



Comp-Up

MOTIVATE ADULTS
TO IMPROVE BASIC
COMPETENCES



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Erasmus+ Programme
of the European Union

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Comp-Up

MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

*motivation support
empowerment*

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IO2. COMP-UP Training Curriculum

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Introduction

According to the PIAAC Survey of Adult Skills, approximately 70 million Europeans struggle with basic reading and writing, calculation and using digital tools in everyday life. The lack of these skills, makes various necessary everyday activities difficult and represent a barrier to social- and work inclusion. The importance of Digital Literacy, as one of the eight key competences that every European citizen should master, is even highlighted by the European Commission's 2010 Digital Agenda for Europe.

As a response to this need, the European Council adopted the "Recommendation on Upskilling Pathways" in order to help adults acquire a minimum level of literacy, numeracy and digital skills through the development of high-quality and accessible services.

In this context the COMP-UP consortium, according to its experience with disadvantaged and low qualified adults, suggests that *updating competences of Adult Education Professionals (AEP) who support adult learners is a reply to improve the literacy, numeracy and digital skills of this target group.*

Therefore, the aim of the COMP-UP Training Curriculum is to give a helping hand and support Adult Education Professionals in their work with low-qualified adult learners on their learning path while involving them in the learning processes for improving their literacy, numeracy and digital skills. The training has been based on the Tool Collection results, which has been drawn up through the first working phase of the project, including not only successfully implemented, good practice projects gathered by the partnership, but also interviews conducted with AEPs in each partner country in order to achieve best effectiveness.

The present document has been elaborated jointly by the COMP-UP consortium's 5 partner organisations, coming from five different countries (Italy, Spain, Sweden, Austria, Poland and Romania), all having waste and valuable experience in Adult Education. It uses the learning outcome approach; it is structured in five learning modules and uses the blended-learning methodology. Consequently, each module is having an online part – based on Webinars of min. 15-30 minutes duration each -, and a face-to-face part - to be implemented in the classroom. The curriculum also focuses on the importance of establishing a bond and a trustful relationship with the target group of low-qualified adults as this is the first, and most important step motivating them throughout their learning processes.

The Curriculum will be available for download on the project website in all partner languages EN, IT, DE, PL, ES, RO, HU, SE to maximize its further use.



Module № 1: Assessment of key competences

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Module Objectives

This module is aimed at providing adult education professionals (AEPs) with useful, already tested European tools to assess key competences of low-qualified adult learners, in particular, competences in the digital, numeracy and literacy fields. Another aim is to develop AEPs' skills to use these tools in the practice, as well as to provide them with suggestions on how and where to find good and trustworthy online resources for skills assessment for their future work and how to adapt them to their professional needs. Through these tools AEPs will be able to better involve low-qualified adult learners in education and adjust the training to their levels and help them to better deal with everyday life situations.

Learning outcomes

Upon completion of this learning module, participants (AEPs) will acquire the following:

Knowledge

- Define literacy, numeracy, and digital competences.
- Distinguish between formal, non-formal and informal competences.
- List some competence assessment methods and tools.

Skills

- Use the competences assessment tools in practice.
- Find good and trustworthy online resources for skills assessment on their own.

Competences

- Adapt competence assessment tools to their professional needs/to the needs of the target group.
- Identify the competences gained in the digital, numeracy and literacy fields from low-qualified adult learners.

Methodological approach

The module is based on the blended learning approach using a variety of methodologies, such as group and individual work, group discussions, brainstorming, simulations and webinar.

Learning materials needed for the implementation

- Webinar "An overview on competence assessment"
- COMP-UP Tool Collection with the Best Practices mentioned in the module



Content (Topics /Units)

Unit 1

Finding online resources for competence assessment.

Unit 2

Competence assessment in the digital, numeracy and literacy field.

Learning hours by topics/units

No	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Webinar	
1	Finding online resources for competence assessment.	1 hour 40 min	15 min	Participants have to familiarize first with the Webinar; this is followed by the f2f session.
2	Competence assessment in the digital, numeracy and literacy field.	3 hours		

Step by step implementation

Module1/Unit 1: Finding online resources for competence assessment

F2F Session

Duration	Methods and Content	Tools/materials
20 min.	<p>Icebreaker to get to know each other</p> <p>The trainer arranges participants in a circle. Going around the group, the trainer asks participants to close their eyes and think of the place where they would most like to be at this moment. The trainer asks participants to think of the reasons for their choice and to be ready to explain why they have chosen this place to the other group members. When all participants are ready, the trainer invites them to name their chosen place and to</p>	



	<p>share their reason for choosing this place with the group. Participants listen to each other; giving each group member sufficient time to share their story. By the end of the activity, participants should be able to identify if they have similar things or values in common. It is anticipated that participants will start building trust amongst each other, something that should advance the group dynamics. This activity can be use even with low-qualified adults at the beginning of a training!</p>	
20 min.	<p>Brainstorming</p> <p>The trainer invites participants to share with the group the competence assessment tools they regularly use (if any) in their daily work with low-qualified adults in the literacy, numeracy and digital field. If participants don't carry out competence assessment in their daily work they can also discuss about the local/regional stakeholders in their network with whom they collaborate to carry out competence assessment and training.</p> <p>The trainer writes participants' comments on the flipchart, categorizing them already under some main clusters. These could be:</p> <ul style="list-style-type: none"> • Tools/regulations developed by local/regional authorities • EU tools/regulations • Tools developed by own organisation • Tools developed by other entities • Informal methods used by participants to assess competences 	Flipchart
60 min.	<p>Mapping of competence assessment tools and resources</p> <p>The trainer provides coloured pieces of paper in a bin and asks participants to draw one of them. People drawing the same colour will work together in a group, for a total of 3 groups. Each group has to search on the Internet competence assessment tools/methods and regulations (if any) in the literacy/numeracy/digital field according to the following assignments:</p> <ul style="list-style-type: none"> • Group 1 - Tools/regulations developed by local/regional authorities. • Group 2 - EU tools/regulations on competence assessment. 	PC, Internet connection



	<ul style="list-style-type: none"> • Group 3 – Tools/methods developed by other entities (both at national and EU level). <p>If participants work with different target groups of low-qualified adults it's good to mix them up in order to create heterogeneous groups so that at the end of the activity they will have a more complete list of competence assessment tools/methods.</p> <p>Some hints for the trainer where to search for such tools/methods:</p> <ul style="list-style-type: none"> • Website of local/regional/national authorities responsible for adult education or training accreditation. • EPALE - Electronic Platform for Adult Learning in Europe. • Erasmus+ project results platform • OECD • EU Commission's website <p>When each group has finished their research, the trainer asks the whole group to share their list with the others. It is a good idea to print out the lists so that each participant can use it in their daily work and share it with their colleagues. In addition, the trainer shares the COMP-UP Tool Collection with participants, highlighting that it contains various European best practices in the field and adds that the next Unit will focus on some of these best practices.</p>	
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Module1/Unit 2: Competence assessment in the digital, numeracy and literacy field

Duration	Methods and Content	Tools/materials
70 min.	<p>Analysing and adapting best practices.</p> <p>PHASE I</p> <p>The trainer divides participants in 3 groups:</p> <ul style="list-style-type: none"> • Group 1 dedicated to the topic of digital skills assessment (BP 15, 16, 23). • Group 2 dedicated to the topic of literacy skills assessment (BP 1, 21, 23). • Group 3 dedicated to the topic of numeracy skills assessment (BP 4, 5, 22). 	



Each group is assigned 3 best practices from the COMP-UP Tool Collection, as indicated above in brackets. They will have to search online and **analyse the best practices** in terms of **what are the core elements/activities they can use in the daily work** with low-qualified adult learners to assess their competences in the literacy/numeracy/digital field. In order to facilitate the sharing of experiences and reflection among participants in the competence assessment field the trainer provides each group with the following **guiding questions**:

- Introduce your own work context and target group of low-qualified adults – what is important to take into consideration when planning and providing them competence assessment? Try to think from both the perspective of an AEP and of the low-qualified adult.
- Discuss the benefits of the various methods/ approaches proposed in the best practices.
 - Which elements of these best practices can you transfer to your own work context?
 - Which elements of these best practices could be used to create a competence assessment tool in the literacy/numeracy/digital field?
 - How these best practices should be adapted to be suitable for your own work context?

PHASE II

As a second step participants **develop a competence assessment activity in the literacy/numeracy/digital field**, based on the analysed best practices, with their small group. They will test the implementation of such skill assessment activity afterwards with the rest of the group. The activity can be the one of those described in the best practices, or even a new/adapted activity developed by participants, as not all of the best practices contain specific skill assessment tools.

The trainer must be familiar with the best practices proposed. Some useful hints for this activity:

HINTS FOR THE LITERACY GROUP

- **BP1/LearnersMot:** literacy exercises can be found in the *Handbook Module 9/Unit 2* (downloadable in PDF from the website) and in the *Online course / Lesson 4* on Storytelling.



- **BP21/Shared Reading:** the best practice describes a specific competence assessment method in the literacy field. Participants should find a suitable text and implement the method. For more details click [here](#).
- **BP23/IDEAL:** the *Good practice Guidelines* “Technology” section contains useful tips on how to use technology for literacy teaching, these can be incorporated in the activity that participants are going to develop.

