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In-Service Training Manual

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PART I: INTRODUCTION

STRUCTURE OF THE DOCUMENT

To facilitate the reading and the planning of the In-service Training Programme, its structure is presented below. This Programme is divided into three parts.

The purpose of Part I is to position the In-service Training Programme in the context of the Engage project and allow users to understand the aim of the project within the Erasmus+ Programme. This part contains references to the migration situation in Europe, to the challenges that the project partners have decided to respond to, and to the target group which this In-service Training Programme is aimed at.

Part II is the central and operational part of the Programme. It provides clear guidance on how to address and implement the planning aspect of the In-service Training Programme. In this regard, the planning points are presented: the planning circle, the in-service training, and the methodology.

Following the current trends of building flexibility into learning, the selection of content and activities necessary to achieve the objectives and outcomes defined for each area has been left to the trainer. This freedom will allow the trainer to adapt to the real needs of each group of participants. With this approach, we wanted to offer a unique and sustainable programme featuring flexible and adaptable outcomes.

To offer further support to the trainers, especially those who will face that role for the first time, Part III offers a summary of suggestions for possible content and activities to be carried out during the In-service Training Programme. The content and activities are subdivided according to the training phases in which they can be used: in the introductory phase (icebreaking activities), in the central part (group and individual activities for building skills and knowledge), and the final phase (activities for evaluation).

In the development of this In-service Training Programme, we wanted to use the concept of informal learning since it is seen as the most suitable form of learning for the target groups. Informal learning is the form of learning that has always existed in the experience of the individual. The essential element of informal learning is spontaneity and casualness as well as a dose of unpredictability. Today more than ever it is evident that the individual learns constantly, and not only in the formal context. Learning is one of the innate needs of the human being and in this sense it must be supported. All elements that cannot be planned and consequently come to send the need for programming.

PURPOSE AND CONCEPT OF THE ENGAGE IN-SERVICE TRAINING PROGRAMME

As written in the project application form, the In-service Training Programme will place significant emphasis on working with non-traditional embedded learning and enquiry based approaches, capitalizing on the ubiquity of new online learning and informal learning environments.

Therefore, adult educators and migrant support workers who will support migrant women to complete the blended Integration Leaders Curriculum and to use the online digital toolkit will need to be supported with this Programme to work in online environments.

The Programme should also support adult educators in helping learners with additional needs that might include a low level of language competence in their host country language, lack of experience of attending formal training, lack of IT competence, and lack of self-confidence in understanding training.

Each group, in addition to the mentioned needs, will have its one, very specific need related to the cultural background of the participants and of the hosting country. Special attention has to be given to the way how these different cultural backgrounds will meet and match each other.

This programme is structured in such a way as to provide educators with guidelines for planning activities with their own interest groups in their respective countries and cities of residence. The primary objective is the respect of the specificity of every partner and of the subjects involved in the updating process, having particularly clear the principle of respect for cultural diversities. Its structure will be explained in Part II. The common element of all parts is the objective to be achieved, namely the strengthening of migrant women's personal competences and enabling them to become integration leaders.

The increase in the number of migrants and their mobility within Europe is a constantly developing reality. The ageing of the European population will ensure that net migration flow into Europe will continue at a steady pace for many years to come. Successful integration of these migrant communities into civil and political life is essential if a cohesive and inclusive society in Europe is to be achieved.

The Engage project recognises the need for a new approach to the provision of migrant integration support. This is why the Engage project is more focused on the integration of migrants through education and establishment of a new profile of an *integration leader*, which could be also perceived as that of a *cultural mediator*. Central to this new approach is the development of the project's intellectual outputs:

- IO1) Integration Leaders Curriculum
- IO2) Digital Toolbox of Integration Resources
- IO3) In-service Training Programme
- IO4) E-learning Portal and Digital Toolbox
- IO5) Policy paper.

To achieve this goal, the project partners were committed to formulating, structuring, and piloting a new, bespoke integration curriculum as well as a suite of flexible and adaptable training resources that will help adult educators to achieve their integration objectives and support the new integration leaders.

As in any other in-service training programme, these must be adapted as much as possible to the needs and expectations of the target group. This In-service Training Programme has been developed on the principles of actuality and sustainability of content and the proposed methodology.

The content has been selected following other intellectual outputs developed within the Engage project – the Integration Leaders Curriculum and the Digital Toolbox of Integration Resources. For the methodology, we used the approach of learning by doing. David A. Kolb pioneered the idea of experiential learning, which is learning through reflection on what was done and in which the focus is on the individual's learning process.

Another aspect of innovation within this curriculum is the preference of non-formal and informal models of learning over the formal learning model. We believe that activities and objectives to be achieved will have a better impact on the target group and end users if the non-formal and informal model is used. Particular attention will be given to the selection of the environments in which the in-service training will take place, with preference given to environments characteristic for the social and cultural context of the city/region over traditional classrooms. Although trainers have to be sensitive to learners' needs and adapt their teaching to a particular moment and context, they nevertheless need a framework on which to base the content. It has proved difficult and sometimes contradictory to incorporate elements of non-formal and informal learning into a training programme since programming is a prerogative of the formal system while informal learning takes place in a context that is spontaneous, occasional, difficult to foresee, and therefore cannot be planned and contextualised.

TARGET GROUPS AND FINAL RECIPIENTS

The In-service Training Programme is designed for two distinct target groups:

- adult educators and workers in migrant support organisations who will take part in in-service training
- migrant women who have the potential to emerge as integration leaders in their communities.

In modern society, the role of the educator is continuously being adapted. On the other hand, the role of integration leader has become increasingly present and necessary, especially in areas with high immigration rates.

The trainer carrying out this type of in-service training has two main roles, being the moderator and the facilitator of the learning process.

The trainer as a moderator needs to know:

- the needs of the target group,
- the background of each member of the target group.

The trainer as a facilitator of needs to know how to:

- listen to and understand the learners and use their interaction in the learning process,
- motivate and involve learners in the learning activity,
- create and maintain a positive and stimulating learning/working atmosphere,
- use the social and natural environment as a favourable and motivating learning climate,
- monitor the group's dynamic,
- monitor the development of learners' skills.

Who is the *integration leader*?

In modern society, this is a profile that is also connected with the working and professional environment. The integration leader in this context is the principal, day-to-day manager responsible for coordinating, planning, problem solving and implementing all requirements to achieve integration and business results. It is a huge task and a very misunderstood role.

This is an essential and crucially important role devoted to achieving business results set by the company, setting principal objectives, and making key decisions.

Referring to the migrant context, the integration leader is considered to be a mediator between the members of their own 'community' of origin and the social and cultural community of the country in which they are currently living. Like in any other context, including the context of migration, the integration leader needs to be able to:

- **Manage the chaos** by serving as the main day-to-day point of contact for all things related to integration, and establishing the overall integration process design, mechanics and protocols to be followed by all participants and executives.
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- **Accelerate the process** by helping the members involved to manage the pace and momentum of integration, and pushing for timely decisions on key issues and providing true accountability for action items and deadlines.
- **Architect success** by continuously providing focus and direction on what matters most, and searching for and highlighting best practices or potential disconnects that could destroy value or create risk.
- **Personally drive the change** by being directly and principally involved in the subject matter of major issues so that this role helps manage the “white space” and dependencies by identifying issues, and then coordinating and communicating resolutions to all involved.

