



Erasmus+

Methodological guideline

PROSID project

"Promoting Social Inclusion of Disadvantaged and Vulnerable Groups"

2021-1-TR01-KA220-ADU-000035258



2024

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1. Introduction

About the PROSID project

Marginalised social groups are the ones that mean the biggest social and labour market problem in Europe and all over the world. Those especially staying in a marginal position are the people living in extreme poverty, the people living in extreme poverty, people having low scholar qualification, and people, who come from unemployed families of several generations. They are characterised by a long persisting economic and social crisis that still entails deterioration of their social relationships and personal abilities, lack of vision for the future, and total lack of motivation. In 2019, 92.4 million people in the EU-27 were at risk of poverty or social exclusion; this was equivalent to 21.1 % of the EU-27 population.

Year 2020 presented a new challenge to the world. Territorial and personal quarantines introduced for the protection against coronavirus, the restriction of mobility of people, the reduction of possibilities of further exposure have made a serious impact on the economy in each of the countries of Europe, but in practice, globally as well. The situation has adversely affected the lives of people living on the margins of society. Marginalised social groups will not be able to represent their interests in the mitigation of economic crisis caused by the virus; they will be the ones, who will get from a hopeless situation to an even more hopeless one. Therefore, every effort needs to be made to promote their social inclusion, in particular by involving them in the non-formal learning process using innovative solutions. Due to the coronavirus pandemic, there have been changes in education, employment but also in the required skills. The sustainability of economy can only be ensured by active participation in social life, the right lifestyle and acquiring the necessary skills for life and labour market in the 21st century. It is essential that disadvantaged and vulnerable groups can also participate in addressing the issues of their future by utilising their skills, knowledge and competences. Global, transnational solutions have to be sought, because isolated solutions staying within the borders of the country will be less efficient. This is the situation, when it is really necessary that we learn from each other, that we use human resources of each other,

and that we apply innovative solutions. The aim of the project is to motivate disadvantaged social groups, to increase their chances for a widest possible range of social inclusion.

Main target group of the project

- Disadvantaged groups on the labour market (low-income working groups, marginalised groups, groups without regular income)
- Vulnerable groups (e.g. persons who for some reason do not have financial security for quality life, social benefit recipients, people living in deep poverty, long-term unemployed, multi-generational unemployed people)

Main project results are:

- PROSID Educational Modules “Employability Skills in the 21st Century” analyses of countries for best practices and literature, creation of PROSID Educational Modules to improve skills for the labour market, test trainings, evaluation, correction in line with feedbacks.
- PROSID Blended-Learning Training Programme with Motivational Videos for Social Inclusion „Sustainable Life in 21st Century” - (e.g. life skills for individuals, personal and interpersonal skills, financial skills, health capabilities, civic capabilities).
- Interactive On-line Platform - E-learning and communication platform for the disadvantaged and vulnerable groups and experts
- PROSID Guideline

Project partners

There are 6 organisations involved in the project, from Türkiye, Germany, Hungary and Slovakia.



Necmettin Erbakan Üniversitesi, Türkiye

What does the support of marginalised social groups mean for us?

“The expected outcomes from supporting marginalised social groups are valuable and multifaceted. Such support plays a role in social, political, and economic empowerment. It can also promote social justice, cultural diversity and national development through inclusive policies and practices. We believe that addressing systemic inequalities and promoting inclusion is a necessity for Turkey's stability, prosperity, and democratic progress.”



Prof. Dr. Hakan SARI & Rsc. Dr. Hamza KAYNAR

Necmettin Erbakan University (NEU) is a state university in Turkey which is located in Konya province. There are 20 faculties, 6 vocational schools, 26 research centres, 4 institutes, 4 foreign language colleges, Turkish Music Conservatory and 8 coordinators like international affairs within the body of university. Presently, 25,454 students continue undergraduate studies, 2,872 are as being post graduate (master), 5,664 as doctorate students and 1,181 students for pedagogic formation; 35,171 students in total are studying at the university. Apart from these, 1,909 academic staff and 149 administrative personnel are currently working in the university. The uni. is a highly ranked university among other Turkish universities. Ahmet Keleşoğlu Education Faculty has a special education department. More than 700 students and almost 20 academic crew work in the Special Education Department. In addition, the university has a research centre that conducts research on the handicapped and disadvantaged individuals. Special Education Department students achieve the Turkey championship in national university entrance examinations. The department helps to develop the communication and social skills of the disabled and disadvantaged individuals with other people. Staff in special education centre at the university work on the handicapped and

disadvantaged people in order to adapt them to the social, academic, technological and physical environment through their exchange of experience. The lecturers in Special Education Department voluntarily work for equal rights and for the society to fully integrate disadvantaged and handicapped people into all areas of social and economic life. Subjects being worked on in the special education department are:

- Effective integration and involvement of people with disabilities and the disadvantaged,
- Social integration/inclusion of immigrants,
- Social cohesion and comfort of the immigrants with disabilities,
- Personal development of handicapped immigrants,
- Professional progress of teachers of the handicapped and the disadvantaged as well as the immigrants,
- National and international cooperation on the handicapped, inclusion and the attitudes.

Those who are working in the special education department intend to investigate and report on such issues. NEU has very convenient environment for this project. Academic crew in the department fulfils their duties and responsibilities allocated in the project as instructed; they are successful in teamwork and each staff is ready and well-trained to be a leader when needed. An effective coordination and cooperation can be created easily among the teaching staff designated in each mission in team work. Academic staff in the special education department at NEU have high potential for effective cooperation and communication with other stakeholders. The lecturers in the Special Education Department are public officials and have the potential to communicate with other stakeholders at a high level. Therefore, they will be able to guarantee that the content and impact of the activities and project outputs shall be carried out on effectual documentation. The staff in the department are very much familiar with also; - promoting non-discrimination (equal consideration) and equal opportunity for disadvantaged individuals, - to be able to provide support by the way of volunteering for disadvantaged individuals who need the most support and particularly in the informal education of immigrant disadvantaged people, - encouraging the participation of disadvantaged migrant individuals in EU policies on education, youth, culture, social affairs and employment as a tool for social development as well as their psychological and social improvement.

What does the support of marginalised social groups mean for us?

“Supporting marginalised social groups should not only mean charity or goodwill. This support should be seen as a basis for building more just and equal societies for all. Such a social structure is possible with the joint efforts of individuals, societies, and institutions.”



Prof. Dr. Metin KILIÇ & Dr. Ahmet Furkan TOSYALI, Türkiye

Düzce University (DU), one of the highest ranked universities in Turkey among young universities and located between Turkey's two biggest cities Ankara and Istanbul, was established on 17 th March, 1992. The university have been improving rapidly since that time and its main campus is named as Konuralp Campus. The university prioritises producing science at international qualification level and lays great importance on national and international needs during education period. It always freshens itself up as well as provides a research environment which has an international competition capability and pursues scientific developments and technologies on the globe. In this way, Düzce University has climbed the steps of modern education since its establishment and has become one of the fastest growing universities in Turkey.

As of today, it incorporates 14 faculties, 2 colleges, 10 vocational schools and 26 research centres. The university takes pride in providing virtually 30000 students with quality and modern education thanks to its more than 2000 academic and administrative staff. Since its establishment, with the vision of “Creating Value” the university place great emphasis on students' social and cultural demands together with their scientific and intellectual improvement. The university strives to establish and renovate institutions and facilities in order to fulfil this mission. Düzce University prioritises scientific research by the way of

pursuing international scientific progress and producing science in accordance with global developments as mission. In this sense, significant studies has been being done by practice and research centres as well as the institutes providing undergraduate and graduate education. Actually, it has started to prioritise social researches on social problems in coordination with the departments of Sociology, Psychology and Health College. The most palpable indicator of these studies is actuose Migration Women Research Center since its initiation in 2019. Subjects and projects for the centre are mentioned in its regulation as: - Refugee adaptation - Integration - Refugee Law - Safe Life for Migration - Equal Opportunity in Education - Refugee Employment Projected coordinator is one of the founders of the centre. In the centre aforementioned, lecturers particularly from the departments of Pre-school teaching, Sociology, Health Sciences Faculty and College do important studies. Taking the projects which we have mentioned above into consideration, we can obviously see that the university is highly sensitive in social problems. Two international refugee congresses have been held for recent 2 years. Besides, joint projects are being carried out with Directorate of Migration Management. A cooperative project on immigrants was carried out with the Governorate in 2018 and some other coordinated studies have been accomplished with other institutions. The key persons involved in this project: Assoc. Prof. Metin Kilic has been working as an assistant professor at Duzce University since 2013, when he initiated sociology department. He finished his graduate study in sociology. He has conducted studies in the field of young people, family issues and leisure for 8 years. In this project he will be the key person to be involved from Duzce University. He has participated in many national and international seminar and events. One of them was about leisure time usage of university students and was presented in 5th Annual International Conference on Humanities and Social Sciences. Besides, Dr. Metin Kilic has conducted several projects on young people and family. One of them was about perception of violence on women and children. In 2010 he worked on how schools could be a safe place for children. Furkan TOSYALI He is a PhD student at the Psychology Department of Middle East Technical University (METU). It is his second year since he began PhD study in Social Psychological research program at METU. Regarding his vocational position, he has been a research assistant at Psychology Department of Duzce University since 2017. He has currently been working on close relationship dynamics; particularly between romantic partners. Especially, interpersonal emotion regulation processes between romantic partners, notable role of women in these processes and its relationship in terms of health-concerned behaviours of individuals are focus of his curiosity. In fact, after writing a dissertation on that

kind of topic during his master's degree in which he completed at Kadir Has University, he decided to work on the similar issues where the emotional roles of women are positioned at the centre. However, during the master's degree, Political Psychology course given by an expert academic in the field has been an influential factor with respect to increase his curiosity about various areas of interests, for example, migration and gender studies. He has not only theoretical background in the involved areas but also research experiences, which have already been presented at different conferences, and publication under review after revisions from referees of International Journal of Psychology that is one of the influential journals in Psychology. Therefore, he believes that his theoretical and practical research backgrounds are motivational in making him eager to take part in this project.



