



GOOD PRACTICES COLLECTION FOR EDUCATING COMMUNITIES

**Detection of good practices to develop the
'LinKommunity' model**

INTRODUCTION

Linkcommunity is a strategic partnership project, funded by Erasmus Plus programme, in the school sector, with the purpose promoting processes and models of participation in the educational and social field, in contexts characterized by urban periphery and by social and economic marginality.

With the OBJECTIVES of:

1. enhancing the skills of children through workshop activities in the educational and training fields, characterized by innovation, interdisciplinarity, inter-generationality and interculturality, with reinforcement of digital skills and STEM;
2. promoting and enhancing the educating communities, through paths and support services for parenting and interventions to combat social and economic exclusion, focusing on a networking strategy between all the stakeholders of the educating community and testing models of intervention of the cd. community welfare

Linkcommunity consortium have implemented a mapping of existing good practices, in order to develop, on the basis of the results, the LinkLAB, an educational project in each participating country, involving students, teachers, parents and social workers.

The project Consortium is formed by:

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GOOD PRACTICES INVESTIGATED IN ITALY



ITALIA - SINERGIA	INNOVATION STEAM
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Website	www.innovationsteam.weebly.com https://www.golabz.eu/

DESCRIPTION OF THE GOOD PRACTICE

The Go-Lab Sharing Platform provides a large collection of virtual laboratories, shared by renowned research institutions and technology providers from all over the world. Through these labs students can conduct scientific experiments in a virtual environment, they can also use web-applications and digital tools. Moreover, The Learning Designer helps teachers and lecturers design teaching and learning activities and share their learning designs with each other.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Next-Lab Wins The Third Prize At Delina Award 2019:
<https://support.golabz.eu/news/next-lab-wins-the-third-prize-at-delina-award-2019>
 for further news and archives: <https://support.golabz.eu/news>
 MOOC for the Bloomsbury Colleges and the University of London International Academy on Coursera:
<https://www.coursera.org/learn/getinmoooc>
 for further projects: <http://blogs.ucl.ac.uk/ltu/projects/>

Available Outputs of The Good Practice (concrete outputs)

LEARNING DESIGNER TUTORIAL

<https://www.youtube.com/watch?v=S0edRboC9vi&feature=youtu.be>

Interactive LABs: Build an atom; Acid Base solutions

ELEMENTS OF INTEREST FOR THE PROJECT

High tech tools for interactive lessons and a wide availability of digital tools both for students and for teachers, make learning an active and concrete practice.

Planned lessons help teachers in organising all the materials, sharing it with colleagues and stimulating students.



<u>ITALIA - SINERGIA</u>	<u>FLIPNET</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
LEVEL OF IMPLEMENTATION	National
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> Children in risk groups
Website	www.FLIPNET.it
Contact person's name and email	Maurizio Maglioni, info@flipnet.it

DESCRIPTION OF THE GOOD PRACTICE

Flipped learning is an innovative method that changes the way of learning at school. Here students study at home using digital tools and materials provided by their teacher, then they can apply their skills in class working in team with the classmates. Taught class are substituted by interactive and personalised activities which involve directly the students, and stimulate their curiosity.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Diary of a flipped classroom by Grazia Paladino, science teacher at at secondary school in Zafferana: <http://capovolgilescienze.altervista.org/>
 Web site of a flipped classroom by Roberta Coianiz, maths teacher at primary school in Paderno Franciacorta: <https://sites.google.com/site/profrcoianiz/>

Available Outputs of The Good Practice (concrete outputs)

FLIPPED LEARNING GUIDELINES

https://www.youtube.com/watch?v=DeiC_cha1hU&feature=youtu.be

Educational games available at: <http://lnx.sinapsi.org/wordpress/giochi-didattici/>

Example of Science lesson plan by Grazia Paladino, science teacher: The cell

ELEMENTS OF INTEREST FOR THE PROJECT

This learning method stimulates students' interest and curiosity and promote cooperative learning and direct participation. Educational games and digital tools improve the time of learning as an active process.



<u>ITALIA - SINERGIA</u>	<u>TEACHING WITH LEGO</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
IMPLEMENTING INSTITUTION	Prep Chelsea primary school
COUNTRY	New York
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals
Website	www.alyciazimmerman.com/
Contact person's name and email	Alycia Zimmerman

DESCRIPTION OF THE GOOD PRACTICE

Teachers can use LEGO to help students understanding complex maths concepts as fractions or square numbers and arithmetic operations, combining and counting LEGO pieces. Students can work in groups and learn while playing, in this way maths becomes funny and much easier. They develop a concrete approach to problems and stimulate their curiosity.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

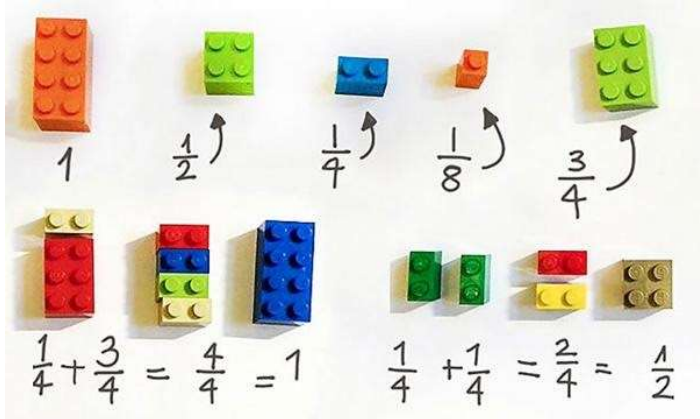
General archive of activities: <http://www.alyciazimmerman.com/general-archive.html>
Math Charts & Bulletin Boards

Available Outputs of The Good Practice (concrete outputs)

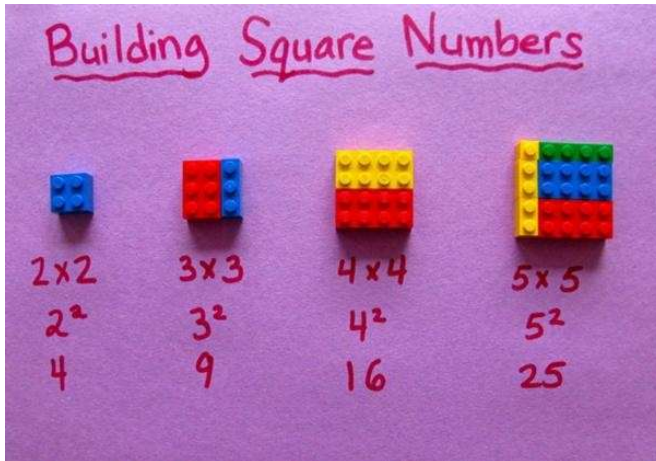
Fractions Review Jeopardy

http://www.alyciazimmerman.com/uploads/3/0/7/3/3073052/fractions_jeopardy.ppt

FRACTIONS WITH LEGO



LEGO SQUARE NUMBERS



ELEMENTS OF INTEREST FOR THE PROJECT

This kind of lesson proposes a smart and practical learning through direct involvement of students in the activity. Maths is presented as simple and concrete, rather than abstract and complex. In this way learning become funny and intuitive.



ITALIA - SINERGIA	TRAINING FOR PARENTS
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
IMPLEMENTING INSTITUTION	Edizioni la meridiana
COUNTRY	Molfetta, Italy
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group
Website	https://www.edizionilameridiana.it/progetto/
Contact person's name and email	genitoriinrete@edizionilameridiana.it

DESCRIPTION OF THE GOOD PRACTICE

Genitoriinrete (Parents in net) is a project aimed at parents and people who live in contact with children; it provides free on-line courses and articles by experts and scholars in order to explain a better concept of "being parents". This educational process tries to help families in managing the growth's phases of their children, facing their main problems and needs.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Supporting services for families who exposed social and economic exclusion (psychological support, mentoring, health guidance, counselling, social support)
- Successful intervention models for parents (such as training for effective parenting styles, family counselling services)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Available Outputs of The Good Practice (concrete outputs)

On-line courses available at:

<https://www.edizionilameridiana.it/la-bottega-dei-genitori/>

Articles and analysis at: www.edizionilameridiana.it/category/adolescenza/

ELEMENTS OF INTEREST FOR THE PROJECT

Free on-line courses help parents in understanding and communicating with children. Focus articles analyse the main problems of children and explain to parents the best approaches and solutions. All these tolls improve the relationships within the family.



ITALIA - SINERGIA	SCUOLA SENZA ZAINO
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
IMPLEMENTING INSTITUTION	Associazione Senza Zaino – Per una scuola comunità
COUNTRY	Lucca, Italy
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals
Website	www.scuolasenzazaino.org
Contact person's name and email	senzazaino.scuola.comunita@gmail.com

DESCRIPTION OF THE GOOD PRACTICE

The project "A scuola senza zaino" (at school without backpack) proposes new methods and materials that provide innovative an idea of instruction and a wider communication among parents and teachers. All the actors involved in the educational process can find suggestions and tools on the website to modernize the old view of school and make it more interesting and stimulating for students, starting from the removal of the backpack.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Available Outputs of The Good Practice (concrete outputs)

Instructions for teachers:

- Guidelines
- learning tools
- Stationery Teaching Tools at:
<https://www.scuolasenzazaino.org/fabbrica-degli-strumenti/strumenti/cancelleria/>
- Management Teaching Tools at:
<https://www.scuolasenzazaino.org/fabbrica-degli-strumenti/strumenti/gestione/>

Activities for Parents at: <https://www.scuolasenzazaino.org/genitori-famiglie/>

- Carpentry lab report

ELEMENTS OF INTEREST FOR THE PROJECT

This method modernizes the structure of school in an innovative and smart way, providing educational tools for all the subjects involved in the learning process: laboratories for families, on-line courses and tools for teachers, practical activities for students.



