

Rebuild Your Mindset

[Fecha]



PROJECT OVERVIEW
CULTURE IN MOVE
2021



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Summary

This handbook is created by 4 collaborating organizations: Asociația Erhangja Egyesület (Romania), Aydın Kültürel Gelişim Derneği (Turkey), Associação de Melhoramentos e Bem Estar Social de Pias (Portugal) and Asociación Creativa (Spain) in the project called "Culture in Move" within the scope of Erasmus + KA227 "Partnerships for Creativity".

It presents the study carried out on the situation of educational innovation in the different countries and organizations involved, promoted and coordinated by Asociación Creativa and financed by the European Union and SEPIE.

This work has been carried out by a large team made up of volunteers, teachers and workers of the participating organizations. The main objective is to compile methodologies, activities and tools, both digital and analogical, that allow to improve and expand the knowledge of the professionals of the participating associations in order to make a comparison and evaluation of the methodologies and activities developed by each of the associations. Based on this compilation, a set of activities that constitute the innovative element of the handbook are elaborated.

During the execution of this work, four meetings have been coordinated, held in each of the participating countries: Romania, Turkey, Portugal and Spain. The work involved the compilation of documentation, surveys to teachers, elaboration of methodologies for their implementation and sharing of the results for a more detailed analysis.

The study has been focused and carried out from different perspectives, attending to the needs and characteristics of each of the organizations that take part in it. Therefore, it has been intended to be as extensive as possible, in order to cover a wide field of non-formal education, specifically education from the professional field, attending to those people who are unemployed and are looking for new job and training opportunities, as well as education for adults and immigrants, among others. Given the characteristics and needs of the entities involved in the project, we have focused on the education of elderly people in order to find new methodologies and ways of working that allow us to establish links, which can be useful for all the countries involved and any of the organizations interested in putting into practice the activities and methodologies exposed throughout the work.

Based upon the examples of good practices listed in this handbook, we encourage you to contact any project partner that you feel might have particular insights or relevance to your particular work.



Introduction

Training in innovative active methodologies is not an option for teachers or different teaching professionals in the 21st century. It is a necessity.

To ensure competency-based learning, contribute to the emotional well-being of teachers and students and work towards educational equity, it is necessary to present a new paradigm.

With a high practical content, this handbook aims to address the actors of educational innovation, since they are the main protagonists who will put into practice the different methodologies to be developed or collected.

Agents of educational innovation are considered to be those who support or facilitate innovation from their organizations. In this case, we are going to see how professionals develop their activities and what kind of strategies they use on a daily basis to respond to the needs of the subjects.

In this way, we can affirm that the target audience for the handbook are the workers of the participating associations, who will be able to make a comparison and evaluation of the methodologies and activities used in each organization with respect to their own. On the other hand, members of other organizations will also be able to access the handbook on the SALTO-YOUTH platform to reflect on our results and find them useful in the future. Finally and indirectly, the ultimate addressees (and beneficiaries) of the handbook are the users themselves, since if we achieve a transversal improvement in the training of professionals, they will carry out a more complete and personalized attention to them.



Definition of educational innovation

The word innovation can be broken down into in (to introduce), nova (to change the existing) and tion (in process) (De la Torre, 1992; Imbernón 1992). It designates both the innovative activity (innovation-activity), by which the process for the incorporation of something new into the institution is conducted (innovation-content), and the result of that activity (innovation-result) (Rivas, 2000).

The concept of innovation is very close to the concept of change, although innovation usually refers colloquially to positive change or improvement (Cañal de León, 2002).

It is the introduction of something new to improve processes. The term innovation implies an action that involves the introduction of something new in the organization in such a way that its educational products are improved (Marín and Rivas, 1984:22). In this case, innovation is produced within a given institutional and social context, in a spatio-temporal framework, and is conditioned by them and by its own genesis and evolution (Carbonell, 2002).

The main dimensions are defining the approaches, deciding on the educational beliefs or principles, and developing the materials. These three dimensions are present in all innovations and together they represent the means to achieve educational goals.

Innovation is the search for better results by changing things that were done before (Ramírez 2012) taking into consideration the people involved, both the users and the professionals who work with them.

Therefore, we intend that, through the activities available to each organization and their implementation in every one of them, we can see their results and how they work with different groups, in order to change the way things are done and offer new work possibilities.

From the Network of collaborating entities in this project (Asociatia Erhangja Egyesulet, Aydin Kulturel Gelisim Dernegi, Associação de Melhoramentos e Bem Estar Social de Pias and Asociación Creativa), we understand educational innovation as a continuous process in which new actions and elements are incorporated to create synergies and establish new strategies to guarantee quality and excellence according to the objectives to be achieved. In addition, we provide and make available to the technical professionals the most appropriate services or tools according to the different groups with which we work in the associations, always based on the precept of "working for the people with the people".



Objectives of the Project

GENERAL OBJECTIVES:

- To reflect on the meaning of education and the need for a methodological change.
- To learn about some innovative methodologies for working with socially vulnerable groups.
- To disseminate the results of the handbook to different organizations.

SPECIFIC OBJECTIVES:

- To create a repository of activities to motivate before, during and after the workshops/courses implemented in the organizations, favoring active and meaningful learning.
- To develop a new approach and new pedagogical tools to work with the target groups and to be able to implement them in the participating organizations.
- To increase the motivation and commitment of professionals in the educational field, through theoretical-practical, active and meaningful learning.
- To empower socially vulnerable groups through pedagogical activities and tools.
- To put into practice active methodologies.
- To know and use digital tools that transform learning.



Context Spain: “Asociación Creativa”

Asociación Creativa is a non-governmental organization located in Spain (Canary Islands). We work to promote employment, training and social insertion of people at risk of social exclusion and unemployment through personalized and individualized actions, as a basic element to promote the insertion of people with special difficulties. We have different offices on the island of Tenerife and a headquarters on the island of Gran Canaria. At the same time, we have more than 25 employees and around 100 collaborators working locally, regionally, nationally and internationally.

The main objectives of our activity are the following:

1. Eliminate obstacles that prevent or obstruct the full development of people.
2. Improve the socio-economic conditions of people who are in a socio-economic situation of vulnerability.
3. Contribute to social cohesion and inclusion to eliminate situations of marginalization and social discrimination.
4. Defend the values of equality, transparency, solidarity and social cohesion of society, among others.
5. To advise and counsel people at risk of social exclusion on education and employment.

The main activities we carry out are as follows:

1. Integrated itineraries of social and labor insertion with people at risk of social exclusion. Set of actions that improve employability and that have as methodology the personalization, counseling, monitoring and accompaniment in the search for employment, which means a higher expectation of achieving the objectives of labor market insertion.
2. Promotion of self-employment. We address those people who have the desire to undertake, we help and advise them throughout the process of generating a business plan, with the ultimate goal of becoming a new self-employed entrepreneur, that is, to have the desired salary and the necessary affiliation to the Social Security through the self-employed insurance.
3. Development of training programs in communication skills, vocational training and promotion of transversal competencies. Creativa offers free English language training courses to vulnerable groups in Tenerife and Gran Canaria, as well as different professional contents and key competences for employment.
4. Commitments and projects with a European dimension. Creativa is a sending and hosting organization of the Erasmus + Program of the European Commission. We have an Internationalization Plan that is implemented in every action we carry out to promote employment and training of people with fewer resources, making accessible free of charge the experience of living, studying and working in different countries of the European Union.



5. Encouraging citizen participation in social life and promoting citizenship and social and European awareness. Through different projects, Creativa promotes the participation of young people, adults and companies in social life in the Canary Islands, Spain and Europe.

For the elaboration of this handbook, we have elaborated two initial questionnaires: one for the workers of the entity, with the objective of knowing the existing needs, thus obtaining a starting point on which to work on new innovative educational methodologies; and another one addressed to professionals of other educational centers to obtain a broader vision of the techniques that are carried out nowadays in the Canarian society, in this case.

- Questionnaire for Asociación Creativa professionals:

The questionnaire, whose questions are attached in the annexes of this handbook, yielded a variety of results. Our aim was to evaluate what type of innovative educational activities, methodologies and tools were already being implemented in the organization.

The questions were oriented to know the work of each professional, the group with which they usually work and the projects in which they are currently immersed. Based on this, the methodologies, tools and activities applied, and whether they have any innovative elements, were explored in greater depth.

The responses obtained were surprisingly unanimous among practically all the workers. Almost all of them consider that the needs are concentrated in the following areas:

1. Miscommunication among the team of workers.
2. Lack of innovation in some of the techniques that are commonly used.
3. The urgency to update several tools that have been used in the same way for years and, consequently, have become obsolete.

- Questionnaire for professionals from other educational centers:

On this occasion, we have sent the questionnaire to different education professionals who work with both adults and children in order to offer opinions as diverse as possible and to serve as a complement to the handbook.

The people who have participated, work mainly as teachers or education coordinators in both formal and non-formal education centers, so they can offer us a fairly accurate view of the reality.

In general, one of the aspects most highlighted by professionals is the lack of training in educational tools that can be practical in their day-to-day work. This is due to the absence of courses on this subject, so they learn through practice and experience. In fact, according to what they say, most of the courses are very theoretical, not very practical and within a short period of time. This leads to a lack of knowledge and information on educational innovation techniques, so that its full potential is not exploited.



Methodology

Teaching methods must favor motivation to teach students and, to this end, professionals must be able to generate in them curiosity and the need to acquire the knowledge, skills, attitudes and values present in the competencies. Likewise, in order to maintain the motivation to learn, professionals must provide all kinds of techniques so that students understand what they are learning, know why they are learning it and are able to use what they have been taught in different contexts. Active and contextualized methodologies are also required to enhance motivation for learning competencies.

In this regard, one of the theories that has been gaining prominence in recent years is Howard Gardner's Theory of Multiple Intelligences (1943). His definition of intelligence as "the ability to solve problems or create products, valued within one or more cultural contexts", implies defining intelligence as a capacity, and Gardner converts it into a skill that can be developed. The potentialities of the users will develop in one way or another depending on the environment, experiences, education received, etc.

In general terms, we will now list some of the best-known methodologies for working on educational innovation today:

- **Centers of interest (Inverted Class):** they try to favor the spontaneity and creativity of the users, enabling their global development in interaction with the environment. The contents are grouped around a central theme that responds to the interests of the users. From this point on, the educators plan and guide the activities.
- **PBL (Problem Based Learning):** it is a methodology focused on learning, research and reflection that students must carry out in order to propose solutions to situations-problems set by the teacher.
- **PBL (Project Based Learning):** is defined as a set of tasks based on problem solving through the involvement of students in research or creative processes, in a relatively autonomous manner, culminating in a final product presented to others.
- **Cooperative learning:** users work in teams to perform tasks collectively. It includes various and numerous techniques in which students work together to achieve certain common objectives for which all team members are responsible.
- **Gamification:** is the learning of users through games. It consists of systematizing a procedure by guiding students through game-based methodologies, generating contents that are easier to assimilate and learn in the long term.



Digital tools

At Creativa we are aware that digital tools are becoming increasingly important in all educational processes. Technology has imposed itself in education as a vehicle to facilitate learning and a resource on which trainers can rely on. For this reason, we have started a path towards digitalization in which we have several tools, some of which are mentioned in this handbook:

These are some examples of **educational websites** that can help us to implement innovation:

1. eAprendizaje: videos and training articles, related to new technologies.
2. EPAL: contact between adult education professionals all over Europe.
3. Emocionario: material to work on emotions with different age groups.
4. Educación 3.0: compilation of educational videos on Youtube, with 50 channels on various topics.
5. EducActiva.tk: provides tools for games and gamification.
6. Web del Maestro CMF: collects news, opinions, materials, experiences, proposals and references related to teaching.
7. Google Classroom: unifies teaching resources and helps to manage, evaluate and improve the teaching experience.

We also highlight other examples of tools for elaborating **presentations and questionnaires** that can be used to implement innovation:

1. Padlet: allows the creation of virtual walls with thousands of didactic applications in the classroom.
2. PowToon: animation software for creating explanatory videos and animated presentations.
3. Mindomo: collaborative tool for concept and mind maps, diagrams and diagrams.
4. Symbaloo: allows users to organize and categorize web links in the form of radio buttons.
5. Kahoot!: enables users to create quizzes on any subject and interact with students.
6. Plickers: creates online quizzes to provide dynamic and attractive questions, through cards with a QR code.
7. Socrative: student participation manager and student response system in real time.



Pedagogical tools

Asociación Creativa establishes different pedagogical tools for each and every one of the workshops or courses offered to the users. In these workshops, it should be avoided that the master class or lecture of the monitor or teacher exceeds 30%, in the case of workshops, or 50%, in the case of courses, of the total time of the duration. This methodology, the most traditional one used in the educational and training sector, consists of the transmission of knowledge from the instructor or teacher to the students: one speaks and the others listen; one teaches and the others learn. This system can sometimes become boring, especially for those teachers who have less communicative skills. At Creativa we always promote the parallel use of an audiovisual presentation, which facilitates the students' learning.

Among other resources, we make use of videos to help us in the presentation of the topics that make up the workshop or course. The video should not be excessively long, with a maximum duration of 10 or 15 minutes, since the audiovisual language is effective to transmit messages, even to raise awareness, change behaviors or promote attitudes in our users, but if the duration is too long it can also have a rebound effect, and bore the students, which is precisely the opposite of what we are looking for. Therefore, it is necessary to use this tool in conjunction with the lecture. Both should be used for the delivery of the training, the others complement and support the former two.