Dezavantajlı Grupları Anlama ve Sosyal Destek Derneği

(DEGDER), Türkiye

What does the support of marginalised social groups mean for us?

“ Supporting marginalised social groups has always been our core mission. Their social and labour market integration is important because a strong and viable society needs all the resources it can get. This is what we believe and this is what we work for! ”



Prof. Dr. Faruk Ayin, Türkiye

DEGDER (Association for Understanding Disadvantaged Groups and Social Support) was founded by an experienced and professional group of lawyer, academics of Sociology departments, psychological counsellors, child development and rehabilitation experts in Ankara. It is a non-profit and non-public body. The association has about 100 members for the time being. DEGDER team is comprised of people from distinguished occupations; but all of them have worked on disadvantaged groups for many years. The association was founded for planning and designing high quality training programs and methods, understanding disadvantaged groups (persons with disabilities, refugees, uneducated youngsters, long-term unemployed persons, disadvantaged women, ex-convicts, homeless persons, people who experience severe poverty, old people, etc.) and support them socially and psychologically. DEGDER has staff that is capable of doing all professions related to disadvantaged groups and achieve its targets. They have past studies over all disadvantaged groups as a team. Working field of DEGDER is all disadvantaged groups including homeless persons. Members of association have many years of experience in disadvantaged group studies and projects.

What does the support of marginalised social groups mean for us?

“We NGOs must build a more socially just society. A willingness to work with communities, especially those that are usually labelled as "marginalised groups", comes from our personal multicultural experience, the intersection of faith, beliefs and convictions. We have been working for many years to include vulnerable groups in career guidance policies and in the design, implementation and monitoring of career guidance and career services, thereby significantly improving the services that meet the needs of these individuals.”



Dr. Andreas W. Huber, Prof. Dr. Loreta Huber & Dr. Inga Laurusone, Germany

EureCons Förderagentur GmbH (ECF) is a private consulting and research company, operating nationally and internationally founded in 2011. As an association of interdisciplinary, cooperating experts from science and practice, as well as international partners, EureCons Förderagentur offers support for companies and local authorities in all areas of strategic development and analysis (scientific and market research, forecasting, SWOT analysis, surveys, etc). In addition, EureCons Förderagentur offers support in management services, project management, creation of consortia, as well as funding advice. Within the framework of European national and international projects we support our clients from development, through partner search, to active support in overall management. An efficient and sustainable Quality Management is also an integral part of their consultation. The focus in the European projects is on programs such as Horizon 2020, Erasmus+, ESF and Interreg. EureCons Förderagentur sees itself as an interface between consulting and research, as well as a door opener for European projects. EureCons Förderagentur is also responsible for city planning tasks, among them projects for immigrant youth, reviews, intercultural project development and the organisation of expert hearings on these topics. As lead partner in several projects (national and international) EureCons Förderagentur provides trainings for entrepreneurs as

well as job-trainings. EureCons Förderagentur is specialised in hosting and sending people within exchange projects. In this context we offer all aspects, from organisation, accomodation, language courses, coaching, companies for tutorials ore stages etc. EureCons Förderagentur's key competences are analysis and studies on the regional labour market, methods in staff development in the light of demographic.

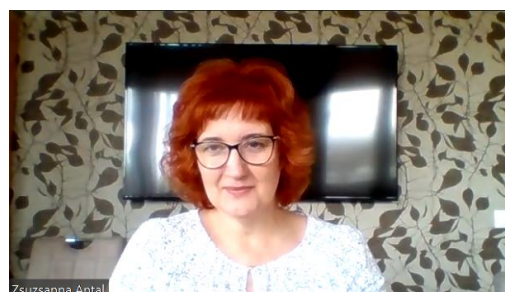


Human Profess Közhasznú Nonprofit Kft, Hungary

www.humanprofess.hu

What does the support of marginalised social groups mean for us?

"For us, the support of marginalised groups means that we should help them to carry out a successful life path that brings them satisfaction, financial security and subjective well-being. We primarily support people with disabilities, migrants, the 50+ group, women and people with low education levels to achieve their goals, giving them new keys to open new doors."



Mariann Magyar & Zsuzsanna Antal, Hungary

HUMAN PROFESS (HP) works in the fields of social and labour market, research, analysis and studies. All key people involved in this project have a minimum of 15 years of experience in the field of integrated work. Employment support service - helping the employability of people with disabilities and job skills changed in the first workforce, helping to integrate other target groups into the workforce labour market, eg. teenagers, women, 50+ etc. In addition to its activities, it provides important supportive education programs for families of this

disadvantaged group. Key persons 100% of the organisation has experience in accredited adult education and e-learning method. Their aim is to develop training activities, conduct experimental training for customers and social experts, experts, trainers. Their organisation has been involved in projects before and they have undertaken the following tasks; -project management - gathering information for background analysis and searching the literature, - Preparation of country analysis reports -Recognition of target groups -development of blended learning training materials - Trial - Contribution to project monitoring and evaluation. Contribution to project valuation through international (international) events - contribution to project management.

They have been involved in the development of a joint international e-learning training program for silver (50+) people. The main aim of the SILVER project was to create and implement distance education that would help increase the skills and employability of people over 50 years old. Their mission is to support discussion with all relevant stakeholders (employers, educational institutions, career counsellors) to identify access restrictions for seniors. qualification and employment and lifelong learning and dissemination of the "silver economy" concepts in companies and training organisations.



Spolupracou pre lepsiu buducnost -Velky Meder, Slovakia

<http://ozbuducnost.sk>

What does the support of marginalised social groups mean for us?

*"For us, the support of **disadvantaged and vulnerable groups** means that we provide them counselling and education services tailored to their individual needs, so that everyone has the skills and competences that provide a good basis for the adaptation to the new technological as well as demographic and environmental challenges. Through partnerships with employers, municipalities, public institutions and other partners, we can help them to succeed – despite*

their disadvantaged situation –, and support their social inclusion and re-entry into the labour market.”



Ildikó Hanuliakova & Zoltán Hanuliak, Slovakia

Spoluprácou pre lepšiu budúcnosť – Veľký Meder (Teamwork for a Better Future – Veľký Meder) is a civic association whose main objective is to promote and develop activities for the active participation of citizens at the local, regional, national, and international levels in various fields of social life, in particular in the areas of: a) Education, lifelong learning and extra-curricular activities by promoting: education and creating opportunities for the disadvantaged and marginal groups, modern communication technologies (Internet, Skype, Facebook, Moodle); b) Development of social responsibility in a form of: promoting communication and dialogue between people and different sectors; c) Creating legal awareness by: promoting public awareness of the rights and responsibilities, providing administrative and advisory services for the disadvantaged and marginal groups; d) (Re)integration of job seekers into the labour market, focusing on the disadvantaged groups by implementing: information and advisory activities and professional counselling, international institutional exchange of information about the labour market and good practices.

The founders have many years of experience in professional counselling and international cooperation. The primary target groups of the civil association are the disadvantaged - especially the long-term unemployed; young people; people with disabilities, socially disadvantaged people.

The civic association also cooperates with training institutions, career guidance and counselling organisations, employment services, non-governmental organisations and experts in the field of social inclusion in Slovakia and in the EU. It organises seminars, workshops and information days at the national level with the participation of labour market actors, representatives of local governments, employers, NGOs, career counsellors, school advisors

in order to develop regional partnerships, support of regional cooperation. Civic association realises educational activities for adults in different forms: face-to-face training activities, distance learning, e-learning activities for different target groups. Civic association participated in the development of quality standards for career counselling in Slovakia. In 2015, it received an Honourable Mention in the National Award for Career Guidance and Counselling for the implementation of projects and counselling activities supporting lifelong learning and the integration of disadvantaged groups into the labour market. The organisation is a member of the Association of Adult Education Institutions, which has 113 members: NGOs, public and private institutions in the field of adult education and of the Association for Career Guidance and Career Development, which has 127 members. The organisation cooperates with 25 organisations (training institutions, non-profit organisations, private companies, VET schools, universities, research institutions) in 16 EU countries and Türkiye.

2. Background of planning

Mechanisms establishing and maintaining social inequalities include low education, which is responsible for reproducing unemployment. Long-term exclusion from the labour market goes along with a strong segregation and discrimination. The training activity of the project leads directly to the achievement of project goals and to the delivery of the planned results, as follows: Our proposal intervenes in an efficient way, and it reaches change at the point, where exclusion started at disadvantaged groups, i.e. in the field of training. Units of learning material of the training programme focus on overcoming the biggest disadvantages:

- labour market skills

- social inclusion (e.g. life skills for individuals, personal and interpersonal skills, financial skills, health capabilities, civic capabilities)
- key skills and life skills
- ICT skills.