ITALIA - SINERGIA	IN ESTATE SI IMPARANO LE STEM
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	Sinergia s.c.s.
COUNTRY	Italy
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups
Start date	2018
End date	2019
Website	http://www.pariopportunita.gov.it/bandi_avvisi/seconda-edizione-del-bando-in-estate-si-imparano-le-stem/

DESCRIPTION OF THE GOOD PRACTICE

"In estate si accendono le STEM" is a project aimed at students of the first cycle (especially for female students) strongly focused on overcoming stereotypes and gender equality in science and technology. The course includes theoretical teaching, exploration, research at more practical and informal moments regarding science, mathematics, computer science, robotics and coding with multimedia laboratories.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children
- Social skills and/or education materials directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

For participating students: Development of COGNITIVE COMPETENCES, and acquisition of digital, scientific and cultural skills; Development of NON COGNITIVE COMPETENCES such as relational skills, creative thinking, communication, team spirit, leadership, understanding and adaptation, curiosity, self-awareness, respect for diversity.

For the school community: Development of teaching innovation skills, Development of knowledge and skills on the structuring of teaching units focused on STEM disciplines, Development of skills of teaching staff for the discovery and enhancement of personal attitudes towards scientific subjects, and for prevention and contrast of stereotypes and prejudices related to skills in STEM disciplines for female students.

Available Outputs of The Good Practice (concrete outputs)

- DNA map of attitudes for each student involved
- Animated history of life / recreated experience of the chosen character
- Laboratory experiments of experimentation of scientific phenomena
- Theatrical performances using digital puppets

ELEMENTS OF INTEREST FOR THE PROJECT

This path represents an innovative teaching experience capable of strongly stimulating boys and girls, as deepening gender awareness is critical to the education of students. Various practical activities improve the attractiveness and utility of this project, where education is presented through games and interactive labs.



<u>ITALIA - SINERGIA</u>	<u>OPEN CLASSES</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals

DESCRIPTION OF THE GOOD PRACTICE

Two classes of students of the same year and therefore having the same level of competence, work side by side for a long period.

To identify areas for improvement and corrective actions, it is necessary to focus attention on the intermediate and final outcomes of students; this implies a change in educational practices and the use of innovative didactics, flexibly modulating processes and activities, in relation to the specific characteristics of individual students and groups of students. It is therefore necessary to expand the training offer, according to the needs individual cognitive skills, allocating a period of didactic activity to recovery, consolidation and strengthening: the organization of the groups by skill levels facilitates the response to the requests of the different learning styles.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Providing specific training to employees/staff members directly involved in children services

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

In parallel or open classes, teachers share specific learning objectives and systematically carry out shared educational planning. The programming must proceed hand in hand: on a weekly basis, the students are divided into two groups on average homogeneous, with the objective of allow the recovery of minimum knowledge to a group and to strengthen the knowledge, which gradually becomes the competence of the other.

Results achieved:

- to make it possible to fill the students' past gaps and strengthen their skills;

- develop and consolidate basic transversal skills;
- increase self-esteem and motivation to learn;
- acquire a valid study method;
- improve relationships within the class group and the school;
- improving the relationship, communication and comparison between teachers.

Available Outputs of The Good Practice (concrete outputs)

<http://moodle.mce-fimem.it/course/view.php?id=54>

Classi aperte lab: example on how to build a project

ELEMENTS OF INTEREST FOR THE PROJECT

Flexible teaching activities that let to all the students to achieve the expected learning outcomes, stimulating the observation of the student, the customization of the educational action based on the different needs of the students.

For students, there is the possibility of interacting with teachers other than their own is an opportunity for discussion with different communication and operating methods; Moreover, the meeting between students from different classes offers opportunities for comparison, socialization and integration.

Open classes free many creative energies, both in teachers and in the students, through emulation and healthy competition; moreover, they allow to be able to carry out a greater quantity of questions and to make up, in part, for the deficiencies due to a lack of content reworking at home.



ITALIA - SINERGIA	TASKS FOR DEMOCRACY
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
IMPLEMENTING INSTITUTION	Pestalozzi Programme Community of Practice of the Council of Europe
COUNTRY	Europe
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals
Start date	2016
End date	2016

DESCRIPTION OF THE GOOD PRACTICE

TASKS for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge¹ is a handbook for practitioners in formal and non-formal educational settings. The handbook focuses on competences for democracy in all areas of education for educational professionals.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Fifty-four activities are presented. They range in duration from 20 minutes to 180 minutes and are grouped according to their estimated length. Ice-breakers and energisers are at the beginning and session evaluation activities are at the end of each section.

They engage learners and facilitators (teachers, trainers) in an interactive process that informs each party on how well the planned activities relate to the expected learning outcomes, and how well the learners understood the goal of the learning sequence.

Evaluation provides information that is learner-centred, course based, often anonymous, and not graded. An evaluation activity may be used by teachers and facilitators to make changes in the learning environment and teaching procedure, and is often shared with learners to help them improve their learning habits.

Available Outputs of The Good Practice (concrete outputs)

54 activities described in:

- Time
- Title
- Author
- Focus
- Target group
- Expected learning outcomes
- Type of activity

- Procedure
- Planning
- Further

reading

<https://www.coe.int/en/web/pestalozzi>

ELEMENTS OF INTEREST FOR THE PROJECT

Many of the activities of the Pestalozzi resources, the “gold” lies in the debriefing. For example, a 15-minute game on values could easily lead to one and a half hours of reflection. It is this debriefing discussion that will truly help learners:

- ▶ identify and understand the concepts that the game centres on;
- ▶ raise awareness of their personal feelings about and attitudes towards specific issues;
- ▶ recognise elements of their own behaviour in the situation simulated by the game;
- ▶ compare their own behaviour with that of others;
- ▶ observe and infer the impact their actions can have on the group.



ITALIA - SINERGIA	DIGITAL STORYTELLING
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
IMPLEMENTING INSTITUTION	Anthropolis Association
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals
Start date	2015
End date	2017
Website	http://idigstories.eu/
Contact person's name and email	INFO@19.COOP

DESCRIPTION OF THE GOOD PRACTICE

Digital storytelling can be applied in every field where the need to create and tell individual or communal stories arises for different reasons or purposes. Examples given in this chapter are not exhaustive – the nature of the genre makes it impossible to cover all the fields of use of digital storytelling. But the method is open enough to allow its practitioners to apply digital storytelling in whichever field they see it justified or practical. Let us approach the method as we would a newly discovered continent, where huge unbroken lands are awaiting their explorers.

The effects of digital storytelling on participants of the process are not independent from the composition of the target group we work with and the aim and framework of the workshop. In this chapter we will primarily sum up effects which affect participants in “traditional” workshops similar to the basic form, who make their individual short films based on personal stories.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Digital storytelling can be used in all fields of education (in formal, non-formal, and informal learning), after being adapted to the given learning situation. In the adaptation, generally the following questions have to be answered: will storytellers (students) make individual or common, real or fictitious stories? The answers depend on the people the trainer (the teacher) wants to use the digital storytelling method with and the purpose of the training.

In the case of younger age groups (6- to 10-year-olds) it may be appropriate to work on fictitious stories and tales created together and process them digitally in-group sessions, but this is by no means obligatory. We do to this so not to pressure the child into talking personally about them self, but in some cases the child may wish to create a personal story. Individual, personal digital stories can be made with children too, and even adults can make up a story together from which they then make a short film.

Available Outputs of The Good Practice (concrete outputs)

- TRAINING MANUAL FOR DIGITAL STORYTELLING WORKSHOPS
- Digital Storytelling Toolkit

ELEMENTS OF INTEREST FOR THE PROJECT

Storytelling is used as a non-formal method of education in order to enhance the learning and creativity of pupils or young people in schools or youth centres.

The method of digital storytelling can be integrated into any subject, depending on the creativity of the teacher. But the most obvious choice seems to be the subject which already has the word “story” in its name – history. As a matter of fact any period of history can be studied with this method, but it is worthwhile to choose a topic which offers the opportunity for students to discover the relationship they have personally to the chosen topic or subject and elaborate on it.

By acquiring the method of digital storytelling students learn to understand and use visual, cinematographic and dramaturgic tools which are meant to emotionally manipulate recipients and make the storytelling as effective as possible.



ITALIA - SINERGIA	LEGO SERIOUS PLAY
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children <input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals
Website	https://www.lego.com/en-us/seriousplay

DESCRIPTION OF THE GOOD PRACTICE

LEGO® SERIOUS PLAY® (LSP) is a great methodology that uses and builds on team thinking and equal communication. It allows the team to clarify and understand current situations, ambitions and objectives, and how they can be implemented. It is an excellent tool for organisations to define their strategies, solve problems and devise plans.

The methodology was developed to respond to the changing challenges facing businesses, business management and management methodologies. LEGO researchers started to think about the development of a playful method in the mid-90s. It is based on a trend referred to as gamification which is based on the idea that playful/gamified components are being used in a serious environment.

Its purpose is to facilitate creative thinking within a group by using metaphors. According to the developers of the methodology, by formulating and visualizing their ideas primarily not through words and sentences, but instead, by using LEGO bricks, team members are able to communicate these ideas more efficiently.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Social skills and/or education materials directly targeting children
- Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)

- ☒ Supporting services for families who exposed social and economic exclusion (psychological support, mentoring, health guidance, counselling, social support)
- ☒ Successful intervention models for parents (such as training for effective parenting styles, family counselling services)
- ☒ Providing online counselling services models for professionals who works with parents of disadvantaged children in school context

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Playfulness results in a more motivated and more efficient way to spend time and work together. On the occasion of the joint thinking/meeting sessions, team members can resolve problems and situations by analysing them increasingly deeper and more in details by working through imaginary scenarios. Participants work through the imaginary scenarios and answer the questions of the facilitator/trainer using three-dimensional LEGO constructions. These models serve as the basis of future discussions, knowledge sharing, problem solving and decision making. The methodology requires the participants to use different communication channels during the meeting /workshop, such as speech (auditory communication) and even more visual communication.

With the help of the special LEGO kit and by using the methodology the connections and links among individuals, the people and the surrounding world as well as the internal and external dynamics can be more easily identified. The various real or hypothetical scenarios or possibilities can be mapped. That is: we can talk about each other (in the particular situation: about the models created from the LEGO blocks), about the relationship between people, events, actual topics by not being afraid of the various limitations, such as personal feelings. This is possible because we are not specifically talking about each other, or about events etc., but about the models (by visualizing them).