Some of the pedagogical tools we use in Asociación Creativa are the following:

1. **Presentation techniques:** at the beginning of a workshop or a course it is necessary to start with some presentation dynamics. Within the wide variety of existing presentation techniques, in our organization we make use of a didactic guide elaborated at the time by professionals of the same, which is constantly updated according to the new educational tools that arise. It is always preferable to start with presentation dynamics, since it is necessary to break the ice when a group of people who do not know each other must interact with each other and with the teacher.
2. **Role Playing:** this is a very useful group dynamic in training, which combines a playful part with a formative part. It consists of trying to emulate a situation by turning some of the students into actors/actresses of a situation about which they are trying to learn. At the end of the session, there should be a debate to analyze the work that the actors/actresses have done regarding the skills to be learned.
3. **The Phillips 66:** generally, this tool has a standard application of 6 participants and a duration of 6 minutes. However, in our organization we apply it with greater flexibility. The number of students can be between 3 and 7, while discussions range from 5 to 15 minutes. In this dynamic, the teacher must present 3 questions or approaches that encourage the debate established by small groups. The classroom is divided into these small groups that must respond to the different questions during the stipulated time.



At the end of the group debate, the classroom becomes a global plenary and each group must have appointed a spokesperson who will present its conclusions.

4. **Evaluation:** at the end of any activity there must be an evaluation, which in the case of courses can be written, similar to an exam. We also generate questionnaires and satisfaction surveys so that the students themselves can evaluate the quality of the teaching staff, as well as the facilities and resources provided.
5. **Curriculum vitae (CV):** our target public is generally in a situation of social exclusion or at risk of social exclusion. That is why another of the tools we try to promote is the curriculum vitae, to facilitate the search for employment and mitigate the economic difficulties in which the users find themselves. The resume is a brief summary of the training and work experiences, along with the professional skills of each person.
6. **Cover letter:** it is not another curriculum, but a complement to it. It is the presentation card before the person to whom we send the Curriculum. It is not obligatory to elaborate it but it will add points in the selection process, since it will awaken the interest of the person who is going to read the curriculum, and demonstrates at the same time, the interest of the candidate person to accede to the job position.

Activities

ACTIVITIES CORRESPONDING TO THE METHODOLOGIES:

- **Activity 1:** this activity corresponds to the learning methodology "Centers of interest (Inverted Class)". Through it, it is intended that students interact among themselves and individually so that they can creatively and autonomously decide what their main needs, desires and expectations are.

TYPE OF DYNAMICS: KNOWLEDGE. Centers of interest (Inverted Class).			
NAME: Expectations, Desires and Needs			
OBJECTIVES: -To get to know the participants and know what their main needs and desires are. -To know firsthand what they expect to achieve with the project activities.		PARTICIPANTS: Variable	
SPACE/MATERIAL: Sheets			
APPROXIMATE TIME: 30 minutes	ORGANIZATION: In groups	APPROXIMATE AGE: Over 16 years old.	
DEVELOPMENT: First, we explain to the participants the concept of expectations, desires and needs. Then, individually they will write down their expectations, desires and needs both for the course and what they aspire to do in the future. Afterwards, they are shared and a small evaluation is made.		GRAPHIC/DRAWING/IMAGE:	
EVALUATION: Check that the participants are interested in learning, get to know the participants and see what their concerns are. At the end of the course they will review what they wrote from the start, analyze if expectations, desires and needs were achieved.		Expectations	
		Desires	
		Needs	


- **Activity 2:** this activity is related to the "PBL (Problem Based Learning)" methodology. It is intended that users, through research and reflection, seek solutions to problem situations and identify the main weaknesses and strengths they have as users, as well as the threats and opportunities offered by the environment.

TYPE OF DYNAMICS: SELF-KNOWLEDGE Problem-based learning					
NAME: SWOT ANALYSIS					
OBJECTIVES: -To know the weaknesses and strengths internally. -To be able to identify the threats and opportunities of the environment.		PARTICIPANTS: Variable			
SPACE/MATERIAL: Index cards, sheets of paper, computers or tablets.					
APPROXIMATE TIME: 40 minutes	ORGANIZATION: Individual and groups	APPROXIMATE AGE: Over 16 years old.			
DEVELOPMENT: First of all, the SWOT (Prospective Diagnostic Technique) is explained. This technique helps us to know the weaknesses and strengths at an internal level, as well as to know what are the main threats and opportunities of our environment, either at a personal or work level, among others. Then, individually, they write in a box the main characteristics for each of the items and finally they share them together. Our target audience is unemployed people looking for a job. This activity is focused on finding a job for low-income groups. Thus giving them a psychological boost.	GRAPHIC/DRAWING/IMAGE:				
	<table><tr><td>Weaknesses (Internal Factors) Knowledge Experiences Abilities</td><td>Threats (External Factors, Environment) Market situation Demand</td></tr><tr><td>Fortalezas (Factores Internos) Conocimientos Experiencias Habilidades</td><td>Oportunidades (Factores Externos, Entorno) Situación del Mercado Demanda</td></tr></table>		Weaknesses (Internal Factors) Knowledge Experiences Abilities	Threats (External Factors, Environment) Market situation Demand	Fortalezas (Factores Internos) Conocimientos Experiencias Habilidades
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EVALUATION: To check if they know how to properly identify all the categories and if they put it into practice in an adequate way. It will be measured with quantitative indicators after the end of the workshop, communicating with the beneficiaries two months after the end of the workshop.					


- **Activity 3:** focused on the "PBL (Project Based Learning)" methodology. Users will have to learn autonomously how to use new technologies by researching and creating tasks accordingly, as well as culminating with a work plan appropriate to what they have to achieve each week.

TYPE OF DYNAMICS: WORKPLAN. Project-based learning		
NAME: "WORK PLAN"		
OBJECTIVES:	PARTICIPANTS: Variable	
-Organize the week in an appropriate way to achieve different objectives. -Develop a weekly work guide and establish priorities, both in job search and training.		
SPACE/MATERIAL: Computers		
APPROXIMATE TIME: 60 minutes	ORGANIZATION: Individual	APPROXIMATE AGE: 16 years of age or older
DEVELOPMENT: To learn how to elaborate a weekly work plan using some digital tools, either Prezi, Powerpoint or Genially, where the priorities are specified, as well as the different objectives that will have to be achieved throughout the week. At the end of the week they should present the work, after the execution of the workshop. Thus helping the learning of the course companions, presenting the feedback of the teacher, all this will improve the execution of the final product. Variable of the activity: The job search will be executed in groups. The groups should be united by common interests such as caring for the environment. Each component will have a role within the work team. Among the roles we can highlight the following: <ul style="list-style-type: none"> • Designer • Writer • Content creator 	GRÁPHIC/DRAWING/IMAGE: 	
EVALUATION A learning contract will be drawn up stating the objectives, the main points of the work plan and the students' responsibilities.		

- **Activity 4:** with this activity we try to work with the "Cooperative Learning" methodology. It focuses on users working as a team to perform the tasks collectively, and throughout the training they have an extensive list of web pages where to look for jobs, courses, etc.

TYPE OF DYNAMICS: SEARCH FOR WEB PAGES AND ONLINE RESOURCES. Cooperative Learning		
NAME: " Web Page Repository ".		
OBJECTIVES: -Search for web pages that are meaningful to users. -Create a repository of resources for use after the training ends.	PARTICIPANTS: Variable	
SPACE/MATERIAL: Computers. Joint Drive folder for sharing resources.		
APPROXIMATE TIME: 30 minutes per day.	ORGANIZATION: Group and autonomous	APPROXIMATE AGE: 16 years of age or older
DEVELOPMENT: Throughout the training, the users, both autonomously and in groups, will be in charge of creating a repository of web pages that will help them to look for jobs, courses or activities to develop in their future occupation. They will be able to use this folder at any time to add or remove resources.	GRAPHIC/DRAWING/IMAGE: 	
EVALUATION Observation is used to check that everyone participates, that they feel motivated and understand what they have to do.		


- **Activities 5 and 6:** with these exercises we work with the "Gamification" methodology. The objective is for participants to get to know each other better and encourage creativity through play.

TYPE OF DYNAMICS: GAMIFICATION		
NAME: " Paranoid Gesture ".		
OBJECTIVES: -To get to know the name of the participants. -Encourage creativity through play.		PARTICIPANTS: Variable
SPACE/MATERIAL: Ample space for all participants.		
APPROXIMATE TIME: 30 minutes	ORGANIZATION: Individual	APPROXIMATE AGE: 16 years of age or older
<div><div><div>DEVELOPMENT:</div><div>In this activity, participants stand in a circle. The first one says his/her name and makes a gesture. The next one must repeat the name and gesture of his/her partner and add his/her own. The third person repeats the name and gesture of the previous two and adds his/her name and gesture, and so on until everyone has participated.</div><div>Variation: The whole group in a circle. One person begins by saying his/her name accompanied by a gesture, jumping, greeting, dancing, etc. And everyone repeats it, and so on until everyone has said his/her name with his/her gesture and the whole group has been repeating it.</div></div><div><div>GRAPHIC/DRAWING/IMAGE:</div><div></div></div></div>		
EVALUATION		
The observation technique is used, verifying that everyone participates and that a relaxed and pleasant atmosphere is created. Names and gestures are repeated, even with the help of classmates.		


TYPE OF DYNAMICS: GAMIFICATION		
NAME: "Two truths and a lie" .		
OBJECTIVES: -To get to know hobbies, pastimes or interests of the participants. -Encourage creativity through play.	PARTICIPANTS: Variable	
SPACE/MATERIALS: Ample space for all participants. Paper and pencil or pen.		
APPROXIMATE TIME: 30 minutes	ORGANIZATION: In groups	APPROXIMATE AGE: 16 years of age or older
DEVELOPMENT: The main instructions for the game are that each group member introduces themselves by telling two truths and one lie about themselves. The statements are simple hobbies, interests or past experiences that make each person unique. The lie can be outrageous and nonsensical, or it can appear to be a truth to make it more difficult for the other participants. Each person shares what they have written and the group has to guess which statements are true and which is the lie. A score can be kept to see who correctly guesses the most lies, or just play for fun and to get to know each other.	GRAPHIC/DRAWING/IMAGE: 	
EVALUATION The observation technique is used, verifying that everyone participates and that a relaxed and pleasant atmosphere is created. We encourage them to get to know each other and generate collaborative networks among them.		

ACTIVITIES CORRESPONDING TO THE PEDAGOGICAL TOOLS:

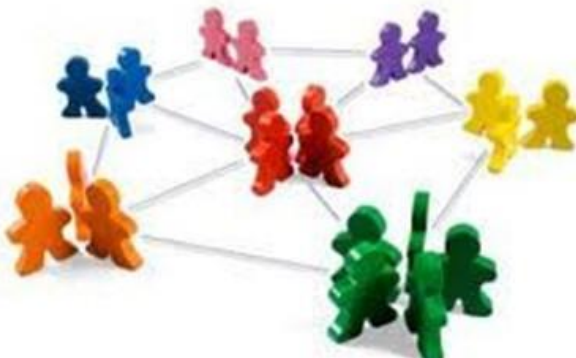
- **Activity 1:** the first activity is framed within the tool "Presentation techniques". It can work as a complement to the activities related to gamification, since the objective is also for the students to get to know each other and start breaking the ice at the beginning of any workshop/course.

TYPE OF DYNAMICS: PRESENTATION GAMES		
NAME: THE DETECTIVE		
OBJECTIVES:		PARTICIPANTS: Variable
-Favor a better knowledge of the group. -To make possible the relationship between all the components of the group.		
SPACE/MATERIALS: Sheets of paper or poster boards		
APPROXIMATE TIME: 30 minutes	ORGANIZATION: In pairs and large groups	APPROXIMATE AGE: 16 years of age or older
DEVELOPMENT: The facilitator hands out to each person a sheet of paper giving the following instructions: 1. In the upper right corner of the sheet of paper write the adjectives that you think define you. 2. In the upper left corner, write two favorite hobbies. 3. In the lower right corner, write something you are proud of. 4. In the lower left corner, the two things you want most in life. The facilitator collects the cards, shuffles them and hands them out again so that each person does not get his or her own card. Do not show the card to anyone but ask questions related to what is written on the card. If the answer is no, ask someone else, if the answer is yes, ask questions about the other information, and so on until the owner of the card is found. Once the name is found, the name is written on the card and put with the safety pin on the sweater.		GRAPHIC/DRAWING/IMAGE: 
EVALUATION: Observe that everyone participates and shows interest in the activity. See that they interact appropriately and that the objective of the activity is achieved.		

- **Activity 2:** this activity is related to the pedagogical tool "Role playing". In this case, it is based on the students' interests to learn about the labor market and the main techniques to face a job interview.

