

Sofia van Santen
& Judith Ligtvoet

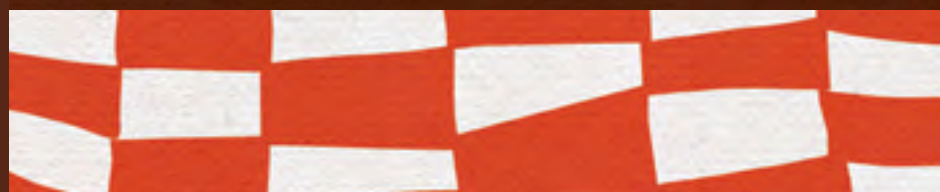


JUST AROUND THE CORNER

Collaborating on sustainable,
socially just learning ecosystems



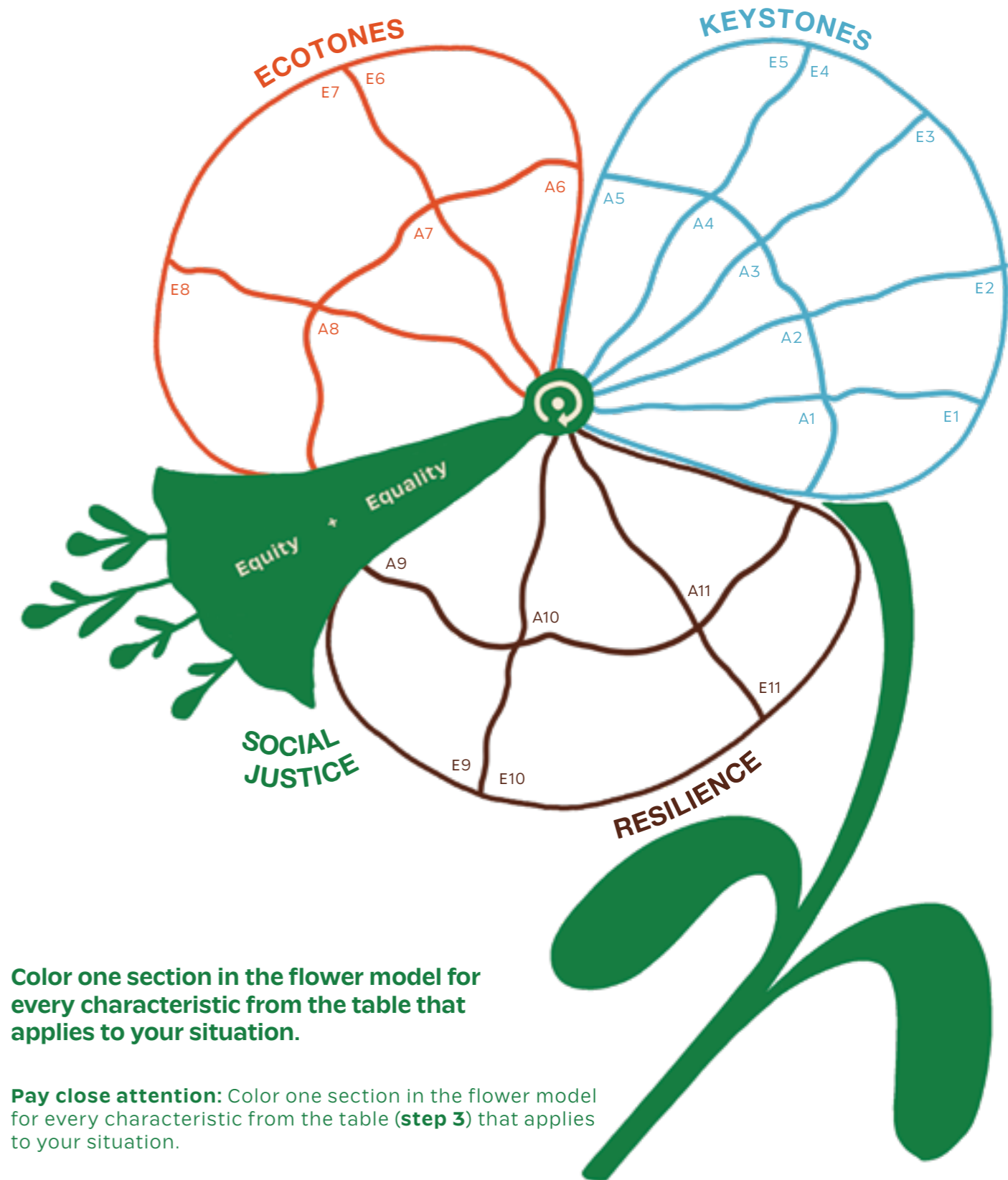
WORKSHEETS



Step 1 & 2 Response sheet

- Learning ecosystem
 - 1.
 - 2.
- Keystones
 - 3.
 - 4.
- Ecotones
 - 5.
 - 6.
- Resilience
 - 7.
 - 8.
- equality
 - 9.
 - 10.
 - 11.
- equity
 - 12.
 - 13.
 - 14.

