CHELLIS

Challenge-based environmental language learning through inspiring stories

Understanding the CHELLIS pedagogic approaches
A practical magazine for educators

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1. Editor's Note

Environmental pollution and devastation are increasing each year resulting in complex challenges the world had not envisaged or yet experienced. This is also paired with an increase in the number of people migrating to new countries across Europe and needing support to learn their host countries spoken language. More than ever, there is an increased need for innovative educational projects to be established to inform people about the different environmental issues that currently exist and highlight opportunities for action.

In response to this urgent need, the CHELLIS project partners, co-funded by the European Commission as an Erasmus+ project, created this hands-on, interactive magazine. This magazine is envisioned to support educators who are specialised in language learning or environmental learning to understand further the pedagogical and didactic methodologies used in the CHELLIS project.

Throughout the magazine the reader will have the opportunity to increase their understanding of the approaches used in the project, the theory underpinning it and refer to a number of best practice examples. The magazine will highlight the important role that gamified storytelling has in creating transformative change in our communities, whilst referring to the current options that exist to ensure that we as educators can make learning experiences visible through the current validation structures that exist.

In addition, the reader is encouraged to visit the end of each chapter of the magazine to use the QR codes generated to gain access to the 24 short interview videos developed. These videos were developed with practitioners from across Europe that are working in the field of language learning and sustainability. They offer practical advice and guidance on how and why it is important to embed the topic of sustainability into our trainings and services.

We invite you to use this magazine as an active tool for learning. It is our hope that this resource supports you to navigate your way through a series of challenging but important questions and topics. Like every adult education resource, we hope you can refer back to it time and time again when the need emerges.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has" - Margaret Mead.

Stephanie Kirwan,
Education and Training Manager,
Meath Partnership

https://www.pexels.com/photo/fashion-woman-notebook-pen-34072/

2. The CHELLIS Project - Aims & Benefits

An "unorthodox" yet innovative way of teaching languages

Most people have tried at least once in their life to learn a new language. For some of them it was a bumpy road that made them give up, and for others that same bumpy road was a challenge that created a passion for learning new languages. Learning languages has been my passion for the past few years as well. Being a language student and a migrant in France, I was able to understand how difficult it could be for people migrating to a new country, to integrate and start a new life that can only begin once they master the country's national language. CHELLIS (Challenge-based Environmental Language Learning through Inspiring Stories) came to change everything. A new innovating project supported by the European Commission and carried out by six partners from around Europe (France, Austria, Cyprus, Ireland, Portugal, Italy) comes to help low-qualified adults as well as migrants/immigrants learn a new language while cultivating their environmental consciousness through environmental stories written in their target language.

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Aims of the project

After several countries signed the Paris Agreement in 2015 on reducing their gas emissions by 2020 and as some of them failed to achieve their goals, last year, in March 2020, the European Green Deal had to find different ways to contribute and gain climate neutrality by 2050. As a result of the European Climate Pact, CHELLIS as well as other environmentally friendly projects were created. CHELLIS' role is twofold. Firstly, it is an innovative project which aims to help low-qualified adults, migrants and immigrants learn their target languages through inspiring environmental stories. Secondly, it aims to raise the participant's awareness through eco-friendly topics about current environmental challenges and cultivate their environmental consciousness. The stories will provide different ideas about an eco-friendlier and sustainable way of living which will help people live a healthier life and at the same time help to save the environment and the planet.

Benefits of Chellis

Every single teaching method created through the years aims at bringing benefits to people. In regard to language learning methods, CHELLIS aims at breaking the stereotypical way of teaching and presents a new, innovative methodology.

By using the CHELLIS methodology[1] :

1. The environmental consciousness will be raised, especially through the eco-friendly stories that the project will provide.

2. It will be of help in learning a target language, especially to migrants and immigrants who try to integrate and start a new life in a foreign country without being stigmatised.

3. It will intrigue the participants, especially those who are open-minded to finding new ways of learning languages.

4. Stories will provide an extensive vocabulary, both ecological and practical, in everyday life.

5. It may inspire governments of EU countries to adopt the same or similar teaching methodology in schools' programs and even use it for small children in order to help them learn languages in a more fun and playful way.

6. The interactive online platform of CHELLIS project will be available in not one but six different languages: French, German, Greek, English, Portuguese, and Italian.

7. It may raise the demands of people and even make them manifest against their governments in order to help save the planet and the wildlife.

8. Through the project's online platform, CHELLIS will provide improved language tools.

9. A handbook will be given to the trainers/mentors that will help guide them through examples and give them recommendations in improving their teaching methods.

https://www.pexels.com/photo/woman-reading-a-book-to-the-children-8613089/

https://www.pexels.com/photo/clear-light-bulb-planter-on-gray-rock-1108572/

Why is it important to learn new languages?

Everyone is seeking a better future or a better work opportunity. Sometimes in order to find it, you might need to leave behind your home country. And by leaving it, it means you should be ready and be open to other civilisations, other mentalities, religions, traditions and of course languages. But it doesn't mean that you'll lose your identity. Your own language is your identity[2]. You will just create a new life with a new language in a new country. Even though Europe is the second smallest continent, there are 200 languages that are spoken here, of which 24 are the official ones[3] .

Each country provides something different, something better, something extraordinary. Learning a new language opens a whole new world to you making you a more open-minded and more creative person. It provides you with different opportunities and knowledge that you could never have obtained by staying monolingual.

https://unsplash.com/photos/GX8KBbVmC6c

> "
> ## ONE LANGUAGE SETS YOU IN A CORRIDOR FOR LIFE, TWO LANGUAGES OPEN EVERY DOOR ALONG THE WAY... "
>
> **- Frank Smith**

Popi Aresti

EUROPEAN PROJECTS INTERN

ALFMED - France

ALFMED
EXPERTS EN LANGUES & PROJETS EUROPÉENS

For more information on this topic, watch the videos on our Youtube channel below:

https://www.pexels.com/photo/woman-reading-book-in-green-grove-4792430/

3. The CHELLIS Methodology

Challenge-based Environmental Language Learning through Inspiring Stories

Now you have been introduced to the CHELLIS-project and you are familiar with its aims and benefits, this article will focus on the pedagogical approach behind the project, the so-called CHELLIS-methodology.

The CHELLIS-methodology can be defined by a blend of contemporary pedagogical approaches used to create immersive learning experiences for target groups that can be seen as somewhat difficult to engage. The most important of these pedagogical approaches include learning through storytelling, game-based and challenge-based learning. These are then combined with specific pedagogical approaches for language learning: visual and topical language learning. Each of these approaches is explained in more detail further along in this magazine.

In the CHELLIS-project, all of these immersive learning experiences are presented in a non-formal online learning context, which further enriches the potential of the CHELLIS-methodology. Ensuring a low-threshold and accessible way of learning through non-formal learning experiences is beneficial in particular when engaging specific hard-to-reach target groups.

The CHELLIS-platform: Putting Theory into Practice

Through the development of an accessible, yet highly interactive online learning platform, the CHELLIS-project attempts to bring this blend of pedagogical approaches into practice. In this platform, stories and game-based challenges are used to enhance the learner's language skills, while learning about implications and potential mitigations for climate change.

https://unsplash.com/photos/ETRPjvb0KM0

> *The CHELLIS-methodology can be defined by a blend of contemporary pedagogical approaches used to create immersive learning experiences for target groups that can be seen as somewhat difficult to engage"*

The CHELLIS Platform – available in 6 different languages – entails 6 interactive story challenges. Each story focuses on different environmentally related topics, such as energy, food, transportation, etc., and is written in 2 to 3 varying levels of difficulty (e.g. A2, B1, B2) that can be chosen before the story begins.

The style of the platform is like a story-book where scenes, acting characters and key objects to the plot are visualised on the screen next to, above, below or behind the text elements. The text elements are then, in turn, sequentially displayed in smaller, easy to digest paragraphs. All illustrations have been specifically produced for the CHELLIS-project, guaranteeing a high relevance and coherency between the stories and the visualisations.

After each story, there is a brief assessment of the learning outcomes, as well as a call to action provided. Upon successful completion of a story, users are offered a badge that represents and validates the learning outcomes achieved. Users have the option to save their badge in order to have a validated recognition of their learning outcomes.

https://www.pexels.com/photo/crop-person-with-book-in-summer-field-4218586/

https://unsplash.com/photos/rEEvBPZf4CQ

Interactive Story Challenges Leading to a Greener Mindset

While going through each story, the user is offered specific choices at key moments of the plot that determine the outcome of the story. These choices represent mind-sets and behaviours that are either environmentally friendly or harmful to the environment. It is up to the user to then decide what the protagonist of the story should do or say. Depending on their choice, the story ends differently. This means that each story has endings that influence the environment either positively, neutrally or negatively.

In each story, a vocabulary list is included with terms related to that particular story. This way, learners increase their literacy and text comprehension in all partner languages while raising their awareness of current environmental challenges and their ability to become actors against climate change.

Choosing environmental and eco-focused topics was a conscious decision as it combines an empowering and gamified didactical approach with the global need for a change in thinking and behaviour towards the environment in every level of society. Additionally, providing positive learning experiences that have a direct impact on the individual lives of learners, makes the learning journey even more attractive.

Finally, with many innovative developments in the green industry and NGO sector around Europe, a specific green job market is rising. This learning experience might spark the interests of our learners and facilitate their choice for a professional career in this particular market.

It is to say that the CHELLIS-methodology has great potential to have a true impact on its learners. However, there is no such thing as impact without a facilitator. Therefore, are you ready to help your learners change the world?

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Eline Dilien
EU PROJECTS OFFICER
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meath partnership
engage · enable · participate · progress

For more information on this topic, watch the video on our Youtube channel below:

4. Challenge-based Learning

An experiential approach in adult education

About Challenge-based Learning

Challenge-based learning is a recent teaching and learning approach, an engaging, multidisciplinary methodology that starts with challenges-based content and lets learners leverage the technology they use in their daily lives to solve complex, real-world problems.

