and privilege. Lesson plan for middle and high school students. Handout issued by National Association of Psychologists (2016).**

<https://www.nasponline.org/Documents/..//Race Privilege Lesson Plan FINAL.pdf>

**Lesson 11: Influencing Attitudes**

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-11-influencing-attitudes>

## 4.3 The European Framework For Key Competences

### Didactic Aspects

As a guideline for tackling ESL, educators and other professionals should strongly focus on strengthening key competences. The EU identifies eight key competences which each individual requires for lifelong learning, effective performance in life, work, social integration and successful employment integration: (1) Communication in the mother language; (2) communication in foreign languages; (3) mathematical competences and basic competence in science and technology; (4) digital competences; (5) learning to learn; (6) social and civic competences; (7) sense of initiative and entrepreneurship; (8) cultural awareness and expression<sup>2</sup>. These key competences are also understood as transferrable and multifunctional and hence, they can be applied for task achievement and problem solving in the wide variety of situations and contexts<sup>3</sup>.

### Definition of the Term Competences

Competence describes a mixture of skills, knowledge, aptitudes, attitudes and the disposition to learn. The EU breaks down the key competences into two major groups: (1) the *'traditional key competences'* constituting the first three competences defined above (ii) the *'transversal'* constituting the last five competences defined above<sup>4</sup>.

### Methods and Relevance for Migrants and Roma

The acquisition of key competences prerequisites inclusive access to education. The multiple disadvantages encountered by migrant youth hinder the acquisition of key competences. Key competences are crucial for the vocational orientation of Roma and migrant youth and the lack thereof creates inequalities. The European Framework of Key Competences ought to not to be thought in a vacuum but in perspective of intersectional discriminations and equalities described by Crenshaw in Module I and Maslow's hierarchy of needs which states that the basic needs must first be satisfied in order for the next levels to appear (See Maslow, Module VI in the PREDIS toolkit).

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<sup>2</sup> Official Journal of the European Union, Dec. 2006/L394, online available: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF>

<sup>3</sup> Snyder; Acker-Hocevar & Snyder (2008): Leaving on the edge of chaos, leading schools in the global age.

<sup>4</sup> Cedefo, qtd. In Wolf, AGORA Citizenship Education (2013).

## 4.4 The City Bound Approach

This is an activities based unit. It starts with a theoretical part transferring pedagogical background knowledge, methods and didactic aspects. Finally activities are presented. The unit utilizes an experiential learning model and is based on the EU's tested concept of Iventura as adopted and applied by the LLP-PROJECT IVET-VENTURE, AGORA Civic Education. In addition Senninger's concepts are expanded and incorporated<sup>5</sup>

### **Aims:**

To empower youngsters of a Roma and migration background with competences, life skills and attitudes that will enable them to transition through vocational training, qualify for work while overcoming barriers, successfully integrate into desired occupational fields and the society at large.

The following topics will be covered:

- Transfer of key competencies to the trainees.
- Strengthening the motivation.
- Strengthening of independence, self-trust, self-responsibility.
- Work with tested effective practices.

By the end of this module you will have gained following competencies:

- Knowledge and ability to transfer transversal competencies.
- Principles of outdoor pedagogy, and practical application of experience-based educational approaches.
- Understand learners' group dynamics and organize an inclusive learning environment

### **Methods:**

The module is largely based on an integration of concepts with activities. Activities are organized in such a way that provides participants with intensive, sustained experiences. Following central ideas guide the approach:

- 1) Participants act actively, interactively and communicatively in their activities.
- 2) Activities should provide the opportunity for a change of perspective.
- 3) Activities should be challenging.

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<sup>5</sup> See the IVET-VENTURE Handbook: [WWW.ivet-venture.org](http://WWW.ivet-venture.org)



- 4) Activities should be goal oriented, stimulate the development of individual personality and create the possibility to discuss and work on developmental projects.
- 5) Activities must be evaluated. The accumulated experience is recessed and internalised in a subsequent reflection.

### **Didactic Aspects**

Before you start with the module you need to familiarise yourself with the above central ideas in more detail as described below:

