EDUCATION BY THE WAY

Manual for education activists working with people with low competencies

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INTRODUCTION

Dear Trainer, Educator, Facilitator, Mentor, and all who support adult learners:

- Do you believe that learning is crucial for the adults' ability of fast adaptation to continually changing demands of reality?
- Do you find your duty to broaden and increase the importance of inclusive education, especially for adults with low competences, as well as to change its form and search for new paths to reach potential recipients with knowledge and competences?
- Do you face the challenge of making people aware of the need for lifelong learning?
- Do you realize that education of adults very often doesn't meet their needs?
- Are you concerned that about the Eurostat research outcomes, which state that over 75% of adult learners declared that their motivation is rooted in professional duties?
- Do you struggle with a lack of motivation of adults to learning?

If your answer is "Yes" for at least one of the questions above, this manual is for you! It was prepared by professional adult educators and activists for professionals. It is based on the experience of transnational group of trainers, facilitators, mentors. It contains a new set of approaches and methods focused on taking advantage of any opportunities to provide new competences to adults, especially to persons who:

- have a determined need to change
- avoid more traditional trainings
- have a low motivation for learning
- struggle with problems finding their place in everyday life, at work or in education,
- want their lives to change for the better.

The manual is for trainers, educators, and social activists and shows how to create the educational process for groups declaring aversion to mainly formal education. It promotes new forms of out-of-school adult education, in particular, by taking into account inclusive education focused on people with low competences, which can:

- make people aware of the necessity of lifelong learning,
- change their way of perceiving learning,
- respond to the needs of adults with low competences in real-life situations supporting them to acquire different types of basic skills.
- foster adults' motivation and positive approach to learning.

You can find some educational methods and tools in the manual. Choosing them we considered several aspects from both the trainers' and the learners' point of view; they provide novelty even for the experienced trainer. All tools are:

- **SIMPLE** - the tool is easy to follow and put into practice, not requiring any special conditions.

- **TRANSFERABLE, FLEXIBLE** - the tool is easy to use in different situations and with different target groups. For example, group sizes, classroom spaces, participant ages, skills, and needs should not hinder the use of the tool.
- **EMPOWERING FOR ADULT LEARNERS** - the tool supports meeting the needs of the earners. In Education by the Way, these needs are: life skills, professional skills, communication/interpersonal skills, intrapersonal skills, and cultural aspect.
- **ENGAGING, INTERACTIVE** - the tool is fun to use and makes the participants active learners.
- **INSPIRING FOR THE EDUCATOR/TRAINER** - the tool itself might be well known already, but it includes "a cherry on top": something new and inspiring. It might be any new element that makes it more attractive to be used by the teacher, trainer or educator.

The manual was elaborated by a transnational team of experts in the frame of "Education by the way" project supported by the Erasmus+: The NGO Trainers' Association, Stowarzyszenie Trenerów Organizacji Pozarządowych – STOP, The Finnish Lifelong Learning Foundation – KVS, Replay Network, The Association of Czech Experts in Andragogy (AOA ČR), Kansanvalistusseura, The European Association for the Education of Adults (EAEA). You can find more about us at the end of the Manual.

Get inspiration and enjoy!

THE CHALLENGE

Why address people with low competences?

Adult education is a vital tool for solving some of the main challenges in Europe at present and contributes significantly to making Europe more equal and sustainable. Support and development of necessary skills in adult education are based on the following European documents and materials which address three elementary issues of this matter:

1. **WHY is it essential to support adult education?**
2. **WHO to focus on in education – who are the people with low competences?**
3. **HOW to approach education?**

WHY

Adult education has a positive impact not only on individuals but also on the whole society. Adult education can change lives and transform societies. It helps to build more coherent, equal, sustainable and democratic society. It develops employment, provides individuals with digital competences and life skills and contributes to health and well-being.

Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning developed by the EAEA (European Association for the Education of Adults) proposes creating a learning Europe. The Manifesto shows to what extent adult education can contribute to European policy-making.

You can consult the Manifesto in your language: https://eaea.org/our-work/influencing-policy/manifesto-for-adult-learning-in-the-21st-century/

WHO

The manual responds to one of the most critical challenges: the large group of people suffering from having low competences and facing obstacles in taking up education. In the age group between 25-64, the most common reason is a perceived lack of necessity for further education (around 75%), family responsibilities (40%) or overlapping working hours with training (33%). Another significant issue is the reluctance to return to any experience resembling formal education. Those data say a lot about the necessity of creating an educational offer flexible and not linked to formal education.

The PIAAC results show an alarming lack of necessary skills across Europe. One in five has problems with basic reading and numeracy; one in four has deficient digital skills. Only about 22% of Europeans have achieved lower secondary education.

For more information please consult: https://www.oecd.org/skills/piaac/

On the other hand, everyone may be in a situation where he/she will be perceived as a person with low competence (e.g. language if he/she is among people who speak a foreign language, civic if their life situation changes). People from different groups (e.g. migrants, the unemployed, parents returning after maternity leave to the labor market) very often have common educational needs (e.g. development of interpersonal skills in a specific social context).

HOW

The manual focuses on the universality of methods and tools, addressing various groups of persons who have low competences in a specific context. The universality of methods and tools is achieved by defining the main educational needs of the learners in question and the criteria for choosing effective learning methods.

The common approach is to focus on motivation, effectiveness, interactions: between participants and educators, sharing common learning, covering individual needs but also amusement[1].

[1] For more information you can see the chapter **THE ADULT LEARNING APPROACH AND ITS PRINCIPLES**.

THE NEEDS OF DEVELOPING SPECIFIC COMPETENCIES

This manual proposes a series of methodologies and tools that could answer the different learning needs of adults who struggle with problems finding their place in everyday life, at work or in education, as well as of adults who have a determined need to change their lives "for the better".

To respond to these needs, the manual focuses on five groups of competencies and skills that, if developed, can support adults to become lifelong learners and can empower them to live an independent life as individuals and participate in the collective life within society[2].

What is becoming increasingly debated are also life skills, which refer to empowering learners and equipping them with the capabilities required for real-life situations they face. Giving adults with low competences more autonomy and self-efficacy, at the same time it also has a multiplier effect on their communities, as participants can share the knowledge and know-how they have acquired with people around them as well as with their children, contributing to social inclusion and motivating them to engage in further learning. (See more at http://eaea.org/project/life-skills-for-europe-lse/).

In this manual we focus on five groups of needs that we have identified as crucial for the different groups of people with low competences and which are needed to be developed by them to respond to most demands they face as citizens in their everyday life and/ or in the labor market. The needs were identified by project's experts and are described and presented on the mind-map below.

COMMUNICATION: INTERPERSONAL SKILLS - refers to empower adults for being able to participate in social activities, to take on responsibility, to manage conflicts, to communicate with others respectfully, and to collaborate with others across differences.

INTRAPERSONAL SKILLS - refers to the abilities and competencies such as empathy, trust, self-esteem, and critical judgment that empower adults for being able to reflect and introspect in themselves to better understand their desires, passions, motivations, and goals.

[2] In particular, the European Commission defines eight key competences necessary for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression.

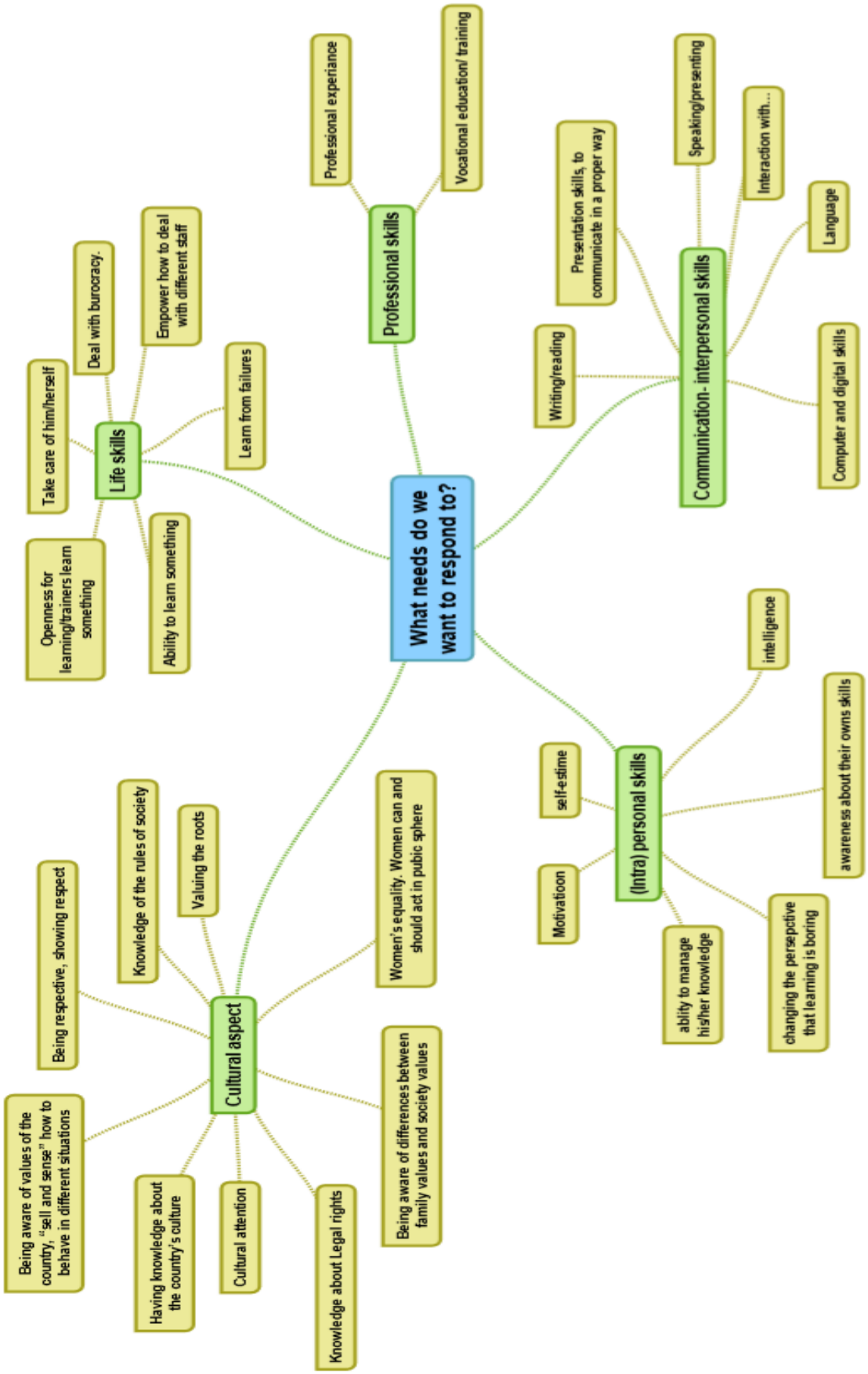
See more at: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

CIVIC AND CULTURAL SKILLS - refers to the knowledge, skills, and motivation that are necessary to enable adults to adapt effectively in cross-cultural environments, such as understanding and critical reasoning on how democracy works, participation in democratic processes, engagement and contribution to communities and understanding and respect of religious and cultural differences.

LIFE SKILLS empower learners, to equip them with the capabilities required for real-life situations they face. Giving adults with low competences more autonomy and self-efficacy, at the same time it also has a multiplier effect on their communities, as participants can share the knowledge and know-how they have acquired with people around them as well as with their children, contributing to social inclusion and motivating them to engage in further learning

PROFESSIONAL SKILLS – refers to a wide range of necessary competencies which adults need in their economic activity to face complex challenges in various contexts, including employment demands. It includes not only specific work-related abilities but also a variety of attitudes, habits, and personal attributes that are learned and accumulated throughout life and will be useful for finding and holding down a job and gaining promotion in the labor market.

Every method and tool presented in the manual meets at least one indicated the need of persons with low competences.