PART II: GUIDELINES FOR PLANNING AND IMPLEMENTING THE IN-SERVICE TRAINING PROGRAMME

1) PREMISES

Formal learning is education normally delivered by trained teachers in a systematic and intentional way within a school, higher education institution or a university. It is one of three forms of learning as defined by the OECD, the others being informal learning, which typically takes place naturally as part of some other activity, and non-formal learning, which includes everything else, such as sports instruction provided by non-trained educators without a formal curriculum.

Research indicates that 70-80% of all learning comes in the form of informal learning; however, it seems to be largely ignored in training. Consider some of the characteristics of informal learning:

- it is something that is not highly conscious
- it is part of a daily routine
- it is self-directed and is often triggered by either internal or external motivation
- it can be unintended, casual and unplanned.

People are learning every day by watching, observing, talking and listening to peers, supervisors, customers or clients, and vendors, colleagues, neighbours. Their behaviour is heavily influenced by the so-called *silent trainer* of a group, otherwise known as the culture of the organization of a group. So what is your culture of teaching?

While formal training requires very strict planning content which can be quantified, informal training centres around self-directed motivated individuals (learners) and trainers - it can be unintended, casual, and unplanned. Informal learning programmes provide a lot more flexibility for both the trainer and learner and it is a mutual learning process. Informal learning belongs to a specific field of psychology and pedagogy because it requires a trainer who has knowledge and skills to adequately select methods for creating content that makes sense for learners. This In-service Training Programme describes methods of active learning which can be a guideline and support for trainers in life – giving content of this non-formal/informal training. Informal learning is often overlooked and not regarded as particularly valid learning and teaching culture. Some researchers and academics (though not all of us!) have the opinion that informal learning is less valuable than formal, prescriptive learning (due, in part, to the fact that it is difficult to quantify - they believe that if it cannot be quantified, it has no value). But informal learning is what keeps us vibrant, mentally active and interested in the world around us, as well as our own development. Just because informal learning cannot be quantified easily does not mean that it is not worthwhile – or even essential to our development and growth as human beings.

The idea here is that adult educators and those working with migrants can now become part of the mutual learning process. Since anyone can create learning resources quickly and easily, more content can be developed by those who best understand the needs of those learners - migrants. Non-formal and informal learning allow adult educators to support learners in new learning environments (meaning the learners can choose the information they care most about and access it as needed, rather than sitting through mass live training sessions where the topics covered may not always be relevant). These types of possible learning environments are also described in this In-service Training Programme. Informal learning content is also more easily shared and distributed via social channels like Facebook or Twitter, and more adaptable to mobile devices for “on-the-go” viewing. In other words, a well-developed informal learning programme provides information to learners anytime, anywhere.

While all learning models are capable of delivering content quickly on-demand, non-formal and informal learning are generally more convenient for the migrant women, especially because they usually have a lack of experience of attending formal education. They can be inspired to learn because of an immediate need and desire to know how and to do or understand something that is important for their future. Although, it is a myth that learning happens in school or in the classroom. With informal learning, there is no classroom. For informal learning, the world is the best classroom.

2) OBJECTIVES OF THE IN-SERVICE TRAINING PROGRAMME

As written in Part I, the Engage project recognises the need for a new approach to the provision of migrant integration support. Central to this new approach is the provision of new, bespoke integration curriculum and a suite of flexible and adaptable training resources that will help adult educators to achieve their integration objectives. The specific objectives of the In-service Training Programme are to:

- develop a bespoke and accredited Integration Leaders Curriculum addressed to migrant women that supports the acquisition of key skills essential to their new role as integration leaders in their communities,
- develop an In-service Training Programme for adult educators and trainers in migrant support organisations,
- assist them in delivering the Integration Leaders Curriculum,
- develop a cascading model of integration in which each trained integration leader engages a minimum of five migrant women in a micro-network.

3) LEARNING OUTCOMES OF THE IN-SERVICE TRAINING PROGRAMME

	<p>The learners (educators, migrants' supporters) will be able to:</p> <ol style="list-style-type: none"> 1) improve skills and competences of planning and developing a training programme adapted to the group's training needs 2) develop skills necessary for becoming an integration leader responsible for planning, drawing, implementing, and piloting migrants' integration process 3) plan, coordinate and implement training programmes to support integration of other migrants 4) develop and strengthen didactic skills in adult education and within a specific target group 5) develop and strengthen general personal and transferable skills in adult education and within a specific target group 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>The trainer understands / knows how to:</p> <ul style="list-style-type: none"> - the needs of the target group - listen and understand the learners and use their interaction in the learning process - motivate and involve learners in an activity - create and maintain a positive and stimulating learning/working atmosphere - use the social and natural environment as a favourable and motivating learning climate - monitor group dynamics 	<p>The trainer is able to:</p> <ul style="list-style-type: none"> - respond to learners needs and interest in order to develop the learning process - use all the strategies to motivate and involve learners in a learning activity - create a good and motivating learning/working atmosphere - use the social and natural environment in learning and working activities - check the group dynamics 	<p>The trainer is responsible for:</p> <ul style="list-style-type: none"> - deciding and applying interactive and self-directed learning methods with respect to learning outcomes, learners' profiles, and the teaching context - incorporating general teaching skills and methodology in teaching adults in an informal working/learning environment

	<ul style="list-style-type: none"> - monitor the development of the learners' skills - empower learners in making lessons transparent 	<ul style="list-style-type: none"> - check and monitor the development of the learner's skills - use appropriate tools working in an intercultural environment - differentiate intercultural ways of learning - understand and apply basic methods of teaching adults and migrants - select information and provide the strategies for maintaining learners' motivation - understand the processes of cultural transition in the learning process - recognise positive learning atmosphere - recognise the benefit of ICT in today's world - apply the potential of ICT as a support for creativity and innovation for personal inclusion in society and employment - differentiate the monitoring and evaluation activities of the learning process - autonomously implement content 	
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		based on learners' needs	
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4) STRUCTURE OF THE IN-SERVICE TRAINING PROGRAMME

There are three main parts of this programme:

- **training areas**
- **the planning circle**
- **the methodology of learning by doing**

4A) Training areas

Skills – flexibility – strengthen – responsibility and autonomy – these seem to be the key words of this document.

Once the objectives of the In-service Training Programme have been defined, the procedures for identifying areas of competence and action are necessary. The first to be defined are skills and related outcomes that the participants should work on developing and strengthening. Skills are the starting point of programming. It is important to define the skills that integration leaders want to have. They have been identified on the basis of an analysis of the general role of the integration leader in a community and are part of the **skills area**.

Skills must be developed through work on certain content and in this section it is explained how the **content area** is identified and used.