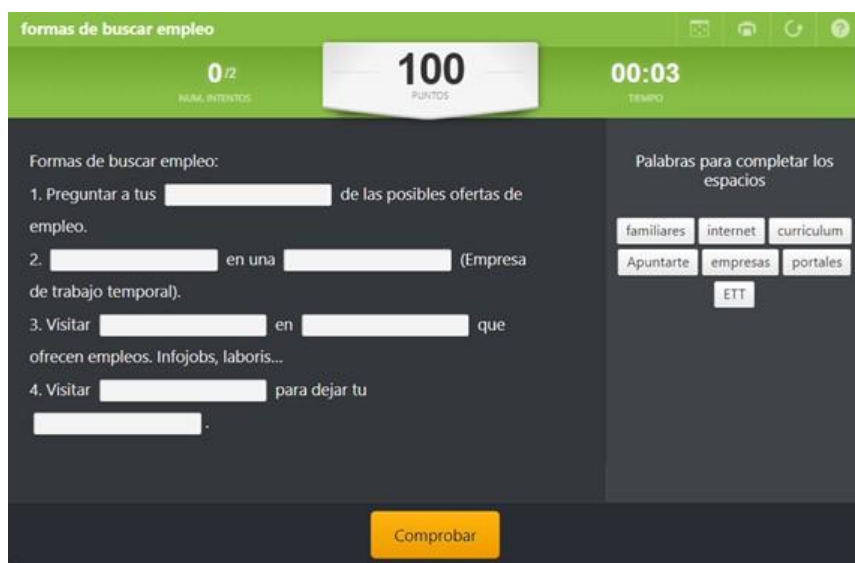
TYPE OF DYNAMICS: ROLE PLAYING (Interest Centers)		
NAME: JOB INTERVIEW		
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> -Practicing for job interviews. -Receive feedback regarding attitude and personal performance as interviewer and interviewee. 		PARTICIPANTS: Variable
SPACE/MATERIALS: sheets of paper or poster board		
APPROXIMATE TIME: 60 minutes	ORGANIZATION: In small groups and in large groups.	APPROXIMATE AGE: 16 years of age or older
<p>DEVELOPMENT:</p> <p>The facilitator will ask the group to divide into groups of 3 people: 2 participants who will conduct the interview, and an observer who will take notes for feedback purposes, but will not participate verbally.</p> <p>Tell all participants that they will act as interviewers and that they have 10 minutes to develop an interview guide.</p> <p>Individually assign a role to each applicant: salesperson, secretary, security guard, etc., and tell them that they have 10 minutes to develop their personal story and their arguments for applying for a promotion.</p> <p>He/she will ask the observers to pay special attention to detect unconscious attitudes on both sides, and to prepare an observation guide based on the given interview model.</p> <p>After the 10 minutes of individual work to prepare the performance, the indication is given to start the exercise.</p> <p>At the end of the exercise, a round table discussion is held, where the observers will express their notes.</p> <p>The facilitator guides a process for the group to analyze how what they have learned can be applied in their lives.</p>		<p>GRAPHIC/DRAWING/IMAGE:</p> 
<p>EVALUATION</p> <p>It is carried out during the debate, where the technician in charge of executing the activity will evaluate the interventions of the participants.</p>		

- **Activity 3:** here we present an activity based on the "Phillips 66" tool. In this case, we provide the participants with several tasks or questions to develop and, through research, they will have to elaborate a final product and present it to the others.

TYPE OF DYNAMICS: PHILLIPS 66. Project Based Learning.		
NAME: JOBS OF THE FUTURE		
OBJECTIVES: -To get to know new market niches. -To promote group work. -To acquire new knowledge.		PARTICIPANTS: Variable
SPACE/MATERIAL: Handouts with the questions asked.		
APPROXIMATE TIME: 30 minutes	ORGANIZATION: In groups of 6 and in large groups.	APPROXIMATE AGE: 16 years of age or older
<p>DEVELOPMENT:</p> <p>The facilitator divides the class into groups of 6. Each group will be asked the following questions:</p> <p>What are the most in-demand professions today?</p> <p>What are the studies with the most job opportunities?</p> <p>What will be the professions of the future?</p> <p>What qualities should an exemplary worker and employer possess?</p> <p>After each subgroup has spent 6 minutes dealing with the different topics, they are shared with the whole group.</p>	<p>GRAPHIC/DRAWING/IMAGE:</p> 	
EVALUATION		
Questionnaire to evaluate, at an individual level, the knowledge acquired about the new market niches addressed during the activity.		



- **Activity 4:** through this dynamic we will work on "Evaluation". The objective is to know if the students have assimilated the contents of the course and are able to put them into practice.

TYPE OF DYNAMICS: EVALUATION		
NAME: TEST (EXAMS)		
OBJECTIVES: -Evaluate the contents of the course. -To check if the knowledge exposed throughout the course has been assimilated.		PARTICIPANTS: Variable
SPACE/MATERIAL: Examination sheets and/or computers.		
APPROXIMATE TIME: 60 minutes	ORGANIZATION: Individual	APPROXIMATE AGE: 16 years and older
DEVELOPMENT: In this case, small tests or quizzes are presented to the users to check that they are acquiring the knowledge and know how to put it into practice in different situations. Some applications or websites are used to develop these tests or quizzes such as Educaplay, Kahoot!....	GRAPHIC/DRAWING/IMAGE: 	
EVALUATION It is done through the answers of the tests themselves.		

- **Activity 5:** with this activity we will work on the "Curriculum Vitae" technique. We consider that it is important to dedicate an activity only to the elaboration of the resume, since it will greatly influence the first impression when applying for a job.

TYPE OF DYNAMICS: CURRICULUM VITAE		
NAME: WHAT ASPECTS SHOULD A GOOD RESUME HAVE?		
OBJECTIVES:		PARTICIPANTS: variable
-Improve the presentation of the curriculum to make it more attractive for future jobs. -To increase the degree of employability of the users.		
SPACE/MATERIAL: workroom/computers		
APPROXIMATE TIME: 60 minutes	ORGANIZATION: individual	APPROXIMATE AGE: over 16 years old
<div><div>DEVELOPMENT:</div><div>An open question is asked: What aspects should a CV contain?</div><div>Then the students participate by naming their knowledge about the curriculum. After knowing all the details, an explanatory video is shown (https://www.youtube.com/watch?v=fYnxHNseQso). From this point on, the teacher will explain all the sections to be included in the curriculum:</div><div>1º Heading</div><div>2º Personal data</div><div>3º Academic training</div><div>4º Work experience</div><div>5º Complementary training</div><div>6º Languages</div><div>7º Computer skills</div></div> <div><div>GRAPHIC/DRAWING/IMAGE:</div><div></div></div>		
EVALUATION: the technique of observation of the resulting curriculum is used, in comparison with the initial one, if any.		

- **Activity 6:** the last activity is dedicated to work on the "Cover Letter" tool. Just like the resume, from Creativa we understand that a good cover letter can add many points. Asit is not mandatory, it will always make a good impression because it shows the interest of the person who offers it.

TYPE OF DYNAMICS: COVER LETTER		
NAME: CREATE YOUR COVER LETTER		
OBJECTIVES:	PARTICIPANTS: variable	
<div>-To elaborate an appropriate cover letter, which serves as a complement to the curriculum.</div> <div>-To increase the degree of employability of the users.</div>		
SPACE/MATERIAL: classroom/computers		
APPROXIMATE TIME: 60 minutes	ORGANIZATION: individual	APPROXIMATE AGE: over 16 years old
DEVELOPMENT:	GRAPHIC/DRAWING/IMAGE:	
<div>First of all, the following questions are asked: When you apply for a job offer, do you usually attach a cover letter to your CV? What do you usually put in your cover letter? Based on the answers, the content of the cover letter is explained:</div> <div><div><div>• The first paragraph catches the reader's attention and addresses the potential need of the recipient. The reader's interest is captured using a pleasant, direct and dynamic style, mentioning concrete data.</div><div>• The second paragraph focuses on the answer that can be given to that potential need. It explains the reasons for choosing that company, or that sector of activity, highlighting the match between your skills, preparation and experience and the type of professional required by the company in question.</div><div>• The third paragraph sets out the reasons that give credibility to the proposal. The argumentation will begin by explaining the reasons that justify an interview. Try to use the terms specific to the professional sector to which you are addressing.</div><div>• The last paragraph invites the addressee to act immediately to contact the person concerned. Clearly state why the position and the company in particular are of interest.</div></div></div>	<div><div><div><div><div>DIANA</div><div>ANDRADE</div><div>Candidatura al puesto de: Responsable de Ventas</div></div></div><div><div><div>PETS</div><div>Colonia Juárez, Delegación Cuauhtémoc, 06600 MEXICO</div><div>Medellín, el 25 de enero de 20XX</div><div>Señora, Señor,</div><div>Quam ob rem ut ii qui superiores sunt submittere se debent in amicitia, sic quodam modo inferiores extollere. Sunt enim quidam qui molestas amicitias faciunt, cum ipsi se contemni putant; quod non fere contingit nisi iis qui etiam contemnendos se arbitrantur; qui hac opinione non modo verbis sed etiam opere levandi sunt.</div><div>Iamque lituis cladium concrepantibus internarum non celate ut antea turbidum saeviebat ingenium a veri consideratione detortum et nullo inpositorum vel conpositorum fidem sollemniter inquirente nec discernente a societate noxiorum insontes velut exturbatum e iudiciis fas omne discissit, et causarum legitima silente defensione carnifex rapinarum sequester et obductio caputum et bonorum ubique multatio versabatur per orientales provincias, quas recensere puto nunc oportunum absque Mesopotamia digesta, cum bella Parthica dicerentur, et Aegypto, quam necessario aliud reiecti ad tempus.</div><div>Sed quid est quod in hac causa maxime homines admirentur et reprehendant meum consilium, cum ego idem antea multa decreverim, que magis ad hominis dignitatem quam ad rei publicae necessitatem pertinerent? Supplicationem quindecim dierum decrevi sententia mea. Rei publicae satis erat tot dierum quot C. Mario ; dis immortalibus non erat exigua.</div><div>Haec igitur Epicuri non probro, inquam. De cetero vellem equidem aut ipse doctrinis fuisset instructor est enim, quod tibi ita videri necesse est, non satis politus iis artibus, quas qui tenent, eruditi appellantur aut ne deteruisset alios a studiis. quamquam te quidem video minime esse deteritum.</div><div>Altera sententia est, quae definit amicitiam paribus officiis ac voluntatibus. Hoc quidem est nimis exigue et exiliter ad calculos vocare amicitiam.</div><div>Cordialmente, Diana</div></div></div></div></div>	
EVALUATION:	The technique of observing the resulting cover letter, compared to the initial one if any, is employed.	

DIANA
ANDRADE

Candidatura al puesto de:
Responsable de Ventas

PETSI
Colonia Juárez, Delegación Cuauhtémoc,
06600 MEXICO

Medellín, el 25 de enero de 20XX

Señora, Señor,

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Cordialmente,
Diana

Av. 124 #30-12,
Medellín, Colombia
+310 456 768 221
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Context Portugal: “Associação de Melhoramentos e Bem Estar Social de Pias”

Associação de Melhoramentos e Bem Estar Social de Pias, is located in Ferreira do Zêzere in the center of Portugal, 120 Km from Lisbon, with a population around 10.000habitants. As a private entity, who provides a public service the Institution has many competences established in cooperation with the government and developed a lot of projects related with entrepreneurship, employment, training, education for children, adults and seniors, social inclusion, health quality, active ageing, several projects relatedwith local and national volunteering projects and culture.

We have a big institution where works above 50 people, 10 of them are volunteers. We promote different classes for over 50 years and these classes are given by our volunteers. Our most successful classes are the foreigner languages, we give primase to host foreign people that can share with the older people their language, culture, traditions etc. so that the older people can do the same to. This kind of changes can be also done with the kids that we have in the shelter.

The aims of our institution beyond other activities are: to develop cultural, educative and formative activities next to young and older adults; to promote intellectual, sportive and cultural activities, as also social and communitarian integration; to promote knowledge and cultural, scientific and technical training in diverse areas of knowing. AMBESP is certified since January 2022 from the DGERT, to provide training to working adults and adults who are in disadvantaged situations. The validation of learning outcomes from formal, non-formal and informal learning is crucial for employability, personal development and lifelong learning in our fast-changing labor markets. Validating learning can make a valuable contribution to citizens' careers and to the supply of skilled and professional labor to the economic system. To stimulate the participation and organization of older adults in cultural and leisure activities; To spread local history, science, traditions, arts and other cultural situations between youth and older adults; To be a center of information and spread of services, rights and duties of young's and adults; To develop interpersonal and intergenerational relations;

In a daily base of work, we have domiciliary support for seniors, a day center for seniors, a sociability center for seniors, a senior university, a temporary shelter for neglected and abused kids from 0 -25 years old, a free time activities center for kids, Professional training for young's and adults, Social canteens, we are a youth point with our service of Multiplier Eurodesck. So, those are the most relevant activities in the Association.

We also have experience in European projects related with Programs like, Grundtvig, Leonardo da Vinci, Workshops, Seminars, Volunteering, CES and Erasmus +. On the other hand, we can disseminate the results and the good practices of our work, due to an extensive network of partners, which includes the City of Ferreira do Zêzere, the Social Network that represents almost 260 Institutions in the District, through the national net of Seniors Universities that represents all the Institutions of Formal and informal learning for Adults.



Methodology and pedagogical tools

This section of the manual intends to approach some of the concepts that were fundamental for the project, such as educator/trainer, learner/trainee and vulnerable groups and populations. Having in mind the plurality and diversity of the methodologies carried out by the different partner organizations, it is also important to state the meaning of education and training and clarify the various types of education (formal, non-formal, informal), in order to describe in a more accurate way the different kinds of actions that are put into practice.

DEFINITIONS

Educator/Trainer/Tutor

For the purposes of this manual, we will use the term trainer throughout persons belonging to the staff of a social project or organization that implements strategies for education, and training among vulnerable individuals, groups or communities. Educator/trainers provide support, advice and training so that people can live more independently in their communities. Strategies for education and training are not implemented in isolation, but are part, and parcel of a more comprehensive social intervention approach.

Learner/Trainee

For the purposes of this manual, we will use the term learner throughout individuals belonging to vulnerable groups, and communities, which are targets for – and active participants of – the education and training strategies implemented by educators/trainers. Examples are socially excluded people, financially excluded people, poor communities, unemployed people, etc. These individuals have a common characteristic: a set of vulnerabilities that lead to their dismissal against the normative dimensions of social life and crystallize their permanence in a situation of social exclusion.

Vulnerable groups and communities

In the context of this handbook, learners belong to vulnerable groups and communities. These are the various conditions of vulnerability identified among learners, which constitute an obstacle to their social inclusion:

In social terms: extended periods of alienation from the labor market – resulting in loss or numbness of personal and social skills, low educational levels – that are reflected in both the formal wealth of knowledge and the ability to undertake new learning, and poor adherence to various social systems - health, family, justice, tax, etc;

In economic terms: low income levels, which result in material shortages and the inability to meet basic needs;

In physical terms: physical and mental health weaknesses and biological addiction to substances;

In psychological terms: low motivation, low self-confidence and self-esteem, fear of stigma and lack of trust in society. There are also systemic conditions, which embody and reinforce the vulnerability of these groups and communities: an economic and social system generating increasing inequalities and negative attitudes and stigmatization from other social strata of the population.