The purpose of the LEGO® Serious Play® method is to increase business performance. It is based on the conviction that everyone within a particular organization must be given the opportunity to contribute to the discussion, and through that, to the decisions and to the results. In all this, the LEGO blocks are only a kind of catalyst that can initiate some discussion flows that were previously not possible.

In Education: Think of the Teacher-Student-Parent ecosystem, these three subjects constantly interact with each other with specific, often complicated aspects to manage together:

generational difference,
authorities,
desire for freedom and discovery,
autonomy,
rules and impositions,
Tips

What can we do to start a constructive dialogue with these "actors" who are increasingly absorbed by aspects that we may not fully understand, and we often consider useless or unsuitable?

Available Outputs of The Good Practice (concrete outputs)

1) The tower: This exercise gives **PARTICIPANTS** first-hand experience of how management style affects the performance of a team. It shows different styles in action, demonstrating, for example, that what managers intend is not always what comes across. It's an engaging, enlightening exercise that has real impact and generates live, behavioural data you can work with.

2) Question to an **EDUCATOR**: "what is a child, for you?"

3) **TEACHERS WORKSHOP**

The goal is to bring a group of teachers to the table to reflect together on these issues:

- the spirit of belonging to the group
- trust in colleagues
- internal communication

4) **TEACHERS AND PARENTS' WORKSHOP**

The goal is to bring to the table a mixed group of teachers and parents to reflect and discuss together on these issues:

- today's students
- generations in comparison
- the role of technology

5) **STUDENT WORKSHOP**

The goal is to bring a group of students to the table to reflect and discuss together on the subject of educational orientation:

- What would you like to do?
- What do you think your talents are?
- What do you think the market is asking for?

ELEMENTS OF INTEREST FOR THE PROJECT

- It is based on a trend referred to as **gamification** which is based on the idea that playful/gamified components are being used in a serious environment.
- Its purpose is to facilitate creative thinking within a group by using **metaphors**.
- According to the developers of the methodology, by **formulating and visualizing** their **ideas** primarily not through words and sentences, but instead, **by using LEGO bricks**, team members are able to **communicate these ideas more efficiently**.
- During the workshop you learn different things: build - reflect - collaborative learning
- **Facilitate thinking**: think easily or simply and quickly
- **Problem solving for teams**: learning to solve problems using collective intelligence
- **Strategic decision making**: learning to develop and use strategic thinking more
- **Visual storytelling**: learning to tell what we create
- **Developing creativity**: no person is not creative, we just need to awaken it.
- **Build prototypes of an idea or a vision**: concretize our ideas.

GOOD PRACTICES INVESTIGATED IN ROMANIA



<u>ROMANIA - ATFCT</u>	<u>1</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
IMPLEMENTING INSTITUTION	Baylor College of Medicine
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals
Website	http://www.bioedonline.org/
Contact person's name and email	Nancy P. Moreno, PhD

DESCRIPTION OF THE GOOD PRACTICE

BioEd Online is an online platform containing educational resources for educators, students and parents, offering instant access to new and reliable information and tools for biology and related subjects from primary school to college. The platform offers access to: - video presentations on different topics meant to help teachers be better prepared for the classroom or containing demonstrations and explanations that can be used with the students as complementary resource; - a slide library that is updated regularly from which teachers can free download whatever content they consider useful in order to enhance their lessons and activities; - individual lessons by topic, teacher's guides and work sheets that can be downloaded and/ or printed and used in the educational process as considered fit by the teachers.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

The platform has won the Science Prize for Online Resources in Education (SPORE) and the Award for Interactive Excellence (<http://www.bioedonline.org/>).

Available Outputs of The Good Practice (concrete outputs)

Courses for teachers: <http://www.bioedonline.org/online-courses/>

Lessons: <http://www.bioedonline.org/lessons-and-more/>

Videos: <http://www.bioedonline.org/videos/>

Slides: <http://www.bioedonline.org/slides/>

Activities: <http://www.bioedonline.org/library/>

ELEMENTS OF INTEREST FOR THE PROJECT

The enhanced tools for learning stimulate the curiosity and the study motivation of students, thus speeding up the process of learning. Also, the tools can be used individually, in order to adapt the content or offer alternative ways for the children with special needs, or they can be used in groups or classrooms, thus providing pupils the opportunity to interact with one another, to express their opinions and cooperate for their own development.



ROMANIA - ATFCT	<u>2</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
IMPLEMENTING INSTITUTION	Liana Lowenstein
COUNTRY	Canada
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Third Sector Professionals
Website	http://www.lianalowenstein.com/
Contact person's name and email	Liana Lowenstein

DESCRIPTION OF THE GOOD PRACTICE

Liana Lowenstein edited a collection of assessment and treatment techniques developed by a long line of family therapists and published them under the title "Favourite Therapeutic Activities for Children, Adolescents and Families: Practitioners Share Their Most Effective Interventions". The techniques are meant to be used with families with children or with groups of children or teenagers. For every technique are given potential goals which it can be used for, materials needed, description of the process and clues on how to further conduct the discussion in order to reach the goals.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Liana Lowenstein received the 2014 Monica Herbert Award from the Canadian Association for Child and Play Therapy (CACPT) for Outstanding Contribution and Dedication to Child Psychotherapy in Canada (<http://www.lianalowenstein.com/>)

Available Outputs of The Good Practice (concrete outputs)

The e-book “Favourite Therapeutic Activities for Children, Adolescents and Families: Practitioners Share Their Most Effective Interventions” is available for free download here: <http://www.lianalowenstein.com/eBookletForm.html>

Articles for professionals: <http://www.lianalowenstein.com/articles.html>

Articles for parents: <http://www.lianalowenstein.com/articlesParent.html>

Child and Family Therapy Books: <http://www.lianalowenstein.com/lianaBooks.html>

ELEMENTS OF INTEREST FOR THE PROJECT

The techniques contained in the book offer the possibility to work with children and teenagers on sensitive issues in the same way they are used to approach life, through game and play, thus keeping them focused and interested, while helping them improve their social skills, express their feelings and strengthen their resilience. Also, most of the techniques can be used with both children and adults in the same session, which is very important for both parties: children stay motivated during a therapy session, while adults are offered the chance to get to know the feelings and the thoughts of their children, which, when guided by the professional, often reveal new perspectives upon the situation the family is in.



ROMANIA - 3	
ATFCT	
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
IMPLEMENTING INSTITUTION	Do2Learn
COUNTRY	U.S.A.
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals
Website	https://www.do2learn.com/

DESCRIPTION OF THE GOOD PRACTICE

Do2learn is an online platform that provides free activities and guidance, songs and games, communication cards, academic materials and articles for teachers, parents and professionals working with children with different sorts of disabilities or special needs in order to help them develop the social skills and regulate the behaviour of the children they deal with.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Social skills and/or education materials directly targeting children
- Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

The platform has been functioning for ten years now and it has been a source of inspiration for thousands of teachers, parents and professionals, helping them to teach children/ pupils how to deal with their own emotions and the emotions of others through creative worksheets and techniques. The materials can be used

in the classroom, in small groups or in face to face interactions.
<http://do2learn.com/activities/SocialSkills/index.html>

Available Outputs of The Good Practice (concrete outputs)

Communication skills: <http://do2learn.com/SocialSkills/CommunicationSkills/index.htm>
Social behaviour: <http://do2learn.com/SocialSkills/SocialBehavior/index.htm>
Social skills toolbox <http://do2learn.com/organizationtools/SocialSkillsToolbox/index.htm>
Emotions colour wheel: <http://do2learn.com/organizationtools/EmotionsColorWheel/index.htm>
Social emotional skills: <http://do2learn.com/activities/SocialSkills/index.html>

ELEMENTS OF INTEREST FOR THE PROJECT

The activities that can be found on the platform are very friendly to all age groups, easy to understand and apply and that offers the possibility to develop the social skills of children of all ages and with all sorts of particularities and needs in an easy-going, fun atmosphere, nurturing the children's self-esteem and motivation for self-development and promoting the safety connection with the adult supervising his/ her development. Most of the activities are applicable in a face to face environment or in a group context and no special skills or knowledge is needed for the adult in order to be able to work with them.



ROMANIA - ATFCT	<u>4</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
IMPLEMENTING INSTITUTION	Lumos Labs
COUNTRY	U.S.A.
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group
Website	https://www.lumosity.com/en

DESCRIPTION OF THE GOOD PRACTICE

Lumosity is an online platform assembled by more than 100 researchers from around the globe that provides online brain games based on scientific research, with the potential of developing cognitive skills, like memory, attention, flexibility, problem solving maths skills etc. According to age and other particularities, a daily brain training programme is provided containing three different games. Performance within each game and progress in time is monitored and mapped. The platform can be partially used free of charge on an unlimited amount of time, but it also offers payed premium programs, that can be accessible for schools or other organizations or could benefit all the members of a family.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

There have been over 20 peer-reviewed publications in academic journals using Lumosity games and assessments. Significant improved brain performances were reported after just weeks of training. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0134467>

Available Outputs of The Good Practice (concrete outputs)

Online brain games focused on improving different cognitive skills: <https://www.lumosity.com/en/brain-games> <https://www.lumosity.com/en/resources>

ELEMENTS OF INTEREST FOR THE PROJECT

High tech tools and interactive digital application make learning easy and fun, thus helping both children and teachers. Educational games speed up the learning process.



ROMANIA – EURO-AL	GRUNDTVIG PROJECT “NO MORE TEARS”
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
IMPLEMENTING INSTITUTION	Liceul Teoretic “Tudor Arghezi”
COUNTRY	Romania
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals
Start date	2010
End date	2012
If GP is a funded project, funding in €	15000 euro
Website	http://grundtvigprojectnomoretears.blogspot.com/
Contact person’s name and email	Oana_anca2000@yahoo.fr

DESCRIPTION OF THE GOOD PRACTICE

The LLP project “No more tears” promotes methods of reducing violence in school and family. There are several teacher guides at symposia, conferences, debates.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Social skills and/or education materials directly targeting children
- Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

CURRICULA AND TRAINING MATERIAL “NO MORE TEARS”
<https://www.slideshare.net/cici742999/suport-de-curs-14463900>

Available Outputs of The Good Practice (concrete outputs)

The principles for peer mediation
The peer mediators’ code
The five keys. Students’ worksheet

ELEMENTS OF INTEREST FOR THE PROJECT

Implementation of the peer mediation system at the “Tudor Arghezi” Theoretical Highschool, as a means of making the students more responsible.