What needs do we want to respond to?
Professional skills
Professional experiance
Vocational education/ training
Life skills
Take care of him/herself
Deal with burocracy.
Empower how to deal with different staff
Learn from failures
Openness for learning/trainers learn something
Ability to learn something
Communication- interpersonal skills
Presentation skills, to communicate in a proper way
Speaking/presenting
Interaction with...
Language
Writing/reading
Computer and digital skills
(Intra) personal skills
intelligence
self-estime
awareness about their owns skills
Motivatioon
changing the persepctive that learning is boring
ability to manage his/her knowledge
Cultural aspect
Being respective, showing respect
Knowledge of the rules of society
Valuing the roots
Women's equality. Women can and should act in pubic sphere
Being aware of values of the country, "sell and sense" how to behave in different situations
Being aware of differences between family values and society values
Having knowledge about the country's culture
Cultural attention
Knowledge about Legal rights

BEFORE YOU GET STARTED WITH THE METHODS AND TOOLS

Key theories in adult learning describe in detail the ways in which adult learning differs from other educational activities, and what needs to be taken into consideration when working with adults as opposed to children or youth.

From David Kolb's experiential learning cycle[3], the theory of andragogy of Malcolm Knowles[4] or Paulo Freire's critical pedagogy[5], adult learners are described as equal to trainers in the learning process, bringing their own personal stories, experiences and expectations to any activity or training session. What follows is a short overview of three key principles that underpin a learner-centred practice of adult learning, namely: responsibility and control of the learning process by participants, experience and usability and relaxed awareness.

Responsibility and control of the learning process by participants

Facts about adult learning

1. Adults perceive themselves as mature and independent. They need to consider themselves as a responsible entity.
2. Adults need to be appreciated and respected as learners and human beings.
3. Adults learn more effectively what they perceive as relevant and needed, mainly when they accept the methods of learning.
4. Adults learn effectively when they can integrate new knowledge and skills with what they have so far known about the subject.

Practical conclusions

The adult learner should be treated as an independent, self-controlling person - the task of a trainer is to give them as much control and responsibility as possible. The trainer should be aware that his/her role is not so much to provide relevant knowledge but to free the mind of the learners from the current thinking patterns and show them new possibilities. Consequently, every learning process should give adults the opportunity to restructure their knowledge through analysis, inference, various research methods, and assessment criteria.

[3] Kolb, D. (1984). *Experiential Learning: Experience as the source of learning and development.* New York, N.Y: Prentice-Hall.

[4] Knowles, M. (1970). *The Modern Practice of Adult Education. Andragogy versus Pedagogy.* New York, N.Y.: Association Press

[5] Freire, P. (1970). *Pedagogy of the Oppressed.* New York, N.Y.: Herder and Herder.

How to run sessions with adult learners

- ✔ Treat the participants as a valuable source of knowledge.
- ✔ Appreciate their previous experiences by giving participants space for sharing them during your sessions.
- ✔ Take into account participants' life philosophy, get to know as fast as possible their central convictions on private life, professional activity, etc.
- ✔ Give participants a choice; e.g., they can decide what case they analyze, how they want to work on the given situation.
- ✔ Ask participants whether they want to take up a new idea now, or prefer to put it down at the end. Store them in the "group memory" of the ideas that have been unchecked and decide when you will come back to the issue.
- ✔ Empower participants by allowing them to be independent in their productivity.
- ✔ Ask participants for comments on the thesis you posed. Try to understand how they find the discussed problem from their angle or perspective of the context they live in. Use this conclusion for filling the gap between your concept and participants' convictions.
- ✔ Discuss with participants all their doubts and questions. If participants do not discuss something, they will not learn it.

Experience and usability

Facts about adult learning

1. Adults prefer to know specific information and its application in practice. They expect knowledge and skills to be acquired that have direct applicability and can be implemented as soon as possible in different roles, situations, and tasks.
2. Adult learning is not necessarily about acquiring knowledge on a specific topic, but about problem-solving skills within a particular field.
3. Adults learn when they have such a need, and they learn what they consider necessary.
4. Adults attach greater importance to what they experience than to what is communicated to them only verbally.
5. Adults learn when they interact with the environment, actively construct their knowledge, by using already existing knowledge in this process. They do not record information, but they build knowledge structures from available data.
6. Adults need to reflect on their experience and build awareness of what they have learned/ achieved and what they want to learn/ archive.

Practical conclusions

The role of a trainer is to give opportunities for adult participants to learn by acting and experiencing. He/ she should support learners in raising their awareness of their learning process. The trainer's role is to help adult participants in building links between knowledge and skills developed during the session and practical usage in their everyday life.

How to run sessions with adult learners

- ✔ When you present new content, rules, procedures, address them with the experiences known to all participants.
- ✔ At the beginning of a session, ask participants to indicate the main challenges they have in their practice regarding the session's topic. You can do it by dividing the group into teams of 4-5 and after a 5-minute discussion, ask them to share some conclusions with the whole group. During the session, you should address all challenges they listed and highlight the connections between the subject and participants' challenges or ask them to share their comments on that issue.
- ✔ During the session, allow participants to experience and build/develop their knowledge skills by reflecting on this experience.
- ✔ Give participants space to share their feelings and insights about experience/ exercise run during the session. You can ask the following questions:

    - What happened?
    - How did you work, discuss, etc.?
    - What are your feelings about what you have already experienced?
    - What did you observe?
    - What surprised you?
    - What helped you work? What made it difficult?

- ✔ Support participants in drawing out their overall conclusion that may go beyond a well-known experience. Show correctness related to behavior by appealing to the theory that explains them. You can ask them the following questions:

    - What regularity did you notice?
    - How can you explain what happened?
    - How does this relate to your other experiences?

- ✔ Revise the new knowledge in practice. You can ask participants for summarising what they have learned and what practical applications they can see in their lives at the end of the session:

    - What did you learn from this experience?
    - How can you use what you have learned?
    - Can you see any possible ways of using what you have learned?
    - What changes would you like to bring in your workplace / in daily life?

Relaxed awareness

Facts about adult learning

1. Positive challenges enhance learning, and any threat inhibits it.
2. Adult learners might be afraid of criticism, assessment from other people, and the educator.

3. Lack of sense of security is the most severe obstacle impeding their involvement and learning of adults as the internal censorship can be initiated, which can make participants only express opinions that they consider to be in line with the thinking of the leading person and the group.

Practical conclusions

Participants should keep a state of relaxed awareness to take full advantage of the learning process during the session. The trainer's task is to shape participants' behavior during the session and build a sense of security for each group's members. All interferences in the relations in the group shall prevail over the other session's activities to restore a sense of security.

How to run sessions with adult learners

- ✔ Designate and show a session framework to participants, defining the topic of the interactions and how they will happen, presenting the subject and purpose of the session.
- ✔ Make sure that the goals and structure of the session are clear for the participants.
- ✔ Set rules and respect them, e.g., how participants divide into a small group, how they should present the results of small group discussion.
- ✔ Use the tools which help to build good relationships within the group, and in a difficult situation to protect from attacking and assessing other people. These tools include:
    - integration exercises,
    - working in pairs,
    - working in small groups,
    - appreciation,
    - communication techniques enhancing mutual understanding, e.g., paraphrase, reflection, summary, etc.
- ✔ Be impartial towards people participating in the session.
- ✔ Be neutral to the solutions, judgments, and opinions participants propose.
- ✔ Listen to the opinions of all participants.
- ✔ Give each participant the same attention, do not favor the most active/friendly/ knowledgeable ones.
- ✔ Ask open questions to encourage dialogue and invite ideas, opinions, and discussion. Since open questions have no 'yes' or 'no' answers, the participants are invited to engage with the content and each other, explore and make sense of the topic for themselves.
- ✔ Affirm all answers and opinions - the participants need to know that every response and view is appreciated, regardless of how strange or different, it may seem. When learners know that all answers are welcomed (although not always correct), they will be encouraged to share.
- ✔ Recognize participants for their work and effort.

PRACTICAL TIPS

Taking into account facts about adults' learning described above, we suggest respecting the following principles to provide a creative and supportive environment for learning.

Think about the participants' perspective

People are important. Focus on them!

Who are persons attending your training? What do you know about them?

There are several key factors which should be considered:

- **MOTIVATION** – What is behind? Were the participants "forced" to attend the training or they have decided for themselves? Why are they in the training? Questionnaires or talking about their expectations also can contribute to getting good results.
- **BACKGROUND AND CULTURE** – It is essential to take into account whether the participants are coming to a new environment, country or is facing new challenges
- **LANGUAGE** – If the participants are non-native speakers, adapt the language to their knowledge; limited language skills might hinder their learning process. Avoid complicated structures with low-skilled learners, and they might not understand precisely what you mean. Give them a possibility to show they do not understand (for example red and yellow cards like in football).

Set the objectives

Where are you going?

It is one of the most critical issues that should be done at the beginning of the preparation of your training. If you do not have a specific goal, you cannot prepare and run a beneficial session. You need to know what you want participant to learn and why. For adults, it is also essential how they can use what they learned in real life. There should be a connection between teaching and real-life every time.

Prepare yourself and have a plan A, B, and C

Ready, steady, go!

It is also vital to expect unexpected. The group could be on a higher/lower level than you had hoped, or they had imagined something else behind the topic of the lesson, etc. You should be prepared for modifying your scenario and tools to adapt them to participants' needs.

Visualization/materials for participants

Visualization plays a critical role!

The picture speaks 1,000 words. Using photographs and pictographs helps to remember essential things and data. If you prepare a presentation, make sure that everything is well-structured and arranged. It is easier to remember and to work with it.

Reward and appreciate

Everybody needs positive feedback and be appraised!

Be attentive to even small successes and highlight them. They are a big motivation to increase the effort (have you ever thought of the fact that sweets are a reward not only for children?).

Summarize

Repetition is the mother of all learning.

Throughout the training, make a summary at the end of each session and a more extensive one at the end. Do not forget to remind the critical points from the last lesson at the beginning of the new one. A summary always helps to remember important things and to recall them.

Try to balance

Every single participant is welcome.

Make sure that everybody is engaged in the lesson equally and that everybody can share. Address those who are quieter to speak up.

Empower participants

Everybody needs self-confidence.

There are many non-believers in their strength among persons with low competences. Your sessions should be not only about getting knowledge ore developing skills but also about empowerment. Try to renew participants' faith in themselves. Prepare your sessions to give them the chance to succeed. Avoid the risk of making a negative impact by creating competitions or any situation when participants can get to the conclusion that they have failed or are worse than the rest. Make them believe in their strength, giving them an enthusiasm for learning.

THE METHODS

This chapter contains descriptions of five participatory creative non-formal and informal learning methods: storytelling, drama, peer learning, out-of-class learning, flipped learning. All of them are based on an empowering approach, which creates favorable conditions for adults with low competences to explore their talents, discover their positive self-image, and improve their communication skills.

Storytelling

What is Storytelling?

Storytelling is a social and cultural activity and one of the most ancient forms of human expression. The most common definition of the term could be expressed as the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

Storytelling is an activity that relies mainly on creative and critical thinking skills and processes. A story is a real or fictional series of events that describe human experience. Stories take facts and other things we want to retain and frames them in an emotional context. Stories can be oral, written, visual or digital - communicated in various formats and expressing different voices. The telling is subject to the way a person uses oral (including body language if visual) and written language, or pictures. All human beings use storytelling in different aspects of their lives.

Storytelling is a method that includes a two-way interaction between the storyteller and the listener (or a group of listeners). The role of the listener is as important as the one of the storyteller. The listener's position is to actively create the vivid, multisensory images, actions, characters, and events—the reality—of the story in one's mind, based on the performance by the teller and the listener's own past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, a unique and personalized individual. The listener becomes, therefore, a co-creator of the story as they experience it.

Storytelling can be used as a didactical approach in education. Its main strengths are its appeal, variety, and accessibility. Stories are also engaging and easy to remember. Storytelling helps share experiences, explain events and phenomena, and transfer knowledge.

Why use Storytelling?

Researchers like Hung et al. (2012) have shown that storytelling has been widely applied to learning and has favorable effects on knowledge construction and motivation. Advantages and benefits for both educators and adults with low competences while familiarizing themselves with the storytelling method and beginning to put it into practice.

Storytelling:

- ✔ Helps learners to conceptualize the learning process. Abstract concepts can be communicated in an understandable everyday language through the angle of human experience.
- ✔ Humanizes the learning process through personalization.
- ✔ Connects people with our humanness and link past, present and future by teaching us to anticipate the possible consequences of our actions.
- ✔ Creates an authentic learning context and the conditions for social inclusion and community building.