This set of vulnerabilities makes education/training strategies a challenge, and calls for specific approaches to its design and implementation.



Training

For the purposes of this manual, education and training is referred to as training alone.

The term training comprises a structured and systematic development of skills and competences to perform a task or change behavior. Goldstein and Gessner (1998) define training as ‘as the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in the work situation’. It focuses on behavioral change and learning to do something in a better or improved way. The concepts of training and education are often inter-connected in the literature and are often used interchangeably as a result.

WHAT IS A PEDAGOGICAL TOOL?

A set of instruments or techniques used by teachers/trainers/coaches to execute their theoretical and practical content. Pedagogical tools are designed to convey important lessons and allow people to improve their understanding of a problem or undertaking. Are also, resources used to enhance, support and facilitate the teaching/learning situation.

What Pedagogical tools are used in Associação de Melhoramentos e Bem Estar Social de Pias?

Being an educator implies resorting to and reinventing pedagogical instruments that facilitate, for on the one hand, the educational intervention and, on the other hand, the learning process carried out by the learner. In this sense, this enables a wide variety of ideas, practical instruments and strategies applicable to the teaching-learning situation.

Traditionally, pedagogical tools include items such as worksheets, books, workbooks and practical models. As people learned more about the way individuals learn, the educators and learners began to use other types of pedagogical tools. In the AMBESP approach technology has played an important role in this advancement, with learners and teachers now using tools such as websites or mobile apps. Practical models can be considered pedagogical tools. There are no limits to what a pedagogical tool can be; it is up to the educator or learner to make the connections between the tool and the concepts or facts to be learned. The age appropriateness of a pedagogical tool is important not only to enable the learner to learn, but also for safety in some cases.

WHAT TOOLS ARE USED TO ENGAGE ADULT LEARNERS?

Adult learning is selective. This means that adults will learn what is meaningful for them. They are not very inclined to learn something they are not interested in, or in which they cannot see the meaning and importance. Adult learners identify their learning needs, set goals, and choose how to learn, gather materials, and evaluate their progress. Many adult learners have been away from formal schooling for many years, and may have had negative experiences with school. These adult learners may be reentering in learning system with anxiety and low self-esteem. Adult learners also bring years of previous knowledge and experience to the classroom, as well as an established system of values and beliefs governing their thought. They expect to be treated as adults. Adults often have a problem-centered approach to learning, and are interested in content that has a direct application to their lives. They want to see immediately how the course content is relevant to their current problems or situations. The impact of these characteristics on adult learning is not limited to the face-to-face classroom.



EFFECTIVE TEACHER CHARACTERISTICS

When teaching adult learners, there is a shift in the way that learners will perceive the effectiveness of different teaching methods (Karge et al, 2011). Hill has defined three areas where adult learners have identified specific teacher traits that they found beneficial to their learning (2014). These three areas are: teaching competencies, relationships with students, and teacher attitudes.

- a. *Teacher/trainers/coaches competencies* included having relevant practice knowledge—“providing relevant, real time information” and “teaching practice applications as well as theory—and teaching material that is up to-date and evidence based. Adult learners were appreciative of instructors who were able to structure classroom learning, implement a variety of teaching techniques, and stimulate discussion.
- b. *In forming relationships with their trainers*, adult learners valued trainers who were approachable and available, and were flexible both in regard to deadlines and class activities. They found it important that trainers value and validate their experience, as well as be sympathetic to the demands placed on them by jobs and family.
- c. *Teachers/trainers/coaches attitude*, adult learners appreciate trainers who were “fun and enthusiastic means” and who listened to students, viewed “students as having knowledge” and didn’t “treat them like blank slates.”

We can list some of best practices that are used in AMBESP to engage learners:

1. Create a safe, welcoming learning environment
2. Create a culture of empathy, respect, approachability, authenticity
3. Collaborate on the diagnosis of learning needs
4. Collaborate on developing learning objectives and in instructional planning
5. Ensure the practicality of all learning activities

When teaching students who may have had little experience of formal education, or are returning to school after a long break, AMBESP enhance the importance of creating a link between the world the adult knows and the learning environment he or she is about to enter.

There are some good teaching methods for adult learners, which are followed by AMBESP:

- a. Teachers/trainers/coaches should facilitate learning. They should create the environment in which learning occurs, and guide the learners through the learning process;
- b. Teachers/trainers/coaches should provide autonomy and independence. This can mean the freedom of speech, choice, method, content or assessment. For instance, learners should be free to work at their own speed, choose to study particular aspects of a course, adopt whatever learning style suits them best, and be free to choose what they learn.
- c. Teaching should empower learners. As a corollary to the need to provide autonomy and independence, trainers should share power and decision-making roles with their learners. Teachers/trainers/coaches should avoid being in the position of providing right answers. They should



involve learners in managing the learning environment, and be open and explicit about what is happening and why.

Beyond those there are many **specific teaching methods** that can be used to support adult learning. AMBESP use the following methods, which can be divided into five categories: self-directed, active, experiential, collaborative, and narrative.

I. Self-Directed

Self-directed learning is independent—it provides the learner with the ability to make choices, to take responsibility for their own learning, and “the capacity to articulate thenorms and limits of learned society, and personal values and beliefs” (Goddu, 2012). In self-directed learning, the instructor shifts from the leader of the learning experience tothe “facilitator of learning,” becoming “a source to be tapped, as required by the learner” (Robotham 1995, as cited in Goddu 2012). Self-directed learning provides students with the “opportunity and freedom to choose the means of acquiring knowledge that is best suited” to them based on their own self-knowledge (Alex et al., 2007).

Example:

With the pandemic this Self-Directed method was too much used by our learners, by choosing from the platforms that AMBESP have the various courses that they like better, the opportunity to do the courses in their one time, was other issue that benefit the lerners.

II. Active

Active learning provides learners with opportunities to enhance skills, improve their critical thinking, and “gain knowledge in an efficient way” (Karge et al., 2011). Active learning provides learners with opportunities to apply their own background knowledge or prior experience, and instructors with the opportunity to assess existing learner knowledge:

- Didactic Teaching

A didactic approach can be very effective when used to encourage learners to analyze the course content rather than just learn it by rote. This can be done by encouraging learners to ask questions, thus initiating the learning process themselves. Further, if a learner asks a question to which the teacher doesn’t know the answer, Jarvis stresses the importance of asking the class if anyone knows the answer, and then suggesting students go out and find the answer themselves. When a teacher admits to not knowing the answer and trusting the learners to be able to figure it out, this demonstrates a respect for the students’ knowledge and experience, as well as facilitating their independent learning (Jarvis, 2004, p. 150).

Example:

Didactics tends to be teacher-centered. For example, a common didactical strategy is a teacher presenting a lecture directly to their students.

- Socratic Teaching

The Socratic method “introduces questioning into the teaching and learning process; it consists of the teacher directing a logical sequence of questions at the learners, so that they are enabled to respond and to express the knowledge that they have, but which they might never have crystallized in their own



mind.” The Socratic Method is an effective method to employ when teaching adults because it:

- “utilizes both their store of knowledge and their experience of life”
- “help the learners create rather than reproduce knowledge”
- “actively engage learners in the learning process (Jarvis, 2004, p. 151)”.

Example:

Theme: Global warming

To assess evidence (average annual temperature data) for 20th century global warming. To compare short-term (140 years) and longer-term (1000 years) global temperature data. To examine evidence for the accumulation of greenhouse gases in the atmosphere since the Industrial Revolution. To evaluate the hypothesis that post-Industrial Revolution greenhouse gases are contributing to modern global warming.

It is helpful to print a copy (or make available on a server) of the three sets of graphs that will be discussed, so that students can look closely at the data, and so that they can take notes on the figures.

Tips: As in all Socratic questioning, give students time to reflect before answering questions, and make an effort to call on different students throughout the class period. Let students know at the beginning of class whether or not you will call on students randomly, or ask for hands to be raised, or both.

- Problem-Based Learning

In PBL, learning is both active and self-directed. Students are provided with a real life situation or problem and some guidelines on how to solve the problem. The distinctive feature of problem-based learning, and the one that makes it so well suited to adult learners, is “the focusing of the learning process on the identification, exploration, and attempted resolution of realistic problems” (Tight, 2003, p. 105). By presenting “a problem as a simulation of professional practice or a ‘real life’ situation... getting students to identify their own learning needs and appropriate use of available resources, and reapplying this new knowledge to the original problem and evaluating their learning processes,” the instructor has engaged adult learners in relevant problems, given them responsibility over their own learning, and valued their existing knowledge and experience (Tight, 2003, p. 105). The trainer’s serves as facilitators and the learners take a lead in developing the solutions.

Example:

You are teaching a unit in history on Martin Luther King, Jr. To assess your students’ understanding, you assign an essay on civil rights.

Interview people/groups that involve/work with civil rights issues and talk to them about the impact on their lives; present a historical problem and ask the impact of then and now; ask students why is MLK Day is a national holiday; what made the message important at that time and now; compare MLK, Jr. with President Obama.

- Tell-Help-Check

Similar to think-pair-share, the tell-help-check is “excellent strategy that provides adult learners



opportunities to review and confirm their understanding of critical information.” It helps learners maintain interest in the course content, as well offering them the opportunity to leverage their existing knowledge or experience.

Example:

Tell-Help-Check: “The trainer numbers the students as 1’s and 2’s. The trainer poses a question to which the 1’s respond. This may be done either in writing or orally. The amount of time allotted to answer the question depends on the depth of the question. Generally one or two minutes are sufficient. Once the question has been answered, 2’s provide help with the answer by adding information or editing existing information. Once both team members have given input on the answer, they check the text to determine accuracy.

III. Experiential

Experiential learning allows adult learners to make practical use of their knowledge and apply it in a context similar to the way that knowledge would be used in real life. Experiential techniques, such as discussion, simulation, case method, and problem solving, tap into the experiences of the learner, engaging adult learners (Caminotti & Gray, 2012).

- Simulation, for example, is a successful method because it encourages experiential, active, and reflective learning. Students “create knowledge using prior knowledge... it creates an atmosphere where internal and external processes of learning can occur”. Simulations provide learners with an environment where they can reflect on their choices, “review what was learned... and contemplate what could have been done in other ways.

Example:

Theme: Field Trip Activity

After completing a science unit on animal habitats, ensure that your students are familiar with what components of survival are necessary for different types of animals.

Visit a local zoo! Have your students apply their learnings by encouraging a collective commentary on each animal exhibit and how it displays important components of survival like habitat and animal adaptations.

IV. Collaborative

Collaborative learning is effective for adult learners because it allows them to use their “shared connections and experiences to explain and build upon concepts from class in ways instructors cannot” (Davis, 2013). Adult learners have reported their appreciation for the “interactive learning environments” created through collaborative learning, for adult learners who already hold professional positions, “collaborative group work sharpens current skills. Furthermore, it benefits the group by leading to group affiliation and the development of academic identity.

- Discussion: Classroom discussion is a collaborative activity that requires students to actively participate, apply critical thinking to their questions and responses, and negotiate meaning across texts and in relation to their individual experiences... fulfilling adult learners' need to find relevance in their studies. When planning to integrate a discussion into a classroom activity, it is important to first determine the overarching purpose and expectations for the discussion. Built into any plan for classroom discussion should be strategies to ensure that all students actively participate. Before any discussion can occur, the trainer must generate guidelines, as well as model the specific format and



structure for students. This modeling should include asking questions that help the learner's access higher-levels of thinking, and then providing opportunities for students to craft similar questions of their own. Effective questions to encourage meaningful classroom discussion include requests for clarification of student statements, support of claims through disciplinary-supported forms of evidence, and further elaboration of ideas. Responses and feedback should consistently be directed toward helping students construct their own understanding.

Opportunities for students to provide tangible evidence documenting their conversations should be built into any plan for group discussion. Depending on the structure of the class, groups can report back to the entire class, or individual learners can write a short reflection on the discussion at the end of class.

Example:

The teacher/trainer/coach poses a question that demands analysis, evaluation, or synthesis.

Students take a few minutes to think through an appropriate response.

Students turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind.

Student responses are shared within larger teams or with the entire class during a follow-up discussion.

V. Narrative

In narrative learning, adults are given the opportunity to form a link between lived experience and curricular content. Because adult learning has to do with meaning making, these autobiographical connections are integral to the process. Autobiography encourages learners to identify where their value systems line up or diverge from the new concepts or ideas being presented in the course content. Learners are encouraged to see how they are situated within the narratives created by family, organizations, cultures, and societies. Personal stories serve not only to link the concept to students' life experiences, but also to transcend those experiences and see the larger social and cultural structures that shape their lives and their meaning-making.

Example:

- **Storytelling:** One way that narrative learning can be introduced into the classroom is through storytelling. When introducing storytelling into the classroom, keep in mind that the story must always be related to the goals of the class. For if telling one's stories is an act of meaning, an act through which the self is both revealed and created, then the stories we encourage our learners to tell will influence the meaning they make. Setting ground rules and creating a supportive classroom environment are especially important when asking learners to tell their own stories. Learners must know that their story will not be a target for disagreement, judgment, or argument. Receptive listening and constant vigilance is required on the part of the trainer. The sharing of personal stories should be strictly voluntary and not considered in evaluation.

The following teaching strategies—learning communities, flexible blended courses, and online discussion—take into account adult learner characteristics, and combine the four key teaching



methodologies—self-directed, active, experiential, collaborative, and narrative—to create a learning experience that will be most effective for adult learners.