ROMANIA – EURO-AL	LDV PROJECT “DEVELOPMENT OF GUIDANCE AND COUNSELLING INSTRUMENTS IN VOCATIONAL EDUCATION”
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
IMPLEMENTING INSTITUTION	Liceul Teoretic “Tudor Arghezi”
COUNTRY	Romania
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals
Start date	2012
End date	2014
If GP is a funded project, funding in €	24000 Euro
Website	http://leonardovocationalguide.blogspot.com
Contact person’s name and email	Cici742000@yahoo.com

DESCRIPTION OF THE GOOD PRACTICE

Via this project, "Development of guidance and counselling instruments in vocational education", we have planned to adapt and transfer of Good Practices&State of the art into each partner organizations. We have learned about the legislations, regulations, instructions in each partner country as well as methods, activities, studies, documents, and we put together in an e-multilingual platform.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Social skills and/or education materials directly targeting children
- Providing specific training to employees/staff members directly involved in children services

- Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
- Successful intervention models for parents (such as training for effective parenting styles, family counselling services)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKOMMUNITY PROJECT?

Achievements of the Good Practice

VET GUIDANCE INSTRUMENTS

<http://leonardovocationalguide.blogspot.com/p/blog-page.html>

Available Outputs of The Good Practice (concrete outputs)

Research VET Guidance:

<http://leonardovocationalguide.blogspot.com/p/chestionare-elevi.html>

Research the craft:

<http://leonardovocationalguide.blogspot.com/p/chestionare-studiu-cercetare.html>

CAREER PLANS

<http://leonardovocationalguide.blogspot.com/p/career-plans.html>

Best practices resources

<http://leonardovocationalguide.blogspot.com/p/best-practices-resources.html>

Video the craft:

<http://leonardovocationalguide.blogspot.com/p/videos-craft.html>

ELEMENTS OF INTEREST FOR THE PROJECT

This project was an opportunity to guide students, identify their capabilities and skills and will help the organizations establish a guidance methodology.



ROMANIA – EURO-AL	ERASMUS+ PROJECT “THINKING...CODING”
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
IMPLEMENTING INSTITUTION	Liceul Teoretic “Tudor Arghezi”
COUNTRY	Romania
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Start date	2015
End date	2017
Website	http://thinkingcoding2017.blogspot.com/
Contact person’s name and email	Cici742000@yahoo.com

DESCRIPTION OF THE GOOD PRACTICE

The Erasmus project “Thinking...coding” promotes methods of coding development.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Comparative Study “Teaching Method and Flexible Tools”
<http://thinkingcoding2017.blogspot.com/p/coding-wp2-comparativestudy.html>

Available Outputs of The Good Practice (concrete outputs)

2 Teaching Method and Flexible Tools

<http://thinkingcoding2017.blogspot.com/p/guide.html>

Materials for students

<http://thinkingcoding2017.blogspot.com/p/materials-for-students.html>

Further readings for teachers

<http://thinkingcoding2017.blogspot.com/p/traduceri-parteneri.html>

ELEMENTS OF INTEREST FOR THE PROJECT

Students and teachers have developed coding abilities.



ROMANIA – EURO-AL	COMENIUS PROJECT “ECOLE PATRIMOINE EUROPE”
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	Liceul “Traian Vuia”
COUNTRY	Romania
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Start date	2011
End date	2013
Website	https://ecolepatrimoineeeurope.wordpress.com/
Contact person’s name and email	oelenaalina@yahoo.com

DESCRIPTION OF THE GOOD PRACTICE

This project, "E.P.E.I.T.E", is based on the theme of cultural heritage and focuses on training, information and professional mobility, undoubtedly useful elements and trainers for our students.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children
- Social skills and/or education materials directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKOMMUNITY PROJECT?

Achievements of the Good Practice

<https://ecolepatrimoineeurope.wordpress.com/title/>

Available Outputs of The Good Practice (concrete outputs)

<https://ecolepatrimoineeurope.files.wordpress.com/2011/10/brochure-touristique.pdf>

ELEMENTS OF INTEREST FOR THE PROJECT

The results were 6 virtual tours, a brochure, a travel film, a DVD of their research to highlight the most important aspects of the participating countries.



ROMANIA – EURO-AL	COMENIUS PROJECT “EUROFOLIES, LES JEUNES ENSEIGNENT LES SCIENCES AUX JEUNES!”
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	Liceul “Traian Vuia”
COUNTRY	Romania
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Start date	2008
End date	2010
If GP is a funded project, funding in €	15000 Euro
Website	http://www.europeansharedtreasure.eu/detail.php?id_project_base=2008-1-BE2-COM06-00015
Contact person’s name and email	odelenaalina@yahoo.com

DESCRIPTION OF THE GOOD PRACTICE

This project, "EUROFOLIES, LES JEUNES ENSEIGNENT LES SCIENCES AUX JEUNES!", is Comenius multilateral project with no.Com-08-Pm-250-DJ-BE where young people teach young people about science.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children
- Social skills and/or education materials directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

http://www.europeansharedtreasure.eu/detail.php?id_project_base=2008-1-BE2-COM06-00015

Available Outputs of The Good Practice (concrete outputs)

Outcomes are an interactive multilingual DVD and site online with experiments

http://www.europeansharedtreasure.eu/detail.php?id_project_base=2008-1-BE2-COM06-00015

ELEMENTS OF INTEREST FOR THE PROJECT

-Interdisciplinarity: science, foreign languages, multimedia, information and communication technology, native language;
-School links: young people between 14 and 16 years old teach to other young people aged between 10 and 12.

GOOD PRACTICES INVESTIGATED IN TURKEY



<u>TURKEY - AİLE</u>	<u>ATEŞBÖCEĞİ STANDART EĞİTİM PROGRAMI VE BİLİM ATEŞBÖCEĞİ EĞİTİM PROGRAMI</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	Turkish Education Foundation (TEGV)
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups
Website	https://tegv.org/atesbocegi-egitim-programlari/

DESCRIPTION OF THE GOOD PRACTICE

These are educational programs which have flexibility and diversity aim to meet local needs, create impact on children in a short time.

Ateşböceği Standard Training Program

Program aims at the development of emotions and skills such as self-confidence, valence, self-expression, creativity and empathy; to create and provide a suitable environment for raising awareness on environment, children's rights and hygiene issues. Children receive a total of 12 hours of training. Six hours of this time is spent in the IT and technology field and 6 hours in the free event room. Children who attend all grade levels except the first grade of primary schools constitute the target audience of the program.

Bilim Ateşböceği Training Program

The aim of this training program is to contribute to the development of primary school age children as individuals who think scientifically, solve problems and develop positive attitudes towards science by providing scientific basic knowledge and skills. The program offers a fun, creative and effective learning environment designed for children of 2-8th grade, with innovative experiment and training sets supported by rich and interesting materials. The program aims to enable students to think through a scientific perspective by developing their skills of inquiry, research, creative, analytical and critical thinking, problem solving and experimenting.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education methodologies directly targeting children
- Social skills and/or education materials directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Children are annealed to develop and obtain emotions and skills such as self-confidence, alliance, self-expression, creativity and empathy along with more technical skills such as scientific and critical thinking, problem solving and researching.

Available Outputs of The Good Practice (concrete outputs)

12 hours of education program
Short Term Activities which aims to raise awareness in many different areas such as art, reading, mathematics, values and informatics in children, which are prepared to be applied in schools.

ELEMENTS OF INTEREST FOR THE PROJECT

These two programs aimed at developing ICT skills and social skills of children starting from the early ages and stages in educational life. They bring innovation as to the education modules, strategies and the content. Methods used in these programs can be used in similar contexts with the same approach and aim.



TURKEY – AİLE	GAMIFICATION-ICT TO PLAY AND PLAY TO LEARN
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
IMPLEMENTING INSTITUTION	Ankara Provincial Directorate of Family, Labour and Social Services
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Other (please specify):
Start date	2016
End date	2018
Website	https://gamificationeurope.wordpress.com/

DESCRIPTION OF THE GOOD PRACTICE

The goal of the project; to create computer based applications and train possible trainers through the use of information communication technologies for the development of entrepreneurship, leadership, productivity, decision making and problem solving skills of disadvantaged young people in Turkey, Italy, Spain and Poland. The practice consisted of three stages on the local level:

Stage 1: 10 social workers involved in the project received online training on gamification, these trainings were titled as Gamification and Games, Deconstructing Games, Motivation and Psychology, Design, Applications, Gamification in Perspective.

Stage 2: 12 children with basic knowledge on English and MS Office program were determined among the children aged 15-17 who were under state protection in children's homes. They received the training on coding by the social workers who were trained beforehand. Children in 5 groups developed gamification projects to implement what they learned during the training. They developed 5 different projects; 3 of them were transferred into ICT games through the Scratch program.

1-We are Recycling: It was aimed to raise awareness of 7-12 age group children under protection on the concept of recycling and environmental awareness through this game.

English:

<https://scratch.mit.edu/projects/213150336/>

2-Avatar's Inside Out Emotions: It was aimed 7-12 age group children under protection to gain the skills of recognizing and expressing the emotions through the gamification.

English:

<https://scratch.mit.edu/projects/213157124/>

3-Young Voluntary Traffic Inspectors: It was aimed that children 7-12 years of age under protection to gain the ability to recognize traffic rules that are applicable to pedestrians.

Turkish:

<https://scratch.mit.edu/projects/213983180/>

Stage 3: The three different ICT games prepared by children with scratch education under the guidance of social workers were applied together with 20 children from 7-12 age group who were under protection in children's homes. Thus, the usability tests of the games were made.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children
- Social skills and/or education materials directly targeting children
- Providing specific training to employees/staff members directly involved in children services

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

An alternative way of teaching, gamification, was implemented by both social workers and disadvantaged children with the aim of developing their ICT skills, especially coding, and learning skills. They were encouraged to use ICT in order to contribute to their personal and professional development. The professionals who work with these children were also supported with ICT trainings and implementation for the gamification technique for teaching. Gamification technique contributed to the development of children's ability to produce, decide and solve problems. The good practices were exchanged among partner countries.