Motivation tools support the participation of the target group at life-long learning. Raising and maintaining motivation will generate such internal needs within the target group that will further motivate them for catching up. Positive example helps to prevent the falling behind of the next generations, the reproduction of unemployment and segregation both within the family and within the narrower community. Within the micro-units of the society, a positive example is to bring about the biggest changes, by which an achievable example and role models are set to marginalised people. The use of e-learning and communication platform further helps the target group in catching up with the 21st century.

In the initial phase of the project, the following needs were identified:

- among the most vulnerable to long-term unemployment are people with low skills or qualifications, third country nationals, persons with disabilities and disadvantaged minorities,
- every year, close to a fifth of the long-term unemployed persons in the Union become discouraged and fall into inactivity as a result of unsuccessful job-search efforts,
- barriers to labour-market integration are diverse and often cumulate, labour-market integration requires a tailor-made, individualised approach and coordinated service provision,
- investment in the human capital should be improved and made more efficient with the aim of equipping more people with good and relevant skills and competences in line with requirements of 21st century,
- to facilitate the integration into sustainable quality employment of those who can work and to provide opportunities for a dignified life.

This project results responds to these identified needs and has two main objectives: support of social inclusion, and to increase employability of target groups by preparation for the labour market.

3. Results

3.1. PROSID Educational Modules “Employability Skills in the 21st Century”

Partners created Educational Modules cooperatively after the detection and analyses of similar practices.

“We knew that if we did not know what the exact goal was, the process could slip at the beginning of the planning and the outcome could be unexpected. Already at the time of writing the proposal, we laid great emphasis on a proper assessment of the needs caused by the changed external environment.”

Points laid down in the application, *main objectives of the project*:

- *Prevention: Partners will prevent disadvantaged and vulnerable group of the threat of social exclusion.*
- *Education: training all target groups with by educational, sociological and psychological training modules and motivational videos.*
- *Developing personalities, life and labour market skills for the 21st century among disadvantaged and vulnerable group.*
- *Motivation: engaging disadvantaged and vulnerable group in motivational activities aimed at increasing the social adaptability of the target group.*

Building on the results of the Needs Analysis, the knowledge and experience of the partner organisations' professionals and the outputs identified during the project design phase, the partnership has defined the following 12 training modules:

PROSID Educational Modules “Employability Skills in the 21st Century”

Module 1: Motivating low skilled adults for lifelong learning (changing cognitive behaviours)

Module 2: Discovering skills and abilities

Module 3: How to improve skills and abilities for the labour market

Module 4: How to use basic ICT (after basic ICT, using internet, basic digital technologies, google, WhatsApp, and e-mail facilities and so on.)

Module 5: How to make a CV and write a letter of intention

Module 6: How to be prepared for an effective interview

Module 7: Improving Relations and effective communication skills

Module 8: How to begin looking for a job and why, what, where and how to find information about the labour markets

Module 9: Effective adaptation in employment process and job retention

Module 10: Importance of Emotional intelligence in the labour market (Becoming a positive individual and effective inclusion in the society and in the labour market)

Module 11: How to be successful in the labour market

Module 12: How to establish your own business in future

3.2. PROSID Blended-Learning Training Programme with Motivational Videos for Social Inclusion „Sustainable Life in 21st Century”

The PROSID Blended-Learning Training Programme with Motivational Videos for Social Inclusion „Sustainable Life in 21st Century” responded to the following identified needs:

- it is very important that disadvantaged and vulnerable groups are able to face the societal challenges of 21th century and find sustainable solutions in the event of unforeseen and critical situations,
- improving the quality of life (life competences, healthy lifestyle, space for civic engagement, interpersonal relationships and social contacts, quality of the environment).

Sustainability of the economy can only be ensured by active participation in social life, proper lifestyle and acquiring the necessary skills for sustainable life. It is important that

disadvantaged and vulnerable groups are also able to take part at the solution of the future with all necessary skills, knowledge and competences.

In order to expand their knowledge and acquire practical skills, we prepared 6 modules with short videos about the most important topics, e.g. individual's life skills (personal and interpersonal skills, financial competencies, health capabilities, civic capabilities, in order to lead to a better quality of life).

The partners were responsible for producing 1 video:

VIDEO 1 - How to become a modern person in the 21st century - NEU

VIDEO 2 The importance of our relationships and civic engagement in today's life -DEGDER

VIDEO 3 How to manage my finances - HP

VIDEO 4 How to use digital tools in everyday life - ECF

VIDEO 5 Healthy lifestyle and work-life balance - DU

VIDEO 6 Sustainable life in the 21st century - SPLB

Blended-Learning Training Programme and motivational Videos (with theoretical, practical knowledge and exercises) located on the e-learning platform and used as a learning tool of blended- learning for both target groups. The use of digital technologies in learning will foster the development of ICT skills.

Address of the e-learning platform: <https://prosidpro.com/>

3.3. Interactive On-line Platform - E-learning and communication platform for the disadvantaged and vulnerable groups and experts

This project result responds to the needs of measures of digitization of education for all target groups in line with the Digital Education Action Plan (2021-2027) Interactive On-line Platform (IOP) containing E-learning and Communication Platform. In this platform, - people coming from disadvantaged and vulnerable groups can find educational materials, blended learning training with motivational videos and practical information about employment opportunities, legal issues and regulations. They have their own accounts and communicate with each other

through messaging. They can ask questions to the project experts and each other, they open a general topic discussion and brainstorm with friends.

They can use it as a forum, - they can develop their communicating skills and make new networks.

On this platform, target groups also have access to educational materials - PROSID Training Modules and PROSID Blended-Learning Training Programme with Motivational Videos for Social Inclusion „Sustainable Life in 21st Century“.

Through the e-learning platform, we are able to use these learning materials in the form of blended-learning education. Therefore, this result is the most innovative part of the PROSID project. Thanks to the PROSID project, disadvantaged and vulnerable groups also have forums and informative platforms.

We think this output will gain recognition in the future between both target groups, who experience similar things, but live-in far regions. Therefore, we think that many disadvantaged and vulnerable people will use IOP. The idea behind IOP is also transferable since it is so original.

Transferability potential:

Blended-learning tools and communication platform is freely available in all partner countries, in five language versions. Through various dissemination activities reach target groups and organisations that will be able to use them to develop the skills of disadvantaged and vulnerable groups at national level, but also at international level and use it for successful communication. To international audiences will be accessible via ERASMUS + and EPALE platforms.

3.4. PROSID Guideline

The Guideline sets out the methods and guidelines that the partners have been thinking about during implementation.

The aim of this project results is to provide clear instructions on how to implement the Educational Modules and Blended-Learning Training Programme in different institutions and give the summarisation of all the project results developed during the project.

The PROSID Guideline is user-friendly and provide information in a way that is easily readable and usable online. The PROSID Guideline will help its users to support social inclusion and to increase the (re)integration of disadvantaged and vulnerable groups into the labour market.

Elements of innovation: Summarising the national and international experience of six partner institutions from four partner countries, and organisations that have participated in blended-learning learning testing, comprehensive information on the program in use, testing results already during the project period. Expected impact: the use of project results by other organisations and educational institutions, consultancy centres, associated partners will improve the quality of education; the application of results in daily practice can have a positive impact on the social inclusion and the preparation of people from disadvantaged and vulnerable groups for the labour market. The PROSID Guideline will disseminate the results of the project and will have a supportive impact on the modernization and internationalisation of organisations.

The guideline contains general and specific recommendations to support marginalised social groups.

4. Methodological principles

4.1. Tailor the curriculum to the needs of the target group

The partnership has sought to develop documents that are easily understood by the target group.

Having a curriculum that is easy to understand for disadvantaged groups is crucial for several reasons:

Equal Access to Education: A curriculum that is easy to understand ensures that education is accessible to everyone, regardless of their background or socio-economic status. It helps

bridge the gap between privileged and disadvantaged participants/students by providing equitable learning opportunities.

Reducing Educational Disparities: Disadvantaged groups often face barriers such as language barriers, learning disabilities, or lack of resources. A curriculum that is easy to understand can help reduce these disparities by making learning more accessible and inclusive.

Increasing Engagement and Participation: When the curriculum is easy to understand, participants/students are more likely to engage with the material and participate actively in class. This leads to better learning outcomes and helps prevent dropout rates among disadvantaged groups.

Boosting Confidence and Self-Efficacy: Complex or unclear curricula can lead to feelings of frustration and inadequacy, particularly among students from disadvantaged backgrounds. On the other hand, a curriculum that is easy to understand boosts students' confidence and self-efficacy, empowering them to succeed academically.

Promoting Lifelong Learning: An easily understandable curriculum fosters a love for learning and encourages participants to continue their education. This is especially important for disadvantaged groups, as education can be a pathway to social mobility and economic opportunity.

Enhancing Inclusivity and Diversity: A curriculum that is easy to understand accommodates diverse learning styles, backgrounds, and abilities. It celebrates the unique strengths and talents of all students, promoting a culture of inclusivity and diversity in the classroom.

Preparing Students for Success: Ultimately, the goal of education is to prepare participants/students for success in the real world. A curriculum that is easy to understand equips disadvantaged students with the knowledge, skills, and confidence they need to overcome challenges and achieve their goals.

In summary, having a curriculum that is easy to understand for disadvantaged groups is essential for promoting educational equity, fostering engagement and participation, boosting confidence and self-efficacy, and preparing participants for success in adult education and beyond.