Benefits for the participants

The participants can:

- ✔ Can recognize his/ her value and develop his/her key competences.
  The participants can:
- ✔ Raise self-reflection, self-awareness, and self-esteem of the participants.
- ✔ Express themselves and their world in a creative way and by choice. The value of expressing oneself in public is essential and demonstrates the personal as political—to learn to speak for yourself is to make your imprint on the environment and to find yourself as a person who influences reality.

Benefits for the educators/trainers

The trainer/educator can:

- ✔ Develop active listening, empathy, and acceptance of the participants' experiences.
- ✔ Develop his/her awareness and foster interpersonal emotional intelligence skills within the group.
- ✔ Get new points of view and understanding of complex life situations by the participants (developing intrapersonal skills)

Possible applications

Storytelling can be used in non-formal learning to create a motivating learning environment, contribute to the participant's personal and cultural self-awareness, developing participant's self-confidence, and creating individuals who understand and respect the importance of differences.

Read more

Peer Learning

What is Peer Learning?

Peer Learning is an educational strategy aimed at encouraging learning through the exchange of information, ideas, and experiences within the group of learners. Peer learning is mutually beneficial and can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988).

Peer learning is part of non-formal education based on active methodology where the learning process is based on learning by doing, experimenting situations or activities meant to encourage individual and group reflection, and the reflection of the individual in/within the group. In the process of human growth towards the increasing self-awareness, the active methodology allows the participants to learn about themselves. A process based on the interaction with the group through a continuous input and feedback exchange. Every proposed activity (simulations, games, knowledge games, sharing in small groups…) mainly aims at building, together with the participants, an experience that can become an idea, a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span but as continue evolution, based on lifelong learning.

In peer learning, the trainers or facilitators have a role in engaging sharing and exchange between the participants. New content or technical competencies are exercised and assimilated through peer exchange.

Why use Peer Learning?

- ✔ Peer learning can boost learning efficacy. It offers participants the opportunity to learn from each other. It gives them considerably more practice than traditional teaching and learning methods in taking responsibility for their learning and, more generally, learning how to learn.

- ✔ Peer learning promotes active learning. The participant is thus not an 'empty box' using the training to get full of contents, but s/he assumes an active role for him/herself and the other people involved.

- ✔ Peer learning fosters participants' empowerment. The group is a mediating agency among the various levels of empowerment: it connects the individual and the community empowerment processes, it connects the individuals who participate in it with the environment that is relevant to their lives. The greater the individual's investment in the group, the more successful is their empowerment process.

Benefits for the participants

The participants can:

- ✔ Learn a great deal by explaining their ideas to others and participating in activities in which they can learn from their peers.
- ✔ Develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their learning.

Benefits for the educators/trainers

The trainer/educator can:

- ✔ Develop his/her awareness of the participants' strengths and weaknesses.
- ✔ Develop his/her competences in empowering people and being flexible in responding to their needs.

Possible applications

Skills- through- peer learning can be used in non-formal learning in developing the educational competencies and to develop the skills of the participants in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

Read more

Drama

What is drama?

Drama is both an art form and also a highly effective educational methodology, which has been shown to operate successfully in formal and non-formal educational settings. Drama allows learners to participate, demonstrate, and observe in a "controlled," or non-threatening environment. There are several techniques of drama used in education as role-playing, theatre play, process drama, forum theatre, Theatre in Education (TIE), applied improvisation, playback-theatre, and digital drama.

Why use drama?

Using drama techniques in education allows adult learners to develop their cognitive abilities, communication skills, teamwork, dialogue, negotiation, and it is great for socialization. Drama techniques stimulate imagination and creativity, and therefore develop a better understanding of human behavior and empathy.

Drama techniques encourage people to try something new and take risks. When they do this in class, they learn to trust their ideas and abilities as individuals. People working through this process learn how to communicate their thoughts and formulate their decisions.

Benefits for participants

Participants can:

- ✔ Work in groups with others and collaboratively discuss, rehearse, and combine creative ideas with peers at various levels.
- ✔ Look at things from a different perspective and be hard, funny, intriguing or frustrating and therefore create growth.

Benefits for trainers/educators:

Trainers/educators can:

- ✔ Create an educational situation using participants' experience and keep the learning process close to the real-life.
- ✔ Engage participants equally and address those who are quieter to speak up.
- ✔ Make participants believe in their strength, giving them an enthusiasm for learning.
- ✔ Get the participants' perspective and understand better their needs, values, emotions, etc.

> *Besides being fun for most people, kinesthetic activities, which drama techniques usually entails, can help learners develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking.*

Possible to apply

The skills-through-drama approach can be used in non-formal learning in developing the educational competencies and to train the soft skill development of the participants while providing a safe setting to work on conflicts and problems.

Exploring, for example, cultural aspects of life skills can be made interesting by using drama while meanwhile polishing the intra-personal and communication skills.

Drama techniques and kinaesthetic activities can easily be modified to the needs and skill levels of the group. There are plenty of exercises to work with, even if the language skills in the group were not high or equal.

Read more

Learning outside the classroom

What is learning outside the classroom?

Learning outside the classroom, which has origins in the philosophy and teaching of John Dewey, uses the knowledge and the catalog of techniques developed in many organizations specializing in the method. It is a method that allows participants to be involved in other training activities than usual in the classroom/ meeting room. It is about getting participants out and about, providing them with challenging, exciting and different experiences to help them learn.

Why use learning outside the classroom?

This method shapes mutual trust in the group (and also participants to the trainer/educator), negotiation skills, effective communication, searching for non-standard solutions, searching for hidden talents, effective management of resources that are in the group.

Benefits for participants

Participants can:

- Develop intrapersonal skills, communication intrapersonal skills, life skills

Benefits for trainers/educators

Trainers/educators can:

- Address different learning needs of adults.
- Engage participants equally and address those who are less active.
- Support for new groups to build a team.
- Empower participants for being able to participate in social activities.
- Use it as an element of preparation before in-classroom training.

Possible to apply

The out of school learning method, depending on the identified needs of participants, can be freely shaped by the trainer (shortened, extended, several days, including the preparation stage).

This method allows trainers/educators to create something out of nothing and use existing elements of the environment known (they may look at them from a different angle) or unknown to participants. It can be used in both large and small groups and even independently in the initial phase to combine collected information into one coherent group as a whole.

Read more

Flipped learning

What is Flipped Learning?

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Why using Flipped Learning?

The general purpose is to allow the student to take responsibility for the learning process, to interact and reflect on the learning whenever needed, to have a more active role in learning where to engage in collaborative activity, peer learning, and problem-based learning. Active flipped learning is one that, the time usually spent teaching, is used for in-class activities, discussions, and group projects. The most meaningful learning occurs as a result of efficient use of the extra class time. The method provides students with different ways to learn content and demonstrate mastery.

Within this context, the role of the trainer shifts towards that of facilitator and coach by empowering students to take control of their learning. He/she can incorporate the use of different environments outside the classroom for learning, such as field trips and visits. He/she provide material for adult learners to prepare and reflect on before class and use class time to encourage deeper cognitive thinking via peer interaction and instructor challenges. It is also very beneficial to use technology enrich the flipped learning process and promote skills.

Benefits for participants

Benefits for trainers/ educators

Possible applications

Read more

THE TOOLS

This chapter contains the set of tools as an example of using five educational methods described above in practice. Every tool responds to the learning needs of adults who struggle with problems having low competence and addresses competencies identified as crucial for the target group. All of them were elaborated on the practical experience and tested by the group of educators working with persons with low competences.

The title of the tool	Competences addressed by the tool	On what method the tool is based.
How do you sail on your life ship?	Life skills Intrapersonal skills Professional skills	Storytelling
Those who tell the stories rule the world	Communication skills Life skills Cultural awareness and identity Social skills	Storytelling Peer Learning
Living book	Life skills Intrapersonal skills Professional skills	Storytelling Peer learning
Camera in a circle	Life skills Intrapersonal skills: Communication – interpersonal skills	Peer Learning
Speed Learning	Life skills Intrapersonal skills Communication – interpersonal skills	Peer Learning
Applied improvisation	Life skills Communication – interpersonal skills	Drama
Educational Escape Room	Life skills Intrapersonal skills Communication – interpersonal skills	Drama Storytelling Peer learning
A small act about mobbing	Life skills Intrapersonal skills	Drama Storytelling Peer Learning
Mothers and fathers on the market again	Life skills Intrapersonal skills Communication – interpersonal skills	Peer Learning Drama Flipped learning
A pop-up museum	Life skills Communication-interpersonal skills Intrapersonal skills Cultural awareness and identity	Learning out of the classroom

How do you sail on your life ship?

INTRODUCED BY	Kristýna Pochvalitová The inspiration is from coaches Iveta Štvartáková and Zlatka Strnadlová.
COMPETENCES ADDRESSED BY THE TOOL	**Life skills:** Stimulating creativity Motivating participants to engage **Intraperosnal skills:** Self-awareness development **Proffessional skills:** Working with priorities Description of the problem/situation
METHODS	Storytelling
DURATION	120+ minutes
METHODOLOGY	This tool is used initially in coaching. It is primarily intended for individual development. It works with principles of imagination, visualization and experiencing learning
TARGET GROUP	This method can be used for example in career counseling or in work with people who are before some significant changes (mothers after maternity leave, people/children who leave some institutional care…) It is useable for all age categories for children (8 years old and older) to adults.
GROUP SIZE	The tool can be used individually or in a group from 2 to 12 people, possibly more.
MATERIALS	▪ Worksheet with the ship for each member of the group ▪ Colour pencils or markers for everybody ▪ Papers in different colors for making a ship (everybody can choose a different color) ▪ Sticky notes ▪ Powerpoint presentation and list of questions to guide the activity (lecturer)
DOCUMENTS, HANDOUTS RELATED TO THE TOOL	Worksheet with the ship. Powerpoint presentation with step by step process. **Ship:** https://public.3.basecamp.com/p/1Yorj6mTxoRUd9oDMVT4Yd9P **Presentation:** https://public.3.basecamp.com/p/Mp8XqhxcnZiEQJqsgyQJoNuJ

Background

Initially a coaching method can be used in training days of different topics. It is good to use it at the beginning of longer cooperation or development. It can help to make clear and more uncomplicated our situation, find the priorities. Visualization makes it a suitable method for everybody.

We created it because I always want to do with my clients something that they can take home. It is better for remembering and visualization. In the beginning, it was a method invented for work face to face with one client. Then I have decided to try it with more people, in the group with significant problems with verbal expression of their needs, life situation, etc. The primary purpose was visualization and making complicated things more manageable. I asked questions, and they did not talk. They only used their worksheets and wrote down and drew having enough privacy. In the end they had a description of their current situation, essential things, and people in their lives. Then we can work with the worksheets on their own or in the group if the group is ready for it.

Objectives

- To see the complex of the situation with the positives, negatives, reserves, strengths, and risks
- To find the priorities and action steps (what I can do with the situation)
- To make the complicated situation clearer
- Visualization of the situation

Step by step process

We need to prepare all the materials above. The rest of the steps are included in the PowerPoint presentation. At first, we introduce the method to participants, then we work with them with PowerPoint presentations and open questions. The questions are prepared in PowerPoint, but you can use your own too. At the end of work, we can analyze the work in group or we can work individually with the learners.

Those who tell the stories rule the world

INTRODUCED BY	Adriana Gagliardi Inspired by the "The Moth Radio Hour" and the collection of stories known as "One Thousand and One Nights". The message from both sources is: "If you want to survive, you better have a good story to tell."
COMPETENCES ADDRESSED BY THE TOOL	Communication Skills Creativity and Learning to Learn Cultural awareness and Identity Social skills
METHODS	Peer learning, Storytelling
DURATION	120 minutes
METHODOLOGY	The tool is rooted in the fact that humans are natural storytellers. Storytelling is an integral part of the human experience, allowing us to understand our world, communicate with others, and express ourselves.
TARGET GROUP	Persons at all ages and with different abilities. It can be applied to any context.
GROUP SIZE	12/14 people. They should be assisted by two teachers
MATERIALS	Props, sound, and visual tools.
DOCUMENTS, HANDOUTS RELATED TO THE TOOL	

Background

Storytelling is appropriate for the acquisition of key competences: literacy, foreign languages, cultural awareness, and social and civic competences. Introducing storytelling in adult learning will improve access to education, especially for low-skilled adults, disadvantaged citizens, migrants.

