



iMOTION

Informal Moments in Adult Education

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## Bibliography



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## 1. Learning – informal, non-formal, formal and at the work-place

- **Jeffs, Tony and Smith, Mark K.: *What is informal education?***, The encyclopaedia of pedagogy and informal education. Infed. 1997, 2005, 2011.

**Why we chose this source:** A very short introduction text about informal education, which we love for the quote „*Going with the flow opens up all sorts of possibilities for us as educators. On one hand we may not be prepared for what comes, on the other we may get into rewarding areas.*“ Easy to read, encouraging and motivational short article for any trainer, who feels a little bit scared to leave the path of planned lessons and predictability. [Download here](#)  
However, with this little article we take the opportunity to refer to the knowledgebase „infed“: **infed.org**: edited by Mark K. Smith, Michele Erina Doyle and Tony Jeffs. Infed is an independent, not for profit, and cookie-free web resource that allows keyword research to explore shorter articles around education, pedagogy, learning, community-building and change, with more than a million people users from over 200 countries and territories. [Access here](#)

- **Rogers, Alan: *The base of the iceberg. Informal learning and its impact on formal and non-formal learning***, Verlag Barbara Budrich. 2014.

**Why we chose this source:** By educators within the European Union and by the European Commission the three terms formal, non-formal and informal learning are widely used. With ca. 100 pages this workbook is a perfect not too short and not too long theoretical but vivid introduction into the history and gradually emerging of this concept. Rogers advocates informal learning that is much bigger than formal and non-formal learning, but because it lies below the level of visibility (as in an iceberg), it has been largely ignored. Rogers states the informal should be used to strengthen formal/non-formal learning. This addresses our wish to integrate *Informal Moments* into various educational contexts – including the more formal ones. As a workbook aimed at adult educators with questions to reflect on after every chapter it offers a way to explore and understand the concept of informal learning. Among Rogers’ various publications it is the most influential one. [Download here](#)

- **Bound D., Middleton H.: *Learning from others at work: communities of practice and informal learning***, Journal of Workplace Learning, Vol. 15 N.5, pp. 194-202. 2003.

**Why we chose this source:** This document focuses on learning in the workplace and how it is possible to learn within the group through the reciprocal exchange between the members of the working teams. Tackle what informal learning can bring to the corporate world, emphasizing the importance of the concept of community. [Download here](#)

- **Beckett D., Hager P.: *Life, work and learning: Practice in postmodernity***, Routledge International Studies in Philosophy of Education, Routledge, London. 2002.

**Why we chose this source:** An exciting book focused on the value of practice, intended as a key to reading from everyday life to working life. Divided into two parts: the first describes and defines the concept of practice, and the second introduces the concepts of informal learning and holistic/organistic visions and their epistemological implications for practice. [Download here.](#)

- **Coombs P.H.: Formal and nonformal Education: future strategies**, in Titmus C.J., (a c. di), Lifelong Education for Adults. An International book, Pergamon Press, Oxford, pp. 57-60. 1989.

**Why we chose this source:** A short and interesting article on the definition of Andragogy, understood as the art and science of helping adults to learn and studying the theory, processes, and technologies of adult education. It also contains the definition of the Andragogical cycle, which consists of a basic scheme for basic adult education, which arises in contrast to the rigidity of the formal education system. [Read the full article.](#)

- **Claudio Pignalberi, La dimensione informale degli apprendimenti: sviluppare “possibili” traiettorie nella direzione del lavoro**, Metis Anno VII - Numero 1 - 06/2017

**Why we chose this source:** An interesting article on adult education, which investigates the different learning circumstances by reinterpreting the theories of: Vygotskij, Engeström, Choombs (1989), and Illeris (2004). The analysis carried out in the text underlines how, in the learning society, knowledge represents the new capital at the structural foundation of the economy and social development. Learning would thus be perceived and declined as a process of building knowledge and adapting to change; the subject is engaged in real tasks, in situations of learning in action, in which reflexivity and metacognition are central to fostering generative knowledge processes and knowledge. [Read the full text.](#)

- **Stefano Spennati, L'apprendimento informale e le sue implicazioni nello sviluppo delle soft skills.**

**Why we chose this source:** The text highlights the importance of informal learning in developing soft skills in adult education. Informal learning, and the whole series of knowledge that derives from practice, experience, action, and reflection linked to it, are investigated as preferential places for the development of soft skills, valid for the world of work, which workers and adults can develop beyond institutional education and academic qualifications. [Download here](#)

- **Karsten Mündel, Daniel Schugurensky, Community Based Learning, and Civic Engagement: Informal Learning among Adult Volunteers in Community Organizations**, pp.49-60. 2008.

