Step by Step

Update baseline - needs analysis and map of private and public stakeholders working in the field of education
WP2

Co-funded by
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Step by Step project : the partners

Ligue de l'enseignement FAL 19 (Tulle, France)

The Federation of Secular Associations of Corrèze (FAL 19) is primarily a popular education movement that partners with community life, public schools, and local stakeholders. Founded in 1927, It fosters local activities, promotes solidarity, and contributes to the formation of free, equal, and responsible citizens in a secular society. It encourages local initiatives that enable everyone to access education and culture while recognizing cultural diversity.

FAL 19 conducts various environmental education activities. It organizes discovery classes based on project-based learning for students, with the primary goal of designing and leading "green classes" in line with the teacher's educational project. The FAL also offers activities within schools to introduce local biodiversity, either through one-off events or scientific programs in collaboration with the educational team.

Throughout the year, we work with different partners to highlight the unique aspects of our region's biodiversity. Our goal is to foster a better understanding and connection to the environment, thus raising awareness among all citizens about key environmental issues.

- Promote the natural heritage of the region to a non-specialized audience.
- Educate about sustainable development challenges.
- Raise awareness about the preservation of natural spaces through activities and excursions.

In the field of digital technology, FAL 19 supports associations in their use of digital tools through individual and group training sessions (social media communication, cybersecurity, digital sobriety). Educational technology and digital citizenship training are also a priority for FAL 19, which offers workshops for people aged 8 to 17 on various topics (robotics, cyberbullying, social media use, digital sobriety).

https://www.fal19.fr/

Stripes Cooperativa Sociale Onlus (Rho (MI), Italy)

Stripes is a social enterprise founded in 1989 and led by 620 member-workers with different backgrounds.

Its core activities are: Research and consultancy; Education and training; Service design in the fields of family, childhood and minors.

Stripes has a close network of collaborations with academic and training entities.

Among others, it is a member of the Riccardo Massa study-centre at the “University of Milan-Bicocca”, which carries out theoretical and application research in education. It is a member of the “Bicocca Bambini” start-up, focused on educational experiments on childhood and learning environments in the fields of science, technology and inclusion. Stripes also collaborates with “Sacro Cuore University” developing innovative actions to support vulnerable children in Milan.

The International Research Centre on Educational Robotics and Digital Technologies “Stripes Digitus Lab”, located in the Milan Innovation District, works on the relationship technology - education.

Stripes offers multiple educational learning environments and immersive experiences, i.e. eco-digital ateliers.

They are learning environments that "encroaches" between the spaces inside and outside the services, in which nature and digital can dialogue to support the educational processes.

Other activities, in particular those conducted by the Stripes Digitus Lab, International Centre for Research and Innovation in Educational Robotics and Technologies, brings "digital natives" closer to an instrumental use of technology by playing with robots such as Thymio or experimenting with programming with Cubetto.

https://www.pedagogia.it/stripes/

Ligue de l'enseignement Nouvelle-Aquitaine (Bordeaux, France)

As a regional organization of Ligue de l'enseignement, it offers diversified actions in the field of youth, education, culture, vocational training, digital education, leisure, sustainable development and community life. Through its activities, it works to strengthen social ties and promote its secular values for a more cohesive society. Ligue de l'enseignement Nouvelle-Aquitaine represents the 12 departemental federations (3500 associations) of its territory in regional networks and public authorities.

LENA's education sector provides real educational and political added value for the Ligue de l'enseignement network in Nouvelle-Aquitaine. Its ambitions in terms of project development and innovation enable it to strengthen regional cooperation with departmental federations, partners in the education network and also public and private partners in the region (local authorities, youth and educational and training networks, etc). The sector initiates and coordinates numerous projects on citizenship training, education, environmental and sustainable development, digital and robotics, artistic and cultural, volunteer training, training on European projects in the field of education and training. LENA also has a professional training sector that hosts more than 11000 learners every year. These publics are unemployed, migrants or employees seeking up-skilling.

https://liguenouvelleaquitaine.org/

Introduction

Step By Step - 01/01/2024 - 31/12/2025 (24 months)

The project aims to provide qualitative educational methodologies, approaches and resources to adult educators in order to improve the teaching and learning process of adult learners. Among these adult learners there are trainees, project managers, volunteers, youth workers especially the ones working with people with fewer opportunities. Throught this the project wishes to foster inclusion and development of 21st century skills needed to (re)adapt and (re)integrate into the fast green and digital paradigm shift.

The pandemic and the difficult geopolitical situation risk diverting attention from the environmental issues, as if these no longer belong to the “human” ecosystem.