Learning Communities

Through the implementation of the Culture in Move, AMBESP, used the learning communities methodology to better engaged learners in the learning process, to be easy for them to enter in the labor market.

In a self-directed learning experience, adult learners are “responsible for constructing their own understanding of the course subject matter by developing a dynamic relationship between new knowledge, previous experience and their current professional context. The new understandings as applied to their practice are personal and unique. For this learning to become transformative, learners must broaden their perspectives and come to see that values and beliefs of others, though different from their own are equally valid, and construct new meaning structures in order to make sense of their changing world. This transformation is facilitated through the establishment of learning communities.

A learning community is any one of a variety of curricular structures that link together several existing courses—or actually restructure the curricular material entirely so that learners have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning process.

Learning communities assist learners to move away from discussing the concrete examples of their practice to begin to explore wider conceptual issues, collaboratively developing shared meanings, values, and practice. They create a supportive learning environment that promotes collaboration, embraces differences, and allows learners to feel they have a voice. They have been shown to be instrumental in the development of supportive peer groups to assist learners in balancing the struggles they face in the education context and to reduce attrition and increase student desire to continue on in their studies.

Flexibility

As people age, individual differences increase, and therefore adult education must make optimal provision for differences in style, time, and pace of learning. Because of this, there is a need for flexible approaches that can accommodate individual learner characteristics, preferences, motivations and goals. Being observant of learner traits, including prior knowledge, cultural values, motivation, cognitive ability, skills, and curiosity can help the trainers to mold the learning environment and accommodate learners’ needs.

Adult learners “adapt well to active roles as co-creators of the instructional process.” This co-creation includes a “role in selecting content and developing the learning experience” and “building immediate relevance between learning activities and the necessities of their daily lives” (LeNoue et al., 2011)

Cornelius et al. describes an activity-focused model with a transparent course design that allows for the flexible delivery of content to learners (2011). The goals for this model are:

- Providing flexibility in study to meet individual needs
- Encouraging autonomy and independent learning
- Providing variety in format and style
- Support collaborative inquiry

In this model, a set of learning activities— “tasks involving interactions with information to attain a specific learning outcome (Littlejohn, Falconer, & McGill, 2008 as cited in Cornelius, et al., 2011)—are provided to students. Examples of these “chunks” of learning include:

- Research article with associated questions
- Quiz for which learners should compare and discuss their results
- Discussion of a case study scenario and development of a strategy for dealing with asituation
- Collaborative development of a definition for a key term
- Sourcing and sharing resources on a particular topic (Cornelius et al., 2011)

These activities can be undertaken individually, in groups, in collaborative teams, or as a class under the guidance of the trainer. A large number of activities are provided and learners are responsible for managing their own workload. There is no set order with which to complete the activities; each learner must plot their own path through the course based on their own knowledge and interests (Cornelius et al., 2011).

The resources included for these activities are diverse—they are authored by a wide variety of contributors, provide multiple perspectives on key ideas, and exist in a range of formats—accommodating different study preferences, improving motivation to explore the course content, and encouraging interaction with the resource material (Cornelius et al., 2011).

To help learners’ plan their journey through the activities, instructors encourage comprehensive self-assessment at regular intervals, asking students to reflect on their skills and knowledge and revise their approach as necessary. Learners can select professional issues or challenges to be the focus of collaborative investigations. The learners then use assignments to “build on the work undertaken for collaborative investigations” to “develop their own narrative structure to the resources available” (Cornelius et al., 2011).

This model was run in a flipped-classroom format. In the online portion, learning is self-directed. The results of this independent learning are then brought into the face-to-face portion of the class, where they become a “negotiated contribution to a group product.” Thus the face-to-face meetings are used to build a “cohesive and focused learning community” by developing research skills and exploring “common interests in issues surrounding their practice.” By “encasing the activities within a framework of collaborative and reflective endeavor,” the learning activities form into a cohesive narrative (Cornelius et al., 2011).

Examples of two best practices in AMBESP

SENIOR UNIVERSITY	
Target audience	Senior over 50
Geographical coverage	Local
Objective of the project	It is a socio-educational response developed in equipment that aims to create and develop regular cultural, training and social activities, for and by the over 50s, in a context of lifelong learning, on an informal basis. Along with the fact that it is constituted as an educational and training response, it is also a social health project, contributing to improving the quality of life of seniors.
Content of the project	This Social Response aims to provide the students with several disciplines, such as IT, Psychology, Citizenship, Portuguese, Portuguese for foreigners, History and Geography, Health, Tuna, Musical Instruments Class, French, Decorative Arts, these disciplines are developed once a week for an hour.
Project technicians	This project has two technicians assigned to it, as well as 11 volunteer teachers.
Financial resources	This project receives from the municipality a subsidy of 400.00€/month and a monthly fee of 10.00€ for each user/month.
Marketing	Its dissemination is done on AMBESP's social networks as well as on its web-site. Word of mouth is another form of marketing used for the project.
Monitoring, evaluation and improvements	The activities are monitored through an Annual Activity Report. Improvements are made throughout the year, when there are elements to be improved.

Social Innovation Project After COVID 19	
Target audience	72 Seniors institutionalized
Geographical coverage	Local
Objective of the project	A social innovation and entrepreneurship initiative that is embodied in a set of well-defined and structured strategies and instruments to prevent and combat mental illness, namely depression and stress, in institutionalised elderly people, and the respective associated benefits, in the municipality of Ferreira do Zêzere.
Content of the project	The innovation that has been witnessed in the field of non-pharmacological therapies allows us to provide more targeted and personalised responses to people with mental disorders. Personalised medicine is increasingly a reality and these therapies contribute greatly to this medicine that we believe will be the future of interventions in the various fields of health, with special focus on mental health, the focus of our initiative
Project technicians	In the implementation of its Development Plan, it will have a multidisciplinary team composed of 1 Psychologist, 1 Social Worker, 1 Music Therapist, 1 Yoga Instructor and 1 Reiki Instructor, directly involved in the initiative.
Financial resources	70% From the FSE and 30% from the Municipality
Marketing	Its dissemination is done on AMBESP's social networks as well as on its web-site. Word of mouth is another form of marketing used for the project.
Monitoring, evaluation and improvements	SWOT analysis;

	<p>Determination of the evolutionary trends of the problems addressed by the project and the creation of guidelines for the future of the intervened territory.</p> <p>Determination of the values measured at the beginning of the initiative, using the instruments used (Geriatric Assessment Scale)</p> <p>Determination of the values measured at the end of the initiative, using the same instruments.</p>
Results of the project	<p>Changes in one or more of the following aspects:</p> <ul style="list-style-type: none"> - People's way of life - how they live, work, play, and interact with each other on a daily basis; - Their culture - that is, their shared beliefs, customs, values, and language or dialect - Their community - the cohesion, stability, character, services and infrastructure; - Their political systems - the way people can participate in decisions that affect their lives, the level of democracy, and the resources provided for that purpose; - Their environment-the quality of the air and water people use; the availability and quality of the food they eat; the level of danger or risk, dust and noise they are exposed to; the adequacy of sanitation, their physical safety, and access to and control over resources; - Their health and well-being - health is a state of complete physical, mental, social and spiritual well-being and not merely the absence of disease or infirmity; - Their personal and property rights - particularly if people are affected economically or suffer personal disadvantages that may include a violation of their civil liberties; - Their fears and aspirations - their perceptions about their safety, fears about the future of their community, and their ambitions for their future and the future of their children.



Other Methods

In this point we can describe a series of methods that we have been using for a long time when working with groups. A description of each method includes the following aspects: the objective of a method, materials needed, recommended group size, duration, course of action and comments.

As we have already mentioned, a method is only a tool in your hands that needs to be used with purpose and at the right time. For this reason, the methods described in this chapter are divided into eight categories according to the specific group situations when they are most frequently used.

There are methods to help you “warm the group up”, learn the names, get to know each other, to build self-confidence and trust, encourage communication and collaboration of group members, work on specific topics, to look into oneself, do self-reflections, evaluate the work done and farewell.

Ice-breaking and Warming-up

These methods are intended to help group members relax and start communicating. Usually they are used in newly formed groups to encourage interaction of group members and to get them try to know each other

NAME	GOALS	NUMBER OF PARTICIPANTES	MATERIALS NEEDED	TIME	DISCRIPTION
From 1 to 20	Improving concentration, getting a better sense of the group	8–15	None	About 10–20 minutes (depending on how well group members manage to concentrate)	Group members stand in a circle. The task is to count aloud until 20. Somebody has to start with “one”. Another person has to continue with “two”, yet another one with “three”, and etc. If the same number is said by two persons or more, everybody has to start counting from the beginning. If the group is not yet well-formed, it is enough to count until 20. Later on the number can be increased. This exercise can be done frequently, for example, each time before starting group work
Smell It	Getting to know each other, feeling more comfortable in a group.	8–35	Strong chairs that are stable on the ground. The number of chairs depends on the number of people participating in the task. Alternative materials: a sheet of paper (A4 format) for each participant or a string put on the ground and formed into a circle.	About 20–30 minutes	Group members stand in a circle on chairs (sheets of paper or string). It is important to arrange the chairs making it possible to step from one chair to another without touching the ground. The task is to stand in a row in some sequence, for example, according to the month and day of birth, the first name letter (according to the alphabet), the zodiac sign, etc. without touching the ground. If done in a circle, another rule can be introduced, members are only allowed to move clockwise. Additional variation: the task must be done without talking. Before getting on the chairs, group members usually take their shoes off – and this is where the name of the method comes from.
Changing Places If...	Getting to know each other, feeling more comfortable in a group	Unlimited	Chairs arranged in a circle. There has to be one chair less than the number of the participants.	10–15 minutes	Group members have to sit in a circle. One person has to stand in the center and say something about him/herself. A participant to whom the mentioned feature applies has to move from his/her chair looking for a new place to sit down (e.g. a person says “I like vanilla ice-cream”, and the participant who also likes it has to move to look for a new place to sit down). Additional variation: you are not allowed to take the seat of your neighbor.
Mixed hands	Relaxing, playing, warming-up	Unlimited	None	10 minutes	Participants have to stand in a close circle with their backs facing the center. They have to raise their hands up and slightly lean them backwards. Then, without looking and totally by chance, they have to reach for someone else’s hands, keep them tight and, finally, try to disentangle it all to have everyone standing in a circle. This game can be started by lying on the ground. The participants raise their hands above the head, reach for someone else’s hands, and then try to stand up and disentangle it all. A few smaller circles are possible at times.

Reflection and Self-Assessment

The methods described in this chapter will help your group to reflect and evaluate feelings and states; analyze their behavior; investigate and name the group situation; give feedback to group members; receive feedback from group members; and evaluate the experience received.

If the group activities are long-term or last for several days, it is recommended to keep one "reflection line". This means choosing and repeating the same reflection method but slightly modifying and changing it or making it a little more difficult every time. When the same reflection method is repeated it soon becomes a habit and allows members feel safer and concentrate not on the form but rather on the content.

Lightning's	Describing the "here and now" situation, describing one's emotional reaction	12-30	No materials needed	10-15 minutes	<p>A group sits in a circle. Every member has to briefly, in one sentence say how s/he is feeling at the moment. The discussion can also be related to everyone's opinion about further group work (for example, how much energy everyone has, if somebody needs a break, if there is anyone who wants the activity to be changed, who wants to carry on working etc.). This method is usually applied when the situation is uncertain and the group leader wants to make it clear together with participants. This method can also be used to finish a part of group work.</p> <p>Variations:</p> <p>To imagine and then tell the group "where I am at the moment" (for instance, in nature, in a car, in a street surrounded by skyscrapers, sitting on the scarp with my legs lowered, by the sea etc.).</p> <p>To express one's mood and feelings by taking off a shoe and putting it in front of oneself:</p> <p>To express the energy levels or the usefulness the activity, members can stand on chairs: the higher a person is standing, the higher his/her evaluation (getting off the chair and standing on the floor represents a low evaluation).</p>
Barometer	Describing one's emotional state	12-30	Paper, pencils, markers, crayons	5-7 minutes for drawing 20 minutes for sharing in a circle	<p>Step I:</p> <p>Every participant draws his/her picture. The task is to portray in the drawing one's state according to the corresponding questions (respectively according to objectives and reflection duration):</p> <p>How did I feel yesterday?</p> <p>How do I feel today?</p> <p>How do I feel now at the end of group work?</p> <p>In order to make it easier to express one's state in drawings the following a scale is provided</p> <p>Drawing of various nature processes should be added</p> <p>The last scale field "other" is left for those who can carry on further by creating their own "weather conditions" and symbol.</p> <p>Step II:</p> <p>Everyone puts his/her drawing next to the respective scale boxes. If the "Barometer" activity is repeated every day you can compare general group mood "yesterday" and "today".</p>

					<p>Step III:</p> <p>The “Barometer” is discussed in a common circle. Everyone explains what drawing s/he had made and names his/her state.</p> <p>The form of this reflection method is simple. The “Barometer” is suitable to learn to reflect when a group starts work. The method develops understanding that there can be a common group’s mood as well as “my” mood within a group. It is important to learn to distinguish these two moods.</p> <p>When a group’s activities last for several days the “Barometer” is applied every day in the morning or every time the group finishes work. Group “barometer” cannot be either “good” or “bad”. The group simply feels this way. It is important to give everyone a possibility to describe his/her drawing, to disclose one’s inner state and to get something off their chest as much as possible.</p> <p>Variations:</p> <p>A weekly “barometer” can consist of several aspects. A separate drawing is made for each of the aspects, for example, group mood; group work; group leader work; environment etc.</p>
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Communicating and Collaboration

The methods in this section will help you in reaching educational goals: self-confidence and confidence in others; development of group concentration, sense of teamwork (‘spirit of the team’); and receiving and giving feedback. When we refer to teamwork, we mean the development of communication and decision-making skills as well as skills of sharing work and responsibilities, planning and working together. The methods for group concentration and team-formation (‘spirit of the team’) are a sort of pedagogical intervention. They are used to provoke situations to make group members confront new tasks and challenges. Group members do not always manage to finish them successfully. And may it be. There is nothing wrong with this. It is not a problem if the group members do not succeed, especially the first time.