4.2. Make processing content a good experience!

E-learning in itself unlocks a number of convenience features, as we can learn wherever and whenever we want. We have also made sure that the texts are readable, the colours are consistent, the videos are consumable and easy to understand. To sum up, you should have a good experience processing the content.

This question is the subject to much debate around the world today, it can be observed more and more that the comparisons and studies that are supposed to compare traditional education and e-learning, the tip of the balance turns more and more towards e-learning.

Advantages:

- Additional and administrative costs related to education and training are reduced, training becomes more efficient and successful, since it will be able to better adapt to the individual learning method, the training needs, and knowledge transfer will become more personalised.
- Knowledge transfer is accelerated,
- Global access to knowledge (in terms of time and space)
- The educational content can be continuously expanded and easily updated.
- The learning process can be tracked and the knowledge acquired can be accounted for.
- You can continue learning anywhere, anytime, at your own pace.
- E-learning and related services are embedded in corporate culture and act as a motivating factor.
- Learners are more motivated because they feel in control of their own professional development through a self-service platform.

Disadvantages:

- The training is more impersonal
- It makes interaction between learners more difficult, which has a particularly great role in adult education.

- There is no social relationship and informal communication between the participants.
- There may be strong resistance from some leaders, groups or individuals which needs to be addressed.
- Participants will have to learn the culture of self-study.

4.3. The importance of feedback on the knowledge of the learner, control questions

It should be made clear to learners how much knowledge they have acquired during the learning process at the end of the modules. Checking questions are included at the end of the learning process, as the modules can also be processed independently.

At the end of each module, we have included a "Check yourself- Answer the following questions!" section, consisting of 5 multiple-choice questions. Participants can easily check their level of knowledge.

Control questions play a crucial role in a curriculum for several reasons:

Assessment of Understanding: Control questions help educators assess students' understanding of key concepts and materials covered in the curriculum. By asking targeted questions, educators can gauge whether participants have grasped the fundamental principles and are able to apply them.

Feedback for Learning: Control questions provide immediate feedback to both students and educators. Participants can assess their own comprehension and identify areas where they may need further study or clarification. Educators can use participants' responses to tailor their teaching strategies and address any misconceptions or gaps in understanding.

Retention and Recall: Control questions reinforce learning and help improve retention and recall of information. By reviewing and answering questions related to the material, participants consolidate their knowledge and strengthen their memory of key concepts.

Active Engagement: Control questions promote active engagement with the curriculum by encouraging participants to think critically and apply their knowledge. Instead of passively

consuming information, students are prompted to analyse, evaluate, and synthesise what they have learned.

Encouragement of Participation: Control questions create opportunities for all participants to participate in discussions and activities. By posing questions that are clear and accessible, educators can ensure that even shy or less confident participants feel comfortable sharing their thoughts and ideas.

Differentiation of Instruction: Control questions allow educators to differentiate instruction based on students' individual needs and abilities. By adjusting the complexity or format of the questions, educators can provide appropriate levels of challenge and support for diverse learners.

In summary, control questions are important in a curriculum because they assess understanding, provide feedback for learning, improve retention and recall, promote active engagement, encourage participation, facilitate differentiation of instruction.

4.4. The structuring of content

Learners need to be able to see the whole picture and to place the content units they are going to learn about in it. We have ensured this by including a table of contents and by applying the same structure in all modules.

We must be able to adapt, at least partially, to the learning environment imposed by a fast-paced world. It should be recognised that not all learners can necessarily spend a larger amount of time studying at the same time, as anything can easily distract them while they are concentrating. For this reason, it makes sense to plan and structure the content in such a way that the learner can move along while travelling, even in 5-10 minutes. The videos accompanying the modules were also designed to be accessible and easy to digest (3-3.5 minutes).

4.4.1. What does the script mean?

A summary of the content of the module, containing the essential elements. It's like an extract.

Example from Module 3:

Module 3. How to manage my finances, script

Timing	Text
0.11 – 00:48	<p>An important aspect of taking financial services is to have accurate and up-to-date information about our own situation and the instruments offered by the financial market. Financial services on the market include savings and investment accounts, various loans, credit card and insurances. By comparing these products, we can find the ones that best meet our needs.</p> <p>Effective management of finances involves a number of strategies and techniques that help us keep our finances under control.</p> <p>Here are some key strategies for effective management:</p>
00:50- 1:01	<p>Let's have savings! Financial analysts recommend a minimum of 6 months' savings so that we can make a calm and thoughtful decision when we need to re-plan our life situation.</p>
1:02- 1:30	<p>If we have savings, we should also think about investing! It is worth investing for the long term, 5-7 years. When investing, diversification, risk-sharing is important, i.e., you should not invest your money in a single product. Here are some ideas: different currencies, property, land, gold, shares, bonds, investing in ourselves (i.e., studying).</p>
1:31- 1:44	<p>Efficient debt management is also important to maintain financial health. This means paying off high-interest debts as quickly as possible, avoiding unnecessary debts and using loans responsibly.</p>
1:45- 1:57	<p>Monitoring and analysing your spending habits can help you identify areas where you can save money. A budget shows you what you are spending too much money on, and also which costs you could cut.</p>
1:58- 2:28	<p>For unexpected expenses, it's best to set up an emergency fund, take out insurance or make a plan for how you will deal with unforeseen expenses.</p> <p>On the whole, managing your finances effectively includes a combination of strategies and techniques to help you keep your finances under control. By developing and sticking to a solid financial plan, you can build a secure future and enjoy everyday life with peace of mind!</p>

The videos complete the content of each of the modules, they support the acquirable knowledge.

The importance of short videos prepared by partners in the curriculum is determined by a number of factors and they have several benefits for learners:

Support of visual learning: Videos support learners, who can understand the material and remember information more easily, if they can see and hear it.

Awareness raising: In many cases, short videos can be more entertaining and engaging than traditional learning materials. These can help maintain learners' attention and interest.

Demonstration and examples: Videos help to demonstrate concepts or processes through real-life examples that would be more difficult to explain clearly by words.

Supporting multimedia learning: Short videos help learners to better understand the content by engaging different senses. Through a combination of sound, visuals and text, videos provide a multimedia experience.

Fostering learners' participation: Videos can be combined with interactive elements, such as quizzes or questions, to increase learners' active participation in the learning process.

Fast and efficient information transfer: Short videos convey information quickly and efficiently, adapting perfectly to the attention span and learning needs of learners. The use of short videos as a teaching tool in education improves learners' understanding, memory and motivation, thus promoting more efficient learning outcomes.

The production of the scripts and videos also supported the professional development of the partners, since not all of them had the prior knowledge of how to produce an interesting video that supported the learning material.

4.4.2. The preparation method of videos

The Work Package Manager created a template for the opening and closing videos, including the mandatory publicity elements:

- the logos
- the name and number of project
- the background music



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The partners inserted the opening video, the music, and then Turkish / German / Hungarian / Slovak / English audio recording into the prepared video. The length of the sound recordings was made according to the timing indicated in the scripts. The closing video and music have been added at the end.

4.4.3. How to record audio using audacity?

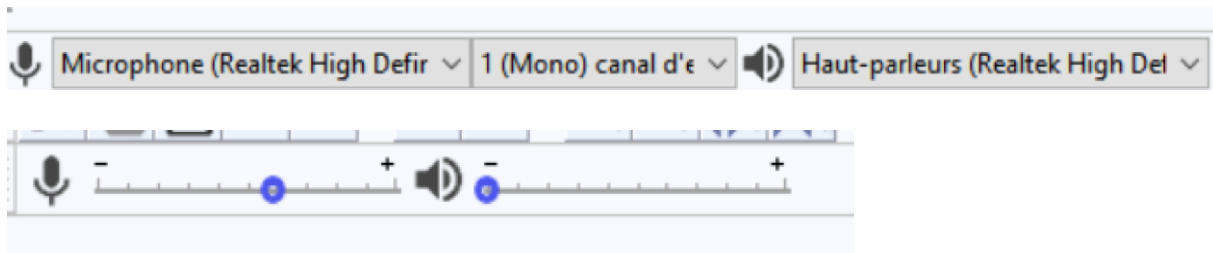
Tools: Good external microphone

Software: audacity (free of charge). To download:

<https://www.audacityteam.org/download/>

1. Preparation:

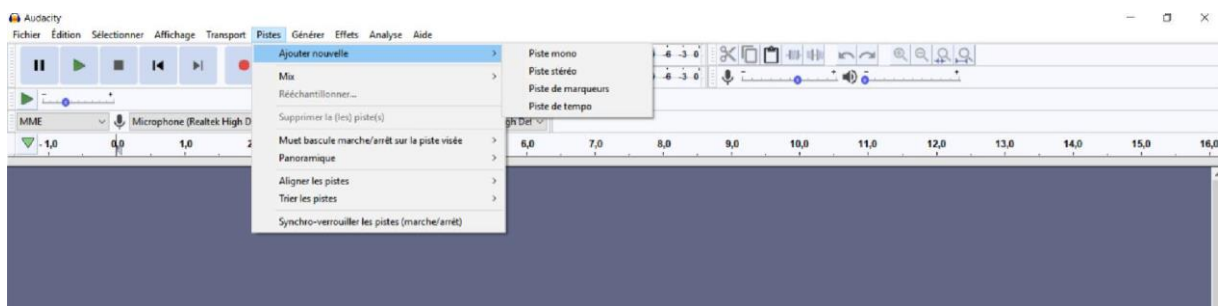
- a. Connect the microphone to the computer. In the software, choose the external microphone (as default it's the computer one).
- b. Choose the high speak headphones
- c. Choose "mono" as channel
- d. The level of sound for microphone has to be in the middle and the sound voice level in the minimum (to avoid noises).