Why an approach based on challenges? All of us are surrounded by different kinds of challenges affecting various parts of our lives. How we respond individually or collectively to them can determine our future or even that of our planet. This is the case with the main topic of the CHELLIS project which aims to raise participants' awareness through ecological topics on current environmental challenges and cultivate their environmental consciousness.

Challenge-based Learning is a collaborative learning experience in which trainers and learners work together to learn about compelling issues, propose solutions to real problems, and take action. The approach asks learners to reflect on their learning and on the impact of their actions[4].

As environmental problems are becoming increasingly complex and pressing, the need to involve committed adults who can identify the challenges and develop innovative and sustainable solutions is crucial.

Challenge-based learning provides an efficient and effective framework for learning while solving real-world challenges. The framework is collaborative and practical, asking all participants (learners, teachers, families and community members) to:

- identify big ideas
- ask good questions
- discover and solve challenges
- gain in-depth knowledge of the subject area
- develop the skills required by the current labour market
- share their thoughts with the world.

When faced with a challenge, participants use their experience, exploit internal and external resources, develop a plan and move forward to find the best solution. Along the way, there is experimentation, failure, success and finally consequences for action.

https://www.pexels.com/photo/blue-pencil-114119/

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https://www.challengebasedlearning.org/framework/

How Challenge-based Learning works

The Challenge-based Learning Framework, as explained on Challengebasedlearning.org, is divided into **three interconnected phases**[5] including activities that prepare learners to move to the next phase:

ENGAGE

The learners move from an abstract big idea to a concrete and actionable challenge using the Essential Questioning process. The goal is to personally connect with academic content through the identification, development, and ownership of a compelling challenge.

1. Big Ideas

A Big Idea is a broad theme or concept that can be explored in multiple ways and is important to you and the larger community. Examples of big ideas include Community, Relationships, Creativity, Health, Sustainability, and Democracy.

2. Essential Questioning

Through a set of essential questions reflecting personal interests and community needs, learners are able to contextualise and personalise the identified Big Idea. At the end of the Essential Questioning process there is the identification of an essential question that has an important meaning on a personal or collective level (What can I do to adopt a sustainable lifestyle?).

3. Challenges

The challenge turns the essential question into a call to action to empower learners to explore the topic and develop a solution. A challenge is immediate, feasible and creates enthusiasm. The involvement phase ends with the identification of a convincing and actionable challenge statement.

INVESTIGATE

Based from the identified Challenge, learners plan and develop in a journey aimed at looking for Solutions by following three requirements:

1. Guiding Questions

Learners think about questions related to the Cchallenge including everything that needs to be learned to develop an appropriate solution to the challenge. The questions are categoriszed and prioritiszed creating an organised learning experience.

2. Guiding Activities/Resources

Any resource or activity that helps answer the guiding questions and develop an innovative and realistic solution can be used. Examples of Guiding Resources include: online content and courses, databases, textbooks, and social networks. Examples of Guiding Activities include: stories, simulations, experiments, projects, problem sets, research, and games.

3. Analysis

Once all of the Guiding Questions have been addressed and the results of the Guiding Activities recorded, the learners analyze the collected data. The Investigation phase concludes with reports and presentations that demonstrate the learners have successfully addressed all of the Guiding Questions and developed clear conclusions that will set the foundation for the solution.

ACT

In the Act Phase evidence-based solutions are developed and implement ed with an authentic audience and the results evaluated.

1. Solution

Once the investigation phase is completed, learners are able to start developing the identified solution. This solution may include plans for an information or education campaign, community improvement projects, product development or other activities and services.

2. Implementation

After the solution is approved, the learners develop prototypes, experiment and test putting in place the solution within a real setting with an authentic audience.

3. Evaluation

This represents the opportunity to measure outcomes, reflect on what worked and what didn't and assess the effectiveness of the solution by measuring the impact on the original challenge.

Benefits of Challenge-based learning

Challenge-based learning is not a static methodology: it is a flexible framework that can be adapted to each topic, implementation and target group. It is particularly suited to adult education as it is fundamentally based on personal experience, reflection and the search for new solutions to challenges that adults face on a daily basis. It also leaves room for newly emerging ideas, the structure can be revised according to the training needs of the learners and the model is constantly tailored.

There are several benefits from the implementation of Challenge Based Learning as it provides:

1. A flexible and customisable framework that can be implemented as a guiding pedagogy or integrated with other progressive approaches to learning.

2. A focus on global ideas, meaningful Challenges and the development of local and age appropriate Solutions.

3. A buildable model with multiple points of entry and the ability to start small and build big.

4. A free and open system with no proprietary ideas, products or subscriptions.

5. A process that puts all learners in charge and responsible for their learning.

6. A framework to develop 21st-century skills which help learners keep up with the fast pace of today's modern markets.

7. Use of technology for researching, analyzing, organizing, collaborating, networking, communicating, publishing and reflecting.

8. The opportunity for learners to make a difference at this very moment.

9. A way to document and assess both the learning process and products.

10. An environment for deep reflection on teaching and learning.

Debora Ercoli

PROJECT MANAGER

TUCEP - Italy

TUCEP
TIBER UMBRIA COMETT
EDUCATION PROGRAMME
International network for knowledge and job

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CHALLENGE-BASED ENVIRONMENTAL LANGUAGE LEARNING THROUGH INSPIRING STORIES

5. Design your Challenge-based Learning Tools

Before starting to design a challenge-based learning tool, it is useful to keep in mind the difference between the traditional learning method and the challenge-based learning method.

In a traditional method, students normally expect first to receive the information they need to understand the learning content, then to memorise that information and finally to apply it to a problem in order to find a solution. In challenge-based learning, on the other hand, first the challenge or problem to be solved is presented, then the students are involved in the investigation process to find the information needed to face the challenge and in the action process to understand how to apply the information in order to solve the challenge.

Basically, there are two different learning approaches: in the first case learning is based on solving the problem according to a functional approach; in the second one learning is based on the challenge and, consequently, follows a systemic approach (measure, analyse, improve).

In a nutshell, in challenge-based learning the students identify the challenge to be solved, describe the steps and create the solution through active involvement.

Now, we are ready to start designing our challenge-based learning tool.

In this chapter, according to the main topic of the CHELLIS project, we present a tool connected to the topic of climate change. Of course, the following structure can be used to design challenge-based learning units related to any topic and addressed to whatever target groups, as this methodology is based on the learners' personal experiences and background.

The following 3-steps set-up will provide opportunities for learners to:
- do something rather than learn something
- become responsible for their own learning
- make a "journey" through their own learning and learn to cope with daily challenges.

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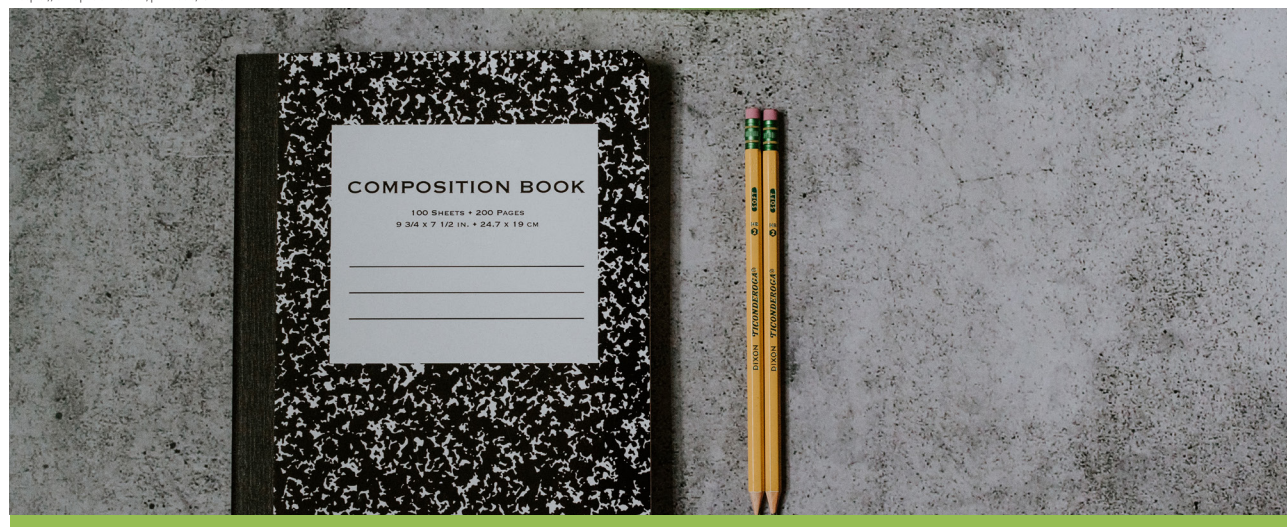
Phase 1: ENGAGE - From the Big Idea to the Challenge

1.1

Let's start working with your learners to identify the big idea: it should have global relevance and foster deep multidisciplinary content knowledge. A good method to look for the big questions is to take inspiration from the current global news (newspaper, TV news, etc.) but which affect the everyday lives of learners.

Some examples of big ideas might be: climate change and the impact on the planet; sustainability of natural resources such as water, food, air, energy; health and well-being; economic crisis; migration; gender equality. What matters is that the challenge is real and significant for the learners: if a challenge is not closely related to the learners' lives, they will not be able to be completely engaged in the process.

1.2

After identifying the big idea, invite learners to come up with essential questions that may reflect their personal needs or interests. At the end, they will be able to identify an essential question the learning unit will answer. Some examples of essential questions might be:

What is the impact of my daily energy consumption on the environment?
What impact could investing in energy-efficient products have?
What impact does my water consumption have on the community?
What effect does the means of transport I choose have on climate change?
Why should I reduce the use of plastic?