HINTS FOR THE NUMERACY GROUP

- **BP4/GOAL:** the *Cross-Country Evaluation Report* refers to a national action programme “Count on Skills” in the Netherlands to measure reading, writing, speaking, listening and calculating skills of adults.
- **BP5/Improving basic skills:** the *Structure, reflection and technology* manual contains exercises to test/develop basic skills of refugees, including a numeracy exercise.
- **BP22/MATH-GAMES:** there is no specific tool, the project focuses on how to use ancient games to learn basic numeracy competences. It contains:
 - IO1. *Compendium* with the description of the games and which numeracy skills are used when playing with them;
 - IO2. *Guidebook* contains a synopsis with the numeracy competences involved in the various games listed and lesson plans on how to use the games to teach basic math (with worksheets to hand out to learners).

HINTS FOR THE DIGITAL GROUP

- **BP15/LIFE:** the project offers a basic ICT training. Final tests (“*Self-reflective questions*”) can be found at the end of each unit in the *online learning platform*, these could be used for digital competence assessment. In the *Curriculum for basic ICT competence development – UC6* some useful links for digital self-assessment tests are proposed (such as Ikanos, TOSA Dig.Comp.).



	<ul style="list-style-type: none"> • BP16/CODE-N-SOCIAL: the <i>Capacity Building Course</i> contains exercises and final tests that can be used for digital skills assessment. • BP23/IDEAL: the <i>Survey on Digital Skills</i> section contains a “Survey questionnaire for students” on basic digital skills that can be used for digital skills assessment. 	
90 min.	<p>Competence assessment in practice</p> <p>Participants put into practice the competence assessment activity they developed before during the group work. Each group will lead their own activity and the other participants will “represent” low-qualified adult learners.</p> <p>During the testing participants should measure how long does each activity take and note down the positive aspects as well as the critical points.</p>	
20 min.	<p>Evaluation and debriefing</p> <p>The trainer arranges participants in a circle to summarise the main findings of the previous activity by writing key words on the flipchart. Some guiding questions for the group discussion:</p> <ul style="list-style-type: none"> • What were the pros and cons of each assessment activity implemented? • To which target groups of low-qualified adults are suitable the activities implemented? • How the activities could be further adapted to suit even other target groups of low-qualified adults? • Was the length of the activities appropriate? • What suggestions would you give to the trainer before implementing the activity? • What resources are necessary to implement the activity? • What other variations would be possible for each activity? <p>Afterwards, the trainer encourages participants to use (and eventually further adapt) in their daily work the competence assessment tools and activities developed.</p>	



Online Session

15 min.	<p>Webinar: “An overview on competence assessment”</p> <p>The Webinar is based on PPT slides explained by a professional trainer. The Webinar provides a theoretical overview on the concept of competences and competence assessment, as well as on the different approaches and methods of competence assessment. In particular, the Webinar provides a theoretical background on literacy, numeracy and digital competences.</p> <p>Participants look at the Webinar online before coming to the class to familiarize with the theoretical background of the module.</p>	COMP-UP Webinar “An overview on competence assessment”.
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Resources

- PC (one per each group during the group work) with Internet connection
- Flipchart
- Pieces of colored paper (to create groups during the group work)
- Markers
- A4 paper sheets and pen to take notes
- Printed copies of the COMP-UP Tool Collection

Recommendation, variations

Module 1 is developed with a blended methodology (face-to face session and online component). The Webinar should be delivered through an online session to allow participants’ self-directed learning before the face-to-face activities. Nevertheless, the webinar can be easily used in the F2F session as the starting point for a group discussion regarding different competence assessment methods.

If it is not possible to implement the module in a face-to-face setting due to Covid-19 pandemia (or similar situations), most of the activities must be adapted to an online setting. In that case, in order to divide participants in groups, in the video conferencing software we advise the use of virtual rooms.

Other recommendations for the trainer:

- Make sure you feel confident in using the chosen best practices from the COMP-UP Tool Collection (read and translate them in advance if needed);
- Make sure that all best practices’ links are still working;
- Don’t forget to print the COMP-UP Tool Collection before the training session;



- If the webinar is implemented in the face-to-face setting, it can be a helpful support for the participants to print/or share the PPT-slides in advance so that the participants can take notes and access the information in a way that suites them the best.

Evaluation

In addition to the debriefing activity described above, learners can use the following self-assessment questionnaire, available also online at the following link: https://docs.google.com/forms/d/e/1FAIpQLScAY8m8vLIZbjzR9R0pixX6TMdRpORJ52avwOMrtn4_QTqj1Q/viewform?usp=sf_link

Closed Questions

1. Which type of learning is considered to be always planned, structured and with learning objectives?
 - a. Non-formal learning
 - b. Formal learning
 - c. Informal learning
2. Non-formal learning may happen....:
 - a. At school
 - b. Through volunteering
 - c. In the family
3. In accordance with the Recommendation of the European Parliament and of the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning, skills are defined as...:
 - a. The ability to apply knowledge and use know-how to complete tasks and solve problems
 - b. The ability to use manual skills
 - c. The ability to apply both hard and soft skills
4. Shared reading is a method that can be used to assess...:
 - a. Numeracy
 - b. Literacy
 - c. Digital skills
5. Which competence is involved in interpreting plans, maps and diagrams?
 - a. Numeracy
 - b. Literacy
 - c. Digital Skills
6. What does digital skills mean?
 - a. To own the set of knowledge and skills required when using digital media
 - b. To own the set of knowledge and skills required when using ICT
 - c. Both answers are correct



7. Which mathematical skills are used when playing to Monopoli?
 - a. Order and compare numbers
 - b. Understand a coordinate system and find positions up to 100
 - c. Approximate by rounding to the nearest 10

8. The skills audit...(you can choose more than one answer):
 - a. *The learner can be at the centre of the process*
 - b. *Can test an individual aptitude*
 - c. Uses computer-based tests

9. Simulation exercises such as role play are good methods to assess...:
 - a. *Job-related skills*
 - b. Logical thinking
 - c. Interpersonal skills

10. Structured interviews consist of...:
 - a. Closed questions
 - b. *Open-ended questions*
 - c. Both kind of questions

Correct answers:1-b; 2-b; 3-a; 4-b; 5-a; 6-c; 7-a; 8-a, b; 9-a; 10-b.

Open questions

1. Which elements of the best practices that you have analyzed can be transferred to your own work context or to the target group you work with? Why?

2. Which elements of the best practices analyzed in this module could be used to create a competence assessment tool in the literacy/numeracy/digital field? How might these elements be implemented in a competence assessment tool? Please also describe how you would use it with your specific target group of low-qualified adult learners.



Module № 2: Facilitation techniques – how to work with trust and relationship building.

Module Objectives

The main objective for this module is for adult education professionals (AEPs) to learn new techniques to facilitate groups of adult learners from different backgrounds. In specific the participants will learn to work with new methods to involve and engage all students in the classroom no matter previous knowledge or abilities. Furthermore, the participants will learn to work with trust, relationship building and communication to strengthen their relational competences which is essential when working in an interpersonal occupation. Additionally, the training aims to strengthen the participants ability to communicate effectively via methods established in counseling research.

Learning outcomes

Upon completion of this learning module the participants will be able to:

- Recall and summarize the three core principles of the Universal Design for Learning (UDL) method.
- Understand how learning can differ between individuals.
- Analyze and differentiate what parts of UDL can be applied in their own work.
- Recognize different ways to include and engage all students no matter background.
- Familiarize with new digital tools that can be implemented to make the teaching more inclusive and engaging.
- Recognize the importance of good relationships and trust with students in an educational environment.
- Recall what relational competences means in an educational setting.
- Recognize and understand the mechanics in Thomas Gordon's diagram on accurate empathy.
- Identify and summarize what accurate empathy, accurate listening, reflective statements and summarizing means.
- Apply accurate empathy by using accurate listening, summarizing and reflective statements.
- Evaluate how and when to implement accurate empathy to better understand students.

Methodological approach

This training module is developed with a blended learning approach. This means that the training is divided in both online and face-to-face sessions as well as using a blended variety of exercises. This methodology has been chosen since it offers an opportunity for the participants to access



theoretical information that is presented in a one-way communication before the face-to-face session. By offering this opportunity the participants will have prior knowledge when arriving to the training session which will enable more time to practices and implement the theoretical knowledge in the classroom. During the face-to-face training a mix of presentation, group work, discussions and the use of digital tools will be implemented.

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Learning materials needed for the implementation

To implement the training the following materials are needed:

Links

- Link to introduction exercise (PPT on UDL slide: 3): <https://whiteboard.fi/x5976>
- Link to slide 16 (UDL PPT - discussion on motivation):
https://padlet.com/anna_petersson91/1km0dpdqjgbsiy3x
- Link to slide 25 (UDL PPT- google form): <https://forms.gle/KkiECH7uZqxFXCxy9>
- Link to UDL guidelines to demonstrate how they work (can also show the video on the page): <http://udlguidelines.cast.org/>
- Link to evaluation questionnaire: <https://forms.gle/vNjbeq1tzRbSYMCw8>
- Power point presentation on UDL and Accurate empathy.

Technical aspects: computer, projector, WIFI.

- Whiteboard or flipchart.
- Webinar.
- List of 12 roadblocks printed to all participants.

Content (Topics /Units)

Unit 1:

Facilitation - how to engage and include students from various backgrounds using UDL.