Storytelling is a complementary language, compared with the more abstract language often used in educational programs; programs in which many adults from our target groups, have not been successful. Therefore storytelling has great potential to attract and motivate adults to learn.

Objectives

- Provide adults with low competences with the ability to speak well in order to gain access to society - Adults should be encouraged to experience language through words, sounds, intonation, and rhythm. Becoming verbally proficient can also contribute to the ability to resolve interpersonal conflict with discussion, negotiation, and tact.
- Develop imagination - Listening to a story encourages adults to use their imagination. Developing creativity contributes to self-confidence and personal motivation, and empowers adults to consider new and inventive ideas, crucial skills in problem-solving.
- Express individual and cultural identity - Stories offer an insight into the culture from which the adults come; they provide adults with a sense of history, community, heritage. Telling or listening to a story creates bond of understanding and respect.

- Develop empathy, self-reflection, self-expression and provide potential role models - By hearing a story the listener can empathize with the character and see the results of his actions.

Step by step process

1. Icebreakers' activities such as body percussions, songs, and games are not only a fun way to start the session but help participants to get to know each other's names; they also create confidence and connection. Laughter strengthens the bonds in the group.

2. Having participants sitting in a circle with a candlelit in the middle of it creates the right atmosphere that is a crucial step in an adult learning context.
3. The "ritual" setting reminds us that human beings have been telling stories around a campfire since they could speak, or probably before.
4. When everyone is at easy a theme is introduced. It can be a myth, a story from the Bible, poetry or a video.
5. Participants are asked to identify elements of the story such as characters, setting, conflicts characters have to face, solutions to the problems.
6. Participants share experiences among themselves
7. As participants identify easily with stories, they are encouraged to imagine how they would have reacted in similar circumstances.
8. The final focus of the session is either writing a story or draw a narrative storyboard.

[Here we add link to video to exercise with the international group]

Living book

INTRODUCED BY	Dragomira Shuleva
COMPETENCES ADDRESSED BY THE TOOL	**Life skills** Openness for learning something Ability to learn something Learn from failures **Intrapersonal skills:** Ability to manage his/her knowledge Changing the perspective that learning is boring **Self-esteem** Awareness about their own skills Communication – interpersonal skills: Speaking/presenting Interaction with… Presentation skills, to communicate in a proper way **Professional skills** Vocational education/training
METHODS	Storytelling Peer learning
DURATION	90-120 minutes, 120+ minutes
METHODOLOGY	The Living Book is a participatory learning method where participants develop new knowledge, attitudes, and skills by sharing their unique stories with others. It is an example of non-formal learning through knowledge sharing.
TARGET GROUP	Participants have to be literate (able to read and write)
GROUP SIZE	Minimum 10 - maximum of 20 participants in a learning setting for about two hours. If you have more participants with more 'Authors', please consider more time
MATERIALS	Flipchart paper - 10 pages Blue Tack – one pack Paper - size A4 – 30 pages Markers – colored non-permanent in black, blue, red and green – 25 in total for 20 participants
DOCUMENTS, HANDOUTS RELATED TO THE TOOL	This is an example of using the Living Book method to challenge stigmas and stereotypes, called 'The Human Library': https://www.independent.co.uk/arts-entertainment/books/features/human-library-volunteers-equality-challenge-prejudice-the-book-list-a8450506.html

Background

The Living Book as a method for adult learning engages participants in meaningful conversations about a topic that they are passionate about. There are many different sources from which this method has been developed and now it is difficult to trace its original roots. It has in practice in the UK, USA, Australia, Israel, and other countries since the year 2000. I saw this method in an NGO event in Sofia in 2010 and have adapted it to be used in knowledge-sharing workshops and corporate learning settings.

Imagine the possibility to talk to your favorite author and to share with him your thoughts about his book. In the Living book method, participants have a choice to be an 'Author' or a 'Reader'. Authors have to announce in advance the titles of their books and a brief description of the content to attract the readers. Readers have to subscribe, telling in advance which books they want to read.

After that, the organizers/librarians have to organize and announce the schedule and reading spaces for all books. (It is important to try to arrange that every reader can have a time slot to read his book. Suitable time slots are from 20 – 30 minutes for at least two hours 'Living Library', but if there are more authors The Living Book may last more than 120 minutes.)

Then the reading begins in self-managed small groups. Authors open the conversation by briefly presenting their ideas and then stay open for questions and/or contributions from the readers.

At the end of the reading, they present to the organizers a one-page summary, including the title of the book, the participants and the main topics discussed. These reports are exhibited in a way that everyone can see them.

The Living Book method could be applied in many settings including big conferences, workshops, communities, non-governmental, public and corporate.

Objectives

- To share knowledge among the participants
- To encourage self-directed learning
- To stimulate group cohesion
- To help the participants to learn more about each other
- To challenge prejudices, stigmas, and stereotypes

Step by step process

Step 1 - Invitation to join the Living Book

Timing: To be announced at least one day/ a few hours before the Living Book session. Orally or in writing as a formal invitation

Instructions: *Dear participants, please join our Living Book session by becoming an 'Author' of a book and you will be able to meet your readers. We do believe that you have something valuable to share with the other participants. You can choose a topic that you are really passionate about and probably had no time till now to start writing. Please, write down/send to us just a title and a brief description of your book in less than 50 words that will attract your readers. You never know when you might become a bestseller*

Step 2 – Exhibit the Books

Display the descriptions of the books and their authors in a nice way in a place where everyone can see them.

Step 3 – Attracting readers.

Timing: At least one hour before the session starts.

Instruction: *Dear participants, please choose from our Living Library' the Books that you want to read and you will be able to meet the author. Please, write down your name below each book that you want to read.*

Step 4 – Preparing a Timetable

Timing: Has to be ready before the session starts (takes at least 10-20 minutes)

Prepare a timetable to match as much as you can the readers with the books they want to read.

Arrange two-three (or more) reading spaces in order to have readings that will happen simultaneously. Look for suitable spots also outside of the room and mark them as 'Reading spaces'

Step 5 – Opening the Living Book

Instructions: *Dear participants, welcome to our Living Book session! We have here authors and readers that are probably eager to meet and discuss the books. Please, listen to the practical arrangements – where and when you can and read your book. (It is advisable that The Organizer/Facilitator reads the entire Timetable for clarification). There are time slots of 20-30 minutes. Please, do not go beyond that as there are other books to be read also. Now you can enjoy the reading. We will wait for you here again to share your experiences at (the agreed time).*

Step 6 – Reading

In this step the Organizer does not intervene the process of reading and only reminds gently about the Timing (might ring a bell or something else) and the reports that have to be produced at the end of each book by the author.

The Organizer collects all the reports and exhibits them so everyone can see them

Step 7 – Closing

Instructions: *Welcome back to all authors and readers. Now we are looking forward to your feedback. Please, let the authors speak first, then the readers. Please, share with us how did you feel now and what did you learn from this new experience.*

(Sharing has to last at least 15 minutes and let everyone be encouraged to speak)

'Reports from the Books will be available after this even at (agreed space online or as a document to be shared among the participants via e-mail).'

Camera in a circle

INTRODUCED BY	Łukasz Szewczyk The tool is described in: Nick and Chris Lunch, Insights into Participatory Video: a Handbook for the Field (link below)
COMPETENCES ADDRESSED BY THE TOOL	**Life skills** Openness for learning something Ability to learn something Learn from failures **Intrapersonal skills:** Ability to manage his/her knowledge Changing the perspective that learning is boring **Communication – interpersonal skills**: Speaking/presenting Interaction with… Computer and digital skills
METHODS	Peer Learning
DURATION	120 minutes
METHODOLOGY	The exercise derives from Participatory Video, which is a work method based on peer learning and storytelling and allows the participant to learn how to manage video equipment and make a short film in a group. It can be applied for various social groups and easily transformed to put another object, device, skill, etc. as a substantial matter.
TARGET GROUP	Working with this exercise is suitable for all groups of participants. There are no preconditions or recommended environment in which it can be used. It is usually pointed out that lack of technological skills might be an obstacle, however the very aim and structure of the process are designed to teach the participants all of the required competences.
GROUP SIZE	Recommended number of participants: up to 12 people. They should be assisted by two facilitators, if possible.
MATERIALS	Equipment required to conduct the exercise for a group of 12: camera recorders (simple handycams are sufficient, 2 items recommended), tripods (one for each camera recorder. Tripods are optional).
DOCUMENTS, HANDOUTS RELATED TO THE TOOL	https://insightshare.org/resources/insights-into-participatory-video-a-handbook-for-the-field/ http://real-time.org.uk http://pracowniacotopaxi.pl

The tool is actually only the first step in the Participatory Video method, however it perfectly demonstrates its inclusive and democratic character. It focuses on cooperation and group learning. It allows to get acquainted with basic video equipment through play and engages the entire group.

Background

The tool allows to experience using audiovisual equipment for the first time in the Participatory Video method. The PV has always offered a chance for marginalized groups to show their experiences and

needs through audiovisual means. Moreover, it empowers such groups and individuals, as they learn to recognize their potential through cooperation.

This method is based on an amalgam of experiences stemming from group dynamics, which would not bring as many benefits for the participants, if experienced separately.

The “Camera in a circle” exercise helps to overcome lack of confidence and apprehension towards digital equipment by sustaining a relaxed atmosphere and a playful structure.

However, the descried tool does not have to refer only to digital equipment. It is essential to understand peer learning basics and then flexibly adapt the tool to knowledge or skills we want to pass (e.g. sewing techniques, making origami, using driller, etc.)

Objectives

The exercise is based on the Chinese whispers, a play for children. The participants sit in a circle and pass on information and skills connected with video equipment to one another.

General goals of the exercise include:

- ✔ learning the basics of video equipment (i.e. camera recorders and tripods) that is going to be used in the entire PV process
- ✔ engaging all participants by assuming both roles, that of the teacher and of the learner
- ✔ mastering practical skills
- ✔ apart from learning the skills necessary for the method, the exercise serves as an ice-breaker and integrates the participants
- ✔ the exercise reflects the core idea behind the PV method: group learning, cooperation, sharing knowledge and experience

Step by step process

The participants sit on chairs in a circle. It is crucial to organize the exercise in a large space, without tables or other furniture. The facilitator tells the group that the aim of the exercise is to learn how to use a camcorder and tripod. He/she also explains that each of the participants will be a learner and a teacher, as the equipment is going to be passed around. The facilitator turns to the person sitting on their right or left, teaches them about the equipment and shows how to use it. It is important to remember that the initial instruction has to be adjusted to the group, so as not to overload them with too much information at once. It is recommended to limit the instruction to:

1. construction of a camera recorder (body, lens, batteries)
2. turning on/off
3. zoom in/zoom out,
4. replay button
5. warning that the equipment is fragile and has to be handed carefully, especially the lens (e.g. avoiding dirt and scratch marks)
6. assembling and disassembling of a tripod; installing a camcorder on it

Next, the person who was trained by the facilitator instructs the person sitting next to them. The routine is repeated until all of the participants learn how to use the equipment.

After the exercise, the facilitator asks the participants to share their experiences and afterthoughts. He/she supports the participants for whom their first experience with digital equipment may be stressful. The facilitator answers all questions, including those concerning the future use of camcorder. They may summarise the information learned during the exercise and highlight the most important notions.

It is possible to divide the exercise into a few rounds, so as to adjust the volume and level of transmitted information to the abilities of the group.

[Here we add link to video to exercise with international group]

Speed Learning

INTRODUCED BY	Dagmar Ďurčová A tool inspired by speed-dating
COMPETENCES ADDRESSED BY THE TOOL	Life skills - Openness for sharing something - Ability to learn something - Learn from other people´s experience (Intra)personal skills: - Ability to pass on his/her knowledge - Dialogical learning Communication – interpersonal skills: - Speaking/presenting
METHODS	Peer Learning
DURATION	30 minutes
METHODOLOGY	The method based is on peer learning and allows the participants to ease in with strangers and helps them share. It can be applied to various groups.
TARGET GROUP	Working with this exercise is suitable for all groups of participants. There are no preconditions or recommended environment in which it can be used.
GROUP SIZE	Recommended is even number of participants: 10 to 12 people. They should be assisted by the facilitator, if necessary.
MATERIALS	No special equipment required to conduct the exercise. Chairs and tables (Papers and pens are optional depending on the task given).
DOCUMENTS, HANDOUTS RELATED TO THE TOOL	

Seating as in speed-dating session. One row is seated and another row of students is moving. After mutually answering a question within the time limit of three minutes they move on. I would suggest asking them all three to five questions maximum.