1.3

On the basis of the big idea raised through the essential questions process, the challenge that learners will have to build their challenge-based learning pathway on, is identified. Some examples of challenges from the essential questions listed above could be:

Choosing a green energy supplier
Investing in energy-efficient products
Reducing their water consumption
Using sustainable means of transport
Reducing their use of plastic
Applying the reuse and recycle principle in different aspects of daily life

Once learners have identified the challenge, the trainer/coach should lead them through the solution search. Let's move to the next phase.

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CHALLENGE-BASED ENVIRONMENTAL LANGUAGE LEARNING THROUGH INSPIRING STORIES

Phase 2: INVESTIGATE - The search of the solution

Through the investigation phase, the trainer/coach leads the students' learning pathway by providing the basis for the development of the solution, as a response to the identified challenge.

2.1

Invite learners to come up with guiding questions to identify the knowledge they will need to develop the solution to the challenge.
Example:

Challenge	Guiding questions
Investing in energy-efficient products	What energy-efficient products do I currently use? What is my average consumption of these products? What is the environmental impact of using e.g. energy efficient light bulbs? What energy efficient products could I replace in my home?

Provide learners with information on the possible resources they can use (i.e. library, newspapers, books, associations, local networks) and activities they can do (conducting interviews with experts, desk research, participation in local workshops, seminars on the topic, etc.) in order to answer the questions.

2.2

The investigation analysis is crucial to identify the solution. So, the trainer/coach should:

Invite learners to analyse the results of the answers to the guiding questions.
Compare the answers.
Draw an accurate conclusion that will provide the basis for the solution.

In addition, the analysis activity will enable learners to develop transversal skills and competences, such as those of synthesis, analysis and evaluation, which will also be useful in other personal or working contexts. Now the solution is identified, we call for action!

https://www.pexels.com/photo/blue-pencil-114119/

Phase 3: ACT - Implementation of the solution

After identifying the best solution to the challenge, learners must be able to develop and implement it. To do this, learners can choose the way that best suits their possibilities and personal context: modifying their lifestyle, changing some habits that have an impact on the issue challenged, planning information campaigns or educational projects in their community. In simple terms, the implementation of the solution should be tangible and visible, although on a small scale.

Once the solution has been put into practice, it is important that learners keep measuring the results (e.g. keep track of the energy savings on the bill) so that they can monitor whether the actions implemented to address the challenge have been effective in terms of achieving the objectives.

How to combine the Challenge-based learning approach with the Storytelling

Challenge-based learning is a methodology that can be combined with storytelling in order to bring out students' knowledge, skills and abilities. Both approaches are essentially based on three macro phases: **ENGAGE, INVESTIGATE, ACT**

The use of storytelling and images help learners to fix in their minds the meaning of challenge and the related call to action. A comparison of the three phases is proposed to analyse the relationship between the two approaches:

Challenge-based learning   **Storytelling**

Phase 1: *Engage* → **Phase 1: *Initial thoughts***
Answer to 5 W questions:
Who - What - When - Where - Why

Phase 1: *Investigate* → **Phase 2: *Challenge to tackle***
Definition of the title, plot and characters based on the answers to the guiding questions (CBL)

Phase 1: *Act* → **Phase 3: *Resolution***
Set of events that bring the story to an end

LESSONS LEARNT

Best Practice

GAME OF PHONES	
Who?	Erasmus+ KA2 partnership including partners from Ireland (Meath Partnership, leading partner), Cyprus, Croatia, Portugal, Spain, Switzerland.
What?	Game of Phones project aims to design and develop challenge-based webquests for young people and adults to build skills and competences to assist their reintegration into education and/or employment.
How?	The partnership developed the In-Service training aimed at supporting adult educators and trainers to use and integrate webquests in their current teaching practice to develop key soft skills such as teamwork, communication, critical thinking and problem solving among their learners.
Key Take away?	The In-service Training Programme and Manual are the key output of the Game of Phones Project. The Training Manual includes: an overview of key concepts and the Game of Phone's pedagogic framework; an in-depth walkthrough of how to create your own webquest challenge; detailed lesson plans and resources for the face to face workshop sessions.
Get in touch	https://www.gameofphonesproject.eu/en/

https://gameofphonesproject.eu/en/

Best Practice

T-Challenge (Entrepreneurship education using Challenge-based learning)	
Who?	Erasmus+ KA2 partnership including partners from Latvia (Zemgale NGO Center, leading partner), Cyprus, Bulgaria, Portugal, Ireland, Romania.
What?	The T-Challenge project aims at using and creating WebQuests for engaging learners in obtaining a deeper knowledge of the subjects they are studying. The direct target groups of the project are trainers and teachers, but trainees have been identified as an indirect target group who will be the actual end-users of the project products (WebQuests).
How?	The partnership developed the Webquests platform, an open educational resource (OER), which includes a min number of 36 WebQuests on the following topics: entrepreneurship; innovation; leadership; critical thinking; social impact; and circular economy; Training of Trainers Curriculum consisting of a training guideline and a tutor manual, enabling trainers and teachers to deliver TChallenge entrepreneurship education program and develop their own WebQuest
Key Take away?	The Webquests platform is both for teachers and learners. With this type of active learning, which provides learners with a variety of sensory experience, they can explore real-world problems and challenges. They can choose among the following key-competences: cultural awareness and expression; entrepreneurship; civic; personal, social and learning, digital; science, technology, engineering and mathematical; language; literacy.
Get in touch	https://t-challenge.eu/en/webquest/list/webquest-platform

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For more information on this topic, watch the video on our Youtube channel below:

6. Storytelling as a tool for teaching and learning

Telling stories to change the world

Ever since mankind could speak, we have used the gift of language to tell each other stories. Stories about real events, ourselves and other people, and stories trying to explain the unexplainable, for example how and why a thunderstorm rages as it does and what happens after we die. For millennia, stories were told verbally using rhymes and melodies, or even drawings or other physical artefacts to make remembering easier. At the dawn of history, humans began to write down the stories that meant a lot to them. They were legends of gods and heroes, as well as how earth and humans were created, and the line between real events and persons was very blurry. But why are we so predisposed to stories?

For humans it is much easier to memorise the elements of something that has a meaning, a red thread that leads through the contents that should stay in our memory. A good exam-

ple are mnemonics (memory aid), in which we often use rhymes or the first letters to make a sentence with meaning. Take these examples: 1) order of planets in the solar system: "My very educated mother just served us noodles." 2) spelling of words: "Rhythm helps your two hips move." 3) memorising an historic year: "In fourteen hundred ninety-two, Columbus

sailed the ocean blue." Mnemonics use our need to find meaning in unrelated things and meaning helps our brain to connect the dots and anchor them deeply. Rhyme, rhythm and visualisation further deepen the memorisation.

Another great example is the practice of Songlines of Aboriginal Australians, which is a complex navigation method that utilises song lyrics and rhythms to find paths across the land. *"One navigates across the land by repeating the words of the song or re-enacting the story through dance, which in the course of telling the story also describe the location of various landmarks on the landscape (e.g. rock formations, watering holes, rivers, trees)"* [6]

Stories lie at the basis of all our cultural heritage, our beliefs and our values. They are passing down historic events and persons and are used for remembrance and entertainment, but also serve educational purposes. Apart from stories about verified events and persons, there are many different types of fictional stories such as fables, parables, fairy tales, myths and legends, tragedies and comedies. Some may have a real event at their core, but are changed and exaggerated over time or for

a specific purpose. Stories can be described in themes and genres (sci-fi, adventure, thriller, drama, etc.), each closely related to particular plot elements. Stories can differ in their scope, too, from epic tales to short stories.

In earlier times, stories were consumed consciously through listening or reading. Now, we encounter stories from the moment we wake up until we go to sleep, more often than not without really noticing. Today's world is very much relying on the now often monetarised methodology called "storytelling" and advertisements, as well as the entertainment industry using this trick exhaustively to capture our attention. When we watch a movie, a TV show or play a video game, we experience the story consciously. But advertisements of all kinds, from TV spots to Instagram posts, use storytelling as a method to anchor their product in our minds and this has already become an art of its own. Think for a moment about an ad that you seemingly cannot shake off. It probably has a melody and maybe even a rhyme mixed in, but also a strong story element, maybe even a funny plot twist? Congratulations, you have thought of a great example that combines all the basic elements of successful storytelling in probably only 30 seconds.

Now let's address the elephant in the room

Storytelling has of course an extremely strong didactic and consequently pedagogical purpose and one can even say it is the original and most intuitive teaching method besides demonstration. Educators use stories as powerful devices to convey meaning and to make complex or abstract lessons easier to grasp, not only for children. Stories have auditory components as well as visual and kinaesthetic elements and hence stimulate multiple areas in our brains. Through characters and events in a story, we learn by model through immersion and empathy – we hear what they do (either through an external narrator or the narrating voice in our head), see what they see and feel what they feel. Think of the famous parable of "the boy who cried wolf"[7]. The simple lesson is that lying is bad, but in this story, the listener hears a tangible, relatable example and experiences the negative consequences of the lies told through the main character.

Storytelling has been re-discovered and is gaining popularity again in the education sector, especially in combination with digital and virtual components. The CHELLIS project is utilising storytelling to not only enhance vocabulary that is embedded in a meaningful setting, but also to foster eco-conscious behaviours.

https://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_24

https://unsplash.com/photos/mLoWrEOtdTw

How to create a storytelling learning experience

STORYTELLING TEMPLATE INITIAL THOUGHTS		
Before you start writing your didactic story, think about the following initial aspects.		
Lesson	What will be the meaning and lesson of the story?	Try to formulate the quintessential essence and key take away from the story. You can also try to write ECVET learning outcomes if you have multiple messages the story should entail.
Scope	What will be the scope?	Depends also on how much time you allocate to the story. It is important to have a basic idea before you continue.
Media	How will the story be told?	Will the learners read it, will it be supported by imagery or videos, or will it be a story-based game (similar to the CHELLIS stories)?
Mode	From which point of view will it be told?	First person point of view (POV), third person POV or objective POV, in which the narrator either knows everything or only what one specific character knows?
Genre & Type	What type and genre suit your story?	Will it be a true tale like an anecdote or fiction like a fable, a parable or a riddle?
Closure	How will the story end?	Will the lesson of the story be obvious at the end, will it be food for thought? Will the reader be alone or engaged in a group discussion afterward? Will there be a follow-up task the story leads towards? If yes, you can end with a call to action and the instructions, for example for an exercise the learners should now do to deepen the lessons learned in the story.