In this unit we will go through background and introduction to the UDL method. We will discuss how learning actually happens and how it can differ between individuals. The three core principles: engagement (why), representation (what) and action of expression (how) will be covered and discussed in group. The UDL guidelines and checkpoints will be revised and demonstrated how to interpret and implement. At the end we will go through how to get started with UDL. Throughout the unit smaller exercises that involves using digital tools that can be implemented by the AEPs in their work life will be introduced.



Unit 2 Webinar:

Thomas Gordon’s diagram on accurate empathy.

In this webinar the concept of accurate empathy will be presented and explained. Thomas Gordon’s diagram will be presented and the different parts of it explained and exemplified. The webinar will further show where people tend to fail in communication in accordance to the diagram. The last part focuses on explaining how we can become better at communication using accurate empathy.

Unit 3:

Relational competences using accurate empathy.

The unit will start with a presentation on relational competences and the importance of forming good relations with students will be explained. Jonas Aspelin’s division of relational competence in three sub-categorise of communication- differentiation- and socioemotional- competencies will be presented. After this introduction presentation on relationship building the training session will become more hand-on. First a very short recap on Thomas Gordon’s diagram will be presented just to make sure that everybody took part of the webinar. After that the remaining training session will be devoted to practicing and implementing accurate empathy for better communication and relationship building with students. Accurate empathy consists of four parts; listening, open questions, reflective statements and summarising. All four parts will be explained and exemplified by the trainer and the participants will after be encouraged to participate in exercises where they get to practice these skills.

Learning hours by topics/units

No	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Webinar	
1	Facilitation – how to engage and include student from various backgrounds using UDL.	2,5 hours		
2	Thomas Gordon’s diagram on accurate empathy.		15 min	
3	Relational competences using accurate empathy.	2,5 hours		



Step by step implementation

Module2/Unit 1: Facilitation – how to engage and include student from various backgrounds using UDL.

F2F Session

Duration	Methods and Content	Tools/materials
30 min.	<p>Introduction to the entire training module.</p> <p>In this introduction to the entire training module the different topics for the day will be introduced. The main objectives and expectations of the training is covered as well. In the PPT-presentation more information can be found. The participants will also introduce themselves by participating in an exercise where they access a digital tool called mini-whiteboards (link in PPT). Here they can see an example of how to use the mini-whiteboards and are asked to create their own version by answering the questions from the PPT. When everybody has finished we will have a short introduction round where everyone gets to present their whiteboards for the group.</p>	PPT-presentation on facilitation, computer, phone or tablet, projector.
20 min.	<p>Introduction and background to UDL.</p> <p>In this section of the presentation an introduction of UDL and the meaning of the words will be covered. Additionally, the background and roots of universal design in architecture is explained. A brief history of how UDL was adapted and the CAST organisation founded will be presented. Lastly, the three principles to UDL will be introduced and the guidelines will be showed and demonstrated on the CAST.org webpage.</p>	PPT-presentation on facilitation, computer, projector.
30 min	<p>Engagement – the why of learning.</p> <p>A presentation of the first principle in UDL - engagement which represents the “why” of learning will be covered. Some of the guidelines with practical recommendation on how to implement this in the classrooms will be presented. This is followed by an exercise where the participants are asked to go to Padlet.com (link in PPT) and fill in the online bulletin board by answering the question showed on the PPT. When everyone has filled out the bulletin board we will</p>	PPT-presentation on facilitation, computer, projector.



	go through the answers to compare and discuss the differences and similarities in the answers.	
20 min	Representation – the what of learning.	PPT-presentation on facilitation, computer, projector.
	A presentation of the second principle in UDL - representation which characterises the “what” of learning will be covered. Some of the guidelines with practical recommendation on how to implement this in the classrooms will be presented. A group exercise in form of a discussion on the subject of how to implement this method in the participants classroom/work will follow after the presentation (the discussions points and instructions can be found in the PPT-presentation).	
20 min	Action and expression – the how of learning.	PPT-presentation on facilitation, computer, projector.
	A presentation of the third principle in UDL – action and expression which characterises the “what” of learning will be covered. Some of the guidelines with practical recommendation on how to implement this in the classrooms will be presented. An exercise will follow the presentation where the participants are asked to fill in a short survey from google forms (link in PPT) and after discuss in small groups what they answered.	
15min	Digital tools – recommendations	PPT-presentation on facilitation, computer, projector.
	In this presentation a variety of digital tools that are open, free and relevant for adult educators will be introduced. Some of the tools are collected from the Comp-up tool collection.	
15 min	How to get started?	PPT-presentation on facilitation, computer, projector.
	In this concluding part of the presentation a summary of the three core principles in UDL will be presented. Following that some practical recommendations on how to start implementing the UDL framework will be covered. At the very end recommendations on where to find more information via different media will also be provided (further instructions can be found in the PPT-presentation).	



Module2/Unit 2: Webinar – Thomas Gordon’s diagram.

Online session

Duration	Methods and Content	Tools/materials
15 min	<p>Thomas Gordon’s diagram of accurate empathy</p> <p>In this short webinar the participants will be familiarised with the concept of accurate empathy. Furthermore, the Thomas Gordon’s diagram of accurate empathy will be explained and contextualized. The common mistakes that we do when trying to understand another person is also covered and explained within the diagram.</p>	Access to the webinar on the project platform.



Module 2/Unit 3: Relational competences using accurate empathy.

F2F Session

Duration	Methods and Content	Tools/materials
10-15 min.	<p>Presentation - Theoretical background to relational competences</p> <p>In this introductory presentation to the concept relational competences within education the theoretical background and Aspelin’s model will be covered.</p> <ul style="list-style-type: none"> • Relational competences – what is it and why is it important? • Aspelin’s model on relational competences. - Communication, differentiation and socioemotional. • Emphasis will be given to communication for the purpose of this training and the following activities will be to strengthen communication skills to form better relationships and trust with students. 	PPT-presentation on trust and relationship building, computer, projector.
10 min.	<p>Presentation – Short recap on Accurate empathy and Gordon’s diagram</p> <p>In this presentation the concept of accurate empathy and Thomas Gordon’s diagram will be very briefly recapped from the webinar just to ensure that all participants have seen the webinar and understood it fully.</p>	PPT-presentation on trust and relationships building, computer, projector. Trainer read PDF-chapter on Accurate empathy in advance.
30 min.	<p>Presentation and activity – 12 roadblocks</p> <p>Presentation: One way to describe what good listening is, is to explain what it is not. 12 roadblocks are ways</p>	PPT-presentation on trust and relationships building, computer,



	<p>that are common to respond as a listener. In this presentation we will go through these 12 responses that will later be used in the next activity.</p> <p>Activity 1 (slide 30 see instructions in notes): in this activity the participants are encouraged to think about when they have used roadblocks and how that affected the conversation. A small discussion (slide 37) will conclude the presentation/activity where the participants gets to discuss which roadblocks they encounter or use themselves most often.</p> <p>Activity 2: In this activity the participants are encouraged to try to communicate with a person who only responds with 'roadblocks'. This activity is carried out in pairs and you take turns on either being "the speaker" or "the listener". The aim of the activity is to demonstrate that ways we often respond to people can actually be hindering the communication and limit our understanding of the other person. All instructions are found in the PPT-presentation. Hand out the list of the 12 roadblocks.</p>	<p>projector. Trainer read PDF-chapter on roadblocks in advance. List of 12 roadblocks.</p>
30min	<p>Presentation and activity – Open and closed questions</p> <p>The presentation includes: differentiating listening and asking questions and explaining open and closed questions.</p> <p>Activity: In this activity the participants try out how only asking closed questions may affect a conversation and how difficult it is to actually understand what the other person is trying to explain. Further instructions can be found in the PPT-presentation.</p>	<p>PPT-presentation on trust and relationships building, computer, projector. Trainer read PDF-chapter on asking questions in advance find on google books (Book: Listening well).</p>
30 min	<p>Presentation and activity – reflective statements and summaries</p> <p>Start by showing the You tube video, with link in slide 31 to demonstrate how reflective statements works.</p> <p>The presentation includes: instructions on how to go from asking questions to forming reflective statements and why this is effective and useful. Followed by an example where the different tools (open questions, reflective statements and summarizing) are used.</p> <p>Activity: In this activity the participants gets the chance to try forming reflective statements and summarise in conversation. The exercise starts similar to the open and closed question exercise but now the listeners should form statements instead of asking questions.</p>	<p>PPT-presentation on trust and relationships building, computer, projector. Trainer read chapter on forming reflections in advance.</p>



	Further instructions can be found in the PPT-presentation.	
10-20 min	<p>Evaluation</p> <p>During the last minutes of the training the group will get a chance to debrief and discuss their experiences of the training. A survey will be handed out where the participants gets to reflect on what they learned during the day as well as to leave feed-back to the trainers. The last minutes is open for the participants to discuss and reflect on their experiences from the day.</p>	Survey-link or printed survey.

Online Session

The online session is a short video that will cover the theoretical diagram on accurate empathy developed by Thomas Gordon. The video consists of a power point presentation that explains the different parts of the diagram and how a chain of communication looks like. Furthermore, the diagram explains where in this communication chain people tend to fail. These “failures” will be thoroughly examined and contextualized.