There might be certain reasons for that. The important thing is to discuss and to understand them.

The methods in this chapter are also tools for conflict prevention. These tasks help create rather artificial situations where anything might happen, including anger, quarrels, disagreements and misunderstandings. This can evoke negative emotional reactions. It is good that these situations are only artificial and not real.

[This type of method gives a very intense experience which must be discussed! During the reflection and when discussing emotional reactions and the reasons for them, people get new insights and come to new conclusions about working together, about sensibility, understanding and the ability to communicate. It is also important to discuss positive emotional reactions, to understand the reasons for them and to draw conclusions. All these things will be necessary when the group is mature enough to deal with real activities and real tasks. Each method can be discussed by giving situation-specific questions but we recommend paying attention to the previously given sequence of discussion steps and elements.

NAME	GOALS	NUMBER OF PARTICIPANTES	MATERIALS NEEDED	TIME	DISCRIPTION
A little ball	Learning to collaborate, learning to plan one’s work and then to do the work according to the plan, making conclusions and recommendations for collaboration in the future	8–18	A ball (it could be a tennis ball) and a chronometer for being able to count time accurately	5 minutes for consulting 10 minutes for experimenting 10 minutes for the discussion	A group is shown a ball and it is explained that all group members must touch the ball in as little time as possible. Two or more people cannot touch the ball at the same time. This method is good for encouraging the participants to accept challenges. It is a way for participants to learn to create goals and to reach for them. They can be allowed to have a discussion, to practice and then to create a challenge for themselves for example a time limit for finishing the task.



Context Romania: “Asociatia Erhangja Egyesulet”

The Erhangja Association, named officially as Asociatia “Erhangja” Egyesület, was funded in 2012 in Sacueni town, in the North-Western region of Romania as a non-profit, non-governmental organization. Since then it serves the community of the town with its approximately 9000 inhabitants, and the 5 other villages under the town administration with further 3000 people all together. Initially the activity of the NGO consisted of running mass-media branches: it has a local newspaper, an online television and an online radio channel completed with podcast channel. These are still the NGO’s main, daily activities that cover a much larger region, called Valea Ierului. The team of the NGO is made up by civil journalists, news editors and cameramen, radio broadcasters, but also administrative collaborators dealing with projects and paperwork - 10 volunteers all together.

As the team members were socially sensitive people, they saw many issues going on in the community that they worked in at the occasions of making news, reportages for media. As a result, the aim of the association is to promote and support education and personal development in all age groups, to create, promote and implement programs that help the personal development, career and abilities of all people, regardless of age. In order to achieve these goals, the NGO implements the following methods:

- Evaluation and identification of the needs of the target group regarding personal development.
- Devising and organizing development programs for the target groups based on the results of the survey.
- Identifying local, county, national and international project-based funds, writing tenders to obtain non-refundable funds, forming partnerships and tendering for any opportunity that can help the association's goals.
- Organization of educational programs, seminars, lectures, workshops for the sake of cultural diversity and mutual acceptance.
- Supporting young people by writing non-refundable applications in the fields of culture, education, environmental protection, sports.

Two years after its foundation, the Erhangja Association got accreditation for Erasmus+ and European Solidarity Corps projects, thinking that educating the young agegroup of the community can make the necessary changes on long term. This is why it started to organize youth exchanges starting from 2015, and to host international volunteers in the local community since 2018. By the time, besides the international ones, the organization got involved in long-term local projects as well accepting the invitation of the local authorities to provide different services for the projects’ target groups.

Methodology and pedagogical tools

The Erhangja Association started to collect, organize and store its pedagogical methodologies on a more professional level only recently, in 2021, when it got involved in two far-reaching initiatives of the local city hall. One of these projects was financed by the Operational Programme for "Human Resources Development" of the European Union, entitled: *Reducing the number of people at risk of poverty or social exclusion from the marginalized community in the City of Sacueni*. The target group of the entire project was a large group of people from the local minority community, including everyone from children to elders, with the aim of reaching the goals affirmed in the project title through various activities, like informative campaigns, psychological consultancy, creation of hygienic units around the marginalized communities, and so on. The Erhangja Association undertook two „slices“ of this large cake of inclusion and catching up: the organization of events for educating children about the diverse community they are a part of in order to make them enjoy and value it, and the organization of an informative campaign for adults about their rights and responsibilities in their families and in front of the public authorities.

WORK WITH CHILDREN

As a service provider, the Erhangja Association undertook to work children with the following conditions:

Activity	Event organization
Target group	396 children, aged between 6-12 years, with various disadvantages (educational, health, socio-cultural, etc.)
Geographical coverage	Sacueni and 4 of its villages, rural context
Objective	15 events (3/settlement) for the promotion of multiculturalism and for overcoming discrimination
Monitoring, evaluation and improvements	Done by the project coordinator city hall
Expected results of the provided services	At least 10 participant/event

According to this, the Erhangja Association organized fifteen events for groups of children, on five settlements to bring them together in activities that help combating discrimination and promoting multiculturalism. The activities offered for further use to the partner involved in this project, and described below are activities that were applied aiming to reduce discrimination and enhancing a way of thinking that votes for multiculturalism; to create a not harming, non-discriminating, nor bullying environment among the children involved.

What's my name?	
Duration	10 mins (also depending on groupsize)
Size of the group	15-20 children
Skills developed	listening, asking questions, memory, taking turns, concentration, observation

How to play?	<p>Players write their name on a sticky label. They hide the label somewhere on their own clothes (top of socks, pocket, under collar, shoe sole, etc.).</p> <p>Players try to find out as many names as possible within a timelimit suitable for the size of the group, without touching anyone. They can only ask questions about the location of the label. They either write down all the names they found or try to remember them.</p> <p>When the timelimit is up everyone stands or sits in a circle. The game coordinator stands behind each person in turn and everyone tries to remember that person's name.</p>
Adaptations	<p>Throw a soft cushion or plush around the group. Each person says her own name when she catches it. After everyone has had a turn, go round again. This time the rest of the group say the name of the person that catches the object.</p> <p>Use a weighted or strangely shaped soft object so that everyone is likely to have some difficulty catching it. It is a fun way to even out the ability levels in the group.</p> <p>Make two sets of animal picture labels: one for players to wear and one to put in a bowl. Players pick an animal label from the bowl and try to find the matching picture worn by a group member.</p>
Reflection	<p>What helps you to remember other people's names?</p> <p>How do you feel like when other people remember your name?</p> <p>What sort of questions could you ask when you are getting to know someone?</p>
Experience in the given context	<p>The children differentiated their first meetings with other children and adults. According to their experience, they make their moves in a simpler, more superficial way to get to know each other, when speaking about their own age group. They simply ask names, remember them quickly, and attach information about the appearance.</p> <p>On the contrary, their senses become more intense when getting to know an adult, and according to this, they memorize more special information about the person, like smell, their sight, the intensity of their touch when shaking hands or cuddling, etc.</p>

Surprise stories	
Duration	15 minutes
Size of the group	10-15 children
Skills developed	sequence ideas, imagination, maintaining a topic, listening, taking turns
How to play?	<p>A cloth bag full of interesting objects is passed around the group. The first player takes an object without looking inside the bag. He must then start of a story based on that object. The bag then passes to the next player who pick another object that must be woven into the story as quickly as possible. The story continues until all the objects are used.</p>
Adaptations	<p>Themed objects are placed in the bag, such as farm animals, a farmer and a tractor or small objects that might be taken for holiday.</p> <p>Each player picks three objects and makes up a whole story within a strict time limit.</p> <p>Volunteers tell stories based on one or more objects from the bag.</p>

Reflection	<p>Talk about working in a group to deal with the unexpected.</p> <p>What does it feel like when someone changes the story that you had in your mind?</p> <p>Talk about being spontaneous. Often it is good to plan ahead, but sometimes we can over-plan things and get anxious about something long before it ever happens.</p>
Experience in the given context	<p>The participant children got bored very fast, often lost track of the story, and started to distract themselves with other preoccupations. This generated frustration and anger in the rest of the kids who wanted to keep up the rules and the story, and create something together.</p>

Blind leading the blind	
Duration	15-40 minutes
Size of the group	10-12 people (you'll need an even number of participants)
Skills developed	trust, leadership, entrepreneurship, peer-to-peer responsibility
How to play?	<p>After everyone has chosen a partner, one of them closes his eyes and entrusts itself to the partner. The other one guides the "blind" with its fingers on its own hand, preferably on the most difficult terrain.</p> <p>A "blind" can be driven by more peers, one after the other, to experience different „leaderships”.</p>
Adaptations	<p>The direction of our blindfolded companion is given by a voice, whose owner is walking about 2 meters away from him. The "blind" must follow the direction and recognize the owner of the voice.</p>
Reflection	<p>What did you think and feel when led? And when leading?</p> <p>What is security for you? What would you in a different way? Do we have to apologize?</p>
Experience in the given context	<p>For the children in the target group of this project trust games were generally hard, including this one. They could hardly keep their eyes closed, even under a scarf, proportionally with the attitude of the leader. So when they felt that the leader is dragging them, on very various fields, in a high speed, some of them even took off the scarf.</p>

WORK WITH ADULTS

As a service provider, the Erhangja Association undertook to work with adults in the following conditions:

Activity	Event organization
Target group	271 adults, aged between 18-72 years, with various disadvantages (health, socio-cultural, educational, etc.)
Geographical coverage	Sacueni and 4 of its villages, rural context
Objective	15 events (3/settlement) for raising awareness on rights and responsibilities as a parent and as a citizen
Monitoring, evaluation and improvements	Done by the project coordinator city hall.
Expected results of the provided services	At least 10 participant/event.

According to this, the Erhangja Association organized fifteen events for groups of adults on a very large scale regarding their age, on five settlements to bring them together in activities that make them think about who they are, how is their life as a family member and as a citizen, and as member of a community in a settlement. The activities offered for further use to the partner involved in this project, and described below are activities that were applied aiming to raise awareness on the participants' social situation, power in their smaller and larger community; to clarify their rights and responsibilities in their family and in the community.

Take a step forward	
Duration	30-60 minutes
Size of the group	10-30 person
Skills developed	active listening, self-reflection, raising awareness, empathy
How to play?	<p>Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. Hand out role cards at random, one to each participant. On the cards have a brief description of an invented person. Tell them to keep it to themselves and not to show it to anyone else. Invite them to sit down and to read their role card for themselves.</p> <p>After a minute, ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:</p> <p>What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays? What excites you and what are you afraid of?</p> <p>Ask people to remain absolutely silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.</p> <p>Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.</p> <p>At the end invite everyone to take note of their final positions.</p>
Adaptations	-
Reflection	<p>How did it feel to read the character description? How did it feel when you stepped forward in the line? And when you did not? How this make you feel about your and your acquaintances' reallife?</p>
Experience in the given context	<p>It was very hard for the adults in the given project to exprss their feelings during the game. On the other hand, it was easy for them to keep calm and to play according to the rules. When they had to make the connection to their real life, they highlighted how lucky they are for everything they have around themselves.</p>

Greeting	
Duration	10 minutes
Size of the group	10-16 (better to have an even number of participants)
Skills developed	Communication, listening, self awareness
How to play?	A two-person situational game, but can also be played with a team. At the beginning of the game, we choose an interviewer and an answerer. The interviewer greets the other person in a characteristic style and asks them a question in the same style. The other person must accept the greeting and answer the question while keeping the style.
Adaptations	In the case of a group game, we do not select pairs, but the right to ask questions automatically goes to the person giving the answer.
Reflection	How was it to see someone talking almost exactly as you do? What did this game make you think about? Do you communicate in different ways with different people around you?
Experience in the given context	The participants did not figure out too characteristic styles, they rather stuck to their everyday way of communication. The answerers reacted in a surprisingly positive way though, giving their best to mimic the interviewers' style as much as possible. This fact, the way the answerers mirrored the interviewers style, made the interviewers think about the way they communicate at home, with their couple, children, and the employees of certain institutions for instance.

Find your place!	
Duration	15-30 minutes
Size of the group	20-30 people
Skills developed	Self-reflection, communication, empathy, gain new knowledge
How to play?	The members of the group form pairs of opposites. For example: stinginess and wastefulness, having no friends and making friends with everyone, never arguing and always arguing, etc. After thinking about these opposites we name one corner of the room for e.g. the corner of miserliness, and the opposite corner of waste. The players must position themselves on the diagonal between the two corners, considering e.g. where they place themselves on the stinginess-waste axis.
Adaptations	The game can also lead to a conversation about values.
Reflection	How was decisionmaking at every pair of concepts? Did you compare yourself to your mates? How was taking well-defined sides? And staying in the middle?
Experience in the given context	For the majority of the groups of adults with whom this activity was played, participants tended to tell freely about their peers who is supposed to be standing where. So in the first phase the challenge for the organizer was to make people understand what self-reflection is. After 4-5 rounds the participants started to choose corners according to their life experiences, their own self evaluations, sometimes expressing harshly the reason of their choice („I might be stingy, but I will not give money to these gypsy beggars in the neighbourhood!” - told a gypsy lady from the same nh., for example). So a few rounds later the organizer started to take the participants on longer journeys in themselves, to try to define terms (Who does a gypsy person call gypsy? And in what tone? What is wealth, health, and with whom do they share it? etc.) The participants usually did let themselves be led in these conversations, understanding that it is happening for them, and not against them, for blame or humiliation.