The action intends to stimulate real processes of participation of the educational community in the care of the territory as a first step towards an awareness that goes beyond the specific topic considered, but is part of a vision of global civic education of human life.

General objectives are:

- To contribute to generate an 'ecological feeling' that can be transformed into a motivational force and lasting leadership towards the protection of the environment in a holistic sense and its sustainability.
- To ensure that the adult educators and learners involved acquire theoretical and practical knowledge and skills in relation to the topics covered by the planned actions toward a sustainable transition.

Specific objectives are:

- To enable transformation and change in the support of organizations and professionals for greater awareness of the importance of the Green New Deal, equiping educational actors with the necessary knowledge of the Sustainable Development Goals, green and digital skills and tools to help the public understand the complex issues of environmental sustainability;
- To discover different governance models to be activated for the autonomous management of future educational pathways adopting sustainable practices;
- Building and sharing knowledge and technical skills for the management of educational pathways over time;
- Create educational resources to support educational actors in their work of teaching and guiding young adults and families, particularly those with fewer opportunities, with innovative digital techniques to address green and digital dimensions with adult learners.

The main idea of this project is to create a theoretical and practical course and practical hands-on learning activities as a support for educators to train the adult learners (other educators, volunteers, staff of cooperatives, parents, families...) in order for them to acquire, develop and improve transferable skills in the current green and digital transition.

Moreover, the theoretical part of the course will represent research of the new requirements, needs and shifts of the real-world economy and labor market.

This course will serve for the educators as a base to provide this valuable data to the learners in order for them to have an overall understanding of the new paradigm shift and to be ready to share within communities-based education teams the new competences acquired in order to foster sustainable practices shared and approved by the educational community.

The project team has identified three main groups of participants as targets of the project:

1. Direct target groups: are represented by educators (volunteers, coaches, trainers, pedagogues, teachers, workshop organizers...). Moreover, inside this category, we want to refer more specifically also to the staff of the partners' organizations, all active in the educational field, who will not only be impacted by the final results, but also by the working process that leads to their realization.
2. Indirect target groups: are represented by adult learners (young adults, parents and families, especially those with fewer opportunities, at risk of educational poverty, with low socio-economic background, migrant background and/or coming from rural areas).

   They will be equipped with the needed knowledge by the trainees and they will then be invited to be active, together with children, in disseminating the tools and experiences learned during the hands-on learning activities in nature.
3. Stakeholders: private and public stakeholders dealing with education (schools, youth centers, families, NGOs, foundations, city-halls, local governmental entities, universities, ...).

By involving the target groups in the creation of the main results, our project is not only providing access to innovative educational tools to tackle the issue of creating hybrid educational activities, but also enable educators with tools, knowledge and skills to further create alternative innovative solutions.

During an initial phase of needs analysis for updating the baseline, partners created a Stakeholders' Map (in annexe) with details from the organizations of their networks or new ones potentially interested in the project's activities. Stakeholders will be especially involved in a survey, focus groups, multiplier events and will be targets of dissemination activities.

The project's objectives, activities and results have been planned and designed in order to overcome the difficulties and needs of these target groups.

Step by Step - First phase : January 2024 to October 2024 – Baseline analysis and co-design of the training program

The main objective of the project is to plan the design and implementation of the Training program and hands-on learning activities focused on the re-skilling and upskilling adult educators on green and digital competences.

The training programme aims to offer participants methodological suggestions and useful tools to enable them to build workshops that integrate the ecological dimension with the digital dimension.

The activities of the work package are the following :

2.1. Define a research and assessment methodology and sharing of best practices.

The dataset gathered refers to a multi-stakeholder approach including training organizations and environmental centers, schools and associations active in sectors that are identified as most relevant to partners activities.

2.2 Identification of needs and gaps for improving and upskill competences on green and digital skills for educators,volunteers, young adults with a view to develop technical and learning needs and ensuring transition patterns to the green and digital transition.

2.3 Studying a learning setting in which natural and media languages can dialogue to sustain the complexity of educational paths, in a flexible inclusive way, tailored to adult learners (educators, volunteers, trainees, most vulnerable families).

2.4 co-design of Ecodigital training that allow immersive experiences, thanks to the construction of interactive and engaging settings; transformative, stimulating creative and innovative educational moments based on solid scientific foundations; Inclusive since they will be adapted to the group they are designed to involve.

This report concentrates in the 2.1, 2.2 and 2.3 results that will serve as recommendations for the building of the Ecodigital training of educators and turnkey activities.

Analysis of the context – Best practises

First of all the consortium decided to identify best practices establishing a frame so each partner could fill it in the same way.