Available Outputs of The Good Practice (concrete outputs)

Training of youth workers on the benefits of non-formal education and the tools used.
Special education on the benefits of playing games for children - young people.
An online guide to non-formal educational resources, applications, benefits and educational games that can be used by youth workers in particular.
3 ICT game project produced by the project's target group.

ELEMENTS OF INTEREST FOR THE PROJECT

This practice involved two trainings; one for professionals working in children's services and one for disadvantaged children who stay in children's' homes under state protection. The practice aimed to contribute to learning process of children by developing their ICT skills and by implementation of Gamification technique.



TURKEY – AİLE	MESLEĞİM VAR, GELECEĞİM VAR (I HAVE A PROFESSION, A FUTURE)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	Ankara Provincial Directorate of Family, Labour and Social Services
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Other (please specify):
Start date	2018

DESCRIPTION OF THE GOOD PRACTICE

The primary target group of the project is girls staying in Child Support Centers who are one of the groups requiring special policy, victims of violence / abuse, and deprived from economic and social life. The secondary target group consists of the child care staff who work with these children in Child Support Centers. The purpose of the practice is to ensure social integration of girls, to increase their employability after leaving the institution, to facilitate their access to the labor market and to remove barriers to their inclusion into the labor market. Drama workshop, hairdressing workshop and medical secretaryship workshops were provided by qualified instructors both for girls and child care staff on different topics.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Social skills and/or education materials directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Girls who were victims of violence/abuse became more socially integrated in their social environment both in and outside the school. Drama activities helped them cope with some of their psychological problems. Moreover they obtained vocational information and skills this increased their motivation at school success and their employability. On the other hand the child care staff became more qualified in respect to working with these children by teaching drama technique.

Available Outputs of The Good Practice (concrete outputs)

Drama workshop,
Training of hairdressing, beautician,
Workshops on medical secretaryship and executive secretaryship,
On-the-job training in Ankara Chamber of Commerce

ELEMENTS OF INTEREST FOR THE PROJECT

Disadvantaged children under state protection along with the staff were selected as target groups in this practice. Activities focused on moving them away from their problems by encouraging them to take steps for their education and their future. Drama activities and vocational workshops served well to these purposes.



TURKEY – AİLE	OKUL DESTEK PROJESİ (SCHOOL SUPPORT PROJECT)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Networking intervention methodologies directly targeting professionals who works with children under risk and their families
IMPLEMENTING INSTITUTION	Ministry of Family, Labour and Social Services
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group
Start date	2016

DESCRIPTION OF THE GOOD PRACTICE

"Social and Economic Support" service which is provided to children by General Directorate of Child Services of the Ministry of Family, Labour and Social Services. The scope of "Social and Economic Support (SES)" implementation, which is carried out in order to prevent poor families from giving their children to institutional care due to only economic inadequacies, has been expanded with "School Support Project". The school support project is designed to increase the effectiveness of the Social and Economic Support Service (SED), to create awareness on behalf of the child in families, to provide the environment and facilities that children can use out of school time in a high quality and efficient way. Project's target group consists of 5th, 6th, 7th, 8th grade students who benefit from SES Service in 81 provinces. The school support project also addresses psychological support and school success factors in the SES service model. Children benefiting from the SES service are supported not only financially but they are also supported through academic, social, cultural, artistic and sportive activities which they did not participate before due to financial incapability. In addition to one to one follow-up of the psychosocial development of children, guidance and support services are provided in the field of education. Moreover stationary materials were distributed among these children in order to support and motivate them in their educational life.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting children

- ☒ Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
- ☒ Networking intervention methodologies directly targeting professionals who works with children under risk and their families
- ☒ Supporting services for families who exposed social and economic exclusion (psychological support, mentoring, health guidance, counselling, social support)
- ☒ Successful intervention models for parents (such as training for effective parenting styles, family counselling services)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Equality in social opportunities is provided to children and it contributes to the increase of school success scores. Children who benefit from the SES service have improved their communication with the people they have just met after the service and also their desire to define the environment. When looked at the educational situation, it is seen that the positive change begin in their lessons after they started to benefit from the service.

Available Outputs of The Good Practice (concrete outputs)

Within the scope of the project, social and cultural activities are conducted to support the psycho-social development of children, and academic activities have contributed to increase the school success. In addition, psychosocial support and guidance services are provided by professional staff in order to find solutions to problems experienced by children and families. With their families undergoing various seminars and trainings within the scope of the project, positive results are acquired in terms of communication with their children. With the School Support Project, 4 thousand 446 children were enrolled in libraries and 1879 children were enrolled in artistic and sporting courses. In line with the project, 826 social-cultural and 491 sports events were organized by November 2018 and these activities are continuing.

ELEMENTS OF INTEREST FOR THE PROJECT

This good practice takes children's socio-economic status into consideration while aiming to enable these children to be socially integrated in the society and to increase their success in school. It makes use of academic, sociocultural and sportive activities in order to To ensure that children spend time out of school efficiently, to remove children from disadvantaged groups and to ensure equal opportunities with their peers. The practice involves families of these children in the process by raising their awareness concerning children's development in education. Along with social activities, trainings and seminars such as 'communication with children' and 'values education' are provided.



TURKEY – AİLE	ERKEN ÇOCUKLUK EĞİTİMİNDE DİJİTAL OYUNUN ETKİLİ KULLANIMI (EFFECTIVE USE OF DIGITAL GAMES IN EARLY CHILDHOOD EDUCATION)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
IMPLEMENTING INSTITUTION	Pamukkale University
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Start date	2018
Website	https://www.pamukkaleoyun.com

DESCRIPTION OF THE GOOD PRACTICE

Today's children encounter and play digital games starting from their infancy. Nevertheless, concrete studies on the use of these games to support children's development and education are limited. The main objective of this project is to enable academicians working in the field of early childhood education to develop knowledge, skills and strategies related to using, developing and guiding the digital game for educational purposes. Academics can transfer the knowledge, skills and behaviours they gain through the trainings they have taken within the scope of the project, to their students to the academic and social networks they interact with. The project's target audience is academics working in the field of pre-school education and child development in Turkey. The number of participants was determined as 20 academicians. The project team includes academicians with expertise in various academic fields related to digital games. The project trainings, which are planned as seven days, consist of learner-centred and game-based teaching methods and techniques. Formal and informal assessment techniques are planned to evaluate project activities.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

<http://www.milliyet.com.tr/pau-de-cocuklar-icin-dijital-oyun-projesi-denizli-yerelfotogaleri-30993317/>
<https://www.youtube.com/watch?v=QtTXSyywFOA>

Available Outputs of The Good Practice (concrete outputs)

The project started in 2018 with the staff training. Information the academicians from 20 universities acquired throughout the project of was aimed to be implemented in these universities. 20 academicians with expertise in various academic fields related to digital play at four different universities participated as trainers in the Effective Use Of Digital Games In Early Childhood Education Project at PAU Faculty of Education. The project trainings, which lasted for 7 days, consisted of learning-cantered, game-based teaching methods and techniques.

ELEMENTS OF INTEREST FOR THE PROJECT

The main objective of this project was to enable academicians working in the field of early childhood education to develop knowledge, skills and strategies that will be used for developing digital games for educational purposes. For this purpose, the sub-objectives planned to be acquired by academics were:

1. Designing play and learning environments suitable for development with digital games,
2. Gaining the skills to choose and use digital tools,
3. Improving skills for selecting mobile applications (apps) and use them,
4. Gaining skills to guide digital games,
5. Creating parent training modules and family participation activities with digital games
6. Learning Scratch which is a programming language suitable for children aged 0-6,
7. Supporting the development of digital games suitable for development.



TURKEY – AİLE	TÜRKİYENİN MÜHENDİS KIZLARI (TURKEY'S ENGINEER GIRLS)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
IMPLEMENTING INSTITUTION	Limak VAKFI
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals
Start date	2015
Website	https://www.turkiyeninmuhendiskizlari.com/tmk-hakkinda.php

DESCRIPTION OF THE GOOD PRACTICE

"Turkey's Engineers Girls" project aimed to contribute to the country's economic and social development by enabling them to invest in the future of the country and the girls to become more involved in engineering. The project, which aims to support female students who will receive engineering education at different stages of their education and in many ways, consisted of two separate programs for high school students and girls studying at university.

High Schools

Female students studying in high schools were informed about the engineering profession through different activities. In this way, it was aimed to make them feel closer to engineering and to promote them for their choice of engineering profession.

Universities

Girls who study in engineering faculties of universities and who are in need of financial support were supported in many ways throughout their education lives. Among these supports there were:

- Scholarship for university education,
- Internships at Limak Group and other organizations,
- Mentoring assistance of volunteer women engineers,
- Online English training,
- Leadership Certificate Program in Engineering,
- Employment opportunities in Limak and other companies within the framework of requirements.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

<https://www.youtube.com/channel/UCmtwQtajE3QXNMfmXSv1Jfg>
<https://www.instagram.com/muhendiskizlar/>

Available Outputs of The Good Practice (concrete outputs)

The project started in 2015. It was observed that girls did not generally choose engineering faculties for university education. Thanks to this project, promotional activities starting from high school are still active in order to increase the awareness of girls about engineering.

ELEMENTS OF INTEREST FOR THE PROJECT

Introducing engineering to girls, allowing girls to study in engineering faculties more.



