



FLASH NOTE

Recommendations from public stakeholders on the further implementation of KIDS4ALL contents and tools



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INTRODUCTION



To further enhance impact of the KIDS4ALL project activities and results all partners who implemented the pilot phase in their national contexts engaged in meetings with national representatives from public and civil society organisations. The National Stakeholder Groups were composed of representatives of teachers, headmasters and social workers' organizations, parents' organizations, and children and youth organizations at regional and national levels.

All NSG meetings aimed at stimulating synergies, enhancing cooperation patterns amongst teachers, educators and families and receiving valid hands-on feedback for all KIDS4ALL activities from practitioners working daily in the field. This last objective had been specifically envisaged with the 3rd NSG meeting, that focused on the third year of the project and the related data retrieved, activities implemented and problems encountered, specifically with the implementation of the 1st and 2nd pilot phase. All partners implemented the meeting in either online or hybrid format in the months of June and July 2023. The NSGs were mainly represented by local NGO members, practitioners (teachers and educators) in public educational institutions and officials from national Ministries for Education. The meetings were led by researchers and/or local team leaders who had been actively involved in the Pilot phase(s).

RECOMMENDATIONS

Provide for extensive staff formation & guidance

Teachers and educators need pedagogical assistance and continuous guidance throughout the school year. At the beginning of the year, the training should be even more intense because it should also address issues such as: dividing into pairs, providing instruction, and understanding the role of the teacher. Also, the teachers are required to familiarize themselves with the content of the study units in advance. That means in-depth preparation should be done.

Also, the typical education scenario provides for a rather teacher-centred approach that does not foresee a predominant autonomous work of the students. Accordingly, more tools for educators should be available, that include short briefs for each LU and ideas on how to overcome the unavailability of resources to create posters, videos, etc.

Another issue that should be considered is the possibility of opening teacher training courses on the subject. In this way, teachers will be rewarded for the hours of learning, and the assimilation will be more formal.



Most teachers still use traditional pedagogy and mainly conduct frontal lessons. They should be thus prepared and get ready to change their teaching methods and to adopt the principles of independent, constructivist learning, according to which the children consolidate knowledge on their own through research, dialogue, and feedback processes.



Make sure to provide an easy access to resources

All the learning resources should be easy to access through and not limited to computer, pads, mobile phones, and be connected to other learning platforms.

Create learning contents that are very practical and easy to read. Decrease as far as possible the text and instructions, offer related practical activities. All editors of the learning material should keep in mind that most probably students see the platform through a projector with the educator/teacher in front of them who tracks the process.

Create attractive and inclusive educational resources with transformative character

The actual core challenge and contemporary objective of the KIDS4ALL project should be considered to transform formal education as well as enrich non- and informal contexts. The elaboration of the layout, the increase of access typologies to the contents as well as the realization of gamification ideas can make the platform even more successful, especially in informal contexts.

Prioritize and further promote the collaborative aspect of the KIDS4ALL methodology

Research confirms that children and young people tend to be alone in online learning spaces. Therefore, KIDS4ALL should take extra effort to make the peer-to-peer learning really functional on the platform.



Practitioners from different national contexts observed the challenge of creative peer work and the related dialogic approach, which must be continuously fostered in education. Indeed, most students still need to learn how to deal in a constructive way with the free space and the chance to fill it with their own ideas, knowledge and interests.



Stay in touch with the field

Keep in close and continuous contact with educators and teachers to further improve the tools and allow for optimization.

It would be interesting to hear children's feedback, i.e. if the platform is simple and easy for the children to understand and use, for a further development and implementation of the platform. There should be more space to collect their opinion and feedback not only on the provided resources but also on the process of peer-working.

Open up to the public – build a network

It was also recommended to open up the platform for the public or more pilot organizations as soon as possible to recruit new users and make sure an implementation in the different institutions is possible while the project is still running so that new users can have support from the project staff during the implementation of the tools.

It was further retained useful to participate in conferences, educational conventions and to get in contact with different other institutions to widen the KIDS4ALL network.



In general, it must be noted that the success and efficiency of the learning platform and related materials highly depends on the teachers and educators, who act as ambassadors of innovative, creative and inclusive pedagogy in the different local educational settings.