STORYTELLING TEMPLATE
STORY DESIGN

For a good story, the following elements should be fetched out.

Theme	Meaning of your story reflected in title, patterns and symbols throughout the story. Reflected by chosen type and genre.
Plot	Sequence of events, WHY things are happening, structure of elements in the story. There are 4 basic plot elements: 1) Exposition: information needed to understand a story; 2) Complication: the catalyst that kicks-off the story and keeps it interesting; 3) Climax: turning point when characters try to resolve the complication; 4) Resolution: set of events that bring the story to an end.
Characters	Fetch out your characters as much as needed and let them be life-like, dynamic and logically consistent in terms of their motivation, opinions, traits, etc..
Setting	In which world, at what place and which time does the story happen? Describe the environmental and social conditions that shape the characters and plot of the story.
Conflict or crises	The conflict creates the plot and it creates suspense and interest. There can be more than one conflict or complication in a story.
Checklist for you	• Clear and understandable message for reader • Every element of the story serves the plot • Emotional engagement from the beginning (big 5 emotions are joy, fear, anger, disgust & sadness) • Identification with protagonist • Tension, excitement, suspense • Following internal logic • Remember the scope • Quality over quantity • Moral of the story + food for thought • Open questions to spark creativity and reflection in reader

Carina Posch & Dominika Stiger
ENTER - Austria

E.N.T.E.R.

For more information on this topic, watch the video on our Youtube channel below:

7. Visual language learning of specific vocabulary

The Visual World

Each one of us has a different way of learning and memorising things. When it comes to starting to learn a new language, the number of words that one has to memorise is of course huge. In order to memorise all this new vocabulary, some people might find it easier to write it down multiple times. However, there is also a group of people for whom the only way to memorise an extensive vocabulary will be a technique of using different visual supports. For example, they might draw a picture of an object that represents a new word, they might stick some stickers on different items around the house etc. In general, as **Bette Fetter,** an American professional artist, writer of the ***"Being visual; Raising a Generation of Innovative thinkers"*** and founder of Young Rembrandts, states in the quote, the creation and the use of visual supports should be considered as essential. Visual support - is it as useful and essential as the author presents it?

https://www.pexels.com/photo/photo-of-women-at-the-meeting-3810792/

> 66
>
> *Learning to See and Create Visual Images As Essential To The Learning Process"*
>
> **- Bette Fetter**

Are those visual supports truly helpful?

To answer that question, here are some examples of research that were carried out through the years.

1. From a behavioural study carried out in 2001, the researchers found out the following: the use of visual supports in the classroom improves learning up to 400% and allows the brain to process visual information 60,000 times faster than text[8].
2. David Hyerle, an American author, states in his book that 90% of information that proceeds to the brain, is visual[9].
3. Further to that, other research shows that only 10% of people are auditory learners whereas 65% are visual learners[10].

What are the benefits?

Answering the previous question, we can affirm: yes, visual learning is helpful and brings forth a great deal of benefits.

1. Most online platforms are both free and accessible for anyone interested in learning.
2. All ages can give it a try and find out if visual learning helps them in memorising things and makes the process of learning itself easier.
3. By looking at the images, a lot of scientists and researchers found out that information goes directly in people's long-term memory.
4. The visual supports help people understand faster and in a more efficient way.
5. The concentration level increases.
6. Learning becomes easier and more fun.
7. Online platforms sometimes provide material that gives access to grammar rules and vocabulary of the target language.

https://www.pexels.com/photo/person-playing-chess-on-brown-wooden-table-5649890/

Which tools can one use for visual learning?

The most common means of visual learning are:

1. Videos: documentaries, movies, old films, all of them are a good way to make people memorise new information.
2. Graphics: presenting research results for a big audience in graphical form will help the audience to stay focused.
3. Role Playing: not the most frequent method of learning, yet it is considered to be one of the best ways to help memorising.
4. Storytelling – reading stories accompanied by images is an inspiring method for learning new content and vocabulary.
5. Games – games such as scrabble, up words, apples to apples and others are really helpful in making people form words.
6. Drawings/Paintings – a picture is worth a thousand words, therefore, if one is curious enough, he will look up all new words in the dictionary.
7. Whiteboards – while studying a new language, whiteboards or blackboards help people write down vocabulary so they won't forget it.

Why is CHELLIS using visual language learning for a specific vocabulary?

The CHELLIS methodology may be considered as kind of unorthodox from an academic perspective on learning. Trying to learn a new language through environmental stories may seem difficult to some. The environmental-based vocabulary has to be explained for participants while memorising it at the same time. However, storytelling is one of the most common visual language learning methods that influences the reader's perspective on different topics. Therefore, CHELLIS may be an unorthodox method of teaching but it will definitely help people gain more environmental consciousness.

Best Practice

French workshop for VET cook students	
Who?	ALFMED
What?	Working on a regular basis with ECVET projects (European Credit system for Vocational Education and Training), ALFMED has long-time experience of working with learners from all over Europe who are willing to travel abroad for their further education or training. It's ALFMED role as a hosting organisation to set up a work placement according to the Europass profile and a company's characteristics. Once ALFMED finds an organisation for their Erasmus students, different skills workshops are organised to prepare them for their first meeting with the company's representative and future tutor. It is essential to provide students with a linguistic base in French and to help them learn the basic French vocabulary necessary for their work and also useful for their everyday life. For example, for cook master students ALFMED provides a workshop that introduces them to an extensive culinary vocabulary in French. To illustrate the words, especially for students with a lower education level, the vocabulary is accompanied with corresponding images that help students to identify the action verbs or the ingredients list, all related to their professional profile and future work placement.
How?	This project is carried out on Prezi, an online platform for interactive online presentations.
Key Take away?	Not only does this workshop help foreign students to gain more knowledge in their professional field and to learn or to improve their professional vocabulary while being abroad, but it also introduces them to and gives them a clearer picture of their hosting country's culinary culture. This workshop also aims at giving students essential instructions, behaviour tips and French vocabulary to prepare for their first meeting with a hosting company. It can be seen as an example of intercultural communication preparation.
Get in touch	https://www.alfmed.com/en/combination-programs/erasmus-staff-cook-masterclass/

Selfie Project	
Who?	Mabel Victoria from The Business School, Edinburgh Napier University "The verbal and the visual in language learning and teaching: insights from the 'Selfie Project" in The Language Learning Journal vol. 49, 2021-Issue 1
What?	Started out as a small research at a university in Thailand, the Selfie Project tends to help in promoting language learning using our own selfies. Mabel Victoria, the author and researcher, states that the pedagogical benefits of such a project are quite high. Especially when it comes to language learning both visual and verbal tools are necessary. Using their own selfies, the participants need to use a great amount of vocabulary in order to describe their own photos.
How?	This project is actually based on taking selfies. Language students are instructed to take their own selfies at the town's attractions in a period of 2 weeks. Then during a presentation in front of the class they must talk in their target language in order to explain and describe their own selfies in detail.
Key Take away?	Selfies have somehow become a part of our lives and still today they make a big part of our "stories". Within this project, students tend to describe their experiences while showing their photos and using a great amount of vocabulary in order to make the audience understand as much as possible from pictures.
Get in touch	https://www.tandfonline.com/doi/abs/10.1080/09571736.2018.1484797?journalCode=rllj20

https://www.pexels.com/photo/young-ethnic-couple-taking-selfie-on-metro-station-5225446/

Popi Aresti
European projects intern
ALFMED - France

For more information on this topic, watch the video on our Youtube channel below:

8. Gamification as Motivation for Learning

Summary

Using gamification in the learning process can help increase learners' motivation. It can also upgrade the overall experience by providing a much more attractive learning environment through the use of the so-called game mechanics, like rewards and progress monitoring . It can also make those parts of learning that are harder to transfer, meaning the more technical parts of the curriculum, much more understandable, by providing learners with vivid workable examples and exercises. However, this should not be confused with gaming as such. The line needs to be drawn between gamification and gaming, as with educational games, and one need not go to that extreme to achieve the benefits of the gamification method to learning.

https://www.thehindu.com/education/how-gamification-can-make-learning-easier/article32774252.ece

Understanding Gamification

Introducing gamification into the learning process can help achieve quite a lot. According to Raed[11] of the Department of Teaching and Learning, Washington State University, "Gamification is the application of game features, mainly video game elements, into non-game context for the purpose of promoting motivation and engagement in learning". Moreover, it can be crucial to helping learners that feel alienated by conventional teaching methods or who do not respond to them as effectively as their peers.