TURKEY – AİLE	MATEMATİK FEN EĞLENEREK ÖĞREN (LEARN MATHS AND SCIENCE WITH FUN)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
IMPLEMENTING INSTITUTION	TÜRKİYE EĞİTİM GÖNÜLLERİ VAKFI
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Start date	2015
End date	2016
Website	https://tegv.org/matematik-fen-eglenerek-ogren/

DESCRIPTION OF THE GOOD PRACTICE

Education Volunteers Foundation of Turkey (TEGV) and Garanti Bank came together for the Maths Science Learn with Fun Project in which children gained math and science skills. The project aimed to provide basic knowledge and skills of maths and science to the children of primary education from 2nd to 8th grade, thus contributing to the generation of generations that think scientifically, solve problems and develop positive attitudes towards science. Programs implemented at TEGV offices in Turkey's 37 provinces reached about 100 thousand children.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

<https://yandex.com.tr/video/search?filmId=15707626956382528735&text=matematikte%20eğlenerek%20öğren%20programı%20tegv&noreask=1&path=wizard>
<https://www.youtube.com/watch?v=Ue7LHuxdQsc>
<http://ozancorumlu.com/matematik-fen-eglenerek-ogren-projesi/>

Available Outputs of The Good Practice (concrete outputs)

Maths and Science Fun Learn Training Programs met with children in total 47 activity points including 9 educational parks and 38 learning units starting from the 2015-2016 fall activity term. The programs lasted 10 weeks and were scheduled as 2 activities per week. Thanks to this method, children learned the maths and science willingly and without fear.

ELEMENTS OF INTEREST FOR THE PROJECT

- Children were enabled to love maths and science.
- The children were provided with interest in the field and their skills were improved.
- Children were encouraged to discover new things with entertainment.



<u>TURKEY – AİLE</u>	<u>FIRSATLARI ARTTIRMA VE TEKNOLOJİYİ İYİLEŞTİRME HAREKETLERİ (STEPS FOR INCREASING OPPORTUNITIES AND IMPROVEMENT OF TECHNOLOGY)</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
IMPLEMENTING INSTITUTION	T.C. MİLLİ EĞİTİM BAKANLIĞI
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals
Website	http://fatihprojesi.meb.gov.tr/

DESCRIPTION OF THE GOOD PRACTICE

The project was initiated for the effective use of information technology tools in the teaching-learning process to address more sensory organs in order to ensure equality of opportunity in education and to improve the technology in schools. Starting from these principles, success factors are based on 5 basic principles when producing the solution:

Accessibility: Providing services from anywhere, at any time, regardless of time and means,

Efficiency: Being able to offer target-oriented, more efficient working environments and development areas,

Equality (Equality in Opportunity): To ensure that all stakeholders have access to the best service,

Measurability: Ensuring that the process and the results can be measured accurately to ensure correct evaluation of the development,

Quality: Increasing the quality of all education in a measurable way.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Research and development activities for new technologies and products were conducted. Information technology hardware, software, network infrastructure and internet access, e-content were created for all classrooms in the project. E-books were created for teachers and students, and contribution was made to the development of a young entrepreneurial spirit. Activities related to technology use, effective communication, analytical thinking, problem solving skills were carried out, thus children were supported in these fields. By improving skills such as working together and collaborating, students became more active and important contributions were made to equal opportunities in education. Objectives of 'computer technology at school' and 'information technology in the hands of students and teachers' were achieved through project outcomes.

Available Outputs of The Good Practice (concrete outputs)

VPB-Broadband Internet access, infrastructure and high-speed access were provided for each school. Interactive board, wired / wireless internet access were provided for each class. Eba applications, Eba market, cloud account and lecture notes were shared for each teacher. Eba applications, Eba market, cloud account, digital identity, homework sharing and individual teaching materials were provided for each student.

<http://fatihprojesi.meb.gov.tr/ogretmenEgitimi.html>

<http://fatihprojesi.meb.gov.tr/etahta.html>

<http://fatihprojesi.meb.gov.tr/altyapi-erisim.html>

ELEMENTS OF INTEREST FOR THE PROJECT

- There was a transition From the system where the student is evaluated only by examination; to a system where the students' missing points are analysed according to the results of the exam, the areas of interest outside the school are identified, the special abilities are discovered, the ways through which the student understands better are detected.
- Students were evaluated not only by their success in the course, but also by their interests, activities and trends.
- It was ensured that the students continued their learning process outside the school.
- Their knowledge and skills in technology supported education and conscious use of technology have been increased by being provided with face-to-face and distance education.



TURKEY – AİLE	DÜŞLER ATÖLYESİ EĞİTİM PROGRAMI (DREAMS WORKSHOP TRAINING PROGRAM)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	TÜRKİYE EĞİTİM GÖNÜLLÜLERİ VAKFI
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups
Start date	01.01.2003
End date	01.01.2011
Website	https://tegv.org/egitim/sanat/dusler-atolyesi/
Contact person's name and email	tegv@tegv.org

DESCRIPTION OF THE GOOD PRACTICE

Since 2003 in cooperation with Nokia and the International Youth Foundation (IYF), the protocol period of the Dreams Workshop program, which was conducted for the 1th-6th class children, was completed in 2011. However, the project is still continued by TEGV with its own resources. It was aimed to support the individual development of children through art programs and to develop their aesthetic and artistic skills in accordance with their developmental characteristics. Dreams Workshop aims to develop children's and volunteers' life skills such as creativity, teamwork, problem solving, self-confidence, communication and responsibility. Content; painting, sculpture, printing, waste material, artist recognition and promotion, such as two and three-dimensional techniques. At the end of the 10-week program, an exhibition of works of all children was organized.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Social skills and/or education materials directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

https://tegv.org/wp-content/uploads/2016/07/2011_faaliyet_raporu.pdf p. 27

Available Outputs of The Good Practice (concrete outputs)

In this process, 81.742 children were reached with the support of 3.082 volunteers within the scope of Dreams Workshop program implemented in 12 Education Parks and 10 Learning Units. Only in 2017, 10,121 children were brought together with Dreams Workshop thanks to the support of 878 volunteers.

ELEMENTS OF INTEREST FOR THE PROJECT

Development of knowledge and skills of children and volunteers in the field of plastic arts, Developing children's social skills, Increasing the well-being of children at risk through art.



<u>TURKEY – AİLE</u>	<u>BİLİŞİM- ALGO DİJİTAL (INFORMATION - ALGO DIGITAL)</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc) <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc) <input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
IMPLEMENTING INSTITUTION	Education Volunteers Foundation of Turkey (TEGV)
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups
Start date	01.09.2017
Website	https://algodijital.com/
Contact person's name and email	bilgi@algodijital.com

DESCRIPTION OF THE GOOD PRACTICE

It was aimed to create a platform that enables children to develop their algorithmic thinking skills with fun games and to explore the digital world, and to introduce children to digital codes. The project, which was implemented with the support of Google.org, contributed to the development of children's skills in problem solving, algorithmic thinking, block-based coding / programming, digital literacy and digital citizenship. Within the scope of the project, it was targeted to prepare trainings and interactive content and more than 2000 volunteers were reached along with 160 000 children. The website prepared within the project is still active. Thanks to the digital coding training at <https://algodijital.com/> many participants have been reached and the number of participants is increasing day by day. At the moment, the participants in the application have written 1 465 153 block codes.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

https://tegv.org/dosyalar/faaliyetraporlari/2017_faaliyet.pdf
https://www.youtube.com/watch?time_continue=22&v=tBsypVxNrS4

Available Outputs of The Good Practice (concrete outputs)

The participants using the application prepared within the project developed their digital skills. 19303 children were brought together in various activities with the support of 743 volunteers in 2017.

ELEMENTS OF INTEREST FOR THE PROJECT

Gain the ability of algorithmic thinking,
Teaching coding / block based coding,
Promoting curiosity and discovery.



TURKEY – AİLE	YARINI KODLAYANLAR (THE ONES CODING TOMORROW)
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children <input checked="" type="checkbox"/> Social skills and/or education materials directly targeting children
IMPLEMENTING INSTITUTION	Türkiye Vodafone Vakfı ve Habitat Derneği
COUNTRY	Turkey
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups
Start date	2016
Website	http://turkiyevodafonevakfi.org.tr/projeler/yarini-kodlayanlar/ http://habitatdernegi.org/projelerimiz/yarini-kodlayanlar/

DESCRIPTION OF THE GOOD PRACTICE

Within the scope of project children between 7-14 years of age have received coding education since August 2016 all over Turkey. The goal of the project is to be able to transfer the four main values of the "do it yourself" culture to the children: imagine, design, make, and share. In this way, it is believed that it is possible to raise a generation that is producing technology not only consuming it. With the trainings, children are provided with the opportunity to mobilize their imagination and to design the ideas they imagine. With the help of the Scratch program developed by the Massachusetts Institute of Technology for children, children have an idea about programming, work to reveal their creativity, create their own imagination and produce their own games. Moreover, children are provided with creative thinking skills and logarithms and algorithms.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

<http://turkiyevodafonevakfi.org.tr/ordulu-cocuklar-vodafone-ile-yarini-kodladi/>
<http://turkiyevodafonevakfi.org.tr/vodafone-kodlama-egitimlerini-turkiyenin-dort-bucagina-tasidi/>
<http://turkiyevodafonevakfi.org.tr/tweetle-mama-veren-makineler-turkiye-geneline-yayildi/>

<http://turkiyevodafonevakfi.org.tr/yarini-kodlayan-adanali-ogrenciler-cinde-dunya-ucuncusu-oldu/> /

Available Outputs of The Good Practice (concrete outputs)

The project has been continuing for two years and more than 25 thousand children have been taught coding in this process. In order to achieve equality of opportunity in education, Anatolian tour took place with a training platform to offer this opportunity to children in disadvantaged regions who have difficulty in accessing coding education. In order to reach as many children as possible, villages, towns were visited and the Training Truck reached 3 thousand 669 children in 13 provinces in 2018. By the end of April 2019, 15 thousand children will receive coding training. Thus, all over 40 thousand a total of 60 provinces in Turkey will be acquainted with the child encoding. Children designed food containers that work with code for stray animals using the language of the future to find solutions to social problems.

ELEMENTS OF INTEREST FOR THE PROJECT

Contributing not only to the consumption of the technology but also to the growing individuals,
Developing children's imagination and creative thinking,
Introducing them with logarithm and algorithm,
Increasing the effectiveness of the project by reaching out to children who are not able to receive a special education about this system which will be needed in the future.