Resources

- Pen and paper
- Computer, smart phone or tablet.
- WIFI-connection.

Recommendation, variations

The training session is best carried out with two instructors that can help to demonstrate the different communication exercises. This is not necessary but can potentially make the concepts easier to understand if they can be fully demonstrated. Another recommendation is to before the training make sure that all links are still working. Make sure that you have read the chapters on Accurate empathy by RW Miller and properly looked through the CAST.org webpage to familiarize with the methods. Furthermore, it can be a helpful support for the participants if you print/or share the PPT-slides in advance so that the participants can take notes and access the information in a way that suites them the best. If the training sessions needs to be moved to online solutions due to Covid-19 the first unit about UDL and facilitation is very easy to adapt to this. The second unit is more sensitive to moving to online but if it is necessary there are ways to adapt the training to an online format.

Checklist:

- Read the chapters on accurate empathy, PDF-file for accurate empathy and roadblocks. Google books: search for [Listening Well: The Art of Empathic Understanding](#) by William R. Miller · 2018. Read chapter 7 and 8.



- Look through the CAST.org webpage and familiarize with UDL, look at introduction videos, read about the three principles and guidelines.
- Check all the links and make sure you feel confident in using them and translate if needed.
- Print the list with 12 roadblocks to all participants.
- Print PPT-slides as a compendium for participants to take notes.

Evaluation

At the end of the training session in unit 3 the participants will be asked to summarize, evaluate and reflect on what they have learned during the training and if they have feed-back on how to improve the training. This will be carried out in first group discussions and then by filling out the below questionnaire as an online survey via this link: <https://forms.gle/vNjbeq1tzRbSYMCw8>.

Closed questions

1. One important principle of UDL is to...

- Set the bar for learning high
- Include everyone in the classroom
- Focus on the average student

2. What are the three core principles of the universal design for learning?

- Empathy, Creativity and Autonomy
- Grit, Focus and Inclusion
- Engagement, Representation and Action of expression

3. UDL is based on the knowledge that everyone learns in a unique way. Which of the following areas affect learning according to the UDL method?

- The learning is interesting or relevant for the student
- The learning is presented in a perceptible way for everyone
- There are multiple ways to express knowledge

4. As a teacher, how can you make sure that everyone in the classroom is fully engaged with the teaching according to the UDL principle?

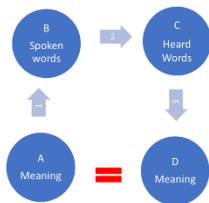
- Present information in multiple ways
- Offer alternatives that engage, motivates and keeps the students interested
- Offer different ways to solve a task and present the result or knowledge

5. Jonas Aspelin's model to understand relational competences contains three parts, which?



- a. Social, intelligence and cooperation
- b. Empathy, flexibility and mentalisation
- c. Communication, differentiation and socioemotional control

6. According to Thomas Gordon's diagram where does most people fail when trying to understand someone?



- a. D Meaning
 - b. All the circles
 - c. Arrow 1, Arrow 2 and Arrow 3
7. Accurate empathy is a competence that contains different skills, which?
- a. Accurate listening
 - b. Asking open-ended questions
 - c. Summarising and reflective statements
8. What are some common mistakes people do when trying to be good listeners?
- a. Offering reflective statements
 - b. Asking too many questions
 - c. Agreeing with everything the other is saying
9. Open-ended questions often leads to...?
- a. Longer answers
 - b. Shorter answers
 - c. Precise answers



10. Which of the following options can be considered a reflective statement?

- a. You do not feel listened to?
- b. You do not feel listened to
- c. Do you mean that you do not feel listened to?

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Correct answers: 1-b; 2-c; 3- all three answers are correct; 4-all three answers are correct; 5-c; 6-c; 7-all three answers are correct; 8-b,c; 9-a; 10-b.

Open questions

1. In your opinion, which of the activities and implemented exercises will help you the most in your professional life? Please explain your choice.

2. In what way has today's course affected you?



Module № 3: Inclusive approaches in adult education

Module Objectives

In Module №3 adult education professionals (AEPs) will be introduced to the concept of inclusive education. Participants will gain an understanding of the core values of an inclusive teacher profile and will learn how to value learners' diversity.

Learning outcomes

Upon completion of this learning module, participants (AEPs) will:

- Understand the concept of inclusive education
- Know the difference between integrated and inclusive education
- Be able to use inclusive and positive language
- Understand the core values of an inclusive teacher profile
- Gain essential teacher competences for inclusive education. These competences are made up of attitudes, knowledge and skills and are related to the core values
- Be able to value learners' diversity (cultural, educational, etc.)

Methodological approach

As suggested within the COMP-UP Tool Collection, the AEPs feel a need to learn 3 different aspects related to inclusive education:

- How to work with groups consisting of adult learners from different cultural backgrounds
- How to work with groups consisting of adult learners from different educational backgrounds
- How to adjust the level of training material to students with low-qualifications

In order to overcome this necessity, Module 3 will be structured around 3 Units. Each Unit follows a different Methodological approach, since their main focus might be on providing either knowledge, attitudes or skills.

- Unit 1 will include the Webinar as theoretical introduction, group activities and presentations
- Unit 2 will include presentations and group activities
- Unit 3 will include activities that will be of use to implement inclusive education



Learning materials needed for the implementation

Pen, paper, computer, Internet, printed out key words, COMP-UP Tool Collection, Checklist

Further links:

[Inclusion, Exclusion, Illusion and Collusion : Helen Turnbull at TEDx](#)

[The Evolution of Inclusion: The past and future of education](#)

[\(link to PPT\)](#)

[\(link to Webinar\)](#)

[\(link to key words for print\)](#)

[\(link to Checklist\)](#)

Content (Topics /Units)

Unit 1 - The concept of inclusive education

- a. Introduction to inclusive education
- b. Inclusive education vs. Integrated education
- c. Inclusive education and positive language

Unit 2 - Profile of inclusive teachers – How to value learners’ diversity

- a. Competences, attitudes, knowledge and skills for inclusive education
- b. Understanding about barriers to learning

Unit 3 - Tools and Activities for inclusive teaching

Learning hours by topics/units

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Webinar	
1	The concept of inclusive education	1 hour	15 min	
2	Profile of inclusive teachers	1 hour		
3	Tools and Activities for inclusive teaching	2 hours		



Step by step implementation

Module3/Unit 1: The concept of inclusive education

F2F Session



Duration	Methods and Content	Tools/materials
15 min.	<p>Webinar on the concept of inclusive education</p> <p>The Webinar will give you a theoretical introduction of the concept of inclusive education. It will give an overview on its historic development, its conceptual background, and its state of the art in modern society. It will also introduce you to the profile of inclusive teachers.</p> <p>Further links: https://www.youtube.com/watch?v=6SnXBKEfr2s https://www.youtube.com/watch?v=PQgXBhPh5Zo</p>	Computer, projector if you use it in F2F Session
20 min.	<p>Activity on Integrated and Inclusive Education</p> <p>This exercise will help to reflect about the 2 concepts of integrated and inclusive education. Different Key words are pinned on the wall or written on the backboard. Participants are asked to separate them in 2 groups, based on one core element (Educational system as problem vs. Student as problem). The core elements should be figured out by the participants.</p>	Printed out Key words, PPT
15 min.	<p>Group discussion on Integrated and Inclusive Education</p> <p>Which model do you think reflects your school's/ institution's overall approach? Do you have any students that you think of as a 'problem'? Have you ever thought that the education system and schools may be the problem? What are the implications of this shift in understanding for you as a teacher? Make notes of your ideas.</p>	Pen and paper



10 min.	<p>Presentation: Summing up Inclusive Education</p> <p>The instructor sums up inclusive education approach as follows. Inclusive education...</p> <ul style="list-style-type: none"> • acknowledges that all students can learn; • seeks to address the learning needs of all students, regardless of their abilities, disabilities, gender, socioeconomic status, psychosocial or health needs, with a specific focus on those who are vulnerable to marginalization and exclusion; • is a process – a search to find better ways of responding to diversity; • about learning how to appreciate differences and learn from diversity; • is concerned with the identification and removal of barriers to learning and participation; • need not be restricted by large class sizes or a shortage of material resources; • is part of a wider strategy to promote an inclusive society. <p>Further links: https://www.youtube.com/watch?v=2g88Ju6nkcg</p>	PPT presentation, Computer, projector
15 min.	<p>Activity on inclusive and positive language</p> <p>Read the provided expressions. Circle those words and expressions that you consider reflect inclusive, positive language and strike through the ones that you think reflect negative language and attitudes.</p> <p>Compare and discuss your answers with your colleagues. Can you come up with more inclusive expressions? Make a poster of inclusive expressions and display it in your school's staff room.</p>	Printed out Key words, Pen