**Why we chose this source:** The essay investigates informal learning due to volunteer work in organizations. The article focuses on the importance of the work done by volunteers and the informal learning that derives from it, underlining the problem of the underestimation of such work and the changes made by volunteer groups. Even if this work is unpaid, it turns out, through the investigation carried out in the text, as fundamental within organizations, especially for the benefits deriving from informal learning promoted by unpaid workers. It is opening the problem of how this work should be recognized and expanded in organizations and other workplaces. [Read the full article.](#)

- **Cross, Jay: Informal Learning “Rediscovering the Natural Pathways That Inspire Innovation and Performance**, Pfeiffer/John Wiley & Sons, 2007.

**Why we chose this source:** In particular targeted on corporate trainers this Book is not the newest publication, but if you may wonder where all the talking about “*Workers learn more in the coffee room than in the classroom.*” actually originates from, there is a good chance it is author Jay Cross. Cross was also one of the pioneers to understand how internet changes learning on the workplace. He is also known as the one who popularized the term e-learning and simultaneously rejected the value of most e-learning, and other forms of formal courses. He was closely connected to Charles Jennings, who is one of the people to champion the so-called “70/20/10-Model” which is one of the sources, if you read statements in the web that around 70% percent of learning comes from experience, experiment and reflection.

- **Wolfe, Pat:** **The role of meaning and emotion in learning.** In S. Johnson & K. Taylor (Eds.), **The Neuroscience of adult learning (pp. 35-41).** San Francisco, CA: Jossey-Bass.2006.

**Why we chose this source:** Wolfe's book chapter, "The Role of Meaning and Emotion in Learning," provides valuable insights into the importance of emotion and meaning in adult learning. The author argues that adult learners are motivated to learn when they find meaning in the content they are studying and when they are emotionally engaged in the learning experience. Wolfe's chapter draws on neuroscience and cognitive psychology research to support this argument. It provides practical strategies for educators to make learning more meaningful and emotionally engaging for their students. By highlighting the critical role that emotion and meaning play in adult learning, Wolfe's chapter offers valuable insights for educators and learners alike and is a valuable resource for anyone interested in understanding how to make the learning process more effective and enjoyable.

## 2. Online Learning

- **Robes, Jochen:** **Die Zeit im Online-Lernen,** Über kurze Einheiten, Moments of Needs und Selbstorganisation. In: Magazin erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Wien. Ausgabe 41, 2020. German.

**Why we chose this source:** The article on time in online-learning in the publication “adult education and time” opens a discourse for different aspects of online learning, e.g. about the flexibility in time and venue or about the change of learning formats “I learn several things in small chunks. Really small chunks. A 90-second conversation with an expert triggers a hug a-ha.”

erwachsenenbildung.at is a website of the Austrian Federal Ministry of Education, Science and Research (BMBWF). The online editorial work is done by CONEDU, association for Research and Media in Education and Training. [Read the article here.](#)

- **Susman, Krista:** **Die Psychologie des virtuellen Raums. Begegnungsförderung und horizontale Kommunikation.** In: Magazin erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs. Ausgabe 44-45. 2022. German

**Why we chose this source:** The psychology of the virtual room published in “Digitalisierung und Erwachsenenbildung” explores dialogue in the virtual space and offers different ideas. It recommends to create space for opposition, conflict and discomfort, in order not to lose the empathy towards each other. The virtual world is similar to the "real" space, but with less possibility of influencing the disappearance of participants. Further the author recommends a Mono-tasking culture instead of dysfunctional Multi-Tasking-Mythos.

In order to counteract numbness, he recommends to integrate body-related activities that involve a concerted turning away from the screen. Short breathing and centring exercises at the beginning of a session and at transitions in content. Common movement impulses during frequent breaks can be extremely effective. [Read the full article.](#)

- **Ravn, Ib & Bonnén, Signe & Agerholm, Kenneth: Onlinefacilitering. Skab resultater og træl i karakter som facilitator på møder og konferencer.** Hans Reitzels Forlag. 2022.