#### **1 Participants act actively, interactively and communicatively in their activities.**

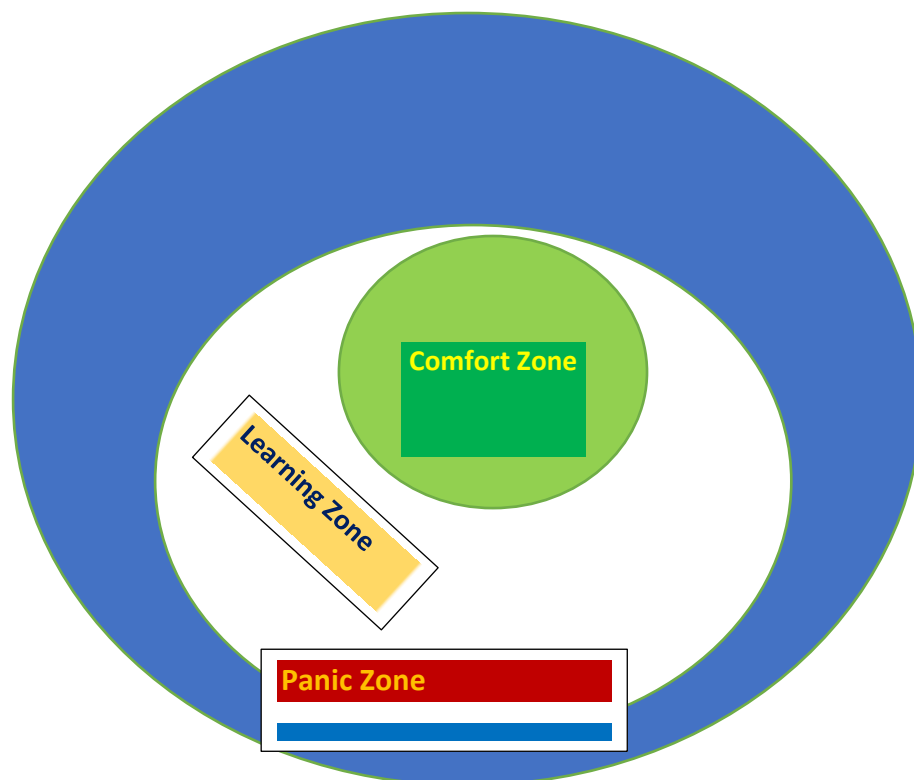
Activities are designed in a way that requires participants to act actively, interactively and communicatively. In order to include a problem solving component, activities should be constructed in a way that require participants to get in contact with strangers. To implement this, participating youth are assigned a field which requires them to become active and to encounter other people. The goal is to enable them experience themselves, their environment and their interactional strength. The organization is complex and will require trainers' observation. The activities will involve continuous reconciliation with other group members as well as instant and authentic reaction of by-standers. Through interaction with the real world, the activity gains authenticity. Unlike role plays, this can only be influenced by individual actions.

#### **2 Activities should provide the opportunity for a change of perspective.**

City bound applies smaller and bigger disruptions in order to challenge the inner system. During the activities, rigid and deadlock habits and attitudes should be questioned and new experiences should be allowed. The term change of perspective is applied in multiple ways. A spatial dimension could include a wheelchair activity in which youth drive through the urban areas or canoe along the skyline. In addition, participants should be confronted with social taboos. To implement this, participants can be invited to realize uncommon tasks with the help of strangers. The goal is to help participants break with old habits and develop and use new strategies of action. Trainers have to be present to ensure safety and quality interactions with strangers. Evaluation of activities follows by questioning the subjective relevance of the experience in respect to urban image and possibility for broadening one's prior opinions.

### 3 Activities should be challenging.

The activities should be challenging and bring participants to their individual limits. The learning zone scheme developed by Senninger is relevant here for simplified exemplification. Senninger identifies three zones of human behaviour: (1) the comfort-zone (2) the learning-zone (3) panic-zone.



Senninger establishes that in order for the learning process to be initiated, individuals must first leave the comfort zone. In order to learn something, it is essential for an individual to loosen individual balance and encounter a new situation that demands new answers. It is only through overcoming unfamiliar situations that individual learning takes place. However, this necessitates entering the destabilizing high-risk learning zone. Because challenges are subjective and tasks of overcoming may cause crisis for some individuals, trainers should create sufficient space, which enables individual participants to find individual challenges. Solutions for individual activities and for the overall procedure should be developed and incorporated.

**The comfort zone:** Is characterized by familiar actions and manners. Most of the daily routine occurs in the comfort zone. The comfort-zone requires skills which are conscious and which we can recall and utilize with confidence and routine.

**The learning-zone:** Is shaped by actions and manners that are experienced by individuals as new and unfamiliar. Often, insecurity and fear make the transition from the comfort-tone to the learning zone perceivable.

**Panic-Zone:** This contains actions and manner which over extend individuals. In this zone, individuals feel that stakes are too high and unmanageable. Individuals become immobilized, unable to act and learning is compromised.

#### **4. Activities should be goal oriented, to stimulate individual and group-based development.**

Depending on context and individual participants, goal orientations can be diverse. For example, a reserved participant can experience personality development from an interview with an important public person while an eloquent chatterbox would develop their personality further through experiences with silence.