FAL 19 is a newcomer in Erasmus + and for Stripes is the second E+ project and this work was done also to get to know a bit more on the organizations and overall activities and networks. LENA is experienced and supports the 2 partners in quality standards.

Each partner collected at least 3 best practices (training, tools, activities) and identified the educational actors organizing them. The goal was not to have a thorough research but mostly to identify inside the organization but also within the country educational actors ecological and digital practices that could be inspiring and/or interconnected with our project activities and results.

Our findings showed us that tools and trainings on ecology and/or digital have been developed with different kinds of publics.

Still the consortium found that the difficulty is to gather all these tools, activities, methodologies and train the educators on it. To reach the ones who are training and supporting adults, to give them access to re-skilling is a major issue. The consortium decided to gather these best practices and include them in the turnkey activities and/or training to give the possibility to adult educators to have access to accessible but not very known tools.

Analysis of the context – Surveys

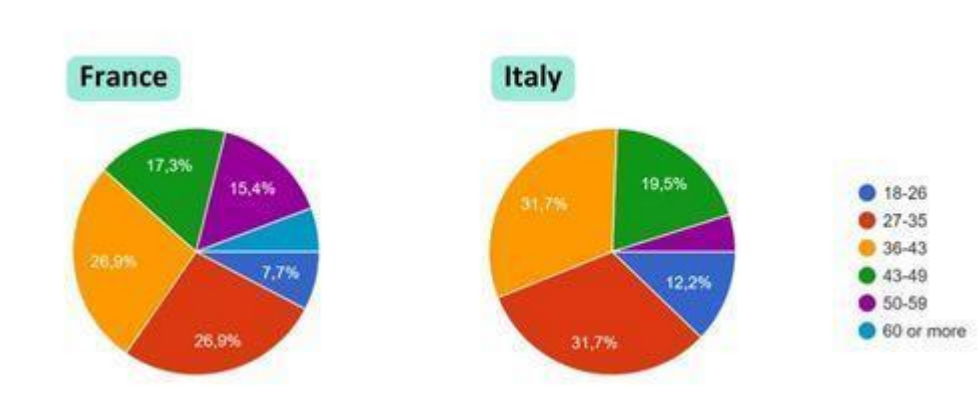
In order to produce interesting and efficient resources the consortium decided to launch a survey to collect feedback from educational players before the conception of ressources.

We proposed 2 surveys (one in French and one in Italian) to collect data about people that could be interested about activities of the project.

Surveys were published online and disseminated on association platforms and the project page https://www.linkedin.com/showcase/step-by-step-cesd/ in the months of June and July.

There were many open questions that we have synthetized in this report.

- **93 educational actors answered the survey**
  - France: 52 people
  - Italy: 41 people



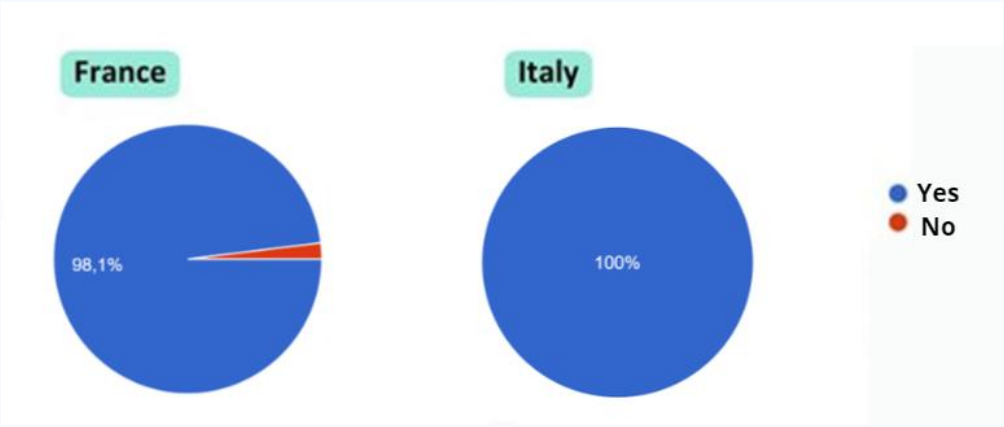
79,5% of the participants were female and most of the participants had at least 2 to 3 years of university studies.

The participants were youth leaders, trainers, educational specialists, managers and also civic service volunteers (specifically in France).

Some have been working from more than 16 years and others 1 to 2 years. So the respondents were very diversified which gave us a rich panel.

You'll find here an overall feedback of the answers.