GOOD PRACTICES INVESTIGATED IN REPUBLIC OF NORTH MACEDONIA



MACEDONIA	CHILD SEXUAL EXPLOITATION MEASUREMENT TOOL
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups

DESCRIPTION OF THE GOOD PRACTICE

This Measurement tool should assist school staff who work with children under risk to consistently measure and monitor the risk to an individual young person and help them to take appropriate action.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Providing specific training to employees/staff members directly involved in children services

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Completing the Data Monitoring Tool will help compile data on the nature of CSE, spot trends as they emerge and have a more reliable indication of the prevalence of CSE in our local area as well as an idea of the type of young people who may be most at risk in order to report this information into your local LSCB CSE Sub Groups every quarter so your Board can monitor this data as well as any issues that may arise in using the Measurement and Data Monitoring Tools, based on the Bedfordshire toolkit and including additions suggested by professionals who have been working with victims of CSE.

Available Outputs of The Good Practice (concrete outputs)

This 'measurement of risk' tool allows teams to measure whether the risk to a young person is increasing or decreasing and so put effective measures in place to try to manage this. A 'lower' risk score does NOT mean that no action needs to be taken as the earlier the intervention the better the chances of stopping the young person slipping further into sexual exploitation or could even prevent it from occurring. The outcome of this measurement will be shared with GMP's CSE Specialist Safeguarding Officers who will be responsible for creating (or updating) the CSE flag on their police system, OPUS, for that particular young person. Behind

the flag will be the risk level posed to that child, a general summary of rationale supporting that assessment, and the date, and it will be crucial information for the front line officers, , who will be in a position to respond appropriately to incidents involving that young person.

ELEMENTS OF INTEREST FOR THE PROJECT

It is designed to measure the level of risk of CSE once some indicators have already been spotted in schools. It should be carried out on all children who have been referred to social services showing indicators of CSE, carried out by a member of the specialist CSE team – preferably led by a social worker – in consultation with partners, to ensure all relevant information is shared, and in discussion with the young person themselves so their wishes, their level of understanding and their willingness to engage is considered. When a young person is hard to engage, the person with the best relationship with them should lead the work with oversight from the social worker.



<u>MACEDONIA</u>	<u>DAILY CENTRES FOR STREET CHILDREN</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Networking intervention methodologies directly targeting professionals who works with children under risk and their families
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Regional
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups

DESCRIPTION OF THE GOOD PRACTICE

It expands the idea of defending children's rights, investigates the situation of children and vulnerable groups of children, organizes assistance and protection, mobilizes the community in the activities and informs the public about the situation of children and the implementation of their rights.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Networking intervention methodologies directly targeting professionals who works with children under risk and their families

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Establishing and managing children's centers (Daily center for street children) for the promotion and implementation of effective mechanisms to protect the rights of the child in specific areas and situations;
Lobbying for changes and improving the legislation in the field of children's rights.
Associating in national and regional coalitions and networks of NGOs working in the field of children's rights.

Available Outputs of The Good Practice (concrete outputs)

Implementation and enforcement of laws, policies and practices that enable the improvement of the welfare of the child, protection of rights and full participation of the child in society.

ELEMENTS OF INTEREST FOR THE PROJECT

Implementation of the Convention on the Rights of the Child into domestic law and practice;
Raising awareness of children's rights and creating a sense of solidarity with children around the world;
Encouraging and evaluating the implementation of children's rights of the international law, and especially the rights of the Convention on the Rights of the Child;
Taking actions to overcome the state of infringement or violation of children's rights.



<u>MACEDONIA</u>	<u>DIGITAL SKILLS</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals

DESCRIPTION OF THE GOOD PRACTICE

The publication, prepared within the work of the Secretariat of the Grand Coalition for Digital Jobs, presents a summary of best practices and case studies of formal and non-formal educational programmes, which focus on engaging and training pupils, students and young people in ICT.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children
- Providing specific training to employees/staff members directly involved in children services

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

The main aim of the publication is to guide the reader through different models of successful educational programmes which could be replicated or further upscaled. It addresses stakeholders with an interest in providing training opportunities in the field of ICT, which can include National and Local Coalitions coordinators and members, policy makers in the field of education or employment, industry, professional development providers and institutes. The first part underpins case studies of initiatives which have proven successful and which demonstrate respectively examples of programmes on: innovative teaching and learning; raising awareness on the importance of ICT skills and attractiveness of digital jobs, skills matching and on the job experiences, transversal approach to teaching and learning digital competences. It has finally been designed as an actual catalogue of best practice initiatives which have been summarised in a way so as to serve as a reference for interested stakeholders who would like to take on some of the initiatives and contribute to upscaling them.

Available Outputs of The Good Practice (concrete outputs)

It has finally been designed as an actual catalogue of best practice initiatives which have been summarised in a way so as to serve as a reference for interested stakeholders who would like to take on some of the initiatives and contribute to upscaling them.

ELEMENTS OF INTEREST FOR THE PROJECT

It is dedicated to recommendations and suggestions to be kept into consideration while planning to set up or upscale initiatives aimed at training for digital jobs. Recommendations are identified both on the level of practical application (regarding implementation, approaches to collaboration, etc.) but also on a policy level in order to ensure that the right conditions are available for introducing these initiatives to a larger audience.



<u>MACEDONIA</u>	<u>DIGITAL SKILLS (1)</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Regional
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups

DESCRIPTION OF THE GOOD PRACTICE

It presents a summary of best practices and case studies of formal and non-formal educational programmes, which focus on engaging and training pupils, students and young people in ICT.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

The selected best practices cover a wide area of activities, ranging from innovative teaching and learning to matching skills to digital jobs. The main aim of the publication is to guide the reader through different models of successful educational programmes which could be replicated or further upscaled. It addresses stakeholders with an interest in providing training opportunities in the field of ICT, which can include National and Local Coalitions coordinators and members, policy makers in the field of education or employment, industry, professional development providers and institutes.

Available Outputs of The Good Practice (concrete outputs)

It underpins case studies of initiatives which have proven successful and which demonstrate respectively examples of programmes on: innovative teaching and learning; raising awareness on the importance of ICT skills and attractiveness of digital jobs, skills matching and on the job experiences, transversal approach to teaching and learning digital competences.

ELEMENTS OF INTEREST FOR THE PROJECT

It gives recommendations and suggestions to be kept into consideration while planning to set up or upscale initiatives aimed at training for digital jobs. Recommendations are identified both on the level of practical application (regarding implementation, approaches to collaboration, etc.) but also on a policy level in order to ensure that the right conditions are available for introducing these initiatives to a larger audience.



<u>MACEDONIA</u>	<u>FAMILY THERAPY</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Third Sector Professionals

DESCRIPTION OF THE GOOD PRACTICE

In family therapy, families can work on their problems with the guidance of a mental health professional in a safe and controlled environment. The focus is on providing all family members with the tools they need to facilitate healing.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

- A better understanding of healthy boundaries and family patterns and dynamics
- Enhanced communication
- Improved problem solving
- Deeper empathy
- Reduced conflict and better anger management skills.

Available Outputs of The Good Practice (concrete outputs)

Employment of techniques and exercises from cognitive therapy, behaviour therapy, interpersonal therapy, or other types of individual therapy, depending on the specific problems the client or clients present with.

ELEMENTS OF INTEREST FOR THE PROJECT

It helps both students and their parents in:

- Bringing the family together after a crisis
- Creating honesty between family members
- Instilling trust in family members
- Developing a supportive family environment
- Reducing sources of tension and stress within the family
- Helping family members forgive each other
- Conflict resolution for family members
- Bringing back family members who have been isolated.



<u>MACEDONIA</u>	<u>GCPH ROCHDALE</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> School Professionals

DESCRIPTION OF THE GOOD PRACTICE

The Graded Care Profile (GCP) was developed as a practical tool to give an objective measure of the care of children across all areas of need by Drs. Polnay and Srivastava.

The profile was developed to provide an indication of care on a graded scale. It is important from the point of view of objectivity because the ill effect of bad care in one area may be offset by good care in another area.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

It is a descriptive scale. The grades indicate quality of care and are recorded using the same 1 to 5 scale in all areas. Instead of giving a diagnosis of neglect it defines the care showing both strengths and weaknesses as the case may be. It provides a unique reference point.

Changes after intervention can demonstrably be monitored in both positive and negative directions.

Available Outputs of The Good Practice (concrete outputs)

'Think Family' approach, one profile can be completed for all children in the home, completing one summary sheet per child.

ELEMENTS OF INTEREST FOR THE PROJECT

It can be used to improve understanding about the level of concern and to target areas of work as it highlights areas of greater risk of poorer outcomes. It should be used in all cases where neglect is identified as an issue. The GCP can be used with the family by individual workers, or groups of workers, to inform family meetings/child in need meetings/ core group meetings. It provides a measure of care as it is actually delivered irrespective of other interacting factors. In some situations where conduct and personality of one of the parents is of grave concern, a good care profile on its own should not be used to dismiss that fact. At present it brings the issue of care to the fore for consideration in the context of overall assessment.



<u>MACEDONIA</u>	<u>NATIONAL RISK FRAMEWORK</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Third Sector Professionals

DESCRIPTION OF THE GOOD PRACTICE

It supports and assists practitioners at all levels, to be able to approach the task of risk identification, assessment, analysis and management with more confidence and competence.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Supporting services for families who exposed social and economic exclusion (psychological support, mentoring, health guidance, counselling, social support)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

It provides tools that, if used, support methodical and systematic approaches to not only better understanding risk and its presentation with children and families, but also enhance interventions and potential outcomes.

It requires practitioners to consider the use and application of the tools with each individual set of circumstances they are faced with. The expectation is not to follow slavishly each element but to apply these proportionately when focusing upon the child's needs, their well-being and the strengths and pressures within their life circumstances. This Framework, the Guidance and Tools it contains, seek to support and complement existing assessment processes.

Available Outputs of The Good Practice (concrete outputs)

It provides a toolkit through which practitioners can work more confidently with risk. By using the materials and guidance provided, practitioners may be enabled to reach more informed understandings of risk and build greater competence and ability in its identification, assessment, analysis and management.