#### **5. Evaluation Aspects: The accumulated experience will be recessed and internalised in a subsequent reflection<sup>6</sup>.**

Experience is understood as the starting point for confident learning. Only when experiences are also reflected can knowledge and experience be gained. The reflected experiential factor combined with linking experience to one's life context and the formulation of new visions and goals distinguishes it from mere consumption of experiences<sup>7</sup>.

As already stated above, the subsequent reflection of experiences fosters recession and internalization of the experiences which were accumulated during the activities. This basis ensures the transfer of the experienced and the learnt into youngsters' every day training and work life of participants. The following questions are developed for guiding the reflection,

1. How does the participant feel before, during and after fulfilling the task?

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<sup>6</sup> (See, LLP-PROJECT IVET-VENTURE, AGORA Civic Education).

<sup>7</sup> Tom Senninger (2004).

2. How could the intended activities' goal be achieved or why could the intended goal not be achieved?
3. What would the participant like to do differently next time?
4. In what ways can the individual experiences be helpful/ used in every day work?

The reflection discussions are timed and questions are conducted in a way that focusses on each task. The trainer conducts collective reflections. The conclusions drawn after the reflection should be incorporated in further process planning (See, LLP-PROJECT IVET-VENTURE, AGORA Civic Education).

## **ACTIVITIES FOR IMPLEMENTING THE CITY BOUND APPROACH**

### **Instructions**

Educationists and practitioners follow the guidelines below to access the collection of activities in the IVET-VENTURE HANDBOOK and undertake them with their learners

### **Practical Guidelines**

1. Access the IVET-VENTURE Handbook from the Website: [WWW.ivet-venture.org](http://WWW.ivet-venture.org)
2. Undertake three activities from the choices below and follow up with a evaluation and reflection exercise as described above.
  - a. ACTIVITY 1: The Group Photo
  - b. ACTIVITY 2: City Research
  - c. ACTIVITY 3: Appointment with the Boss
  - d. Activity 4: Internship
  - e. Activity 5: Reflection Activities. On practical guidelines, see IVET-venture Handbook (ibid.).

### **Source [WWW.ivet-venture.org](http://WWW.ivet-venture.org)**

- The IVET-VENTURE Handbook published by Agora Civic Education, and accessible online at: [WWW.ivet-venture.org](http://WWW.ivet-venture.org)
- Tom Senninger (2004): Abenteuer leiten in Abenteuern lernen: Methodenset zur Planung und Leitung kooperativer Lerngemeinschaft

für Training und Teamentwicklung in Schule, Jugendarbeit & Betriebe.  
Munster: Öktozia Verlag.

## Suggestions Further Improvement of the CITY BOUND APPROACH in Practice with Marginalized Youngsters

There is need to identify some activities that are tailored to youth of a Roma and migration background in respect to empowerment and occupational orientation.

### Examples of Additional Unit Activities Tailored to the Specific Situation of Youth of a Roma and Migration Background.

- 1) Getting participants to organize a social or political or fund raising event.
- 2) Getting participants to bake and organize a bake sale in the City; weave cushion covers 50X50 cm and sell them on information stands in the City for a charity or social purpose. Here participants need to be very creative and artistic, for example in designing the stand.
- 3) Introducing concepts of setting up an entrepreneur and getting Participants to set up and register one.
- 4) Getting participants to set a website and an information stand in the city to inform and invite people to the web site.
- 5) Getting participants to put together food recipes or catalogues of books and going to the City to use customer services skills to attract customers. Potential customers could be asked to subscribe to a years' membership. This involves attracting attention and stopping passer-bys, engaging them through product introduction and finally asking for their interest and personal data such as names, professional background, hobbies. Here youngsters experience rejection and consent and learn to deal with both. As a final step, they link the interested to the website, where they can register and subscribe. This requires first explaining data protection and steps they will take to guarantee.

All activities require participants to interact, communicate and act with one another and with external persons for example professionals in official bodies who have to guarantee things like permits.

**Other Unit Activities** could involve exposing learners to projects like those dealing with making clothes, weaving, knitting, visiting farms and may be some other even more interesting and stimulating experiences.

## 4.5 Strengthening Motivation and Self trust

### Aims of the Unit

Inspired by the StepIn Handbook, this unit is designed to increase knowledge about the different factors that influence motivation in learning situations and to raise awareness of learners and trainees own scope of actions and responsibility in their situation<sup>8</sup>. The first part builds on Wiener's theoretical framework of motivation as partly applied by StepIn Handbook and partly modified by PREDIS according to our readings of Wiener. The need for a theoretical framework is emphasized.

#### THEORETICAL AND PEDAGOGICAL BACKGROUND KNOWLEDGE

The key messages within Wiener's theoretical framework.