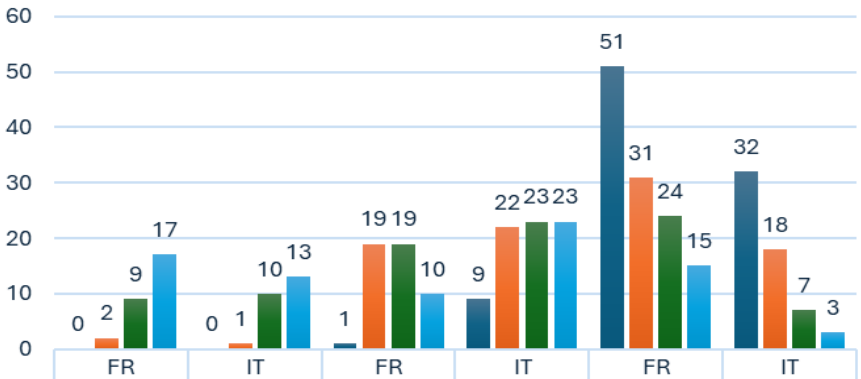
Information literacy



The majority of the participants considered they could search for information online and compare different sources to assess the reliability of information.

Even if some realize that this kind of "training" is very useful and "never enough".

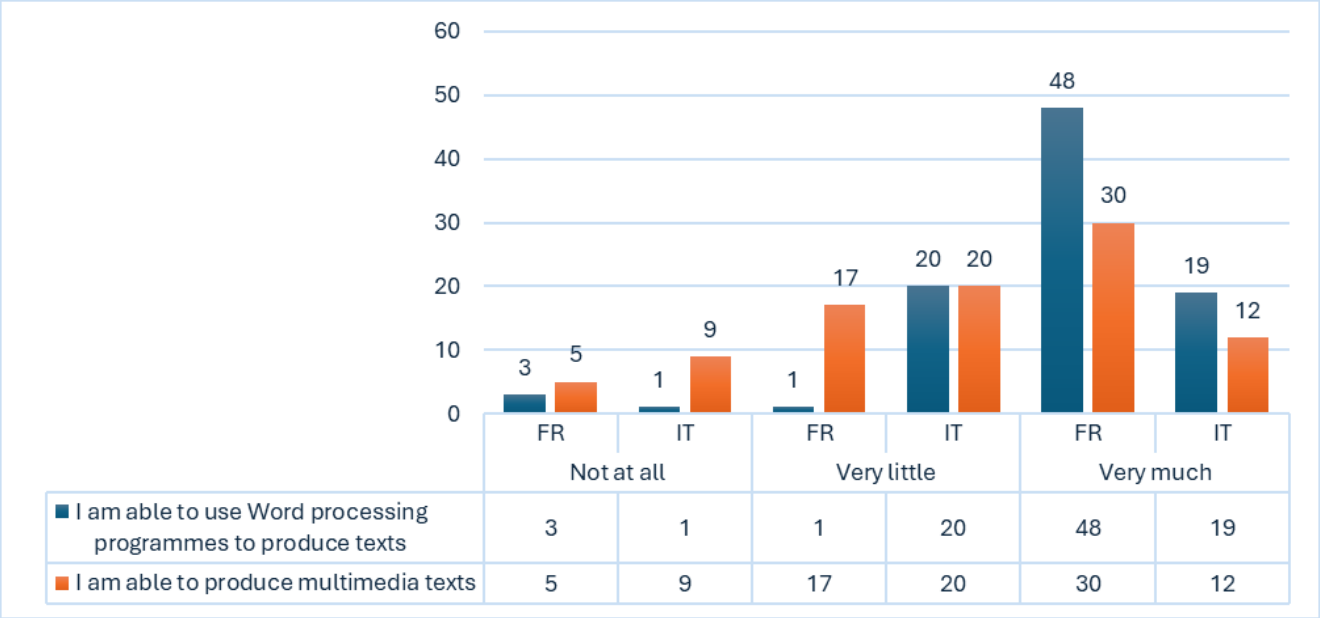
Communication and collaboration



	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
I use smartphones, computers and or tablets to communicate and send files (attachments, images)	0	0	1	9	51	32
I use sharing platforms (dropbox, google drive, Icloud...)	2	1	19	22	31	18
I interact in social networking or online communities of practice	9	10	19	23	24	7
If I am a teacher/trainer/educator, I use virtual classrooms and/or web 2.0 tools for the shared construction of resources	17	13	10	23	15	3