Background

What we have in mind is when meet people for the first time is to make them comfortable, willing to share in front of a group. It is suitable for shy or introverted learners, those who have not shared things for a longer time or hardly ever out loud and also willing to share things they might feel quite personal about.

It brings the intimacy discussing things one to one only and still getting more than one feedback and also maybe more sincere than in front of a bigger group. As they go, they could change, improve or remember more and more about the question and share it with the second or third person. I believe they will appreciate privacy in the dialogue, recalling their experience, trusting it and building on it. They become aware of their stories and participate in a fun activity.

Objectives

Finding answers to questions. (or quiz questions too). Feeling comfortable – because of not sharing in front of all the strangers in the group but still getting more than one feedback. I recommend using it as a warm-up exercise for a new group of participants

- To increase self-awareness, learn self-value, boost self-confidence.
- To look for answers by themselves.
- To help others ask themselves questions.
- To show them eye to eye what they need to see, hear, etc.

Everything depends on the group and the questions used; the method is very versatile in that way.

Step by step process

1. Creating the environment, defining objectives.
2. Seating the participants.
3. Asking them the questions one by one (three to five questions), with a maximum three minutes for each pair.
4. One by one, the row moves to another participant.

Different steps: The trainer might wish to use flashcards with questions or quiz questions or different tasks to be done in the pair – it can be done so. There can also be feedback or summary done at the end of the block. (It all depends on the chosen activity).

Applied improvisation

INTRODUCED BY	Anne Tastula The improvisational theatre was created by Keith Johnstone.
COMPETENCES ADDRESSED BY THE TOOL	Life skills - creativity - cooperation skills - self-confidence - responsiveness to changes
DURATION	From half an hour to a few hours
METHOD	Drama
TARGET GROUP	Age range: above 7
GROUP SIZE	1-50
DOCUMENTS, HANDOUTS RELATED TO THE TOOL	https://en.wikipedia.org/wiki/Keith_Johnstone www.improvencyclopedia.org

Improvisation is the practice of acting and reacting, of making and creating, in the moment and in response to the stimulus of one's immediate environment.

Applied improv is taking concepts, ideas, and techniques from the world of improvisational theatre and applying them to business, relationships, learning, and life.

Background

The improvisational theatre has been widely practiced and performed since the 1950s. Educator and playwright Keith Johnstone developed various improvisational games that were not only used to train actors or to prepare for performances of improvisational theatre groups but also in workshops and projects with teachers of schools and universities, trainers in juvenile and adult education.

In education, improvisational approaches are used in all fields of teaching teachers, of designing and evolving didactic concepts, and also as a method of student-centered learning.

Using applied improv at a training offers a reliable way to shift out of automatic defensive approaches to uncertainty and into a more spontaneous, expansive state of mind that is highly conducive to learning.

Applied improv provides conditions for fun, trusting, relaxed and energetic learning environment. The importance of laughter can not be neglected. An injection of energy and fun increases quality and productivity later on.

Objectives

- ✓ Supporting participants creativeness, cooperation skills,
- ✓ Developing self-confident and responsiveness to change.

The aim is not only to be funny, joke-telling, merely silly activities or the theatre equivalent. The games can also be used as ice-breakers at the beginning of any training.

Step by step process

There are several exercises and games for different aims and these can be divided into different categories, such as for example, ice-breakers, trust, listening, collaboration, solo work, and narrative. Many of the games, however, overlap in many groups.

Purpose and outcomes of the games are never to compete or make fun of anyone or their skills. The trainer is in charge of the atmosphere and is to make sure that everyone is comfortable playing and modifies the game as needed. The framework rules are to try, to accept and to have fun.

There is no wrong way to do things. The 'rules' of the games are secondary. If some 'rules' are left unnoticed, or some are made up, it is ok! As long as this is a joint move from the group, not from a single participant.

Here are a few examples of the games, more can be found in books and from online sources or by taking an improvisation class!

Accepting: Same Circle

1. Form a circle.
2. One person makes a gesture and a sound. No need to be related.
3. The person beside them repeats the gesture and sound, and so on around the circle.
4. Another person starts another round with their gestures and sound. So on around the circle.
5. Try to go as fast as you can, but without starting the gesture before it arrives at you.

Great for releasing energy. The non-critical affirmation of one's movement by the others does magic to one's soul.

Spontaneity: Presents

1. Stand in pairs.
2. One gives the other one an imaginary present without saying anything. No need to try to think about what you are holding, but give it to your companion.
3. Upon receiving the present, name it by saying: Thank you for this xx! The first thing that comes to your mind.
4. Another way around.
5. This game works best if it is played fast, so participants really don't have the time to preconceive.
6. Most importantly; the presents are always the best presents one could imagine, and that should show!

The great warm-up exercise that helps you blank your mind. Good for control freaks. Laughs guaranteed.

Collaboration: I am a tree

1. The first participant goes to the middle, strikes a pose, and says who or what they represent. For example, he lifts his arms over his head and says "I am a tree."
2. A second participant arrives, adds to the picture, and also says who or what he is.
3. A third participant enters the scene and completes the suggestions from A and B.
4. Now that the scene is finished, player A leaves the stage taking one of the other players with them.
5. The other player stays on the stage and repeats their sentence (without changing their pose). As a result, he/she offers a suggestion for a new scene.

Great for learning to look at the same thing from many perspectives. If this is true, what else could be true?

Accepting, collaboration, listening: Six Episodes

1. Give a group a big task, like `The launch of a new flavor of toothpaste`, or `Building a new treehouse for the kindergarten kids.'
2. The team gets one minute to prepare six scenes, in which the given task needs to be completed.
3. After one minute there is no more discussing, they just play the six scenes.
4. Time it and see if they can make their minds up. Quarreling will just slow them down, so this will only work if players agree; they should be immediately accepting any usable ideas.

Excellent game to teach group storytelling and observe the spontaneous roles in a group.

Educational Escape Room

INTRODUCED BY	Małgorzata Winiarek-Kołucka Tool was created by Karolina Sieńkowska, Katarzyna Leoniewska, Rafał Wawrzyskiewicz, Nikola Gabrini, Małgorzata Winiarek-Kołucka
COMPETENCES ADDRESSED BY THE TOOL	Life skills - Openness for learning something - Ability to learn something - Learn from failures (Intra)personal skills: - Ability to manage his/her knowledge - Changing the perspective that learning is boring Communication – interpersonal skills: - Speaking/presenting - Interaction with parents
METHOD	Drama Storytelling Peer learning
DURATION	30-60 minutes
TARGET GROUP	The tool is addressed to families, parents with low social and parental competences. Our topics are cyberbullying or behavioral addictions. Each family can choose a theme for them.
GROUP SIZE	8-9 people in the group

We created and tested the educational escape rooms for families in which the parents have low social and parental competences. During the activities in the room parent and children cooperate and learn about cyberbullying or behavioral addictions.

Background

The idea of an educational escape room was based on our previous experiences of working with several target groups. We realized that most of the participants started to get really involved in the topic when they had to solve concrete tasks given to them. We came up with the idea of using the form of escape rooms, which is very popular among children and adults as well. In our educational escape rooms, we create characters who experience different problems (for example addictions, being a victim of cyberbullying) and the participants have the opportunity to help our created characters by several tasks and exercises. The characters are not introduced by actors, however their monologues are on video or their voices are recorded. The participants are divided into groups of eight to ten people and also get roles, which motivates them to enter the room. We found it important to have a trainer inside the escape room. This person plays the role which is able to help the group (for example as an expert). We created the tasks in a way to be challenging yet manageable for the target groups. We collected a wide range of ideas and the point was also to have various tasks to keep the tension and the interest of the participants. We always need to prepare a space, which is attractive in itself but can easily be created from an average classroom.

Objectives

1. Give families space to learn about cyberbullying and addictions in youngsters life.
2. Increase basic knowledge about cyberbullying or addictions necessary to better understand these topics
3. Develop skills to talk in families about these topics
4. Improve cooperation in a family.

Step by step process

The tool is divided into three parts:

1. preparation of the escape room
2. introduction to the escape room
3. work in the room
4. discussion after the task

Step 1 preparation of the escape room

Please find the room where the escape room will take place. It is really imported to find right place - room around 20m2 (not bigger because participants will lose time for finding tasks, this is not necessary, because our main aims are learning cooperation and get to know new knowledge about cyberbullying or addition).

Next step in preparation is creating tasks and preparing all materials to escape room for example in our escape room about cyberbullying we:

- Recoded 4 movies: first movie to introduce families to escape room and our stories - participants will travel in time to the future and will try to help 3 people who are stuck in virtual word.
  Tree movies show stories of 3 people, who have problems in internet
- Have prepared tasks for participants: first they must wake up the robot (trainer in the role who are inside the room) - they must recode some sentence, stay in the circle and together loudly speak this sentence to robot ("robot please wake up!"). Next tasks are connected with stories from movies, for example, one movie presents young men who lost sense of life- he all the time was playing computer games. He asks participants to prepare for time 10 pieces of advice on why it is good to go outside home?
- Thought about room decoration and bought all necessaries issues.

Step 2 introduction to the escape room

Please ask the group about their participation in the escape room: Have you ever been in escape room? If yes, ask what kind of escape room he/she visited. Explain that this is specific room because our aim is to get new knowledge and task, not only try to find exit from room. Read the group also the contract - rules in escape room. Show entrance movie.

Step 3 work in the room

A group of a maximum of ten people gets to the room.

Their first task is to find a way of communication with the trainer in role (for example in an escape room about cyberbullying, the trainer is a robot, and the group must find a way to wake up the robot because he//she will help them in the next tasks/steps).

After waking up the trainer, group must find a hidden task in the room. If they have problems with finding them, they can ask the trainer for help. The group spends 45 minutes working in each room.

Step 4 discussion after work

When the group finishes their work in the room, ask them about their feelings during the cooperation in escape room. Invite also participants to discussion about the topic which you show in escape room.

A small act about mobbing

INTRODUCED BY	Rita Dahl The authors of the tool are Rita Dahl and Päivi Hyle
COMPETENCES ADDRESSED BY THE TOOL	Life skills - awareness of the importance of norm-criticality - respecting the differences regarding sexual, ethnic, religious, social or class background. Intrapersonal skills: - awareness of participants' experiences of mobbing for various reasons.
DURATION	60-90 minutes
METHODOLOGY	Drama Storytelling Peer Learning
TARGET GROUP	Age range: above 18
GROUP SIZE	The tool is flexible and may be developed in a group.
MATERIALS	

Background

This tool was developed as a development act at a further education course for art pedagogues at Haaga Helia University. The aim is to increase human-rights based and inclusive art teaching.

Both developers of the method have a long experience as artists or art pedagogues. This method was developed in order to share our knowledge of multicultural and human encounters, art pedagogy and intercultural/humane skills, in order to empower groups that might normally be somehow oppressed or lacking some basic skills. Originally, this method was tested in spring 2019 in Haaga-Helia University of Applied Sciences with a specific target group: disabled people, and we thought also about applying it to the other target groups in need of basic skills, such as migrants and various other groups. This method is based on learning by doing, learning and internalizing the learned attitudes in a final debriefing-phase.

Objectives

This method aims at changing stereotypical attitudes and influencing attitudinal hindrances and finally increasing world full of allowance towards different kinds of learners and people in general. Norm-critical attitudes are needed everywhere in a multicultural, multireligious and globalizing world. Finally, the debriefing-phase, where the educator-facilitator shows slides about basics of norm-criticality, helps participants to learn by internalizing the things done.

- Increasing awareness about the importance of respecting the human rights of everyone, regardless of their ethnic, linguistic, religious background, or sexual and gender orientation.
- Debriefing of norm-criticality and acts of mobbing.
- Attitudinal education.