The primary determinate of motivation is linked to an individual's perception of their potential, possibilities and limits for achieving a specific goal. (Wiener 1985). Learners' perception of achievement and therefore also influences on motivation are largely determined by four factors which are: (i) ability, (2) effort, (3) task difficulty and (4) luck. These factors have been classified along three dimensions: (1) *locus of control*, (2) *stability* (3) *controllability*. The *locus of control* has two poles: the internal vs. external locus of control. The *stability* dimension regards whether motivation can change over time or not. For example, ability can be classified as a stable and internal cause of motivation while effort can be unstable and internal. *Controllability* defines two things: (a) the causes that one can control such as skills/efficacy and (b) causes which cannot be controlled by an individual such as aptitude, mood, others actions, and luck. For example, effort which is internal and unstable can be modified and controlled while good luck and bad luck are not controllable but modifiable (ibid.).

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<sup>8</sup> STEP IN! Handbook: Online Available [www.stepin-grundtvig.org](http://www.stepin-grundtvig.org)

Motivational dynamics are triggered by an event which a learner will interpret as positive or negative and associate with a specific cause. Thereby motivational dynamics are influenced by factors like previous experiences, knowledge, values, belief. The subjective perception of a cause by a learner will trigger specific expectations. Students who experience repeated failures in a subject area are prone to perceiving themselves as less competent (Weiner 1985).

In module VI, avoiding grade repetition is identified as a lever. Here learners who fail a subject should be promoted to higher classes, while they continue to work on the failed subject.

In further consideration of Weiner above, it would be correct to argue that for youngsters of a migration and Roma background who are at risk of social exclusion, the structural parameters are key external causes which play a central role in controlling motivation over time. This external locus is uncontrollable by migrants and Roma but modifiable by society. Therefore, educational efforts for raising motivational drivers for this group have to take this into account. Removing barriers, attending to physiological needs and strengthening key competences go hand in hand with improving motivation (see PREDIS Toolkit).

### **Didactic Aspects; Reflecting Educationist's Role and Learners' Responsibilities**

The causal dimensions are useful in identifying domains of responsibility and modifying efforts. For example, if a learner's performance in a test was the result of poor task preparation, then the learner could be accountable on the basis of effort which is the unstable, controllable, inner domain. The educationists can encourage learners to prepare better. However, the timing of the intervention is crucial. It is necessary to support learners as soon as possible, build their self-esteem, point out causal factors before emotions of helplessness emerge due to false causal perceptions and attributions (critically, Weiner 1986). For migrant and Roma learners at risk, it is necessary to explore whether other external factors are in interplay that constrain effort by hindering them from preparing such as household tasks, taking care of siblings, unstructured home environments, etc. Time for preparing could be designed as part of lessons and learners gradually socialized into library lifestyles. Study techniques and support for preparing for tests as mentioned are further crucial. Learners can also participate in workshops and empowerment activities in which they individually and collectively identify environmental factors that obstruct from learning (*such as peers, neighbourhoods*) as well as their negative consequences, career implications. Here they can be encouraged to build supportive learning networks. Quality

community connections can be established through links with successful postsecondary students and links with positive role models (See Module V).

### **Practical Strategies for influencing Motivation and Linking Motivation into Instructional Design and Delivery**

By identifying the underlying subjective causal perceptions that affect each learners' subjective evaluation of success and therefore also their individual motivation, teachers and VET educationists can play a central role in increasing learners' motivation. Important here is to individualize the learning activities. This is also referred to as internally differentiating curricular. To be effective, learning activities must be linked with the goals of a student. Lack of structure can demotivate learners. Learning objectives and requirements should be clearly defined. In addition, lack of perspectives and not seeing links to praxis can demotivate learners. The StepIn handbook provides a good practical example for linking learning activities with students' goals. The example involves a trainee whose goal was to get a drivers' licence. The teacher copied him material for practicing the theoretical content for the test<sup>9</sup>. Through such techniques, links between theory and praxis become clear.

Hilbert Meyer suggests that educationists should organize home work as part of in classroom work in order make sure that disadvantaged learners and learners with difficult life conditions are not marginalized.

According to Hilbert Meyer, students who are aware of their learning strategies learn better. Therefore another important approach lies in helping students to identify their own learning strategies. Educationists should organize creative learning exercises and enable learners to discover their own learning strategies. This requires educationists to spend much time in exercises and fantasies about exercises (Hilbert Meyer, Module VI PREDIS TOOLKIT).

Designing work-based learning in curricular is important, since these youngsters lack vocational and employable skills. These aspects are extensively discussed in module V and VI. Didactically, it is also important to respond to motivation through strengthening cooperation learning, social learning and intercultural competences amongst learners (see PREDIS Toolkit).

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<sup>9</sup> STEP IN! Handbook: Online Available [www.stepin-grundtvig.org](http://www.stepin-grundtvig.org)



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