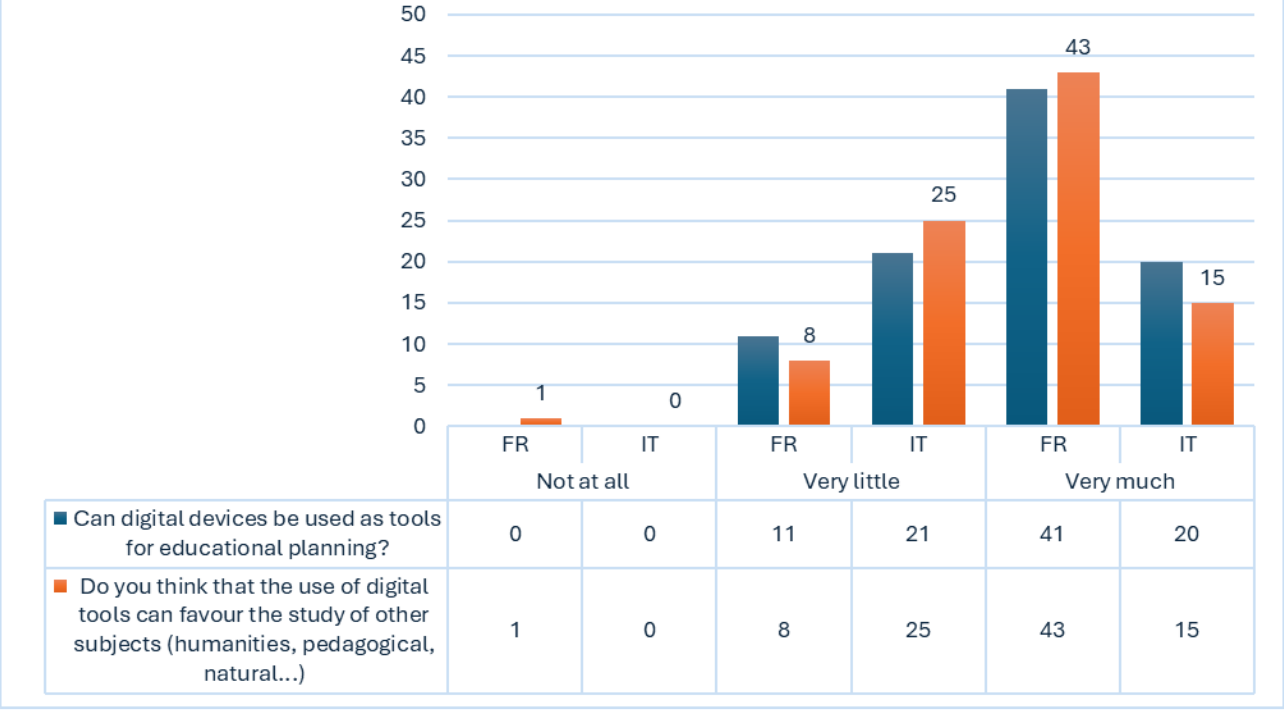
The answers on these questions showed us that not all the educational actors are used to working with their phones, social media and digital platforms for personal use and to train and support their public.

Furthermore digital content creation is not also a common tool used by educators by lack of training and/or practice.



	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
I am able to use Word processing programmes to produce texts	3	1	1	20	48	19
I am able to produce multimedia texts	5	9	17	20	30	12

As for educational digital tools, the majority of the respondents think that digital devices can be useful for educational planning and work on several subjects.



	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
Can digital devices be used as tools for educational planning?	0	0	11	21	41	20
Do you think that the use of digital tools can favour the study of other subjects (humanities, pedagogical, natural...)	1	0	8	25	43	15

Respondents were asked for positive reasons for using digital devices. Overall French and Italian respondents highlight the importance of digital accessibility in education, promoting equity and inclusivity, interactive learning enhances learners' engagement and enjoyment while fostering digital literacy and responsible citizenship.

Digital tools are cost-effective, allowing for flexible, anytime access to resources. They facilitate collaboration and cognitive development, supporting both hard and soft skills.

Additionally, these technologies connect learners globally, fostering creativity and innovation.

As for negative reasons, French and Italian highlight several challenges associated with digital technologies in education.

Accessibility remains a key issue, as not all learners have equal access to devices, particularly in rural areas. Excessive screen time can lead to health problems, social isolation, and diminished face-to-face interactions. There is a growing dependency on digital tools, raising concerns about addiction and critical thinking skills due to the prevalence of unverified information.

Many users find digital technologies complex, necessitating investment in training and support. The economic burden of equipment costs can also exacerbate inequalities.