Step by step process

1. Reflection about mobbing experiences. Participants discuss first their personal experiences of mobbing and choose one of them as their topic.
2. Rehearsing or improvising the act in front of others
3. Reflection about the acts presented in the group - a short debriefing-phase where participants can freely discuss the acts and express their opinions and views.
4. Finally, theoretical information about norm-criticality is given to all participants.

Mothers and fathers on the market again

INTRODUCED BY	Joanna Zaremba , Małgorzata Winiarek-Kołucka
COMPETENCES ADDRESSED BY THE TOOL	Life skills - Openness for learning something - Ability to learn something Intrapersonal skills: - Ability to manage her knowledge Communication – interpersonal skills: - Speaking/presenting - Creating new opportunity for life-changing - Interaction with other peoples with the same experience
METHODS	Peer Learning Drama Flipped learning
DURATION	120 minutes
TARGET GROUP	Mothers/fathers who return to work after having a child, especially parents without experiences in work
GROUP SIZE	The recommended number of participants: up to 10 people
MATERIALS	Sheets of paper, markers, blue tack, smartphones, etc.

Background

Parents taking care of their children and often without previous work experience are anxious about fitting in the work market. They do not know what they should expect at job interviews, what questions could be asked and how to answer them. They have low confidence in their capabilities, and they are unable to identify the qualities that they have that could be useful for their future employers.

Objectives

- ✓ To enable young parents, who often have no work experience, to enter/reenter the work market.
- ✓ To make it possible for them to practice a simulated job interview in safe circumstances.
- ✓ To help them find in their everyday life, which often consists mainly of taking care of their child, such traits of character that can be used in the search for a job

Step by step process

The whole process takes 6 two hours of workshops. We present schedule for third and fourth workshops.

Third workshop

1. The facilitator invites participants to take part in this exercise in level they want to engage in it. He/she asks participant to divide into 3-4 groups (each group size: 3-4 person), which person they fill well. The facilitator invites to present their insta-stories about their parents' lives. It gives participants enough time for sharing. Please wait until every person in groups tells her/his stories. When they have just finished, please ask participants to choose 2-3 things which they like in being mother, 2-3 they don't like.

- Ask each group to write each one thing they like in being a parent on one sheet of paper, and each one thing they don't like in being a parent on another sheet of paper. Give women time to choose these 4-6 issues.
- Ask each group to present their answers for questions and put the written answers on paper on visible places in the room.

2. Give participants space to tell about their reflections. Ask them about their feelings during talking about parenthood:
    - What is their impression after this talking?
    - Why have they chosen this sentences?
    - What competencies (knowledge, abilities) are they developing during motherhood?
3. Present knowledge about Jasper Juul

Please tell participants about Jasper Juul conception of motherhood. Juul said that beeing parents develop people more than workshops – they learn themselves, develop a lot of competence, which is necessary on labour market.

4. What competencies have you grown in your parenthood?

Show participants a list of competencies. Read them carefully and explain the words each participant does not know. When you have common understanding of words, invite mother to write down each competences they achieved and developed during their motherhood?

Give participants, who want to share with another person their list of competence, chance to do this.

5. Close workshops ask participants what they benefitted during this workshop?

Please ask women to bring their list of competencies to the next workshop.

Fourth workshop

Between workshop please prepare stories of women which will be similar, but not the same, as stories of your participants are. The women just finished taking care of child and try to find job. Prepare the job advertisement, CV of this women and list of questions that this person can answer during interview.

1. Welcoming – prepare some exercises or questions to open the workshop with the group
2. Tell mother about the aim of these workshops – to explore interview
3. Prepare parents to be in the role.

Invite them to walk into this room. If you say walk they are walking, if you say stop they should stop when you speak up, they are jumping, if you say down, they are squatting. Give them several instructions, if you realize that women caught the point, tell them that now you change the meanings of words. If you say walk they should stop; if you say stop, they should walk; if you speak up, they should squatting, etc.

Give them space to make a mistake in this exercise. After this short exercise explain women that people like life in some framework, schema, understand this some meanings, but when we changed this schema we can see new perspectives. In nest exercise we will change the angles.

4. Tell participants that know they will get to know some stories. Show them the job advertisement a CV, you prepared before workshop. Ask them what stories tell these subjects.

Give participants space to answer. Help them by asking the questions. If they clarify the story, write down the name to the main character on the flipchart cards/sheet of paper and put it on the wall.

5. Now invite women to be in the role. They will be a board of company/HR workers, which what to haired our main character. One trainer goes to the part of parent who wants to get this job (please change your jacket or something also, to show that you are in the role; if you finished this just take off this jacket). The second trainer is facilitating this process.

The person as a board/hr worker asks the parent questions. Trainer in the role answer – you can also make mistakes, if you know what kind of mistakes, your participant can do an interview. The second trainer takes care of learning process.

If the interview ends, please take off the role. The trainer takes off the jacket; participants change the place where they were sitting as aboard.

6. Talk with participants about their brand new experience to be aboard/hr worker person

Ask participants about their feelings when they were a board/hr worker?

- What makes them sure that this candidate fits this job?
- What discourages them from employing this candidate?
- How our candidate can prepare to interview to make more possible that she will get this job? What you will tell her/advice her?

7. Write down and collect participants' voices and pieces of advice in one place. Add more information's about preparing to interview
8. Ask participants to choose and tell 2-3 points which they want to take care of most when they prepare to interview.
9. Prepare possibilities for participants to take part in the interview as a candidate. If it possible do this on this workshop/if not start another workshop on this exercise.
10. Close workshops and ask participants what they benefitted during this workshop?

A pop-up museum

INTRODUCED BY	Cecilia Bernabei Created by Dr Cecilia Bernabei (Teacher at IIS De Amicis-Cattaneo), Dr Elisa Pollastrini (Conference Interpreter) Developed by Joanna Zaręba
COMPETENCES ADDRESSED BY THE TOOL	Life skills: - Stimulate creativity - Motivating participants to engage in further learning - Ability to learn something new Communication-interpersonal skills: - Speaking/presenting - Ability to collaborate with others Intrapersonal skills: - Develop self-awareness - Improve self-esteem - Changing the perspective that learning is boring Cultural awareness and identity
METHODS	Learning out of the classroom
DURATION	60-90 minutes
METHODOLOGY	The peculiarity of the pop-up museum is that it can be realized in any context to share experiences, stories, and memories. It is not rooted in a single place or occasion, but it can be used as a way to stimulate creativity and collaboration, in or outside museums. In other words, it is possible to create mini pop-up museums everywhere. An exhibition cannot exist if there is no sharing. It can involve more methodologies, such as cooperative learning, outdoor education, peer learning, simulations, etc.
TARGET GROUP	Group of adults. Participants with any type of disorder are highly welcome.
GROUP SIZE	Up to 40 participants divided into teams
MATERIALS	Two clear sheet protectors for each participant, Two clothes pegs for each participant, Scissors, Sticky labels, Colored cards, Glue, A long rope, Tape

The creation of a pop-up museum as a method to involve everyone's own personal experience in order to stimulate a cognitive approach that will produce new knowledge. Pop-ups can be transferred to any context.

Background

The tool is based on the pop-up museum concept. It was originally created in the US and the UK outside their traditional location, in existing temporary and unexpected places, with strong community anchors and the aim of enhancing civic engagement. A pop-up museum can be an effective tool to encourage visitors (or non-visitors) to realize their personal exhibitions starting from their own experiences. The "now-you-see-it", "now-you-don't" aspect of pop-ups make the experience stronger,

less intimidating and more interactive, supporting a new way of conceiving the place of culture by involving the viewer on a non-institutional level.

Furthermore, their constant nomadism facilitates the possibility of introducing museums to new audiences, making museum buildings less imposing (bridging the gap between museums and not customary visitors). Lastly, pop-ups can be a starting point to encourage people to visit institutional museums. They can be easily transferred or re-constructed in any context to promote social arenas.

Objectives

- ✓ Motivate non-conventional visitors to approach museums as more accessible places that are not distant from society,
- ✓ Bring people together and transfer museum experience to other contexts. The approach can yield positive results even informal education places.

Step by step process

The pop-up museum can be created by a group (or groups) of people guided by a facilitator who provides materials and instruments to start the sharing work.

First of all, creating a mini pop-up museum consists of manipulating well-known objects, choosing them and creating a shared exhibition. Objects can be placed inside clear sheet protectors and hung on a stretched rope or glued to the wall, if possible. Each work is given a title just as if it was a work of art.

The second step consists of letting people create an individual work of art, using the materials given by the facilitator (and described above). The arrangement of the objects is decided by the group (or by the groups), which also gives a direction to their order.

Out of classroom learning – Oodi library

INTRODUCED BY	Łukasz Szewczyk, Agnieszka Borek, Radka Šušková
COMPETENCES ADDRESSED BY THE TOOL	Cultural aspect Cultural attention Life skills • Dealing with bureaucracy • Ability to learn something • Empower how to deal with different staff (Intra)personal skills: • Changing the perspective that learning is boring • Communication – interpersonal skills: • Speaking/presenting • Interaction Computer and digital skills
METHODS	Out-of-clasroom learning, storytelling
DURATION	120 minutes
METHODOLOGY	The exercise is an original development of out-of-classroom activities and storytelling components. In the case that described here, we focused on the experience of exploring of a previously unknown public facility, using its resources and familiarizing yourself with rules and regulations of a modern library. As most of the methods described here, it can be adapted to your own goal, intended outcome, place and group.
TARGET GROUP	The tool can be used for work with any type of group. If digital equipment is an obstacle here, you can freely modify it (e.g. providing printed photos, asking to collect and write down necessary data on paper). This tool is especially designed for individuals facing access barriers to public facilities, including new inhabitants of the area.
GROUP SIZE	Recommended number of participants: up to 12 people. They should be assisted by two facilitators, if possible.
MATERIALS	The participants should have smartphones with instated communication apps (e.g. WhatsApp, Messenger, Hangouts). The instructor has to prepare photos of the selected spot (3-4 photos of a building/place for step-by-step identification: from a detail that is hard to recognize to a full view of a building/place).

Background

The tool is based on the components of out-of-classroom learning, gamification, digital storytelling and field games. It is an original development of our experience of working with adults. Its key element is play and puzzle solving, which can be an effective incentive to learn for some participants (especially in the context of the Education By The Way, discussed in this Manual). It can be particularly attractive for young learners or those looking for out-of-standard forms of education. New technologies, such as digital photography and mobile communication apps, play the key role in this tool, and this can also be one of your teaching goals.

Please remember that depending on the goal, teaching method and group type, this method allows for major modifications.