- e. Print the script or (if possible) use two screens (one with the script and the another to manipulate the software). Read it aloud before doing the recording and do the necessary modifications. During the recording, read it and don't improvise.
- f. Try to have the micro leaning in the table and stable, you have to be always in front of the micro and close (around 20-25 cm from the micro).
- g. Do tests to check the quality of the sound before the recording. The sound curve has to be stable and, in the middle, (if it's very high or very low, the quality of sound won't be good), so try to adapt your voice to that.

2. Start:

- a. Add a recording mono track

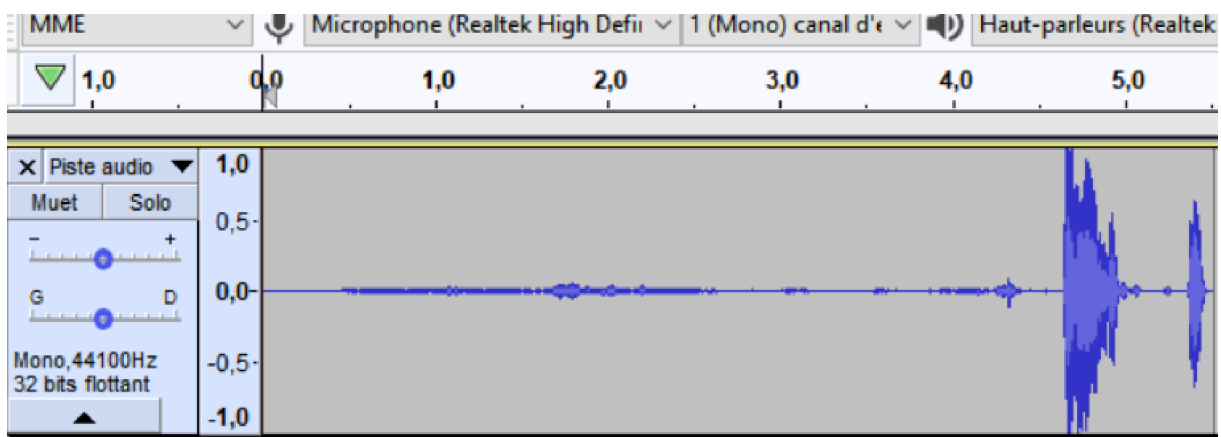


- b. Use the buttons to record. Attention: to start the record, click the red button (not the play one). You can also use the "space bottom" to start and stop it. The play button serves to listen the recording.



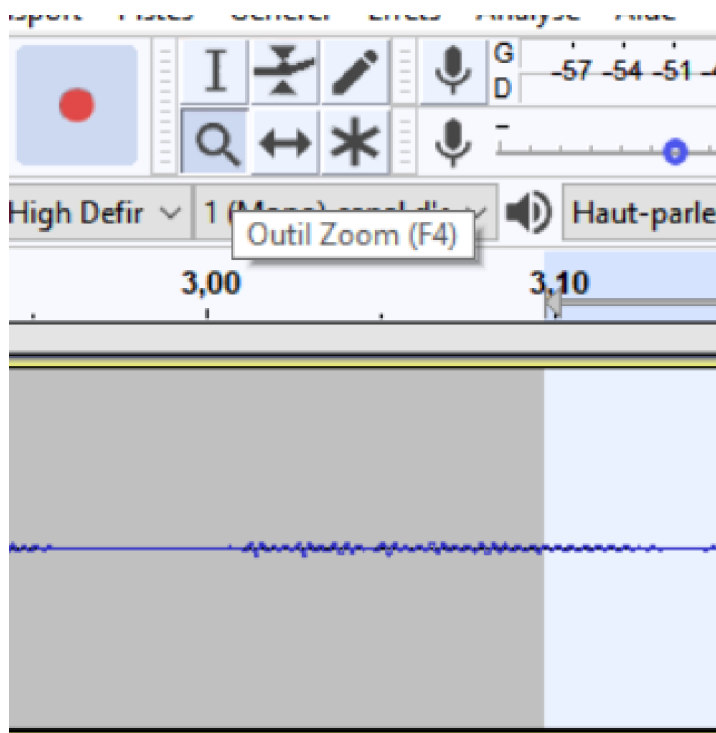
c. Don't stop the recording if you have a mistake, stop talking and leave 5 seconds in silence, after that continue with the recording. You can delete the wrong part later.

d. The perfect sound curve has to be between -0,5 and 0,5. Try to avoid having big variations, as it means the quality of the sound won't be good. For example, in the image below, the sound is not enough high during the first seconds and too high in the second 4,5.

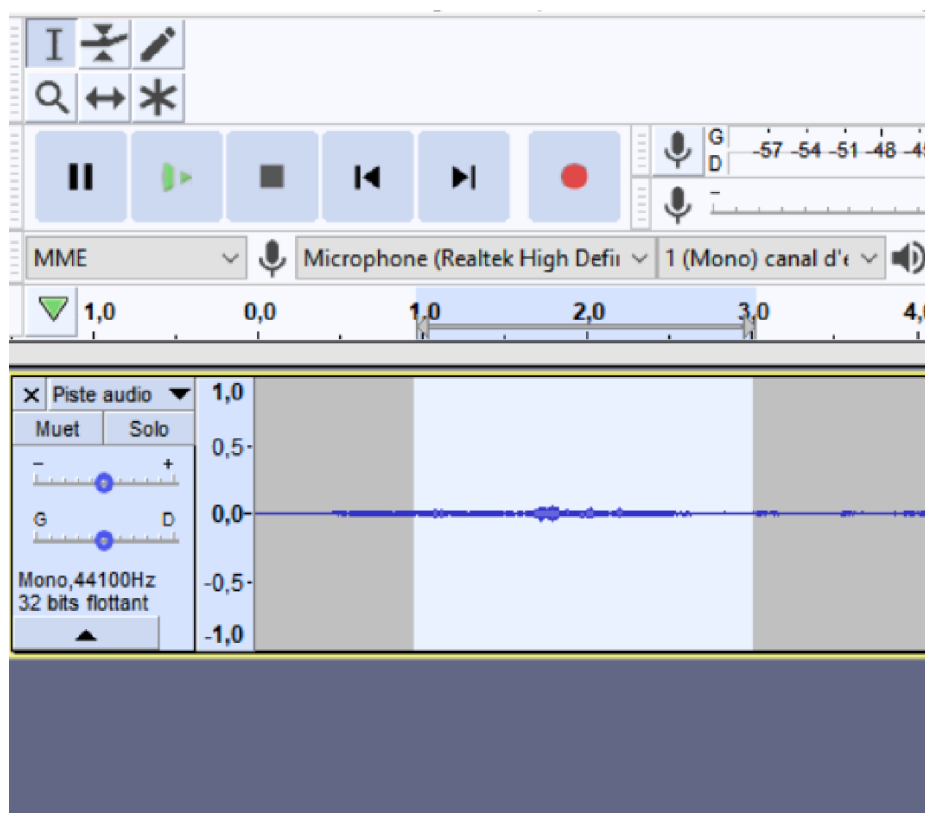


3. Once you finish the recording, it's time for "cleaning" some parts:

a. You can use the zoom tool to see the parts bigger and facilitate the manipulation



b. To cut some parts, you have to select them using the “I” button or just to click in the audio track and select the part you want to delete or modify. To delete them: once the part is selected, you can click in suppress button.

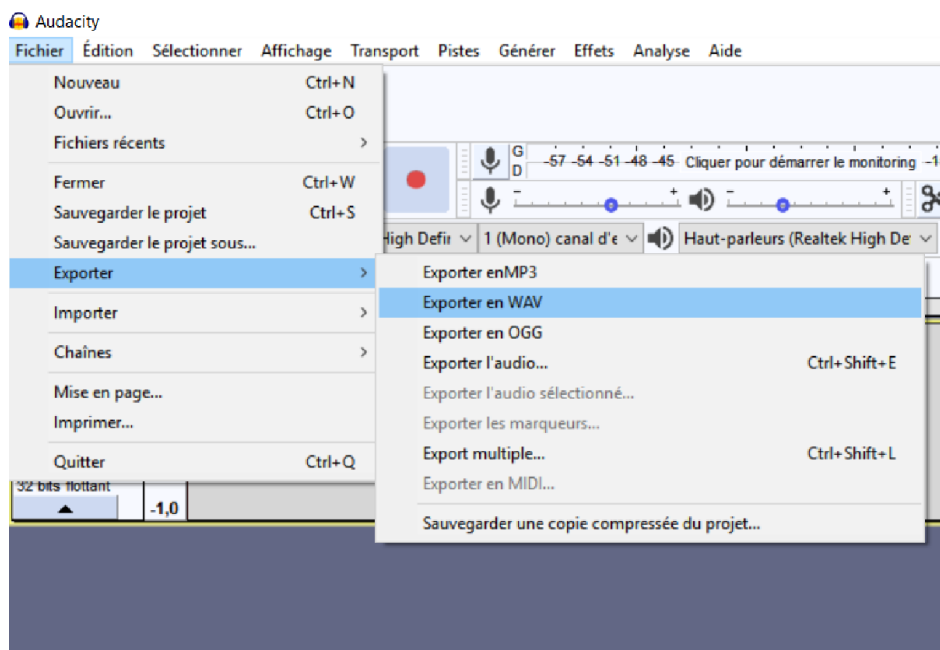


c. If the sound curve has a strong peak, you can reduce it with Effects/ Pencil (but it's a slow work)

d. If there's a part where you want to increase or decrease the volume use Effect /amplification

4. Saving the final file:

a. Click in file / Export and choose the option "export in WAV"



5. Tip: Try to do the audio recording as proper as possible, like that you shouldn't do lot of "clean" manipulations.

4.5. Provide the learner with as much knowledge as possible

In processing the content, we have placed great emphasis on covering as large a set of information as possible for a given module. For the sake of choice, each module is concluded by a list of further recommended readings.