Additionally, the environmental impact of digital practices raises sustainability questions. Digital interactions may replace meaningful relationships, affecting empathy and communication. Ultimately, a balance between digital and traditional learning methods is crucial for holistic education.

Outdoor education

Respondents were asked on the benefits of conducting outdoor educational activities.

Both French and Italian emphasize the benefits of outdoor education for enhancing learning. Engaging with nature boosts awareness of biodiversity and promotes physical and mental well-being. Outdoor settings encourage active participation, creativity, and social development among learners. Breaking from traditional classrooms fosters exploration and self-discovery. Ultimately, outdoor education links real-world experiences to academic knowledge, enriching the overall learning process.

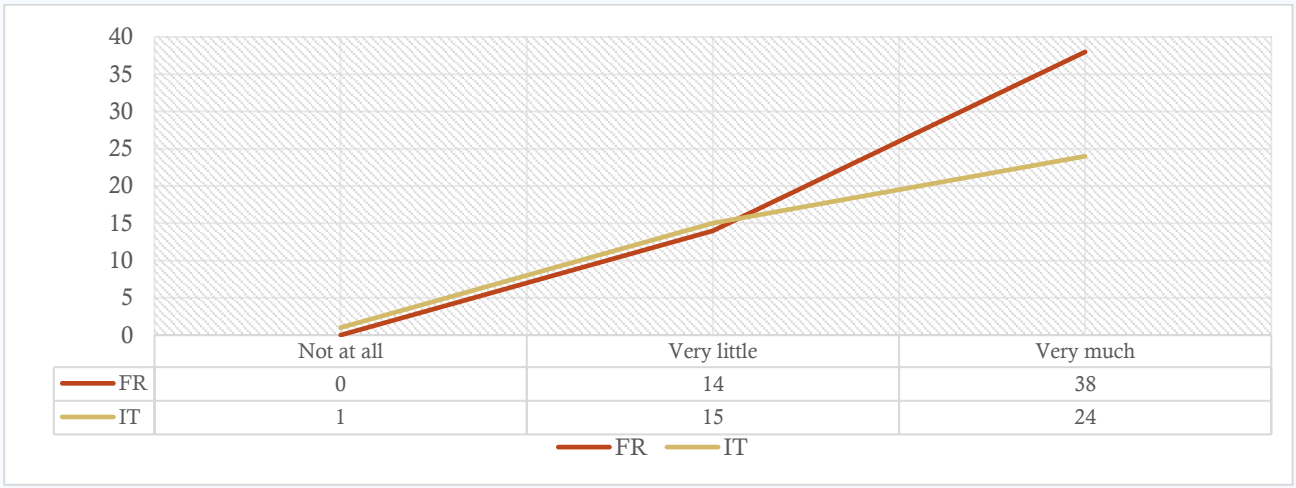
As for the contribution to the development of people's social and emotional skills, the answers highlighted the transformative benefits of outdoor education for personal and social development.

Engaging with nature fosters respect for the environment and enhances interpersonal relationships. Outdoor settings encourage hands-on learning, stimulating creativity and exploration.

Participants experience greater freedom of expression, improving confidence and reducing stress.

Ultimately, outdoor education promotes community engagement and develops essential life skills like resilience and adaptability.

The respondents were asked on the possibility of integrating outdoor education effectively into the existing training curriculums.



The majority, and particularly French participants, felt this could be a feasible action within the training/educational frames.

As for the role of teachers and educators in successfully implementing outdoor education programs all participants stress the need for educator training in outdoor education to enhance learning.

Educators should adapt curricula to incorporate hands-on, engaging activities that promote creativity. Active planning and collaboration are essential for creating supportive outdoor environments. Safety and clear objectives are crucial for successful outdoor experiences. Overall, fostering a connection with nature enriches the educational process and encourages exploration.

Educational experiences with educational connection tools between nature and digital