**Why we chose this source:** This little handbook of online facilitation holds a good number of suggestions for both the facilitation of meetings, consultations, and conferences – that could also be used for other means of interpersonal activities as learning and motivation. Especially chapter 1 ‘Bedre møder online’ [better online meetings] and chapter 3 ‘Involver deltagerne’ [involve the participants] are valuable – but also suggestions for asynchronous meetings and for making use of multiple technological platforms are covered. The book is unfortunately in Danish, although easy to get the message and to be translated into other languages.

### 3. Pausing and Recovering

- **Kirsten Weir Give me a break, Psychologists explore the type and frequency of breaks we need to refuel our energy and enhance our well-being,** American Psychological Association. Vol 50, No.1, January 2019.

**Why we chose this source:** Simple and complete article on the benefits offered by breaks and moments of leisure in the world of work. The essay investigates the power of moments of rest within working realities, highlighting how they contribute to obtaining better performance and goals.

The article draws on research from psychology and neuroscience to highlight the detrimental effects of working for extended periods without taking breaks. It explains how regular intervals can improve our ability to concentrate, enhance creativity, and boost productivity. The author brings several examples on the beneficial power of rest and refreshment activities, including walks in nature, informal moments in the office, etc.; highlighting how the same moments of pause must be conceived and adapted to the reference working circumstances to prevent them from turning into further commitments or objectives that would only burden the worker rather than support him in his well-being and productivity. [Published here](#)

- **Soojung-Kim Pang, Alex: Rest – Why You Get More Done When You Work Less,** Penguin Random House, 2018. Available as well in German: **Pause: Tue weniger,**

erreiche mehr, French: **Et si on se reposait ? Comment en faire plus en travaillant moins: Pourquoi on en fait plus quand on travaille moins**, Portuguese: **Trabalhe Menos, ganhe igual**, Spanish: **Descansa - produce más trabajando menos** and Turkish: **Dur Dinlen ve Yeniden Başla**. The author is featured as guest in the “unSILoed podcast” with Gregory LaBlanc, 2022.

**Why we chose this source:** This book/audiobook suggest that detachment from work, naps, mind wandering, deep play, physical activity and other leisure activities play a major role to a good work (and life) - performance. It gives us a hint what potential Informal Moments in education might have. Soojung-Kim Pang sketches a historical scientific journey about the practice of „taking a rest“. Starting in the late 19th century and catching up with nowadays work psychology and neurological research. He describes how masters of their profession as J.J.R Tolkien, Dwight Eisenhower, Marie Curie, top musicians or chess players enjoyed their leisure time. In addition, recent studies of the brain are summarized in an understandable way. The book`s title is slightly misleading as the book is neither about how to optimize yourself to master an energy-depleting business treadmill nor about how to escape work forever. For Soojung-Kim Pang work and rest are not opposites. To quote in his own words “They are more like different points on life`s wave. They are inextricably bound, each enhancing the other“. Alex Soojung -Kim Pang is a promoter of the 4-day week. [Download here](#)

- **Sonnentag, Sabine: “Recovery, Work Engagement and proactive Behavior: A New Look at the Interface Between Nonwork and Work”**, Journal of Applied Psychology 88:3, 2003
- Sonnentag, Sabine and Charlotte Fritz “Recovery, Health and Job Performance: Effects of Weekend Experiences”** Journal of Occupational Health Psychology 12:3, 2007.
- Newman, David and Louis Tay and Ed Wiener “Leisure and Subjective Well-Being: A Model of Psychological Mechanisms as Mediating Factor”**, Journal of Happiness Studies, 2014.

**Why we chose these sources:** During the last 20 Years German scientist Sabine Sonnentag has centred her research around the question what kind of breaks provide the greatest degree of recovery. The above-mentioned articles give a good insight in her work field. Sonnentag`s key finding is, that people must address specific needs during breaks, evenings and holidays to support an optimum of recovery. Relaxation, control, mastery experience and mental detachment from work. It is not necessary for breaks to be a passive activity as long they do not feel like work or require conscious effort. This was the starting point for further research by David Newman, Louis Tay and Ed Wiener. They eventually specified six core psychological mechanisms that leisure potentially triggers to promote subjective well-being: **Detachment, Relaxation, Autonomy, Mastery, Meaning, Affiliation = DRAMMA-Model**. Those six needs can be kept in mind by trainers when framing *Informal Moments*.

- **Reichel, Tim:** *Richtig Pause machen: Wie du deine Lernpausen optimal nutzt und das Maximum an Erholung erreichst.* In *Studienscheiß.de*, read in 12/2022 in German.