> " *Gamification is the application of game features, mainly video game elements, into non-game context for the purpose of promoting motivation and engagement in learning"*
>
> **- Raed S. Alsawaier**

Understanding Gamification

Through gamification, the whole delivery process could be said to change. For Guy Boulet, Learning Specialist for the Department of National Defence Canada, Gamification[12] in the alternative is "the use of game mechanics in non-game contexts", which in the context of education and learning introduces game mechanics, distinguished from the game content, into the educational process. This means that gamification is not at all about transforming learning content into a game. It is about introducing those game mechanics that make the game more appealing, such as levels cleared and rewards won into the learning process.

https://www.pexels.com/photo/low-light-photo-of-nes-controller-1637436/
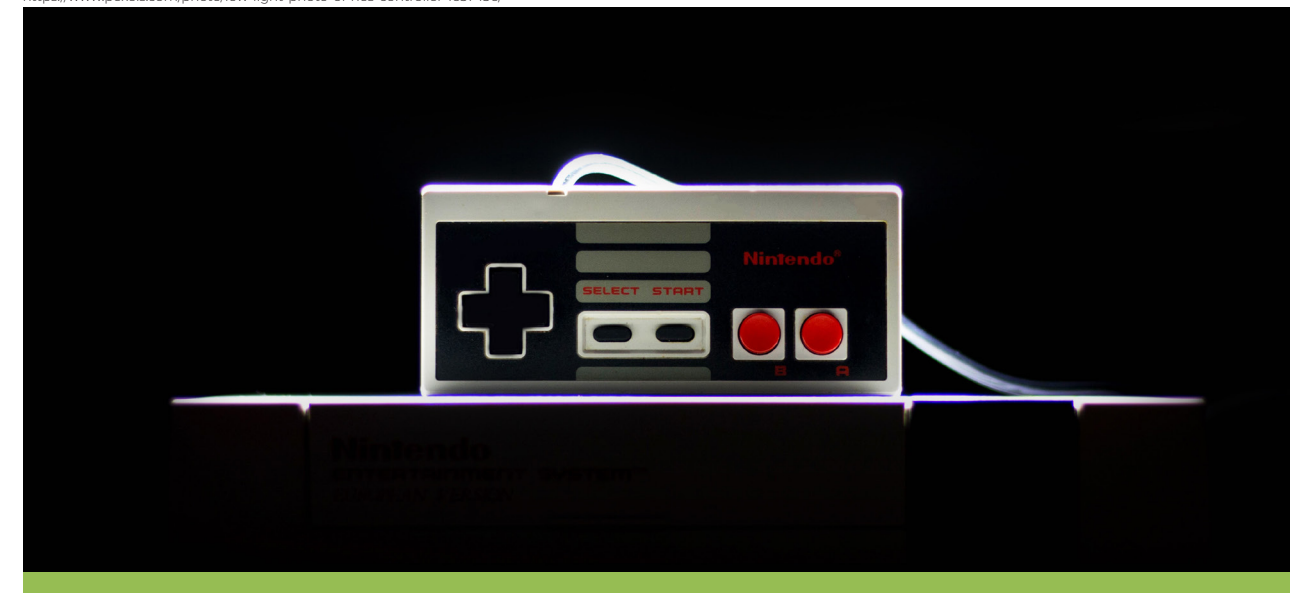
Gamification v. Educational Games

Of course, this is not to say that you cannot have educational games. It just means that these will be just that, educational games which are a category or a concept of their own. Therefore, one need not go to the lengths of developing games and applications to reap the benefits of gamification. The two are distinct, and both have their seat at the table. As such, "While the content of a video game includes the story, the characters, and the environment, game mechanics are the elements added to the content to provide a structure (levels) and reward accomplishments (points, badges, lives)" and this is what it is all about - making educational context more appealing and engaging through the same techniques that enable games so.

Gamification Momentum Is Everywhere

Indeed, the learning process becomes much more inviting to the learner. It is no wonder then that "The application of gamification in a pedagogical context provides some remedy for many students who find themselves alienated by traditional methods of instruction. The use of gamification could provide a partial solution to the decline in learners' motivation and engagement the schooling system is facing today."[11] and this effect makes gamification very desirable. Truly so, gamification has seen a vast array of applications. This is true with the momentum being picked up by a number of actors from primary school education to university courses and Vocational Education and Training (VET) material and to many more fields beyond education.

Incorporating Gamification into the Learning Experience

Introducing gamification mechanics into the learning process can be tricky. Thus, it should be noted that "On the other hand, scientific studies have shown adverse outcomes based on the user's preferences. The link among the user's characteristics, executed actions, and the game elements is still an open question"[13]. So, one needs to better understand the concept before introducing heavier gamification elements in the educational context. However, this concept becomes much simpler if one understands what exactly are these concepts of games, that need to be introduced. When applying the concept to educational settings, we need to separate context from support structures or surroundings.

Thus, fame contents and gam structure become distinct. As mentioned before, rewards and progress of character through experience and levels attained should be thought of as part of the support structure that should be introduced if one wishes to apply this concept. As to the equivalent of the game content, this would include, in an educational context, such things as sessions, presentations, materials, resources, case studies and so on. To give a more direct example, an exercise to complete online would be the equivalent of the game content. The rewards obtained after it would be the game mechanics applied in this educational content. As such, gamification should be considered as an "introduction of an extrinsic reward system (based on game mechanics) to non-game content (such as learning content)"[12] that, therefore, reinforces the available extrinsic motivation of learners and thus it would be very useful in those cases were low extrinsic motivators are observed.

Best Practice

Big Step	
Who?	Erasmus+ KA2 partnership comprising partners from Belgium (UC LIMBURG, leading partner), Czech Republic, Greece, Slovenia, Cyprus.
What?	The priority of "BIG STEP: Learning through Gamification" was to create a free online video game that would provide an innovative, inclusive educational method for refugees, immigrants beneficiaries of international protection, and other groups and minorities in refugee-like conditions in the EU.
How?	The consortium developed a game to learn local language elements, basic communication standards, and cultural aspects that foster integration and understanding of the welcoming communities.
Key Take away?	The Game includes 7 thematic chapters (School, Town, Medical Centre, etc.) in 5 different versions for each project country (Belgium, Greece, Czech Republic, Slovenia, Cyprus) and all partners' languages, with many parts also translated in English. Since the game is dedicated to refugees and immigrants, it is very important that every country has its own adapted version.
Get in touch	https://bigstepproject.eu/index.php#gamification

Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification	
Who?	Erasmus+ KA2 partnership comprising partners from Romania (Consiliul National al Intreprinderilor Private Mici si Mijlocii din Romania - filiala Arad, coordinator), Italy, Lithuania, Poland, United Kingdom, Spain and Greece.
What?	The Gamify Your Teaching project is quite unique. Its main objective was to support the professional development and vocational competencies of teachers and trainers active in entrepreneurship and further enhance their ICT teaching methods through gamification approaches.
How?	The project created two general objectives. The first one revolved around developing a game simulation featuring practical elements of 7 chosen entrepreneurship subject areas by employing gamification techniques. As such, the consortium approached and involved trainers and VET professionals from the partner countries. These participants, including students, aimed to test the didactic materials prepared and assess the overall effort of the project.
Key Take away?	The project was selected as a best practice and was recognised as a success story. Its impact was significant, especially for VET teachers and the students who discover a more effective way to deliver and receive learning outcomes while improving their ICT competencies. More than this stands as a good practice that can be employed by different people seeking to achieve similar outcomes.
Get in touch	http://gamify-project.eu/

https://www.inovaconsult.com/blog/2017/09/27/gamify-teaching-help-students-create-entrepreneurs/

Simona Petkeviciute

PROJECT MANAGER

SEAL CYPRUS - Cyprus

For more information on this topic, watch the video on our Youtube channel below:

9. Opportunities and Education within the Green Sector

Summary

The green sector is becoming increasingly important. It provides for a large number of jobs at an increasing rate. It further supports the economy to expand its capabilities by featuring bigger growth rates than other sectors and allows it to do so in a sustainable way that ensures the resources used will not be soon depleted. Within this sector, a number of employment, educational and civic participation opportunities exist that cater to many tastes. These can help provide high-quality, meaningful experiences.

Understanding the green sector of the economy

The green sector has gained much momentum. At its core is the notion of sustainability of resources. The green sector encompasses all the areas of the economy that concern themselves with providing their goods and services in a way that does not diminish or deplete the environment. As an example, one could refer to such industries as alternative energy providers and electronic carmakers. According to the International Labour Organisation, with respect to green jobs, these are the ones "that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency"[14] and usually involve quality jobs.

Through this sector, employment is on the rise. Beyond that, it is also important to note that the sector's gross added value has grown steadily and fast, especially compared to the traditional economy. Not only this, but as the Eurostat points out, "Even in 2009, when the financial crisis led to a 5 % contraction in GDP, gross value added from the production of environmental goods and services remained relatively stable"[15] That is another feature of sector resilience.