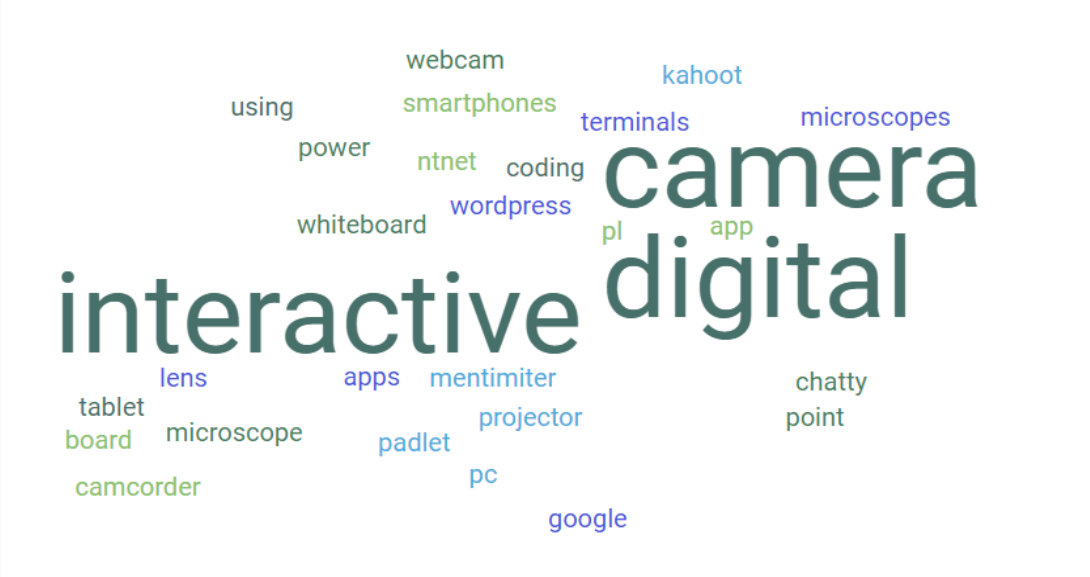
	Yes		No	
	FR	IT	FR	IT
Do you have experience in conducting creative, educational workshops with children, young people, adults, seniors?	42	27	10	14

	Yes		No	
	FR	IT	FR	IT
Have you ever experimented with activities that use digital tools to discover the beauty of nature, in natural settings?	12	24	40	16

As we observe in the answers to these questions, the majority of the respondents who answered the survey have experience in conducting workshops but less than half use digital tools in their ecological activities.

The ones who use digital tools have shared the ones they use more easily in their ecological activities.

The respondents offer a range of creative and educational workshops for diverse age groups, from young children to adults. In France, activities include digital education, environmental awareness, and creative arts like plastic arts and theater. Italy focuses on sensory and creative workshops using natural materials, fostering autonomy and social skills. Both countries emphasize the importance of hands-on learning and building social connections, with activities tailored to different needs and backgrounds. Overall, these initiatives aim to promote well-being, creativity, and environmental consciousness among participants. Still digital tools are not a common ground and the level of understanding and use are very different from each respondent.



Training needs of the respondants

	FR	IT
Media education and media literacy	15	9
Outdoor and Indoor education	20	21
Laboratory didactics	10	6
Designing multimedia environments, tools and strategies	18	16
Immersiveness and expressive languages	13	15
Agenda 2030 and SDGs	14	7
Understanding of Environmental Issues	8	7
Main sustainable practice	11	5
Outdoor education: Rethinking pedagogical interventions in the Nature using digital tools	26	23
Adaptation to New Technologies	19	14
Project-Based Learning Green and digital	17	21
Online Collaboration	15	11
Ethical Considerations in Sustainability	18	6
I do not consider it necessary to deepen	1	0

Overall analysis of the results of the survey

Participants expressed confidence in digital tools but acknowledged the need for ongoing training.

While many educators are unfamiliar with using digital tools for content creation, they recognize their potential benefits, including enhanced accessibility and engagement in education.

However, challenges such as unequal access and health risks from excessive screen time were noted.

Outdoor education was highlighted for its positive effects on well-being, social skills, and real-world connections.

Most participants believe it can be effectively integrated into training curricula, emphasizing the importance of educator training.

Survey results showed a desire for further training in areas like media literacy, outdoor education, and digital tool adaptation, reflecting a strong interest in innovative methodologies that connect ecology and technology. This confirm the need to work in ecological and digital interconnexion and the interest of educators on new methodologies and tools.

Analysis of the context – Focus groups

The consortium wished to include in the project from the start stakeholders, educational specialists working in third-sector organizations and networks.

3 focus groups were organized (2 in France et 1 in Italy) with the goal to consult and have the views of these actors on the work package 2 goals and results to reach and on the overall project.

The goal was also to invite the participants to follow the project and, if possible, to participate in key moments (training and multiplier events).

Total of participants: 33

Types of organizations: associations (local, department, regional), ministry of education representatives, civil society organizations (foundations, corporations…)

Here is the feedback of the focus groups

Training Programme

Participants praised the training programme as comprehensive and enriching but noted the need for improvements.