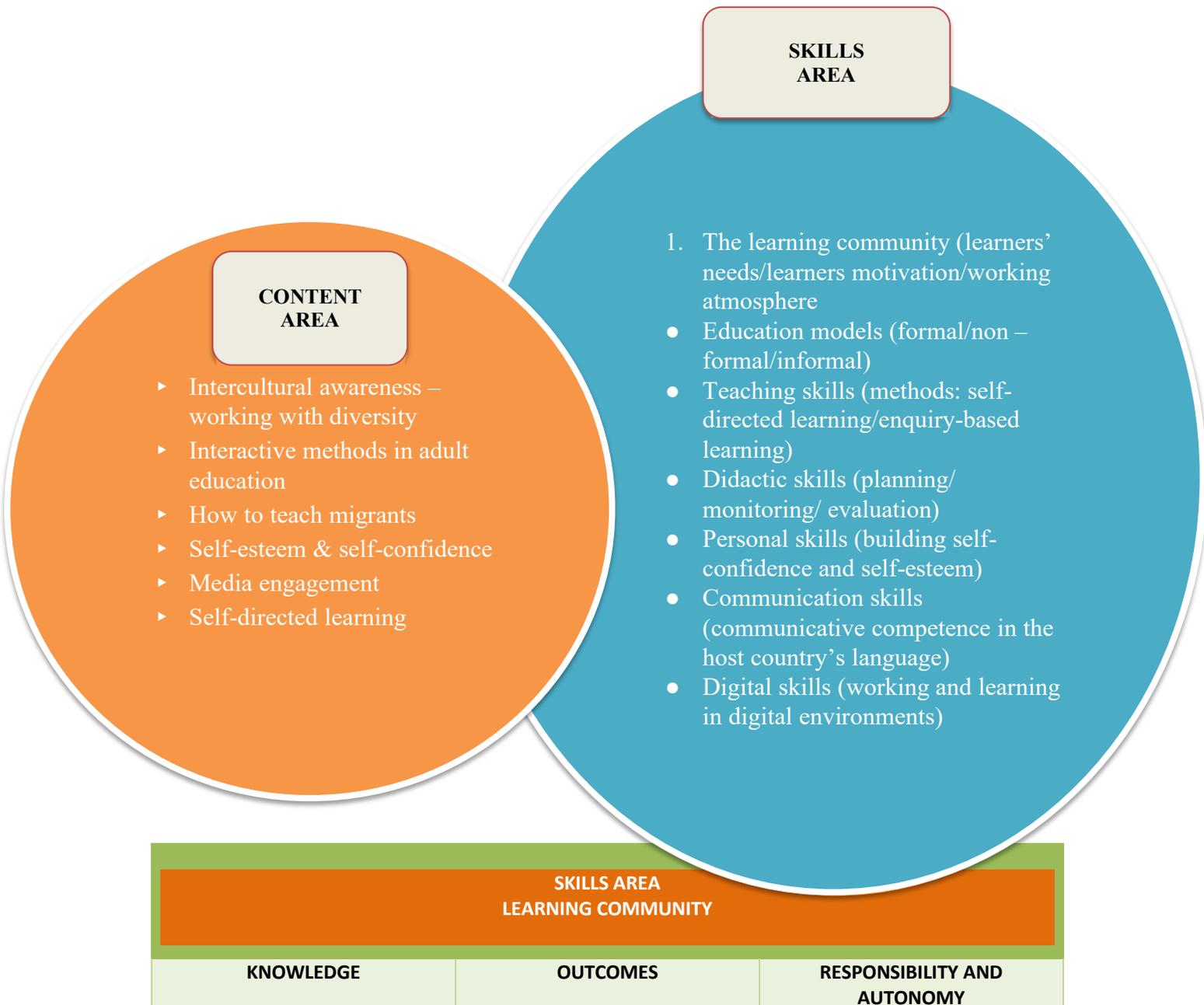
The *new* element of this programme is the development of skills in an informal / non-formal learning context. Given the specific target group made up of people with different backgrounds, preparation, and cultural background, an informal/non-formal approach and a self-directed learning context were selected. For this reason we propose a third area – the **learning environment area**.

Keep in mind that a transversal approach is used in planning the activities. The above mentioned options for the learning environment are presented as options and suggestions. Each trainer is free to choose the venues and training/learning places that are typical for the local environment of the town/region where the training can be held and where the learners live/work/spend their time.

In planning and implementing the In-service Training Programme, the trainer has to use and relate mainly to the Engage Intellectual Outputs: Integration Leaders Curriculum (IO1) and the Digital Toolbox of Integration Resources (IO2).

LEARNING ENVIRONMENT

- Market and shops
- Coffee bars and restaurants
- Places for sport activities
- Libraries
- Museums



<ul style="list-style-type: none"> - recognition of learners' needs in an intercultural environment - working with diversity • Learning environment • Formal classroom • Outdoor lessons • Social and natural environments used as a classroom • Learners' needs/learners' motivation/working atmosphere 	<ul style="list-style-type: none"> - use appropriate tools working in an intercultural environment - analyse intercultural ways of learning - develop learning skills through creative and innovative ways - respond to learners' needs and use their interaction to develop the learning process - differentiate learners' needs/learners' motivation and characteristics of a positive learning atmosphere - create a good and motivating learning/working atmosphere 	<ul style="list-style-type: none"> - choose and apply content according to learners' needs, learners' motivation and working atmosphere - create a learning environment - create and design activities that can be used with the target group in a learning environment - select the best teaching skills and methodology in informal learning in adult education - create a learning environment
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SKILLS AREA MODELS OF EDUCATION		
KNOWLEDGE	OUTCOMES	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> • Formal/non-formal/informal learning • Curriculum • Programme • Planning 	<ul style="list-style-type: none"> - differentiate characteristics of formal, non-formal and informal learning - apply content in a specific education model 	<ul style="list-style-type: none"> - develop general teaching skills and methodology in non-formal learning in adult education

SKILLS AREAS TEACHING METHODS		
KNOWLEDGE	OUTCOMES	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> • Teaching methods (self-directed learning/enquiry-based learning) 	<ul style="list-style-type: none"> - create ways to experience information and consider the impact of 	<ul style="list-style-type: none"> - to be aware of self-interests and responses in using variable teaching methods

<ul style="list-style-type: none"> • Interactive methods in adult education and in working with migrants • models • collaborative learning • problem solving 	<p>basing ideas and perspectives on it</p> <ul style="list-style-type: none"> - using reflective techniques such as journaling and dialogue - understand and apply basic methods of teaching adults and migrants using self-directed/ enquiry-based learning - understand the processes of cultural transition in the classroom - know how to learn and how to collaborate effectively - demonstrate interactive methods in adult education and in working with migrants - know how to analyse intercultural ways of learning - compare traditional and interactive ways of learning 	<ul style="list-style-type: none"> - encourage learners' autonomy and responsibility - create and work in a learning environment by choosing and applying interactive learning methods with respect to learning outcomes, learners' profile and teaching context
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SKILLS AREA PERSONAL SKILLS		
KNOWLEDGE	OUTCOMES	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> • building self-confidence and self-esteem • communication • transferable skills 	<ul style="list-style-type: none"> - provide methods to fight mental filtering in every part of life 	<ul style="list-style-type: none"> - recognise learners' efforts and difficulties they are experiencing in learning