Aim

The goals may vary and largely depend on the instructor's choice. Depending on the place, group and workflow, they can include:

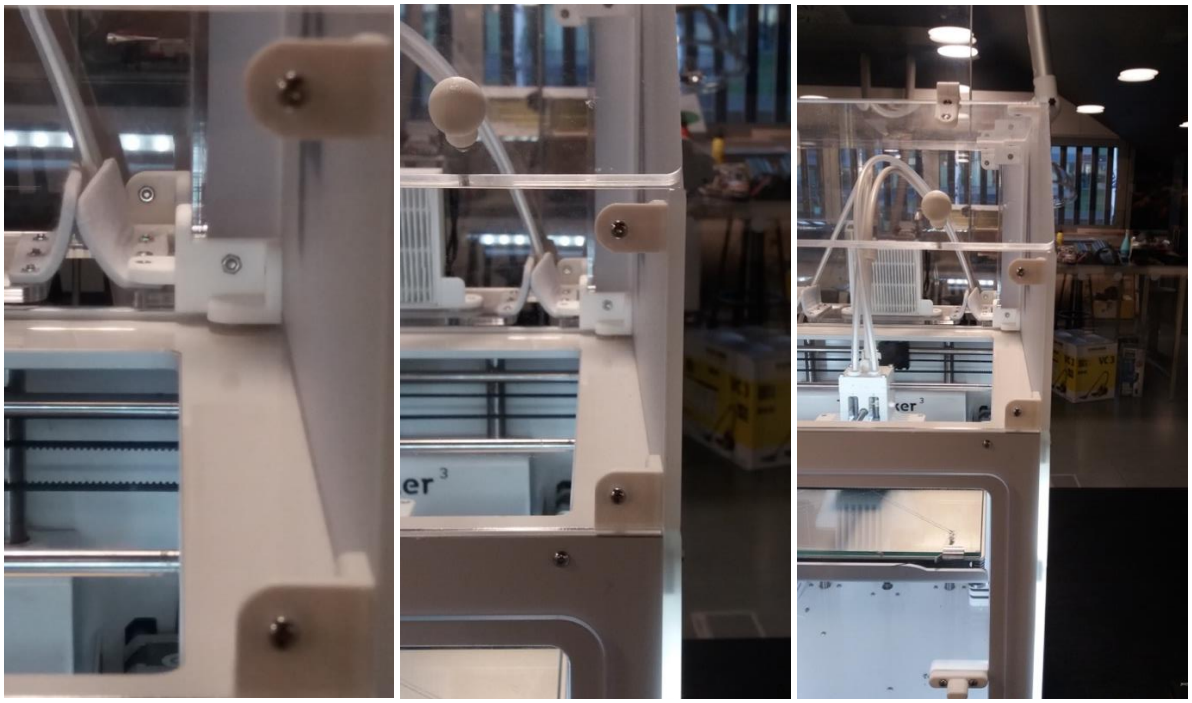
1. encouraging and familiarizing people that have not used a given public facility before (library, community centre, social service centre, cultural institutions, health, sports or education facilities, etc.)
2. pointing out important functions of a given facility and learning how to make use of them
3. `town exploration`, discovering its important spots for both long-term residents and newcomers
4. promoting activity, going out and integration of local community
    - learning how to navigate, communicate and deal with official matters that require interaction with civil servants of facility staff
    - creative exploration of a given space; paying attention to architectural details and equipment, contemplating and appreciating space, etc.
    - boosting creativity, self-expression and storytelling skills using various forms of expression
    - developing cooperative attitudes and communication skills within a group; focusing on co-working, group problem-solving and negotiation
    - learning how to use digital equipment and new communication tools

Step by step process

The description below refers to the tool used during the Education By The Way project workshop in Oodi public library in Helsinki. Its components may be freely modified and adapted to fit your aim, learner group, place, etc. In this case, the participants were free to choose whether they would like to complete the task by following the instructions of the facilitators (option for people who enjoy puzzle solving), or if they would like to explore the place on their own and tell a story about it afterward (option for people who prefer creative thinking tasks). The free choice strategy allows the participants to decide individually how they learn (the decision in itself might be difficult to make for some of them,

however), but on the other hand it requires the instructor to make additional preparations and pay extra attention. Your aim may define the type of the activity you choose.

Attention! Before presenting the task to the group, the instructor must prepare photo materials beforehand. When choosing a place, equipment, people, process, etc., always bear in mind the aim of the exercise. The goal of the task in this workshop was stirring the debate on future education, role and functions of future libraries, and the unexpected variety of what they might offer. In order to achieve this, the photographed equipment included a 3D printer, a computer with color grading software for videos, sewing machine and information point of the European Commission. Each piece of equipment/spot was photographed in multiple frames with varied level of visible details, so as to produce puzzling and unexpected shots. In case that the participants had problems with their identification, they were provided with additional photographs depicting more revealing details.



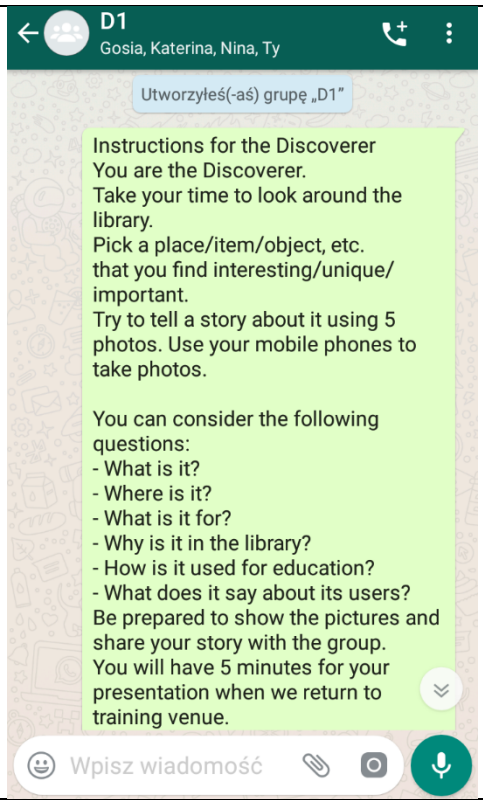
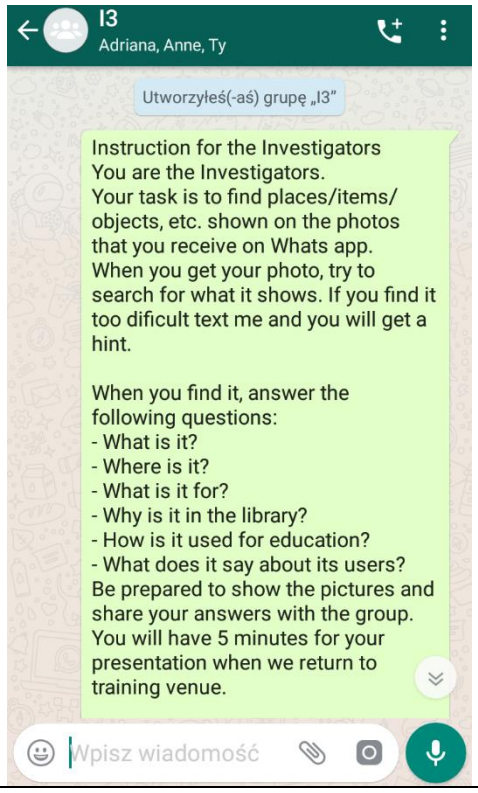
Another issue that the instructor has to deal with before the task is to ensure that s/he can contact all of the participants via a chosen social app (e.g. WhatsApp) and that the participants know how to communicate with this app. If your goal is to teach how to use digital communication tools, you can extend this initial part of the exercise (show how to download the app and use it, discuss privacy and data protection issues, present guidelines for online communication, etc.).

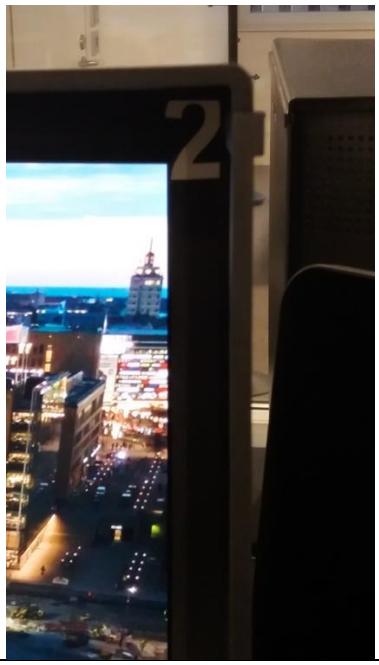
Workflow:

1. The instructor asks the participants to choose whether they would like to be Discoverers: creatively explore the place and tell a story about it; or Investigators: solve a mystery task. If it is important for you to have groups of more or less the same size, you may disclaim that each group has a limited number of members, and the last to choose a side have to join a group with less members (for example, you can do this by sticking post-its next to which the participants will have to stand).

2. Depending on the number of participants, you may divide each group (Discoverers and Investigators) into subgroups (2-3 people). Following this division, you create corresponding groups in your chosen social app via which you will be sending instructions, tips, updates on the remaining time, etc.

3. When the groups are formed, the instructor sends info about the task to each group, indicating the time for completing it. In our case, the instructions looked like this:

For Discoverers	
For Investigators	

accompanying photos for each group	

4. The instructor leaves the means and methods to complete the task to the participants, s/he might even be outside the selected space, however s/he must reply to all queries that pop up via the app.
5. When the time for the task runs out, all participants meet in a designated place (e.g. a pre-reserved room), where they can comfortably share their experiences, solutions to the task and newly acquired knowledge. The way you organize this group follow-up session is note set and it can be arranged to suit your intended goal. However, we do recommend that there should be time for spontaneous sharing of the experience (the participants should feel comfortable enough to express less positive attitudes as well), presenting the outcomes of the task (it is crucial that the instructor or the participants explain what their task was about, as it may have differed from group to group), and a short summary of the knowledge acquired through that experience (e.g. how to use a public library step-by-step, how to get housing assistance when you are an immigrant, etc.). As a conclusion, you may want to discuss how to put that knowledge into practice.

THE FEEDBACK

What is the feedback?

Feedback is a piece of valuable information given to a person regarding their behavior, conveyed in such a way that the recipient of feedback maintains a positive attitude towards himself.

The purpose of giving feedback is not to evaluate the behavior of the person to whom we give feedback but to change the practice and development of that person.

Why use feedback?

Giving feedback is one of the key factors in effective learning. The lack of current reinforcing feedback makes learning longer and leads to losing the opportunity to consciously developing participants' strengths and repeated the expected activities.

Possible to apply

- Training for people with low competencies as communication training, dispute resolution, as an icebreaker, for team building

Step by step process

There are four simple rules of giving feedback:

1. Make it timely - choose the right time and place for feedback
2. Keep it private - direct your feedback to the person to whom it relates, without the participation of other people
3. Use “I” statement - I statement does not refer to the behavior of another person, but to how we feel in relation to their behavior or the situation that took place and what we expect from it.
4. Address two issues only

During the conversation with participant

1. Ensure the person that the subject is very important for you and encourage them to to give you their feedback. Tell them why their feedback is important for you.
2. Accept both praise and criticism.
3. Do not dispute or deny, just listen carefully
4. Be open and authentic
5. First of all, listen carefully.
6. Make sure you understand
7. Offer thanks for the feedback

You can use three techniques described below:

The sandwich technique includes three steps**:**

1. Praise - "Positive" emotion / information - the purpose of which is to praise the person to whom we want to give feedback for what he/she has done well. It's worth mentioning some 2 or 3 specific issues that the person really did well
2. Criticism - "What to improve?" - At this stage it should be said about what exactly needs improvement. Try to maintain a positive overtone.
3. Praise - Positive emotion / information - which ends the conversation. It can be: thanks for work, motivation to further work with words such as" I believe that you will manage", and a proposition of support.

Undoubtedly, the main advantage of the above model is its positive character - focused on solution and motivation of the recipient.

An example of giving feedback using this technique:

1. Praise - *You did great in this group exercise, you were involved and creative*
2. Criticism - *The next time you try this exercise, speak a little slower and louder so that all group can hear you*
3. Praise - *Thank you very much again for your creative contribution to this exercise.*

FUKO technique helps create a message that describes the impact of a particular situation or behavior. The name of the tools is an acronym formed from the first letters of other Polish words:**.**

F – (in Polish fakty) Facts

U – (in Polish uczucia) Emotions

K – (in Polish konsekwencje) Consequences

O – (in Polish oczekiwania) Expectations

An example of giving feedback using this method

F – *You gave a lot of good ideas during this session.*

U – *I like your way of contributing your experience and knowledge with the group.*

K – *It influences other participants and helps them to see their problems from different angles.*

O - *Please, keep doing like that.*

SBI feedback focuses comments on specific situations and behaviors and then outlines the impact that these behaviors have on others. Its name is an acronym formed from the first letters of other English words:**.**

S – Situation

B – Behavior

I – Impact

An example of giving feedback by the SIB method

S - *During today's training, you didn't come back from a break in time*

B - *Although you have signed the contract that you will respect the breaks*

I – *Your group lost the opportunity to do a full exercise.*

EVALUATION OF LEARNING - THE WAY TO IMPROVEMENT

What is evaluation of learning?