Module3/Unit 2: Profile of inclusive teachers

F2F Session

Duration	Methods and Content	Tools/materials
15 min.	<p>Presentation with concrete information on the necessary competences, attitudes, knowledge and skills required of all teachers working in inclusive settings</p> <p>The Profile of inclusive teachers here presented is based on the results of the “The Teacher Education for Inclusion (TE4I) Project” and works around the framework of core values and areas of competence. This includes:</p> <ul style="list-style-type: none"> • Valuing Learner Diversity • Supporting All Learners • Working With Others • Personal Professional Development 	PPT presentation, Computer, projector
20 min.	<p>Group discussion on the Profile of inclusive teachers in order to de-construct and re-construct mindsets about learners and inclusive education</p> <p>In each of the 4 areas you have seen a list of attitudes, knowledges and skills. Take some time and pick in each area the 3 competences that you consider most important. Discuss with the other participants why you consider them the most important ones. Do you possess all of them? Are you able to use them fully in your teaching environment? What are the barriers for using them?</p>	PPT presentation OR printed out Key words
15 min.	<p>Activity: Understanding about barrier to learning</p> <p>Some barriers to learning and development come from impairments or disabilities, but many more result from deprivation in both the home and learning environments. Barriers to learning include:</p> <ul style="list-style-type: none"> • impairments and disabilities; 	Pen and paper



	<ul style="list-style-type: none"> • deprivation of basic needs and access to education; • depression, fear and anxiety; • low self-esteem; • lack of motivation; • negative attitudes of teachers; • teaching methods that do not meet the needs of the children; • lack of stimulating school and classroom environments; • unrealistic expectations of students. <p>Think of the students in your class. Which of these barriers do some of them face? What other barriers to learning and participation can you think of? Choose four students in your class for whom you have concerns and make notes about which barriers may be affecting their attitudes, behaviour and learning outcomes.</p>	
10 min.	<p>Activity: Reflection on your current understanding of inclusive education</p> <p>Based on the competences of an inclusive teacher, reflect on your current understanding of inclusive education and try to answer the following questions to help you plan how to organize your teaching in a more inclusive way:</p> <ol style="list-style-type: none"> 1. Classroom environment <ul style="list-style-type: none"> • What does it look like when you first enter? Is it welcoming, interesting, attractive and stimulating? • What could you do to enhance the classroom immediately? • What could you do that might need more time and resources? Where could you get help for this? 	Pen and paper, Printed out Key words



	<ul style="list-style-type: none"> • What special provision do you need to make in the classroom environment to meet any special educational needs? <p>2. Management and organization</p> <ul style="list-style-type: none"> • Think about the regular routines you use in your class and what messages they give to learners. • Is the way the class works respectful of all students in your class? • How can you organize or reorganize the furniture in the classroom to make it easier to move around more easily and to change working patterns without too much disruption? • How can you make it easier for the students to access resources, share their work and celebrate successes? 	
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Module3/Unit 3: Tools and Activities for inclusive teaching

F2F Session

Duration	Methods and Content	Tools/materials
30 min.	<p>Activity: COMP-UP Tool Collection in practice</p> <p>Please take some time to read and analyze the COMP-UP Tool Collection. Consider the following questions:</p> <ul style="list-style-type: none"> • Which Best Practice (BP) do you think focuses on Inclusive Approaches? • Which BP focusing on Inclusive Approaches works best in your classroom? Why? • Which BP would have the highest transferability potential to be implemented in your classroom? <p>Hint: On page 39 and 40 there is a list with all BP focusing on Inclusive Approaches.</p>	COMP-UP Tool Collection



30 min.	<p>Research on BP regarding Inclusive Approaches</p> <p>Based on the answers of the last activity, please choose one BP that you would like to analyze closely. Please follow these steps in order to prepare a small presentation for the rest of participants:</p> <ul style="list-style-type: none"> • Use the link provided for each BP to do in depth research on the chosen BP (e.g. http://www.learnersmot.eu/home-en). • List the main elements of the BP • Choose one element of the BP and prepare a small presentation to the rest of participants • Please consider “how” the chosen BP fulfills the requirements to be an “inclusive tool” based on the concept seen in Unit 1 of this Module 	Computer, Internet
45 min.	<p>Presentations and Group Discussion on core elements of BP analyzed</p> <p>Each participant presents one main element of the BP analyzed. (e.g. https://epale.ec.europa.eu/sites/default/files/in-learning_reflection_tools_book.pdf)</p> <p>After each presentation, the trainer guides through an open group discussion. The main idea of the discussion is to reflect on the different BP taking into account the concept of Inclusive Teaching introduced within this Module. This will help to self-evaluate the learning results of the Module.</p> <p>You can focus on topics like:</p> <ul style="list-style-type: none"> • Inclusive and integrated Education • Diversity • Positive Language 	Pen and paper



	<ul style="list-style-type: none"> • Barriers to learning • Classroom environment • Management and organization • Etc. 	
15 min.	Evaluation	Pen and paper
	To be agreed on amongst all partners	

Online Session

The Online Session will give you a theoretical introduction of the concept of inclusive education. It will give an overview on its historic development, its conceptual background, and its state of the art in modern society. It will also introduce you to the profile of inclusive teachers.

Resources

Pen, paper, computer, Internet, printed out key words, COMP-UP Tool Collection, Checklist

Further links:

[Inclusion, Exclusion, Illusion and Collusion : Helen Turnbull at TEDx](#)

[The Evolution of Inclusion: The past and future of education](#)

[\(link to PPT\)](#)

[\(link to Webinar\)](#)

[\(link to key words for print\)](#)

[\(link to Checklist\)](#)

Recommendation, variations

Module 3 is developed as a blended Module with a Webinar as online session. Nevertheless, this can be adapted to the concept of the course. E.g. the Webinar can be used in a F2F session and can be the starting point of a group discussion. On the other hand, many activities such as group discussions can also be done as online version (in forums etc.).

Evaluation

Link to the Evaluation questionnaire: <https://forms.gle/mEwf5LCM4wTQHb3f6>

Closed questions

1. The concept of inclusive education...
 - a. does only include students who have special education needs



- b. is based on the idea that all students should learn together, regardless of differences or disability
 - c. is only taken into account in schools
2. Choose more than one answer. When teaching, an inclusive teacher must consider...
- a. Management and organization
 - b. Classroom environment
 - c. Materials
3. Choose more than one answer. The Profile of inclusive teachers here presented is based on the results of the “The Teacher Education for Inclusion (TE4I) Project” and works around the framework of core values and areas of competence. This includes...
- a. Working with others
 - b. Personal professional development
 - c. Valuing learner diversity
4. Choose the odd one. Barriers to learning include:
- a. low self-esteem
 - b. motivation
 - c. lack of stimulating school and classroom environments
5. Choose more than one option. Inclusion is a component of...
- a. adaptability
 - b. physical and economical access
 - c. availability
6. Which is NOT a feature of an inclusive classroom procedure and practice?
- a. Providing assessment tasks with culturally and gender-based examples
 - b. Teaching without responding to learners' diversities
 - c. Ensuring that all learners feel accepted and gain a sense of belonging
7. Teachers have to cope with a variety of children in the classroom and need to know how to do so
- a. False
 - b. True
 - c. True, but it depends on the learning context



8. Inclusive education...
 - a. needs not to be restricted by large class sizes or a shortage of material resources
 - b. is a process – a search to find better ways of responding to diversity
 - c. both are right

9. Who benefits from inclusive education?
 - a. Among others, communities benefit from inclusion because the introduction of children with different abilities into mainstream schools introduces children with different abilities into local communities and neighborhoods
 - b. Only students, because they are the ones who receive specific teaching according to their needs
 - c. Only teachers benefit from inclusive education

10. Maintaining separate schooling for children of different backgrounds is...
 - a. sustainable, although it leads to inferior education
 - b. not cost-effective or sustainable over the long term
 - c. sustainable over the long term

Correct answers: 1-b; 2-a,b; 3-a,b; 4-b, 5-a,c; 6-b; 7-b; 8-c; 9-a; 10-b.

Open questions

1. In your opinion, which of the described activities will help you most in incrementing your inclusive education knowledge? Explain why.

2. From your point of view, should the context be taken into account when teaching? Is it important when we talk about inclusive education? Does it modify the teaching skills?



Module №:4 Involvement and motivation

Module Objectives

This module is designed to help participants, Adult Education Professionals, to gain a deeper understanding and to give support in their work while dealing with low qualified adults. The module will go through a number of topics which can beneficially influence and improve the mutual work of AEPs and low-qualified adults.

Moreover, an overview of what should attention be paid to, while providing already implemented good practice examples for motivating the target group of low qualified adults in improving their involvement and motivation to participate in learning processes.

Learning outcomes

Upon completion of this learning module, participants (AEPs) will be able to:

- understand how to approach low-qualified adults in order to engage them in learning processes
- understand how to connect learning to real-life situations
- understand why and how to motivate low-qualified adults on their learning path
- assess low-qualified adult's skills
- understand what Action Planning is and the benefits of mastering this skill
- understand what Goal Setting is and its importance towards success
- combine Action Planning and Goal Setting for setting a strategy
- understand how to work with positive feed-back

Methodological approach

The methodological approach which is going to be used for the Comp-UP Curriculum, consequently also for this module, is blended-learning. There will be a combination of face-to-face sessions and webinars. The webinars content will involve the theoretical part of the topics, which will be presented as an interactive ppt presentation, while the face-to-face sessions will concentrate on the practical parts. Therefore, along the face-to-face meetings, group work, individual reflections and group discussions will be used. Learners will have the possibility to gain deeper understanding, reflect and change experiences with peers in relation to the different approaches which can be successfully used in the learning processes, as well as in improving self-awareness and motivation of low-qualified adult learners.

Learning materials needed for the implementation

For the implementation of the present module, the following resources will be needed:

- For the face-to-face sessions: handouts, flip-chart paper, post-its, marker, projector, laptop, audio-visual equipment.
- For the online sessions: laptop.