<ul style="list-style-type: none"> • interpersonal relationships • Motivation of adult learners • Media engagement 	<ul style="list-style-type: none"> - differentiate self-confidence and self-esteem - differentiate strategies for increasing self-confidence and self-esteem - organise and produce the methods to motivate, empower, and involve learners in activities - differentiate motivational needs - estimate the potential of media engagement to facilitate deep learning - differentiate and apply media engagement - apply critical thinking 	<ul style="list-style-type: none"> - recognise learners' mood and keep track of their emotional well being - demonstrate empowering learners' self-confidence and self-esteem - demonstrate the ability to rise learner motivation and involve them in activities - demonstrating a learning environment for media engagement
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SKILLS AREA COMMUNICATIVE SKILLS		
KNOWLEDGE	OUTCOMES	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> • Communicative competence in the host country's language 	<ul style="list-style-type: none"> - Differentiate and combine how to collaborate effectively using communicative skills - meet challenges of communicating in another language 	<ul style="list-style-type: none"> - assume the technique of evaluating instructional procedures using communicative skills - demonstrate empathy and communication skills

<ul style="list-style-type: none"> • Communication styles 	<ul style="list-style-type: none"> - recognise different communication styles - demonstrate progress in listening and communication skills - understand the importance of speaking a foreign language and that learning a different language provides insight into other people's ways of life and their thinking 	<ul style="list-style-type: none"> - introduce learners to different ways of expression and communication by example - appreciate the differences of learners' cultural and language background
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SKILLS AREA		
DIDACTIC SKILLS		
KNOWLEDGE	OUTCOMES	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> • Didactic skills (planning/monitoring/evaluation) • ICT as a didactic tool 	<ul style="list-style-type: none"> - differentiate methods and techniques of planning, monitoring, and evaluating the learning process - organise the monitoring of group dynamics - organise the monitoring of learners' skills development - recognise the benefit of ICT in everyday life - design potential of ICT as a 	<ul style="list-style-type: none"> - assume the appropriate, useful, administratively convenient, technically adequate, and fair assessment methods - demonstrate working and learning in a digital environment - assume general teaching skills and methodology in informal learning

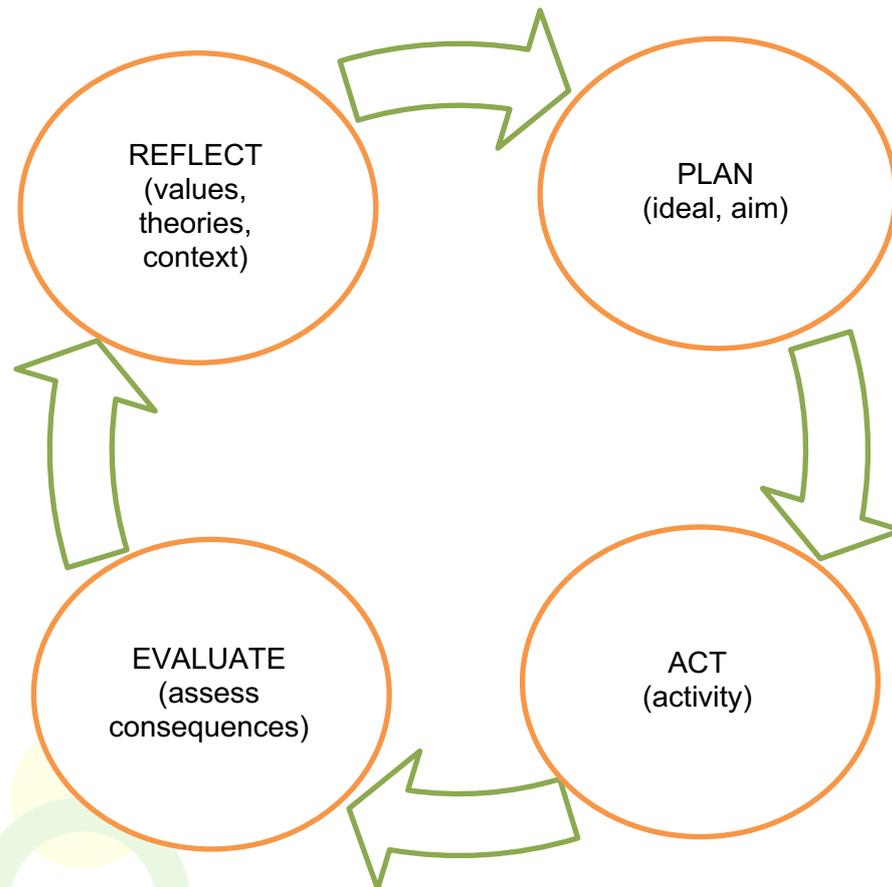
	<p>support for teaching content</p> <ul style="list-style-type: none"> - estimate the potential of ICT learning tools to facilitate deep learning - enforce digital competences - recognise the creativity and innovation for personal inclusion in society and employment - choose and apply interactive learning (didactic) methods with respect to learning outcomes, learners' profile and teaching context 	<p>in adult education</p>
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The trainer acts as a moderator in the teaching process, and particularly for these specific target groups of migrant women. The planning has to be structured, but at the same time, the trainer has to be very flexible and ready to change their approach and activity in order to achieve the outcomes/goals. Also, the trainers have to be personable, approachable, and likeable.

4B) The planning circle

To ensure that the learning process is well-planned, trainers should have the planning circle clearly in mind. The purpose of the general planning circle is to help trainers to develop knowledge and skills they need to help learners' progress.

By using this planning circle trainers can identify all learning phases, activities, and tasks.



Planning effective learning begins with the examination of learners' achievement data to define their learning needs and then identifying the trainer's knowledge and skills required to address those needs.

Planning is necessary for formal learning and in a training environment, but it is a misconception that in the non-formal/informal learning the trainer is not invited to plan the process. Trainers cannot rely exclusively on improvisation. They should create conditions that foster a good learning atmosphere and then *leave the members of the group free to fly and to manage their feelings and wishes*. This is also a process that has to be prepared by the trainer, following selected guidelines. An example of guidelines that can be used by trainers are the following questions:

EXAMPLE QUESTIONS	ELEMENTS OF THE PLANNING	RESPONSIBILITY AND AUTONOMY
WHY are we going to do an activity?	needs	- defining the value that is fundamental for your life, for the existence of your institution
WHAT are we going to achieve?	outcomes	- skills to be developed

HOW / WHEN / WHERE are we going to do it?	activity planning	<ul style="list-style-type: none"> - methodology - teaching materials - learning environments
WHAT ARE our expectations?	results	<ul style="list-style-type: none"> - quantitative descriptors (definition of the level, the entity, the standard of the results)
HAVE WE REACHED the expected results?	monitoring and evaluation	<ul style="list-style-type: none"> - qualitative descriptors

All of them are inter-related and questions related to resources available (time restrictions, budget limitations, etc.) might also influence this selection, as well as the different learning objectives (as opposed to teaching objectives).

4C) Learning by doing

Note that Kolb suggests that learning is a circular process and that the best learning is achieved when we repeatedly go through the whole circle. Experiential learning is powerful but does require self-initiative, the intention to learn and be an active participant in learning, so it is not just a theory.

5) PLANNING THE IN-SERVICE TRAINING PROGRAMME

The table below is intended to be a simple example of a planning proposal for the overall training that relates the three areas. It starts with the basic elements of the training (ability, content, place), i.e. elements that in turn determine the choice of method. In order to make the In-service Training Programme more accessible to the relevant target group, it is proposed to carry out all the activities outside the classroom, in a completely informal context. For this reason, learning environmentally is considered an area of the In-service Training Programme.