Evaluation of the educational process comprises collecting and analysing information that drives to conclusions on the value of the process and effects of learning. It is something more than just an assessment because it aims at the development and improvement of the learning process, and its effects. Evaluation has many practical functions, such as:

- **Educational** – evaluation enables acquiring knowledge that supports management of learning and improvement of educator's competences (as they also learn in this process[6]),
- **Decision-making** – evaluation supports evidence-based decision-making, so it facilitates and underpins decision which learning activities should / should not be continued, changed or replaced by others,
- **Developmental** – evaluation helps improving the quality, relevance, utility, effectiveness, efficiency, impact, and sustainability of a learning process,
- **Promotional** – evaluation increases credibility (both educators / trainers and an organization that implements learning) and, thus, enables obtaining recognition and social support,
- **Procedural** – evaluation eases meeting donors' requirements (as a prerequisite for obtaining funds),
- **Accountability** – evaluation demonstrates the actions taken during learning, its effects and their impact on learners; consequently, it increases responsibility of educators and learners for this process.

Possible applications of evaluation

Evaluation can be carried out at the different stages of a learning process. Depending on when a measurement is taken, it may have a formative or a summative character. The formative evaluation aims at the development and improvement of ongoing activities, while the summative evaluation focuses on their effects.

- **Ex-ante evaluation** is carried out at the phase of planning[7] or at the beginning of a learning process. This is mainly intended to adjust learning program to learners' needs, as it helps an educator to find out what they know about a given topic. Having this information, a trainer can adapt training activities to these needs, as well as measure achieved effects (by comparison of initial and final knowledge / skills).
- **Mid-term evaluation** is conducted in a given moment of the educational process (e.g. in its half). It enables assessment of the quality of pending learning, demonstrates the outputs obtained at

[6] This knowledge refers to learners' needs, choosing activities that are most useful for them, using more effective and efficient methods of learning, achieving the best effects in this process.

[7] If it begins before a learning process, it supports verification of its logic (consistency between planned goals, activities and effects), analysis of the conditions in which learning is provided (social, economic, legal, organizational, technical), as well as identification of potential difficulties and elaboration a risk prevention plan.

a given stage, and supports verification and update of prior assumptions; hence, it empowers modifications.

- **On-going evaluation** is running throughout the educational process (thus accompanies it). This evaluation is focused on diagnosing and solving immediate problems, so it improves the quality and effectiveness of learning. It is about checking whether all the participants keep track, whether they understand and have a good overview of the topic. If not, a trainer can modify the learning process to make it beneficial for every participant.
- **Ex-post evaluation** takes place immediately after completion of an educational process or in a long time after its finalizing.[8] As it is carried out at the end of the learning process, it links the training and real-life activity; thus, focusing on practical results.

Every type of above-mentioned evaluation leads to recommendations that refer to the improvement of the educational process and its effects. Depending on the evaluation objectives, perspective (place of an evaluator in a learning process) and resources,[9] evaluation can be conducted by:

- ✔ People involved in a learning process (both learners and educators) and an organization that implements and manages this process (**self-evaluation**),
- ✔ An internal entity, e.g. a specialist in evaluation (**internal evaluation**),
- ✔ An external entity to whom the evaluation is commissioned (**external evaluation**).

None of these perspectives is better than other as they have their own strengths and weaknesses. Therefore, it is worth combining all of them.

Why conduct an evaluation of learning?

Evaluation focuses on various stakeholders of the educational process, such as learners and their communities, trainers, organizations delivering the training as well as financing it. All of them can benefit from an evaluation that provides valuable feedback. Evaluation questions and criteria – such as satisfaction, relevance, effectiveness, efficiency, utility, impact, and sustainability – enable to find out:

- ✔ How much **satisfaction** learners have with the educational process and its effects,
- ✔ How **relevant** learning methods are to the learners' needs and their personal development,
- ✔ What has changed and how **effective** was the learning,[10]
- ✔ How **efficient** is the educational process,[11]
- ✔ How **useful** are various results of learning for different stakeholders (contribution for practice),
- ✔ If learning has an **impact** that reaches beyond direct learners,[12]

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[8] For instance 6, 12, 18 months later when we want to examine postponed effects of learning (e.g. finding a job).

[9] Such as time, finance, workforce, collected information, technical support.

[10] It can be measured by comparing planned vs achieved objectives and results of learning.

[11] It is the ratio of the obtained effects of learning and the resources allocated (input).

[12] It occurs when they disseminate acquired skills, knowledge, attitudes, and awareness among people who were not participants of a learning process. During it learners acquire not only work-related skills, but also life skills (attitudes, habits) which empower and equip them with the capabilities required for real-life situations they face. It is increasingly discussed how much giving adults with low competences more autonomy and self-efficacy

✔ What are the deferred effects of learning and their **duration** after completion of this process.

Evaluation questions and criteria are connected with a moment of measurement and may refer to the educational process and its management as well as the achieved effects and their reasons.

Step by step process of evaluation

The evaluation process consists of phases, such as conceptualization / design and planning, data collection[13] and analysis, reporting, and, finally, using evaluation findings by implementing given recommendations. Regardless of these phases, evaluation is conducted in line with a chosen logic model. One of the most popular approaches to the learning assessment is the Kirkpatrick Model which consists of four levels of training's results: reaction, learning, behaviour, and results[14]. However, it can be also combined with the Kellogg's Program Logic Model (often used in projects' evaluation) which takes into account the sequence of the elements that cause an expected change: inputs (resources), project activities, and its effects (outputs, outcomes and impact).

The following table can help trainers / educators in adapting both Kirkpatrick and Kellogg Model in their evaluations as well as in using various methods of data collecting.

Levels of training effects / evaluation phases	Evaluation criteria and questions[15]	Recommended methods of data collecting
Reaction	How do participants respond to the learning process: • What elements of a training do they like more/less? How do participants feel about a way of conducting a training, its program, effects and organization? (**satisfaction**) • To what extent the learning methods and their effects are relevant to the learners' needs? (**relevance**)	• Observations, surveys, individual or group interviews run immediately after the training. • Active methods of gaining feedback, e.g. poster sessions ("talking walls / tables", unfinished sentences),[16] "suitcase and wastebasket", "traffic lights"[17]

can have a multiplier effect on their communities, as participants – even unknowingly – may share the knowledge and know-how they have acquired with other people (including their children), thus motivating them to engage in further learning and contributing to social inclusion.

[13] These are information that enable answering evaluation questions and valuing an educational process according with chosen criteria.

[14] **Reaction** – appraisal of the emotional response and satisfaction with the training; **Learning** – focus on the progress of knowledge, skills, etc.; **Behavior** – following the change in the participants' behaviour, **Results** – checking whether the training was beneficial on a company/organization level.

[15] These general evaluation questions should be "translated" to more detailed ones addressed to respondents (in the form of research tools such as questionnaires, scenarios of individual or group interviews, observation sheet, knowledge skills tests, etc.). It is worth mentioning that not only training participants can be a source of information on a learning process and its effects, but also trainers, organizers, sponsors, partners, etc.

[16] Attendees discuss or point out what they liked / disliked about the learning process, and how it could be modified in order to improve it.

[17] Participants assess what elements of the learning were relevant / irrelevant.

Learning	To what extend the planned results of a learning were achieved: (**effectiveness**) • What was and what was not learned as regards awareness, knowledge, skills, and attitudes? • To what degree each participant acquired awareness and knowledge, improved skills, changed attitudes?	The methods can be used separately or combined: • Knowledge or performance based tests (pre / post[18]), both teacher, peer, self-managed • Observations, role-playing according to various scenarios
Behaviour	Do the participants use any new knowledge/skills/attitudes: (**utility**) • Which parts of the learning were more / less useful? • Did the participants apply the learning effects?	• Pre- / post-test comparisons, interviews, surveys, observations, case studies (in reference with the customs and procedures before and after the training) • Letters to trainers, diaries, job shadowing
Results	What are the postponed effects of the training? Are they durable? What factors enhance their persistence in time? (**durability**) Did the learning have any influence (in an extension phase) on people who did not participate in training,[19] reference groups, organizations, local communities? (**impact**) To what extent was the learning efficient when we compare inputs (allocated resources) and obtained effects? (**efficiency**)	• Counterfactual methods (comparison of the situation before and after the training, using experimental and control groups[20]) • 360° measurement (interviews / surveys with various stakeholders, e.g. managers, co-workers, clients, colleagues, family members) • Comparison of various indicators before and after a training (e.g. numbers of complaints, error rate, days of absence, sales increase) • Experts assessments, cost-benefit or cost-effectiveness analysis

Sources:

D. Kirkpatrick, J. Kirkpatrick, adjusted.

W.K. Kellogg Foundation (2004). Logic Model Development Guide

https://www.betterevaluation.org/en/resource/guide/wkkellogg_logic_model_dev_guide

Kirkpatrick, D. (1996). Revisiting Kirkpatrick's four-level-model. Training & Development, 1, 54-57.

Kirkpatrick, D. L. (1994). Evaluating training programs: the four levels. San Francisco: Berrett-Koehler.

Evaluation criteria OECD/ DAC:
https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

[18] A pre-test is conducted before a training, while a post-test after completing it to assess the scale of change in their knowledge, skills, and attitudes.

[19] For instance, other student, co-workers, colleagues, family members.

[20] We compare learning effects in a group of people who participated and did not take part in a training.

Evaluation Standards by the Polish Evaluation Society: http://pte.org.pl/wp-content/uploads/2015/08/PTE_Evaluation_Standards.pdf

UNDP Evaluation Policy: http://web.undp.org/evaluation/policy.shtml

WHO IS BEHIND THIS MANUAL?

The manual was elaborated by a transnational team of experts in the frame of “Education by the way” project supported by the Erasmus+:

The NGO Trainers’ Association, Stowarzyszenie Trenerów Organizacji Pozarządowych – STOP

Gathers 200 members and works on the quality of learning process in non-formal education. The most critical area of activity is training new trainers, developing qualifications of the professional ones, and introducing new trends and “other” ways of learning. STOP Trainers’ School is an answer to a strong need expressed by numerous activists of NGOs, entrepreneurs and civil servants to create Polish training called “Training of Trainers” (ToT). It is addressed to persons, who plan to actively engage in the development of civil society and work on high quality in learning basis. STOP delivers many activities in the field of youth and adults education, especially in training of trainers, educators, and facilitator

More information: www.stowarzyszeniestop.pl/about-us

The Association of Czech Experts in Andragogy (AOA ČR)

A non-profit organization that brings together individuals (trainers, lecturers) and legal entities working in the field of adult education. The aim of the Association's activity is to take care of the professionalism of its members and the services provided by them, thus contributing to the development of adult education. AOA ČR represents its members and their activities in international organizations (EAEA - European Association for Education of Adults and CEDEFOP - European Center for Vocational Training), submits proposals and cooperates with state authorities in the preparation and implementation of legislative and other measures in the area of adult education. Another objective of the association is to cooperate with similar institutions, to coordinate the activities, exchange and disseminate professional information and experience in the field of adult education among the members of AOA ČR.

More information: www.aoacr.cz/projects

Kansanvalistusseura, The Finnish Lifelong Learning Foundation – KVS

Politically and religiously non-affiliated organization established in 1874. We work as a specialist and service provider of lifelong learning specializing in communications and media literacy education. For us lifelong learning means curiosity, empathy, tolerance, and care for the environment. Our aim is that everyone has the chance to learn through life and to lead a full life in harmony with other people and the environment. Our activities include advocacy work and publishing, education and international cooperation. We publish European Lifelong Learning Magazine (Elm) (www.elmmagazine.eu) and facilitate the Communication Unit of European Association for the Education of Adults (EAEA). We also maintain an online distance school for Finnish expatriate children and youth all over the world.

More information: www.kansanvalistusseura.fi/briefly-in-english

Replay Network

An Italian association of educators and trainers active at an international level within almost all the European Programmes regarding non-formal education, learning through mobility and active citizenship. Replay Network designs, organizes and develops different kinds of training and educational activities for trainers, young people, and adults, organizations, etc., using non-formal learning, active methodology and international mobility to contribute to the personal and professional development of people in a permanent learning perspective.

More information: www.replaynet.eu/en

The European Association for the Education of Adults (EAEA)

The voice of non-formal adult education in Europe. EAEA is a European NGO with 130 member organisations in 43 countries and represents more than 60 million learners Europe-wide. EAEA is a European NGO whose purpose is to link and represent European organisations directly involved in adult learning. Originally known as the European Bureau of Adult Education, EAEA was founded in 1953 by representatives from a number of European countries. EAEA promotes adult learning and access to and participation in non-formal adult education for all, particularly for groups currently under-represented.

More information: https://eaea.org/