Key suggestions included :

- Incorporating artificial intelligence into the curriculum.
- Build a training that includes both theoretical elements as well as practical activities, offering activities in which the eco-digital dimension can be applied immediately.
- Structuring modules progressively to create a clear learning path.
- Allowing self-learning time (MOOC ?) and blending videoconferencing with face-to-face sessions or create guides/tutorials on the basic use of selected digital tools (from the use of instrumentation to an overview of useful platforms for the presentation-dissemination of results) that remain and can be consulted by participants.
- Content Expansion: Incorporate a self-assessment test for personalized learning and prioritize training modules by relevance.
- Split the project into two parts: innovative teaching methods and the training pathway itself, featuring varied learning approaches.
- Anticipate workshops with moments of reflection on the combination of digital activities and elements of nature, to go beyond the perception of the digital as the opposite and enemy of the natural dimension.
- Organize reflective workshops that encourage reflection on integrating digital and natural elements, overcoming the notion of digital as opposing nature.

- Propose an articulation structure for the training activities, repeatable and adaptable to the different eco-digital experiences that they will decide to propose to their students, family members, educational workshop participants of different ages, etc.
- Introduce engaging elements like escape games and participatory science activities (e.g., species counting) to maintain participant interest.
- Ensuring participants have a basic digital interest or background.
- Accessibility: Needs more emphasis.
- Concentrating initial modules on practical exchanges, with the fifth module introducing digital tools.
- Offering user-friendly digital tools for educators less familiar with technology.
- Highlighting ethical digital practices and environmental awareness in the training.
- Practicing digital tools during training for better understanding.
- Create accessible guides on using selected digital tools and platforms for presenting and disseminating results, ensuring participants have ongoing resources.
- Develop a modular structure for training activities that can be adapted to various eco-digital experiences for different age groups.
- Peer Exchange: Should be integrated into the program.
- Implementing evaluations for ongoing improvement of modules.

Comments on modules :

- Eco-Citizenship: Limited focus; should include broader topics such as consumption habits and SDGs, especially in Module 3.
- Module 7 on "Online Collaboration" facilitates cross-country practice exchange.

Hands-On Activities Participants aimed to provide educators with effective tools. Recommendations included:

- Promoting existing educational games/tools for easier access.
- Utilizing best practices identified in the project for hands-on activities.
- Developing new activities for identified gaps, especially in low-carbon digital initiatives.
- Creating evaluation forms or games for participants to assess activities led by educators.
-

Overall Project The project was seen as ambitious and a valuable opportunity for improving educational practices. Recommendations included:

- Using digital tools for ethical environmental awareness, prioritizing coherence in the project.
- Training should allow educators to enhance their skills and test new tools.
- Ensuring educators are engaged throughout the project as testers and multipliers.
- Establishing a mailing list to keep stakeholders updated on progress.
- Regular communication every three months through social media and presentations.
- Using the EPALE platform for disseminating results.

Participants of the focus groups expressed satisfaction in contributing to the project's development. Some organizations indicated interest in sending educators for testing, and all wanted ongoing updates and access to resources. The collaborative method of discussion fostered valuable insights and a shared commitment to the project's success.

Overall analysis of the feedback of the focus groups

The focus group discussions led to several actionable recommendations for the training program, including the incorporation of artificial intelligence, a more structured learning path, and the introduction of engaging elements like escape games and participatory science activities. Additionally, enhancing the emphasis on eco-citizenship and ensuring accessibility for all participants were seen as crucial steps forward.

Conclusion

Based on the comprehensive findings from the survey and focus group discussions, it is evident that while educators exhibit confidence in utilizing digital tools, there remains a significant need for ongoing training and support. The recognition of the potential benefits of these tools—such as improved accessibility and engagement—highlights an encouraging trend towards innovative teaching methodologies. However, challenges like unequal access and health concerns related to excessive screen time must be addressed to foster an inclusive and balanced educational environment.

The focus on outdoor education further underscores the need to connect ecological awareness with digital literacy, with participants expressing strong support for integrating outdoor experiences into training curricula. This integration can enhance educators' capabilities and promote well-being among learners.

Feedback from the focus groups has provided valuable insights into enhancing the training program. Key recommendations include incorporating artificial intelligence, structuring modules for clear progression, and ensuring accessibility. The emphasis on practical, engaging activities, such as escape games and participatory science projects, demonstrates a commitment to making learning both effective and enjoyable.

Overall, these findings highlight a strong interest among educators in embracing innovative methodologies that merge ecology with technology. By addressing identified challenges and implementing the suggested improvements, the project can significantly enhance educational practices and outcomes. The collaborative spirit reflected in the focus group discussions indicates a shared commitment to the project's success, paving the way for continued engagement and development in eco-digital education.

Annexes

Best practices

Survey report complete

Focus groups' report

Co-funded by the European Union