The choice of the environment must be made according to the availability and accessibility of the individual spaces / places in the respective locations and will be expressly aimed at specific contexts – therefore it cannot be standardised to match all possible conditions. Attending these places/spaces will also stimulate the process of incorporating the target group into the social context.

The choice of space will determine the content and the activities that will be carried out. For example, it will depend on the reality and the availability of the environmental context if skills related to interculturality will be carried out at the local library or in a grocery store. What the trainers should keep in mind is that they have to develop selected skills and content areas that learning environment.

5A) Ratio of face-to-face meetings and self-directed online learning

CONTENT AREA	LEARNING ENVIRONMENT AREA	PLANNING
WHAT WILL WE KNOW?	WHERE WILL WE WORK AND MEET?	HOW LONG ARE WE GOING TO WORK?
Intercultural awareness – working with diversity Value and cultural identity (O1)	LIBRARY online environment	6 hours face-to-face teaching/learning Self-directed learning 11.5hours
Community empowerment (O1)	PLACE FOR SPORTS ACTIVITIES online environment	6 hours face-to-face teaching/learning Self-directed learning 10.5 hours
Interpersonal skills (O1)	MUSEUM online environment	6 hours face-to-face teaching/learning Self-directed learning 10.5 hours
Civic engagement (O1)	MARKET AND SHOPS online environment	6 hours face-to-face teaching/learning Self-directed learning 10.5 hours
Leadership skills (O1)	BANK/POST OFFICE online environment	6 hours face-to-face teaching/learning Self-directed learning 10.5 hours
Assertive communication (O1)	SOCIAL NETWORK	6 hours face-to-face teaching/learning Self-directed learning 10.5 hours

The transversal approach should be used to reach aims and develop skills listed in the table. It means that transversal skills are developed by working in different social environments, but we have still kept the role of the trainer as a moderator, as a bridge from what we are and what we have, and what we aim to reach regarding skills, responsibility, and autonomy.

In order to be able to carry out the above mentioned activities, the trainers need to have developed the following skills (listed in priority order):

1. Personal skills
 - building self-confidence and self-esteem
2. Communicative skills

- communicative competence in the host country's language
- 3. Didactic skills
 - monitoring and evaluation of the learning process
- 4. Teaching skills (focused on methods)
 - self-directed learning
 - enquiry-based learning.

At the same time, the skills and the outcomes will be developed by working on the following topics:

The learning community

- learners' needs
- learners' motivation
- working atmosphere

Education models

- formal
- non-formal
- informal-

5B) Content and resources for self-directed online learning

Recognition of learners' needs in an intercultural environment - Working with diversity

In order to understand, strengthen and develop competences of working in an intercultural context, the following links serve as additional learning and training material:

- Personal values, belief, and attitudes
https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm
- Why identity matters
<http://criticalmediaproject.org/why-identity-matters/>
- Exploring your cultural iceberg
http://www.differencedifferently.edu.au/defining_identities/part_1a.php
- Reading: Values and beliefs
<https://courses.lumenlearning.com/alamo-sociology/chapter/values-and-beliefs/>
- Cultural values: definition, examples, and importance
<https://study.com/academy/lesson/cultural-values-definition-examples-importance.html>

- Cultural Identity
<http://www.commonground.org.nz/common-issues/identity/cultural-identity/>
- Cultural norms: definitions and values
<https://study.com/academy/lesson/cultural-norms-definition-values-quiz.html>
- Understanding the depth and breadth of “multicultural”
<http://www.edchange.org/multicultural/activities/multicultural.html>
- Circles of my multi-cultural self
<http://www.edchange.org/multicultural/activities/circlesofself.html>
- What is culture shock
<https://barendspsychology.com/culture-shock-stages/>
- The four stages of culture shock
<https://medium.com/global-perspectives/the-4-stages-of-culture-shock-a79957726164>
- Migration, cultural bereavement, and cultural identity
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1414713/>
- Managing migration (article)
<https://immi.se/intercultural/nr8/aghdami.htm>
- Migration: an empathy exercise
<https://serc.carleton.edu/bioregion/examples/65892.html>
- Social taboos from different backgrounds
<https://youtu.be/Q0IbKNFtzH0>
- Clearly Cultural - Making sense of cross cultural communication: Intercultural simulations and exercises
<http://clearlycultural.com/games-simulations/>
- Game: Mind the gap (UNESCO)
<https://www.unric.org/en/latest-un-buzz/28285-mind-the-gap-unesco>
- Sami's journey from Greece to Romania (video)
<http://iamamigrant.org/samis-journey-greece-romania>

Motivation of adult learners

In order to understand, strengthen and develop competences of motivating adult learners, the following links serve as additional learning and training material:

- Motivating the adult learner
http://www.ast.org/uploadedFiles/Main_Site/Content/Educators/Forum_Workshop_Conference_Ed_Presentations/Motivating%20the%20Adult%20Learner.pdf
- The role of motivation in adult education
<https://www.linkedin.com/pulse/role-motivation-adult-education-abdulrahman-al-dirbashi>
- Motivating adult learners to persist
<https://www.nap.edu/read/13469/chapter/5>
- Motivating adult learners: Six methods for improving engagement
<https://www.ispringsolutions.com/blog/motivating-adult-learners-6-methods-for-improving-engagement/>
- What motivates adults to learn?
<http://www.edosfoundation.com/images/references/Decaloo%20brochure%20DEF.pdf>
- Motivation in adult education theory
<https://mightymustangsutk.weebly.com/motivation-in-adult-education-theory.html>
- Adult learning principles
https://www.mssny.org/App_Themes/MSSNY/pdf/Practice_Resources-CME_Physician_Education_Apply_to_Accredit_an_Educational_Activity_Planning_Adult_Learning_Principles.pdf
- Factors influencing adult learning and motivation adult learners (video)
<https://www.youtube.com/watch?v=OUf5bfMVPV0>
- Eight online games for inspiring students
<https://www.fractuslearning.com/students-online-games/>
- Engaging adult learners
<https://www.ryerson.ca/content/dam/lt/resources/handouts/EngagingAdultLearners.pdf>

- Motivating adult learners' participation and persistence in lifelong learning processes

http://www.sdcentras.lt/pr_cremole/Cremole_bestpractices.pdf

- Motivating migrants: a field experiment on financial decision-making in transnational households

<http://www.nber.org/papers/w19805>

- Three lessons on success from an Arab businesswoman by Leila Hoteit @ TED (video)

<http://ronedmondson.com/2012/05/taking-initiative.html>

Interactive methods in adult education and in working with migrants

The following links serve as additional learning and training material for using interactive methods with adult learners and specifically migrants:

- Opening doors to adult education for migrants

https://bgzberlin.de/files/r18_opening_doors_to_adult_education_for_migrants_hohe_aufloesung.pdf

- Adult migrants: Integration and education

<https://rm.coe.int/1680306f0b>

- I am a migrant

<http://iamamigrant.org/>

- Inclusion of refugees through non-formal education 2017

<https://norden.diva-portal.org/smash/get/diva2:1155216/FULLTEXT01.pdf>

- Migration and adult education: social movement learning and resistance in the UK