Flower model for learning ecosystems



Color one section in the flower model for every characteristic from the table that applies to your situation.

Pay close attention: Color one section in the flower model for every characteristic from the table (**step 3**) that applies to your situation.

Finished? You can now see where your strengths lie (many sections are colored in) and where there are still opportunities for development (few sections are colored in). You can also see whether you are mainly strong in promoting equality (inner sections), in promoting equity (outer sections), or in both.

Step 3

ANALYZE YOUR LEARNING ECOSYSTEM

Table

Use the **table** below and the **blank flower model** on the previous page. In the table, you can see different characteristics for each key concept. Each characteristic is described from an equality perspective (left column) and an equity perspective (right column). The number of characteristics in the table matches the number of sections in the blank flower model.

- For each key concept, look at the characteristics in the table. Decide for each characteristic whether it applies to your situation: only in the left column, only in the right column, in both columns, or not at all.
- Put a cross next to the characteristics that apply.
- For every characteristic that applies, color in one section in the blank flower model on the worksheet.
- Have you gone through all the characteristics? Look at the colored-in model to determine how socially just your learning ecosystem currently is and where there is still room for improvement.

Focused on **equality of access and participation**: We...

Focused on **equity**: We...

Keystones

- A1 Offer role models who represent a professional field or occupation.
- A2 Provide knowledge and support the development of skills that the target group would otherwise have difficulty accessing.
- A3 Offer practical or material support (such as learning materials, information, financial support).
- A4 Pay attention to follow-up steps and refer children to new learning experiences.
- A5 Identify children's needs within the group and communicate about this to professionals from other relevant organizations.

Keystones

- E1 Offer role models who represent the target group in various shared identities (such as shared culture, language or life experience, etc.).
- E2 Value and make use of the knowledge and talents children bring, and are culturally responsive. We look for different perspectives on topics and incorporate them. We explicitly invite children to share their home languages, cultural knowledge and experiences, and we use these as learning resources.
- E3 Provide a safe, trusted environment, build trusting relationships with children. We strengthen children's self-image, self-confidence and agency.
- E4 Develop diverse programs, based on children's interests and personal relevance.
- E5 Professionalize in the area of inclusion / prejudice / inequality of opportunity / social justice. We learn from people who show us different/new perspectives.

Ecotones

- A6 Ensure good content alignment between school activities and out-of-school learning environments (connections between formal and non-formal learning world).
- A7 Create activities where children can acquire and apply school knowledge and skills in diverse, real, meaningful places (aimed at increasing the relevance of formal learning goals).
- A8 Offer children experiences that help them get to know new courses of study, professions and worlds that would otherwise be less accessible to them (broadening horizons).

Ecotones

- E6 Ensure content alignment with children's everyday worlds, such as the home environment, the neighborhood, and nature (connections between formal, non-formal and informal learning world).
- E7 Include places from children's everyday worlds (the neighborhood, the park, home) in the learning ecosystem and value the learning opportunities in these places (aimed at increasing personal relevance).
- E8 Create opportunities in the long term for children to become experts in a particular area and to share and use this expertise in different learning worlds (strengthening agency).

Resilience

- A9 Ensure sustainable collaborations with shared goals and responsibilities, and mutual trust between partners.
- A10 Direct our collaborations towards provision for the target group, based on the quality, knowledge and expertise we can offer.
- A11 Collaborate with partners who can help reach the target group.

Resilience

- E9 Work explicitly with our partners on social justice.
- E10 Involve children, families, or representatives of the community as equal partners. There is sustainable collaboration and co-creation with the target group in the areas of formulating goals, designing activities or shaping learning pathways.
- E11 Collaborate with local partners who represent the target group so that the learning ecosystem is locally and culturally embedded.

Step 4

DEVELOP AN ACTION PLAN

Look at the extent to which the **flower model** on **page 3** has been colored in and note your insights in the table below. Specifically, pay attention to the sections that are still empty:

- What can you or your organization do to make progress here?
Decide where to start (what has priority and is feasible) and work this out:
 Who or what do you need, how will you involve them, what concrete intermediate steps are needed, and within what timeframe is it realistic and desirable to realize this?
- **Start a conversation with colleagues or partners:** Do they recognize the priorities you have chosen? Which actions do you want to take on together? How will you divide roles and responsibilities?
- Have you completed the model both for yourself and for your organization?
Compare the results: where do you see similarities and differences? Which tension or opportunity calls for action?

	Strengths	Weaknesses	Possible steps
Keystones			
Ecotones			
Resilience			



This booklet contains the worksheets that accompany the practical workbook

JUST AROUND THE CORNER:
Collaborating on sustainable, socially just learning ecosystems.

Scan the QR code below to access the full workbook with explanations, theory and step-by-step guidance.