All the links, online resources (apart from the Webinars) which will be needed, will be added at each Unit.



Content (Topics /Units)

As the curriculum is based on blended methodology, each constituent module, is using the same methodology. This will be achieved through combining the face-to-face sessions with online learning possibilities.

Within each unit there will be an interactive ppt filmed, named as the unit for easier identification. These will provide the theoretical part for each unit. They will be available on the COMP-UP website under the Webinar library. Educators/Trainers will be able to use them according to their preferences as an introduction to the topic in the module or as a summary of the subjects the group found implementation ideas for in the units.

Within Module 4, the following units will be undertaken:

1. How to identify low-qualified learners and how to get them involved in education?
2. How to work with support in everyday life when it comes to low-qualified adults?
3. How to set up realistic and individual goals for the participants?
4. How to work with positive feed-back in a goal-oriented teaching?

Learning hours by topics/units

No	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Webinar	
1	How to identify low-qualified learners and how to get them involved in education?	1 hour	5 min	<ul style="list-style-type: none"> - Icebreakers will be used to get a positive group dynamic - <i>Emotional intelligence</i> and <i>Respecting diversity</i> activities will be implemented
2	How to work with support in everyday life when it comes to low-qualified adults?	1 hours	5 min	<ul style="list-style-type: none"> - To <i>establish a bond and a trustful relationship between trainer and learner</i> - <i>Role play activities</i> to connect with real-life situations



3	How to set up realistic and individual goals for the participants?	1 hour	5 min	- <i>Action Planning and Goal Setting</i> exercises to be implemented
4	How to work with positive feed-back in a goal-oriented teaching?	1 hour	5 min	- Emphasis will be put on <i>Emotional intelligence: Giving and receiving feedback</i>



Step by step implementation

Module4/Unit 1: How to identify low-qualified learners?

Social support skills contribute towards an effective development of a trusting working relationship between trainer and learner. This means that trainers are able to demonstrate emotional intelligence during the learning process, and must have the capacity and capability to provide empathy and develop an understanding of the individual/ learner through their learning process, consequently communications and social engagement activities. A trainer must be aware of, and should be sensitive to the learner; should pay attention to social, cultural, ethnic and economic diversities. The trainer needs to know of socio-cultural differences and seek to reduce the unconscious bias effect when engaging with the learners. Providing professional advice and information in a non-threatening environment is key to establish trustfull and supportive relationship with the learner. Special attention should be also paid to the physical aspect of the training room, the layout, privacy, proximity of seats. Trainers should have in mind that it is very important from the perspective of a fruitful cooperation to secur trust and confidence, as well as objectivity in the trainer/learner relationship. Trainers/ Educators need to be emotionally intelligent enough to provide support, feedback and ensure a non-threatening, trustful, confident environment where even low qualified adult learners, with low self-confidence and possible negative prior learning experiences, will feel safe and will get involved in the learning processes. The below exercises, activities could be put in place in order to improve trainers' skills in identifying low-qualified learners'.

For better supporting Adult Educators in their goals of achieving the learning outcomes of the units, the following, already implemented European good practice projects can be used from the Comp-UP Tool Collection:

Name	Best practice number	Page
LearnersMOT	1	9
Follow the story	2	10



Improving basic skills	5	13
KnowHubs	8	16
SAVE	10	18
OutSideIn	12	20
IPOOL	13	21
ES8KEYCOM	19	27

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
5 min.	Initial group meeting/Icebreaking Trainers should choose in advance a number of questions from the provided links in order to generate a group discussion, through which introduction of learners/participants can be done.	Training room, Handouts with questions from the links below https://conversationstartersworld.com/icebreaker-questions/ https://icebreakerideas.com/icebreaker-questions-biggest-list-ever/
5 min.	Brief presentation of the unit – on the basis of the Webinar – the importance of Emotional intelligence, while identifying low-qualified learners.	Laptop, projector
25 min.	Emotional intelligence, respecting diversity, providing empathy This exercise can be done with a group of 5-10 people, where learners are divided in smaller groups of 3-5 people. Each group will need to have a laptop or a smartphone available to explore the below headings - Emotional intelligence and Respect for diversity , alongside a set of questions. Instruct the groups to gather ideas, put them to paper (flipchart paper should be used), and nominate a presenter to share the groups' ideas.	Flip chart, markers, wi-fi, audio visual equipment, paper, pens Possible links to suggest as starting point https://www.youtube.com/watch?v=kUWI6sIGPPw https://www.youtube.com/watch?v=cZiqpTsn3I
15 min	Debriefing, discussions on findings After all groups have had their presentation, generate a discussion of 5-10 minutes, where questions such as	Paper, pen



	<p>A) Emotional intelligence</p> <ul style="list-style-type: none"> • What is emotional intelligence? • List some skills related to emotional intelligence. <p>B) Respect for diversity</p> <ul style="list-style-type: none"> • What is meant by diversity in a social context? • What skills are required to respect diversity? <p>Some additional questions which you may consider:</p> <ul style="list-style-type: none"> • Can you identify different forms of bias that may be relevant in the learner/trainer engagement and communication approach? • Can you list some items, topics or issues that a trainer may need to be aware of when considering respect for diversity? 	
5 min	Webinar – introduction to Module4/Unit 1	Training room, laptop, projector

The webinar can be used as the trainer/educator decides and considers it is best.

Module4/Unit2: How to work with low-qualified adults in everyday life and how to integrate the Learning Outcomes to real-life situations?

When working with support connected to everyday life one important factor to succeed is communication and creating a safe and open environment between teachers and students. However, this strategy is not sustainable for everyone and alternative methods can therefore be to offer support in more practical tasks, such as: writing CVs, applying online for a job, addressing or accompanying users to other institutions such as training providers, libraries, etc. In this way the support is very concrete and practical.

An alternative to support this target group in their real-life situations is to possibly assign whole week tasks to them, involving them in setting goals and planning the actions which are going to be undertaken. Within the next unit, methods for these two aspects will be presented in more detail.

For better supporting Adult Educators in their goals of achieving the learning outcomes of the units, the following, already implemented European good practice projects can be used from the Comp-UP Tool Collection:





Name	Best practice number	Page
ReplayVET	3	11
GOAL	4	12
Non-vocational adult education	7	15
KnowHubs	8	16
Supreme	9	17
CLAN	14	22
YEP!	18	26

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
15 min.	<p>Brief presentation of the unit - Importance of the module, through the Webinar</p> <p>Answering the questions why it is important to:</p> <ul style="list-style-type: none"> - establish a bond between participants and trainer – discussions about participant’s background (10 min) - create a positive atmosphere for learning (5 min) - initiate a group discussion about prior learning experiences 	Training room, laptop, projector, audio-visual equipment
25 min.	<p>Discussion and reflection on how to support low-qualified adults on the basis of the role play activities</p> <ul style="list-style-type: none"> - Group work: divide the groups in 3-5 persons and let them discuss about role play scenarios which can be used to overcome language and social-cultural barriers in real-life situations. - After coming-up with the scenarios, let the whole group discuss the identified scenarios. - Role-play activities: going out to the market place, shops, post offices to gather everyday life experiences, through role play activities <p>Prepare handouts with Questions such as:</p> <ul style="list-style-type: none"> • How did you feel while visiting the shop? • Was it difficult to get in contact with the shop assistant? <p>What could have been done differently?</p>	<p>Paper, pen, flip-chart paper, marker</p> <p>Handouts with preset stories for role play activities for real-life situation scenarios</p>
5 min.	<p>Confidence/ self-esteem building activities & exercises</p> <p>Explain to participants why self-esteem is important. Put participants in pairs and let them reflect and discuss about what they’ve heard.</p> <p>Prepare handouts from the link below:</p>	Pen, pencil, laptop, projector



	https://enlightenmentportal.com/development/self-esteem-building-activities/	
15 min.	<p>Rapport Building – exercise – Role play</p> <p>Invite the participants to watch some videos of</p> <ul style="list-style-type: none"> - a role play showing empathetic listening https://www.youtube.com/watch?v=odXenbRMnU8 - - - an animation clip (Inside Out) showing an empathetic listening process https://www.youtube.com/watch?v=t685WM5R6aM <p>Pair the learners (one will be the learner and the other will play the trainers’ role) and ask them to prepare a role play where they need “to be listened” empathetically by their trainer/educator in the following cases (pairs can choose):</p> <p>Case 1: Young unemployed mother desperate after not being successful at her very last job interview (after having been already rejected three times).</p> <p>Case 2: Young male migrant from Eastern Europe – otherwise with very good competences – being discriminated at a job interview where young male Muslim refugees were offered the job instead of him (reason: country’s policy).</p> <p>Bring the group back together for a few moments of reflection and debrief. Ask participants the following:</p> <p><i>For Learner:</i> Did you feel that you received empathy from your mentor?</p> <p><i>For Trainer:</i> Was it difficult not offering any solution only trying to be in the learner’s shoes?</p> <p><i>Variations which can be introduced: Pairs swith roles and experience also the other persons’ situation at a next phase.</i></p>	Laptop, projector, pen, paper
5 min	<p>Final comments</p> <p>Initiate a discussion and let trainers express their impressions of the exercise and what they have learned. This can also be used for other units for evaluation of the training.</p>	



Module4/Unit 3: How to set up realistic and individual goals for the participants?