<https://core.ac.uk/download/pdf/33982612.pdf>

- Immigrant education in liberal adult education institutions 2010

https://www.oph.fi/download/140724_immigrant_education_in_liberal_adult_education_institutions_2010.pdf

- Migration, communities, and lifelong learning

http://biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=202

- A critical analysis of learning experiences among immigrant women
https://www.ryerson.ca/content/dam/rcis/documents/RCIS_WP_Fursova_No_2_013_3.pdf
- Teaching adult learners: icebreakers - Open2Study (video)
https://www.youtube.com/watch?v=nqeKgUSwN_8
- Meeting icebreaker (video)
<https://www.youtube.com/watch?v=KVM2i1eNQpU>
- Ten great icebreaker questions (video)
<https://www.youtube.com/watch?v=j-VHMIVsnjY>
- Adult learning in under 3 minutes (video)
<https://www.youtube.com/watch?v=8lvkJhXnEZk>
- Fun and creative activities for adult learners
<http://hosted.jalt.org/lifelong/journal/2013b/2013b-2-Erdelyi.pdf>
- It's time to make learning fun again . . . Even for adults
<https://www.edutopia.org/blog/make-learning-fun-for-adults-carl-hooker>
- Mastering internet basics in 6 weeks with Kahoot!
<https://kahoot.com/blog/2018/09/20/mastering-internet-basics-with-kahoot/>
- Seven online tools to make custom learning games (no coding required!)
<http://blog.whoosreading.org/make-learning-games/>
- Darfur is Dying (video)
<https://vimeo.com/66974401>
- Darfur is Dying (game)
<http://www.gamesforchange.org/game/darfur-is-dying/>

Learning atmosphere

The following links serve as additional learning and training material on learning atmosphere:

- Learning styles: Understanding how you learn (video)
<https://www.mindtools.com/mnemlsty.html>
- How to create a positive classroom atmosphere
<https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1799-how-to-create-a-positive-classroom-atmosphere>
- Classroom atmosphere reflects quality of learning
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195104_dalton.pdf
- What makes a good learning environment
<https://raccoongang.com/blog/what-makes-good-learning-environment/>
- The characteristics of a highly effective learning environment
<https://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/>
- Building student engagement: Classroom atmosphere
<https://www.facultyfocus.com/articles/effective-classroom-management/building-student-engagement-classroom-atmosphere/>
- Positive learning environments (video)
<https://www.aitsl.edu.au/tools-resources/resource/positive-learning-environments-illustration-of-practice>
- The environment: Adult learning - Creating an environment that supports adult learning
<https://www.virtuallabschool.org/management/learning-environments/lesson-2>

ICT in our daily lives

The following links serve as additional learning and training material on the use of ICT:

- Importance of information and communications technology (ICT) in our daily life
<https://pcdreams.com.sg/importance-of-information-and-communications-technology-ict-in-our-daily-life/>
- What Is ICT and why is it important in today's world?
<http://www.techproject.com.au/what-is-information-and-communications-technology-ict-and-why-is-it-important-in-todays-world/>
- Information technology in our daily lives
<https://www.ukessays.com/essays/information-technology/progress-of-information-technology.php>
- The importance of digital technology in life
<https://www.ukessays.com/essays/information-technology/the-importance-of-digital-technology-in-life-information-technology-essay.php>
- Teaching and learning in the digital age education essay
<https://www.ukessays.com/essays/education/teaching-and-learning-in-the-digital-age-education-essay.php>
- Adult learners and ICT: An intervention study in the UK
https://www.researchgate.net/publication/226248589_Adult_learners_and_ICT_An_intervention_study_in_the_UK
- Using tablets for learning with illiterate adult migrants: Results from experiments in Piedmont and Emilia Romagna
<https://www.degruyter.com/downloadpdf/books/9783110477498/9783110477498048/9783110477498-048.pdf>
- Seven ways to apply tech to refugee education
<https://www.devex.com/news/7-ways-to-apply-tech-to-refugee-education-87809>
- Six eLearning strategies to develop deeper learning skills
<https://elearningindustry.com/6-elearning-strategies-develop-deeper-learning-skills>
- I am a migrant- Joory (video)
<http://iamamigrant.org/joory-0>

Monitoring and evaluation of the learning process

The following links serve as additional learning and training material on monitoring and evaluating the learning process:

- Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/me-report.pdf>

- Monitoring and evaluation in education

http://www.academia.edu/4942025/Monitoring_and_Evaluation_in_Education

- Guiding principles and practices for monitoring, evaluation, and learning

<https://www.packard.org/wp-content/uploads/2017/05/Monitoring-Learning-and-Evaluation-Guiding-Principles.pdf>

- Becoming a self-regulated learner: An overview

https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4102_2?journalCode=htip20

- Developing a monitoring and evaluation framework for youth and women employment programmes (video)

<https://www.itcilo.org/en/areas-of-expertise/youth-employment/developing-monitoring-and-evaluation-m-e-framework>

Monitoring and evaluation of the learners' skills development

The following links serve as additional learning and training material on monitoring and evaluating learners' skills development:

- What are learning skills? (video)

- <https://k12.thoughtfullearning.com/FAQ/what-are-learning-skills>

- Developing learning skills (video)
 - <https://www.coursera.org/lecture/ell-lesson/developing-learning-skills-ubfYm>
 - Developing a course strategy for learner autonomy
 - <https://academic.oup.com/eltj/article-abstract/49/3/219/468399>
 - 21st century skills and competences for new millennium learners in OECD countries
 - <http://repositorio.minedu.gob.pe/handle/123456789/2529>
- | |
|--|
| <ul style="list-style-type: none">• Learning skills and the development of learning capabilities |
|--|
- <http://eppi.ioe.ac.uk/cms/Publications/Systematicreviews/Learningskillsandthedevelopmentoflearning/tabid/1851/Default.aspx?tabid=273>
 - Building skills for all: A review of England
 - <http://www.oecd.org/education/skills-beyond-school/building-skills-for-all-review-of-england.pdf>
 - Building skills for all: A review of Finland
 - <http://www.oecd.org/education/skills-beyond-school/Building-Skills-For-All-A-Review-of-Finland.pdf>

6) EXAMPLE OF DETAILED PLANNING FOR A SESSION OF FACE-TO-FACE TRAINING

For those who need additional support, the following is an example of a standard lesson structure which can be used. The example provided is tailored for a 180-minute session (including a 15-minute break).

Date:

Duration: 180 minutes

Outcome:

Topic:

Venue:

Methods:

Time	Type of activity	Outcomes
20'	Icebreaker	<ol style="list-style-type: none"> 1. The trainer knows and understands how they can encourage learners to think deeply and to listen to other people. 2. The trainer is able to get to know their group better. 3. The trainer is able to encourage learners to participate in and engage with the activity.
20'	Brainstorming – reflecting on the topic of the day	<ol style="list-style-type: none"> 1. The trainer knows how to encourage learners to reflect on their workshop experience. 2. The trainer is able to encourage group cohesion through brainstorming. 3. The trainer is able to apply this technique in problem solving.
30'	Decision regarding the activity the group is going to do Short theoretical introduction, presentation of key words 1st activity	<ol style="list-style-type: none"> 1. The trainer is able to manage a group of learners. 2. The trainer is able to collaborate with the learners. 3. The trainer is competent in making decisions.
45'	Working on the topic of the day Workshop / group activity, working in pairs	<ol style="list-style-type: none"> 1. The trainer knows how to, verbally and nonverbally, effectively communicate with learners. 2. The trainer is able to support learners in the learning process. 3. The trainer is able to develop and participate in the activities with learners.
15	Reflection on the results	<ol style="list-style-type: none"> 1. The trainer knows how to create a list of the group's conclusions. 2. The trainer is able to manage different learner opinions. 3. The trainer is able to summarise the group's conclusions.
15'	Break	
30'	Decision regarding the activity the group is going to do Short theoretical introduction, presentation of key words 2nd activity	<ol style="list-style-type: none"> 1. The trainer is able to manage a group of learners. 2. The trainer is able to collaborate with the learners. 3. The trainer is competent in making decisions.