Example from Module 4:

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4.6. Establishment of communication medium, E-learning platform

E-learning platform

This section is to help learners feel at home with the way the e-platform works. PROSID platform will help to improve online knowledge.

Address of the e-learning platform: <https://prosidpro.com/>

Technical conditions

PROSID e-platform is easily accessible to anyone. The platform is web-based and so can be accessed from anywhere in the world. With a default mobile-compatible interface and cross-browser compatibility, content on the platform is easily accessible and consistent across different web browsers and devices.

Committed to safeguarding data security and user privacy, security controls are constantly being updated and implemented in the platform development processes and software to

protect against unauthorised access, data loss, and misuse. The platform can be easily deployed on a private secure cloud or server for complete control.

Registration of users

In order to access the course, you have to take a minute for registration. A big button at the upper right corner of the website indicates "registering" the platform.

You can easily register by entering your name, e-mail, and password. If you forget your login details, do not worry! It is easy for you to access the login details by resetting the password details.

Platform

The e-learning platform consists of modules that visitors could benefit for personal development. The modules include a wide range of topics that could apply to daily life. There are written resources and informative videos supporting the content of the topics.

After having logged in on the landing page of the platform, learners can choose the language they can speak: English, Turkish, German, Hungarian, Slovakian.

4.7. Assessment whether we have reached our aims

It is a common mistake not to assess the effectiveness of a training course or to ask learners for their opinion - a mandatory element of a long-term education strategy. This is how we ensure that we can correct and improve the content.

If the need for modification arises, the partners will review and modify the proposed parts in accordance with the schedule developed within the application form. When developing any learning material, it is very important to include a trial phase and implement eventual modifications for quality assurance.

5. Pedagogical materials

The modules are independent in order to allow participants to focus on the topics they are interested in. The content is designed to be used individually, in e-learning courses or blended learning, as well as in face-to-face training.

Each module contains 1 video and text files and exercises related to the topics.

5.1. Text files

The partnership has processed the learning material in text files, which is how most of the information is delivered. The text files also contain quiz questions.

The text files were prepared by the partners in a standardised structure and layout, in word format, 15 pages long.

Great care has been taken to illustrate the content with applicable examples where appropriate.

Example from Module 5:

CV template, with examples

The most recent type of CV.

CV

<i>name: XY</i>	Who am I? <i>I am a motivated baker with 10 years of experience. After completing my studies, I tried to further develop my knowledge by attending several shorter, practical courses in my spare time. I learned the recipes and preparation method of Italian, Hungarian and French pastries. I am also interested in new, health-conscious baked goods. My motto is that good bread brings happiness into the homes.</i>
<i>profession: baker</i>	
<i>Contact</i>	
<i>Address:</i>	
<i>Phone:</i>	
<i>E-mail:</i>	
<i>Skills</i>	Work History
<i>- trusted</i>	<i>2020- 2023: La Trattoria Bakery, Budapest, Kosztolányi tér 5. Reference: Mr. Ervin Nagy, 003670 531 3456</i>

- <i>fast</i>	2015-2020:
- <i>flexible</i>	2013-2015:
- <i>interested in new recipes</i>	Education
- <i>available</i>	2013:
- <i>able to work alone</i>	2012: Professional training, Budapest, OMI képzőintézet, Petőfi u. 3, preparation of Italian pastries
- <i>good team worker</i>	2008-2012: Secondary vocational school, Miskolc, Nagy L. út 32, baker

Motivation letter sample

Recipient:

Minta Anna

HR Department

Bluebird International Zrt.

Sender:

Teszt Elek

+36 70 123 4567

teszt.elek@teszt.hu

Date: Budapest, 14.02.2023.

Name of position: PHP developer

Dear Minta Anna!

I would like to apply for the PHP developer position advertised by you to the team of Bluebird IT Solutions.

I have more than 5 years of experience as a PHP developer. I have used Laravel and Yii frameworks in my previous projects and the developer position you advertised particularly raised my interest, since by working for your company, as I could make use of my skills in both Laravel and MySQL database management.

I inquired about Bluebird both on the internet and among my friends as well. Both sources underlined the professionalism and family atmosphere, as well as the opportunity for

continuous professional development with a special emphasis. Many people have recommended your company and I feel that Bluebird is the place for me.

For me, professional development and the opportunity to be part of a supportive, cohesive and value-creating team are the most important things. I think that my previous experience and knowledge would benefit Bluebird and the development team, and I also do hope that I would find my place in the familiar and strong professional atmosphere you have created and that I could further strengthen the Bluebird team with my knowledge.

Looking forward to getting your honouring reply, best regards:

Teszt Elek

5.2. The videos

The starting point of each video is the script. The writing work has been divided between all the project partners. We decided that the video should not last more than 3 or 3,5 minutes. To do so, the scripts must be one-page maximum, about 500 words. Authors of the scripts have been asked to do not copy and paste from the Internet and to really be sharp with their writing to be comprehensive and concise.

The videos convey useful information strictly related to the content of the Module to the learners. The visuals for the videos were created by partners, based on scripts prepared by the partners. The partners prepared the audio file in their national language, and they inserted under the visual material.

5.3. PPT presentation slides

In order to ensure the effective acquisition of knowledge, the partners were also provided with a ppt of the content of each module. The aim was to put more emphasis on visual stimuli, so the information was illustrated with colourful diagrams.

Example from Module 12:

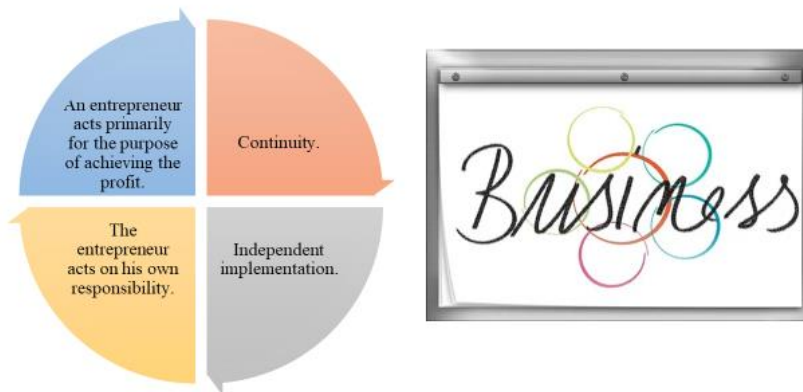


How to establish your own business in the future

Promoting Social Inclusion of Disadvantaged and Vulnerable Groups

2021-1-TR01-KA220-ADU-000035258

The characteristics of the business



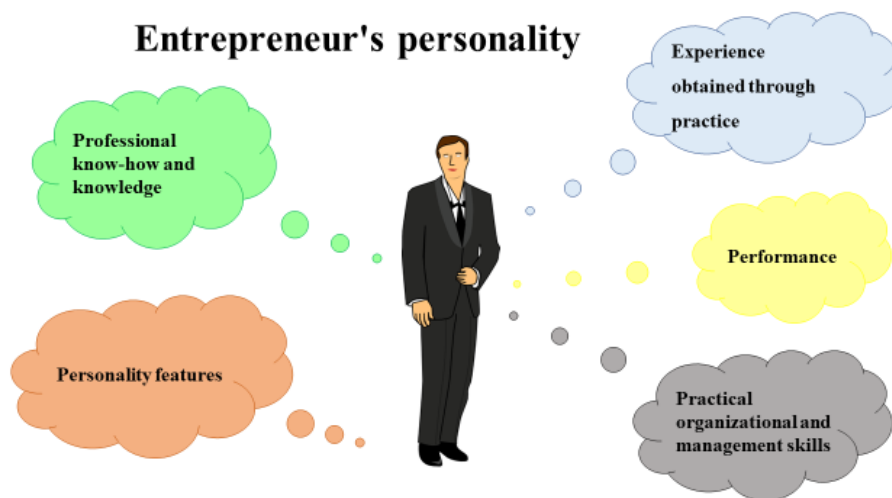
Before starting a business clarify your motivation and vision



Entrepreneurial competence - competence of the 21st century (Driessen, Zwart, 2006)



Entrepreneur's personality



The most important steps before starting a business

Find a business idea

Think about the skills you already have or you think you are good at.

Of course, you might even get an idea which is not from your field of expertise or linked to your skills. In that case you always can look up for people who are experts in it and create a partnership with them.

Also ask experienced professionals for feedback on your product or service.



The PROSID Project

Project-number: 2021-1-TR01-KA220-ADU-000035258

Duration: 02/2022 – 02/2024

PROSID stands for „Promoting Social Inclusion of Disadvantaged and Vulnerable Groups“.