**Why we chose this source:** It is an interesting and easy-to-read article, where you can find 10 different tips how to create a good break for you. You can find some mental and some body-kinaesthetic activities in it. The article is connected to a book, which is about “Self-Management in Studying” from the same author. The author is a scientist and consultant for students. Find here the [whole article](#) in German.

- **Wehr, Silke:** *Fördern Zwei-Minuten-Pausen oder Anker die Wissensaneignung innerhalb von Vorlesungen?* published in [Das Hochschulwesen](#). Year 54, Edition 1, page 10-12. 2006. German.

**Why we chose this source:** The article “Do two-minute breaks promote knowledge acquisition within lectures?” explains a university study, which tested whether 2 minutes of break make a difference for the learning within 45 minutes of sessions. The results are very interesting and show that anchors (e.g. asking questions, discussions, writing on the screen) within a session are more important for the concentration and the memory than 2 minutes of break. [Read the full article \(in German\) here:](#)

## 4. Mental Health

- **Srinivasan S. Pillay:** *Tinker Dabble Doodle Try: Unlock the Power of the Unfocused Mind.* Ballantine books, NY, 2017.

**Why we chose this source:** The Harvard psychiatrist and neuroscientist is writing about the latest brain research and telling stories from his psychological practice. To finish tasks and achieve goals, most people believe that more focus is the solution. They rely on to-do lists, calendar reminders, noise-blocking headphones, and sometimes medication to help concentrate—even though these tactics often fail to substantially improve productivity. In the book the author challenges traditional ideas about productivity, revealing the lasting, positive benefits of adding deliberate and regular unfocus to repertoire. You can read examples about planned unfocus and how this stimulates innovation, creativity and long-term memory.

- **Bar, Moshe:** *“Mindwandering – How it Can Improve Your Mood and Boost Your Creativity”*, Bloomsbury UK, 2022.

**Why we chose this source:** This newly published popular science book by cognitive neuroscientist Moshe Bar supports trainers who love to go on a well explained journey into how the mind and brain works. Moshe Bar advocates to remove the guilt about mindwandering as the resting brain is barely less energetic than the engaged brain. When we detach from our tasks the brain is not dead and sleepy, but the Default Mode Network (DMN) takes over doing critical work on our behalf. We chose it because if Informal Moments during trainings enable us to be distracted and detached, we allow this DMN to “switch on”. Bar



argues that it is not only fine to be not on the goal, but that those moments of rest, daydreaming, self-chatter or distraction play a vital role in solving problems and inducing happiness. Letting your mind drift broadens ideas. Following The author mindwandering is an incubator for ideas.

[Google Talk](#) on the book and concept of mindwandering with the author moderated by Danielle Perszyk.

- **Helen A Slagter, Antoine Lutz, Lawrence L Greischar, Andrew D Francis, Sander Nieuwenhuis, James M Davis, Richard J Davidson: [Mental Training Affects Distribution of Limited Brain Resources](#).** Published: May 8, 2007.

**Why we chose this source:** This is paper about an interesting study on the influence of meditation on the concentration. In a 3-months intensive mental training two groups had to do activities. The groups also following regular meditations improved considerable. The study supports the idea that plasticity in brain and mental function exists throughout life and illustrates the usefulness of systematic mental training in the study of the human mind. [Read the details of the study.](#)

## 5. Some methods for informal moments

- **Oppezzo, Marily and Daniel L. Schwartz: “[Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking](#)”, Journal of Experimental Psychology: Learning, Memory, and Cognition , American Psychological Association, Vol. 40, No. 4, 1142–1152 , 2014.**

**Why we chose this source:** This widely quoted article in behavioural and learning science covers the effects of walking on creativity. Being on a stroll on Stanford Campus Oppezzo and Schwartz recognized that there is only anecdotal evidence that walking stimulates creativity. They asked themselves, what if walking was simply such a common activity that it is inevitable that some people might have ideas during a walk? Had the positive effects of a walk on creativity really been proven? The authors were the first ones to conduct empirical experiments to find out. As trainers we experience the benefits of a walk, and many people claim they do their best thinking when walking. Various blogs refer to having a walk as a good way to having an Informal Moment either for yourself or in company. However, if you face the situation, you must prove or defend this position, you might wish to refer to scientific evidence. The article summarises the short and easy to understand experimental design of Stanford University to demonstrate that walking boosts indeed creative ideation in real time and shortly after. [Download here](#)

- **Pappas, Christopher: [Pervasive Learning in eLearning](#).** Published January 22, 2015 at elearning.com. 2015.