Context Turkey: “Aydın Kültürel Gelisim Derneği”

Aydın Kültürel Gelişim Derneği (Aydın Cultural Development Association) is a local, nongovernmental, independent, organization, with the main purpose of contributing for the personal, professional, and cultural development of people. Our association promotes to solve educational, social, and economic problems of community, to contribute vocational education, adult education, active citizenship, enable all the people to participate in sport and scouting activities, organize local and international projects. We deeply focus on innovative teaching, digitalization, entrepreneurship, and social integration as working topics.

Aydın Kültürel Gelişim Derneği is specializing in a wide range of activities including vocational and professional training and we organize training courses for teachers, headmasters, inspectors, people on labor market, VET specialists. We also work with schools, universities, Institutions involved in the educational system for promoting trans-national partnerships throughout the European projects; and cooperate at national and international level. Our organization which was established in 2014, consists of 5 Board Members, 38 Members, 36 Volunteers and nearly 300 learners. The staff of our organization are all of them educators and trainers, experts in development of international cooperation and mobility projects.

They have experiences in LLP programmes, Youth in action, Centralized actions, IPA Projects, Erasmus plus programmes. They are specialized in national and international funding programmes. The staff also have expertise in teaching foreign languages and technical education.

They have good skills on non-formal education and working with young people and adults with different difficulties and fewer opportunities. Our mission is about:

- Supporting individuals and initiatives in any kind of activities such as innovative education that can bring benefits for the local community.
- Improving quality of life and enhance their physical and intellectual capacities.
- Promoting thinking and positive attitude, optimistic.
- Promoting care for themselves, to others, to the environment. Our organization is focused at intercultural learning and active citizenship. We manage a lot of activities to promote the cultural, educational, and entrepreneurial development of community.

Our goal is to support the social and cultural development focusing our efforts on new generations. We help people to develop their cross-competences by promoting EC opportunities and realizing activities mainly based on non-formal learning and digital tools. We educate individuals to a peaceful and intercultural cohabitation based on transnational co-working with people coming from different cultures, countries, and social conditions.

Our organization deeply focus on the adult, and VET education in a large perspective and also working



in youth work. We also focus on the topics such as unemployment and career coaching. We implement national and international projects to empower young and young adults in transform their skills and preferences into employment, empower them to set up enterprises, raise awareness about employment opportunities. While we are raising awareness to employment, and we give importance to green economy and a sustainable economic growth by reducing environmental damage and aiming economic development based on eco-friendly green employment by creating proper and decent green jobs. We organize trainings on green economy and green jobs to provide an adequate income and social security satisfy occupational health and safety requirements and respect workers' rights, especially women.

We implement training and workshops especially for disadvantaged groups to increase their self-employment opportunities. We support active society, creativity, art, entrepreneurship, and culture. In our region we organize entrepreneurship activities such as trainings, workshops, online sessions especially for women. In addition to this, we have experience in organization and realization of local and international projects, involving business owners, NGO's, governmental and educational institutions, volunteers, students, educators, youth, and adults. We build a network of individuals and organizations which are interested in entrepreneurship development, especially in social entrepreneurship. Our association conducts field research in sectors hosting migrant workers and refugees, making analysis of job-related skills, and develops educational materials for professional development of immigrant case workers. Based on manpower deficit studies in labor market.

Our organization searches for needs and develops training modules for migrant workers to improve their employability. We have an active project team which is formed by experts, academics and public officers who are experienced in migration field. Trainings and workshops in adult and VET educations, Local trainings/workshops/seminars on several topics of soft skills, social media usage, internet safety and security, Trainings on ICT, online platform development, basic computer skills, Trainings/workshops/seminars on social entrepreneurship, Workshops on STEM and coding, Career coaching with entrepreneurship education.

Methodology and pedagogical tools

A pedagogical tool is anything that a person uses to learn or teach. Some pedagogical tools such as textbooks are considered "traditional," but as the needs of students and teachers change, less-traditional items are becoming pedagogical aids. Exactly what a person considers a pedagogical tool varies by age and education level, but virtually anything can be a pedagogical tool in the right circumstances.

Pedagogical tools are also used to teach people valuable lessons and help them comprehend a situation or task better. Resources that improve, assist, and support the teaching and learning environment.

Even though most of our volunteers are already teachers, we are working a lot on pedagogical tools because each day with the help of technology training, methods, technique, and approaches changing very fast. To keep them up to date we are always doing workshops etc. During the pandemic period, we mostly do online training. We have given most of our education via Zoom. We learned more about online training. But we all very well know that adults learn more differently than children. It is a balance between the new and the old that leads to better adult-learning effectiveness. Mostly we are using the following teaching methods.

TECHNOLOGY-BASED LEARNING

Computer-assisted training is becoming more common as technology advances. Technology-based learning has the advantage of allowing trainees to work through content at their own pace, eliminating the requirement for an in-person facilitator. By combining a narration with graphics to accompany the text, this type of training closely resembles traditional classroom instruction. To aid in the training process, tools such as videos and supplemental reading are frequently included with the curriculum.

Another significant benefit of technology-based education is its scalability. Any number of participants, whether 5 or 500, can take technology-based learning courses at the same time and at their own speed. In short, you may reach out to many people at once.

Of course, there are some disadvantages of Technology-based learning. You may have the target group who has lack of technological opportunities such as internet, mobile phone or computer etc. For this we mostly work with disadvantaged groups which causes big problems. And another disadvantage of it is that you are not face to face and you can't control them. It's difficult to tell if your audience are paying attention to the material. Incorporating quizzes and interactive modules into the digital classroom is a fantastic method to keep students engaged. This will both guarantee that they are listening and inform you as to which concepts were well delivered.

Our association uses technological trainings a lot. Zoom meetings helped us the most, especially during the pandemic. Apart from this, we have carried out and successfully completed many technology-based projects. For a closer look at these projects: <https://www.akgd.org>

A project example: <http://course.voccess.eu/about-the-course/>

- Target audience: Young People, Young Adult

- Geographical coverage: Aydın / Turkey

- **Objective of the project:** VOCCESS creates an opportunity for young people to pursue a passion, or develop a skill through a series of challenges and tools to plan and set goals. In this regard, VOCCESS provides not only self-knowledge but an opportunity for users to act based on it.

- **Content of the project:** VOCCESS supports young people in the process of discovering, creating and laying the foundations of self-knowledge – what am I good at, what are my values, what are the limiting beliefs that are stopping me; what are my dreams and goals. This is reflected in the VOCCESS learning modules and videos. VOCCESS supports users in developing and nurturing habits for success, mastering skills and attitudes to succeed in life: education, career, social activity, amateur activity, and self-expression.

- Project technicians:

- Financial resources: European Union, Erasmus + KA2

- Monitoring, evaluation and improvements: <http://course.voccess.eu>

- Results of the project: A module - An Open Education Source (OER)

LEARNER CENTERED METHODS

Learner-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include: active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class.

These methods include:

- **Active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class
- **Cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability
- **Inductive teaching and learning**, in which students are first presented with challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching.

Learner-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of



critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of self-confidence in knowledge and skills.

Our teachers are both adults and learners. While they are teaching at the same time they are learning. The teachers also learn new things everyday with their adult students. The teachers are only a guide for their students to find a way of learning. The basic issues of learner centered method can be described through such Key words as “constructivism,” “learner-centered,” and “problem-based.” At the heart is the idea that people learn best when engrossed in the topic, motivated to seek out new knowledge and skills because they need them in order to solve the problem at hand. The goal is active exploration, construction, and learning rather than the passivity of lecture attendance and textbook reading. The major theme is one of focusing education on a set of realistic motivating problems. Regarding this we handle real-life problems during our seminars or training courses, and we want the attendees to solve the problem themselves.

Example:

Being a creative person

Time: 30 Minutes

Target Audience: Adult learners, disadvantage people especially immigrants.

Resources: A sufficiently large empty space, as many chairs as participants

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description:

- Ask the participant to sit in circle and be relax
- Ask them what they remember when they hear ‘creativity’. Ask them what they know about creativity.
- Invite participants to think of being brave enough to generate new ideas.

Warm up questions: Ask them What we need for being brave? What can we do for it? etc. And try to understand what they know and how much they know about being brave.

INTERACTIVE/PARTICIPATIVE METHODS

The purpose of interactive teaching strategies is to improve your students’ interest in the learning process and make them active participants in the lessons. Interactive activities offer broader benefits than simply achieving educational goals. In fact, you can easily incorporate this type of exercise into your virtual classroom lessons to help improve your students’ communication skills and teamwork abilities, as well as to develop their creativity, critical thinking, problem-solving, and decision-making skills.

In addition, interactive activities teach students patience, tolerance, and understanding towards others and encourage them to think outside the box.

Traditional classes model	Interactive classes
<ul style="list-style-type: none">• Teacher is the center• Learning is transferring of knowledge• Studying is equal for all• Learning as individual activity• Uniform types of activities• Limited number of teaching methods• Goals in relation to teacher• Teacher is instructor• Verification of the learned (summative evaluation)	<ul style="list-style-type: none">• Student is the center• Learning is active construction of knowledge• Different styles of learning and individual differences in learning capabilities• Cooperative learning• Different types of activities• Huge number of teaching methods• Goals in relation to attendee, teaching process and problems• Teacher is facilitator• Evaluation is formative

Source: <https://www.semanticscholar.org/paper/INTERACTIVE-TEACHING-AS-INNOVATION-IN-QUALITY-OF>

Adults learners don't like stable, formal, teacher-oriented lessons. Most of them like to be active and want to be a part of lessons. They want to tell and learn with the teacher. They want to participate in the lesson activity. We apply:

- **Peer review** in order to get students to give feedback to each other about their work. This is useful for developing professional judgement, exposing students to different viewpoints, establishing standards and prompting a discussion about different criteria of quality.
- **Debate** to make students to be involved in the lesson and to learn the core of the topic
- **Competition** to make a quick activity to make a dry topic more interesting or students could be organised into project groups and prepare over the whole semester.
-
- We also make adult learners more interested in the topic through some other methods such as painting activity.

Example: Painting Activity

Time: 30 Minutes

Target Audience: Adult learners, disadvantage people especially immigrants.

Resources: A sufficiently large empty space, as many chairs as participants, a blackboard and a big sheet of paper, plenty of colorful pencil.

Evaluation: Tell us what would you want to tell in that paint.

Description: Use a big sheet of paper or board. Ask them to create a big picture about the subject you choose. Create a painting group activity in which everybody would have to add one object or element to complete a painting. They can paint their dream job. Give them 10 minutes and some colorful pens. Stick a big paper on the wall and you draw the first object such as a tree, flower, factory etc. And ask them to go on the picture.

A project example:

<https://act-positive.eu/platform/>

- **Target audience:** 2nd generation Migrants

- **Geographical coverage:** Aydın / Turkey

- **Objective of the project:** To increase quality in the VET education programs that are offered in order to improve and develop learners' employability skills based on the theory and approach of positive psychology;

To upgrade employability skills and competences of unemployed 2nd generation migrants;

To increase awareness of the multiple benefits that increasing the employability of 2nd generation migrants can bring to local societies and economies;

To enhance interaction among practice, research and policy in the field of vocational training;

To promote the issue of migrants' social inclusion through action that promote their inclusion into education and, mainly, employment at a European level.

- **Content of the project:** The Act Positive project wants to promote equal opportunities and inclusion of second-generation migrants into education and mainly in the labour market by providing tools for training and empowerment. As an overall result, ACT POSITIVE project will contribute to the development of an innovative approach to enhance resilience and utilize the strengths of European second-generation migrants, based on the positive psychology theory.

- **Project technicians:**

- **Financial resources:** European Union, Erasmus + Project

- **Monitoring, evaluation and improvements:** <https://act-positive.eu/about-us/>

- **Results of the project:** IO1: State of the Art on employability needs of 2nd generation migrants and training curriculum

IO2: Innovative training material for the development of the migrants' employability skills based on the positive psychology approach and pilots.

IO3: Act Positive Gamified e-learning platform.

IO4: ACT POSITIVE Toolkit for VET trainers / organisations and policy makers

NON-FORMAL EDUCATION TEACHING METHODS

Non-formal education is often used interchangeably with terms such as community education, adult education, lifelong education and second-chance education.

Non-formal education is defined as organized, structured programs and procedures for adult and young people's personal and social development that take place outside of the traditional educational curriculum and are intended to help them develop a variety of skills and competencies. Non-formal education takes occur in settings like not only youth organization but also adult organization where people gather to do things like work on projects together, play games, have discussions, go camping, or create music and theater. Despite growing social acceptance, achievements in non-formal education are typically challenging to certify.



In our association we mostly work with adults who are having real life problems like being integrated to the community they have recently migrated to. So we offer them opportunities to incorporate non-formal learning into the classroom. They will be trained in non-formal learning tools and methods that they will be able to apply in classrooms. Teachers use non-formal educational methods have a better understanding of the concept and benefits of non-formal learning, as well as the skills and competences required to implement non-formal learning methods in the classroom.

GAME BASED LEARNING

Game-based learning is a modern teaching method that uses the power of games to describe and assist learning outcomes. Game-based learning actually uses games to teach.

Game based learning describes an approach to teaching, where students explore relevant aspect of games in a learning context designed by teachers. Teachers and students collaborate in order to add depth and perspective to the experience of playing the game.

To keep adults interested in learning, educational games stimulate engagement, provide rapid incentives and feedback, and harness the force of healthy competition. Games offer significance to events by providing a set of parameters within which to explore, think, and try things out. They give you the will to succeed and take the sting out of failure. Make time for game-based learning activities in a classroom with limited device use by concentrating on non-digital games with educational value, such as board games. Creating learning stations, one of which involves playing a game on a mobile smartphone. Students can play in pairs or groups when playing team games.