> " *Even in 2009, when the financial crisis led to a 5% contraction in GDP, gross value added from the production of environmental goods and services remained relatively stable"* [15]
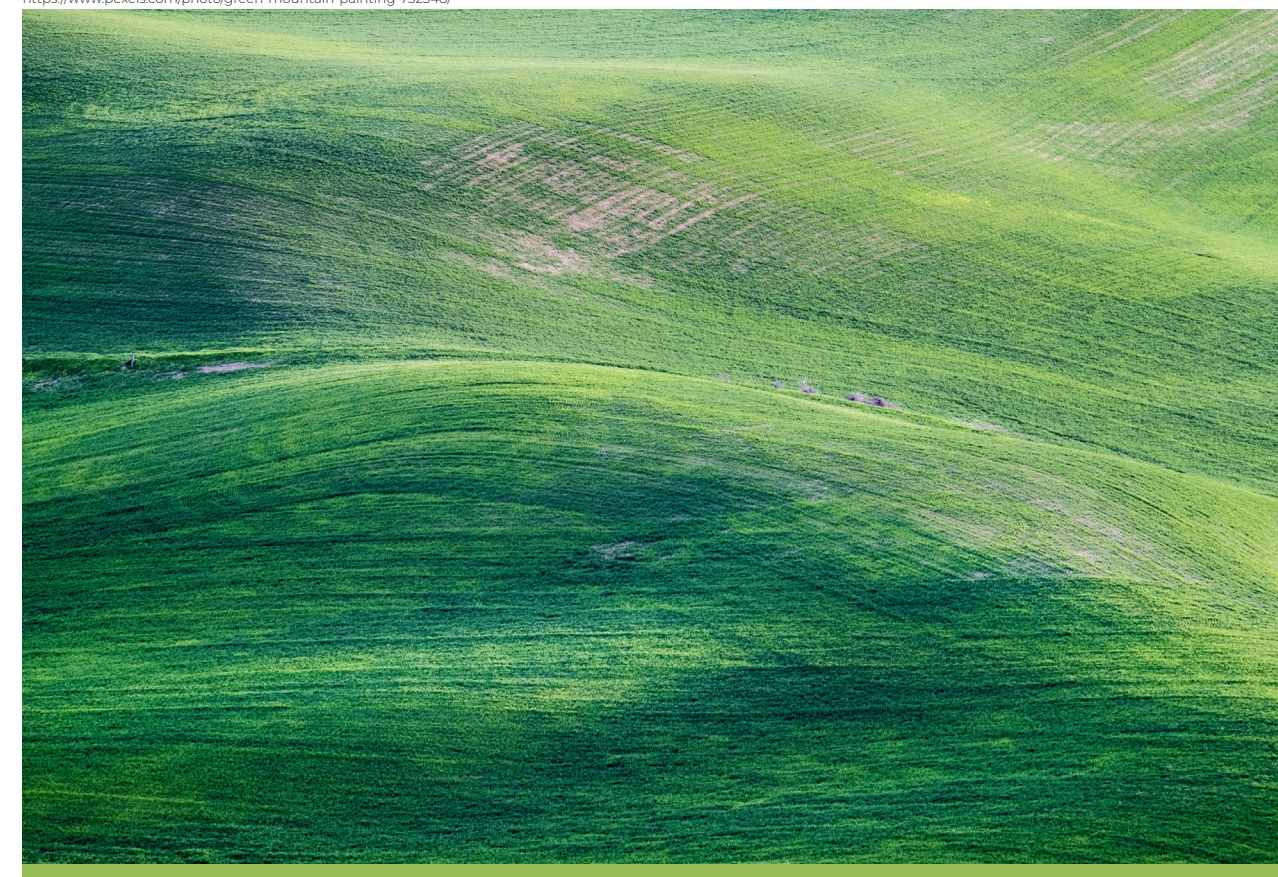>
> **- Eurostat**

Development of key indicators for the environment economy and the overall economy, EU-27, 2000 - 2018 [15]

Environment economy: employment ■
Environment economy: gross value added ■
Overall economy: employment ■
Overall economy: GDP ■
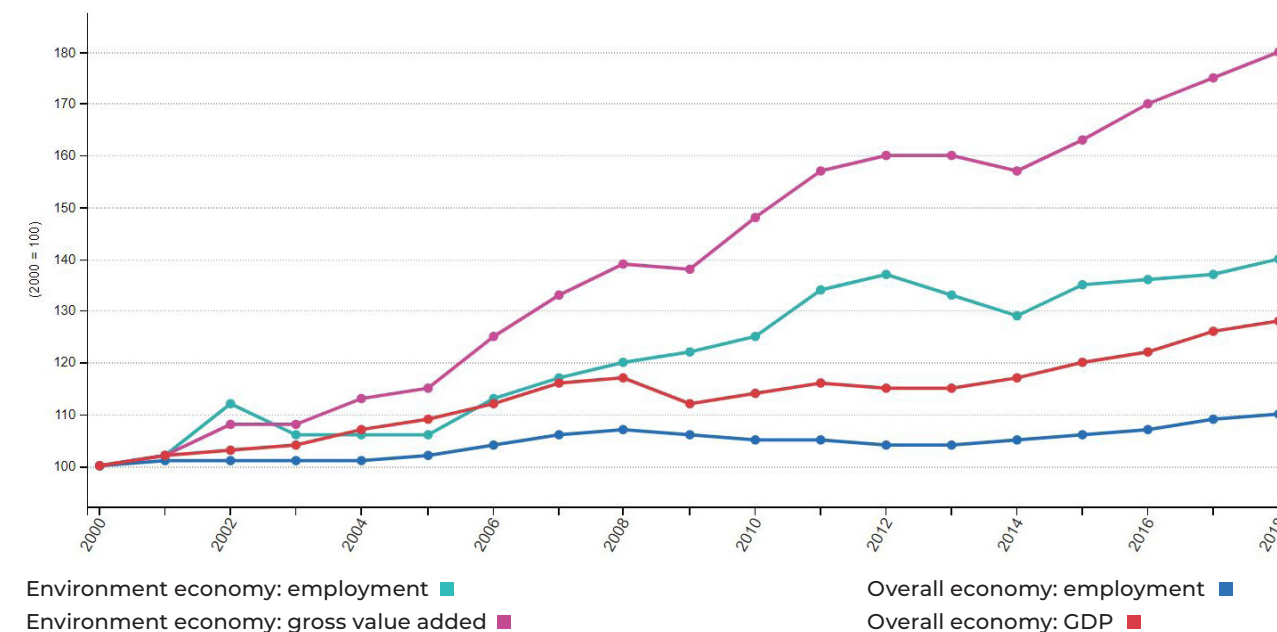
All these combined inevitably lead to a conclusion where one should be interested in the sector, as the job market there can be very rewarding.

https://www.pexels.com/photo/green-mountain-painting-732548/

CHELLIS

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CHALLENGE-BASED ENVIRONMENTAL LANGUAGE LEARNING THROUGH INSPIRING STORIES

The EU Support of Employment, Education and Civic Participation in the Green Sector

It should not come as a surprise that the EU is keen on preserving this momentum. According to Connie Hedegaard, Former European Commissioner for Climate Action, "In a Europe with 26 million unemployed Europeans it is not enough to create growth. We must also expand in areas that can generate jobs. The green sector offers enormous potential for job creation and we have to make sure Europe can harvest its benefits in full" [16] This is a view shared by many. Through the Green Employment Initiative[17], the EU Circular Economy Action Plan[18] and the Green Action Plan for SMEs[19], the EU is very willing to support this sector.

The focus of the three includes the following among others:
· Ensuring the market gap for skills and employment is decreased;
· Implement relevant policies at the member state level;
· Smoothen the labour market transitions;
· Support local governments in managing to restructure effectively;
· Help increase job creation through EU funding and other means;
· Support green public procurement for entrepreneurship and social enterprises

https://www.pexels.com/photo/alternative-energy-blade-blue-clouds-414928/

> **"** *In a Europe with 26 million unemployed Europeans it is not enough to create growth. We must also expand in areas that can generate jobs. The green sector offers enormous potential for job creation and we have to make sure Europe can harvest its benefits in full."*
>
> **- Connie Hedegaard**

This sector growth is also being provided with the push it needs to sustain this. Within the sector, and of course, beyond the many types of jobs and careers one can pursue with this, depending on a combination of skills and opportunities, there are many educational and civic participation opportunities that one can engage to the degree they desire. There is an abundance of choices from local NGOs and educational centres to international organisations, universities and private initiatives. For example, you can look up the UN development programme for spots as a volunteer where you can help. The World Wildlife Fund is another great example of this, as is the National Geographic organisation. Alternatively, most countries use a registry for their various NGOs, or you could ask at your local NGO centre to find out who is seeking help in the sector. Beyond this, many organisations offer free training opportunities as they may participate in relevant EU funded projects. However, if you are looking for a longer commitment, many universities now offer relevant Bachelors and Master programmes dedicated to this. From biology to sustainable engineering, green entrepreneurship, alternative energy management and more, it is up to the individual to choose the option best suited to them.

Best Practice

GreenComp Organisation	
Who?	EfVET, EARLALL, EAEA and p-consulting.gr
What?	GreenComp is an umbrella organisation, which believes that education is a central component to achieving the EU's climate targets in the ambition to achieve climate neutrality by 2050. Their goal is to provide a skilled labour force that is also an agent of sustainable development and growth.
How?	Green skills need to be mainstreamed and incorporated into education policies and practices through a common GreenComp framework. GreenComp is preparing a policy toolbox and aims at advocating for the direct involvement of civil society and multilevel governance in the timely publication and succeeding implementation of the European Competence Framework for Green Skills.
Key Take away?	Lifelong learning, Adult Learning and Education and Vocational Education and Training (VET) can make a vital contribution to the European Green Deal: by helping define and implementing the so-called green skills with a bottom-up approach.
Get in touch	https://green-comp.eu/