This short article is an eye-opener for teachers, facilitators, and other people responsible for learning opportunities – merely because it says, that most of all, learning takes place whenever the learner feels a need for adapting knowledge, skills, or even confirming an attitude.

As a result of modern technology, the article claims, learning is always accessible, and learners can find what they need. However, adult learners learn even better when sharing and discussing their learning in social environments with peers or mentors, so the article is supported by a number of articles that give trainers, teachers, and facilitators tools for improving their formal and un-formal learning by informal learning opportunity activities.

Our trainers found this series of articles motivating for their own development of teaching, training and facilitating all kind of learning. [Read the full article.](#)

- **Pappas, Christopher: 6 Tips To Create The Perfect Pervasive eLearning Experience.** Published March 15, 2015.

**Why we chose this source:** This article explains pervasive eLearning and gives recommendations how to implement it to eLearning offers with the aim of making the learning long lasting. Amongst the proposed activities, the author suggests to create opportunities for online self study and exploration or creating group or break out room exercises or games that mix the online situation with the real world surroundings of the eLearning participants. This gave one of our trainers the idea of ending a session with an allegation or a tempting questions. [Read the full article.](#)

- **Kabat-Zinn, Jon: Coming to Our Senses. Healing ourselves and the world through mindfulness.** Hyperion, US, 2005.

**Why we chose this source:** Mindfulness is a methods to become more aware of our everyday life – moment by moment. In the book Jon Kabat-Zinn explains what he understands by mindfulness and invites to mindful activities allowing to live a more authentic and full life. The activities are also very useful for informal moments in (adult) education – breathing, walking, listening, touching- in order to relax your brain and body and to bring back energy.

- **Knowles, Malcolm S.: Personal and organizational change through group methods: The laboratory approach.** John Wiley & Son. 1967.

**Why we chose this source:** Knowles' book, "Personal and Organizational Change through Group Methods: The Laboratory Approach," is valuable for those interested in understanding how group dynamics and processes can facilitate personal and organizational change. The book draws on the author's experience leading laboratory training programs and provides practical insights and strategies for conducting successful group-based interventions. Knowles emphasizes the importance of active participation, experiential learning, and feedback in the group process and argues that these elements are essential for effective personal and organizational change. The book also discusses the role of leadership in facilitating group processes and highlights the benefits of using group methods in corporate settings. Overall, Knowles' book is a valuable resource for anyone interested in learning about group methods for personal and organizational change. It provides practical guidance for those looking to implement these approaches in their n work.

## 6. Learning Environment

- **Erasmus plus partnership iLab PLUS** – new training methods for adults. Manual: „iLab - Interactive Learning Activities Book, manual for ilab trainers“ as well available in Polish, Croatian and Czech, 2020.

**Why we chose this source:** This Erasmus+ Partnership explored the actual spaces where learning takes place. It promotes open lab rooms and creative spaces. It aims for learning and work environments devoid of architectural barriers (benches, tables and the like) that are also communicational barriers. The iLabs-concept highlights the impact of the surrounding, the atmosphere perceived by many senses: sight, hearing, smell, touch, but also taste, temperature, balance or kinaesthesia. „iLabs“ can have a specific microclimate, which is formed by e.g. living plants, gentle sounds of nature and special aromas which affects the atmosphere. Various seating arrangements are analysed. The examples given in the project's manual might sensitize trainers, how place and surroundings can either foster or hinder the possibility for an *Informal Moment* to occur. [Access the project.](#)

- **O'Donnell Wicklund Pigozzi and Peterson, Bruce Mau, David W. Orr: The Third Teacher. 79 ways you can use design to transform teaching and learning.** Abrams; 1st edition 2010.

**Why we chose this source:** This book was created by an international team of architects and designers concerned about failing education system. It explores the critical link between the school environment and how children learn, and offers 79 practical design ideas to guide reader's efforts to improve schools. It is an inspiring book with a broad few and perspectives on what is needed to create an environment for learning. It includes interviews, facts, statistics, and stories from experts in a wide range of fields. Contributors include children's singer and advocate Raffi, author and creativity consultant Sir Ken Robinson, scientist and environmentalist David Suzuki, inventor James Dyson, and other experts who are working to create fresh solutions to problems and create a new blueprint for the future of education.