Here are the examples of games we use as a tool:

Name Games

1. Know the name

Time: 20 Minutes

Target Audience: Students, children, young learners and adult learners

Resources: A sufficiently large empty space, one large sheet or cloth

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description:

Young people are divided into two different groups. If possible, those who have already know their names in advance will be in the same group. The two groups squat down.

Two referees stand and stretch a sheet between them. The two groups do not see each other. He chooses a person from one group from another group with his hand. Persons selected by the referee's signal stand up. Whoever says each other's name first wins. The team that knows gets a point. The group with the most points at the end of the competition wins.

2. Throw the ball

Time: 15 Minutes

Target Audience: Students, children, young learners and adult learners



Resources: A sufficiently large empty space, a small ball

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description: You start to throw a ball to a participant by saying his/her name. And ask others to do the same. Participants in circle throw the ball to each other while saying the name of participants.

Icebreaker Games

1. Story Telling

Time: 20 Minutes

Target Audience: Students, children, young learners and adult learners

Resources: A sufficiently large empty space, as many chairs as participants

Evaluation: What is most amazing part in the story? Do you like it?

Description: A participants start a story with a sentence. Other participants go on the story with his/her own sentence. Each participant say a sentence and they create a unexpected story.

2. Sit down Please

Time: 20 Minutes

Target Audience: Students, children, young learners and adult learners

Resources: A sufficiently large empty space, as many chairs as participants

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description: Divided into teams of two. One is blindfolded and turned in place several times. A chair is placed somewhere in the hall. His partner, eyes open, describes to him the location of the chair. The group that gets their partner to sit on the chair in the shortest time wins.

3. Let the sunshine in

Time: 20 Minutes

Target Audience: Students, children, young learners and adult learners

Resources: A sufficiently large empty space, as many chairs as participants.

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description: Group sit in a circle of chairs with one person standing in the middle (no empty chairs). The person in the middle says, "Let the sunshine if you like apples!" Anyone who likes apple, including the person asking the question, must stand up and run across the circle to find a new seat. You can't take the seat of the person next to you! There will be one person left in the middle who must ask the next question. Possibilities include: if... wear glasses! prefers vanilla ice cream than chocolate! You can also guide the questions a little deeper... "Let the sunshine in if you want to find a job."

4. Evolution Game

Time: 20 Minutes

Target Audience: Students, children, young learners and adult learners

Resources: A sufficiently large empty space

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description: Participant play stone, paper, scissors game; whoever wins the game, he/she up to a level. The levels are fish- monkey- man- superman. Every body starts with first level fish. For example if you win the scissor game, you will level up and start to imitate monkey. The game plays while moving

and the participant must imitate the levels. Whoever comes to superman first wins the game. The other will go on to play till all of them come to superman. But one of them can't finish the game because he/she couldn't find the person to play the scissors game. It could be nice with music.

Evaluation Games

Time: 20 Minutes

Target Audience: Students, children, young learners and adult learners

Resources: A sufficiently large empty space, small cards, and some pens.

Evaluation: Tell us at least one thing you liked and one thing you did not like about this activity

Description:

Something: Give the card with statements below for each participant.

Each participant is provided with a card with the following statements and is given 2-3 minutes to answers on his/her own and then announce it to the group

- “Something interesting that I’ve learned is...”
- “Something that would be useful is...”
- “Something that I need to learn/read about/think is....”
- “The idea/next step that came to me from this workshop is...”
- “Something that I’ve found inspiring is...”

Expected results and impact

From all the methodologies and activities developed by each entity, supported by various digital and pedagogical tools, all based on the collaborative work that has been carried out during the life of the project, we expect the following results and impact:

Results:

- A project website or blog: storytelling of transnational meetings and pedagogical transfers and tests at the sites of the participating entities.
- A Facebook page for each partner: these pages record witnesses and meetings (texts, photos and videos).
- A specific page on the participating partner's website in local language with links to an English version.
- An online handbook for teachers and trainers (English and local languages), which includes the methods and activities that were carried out during the project and the evaluation of their transfer by and for each of the participating entities, as well as others who wish to consult it on the SALTO-YOUTH platform.
- To provide an innovative global pedagogical consideration, accompanied by a battery of activities to put them into practice.

Impact:

- ✓ In the participating organizations: a new approach and new pedagogical methods for working with the target groups.
- ✓ In the participants, an improvement of their professional skills.
- ✓ In the target group, an improvement of their professional tools, of their autonomy and thus an improvement of their social inclusion.
- ✓ In other parties involved, the awareness of new pedagogical approaches and resources, as well as the contribution of value that this implies.
- ✓ An improvement of policies for young people and people at risk of social exclusion through a better approach to these issues.
- ✓ A better life for the target groups, thus promoting inclusion.



Conclusion

This handbook is a good practice tool for others wishing to deliver training to vulnerable communities. Although it does not provide an answer to all questions, the good practices rest on the concrete experiences of four European organizations with many years of track record working directly with a variety of vulnerable communities in countless contexts. We feel confident that the examples of good practices provided will be of practical use and relevance to most organizations wishing to deliver training to any particular vulnerable community.

The project partners have noted the recent “Report on the EU wide consultation concerning the promotion and validation of non-formal and informal learning” with interest. In particular, “the focus on EU actions and possible policy priorities” within the report identified unambiguous support for awareness raising and the exchange of good practices. In this respect, this project obviously has a role and all the partners are keen to further promote and disseminate the outcomes of the project to a wider audience through other partnerships or activities within and outside the EU Lifelong Learning Program.

In order to promote teaching innovation, not only in the production of content, as Ramírez and Burgos (2011) and Ramírez (2012) point out, it is necessary to have interactive and motivating methodologies that stimulate lifelong learning.

Therefore, through this handbook we wanted to show the amount of existing resources to work with different groups, focusing on those who do not have sufficient economic and/or social facilities. All the resources that have been compiled can be useful for any professional who works in education and wants to offer their services from an innovative point of view. Adapting it to the specific needs of each territory and the population served, can be replicated in different places, even in different countries, regardless of who is the driving force.

This handbook will be a head end book for the trainers of the institutions. We believe that it will be applied by them and students too, whenever needed. It will give our volunteers a clear understanding of their responsibilities, and serve as a compass for the organizations policies and procedures. In conclusion, it will be a lifetime handbook, which should serve as a brilliant tool for new corners in training processes and a great reference tool for trainers who need other forms to reach their target groups.

We believe that pedagogy is crucial for teachers, trainers and, by extension, for NGOs because it provides professionals with knowledge into the ideal procedures for a classroom environment. It enables them to comprehend how various pupils learn in order to modify their lesson to meet these demands. Since pupils would find it engaging, this will enhance their teaching effectiveness. Therefore, we pay attention to our pedagogical development. Also the pedagogy of our workers’ education comprises principles, expectations and practices that matter in shaping teaching and learning about teaching. If our workers know the pedagogy well, they will teach well and trust themselves.

This handbook will help both workers and users in their educational path. All the organizations involved will start using these methods in our respective regions. It will contribute not only to



our associations but also the whole enlightened region. We will manage to improve the quality of adult education. Different institutions will see various good examples and, at the same time, they will have the opportunity to introduce their methods to other institutions.

It is important to point out the special difficulty in the realization of this handbook, due to the diversity of information found, the variety of groups with which each organization works and the difficulty of combining criteria that allow us to study and seek common conclusions in order to reach joint objectives. In seeking an overall view of how to implement innovation in the different practices carried out by the organizations, surveys have been conducted among the professionals themselves, thus learning about the existing shortcomings first hand.

In relation to the dissemination of the handbook, we have been able to visit the radio and television to give greater impact and visibility to the project, as well as to the work performed by the professionals in their daily work. We have also made use of social networks throughout the implementation phase, since we are aware that this is the best tool to reach a larger audience. On the other hand, we have published it on the SALTO-YOUTH platform in order to help other associations, encourage the application of good practices guided by educational innovation and promote international cooperation between countries of the European Union.

Similarly, we must emphasize the importance of the evaluation throughout the process, since it ought not to be understood as a final action, but should accompany the process in order to improve it. Therefore, it has a dual function: to verify change and, in turn, to stimulate it.

Finally, we would like to thank all the organizations for their collaboration in this study, since they have shown themselves to be highly motivated and participative throughout the process and, although there may have been small differences, they have been easily resolved.

Always consider that innovations can generate uncertainty, because we do not know in advance the results that will be obtained. In spite of this, with this handbook we have decided to go a step further: to take risks and be ambitious in the search for higher quality education. To this end, we have accompanied innovation with the advice, reflection, research, training and evaluation of professionals specialized in the sector. All this, together with the positive attitude of the entities involved, the possibility of building from doubts and disagreements and having a constructive and transforming critical mentality, has resulted in a handbook that we hope will help everyone who reads it, and encourage them to investigate and implement innovative methodologies that lay the foundations of a new educational system adapted to current needs.



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Annexes

- Questionnaire for Asociación Creativa professionals:

<https://docs.google.com/forms/d/1vpdCmuOFRFOPF3oFL2EfKAgL3I78CdikjMem1ROByBM/e>

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CUESTIONARIO DE INNOVACIÓN:

Este cuestionario pretende evaluar qué tipo de actividades, qué metodologías y qué herramientas educativas innovadoras utilizan los/as trabajadores/as en su día a día en la Asociación Creativa con los/las usuarios/as para dar a conocer y compartir metodologías con otras organizaciones a nivel Europeo.

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[Cambiar de cuenta](#)

*Obligatorio

**Asociación
Creativa**
Promoción del Empleo
y Cohesión Social

Correo electrónico *

Tu respuesta

¿Qué labor realizas en la Asociación? Eres educador, orientador, coordinador... *

¿Cuáles son tus funciones?

Tu respuesta

¿Con qué colectivo trabajas? ¿En qué área? *

Tu respuesta

¿Con qué rango de edad? ¿Cuáles son los criterios de selección de los participantes en los distintos proyectos? *

Tu respuesta

¿En qué proyectos colaboras dentro de la Asociación? *

Tu respuesta



¿Qué metodologías llevas a cabo con los/las usuarios/as? Podrías poner ejemplos (cuantos más mejor) y explicar cómo los desarrollas y cómo funcionan. Importante...

Tu respuesta

¿Podrías nombrar otras actividades innovadoras que se pudieran realizar con los/las usuarios/as que no fueran tan comunes y resultaran interesantes? Importante.

Tu respuesta

¿Qué actividades prácticas realizan con los/las usuarios/as? Podrías explicar cuáles y cómo las llevan a cabo...

Tu respuesta

¿Qué herramientas educativas innovadoras utilizas en el trabajo con los/las usuarios/as? Por ejemplo, Canva, Genially, educaplay... Podrías citar otras

Tu respuesta

¿Qué otras herramientas digitales o webs educativas innovadoras conoces para utilizar con el colectivo que trabajas u otros?

Tu respuesta

Otras observaciones que quiera reflejar

Tu respuesta

MUCHAS GRACIAS POR VUESTRA COLABORACIÓN.
UN SALUDO CORDIAL



¿Qué carencias presentan o detectan los/as profesores/as en este ámbito (uso de las nuevas tecnologías)? *

Texto de respuesta larga

¿Qué tipo de metodologías utilizas o llevas a cabo en el aula? *

Texto de respuesta larga

¿Qué metodologías innovadoras conoces? ¿Y cuáles se deberían implantar en los colegios, ONGs o centros de formación? *

Texto de respuesta larga

¿Qué webs educativas sueles utilizar para buscar información, actividades, cursos...? *

Texto de respuesta larga

¿Podrías nombrar algunas actividades concretas por las que los/as alumnos/as presenten especial interés y motivación? *

Texto de respuesta larga

¿Qué actividades innovadoras se podrían llevar a cabo en el aula para que los/as alumnos/as tengan un mayor interés? *

Texto de respuesta larga

Si lo deseas, puedes dejarnos una última reflexión u opinión sobre la importancia de las herramientas o recursos innovadores hoy en día. *

Texto de respuesta larga

Otras observaciones que quiera transmitir

Texto de respuesta larga



Cofinanciado por
la Unión Europea



- Digital tools:

Herramientas digitales

Estos son algunos ejemplos de webs educativas que nos pueden servir para implementar la innovación:

1 eAprendizaje

Videos y artículos de formación, relacionados con las nuevas tecnologías



2 EPALE

Contacto entre profesionales de educación de personas adultas en toda Europa



3 Emocionario

Material para trabajar las emociones con diferentes grupos de edades



4 Educación 3.0

Recopilación de videos educativos en Youtube, con 50 canales de temas variados

EDUCACIÓN 3.0
LÍDER INFORMATIVO EN INNOVACIÓN EDUCATIVA

5 EducActiva.tk

Proporciona herramientas para el juego y la gamificación



6

Web del Maestro CMF

Recopila noticias, opiniones, materiales, experiencias, propuestas y referencias relacionadas con el ejercicio docente



7 Google Classroom

Unifica los recursos de la enseñanza y ayuda a gestionar, evaluar y mejorar la experiencia didáctica



Herramientas digitales

Estos son algunos ejemplos de herramientas para elaborar presentaciones y cuestionarios que nos pueden servir para implementar la innovación:

1 Padlet

Permite crear muros virtuales con miles de aplicaciones didácticas en el aula



2 PowToon

Software de animación para crear videos explicativos y presentaciones animadas



3 Mindomo

Herramienta colaborativa de mapas conceptuales y mentales, esquemas y diagramas



4 Symboloo

Permite a los/as usuarios/as organizar y categorizar enlaces web en forma de botones de opción



5 Kahoot!

Permite crear cuestionarios de cualquier materia e interactuar con los/as alumnos/as



6

Plickers

Crea cuestionarios en línea para plantear preguntas dinámicas y atractivas, a través de tarjetas con un código QR



7 Socrative

Gestor de participación de estudiantes y sistema de respuestas del alumnado en tiempo real