Best Practice

PONICS VET: Hydroponics Agricultural Technician	
Who?	Erasmus+ KA2 partnership comprises partners from Latvia (Latvijas Lauksaimniecibas Universitate – coordinator), Greece, Bulgaria, Italy and Belgium.
What?	Studies on agriculture reveal that it is a sector still suffering and struggling with economic losses in the last years. In addition, there is also a fight against climate-related issues. The consortium declares that Hydroculture has a key role in food provision and tackling global challenges such as water scarcity, food security, urbanisation and reductions in energy use and food miles.
How?	The idea is to provide young farmers or the prospective ones with training in a specialisation essential for the future of agriculture, in a sustainable perspective that deals with protecting natural resources (such as soil and water), feeding people with maximum energy efficiency and fighting against food insecurity. The project built an innovative professional profile, the Hydroponics Technician, and a training course for such a profile.
Key Take away?	The project was directed to one specific issue/opportunity. Therefore, it attracted a specific target group. The training was provided online, making it easier to deliver to a wider range of people, despite their location. The training was built following the ECVET guidelines, which allows the training participants to follow the course and recognise the learning outcomes achieved.
Get in touch	http://hydroponicsvet.eu/
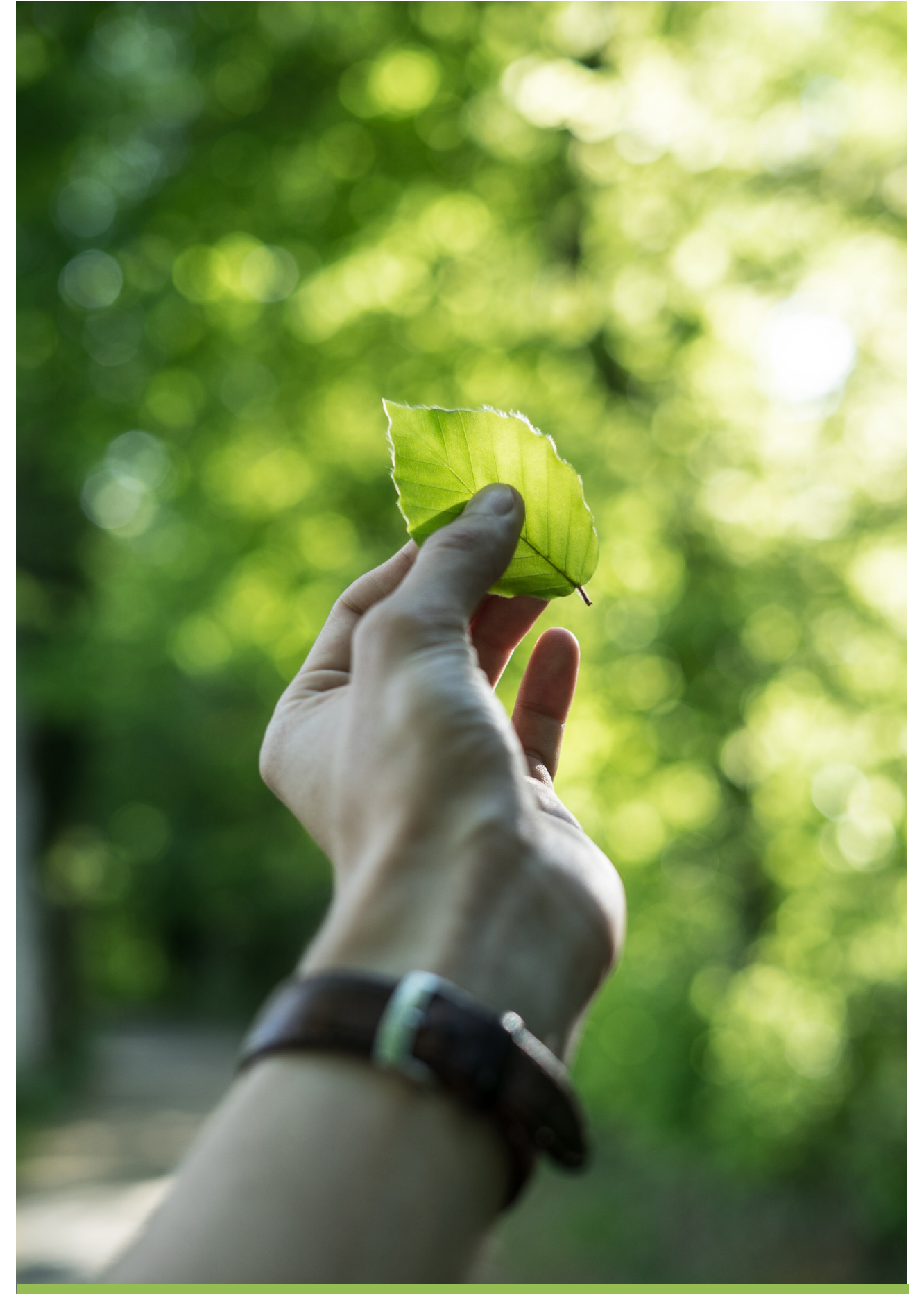
Simona Petkeviciute

PROJECT MANAGER

SEAL CYPRUS - Cyprus

SEAL CYPRUS

For more information on this topic, watch the video on our Youtube channel below:

10. Validation of Learning Outcomes

Making Learning Experiences Visible

Humans are learning machines and our brains are absorbing and filtering information non-stop, from the moment we are born until our last breath.
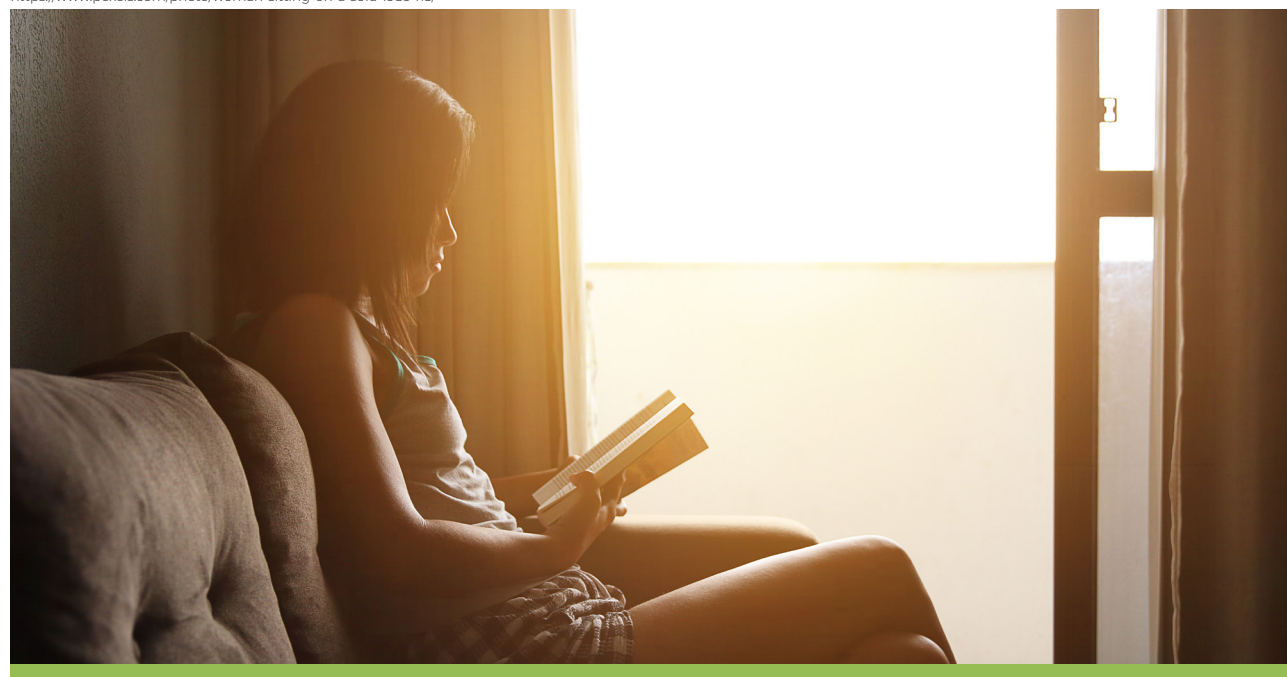
While we are at school or attending any other kind of **formal learning**, we can expect that the teacher or trainer has set up a formal lesson plan or curriculum, including set learning goals, timing and methodology of lessons, as well as a form of assessing if we have internalised the learning content to a satisfying extent. Formal learning has a concrete start and end, and upon completion, there usually awaits a certificate of some kind, stating that we have attended and finished the lessons successfully.

But learning of course also happens outside a formal classroom and without the aim of gain-ing a certain qualification. When learning is organised and there is the objective of extending knowledge or skills, it is called **non-formal learning**. The main goal is to inform the learners, not to add to their professional or scholar qualification, for example in a hobby class or in internal company training.

In order to benefit from formal or non-formal learning, a person has to make the decision to participate in the learning process either voluntarily or mandatorily (in the case of compulsory school education or workplace training). But most of our main learning processes happen without us even noticing or making a conscious decision to do so. This is called **informal learning**. We learn in everyday life for example (1) by practising our skills maybe by cooking a meal, working with a specific software or playing football; (2) by observing others through role model learning for example how they approach a situation and the consequences they experience; (3) by communicating in   so-

cial situations; (4) and when we are reading a book, watching TV or playing a game. There is hardly a situation that does not have the potential to teach us something about ourselves, others and how the world works[20]. This kind of informal learning is hard to grasp, because sometimes we have this "Aha!" moment and we consciously know that we have learned something, but many more times the learning happens under our radar, completely unconsciously. So, how can this informal learning be made more visible?

It is a pedagogical fact that it is easier to learn something when it is wrapped in a story, a song or a game. In recent years, it has been re-discovered and mixed with newer media such as video gaming, resulting in the **serious gaming** trend[21]. Usually, there are learning goals defined at the beginning and the game is developed around it. In other cases, creative pedagogic professionals can take games made mainly for entertainment purposes and use them in a serious context to train e.g. literacy & numeracy skills or spatial thinking using games like Scrabble, Minesweeper or Tetris.

This means, players play the game and internalise the learning objectives as a side effect.

In order to make the learning effects visible, serious gaming is sometimes paired with another, relatively new methodology: **digital badges**. Badges are used in entertainment games, too, and they have the main purpose of motivating the player to continue playing. Open badges, for example as introduced by the Mozilla Open Badges Project[22], go one step further as they validate the achieved learning outcome behind the badge, but the problem is that they are not broadly used at the moment.

There is another way to communicate learning outcomes in a transversal way: using European Transparency Instruments. There are three main frameworks that apply to validating formal, non-formal and even informal learning achievements, namely (1) ECVET including learning outcome methodology and ECVET credit system; (2) EQF including the descriptors of EQF levels; (3) and the CEFR including the internationally accepted language levels.

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In a nutshell:

ECVET credits[23] help to summarise the time spent on a formal or non-formal learning activity. They can be featured on a certificate and are recognised all across the EU. The **ECVET learning outcomes** help to formulate transparent, achievable and assessable learning goals a learner should accomplish by participating in a formal and non-formal learning offer. They follow a certain structure and are categorised into knowledge, skills and competences (sometimes autonomy/responsibility). Learning outcomes provide a fuller picture of the learning achievements and what a learner should have internalised upon completion of a course or training.