Coordinator:

- Necmettin Erbakan University, Konya/Türkiye

Partners:

- Düzce University, Düzce/Türkiye
- Dezavantajlı Grupları Anlama ve Sosyal Destek Derneği (DEGDER) , Ankara/Türkiye
- Spolupracou pre lepsiu buducnost, Veľký Meder/Slovakia
- Human Profess Kozhasznu Nonprofit Korlatolt Felelossegu Tarsasag, Vas/Hungary
- EureCons Förderagentur GmbH, Bayern/Germany



Co-funded by
the European Union

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The partners have taken great care to ensure that the publicity elements are also clearly indicated in these documents:

- project name, number, duration
- logos
- partners
- disclaimer

5.4. Exercises

Participants will be given practical exercises to help them learn the material in more depth.

Example from Module 5:

Activity No. 5

MODULE 5

Healthy Life Style and Work-Life Balance

Title of the activity

Mindfulness and Breathing Exercise

Pedagogical objective

Understanding the Concept of Mindfulness

Target group

Disadvantaged or vulnerable groups

Duration (minutes)

30 minutes

Settings

Classroom-type

Size of the group

5-10 participants

Method

Individual exercise

Tools

-

Description of the activity

The positive effect of daily mindfulness and breathing exercises on health outcomes is well known. It is aimed to apply mindfulness and breathing exercises for the participants. With such mindfulness exercises, it is aimed that people can focus on the present moment by being aware of the five senses.

Text of the instructions for participants

1. Look around and focus on the five things you can see. These things you choose may be details you don't normally look at carefully.
2. Focus on the four things you can feel around you. For example, it could be the texture of your clothing or the breeze in the environment.
3. Focus on three things you can hear around you. The sound you focus on could be a bird chirping or the sound of traffic from a nearby road.
4. Focus on two things around you that you can smell. Try to be aware of scents that you don't normally pay attention to and that you like or dislike. It could be the plain smell of the air or food coming from nearby.
5. Focus on something that you can enjoy. You can take a sip of any beverage or try to taste the air by opening your mouth.
6. Concentrate on the breathing exercise, assuming you focus on the moment and relax using your five senses.

7. *Sit or lie down in a comfortable position.*
8. *Put one hand on your upper chest and the other on your stomach.*
9. *Take a slow, deep breath through your nose, pulling the air into your lower abdomen. The hand on your stomach should be raised while the hand on your chest remains motionless.*
10. *Exhale slowly through your mouth.*

Summary – Self-reflection for training participants

1. *What did I learn as I went through the module? / What insights did I gain in the field of mindfulness?*
2. *What do I take with me to my own life?*
3. *What is the influence on my current and future way of life?*
4. *What step can I take tomorrow, based on what I learned in the activity?*

5.5. "Check yourself- Answer the following questions!"

This section consisting of 5 multiple-choice questions. Participants can easily check their level of knowledge.

Example from Module 5 ("How to make a CV, write a letter of intention") of the curriculum developed:

1) What are the characteristics of a good CV?

- a) *It's quite long.*
- b) *Employers gain their first impression of you based on your CV, so it needs to be updated, including any breaks taking place your career.*
- c) *Very exhaustively detailed.*
- d) *Most important, it includes a photograph.*

2) What does the following criterion mean: Make it look like it is from the 21st century!

- a) Make the layout of your CV more interesting with a couple of trending stuff: for example QR code, link about your works.
- b) The CV should be written in a foreign language, for example English.
- c) In all cases, you should submit it electronically to the HR manager.

3) Is the following statement true or false?

Less is more here as well. A good letter of intention is short. Never write a short novel: 1-2 paragraphs of text are enough to accompany your CV, a letter longer than a full page is not necessary at all!

- a) True
- b) False

4) How does letter of intent helps job candidates?

- a) To understand the motivation of the candidate for why he/she would like to work for the company;
- b) To understand the career aims of the candidate;
- c) To understand why the candidate changed their job or profession;
- d) All

5) Is the following statement true or false?

Use spell-checker, so that there are no mistakes left in the text! The formatting should be sophisticated, easy to read: there should be no long passages, let's break the text, where it is logical.

- a) True
- b) False

Right answers:1b/2a/3a/4d/5a

Recommended readings

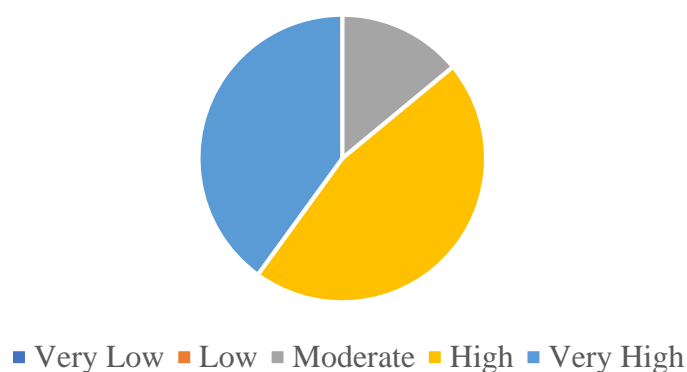
If a learner needs more information or wants to deepen their knowledge in a particular area, a collection of literature is available at the end of each module.

6. Pilot testing and evaluation of the training programme

A survey form was prepared as a pilot study to receive feedback on the content of the modules prepared within the scope of the PROSID project. The survey consists of 9 questions regarding the modules and the learning platform. Participants were asked to answer the questions on a 5-point Likert-type scale (e.g., 1 = very low, 5 = very high). Sixty people from Turkey and ten people each from Germany, Hungary and Slovakia participated in the survey. Looking at the rates of answers to the survey questions, it is possible to say that the participants generally gave positive feedback about the modules and the contents of the learning platform. The percentage distribution of answers to each question is as follows:

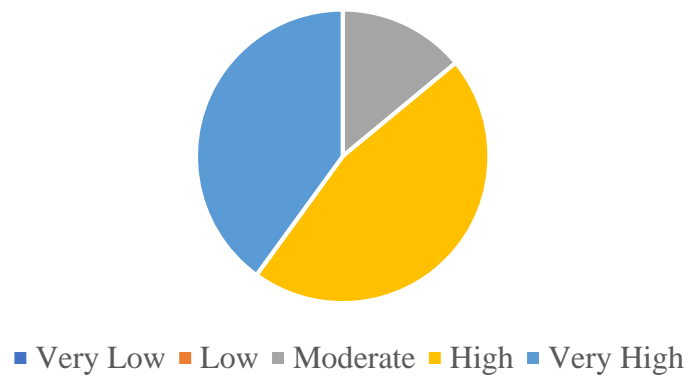
“Considering the target group, how relevant did you find the content of the modules?” To the question, 13 percent of the participants answered "moderate", 40 percent "very high" and 47 percent "high" (see Figure 1).

Figure 1



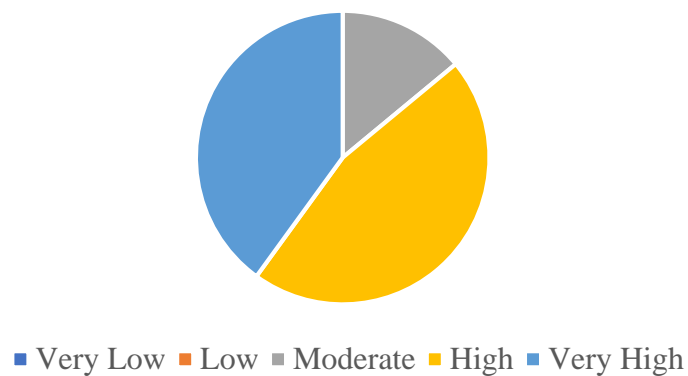
“Considering the target group, how qualified did you find the modules?” To the question, 13 percent of the participants answered “moderate”, 27 percent answered “very high”, and 60 percent answered “high” (see Figure 2).

Figure 2



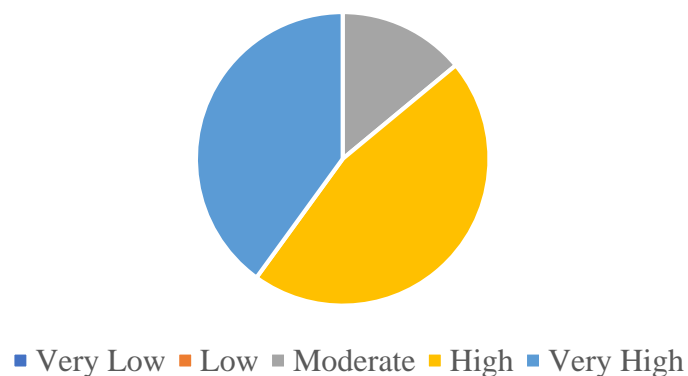
“Considering the target group, to what extent did you find the modules applicable?” To the question, 27 percent of the participants answered "moderate", 33 percent "high" and 40 percent "very high" (see Figure 3).

Figure 3



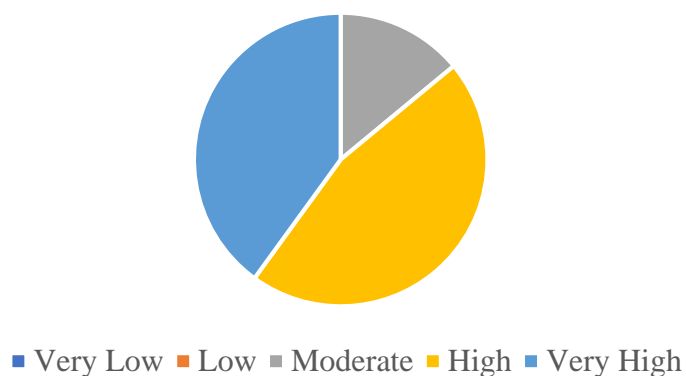
“Considering the target group, what degree of integrity do you think there is between the modules?” To the question, 20 percent of the participants answered “moderate”, 27 percent answered “very high”, and 53 percent answered “high” (see Figure 4).