We recommend it, because it gives a broad overview of progressive thinking in education.

- **Sven Ehmann, Sofia Borges, Robert Klanten: Learn for life. New architecture for new learning. Gestalten:** First Edition, 2012.

**Why we chose this source:** How well we learn is directly linked to where we learn. In our digital age, an enormous amount of information is easily accessible. Against this background and because lecture-style teaching is no longer popular, knowledge is inevitably passed on differently now than in previous times. New spaces promote learning by inspiring us, providing us with helpful tools, and facilitating opportunities for productive cooperation and the exchange of ideas within groups.

The book offers a diverse collection of inspiring architecture and spaces that support progressive and collaborative models of acquiring knowledge. The examples presented – supported with many pictures- show how colour, light, and the organization of space as well as playful elements and surprises can be used to support learning.

## 7. The learner and our target groups

- **Cain, Susan: Quiet: The Power of Introverts in a World That Can't Stop Talking,** Penguin Random House, 2016. Also available in German: **Still: Die Kraft der Introvertierten** and Spanish: **El poder de los introvertidos: en un mundo incapaz de callarse**. Cain published also an empowering book/audiobook addressed to teenagers and their parents: **Quit Power- The Secret Strengths of Introverted Kids**, 2017.

**Why we chose this source:** This book widens the horizon for every trainer who aims to understand and host introvert learners. It is a reminder for trainers that different learners have different needs, and some people might end up feeling rather unhappy during *Informal Moments* if the frame is not carefully thought over. The book is an emphatic written reminder why the precondition of free choice is crucial introducing safe *Informal Moments* and why space to separate and time-outs will host introverts. Or to say it in Cain's own words "*solitude matters and for some people it is the air that they breath*". Cain explains from a personal perspective but very comprehensible how introverts literally feel drained after hanging around with people, even if they had fun during the experience itself.

The author on a short [TED-Talk](#) on the topic, 2014.

- **Thi Truong An Hoang, Andreas Knabe: Time Use, Unemployment, and Well-Being: An Empirical Analysis Using British Time-Use Data,** Journal of Happiness Studies. Published online, October 2020.

**Why we chose this source:** Starting from the data collected by the UK Time-Use Survey 2014/2015, the essay investigates the relationship between well-being and employment by comparing multiple realities of employed and unemployed. Following the analysis, it emerges that transversal aspects in the life of individuals contribute to the well-being of the latter concerning their working reality and how that is an essential but not unique factor for the well-being of everyone. The essay investigates the different free time, creative and playful occupations, sports activities, etc., which differ between employed and unemployed by opening a series of essential reflections: on the one hand, the employed prefer more free time to the playful situations within the working world, on the other the unemployed, often afflicted

by a wider malaise, seem to be more open to exploit the ordinary occasions of social and collective experiences, also in the perspective of new possible work scenarios. [Download here](#)

- **David Dooley, Jonathan Fielding, and Lennart Levi: Health and Unemployment**, Public Health. Annual Review. 1996.

**Why we chose this source:** The scientific article investigates the malaise linked to unemployment, investigating various possible harmful consequences for the well-being of individuals related to the absence of work. Highlighting the mental health dangers of unemployment and underemployment, the essay offers an overview of the change that occurs within individuals when they lose their role in society and highlights the importance of alternatives to that of work, as places of recognition and reconstruction of oneself, as people and not just workers. [Read the article.](#)

- **Education and Migrants in Europe. 2023.**

Students with a refugee or migrant background often face difficulties in adjusting to a new learning environment. Education and training practitioners can benefit from guidance and the sharing of good practices to be able to address the learning needs of students in increasingly diverse and multilingual classrooms.

Since 2016, the European Commission has supported EU Member States in their efforts to integrate migrants in their education and training systems - from early childhood education and care to higher education.

**Find here a few interesting links about the situation and strategies in the EU:**

[Inclusive education](#)

<https://education.ec.europa.eu/focus-topics/improving-quality/inclusive-education>

[Action plan on the integration and inclusion](#)

[https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-and-integration/integration/action-plan-integration-and-inclusion\\_en](https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-and-integration/integration/action-plan-integration-and-inclusion_en)

[Refugee and migrant integration into education and training](#)

<https://education.ec.europa.eu/focus-topics/improving-quality/inclusive-education/migrants-and-refugees>