It is very important that educators provide clear explanation of both notions and explain the logic between these two. Realistic and individual goals are explained through the steps which need to be taken in regards to Action planning. It is of upmost importance that educators understand the importance of the goal setting in order to be able to provide the information to learners. For better supporting Adult Educators in their endeavor to reach the anticipated learning outcomes, the following good practice example projects from the Comp-UP Tool Collection can be studied and used as basis for further exercises:

Tools to use: Name	Best practice number	Page
GOAL	4	12
Improving basic skills	5	13
Supreme	9	17
SAVE	19	27
CLAN	14	22
Central advice centre	20	28

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
5 min	<i>Brief introduction to the unit – on the basis of the Webinar</i>	Training room, laptop, projector, audio-visual equipment, handouts
5 min	Initiate discussion on individual goals and explain the importance of them, and the link between Goal setting and Action planning for setting a strategy.	
20 min	Action planning	Laptop, projector, audio-visual equipment, ppt presentation/Webinar, Handouts, pen, paper
	<p>Explain the importance of Action planning.</p> <p>To start the group of, watch the following videos:</p> <p>https://www.youtube.com/watch?v=PCRSVRD2Eak</p> <p>https://tinyurl.com/y4r38ncr</p> <p>Give participants time to analyse their SMART ACTION PLAN:</p> <p>S Specific – what is the person going to do? This should be phrased as a positive action “To go swimming’ rather than ‘not to sit around so much’</p>	



	<p>M Measurable – how much? How often?</p> <p>A Appropriate/Attainable – something they want to do. How important is the action?</p> <p>R Realistic/Relevant – how confident is the person that they can carry out the action?</p> <p>T Time-based – when will the action be carried out?</p> <p>Present the following questions in order participants will start thinking of their SMART framework, and include the answers to the following questions in their action plans</p> <ul style="list-style-type: none"> • What you will do? • How much? How often? • How important this is to you? • When you will do it? • Imagining yourself doing this over the next week, how confident do you feel that you will complete the action plan? 	
20 min	<p>Goal setting – short and long term</p> <p>Watch the video on the link below: https://tinyurl.com/y3bs49f2</p> <p>Explain what Goal setting is and highlight the importance of supporting people with long term conditions to self-manage, collaborative goal setting and action planning.</p> <p>Goal setting helps people to:</p> <ul style="list-style-type: none"> • Identify what they want • Make a plan to get there • Move into action • Keep going until the goal is reached or a better one identified. <p>Within the group, identify the importance of a Goal:</p> <ul style="list-style-type: none"> • A goal is something that someone would really like to achieve. • People are unlikely to follow through goals that are not important to them. • Collaboratively setting goals helps to ensure that the goals agreed are relevant and important to the person. <p>Setting and reaching goals:</p>	Laptop, projector, audio-visual equipment, ppt presentation/Webinar, Handouts, pen, paper



	<p>Set a reasonable goal – the goal should relate to a positive change and should make sense to the person within their life.</p> <p>Break the goal into smaller steps, ‘do-able’ chunks – this is the action plan</p> <p>Carry out the action plan – taking it one step at a time, learning from setbacks</p> <p>Remind participants about how important it is to write down their goals. Present <i>Annex1 - GPA Outline</i> form.</p>	
10 min	Distribute the handouts of Annex1 and/or 2, generate a group discussion about it, and summarize what learners are asked to do on the basis of the topics covered. Let them do their Goal setting and Action Planning as homework which you can reflect on at the next session.	Handouts (Annex1 – GPA Outline, Annex2)

Module4/Unit4: How to work with positive feed-back in a goal-oriented teaching?

Trainers have to give sensitive feedback to their learners on performance and they also must learn to listen to feedback from them – if they want to have a close relationship. This unit focuses on providing trainers with an understanding of the importance of as well as competences in giving and receiving feedback to/from their learners. As it has been found, to work effectively with low-qualified adults, it is really important to establish a bond and a close relationship in order to gain their confidence and make them engaged in the tasks and learning processes. Moreover, trainers need to help their learners, as it has been seen in the previous units, to identify and improve their skills and knowledge for a successful career, learning progression. For this reason, it is of utmost importance also that trainers/educators, can provide effective feedback to their learners through which they can acknowledge learner’s strenghts and can motivate them where necessary. Feedback is a must in order to be able to move forward! Positive feedback can prove as a generator for accomplishing tasks.

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
5 min.	Brief presentation of the unit – on the basis of the Webinar	Laptop, projector, handouts, pen, paper, flipchart
10 min.	<p>Opening exercise: “Find the Key”</p> <p>This exercise is suitable for groups of 10-15 participants. Ask for 4 volunteers from the group. Write their names onto a flipchart or white board, then inform them that</p>	Flipchart or white board, a “key” or a small object which can be hidden



	<p>they will be called back into the room one at a time to search for a key. Ask them to leave the room.</p> <p>Tell the remaining participants about the process and their roles at each stage of the exercise:</p> <p><u>Silent Feedback</u>: when Volunteer number 1 enters the room, the participants are to remain completely silent and motionless.</p> <p><u>Negative Feedback</u>: when Volunteer number 2 enters the room, all participants should give negative feedback, no matter how close or far away the searcher is from the key. Be sensitive to your group, but instruct them to give the kind of negative feedback that they might hear back in when someone is dissatisfied with their performance. Participants should NOT respond to any requests for direction or assistance.</p> <p><u>Positive but General Feedback</u>: when Volunteer number 3 enters the room, all participants should give positive but non-specific feedback (e.g., "good boy" "way to go," "I really like how you get after it," etc.), no matter how close or far away the searcher is from the key. Participants should NOT respond to any requests for direction or assistance.</p> <p><u>Specific Feedback</u>: when Volunteer number 4 enters the room, participants should provide specific hints and suggestions for finding the key, without giving it away. They should respond to yes/no questions.</p> <p>*Note that some individuals get upset with the negative feedback, even though it is a simulation.</p> <p>Hide the key. Invite the participants in one at a time. Each volunteer receives the prescribed feedback noted above.</p> <p><i>Silent</i>: Hide the key in a not-too-difficult location within the room. Allow 2 minutes for the search.</p> <p><i>Negative</i>: choose a more difficult spot. Allow 2 minutes for the search.</p> <p><i>Positive but general</i>: choose a more difficult spot. Allow 2 minutes for the search.</p> <p><i>Specific</i>: choose a more difficult spot. Allow 2 minutes for the search.</p>	
5 min	Discussion about the exercise	



	<p>Ask the volunteers, one person at a time, in the order in which they came into the room:</p> <ul style="list-style-type: none"> • How did you feel while looking for the key? • What did you think/feel as a result of the feedback you received? • How did the feedback you received affect your performance? • What did the feedback you received prompt you to think/feel about the other participants in the room who were giving it? • If this was the type of feedback that you received every day, how do you think it would impact your desire and/or ability to keep yourself and your teammates safe. <p>Summarise opinions shared by concluding:</p> <ul style="list-style-type: none"> • Different types of feedback can hinder or support the receiver's performance • Specific feedback, which is delivered in a positive way, has highly positive impact on the receiver's performance • In the context of a learning process feedback is one of the most vital aspects, but it is also one of the trickiest to get right. It is information that can influence future actions of the learner, it is empowering as it leads to better performance if given at the right time and in the right way. Effective feedback provides a systematic approach to developing better relationships, learning and improving performance and staying on track and achieving goals. 	
<p>20 min</p>	<p>Introducing structure/ rules for giving and receiving feedback and short exercise – on the basis of the Webinar, ppt</p> <hr/> <p>Divide the group in small teams of 3. Ask learners to watch the video about an example of giving feedback: https://www.youtube.com/watch?v=5cb8BeNuRCU and ask them to do the following:</p> <ul style="list-style-type: none"> - collect extra rules both for the Sender and Receiver of the feedback - identify the main parts of the SBI model in the feedback's content - decide whether the feedback given is effective or not. 	<p>Laptop, projector, audio-visual equipment, handouts 1,2,3, cardboard, white board, flipchart, flipchart paper, pen, pencil, post it notes</p>



	<p>After 5 min of group work, small groups share their opinions in the large group. Note the extra rules collected on cardboard and pin them on a whiteboard, next to the first set from Handout 2.</p> <p>Complete the two lists of rules by adding the ones mentioned by the trainees</p>	
15 min	<p>Exercise in practising “giving and receiving constructive feedback”</p> <p>Ask participants to form groups of 3. Trainees in each group will work together for 15 min taking on 3 different roles: Feedback Sender, Feedback Receiver, Observer</p> <p>Give the instructions about their tasks:</p> <ul style="list-style-type: none"> - the <i>Feedback Sender</i> has to think of someone to give feedback to and share the situation with the small group; it should be a real situation – it could be someone in a training session, at work, or in a relationship – but a real situation in which the SBI model can be used; then practice using the SBI model by giving the feedback to another person in the small group – (have prepared 3 examples of situations to offer trainees in case they need inspiration – preferably related to learning processes of low-qualified adults) - the <i>Feedback Receiver</i> plays the role (as realistic and authentic as possible) of the person who is the intended audience for the feedback of the Feedback Sender; - both <i>Sender</i> and <i>Receiver</i> should respect the previously reviewed sets of rules - the <i>Observer</i> watches quietly and takes notes on the strengths shown by the Feedback Sender as well as things might need to be done differently. (Is he/she using the model? Is the feedback receiver respecting most of the rules? What worked well? What might you have done differently if you were in his/her shoes?) - after 5 minutes, everyone in the small group should rotate roles. 	
5 min	Debriefing, Group discussion about the exercise	



