

FAL 19 Focus Group report - 10th of September, France

During this meeting, the members of the focus group introduced themselves in a roundtable session.

The content of the Erasmus+ Step By Step project and the purpose of the meeting were first recalled.

Then, the detailed program was presented in a second stage.

The participants made some comments :

The use of digital tools, especially applications for identifying living species, presents a significant risk of mistakes and should therefore be used sparingly.

However, these online identification tools can be an opportunity to raise awareness among the public about the reliability of information found online and, therefore, the need to verify sources.

Regarding digital tools, it was also highlighted that they could limit participants' interaction with nature if they are not used properly.

The creation of these training modules could benefit FAL19 trainers, as they would allow them to reach the under-6 age group, which, for now, is not very involved in FAL's activities.

Participants reviewed all the training modules proposed by Stripes, then evaluated the positive points, negative points, and made suggestions and recommendations for improvement. Here are the results of their reflections:

Positive points

The topics are very interesting, and the flow is coherent.

The proposed teaching methods are quite diverse.

Module 7, "Online Collaboration," is interesting because it will allow an exchange of practices that will benefit facilitators in different countries (France and Italy).

Missing points

Accessibility is barely mentioned.

There are few elements related to eco-citizenship, apart from recycling notions. The modules could also address consumption habits, etc. In general, the theme of Module 3 is very narrow. This module should refocus more on SDG (Sustainable Development Goals) objectives.

In the program as presented to participants, the modes of the workshops (in-person, video conference, hybrid, etc.) are not specified.

Turnkey workshops are not necessarily very relevant in this project because the different types of trainers targeted (trainers in associations, teachers, etc.) have different working methods. The workshop formats should be flexible enough to adapt to each type of animators.

The link between the training and the development of the child is not taken into account.

Finally, the possibility of peer exchange is not mentioned in this program.

Suggestions and recommendations for improvement

A hybrid training format (online and in-person) would be perfectly suited to this program. MOOCs are a good means of online learning. Learning apps are also interesting tools for self-learning.

In addition to the online content and materials, it would be interesting to consider providing physical tools, like a toolkit for example.

The practical modules could be reorganized.

Plan evaluation methods for the project. Testimonials from facilitators could also be collected to refine the pedagogy used.

Regarding the content of the project:

Initially, include a self-assessment test to offer a personalized learning path.

Prioritize the training modules by theme and importance.

Address eco-citizenship in its entirety (for example : consumption habits, waste management, accumulation of toys for young audiences, etc.).

Some additional recommendations :

The project could be divided into two parts :

- The first part would focus on how to teach and propose some innovative learning methods.
- The second part would focus on the training pathway itself and offer several learning approaches or methodologies. For example, one could propose a playful, artistic, sensory, scientific, or even thematic approach.

To make learning more fun, an **escape game** could be integrated into the program.

Participatory science (species counting by learners, etc.) is a way to keep participants engaged in the project.