45'	Working on the topic of the day Workshop / group activity, working in pairs	1. The trainer knows how to, verbally and nonverbally, effectively communicate with learners. 2. The trainer is able to support learners in the learning process. 3. The trainer is able to develop and participate in the activities with learners.
15'	Sharing the results	

For content to be used for activities with learners, please consult Part III of the document.

7) EVALUATION AND MONITORING OF THE IN-SERVICE TRAINING PROGRAMME

The trainer needs to ensure activities in progress are on-course and on-schedule. The trainer needs to monitor:

- ▶ whether the planned content is achieving its purpose and delivering the benefits intended
- ▶ if the objectives and performance targets are being met
- ▶ factors that may be influencing the outcome
- ▶ whether the strategy is successful, and if not, the reasons it is unsuccessful (including assessing the appropriateness of assumptions made at the beginning)
- ▶ how well specific outcomes are working or being used in practice
- ▶ whether benefits have been realised, and if not, to make recommendations for future action.

For this part of the training it is recommended to run a discussion with the participants based on input questions like the following:

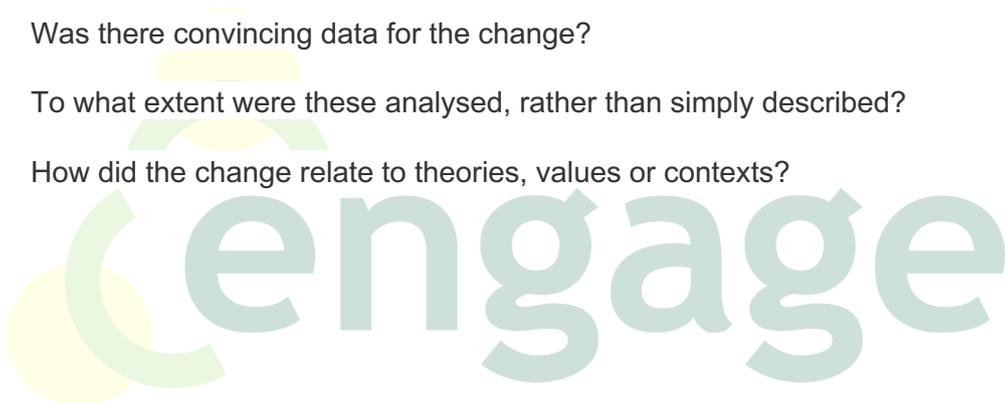
- ▶ What has this activity to do with your work/life/problem?
- ▶ What has it to do with your values?
- ▶ What has it to do with the contexts in which you live?
- ▶ Within the problem we have identified, what really matters to you?
- ▶ Why?
- ▶ What do I want my learners to learn/develop?

- ▶ What do I want to learn/develop?

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

In this context it is important to evaluate the learning process and learners' activities and not (only) the results. For this part of the training, it is recommended to run a discussion based on input questions like the following:

- ▶ What is the focus (of the activity)?
- ▶ Why is this important?
- ▶ What is the original state and what was the aim or ideal?
- ▶ What actions were taken?
- ▶ What was the process of change?
- ▶ Was there convincing data for the change?
- ▶ To what extent were these analysed, rather than simply described?
- ▶ How did the change relate to theories, values or contexts?



PART III: METHODS AND MATERIALS

1) METHODS OF THE IN-SERVICE TRAINING PROGRAMME

THE CRITICAL FRIENDS PROCESS¹

The Critical Friends Process focuses on developing relationships between colleagues, encouraging reflective practice, and rethinking leadership. This process is based on cooperative adult learning, which is often contrary to patterns established in work environments. It also addresses a situation in which many leaders find themselves – trained to work as independent units, certified as knowing all that is needed to know, feeling like the continuation of professional learning is not essential to the creation of an exciting, rich, learning environment, and that they are simply supervisors in the leadership role. The adjective *critical* in a group context takes on the meaning of *important, key or necessary*. Those who have used this process have found that many leaders are awkward at being *critical*. They have further discovered that many leaders are trained to talk around and avoid difficult issues, not carefully confront them. The Critical Friends Process provides an opportunity both to solicit and provide feedback in a manner that promotes reflective learning.

Here are some questions you can use in order to find your *critical friend*:

- Who can work with you, as a critical friend?
- How often might you meet this person?
- For how long?
- What other means could validate your findings?

THE PARADE OF STARS²

Informal training and development is rather casual and incidental. Typically, there are no specified training goals as such, nor are there ways to evaluate if the training actually accomplished these goals or not. This type of training and development occurs so naturally that many people are probably not aware that they are taking part in a training experience at all. Probably the most prominent form of informal training is learning from others' experiences in personal and professional life. Examples include informal discussions among trainers about a certain topic, book discussion groups, and reading articles about a topic. A more recent approach to informal learning involves sending

¹ First developed at the Annenberg Institute for School Reform at Brown University. For more information, visit: https://depts.washington.edu/ccph/pdf_files/CriticalFriends.pdf.

² <https://managementhelp.org/training/methods/formal-and-informal-methods.htm>

trainers to listen to prominent speakers, sometimes affectionately called a *parade of stars*.

SELF-DIRECTED LEARNING

In self-directed learning, learners make the decisions about what learning and development experiences will occur and how. Self-directed learning seems to be more popular of late. Note that one can pursue a self-directed approach to informal or formal learning. For example, self-directed, informal learning might include examples of informal learning listed above (book discussion groups, etc.), as long as learners chose the activities and topics themselves, either for professional or personal reasons. Self-directed, formal learning includes learners selecting and carrying out their own learning goals, objectives, and methods as well as a means to verify that the goals were met.

OTHER-DIRECTED LEARNING

Other-directed, formal learning involves someone other than the learners selecting learning goals, how those goals will be met, and how evaluation will be carried out to verify that the goals were met. This form of learning is probably the most recognised because it includes the approach to learning as used in universities, colleges, and training centres. This form of learning typically grants diplomas and certificates. Note that this form of learning, although readily available in education institutions, is usually somewhat generic, that is, the programme is geared to accommodate the needs of most learners and is not customised to any one learner. Therefore, learners may pay tuition fees to learn knowledge and skills that they may not really need. Another form of other-directed, formal training are employee development plans. The plans list performance goals, how and when the goals will be reached, and who will verify their accomplishment. Other-directed formal training can be highly effective for helping learners gain desired areas of knowledge and skills in a timely fashion. A drawback is that learners can become somewhat passive, counting on the expert to show them what they should be doing and when.