Figure 4



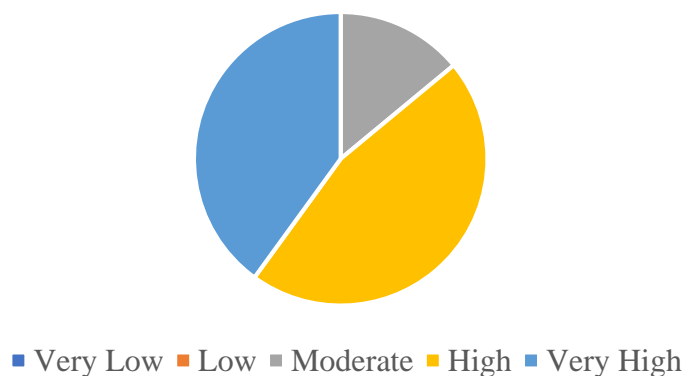
"To what extent do you think the content of the learning platform is relevant to the target group?" To the question, 14 percent of the participants answered "moderate", 26 percent answered "very high", and 60 percent answered "high" (see Figure 5).

Figure 5



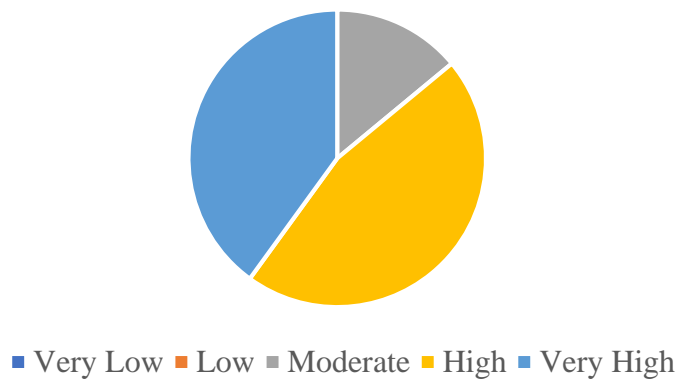
"How qualified do you think the content of the learning platform is?" To the question, 7 percent of the participants answered "moderate", 40 percent answered "high", and 53 percent answered "very high" (see Figure 6).

Figure 6



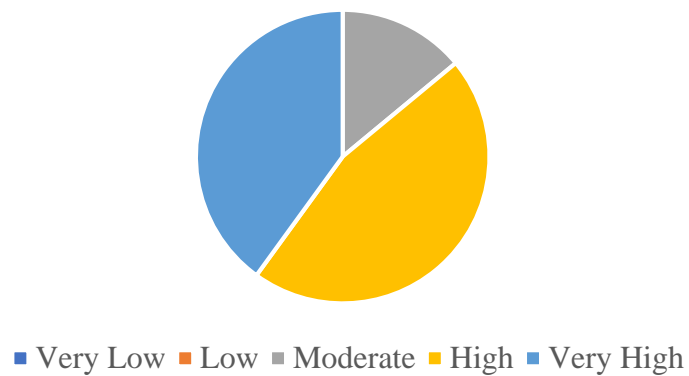
"To what extent do you think the content of the learning platform is applicable?" To the question, 14 percent answered "moderate", 40 percent answered "very high", and 46 percent answered "high" (see Figure 7).

Figure 7



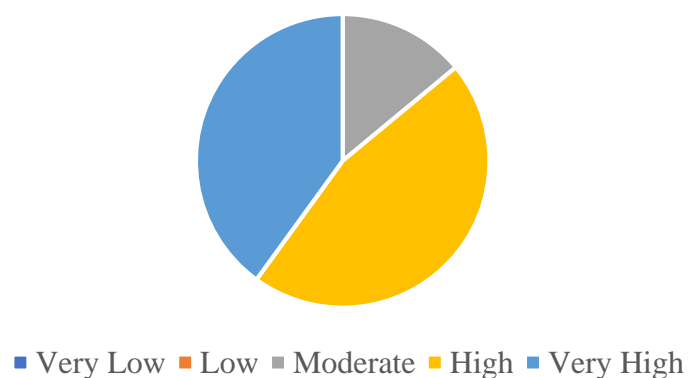
"To what extent do you think there is integrity among the contents of the learning platform?" To the question, 20 percent of the participants answered "moderate", 33 percent "high" and 47 percent "very high" (see Figure 8).

Figure 8



"To what extent do you think you would use the information you could learn through this platform in daily life?" To the question, 6 percent of the participants answered "moderate", 47 percent answered "high", and 47 percent answered "very high" (see Figure 9).

Figure 9



7. Recommendations

7.1. General recommendations

Supporting marginalised, disadvantaged and vulnerable social groups is essential for several reasons:

Promoting Equity and Justice: Marginalised groups often face systemic barriers and discrimination that hinder their access to opportunities and resources. Supporting these groups is crucial for promoting equity and justice, ensuring that everyone has a fair chance to thrive regardless of their background or identity.

Fostering Inclusivity: By supporting marginalised groups, society becomes more inclusive and diverse. Embracing diversity strengthens communities and fosters a sense of belonging for all individuals, regardless of their race, ethnicity, gender, disability, or socio-economic status.

Addressing Structural Inequality: Marginalisation is often rooted in structural inequalities perpetuated by social and economic systems. Supporting marginalised groups involves challenging these systems and working towards systemic change to create a more just and equitable society.

Empowering Individuals: Providing support to marginalised groups empowers individuals to advocate for themselves, assert their rights, and pursue their goals. By amplifying their voices and providing opportunities for leadership and self-determination, marginalised individuals can become agents of change in their communities.

Enhancing Social Cohesion: Supporting marginalised groups fosters solidarity and cooperation among diverse members of society. It helps build bridges across differences and promotes mutual understanding, empathy, and respect among individuals from different backgrounds.

Unlocking Talent and Potential: Marginalised groups possess a wealth of talent, skills, and perspectives that can enrich society as a whole. By supporting these groups and removing barriers to their full participation, society can tap into this untapped potential and benefit from the contributions of all its members.

Preventing Social Exclusion: Marginalisation often leads to social exclusion, isolation, and alienation. By providing support and creating inclusive spaces, marginalised individuals are

less likely to experience social exclusion and more likely to participate fully in social, economic, and political life.

Promoting Human Rights: Supporting marginalised groups is a matter of upholding fundamental human rights and dignity. Every individual deserves to be treated with respect, dignity, and fairness, regardless of their background or identity.

In summary, supporting marginalised, disadvantaged and vulnerable social groups is important for promoting equity, fostering inclusivity, addressing structural inequality, empowering individuals, enhancing social cohesion, unlocking talent and potential, preventing social exclusion, and upholding human rights.

7.2. [Specific recommendations](#)

The blended learning training material developed in the PROSID project is very relevant for marginalised, disadvantaged and vulnerable social groups for the following reasons:

Empowerment: Education empowers marginalised individuals by equipping them with knowledge, skills, and confidence to advocate for themselves, assert their rights, and pursue their goals. It enables them to challenge discrimination, oppression, and inequality and to become active participants in society.

Breaking the Cycle of Poverty: Education is a powerful tool for breaking the cycle of poverty. By providing marginalised individuals with access to quality education, they gain opportunities for better employment, higher income, and improved living standards, thus lifting themselves and their families out of poverty.

Promoting Social Mobility: Education is a pathway to social mobility, allowing marginalised individuals to improve their social and economic status. It opens doors to higher education, better job prospects, and leadership opportunities, enabling individuals to transcend the limitations imposed by their background or circumstances.

Building Critical Thinking and Decision-Making Skills: Education cultivates critical thinking, problem-solving, and decision-making skills, which are essential for navigating complex social, economic, and political environments. It enables marginalised individuals to analyse

information critically, make informed choices, and participate actively in democratic processes.

Fostering Health and Well-being: Education has a positive impact on health outcomes and overall well-being. It promotes health literacy, encourages healthy behaviours, and enables individuals to access essential health services and resources. Educated individuals are more likely to make informed decisions about their health and to advocate for their rights within healthcare systems.

Reducing Social Exclusion: Education helps combat social exclusion and marginalisation by promoting inclusion, diversity, and tolerance. It fosters understanding, empathy, and respect for different perspectives and identities, creating more inclusive communities where everyone feels valued and respected.

Addressing Gender Inequality: Education plays a crucial role in addressing gender inequality by empowering girls and women with knowledge, skills, and opportunities. It enables them to challenge gender norms and stereotypes, pursue higher education and career aspirations, and participate fully in social, economic, and political life.

Promoting Sustainable Development: Education is essential for achieving sustainable development goals, such as poverty eradication, gender equality, and environmental sustainability. It equips marginalised individuals with the knowledge and skills needed to address pressing global challenges and to contribute to building more resilient and equitable societies.

In summary, educating marginalised, disadvantaged and vulnerable social groups is important for empowering individuals, breaking the cycle of poverty, promoting social mobility, building critical thinking skills, fostering health and well-being, reducing social exclusion, addressing gender inequality, and promoting sustainable development. It is a fundamental human right and a key driver of positive social change.