ELEMENTS OF INTEREST FOR THE PROJECT

It provides the foundation for identifying concerns, assessing needs and initial risks and making plans for children in all situations. It helpfully provides a shared language and a common understanding and approach for all practitioners across all services. This single system of planning for a child should be used in every case. All schools and support organizations need to use and contribute to the model in a way that reflects their core responsibilities, including all adult services.



<u>MACEDONIA</u>	<u>NEGLECT</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk (school psychologists, social workers, caregivers...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups

DESCRIPTION OF THE GOOD PRACTICE

This screening tool is intended for front line practitioners within all partner agencies as a means to quickly identify areas of concern which may indicate a child/young person is being neglected. The tool is designed to be applicable to all ages of children and should help you identify Neglect and associated factors across the age ranges. It is intended to complement existing tools and DOES NOT REPLACE the Graded Care Profile. If the Screening Tool indicates that a child or young person is experiencing neglect, a Graded Care Profile should be used to provide a more comprehensive assessment.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Identify signs of neglect at an early stage
 Highlight the need for further action
 Identify which agency/organisation/practitioner will progress further assessment/intervention as needed.

Available Outputs of The Good Practice (concrete outputs)

Allaying professional concern and ultimately diffusing professionals interventions

ELEMENTS OF INTEREST FOR THE PROJECT

- Educational Needs
- Environmental Factors
- Emotional and Behaviour
- Parenting
- Health and Physical Care
- Food and Eating Habits



<u>MACEDONIA</u>	<u>ONLINE SAFETY</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Regional
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals

DESCRIPTION OF THE GOOD PRACTICE

It supports children to become responsible digital users and to raise their awareness of the risks of some behaviour online irrespective of the technology they are using.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

-It teaches pupils how to reduce risk of harm when they use technology
 -Develops pupils' skills to understand what material is/is not appropriate to share
 -Builds pupils' resilience to make informed choices and cope with risk
 -Ensures pupils know how to report and enables them to have confidence to talk to an adult about any concerns they might have for themselves or for other pupils.

Available Outputs of The Good Practice (concrete outputs)

-The use of a framework that suggests various resources that are available online and a suggested age group for their use, encouraging online safety, providing input that reinforces effective protection.

ELEMENTS OF INTEREST FOR THE PROJECT

-The framework identifies resources on a key stage basis important for school communities to spread awareness of the online dangerous, allowing teachers to prepare themselves with appropriate activities on these issues.



<u>MACEDONIA</u>	<u>PHOENICS</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Networking intervention methodologies directly targeting professionals who works with children under risk and their families
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> School Professionals

DESCRIPTION OF THE GOOD PRACTICE

It provides an important opportunity for teachers to talk to pupils about healthy and safe relationships, including the issue of consent. This helps teachers to help to prevent CSE and give pupils the knowledge of what is acceptable and unacceptable in a relationship. The school-based police officer runs whole-year assemblies on the theme of personal safety and how young people can protect themselves, including in relation to CSE.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
- Networking intervention methodologies directly targeting professionals who works with children under risk and their families

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

If any CSE concerns come to light the school's Child Protection lead is immediately informed. Background checks are undertaken by the school-based police officer, including seeking any information or intelligence in relation to the suspected perpetrator. If there appear to be valid concerns a referral is made to the local authority children's services department.

Available Outputs of The Good Practice (concrete outputs)

An action plan for the young person is drawn up by all relevant staff in the school and the young person's progress is closely monitored.

ELEMENTS OF INTEREST FOR THE PROJECT

A number of practical steps that schools can take to ensure good practice in relation to identifying and responding to the problem of child sexual exploitation.

Ensure staff have relevant continuing professional development (CPD) on child sexual exploitation so that all staff know what it is, what warning signs to look out for and how to report it within the school and to external agencies including Greater Manchester Police.

All children and young people are at risk of online sexual exploitation and schools should ensure that their e-safety procedures are robust and that pupils are taught about online risks, how to recognise unsafe online contact and be confident to report any concerns about themselves or peers to staff in school.



<u>MACEDONIA</u>	<u>ROCHDALE</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups

DESCRIPTION OF THE GOOD PRACTICE

The GCP is broken down into four areas as follows:

- A) AREA OF PHYSICAL CARE, such as food, clothes and health.
- B) AREA OF CARE OF SAFETY, such as how safe the home is, road safety and child supervision.
- C) AREA OF CARE OF LOVE, such as the relationship between the carer and the child.
- D) AREA OF CARE OF ESTEEM, such as if the child is encouraged to learn, and if they are praised for doing something good.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

-It allows professionals to work with parents and children on each individual area, and provides direction and information to support improvement within the family unit.

Available Outputs of The Good Practice (concrete outputs)

Graded Care Profile – Assessment Tool
rochdale.gov.uk/familyhelp

ELEMENTS OF INTEREST FOR THE PROJECT

By providing assessments in 4 important areas, it gives clearer picture if professionals need to work with children who need help and guide the family in supporting and improving its coherence and structure.



<u>MACEDONIA</u>		<u>STEAM LEARNING</u>
TYPE OF GOOD PRACTICE		<input checked="" type="checkbox"/> Digital skills and/or STEM education methodologies directly targeting children
LEVEL OF IMPLEMENTATION		<input checked="" type="checkbox"/> International
BENEFICIARY GROUPS	TARGET	<input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals

DESCRIPTION OF THE GOOD PRACTICE

STEM projects and challenges for kids are building and engineering projects that are valuable for developing thinking skills from young age and encouraging the ability to design and create.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

- Digital skills and/or STEM education materials directly targeting professionals who works with children in school context (teachers, STEM teachers, special education teachers ...etc)
- Digital skills and/or STEM education methodologies directly targeting children

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21st-century skills.

Available Outputs of The Good Practice (concrete outputs)

As our students become citizens, they will bring with them the skills and knowledge they've learned. If we are able to empower our students to think critically, analyze, and explore new horizons, society will benefit. A more STEM-proficient generation can help carry our country forward. New medical discoveries, better infrastructure, more environmentally friendly technology, and many more possibilities await us.

ELEMENTS OF INTEREST FOR THE PROJECT

-The skills STEM enables kids to have are skills for life.

-Fostering STEM learning at an early age helps children develop a can-do attitude toward careers in these fields. However, learning needs to be developmentally appropriate.

-Educators need guidance and support to create positive STEM education experiences for children.

What looks like play is actually intense learning.

-Focused on helping teachers learn how to facilitate the process of inquiry rather than teaching them the scientific principles behind the projects.

-Help teachers feel more confident about getting students to make observations and discuss questions requiring something more than “yes” and “no” answers. Inquiry is a process that requires teachers to wait before sharing their own answers to student questions and to learn that it’s OK not to have all of the answers.

What is important is to help students become critical thinkers. Supporting inquiry-based learning is one of the most effective strategies we can deploy today to promote STEM literacy, ultimately equipping children with the skills for success in tomorrow's workforce.



<u>MACEDONIA</u>	<u>TOOLKIT</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> Local
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups

DESCRIPTION OF THE GOOD PRACTICE

The approach of solution-focused brief therapy distinguishes itself from other more traditional forms of interventions because the change that is sought is located in an imagined future. The task of solving problems is approached by seeking to move towards what is wanted instead of trying to move away from an unwanted problem.

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Social skills and/or education materials directly targeting professionals who works with children under risk (teachers, special education teachers, psychologist and social workers ...etc)

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

This toolkit supports professionals in conducting solution-focused work with children and young people aged five to 19, using solution-focused practice with children and young people. The toolkit presents ideas for worksheets and activities that practitioners have found to be helpful in working with children and young people.

Available Outputs of The Good Practice (concrete outputs)

It provides innovative means to channel communication and poses the questions that are at the core of solution-focused brief therapy.

ELEMENTS OF INTEREST FOR THE PROJECT

The solution-focused approach poses questions to children to help them to:
identify what they want from the work, understand what is within their capacity,
explore what they are doing to move towards this.

The process will identify instances when the desired outcome is already happening and how the child can do more of what is working. Their previous experiences of help may have been more 'problem focused', leading them to expect a particular approach, helping the child to gain some understanding of the process so as not to be left sitting 'on guard' when different questions are being used.



<u>MACEDONIA</u>	<u>WORKING WITH TROUBLED FAMILIES</u>
TYPE OF GOOD PRACTICE	<input checked="" type="checkbox"/> Networking intervention methodologies directly targeting professionals who works with children under risk and their families
LEVEL OF IMPLEMENTATION	<input checked="" type="checkbox"/> National
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Third Sector Professionals

AVAILABLE TOOLS OF GOOD PRACTICES

According to your findings, please select which areas of activity are covered by the Good Practice based on their quality and relevance for the project.

Networking intervention methodologies directly targeting professionals who works with children under risk and their families

WHY IS THIS GOOD PRACTICE IMPORTANT FOR THE MODEL THAT WILL BE CREATED THROUGH THE LINKCOMMUNITY PROJECT?

Achievements of the Good Practice

Local areas will train members of their staff working with troubled families in the 5 key components of family intervention. They will need to be sure that they have got the right support and supervision in place for those staff, and that for each family there is a collective sense of determination across all the agencies to support the family intervention worker to achieve clear and positive changes for families.

The family intervention approach has a positive impact on the majority of families participating. There are three main areas where this impact has been demonstrated, namely:

A reduction in the problems experienced, and caused by, the families (using pre- and post-intervention measurements);

Positive feedback about the approach from participating families (using qualitative evidence gathered from family members); and

Assessments of cost-effectiveness (by comparing the financial costs of the projects with savings made through reducing the problems associated with the family).

Available Outputs of The Good Practice (concrete outputs)

-The consistency of findings over a number of different evaluations, as well as the consistency in monitoring outcomes reported in the national monitoring reports. Published research evaluating family intervention projects have all reported largely positive results in terms of outcomes for families, cost-efficiency, and approval from service users.

ELEMENTS OF INTEREST FOR THE PROJECT

-It focuses on what intervention works with families. What it has attempted to do is relay back the strongest messages being received from the experience that has been – and is now – being evidenced through front-line workers and their managers.

It highlights the characteristics of a determined, committed, persistent and very talented group of staff who are succeeding where numerous services and interventions have failed in the past.