CROSS TRAINING

Many managers, including human resources directors, mistakenly believe that employee motivation can be won through monetary rewards or other perks. They learn soon enough that such perks are taken for granted and that money is not the key to employee motivation. Professional and unified management, in a good work environment, is the basis on which to build employee motivation. While high employee turnover reflects on low morale and lack of motivation, when seen from another angle, the absence of turnover quickly results in de-motivation since the possibility of motion and forward-motion is taken away from employees. It is against human nature to remain static, performing the same duties day in, day out, without expectations of change in routine or opportunities for advancement. Following a reading or lecture on the subject, managers sometimes implement job enrichment in a misguided manner, adding un-rewarded responsibilities on the shoulders of their supervisors and employees. This results in a

feeling of exploitation and has the reverse of the intended effect. An effective training technique, which results in motivation, is cross training, when implemented horizontally, is both upward and downward. Department heads, assistants and employees can cross-train in different departments or within the department itself.

2) MATERIALS AND SUGGESTIONS FOR ACTIVITIES

a) Icebreaking activity

Learners form a circle. The first one starts by giving their name and a description related to it. For example:

- I am **P**aul (name) and I like **p**ainting (an activity starting with the first letter of their name).
- I am **P**aul (name) and I am **p**atient (a quality starting with the first letter of their name).

The next person has to repeat what the first has said and say their own sentence. The third person has to repeat the first two sentences and say their own. The activity continues until all the members have introduced themselves. In addition to words, the learners can use movement or gesture in order to better describe the words used.

b) Workshop activities for building skills and knowledge

Iceberg

The trainer places a large sheet of paper with an outline of an iceberg on the floor and all participants sit around it. The trainer then gives out cards with different characteristics which learners position on the iceberg according to what they believe is more/less important.

The trainer can start a discussion with learners about their iceberg and encourage participants to compare their iceberg with others.

World Café:

The World Café is a method for creating a collaborative learning conversation around questions that matter by innovating instruction in the classroom.

RULES:

- learners sit at small café-style tables or in conversation clusters
- the trainer can set up progressive (at least three) rounds of conversation, approximately 20 minutes each

- the trainer engages learners using questions or issues that genuinely matter by using key words
- following the initial round of conversation, the trainer may ask one learner to remain at the table as a “table host” for the next round, while the others serve as travellers or “ambassadors of meaning”. The travellers carry key ideas, themes, and questions into their new conversations, while the table host welcomes the new set of travellers
- by providing opportunities for participants to move in several rounds of conversation, ideas, questions, and themes begin to link and connect. At the end of the second or third round, all of the tables or conversation clusters in the room will be cross-pollinated with insights from prior conversations
- in the last round of conversation, learners can return to their first table to synthesise their discoveries, or they may continue travelling to new tables.
- trainer can use the same question for one or more rounds of conversation, or you may pose different questions in each round to build on and help deepen the exploration.

Educational Barriers

This session will focus on education barriers or school access. There are many reasons for learners dropping out of school. We will be looking at the reasons that are culturally-based and how they relate to multicultural education.

As individuals, ask each person to think of one reason that is related to culture and kept them from going to school or made it hard to go to school.

The learners will be asked to form small groups (3-5 people). Ask each group to create a list of all of their reasons and any more they wish to add.

Each group will be asked to pick two of their reasons and come up with at least two things the teacher, school, or community could do to reduce this barrier. The trainer will try to lead the discussion in order to achieve the conclusion a good teaching method is what the trainer can do in order to reduce the drop out from all level of education.

Ask each group to report their list of reasons/barriers to the whole group. Write all the reasons/barriers on a large piece of paper and keep posted on the wall. Ask each group to give their solutions and record a separate solutions list to leave posted on the wall next to the barriers list.

At the end during a plenary discussion, the learners will generate a list of educational barriers with their suggestion for the solution to these barriers.

Positive relationships

In this workshop, the learners will work with the *problem-solving* method. In the first part of the workshop, there will be two problem situations for two group works.

Each group will have a different problem situation:

One problem situation will focus on a group of people who avoid spending time and collaborating with one individual from the group.

The second problem situation will be focused on an individual that avoids collaborating with the rest of the group.

The learners will work for about 20 minutes in groups. They are going to talk about the problem and try to solve it. Also, the learners are going to be able to list several solutions on paper/ a poster. When they finish, they will present it to other learners in 15 minutes and agree on possible solutions in a plenary discussion.

In the second part of the workshop, it is suggested that the groups work on the same problem, trying to find different approaches and solutions.

Also, in this case, the timing can be the following:

- 20 minutes working in groups on the task
- 15 minutes for sharing experiences and discussion.

Self talk

The trainer will introduce cards with what they consider to be key words connected to self-esteem and self-confidence. Learners will work in pairs.

Learners have to think about one trigger that prompted their usually negative thought, then they have to define this negative thought. They are going to think about the associated emotion(s) when they say the negative thought out loud. Learners have to act out this emotion to each other: whether it's anger, sadness, guilt, disgust or another emotion. In the end, learners are going to think about the evidence that does not support the thought. Much of our negative self talk is cognitive distortion, like exaggeration and focusing on the negative. In the end, learners will have an opportunity to think about alternative thought in line with truth but with a positive message.

Identifying beliefs

The trainer explains the task to learners. Learners can be divided into three groups (blue, red, and green) by pulling out the differently coloured shirts from a box. Each shirt presents a viewpoint. The blue shirt presents the viewpoint of "I am not deserving", the green shirt presents "I am not sure I am deserving", and the red shirt presents "I am deserving". Through drama play, learners will be able to identify their own beliefs about a particular problem. Learners could be prompted to identify three negative core beliefs and three reasons that each belief is not true.

c) Individual activities

Interactive method with adults in practice

It is suggested that the trainer uses a video *Am I potential one* from the video resources listed in O2.

The trainer explains that the objective of the activity is to develop the integration wheel. The trainer should also provide some basic background information about the video.

The trainer asks the learners to think about the integration wheel as they watch the video. They may need to see the clip twice.

Learners can try to fill in their integration wheel. The trainer should encourage a short discussion between learners.

Prejudice and stereotypes

To introduce this topic to the learners, the trainer should use a video about prejudice and stereotypes.

It is suggested that the trainer explains that the objective of the activity is to develop and practise observation skills.

Unlocking the door

The trainer can use a video from the video resources listed in O2 and share a copy of the “Am I potential one?” handout to the learners and explain the objective of this activity.

The trainer can ask learners to take notes while they watch the video. After the video finishes, the trainer can ask learners to identify the areas that we should focus on investing in efforts to achieve civic integration.

d) Evaluation activity

Each workshop can be evaluated by the learners using two different methods and emphasizing the aspect of the evaluation of the process.

Each workshop will be evaluated by the learners using two different methods and putting the point on two different aspect of evaluation:

- Evaluation of the impact that the activity had on the learners (changes in behaviour, effects, and emotions). The activity will be based on doing something with a different intensity related to the level of appreciation of the activity.
- Evaluation of the process - the learners will fill in a questionnaire based on the evaluation of the outcomes of the programme and in which way it meets its goals.

The questionnaire can be delivered also online, but the suggestion is to use a paper format for the questionnaire that will be filled in by the learners during the unit session.



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