The **European Qualification Framework (EQF)**[24] is a transparency tool to translate between national qualification frameworks using learning outcome based descriptors. Each formally achieved qualification is corresponding with a level from 1-8, with level 1 representing that a person is able to perform basic tasks under direct supervision in a structured context, and level 8 representing that a person is extremely qualified and proficient, has specialised skills and has an authority, as well as a lot of responsibility. The EQF level is stated on formal certificates and diplomas, which allows the comparison of education and training accomplishments between EU member states. The EQF level is based on what a person is able to do, not only how much time they have invested in a learning offer.

Last, but not least, the **Common European Framework of References for Languages (CEFR)**[25] is an internationally accepted system that communicates the language proficiency in 6 levels, from basic (A1/A2) to independent (B1/B2) to proficient (C1/C2). Language courses, the used textbooks and the achieved certificates usually state the achieved CEFR level. But there is more to this, because the CEFR also comes with a self-assessment grid[26] and a person can have different language proficiency in different areas such as understanding (listening & reading), speaking (interaction & production), and writing.

The CHELLIS project and its online learning platform utilise a mix of all these methodologies and tools in order to provide a language learning opportunity that transports green and sustainable messages at the same time and is at the border between non-formal and informal learning due to the serious gaming approach.
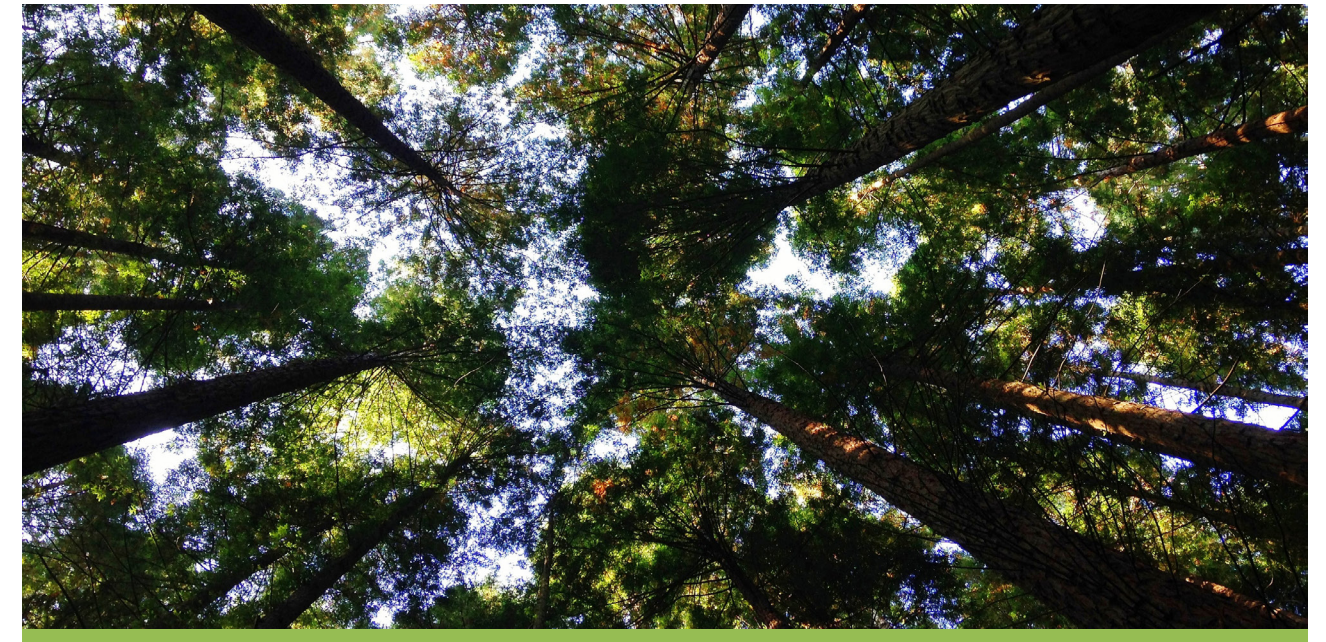
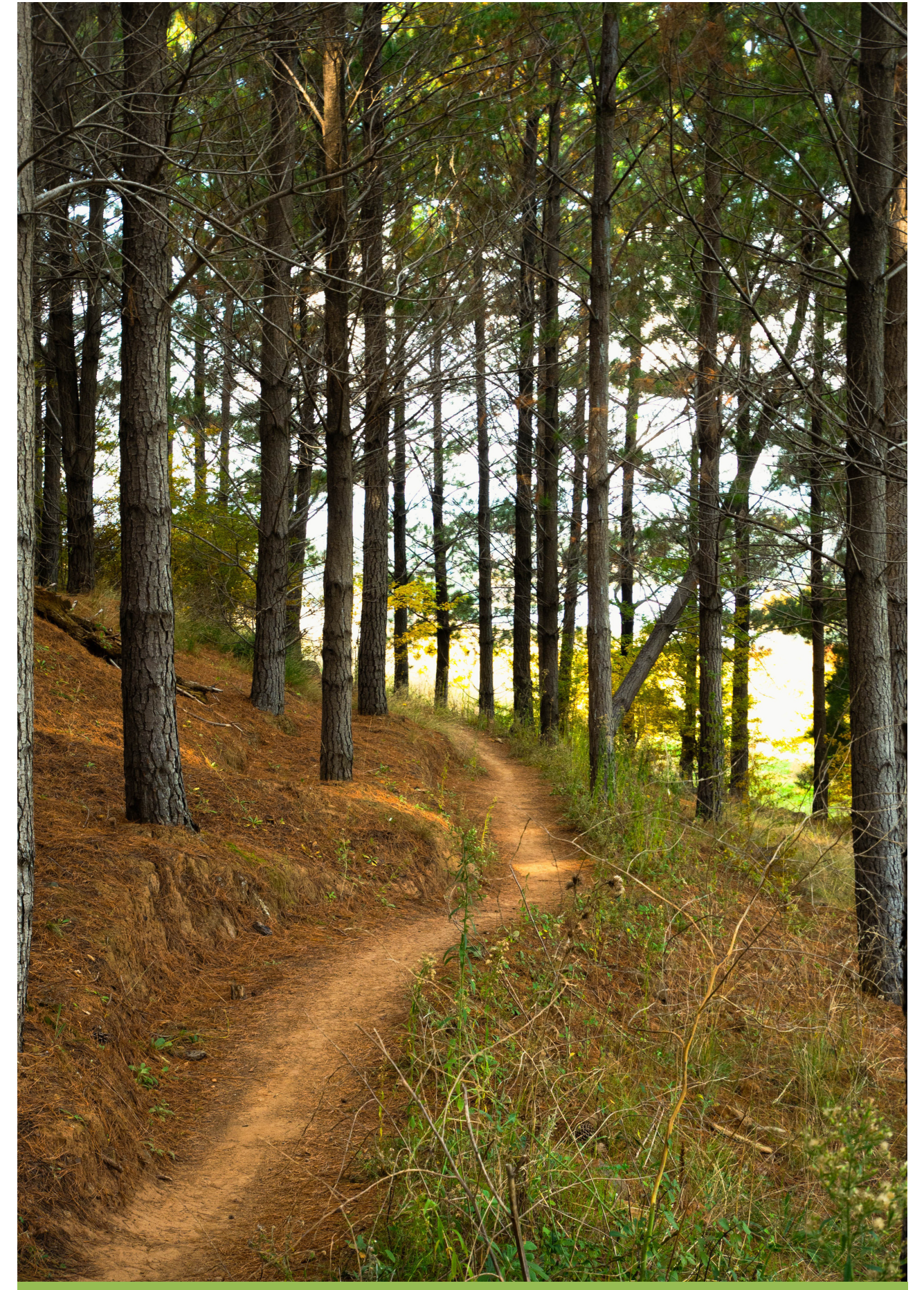https://www.pexels.com/photo/photo-of-woman-writing-on-notebook-3061023/

Best Practice

CHELLIS LEARNING PLATFORM	
Who?	CHELLIS project partnership
What?	The Erasmus+ project partnership of CHELLIS has created an online platform that utilises all above mentioned measures and more.
How?	The CHELLIS platform offers a variety of stories featuring different environmental topics. Each story is available in 3 CEFR language levels (A2, B1, B2) and enables the reader to make active choices along the way that determine if there is an environmentally positive, neutral or negative ending. The partnership has started with setting up ECVET learning outcomes for each topic, around which the story has been wrapped. Upon completing the stories, the readers encounter a call to action that engages them to internalise the lessons learnt even more. The digital open badges awarded upon successful completion feature the CEFR level and state the achieved ECVET learning outcomes.
Key Take away?	Educators need to move with the times and get creative with available methodologies and resources. CHELLIS shows a great example of how to combine two themes (language and environmental learning) into an innovative interface.
Get in touch	https://www.chellis.eu/ https://www.facebook.com/CHELLISproject

https://unsplash.com/photos/WgGJjGN4_ck

Best Practice

EUROPASS	
Who?	CEDEFOP and European Union
What?	The Europass and its various elements put European Transparency instruments into practice and facilitate the transnational communication of knowledge, skills and competences. In 2020, the completely free Europass offers have been updated and extended, including: • Online profile • Online CV templates and editor • Online cover letter editor • Certificate and diploma supplements • Mobility certification • Online wallet for certificates and Europass Digital Credentials
How?	The Europass provides a standardised structure for CVs and cover letters, including helpful advice. In the Europass profile and wallet, a person can create and edit these templates, store their digital certificates and diplomas and more. Europass itself is a great transparency tool that facilitates the transnational comparison of skills and competences, but it also uses other EU transparency tools such as the CEFR language levels, EQF levels, ECTS and ECVET points as well as learning outcome oriented descriptions of previous jobs and education.
Key Take away?	Europass is a free tool that makes qualification and skills comparable across Europe.
Get in touch	europa.eu/europass/en www.facebook.com/europasseurope

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E.N.T.E.R.

For more information on this topic, watch the video on our Youtube channel below:

https://www.pexels.com/photo/dirt-pathway-in-the-woods-9639492/

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