	<p>Once each person has had an opportunity to play each role in the small group role plays, start de-briefing the experience and point out lessons learned.</p> <p>You may want to ask the following questions:</p> <ol style="list-style-type: none"> 1. What was useful about the SBI model? What was challenging in respecting the rules for giving feedback? 2. What was useful and what was challenging in respecting the rules for receiving feedback? 3. In what sorts of situations would this feedback be helpful (please be as specific as possible)? 4. What new rules could be added to the list of rules? 5. How can we transfer the experiences made in this rather artificial setting to real-life learning situations? 	
5 min	<p>Final comments</p> <p>Trainees share impressions of the session pointing out what they have learned.</p>	

Online Session

The online sessions of the present curriculum will be mainly made up by the Webinars, which are being produced and are integral part of the curriculum. Ppt presentation has been prepared which is the basis of the Webinar and is divided in the four enumerated sections for easier use by the trainers, for the brief introduction and/or summarizing processes within the f2f sessions. Moreover, external, short videos have been also included, which can be used as guidance and learners can go back to them whenever necessary.

Within this module there are to be found materials for supporting trainers in:

- creating pleasant, efficient learning environments,
- the importance of goal setting and action planning, as well as
- giving and receiving feedback and the importance of positive feedback within a learning process.

Resources

For successful implementation of this module the needed resources are:

Laptop, projector, flipchart, flipchart paper, pen/pencil, marker, cardboard, key or something similar small object which can be hidden.



- Comp-UP Tool Collection downloadable pdf (online and hard copy, up to the trainer to decide)
- Webinar – Module 4: Involvement and motivation

External links

- Know Hubs Toolkit https://know-hubs.eu/uploaded/tiny/files/kh_toolkit_final.pdf
- Self-esteem building activities: <https://enlightenmentportal.com/development/self-esteem-building-activities/>
- Emotional intelligence examples: <https://www.healthline.com/health/emotional-intelligence#workplace>
- Action Planning: <http://actionplanning.co.uk/case-studies>
- Skillsyouneed: <https://www.skillsyouneed.com/general/emotional-intelligence.html>
- Fortresslearning: <https://fortresslearning.com.au/>
- [How to write a good CV: https://www.newbalancejobs.com/write-a-good-curriculum-vitae/](https://www.newbalancejobs.com/write-a-good-curriculum-vitae/)
- [Icebreakers: https://www.playmeo.com/activities/ice-breakers-get-to-know-you-games/](https://www.playmeo.com/activities/ice-breakers-get-to-know-you-games/)
- [How to build self-esteem: https://www.lifehack.org/688465/how-to-build-self-esteem](https://www.lifehack.org/688465/how-to-build-self-esteem)
- [Personal goal setting: https://www.mindtools.com/page6.html](https://www.mindtools.com/page6.html)

Recommendation, variations

1. In case trainers see that homework cannot be accomplished by learners, therefore on next sessions there's no resources to start the work from (this is applicable with unit2 and 3), this can be skipped and within the f2f brief skills assessment on the spot can be implemented, as well as identifying goals and creating Action Plans. Should be kept in mind, that these would increase the number of hours of the f2f sessions.
2. At the end of each unit discussions can be generated within which participants summarise what they have learnt. These all can also be taken as an evaluation process of what they have learnt throughout the sessions.

Evaluation

As far as the evaluation phase of the module is concerned, self-assessment tools collection can be used from the Comp-Up Tool Collection, for ex: BP13 <http://www.i-pool.eu/database/?p=2>.

Furthermore, self- reflection exercises have been also described and suggested within the units, which should generate group discussion and let trainers measure if the set learning outcomes for each session have been achieved. Moreover, an online questionnaire has been also set up containing the questions below. The questionnaire is available on the following link: <https://docs.google.com/forms/d/e/1FAIpQLSdAjmxta8A8fp4KAmnUzGT7Dgyl44aje3INdMzNWIqbNFj2BA/viewform>



Closed questions:

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1. Emotional intelligence is the ability to: (you can choose more than one answer)

- a. identify, use and manage your own emotions;
- b. be aware and empathize with the emotions of others;
- c. help you communicate effectively, overcome challenges and resolve conflicts.

2. Creating a positive group dynamic, will help educators involve learners in the education processes, and learners to improve their skills. But how can this be achieved? (you can choose more than one answer)

- a. by giving your group a common goal
- b. by feeling sorry for your group members
- c. by laughing a lot

3. How can real life situations be integrated as learning outcomes in the education of low qualified adults? (you can choose more than one answer)

- a. drawing up exercises through which everyday life situations can be experienced
- b. making sure that learners self esteem is a driving force in their lives
- c. making sure that learners feel safe and confident in their learning environment

4. Action planning is the process of... (you can choose more than one answer)

- a. turning one's goals into action.
- b. reflecting on one's ideas.
- c. planning the steps to get where one would like to be.

5. Setting up individual goals is important in a low-qualified adult learners' educational process. These goals should be:

- a. Specific, Measurable, Appropriate, Realistic, Time-Based;
- b. something one wants to do;
- c. take place during a period of two weeks' time.



6. Identify the importance of a Goal:

- a. A goal is something that someone would never like to achieve.
- b. A goal is something that someone would not pay enough attention to.
- c. A goal is something that someone would really like to achieve.

7. Giving positive feedback to learners is a really important aspect of the teaching process. In your opinion which of the following aspects should you consider while giving positive feedback? (more than one correct answer is possible)

- a. Link your feedback to results.
- b. Always wait one or two months before delivering your feedback.
- c. Deliver positive feedback in group, as a result, individuals will benefit more of it.

8. Feedback has two main purposes:

- a. to question ones' abilities and define their qualities
- b. to motivate and to correct
- c. to criticize and point out weaknesses

9. While thinking about the successes and failures of an adult learner, what should be considered? (more than one correct answer is possible)

- a. learning context
- b. previous learning experience
- c. self-esteem of the learner

10. Having a group of low-qualified adults in your training room, what would be your first goal before starting the learning process?

- a. To make sure that learners feel confident and comfortable. If this is set, we will achieve good results.
- b. To get to know the name of the learners.
- c. To find out which country they come from.

Correct answers: 1-all three answers are correct; 2-a,c; 3-b,c; 4-a,c; 5-a; 6-c; 7-a,c; 8-b; 9-all three answers are correct, 10-a.



Open questions

1. In your opinion, which of the described activities, implemented exercises will help you most in involving and supporting young adults in their education processes? Please explain your choice.

2. In your opinion, how important is setting realistic goals in the learning process of an adult learner? Why? Is this process in close relation to giving positive feedback? From the adult learners' point of view, what do you think why is providing positive feedback important?



Module №5: Networking

Module Objectives:

The main objective of this module is to reveal possibilities and approaches to setup and strength a network for adult education professionals (AEP)s and the low-skilled learners they are working with. Based on the clarification of different levels of networking, the AEPs learn about the benefit of exchange and mutual support beyond their direct work environment. The enhancement of network can support the professional development of the AEP themselves as well as implement sustainable and long-term supportive methods for the work with low-skilled learners.

Learning outcomes:

Upon completion of this learning module concerning networking, participants (adult education professionals) will:

- know how networking is defined
- understand the different levels of networking
- have the knowledge of benefits of networking
- know about the requirements for professional networking
- be able to reflect the personal network
- know about possibilities/methods for sustainable networking
- be able to use methods for networking from the point of low-skilled learners
- know how to support low-skilled learners to build and strength their network

Methodological approach

The module No. 5 includes some parts of theoretical input as well as individual work-instructions and tasks for groupwork. The theoretical input will be presented via PowerPoint presentation or flipchart. On this base the practical part will be divided in personal works (individual reflection) and partner or group work (discussion) to connect the content with the practical work.



Learning materials needed for the implementation

- PowerPoint slides
 - ppt1: webinar/online-session
 - ppt2: unit 3 (strategic networking)
 - ppt3: unit 4 (introduction methods)
- prepared flipchart
 - flipchart1: unit2
 - flipchart2: unit3
 - flipchart3: unit4
- templates
 - template1: self-reflection personal network
 - template2: self-reflection professional network
 - template3: social map
 - template4: resource map
 - template5: evaluation/feedback (additionally)

Content (Topics /Units):

The module is divided into four sections, which leads from general information for the term networking to the work area of AEPs. In the last unit the focus will also be set to the situation of the low-skilled learners, the AEPs are working with.

1. General introduction to Networking
2. Reflection of the personal network
3. Using network as an AEP (adult education professional)
4. Supporting low-skilled learners to deal with their network



Learning hours by topics/units

No	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	Webinar	
1	Networking: general introduction		20 min	
2	The personal network	1 hour 40 min		
3	Using network as a AEP	1 hour 25 min		
4	Supporting low-skilled learners to deal with their network	1 hour 30 - 40 min		

Step by step implementation

Module 5/ Unit 1 Networking: general introduction and concepts to networking

Online Session:

Duration	Methods and Content	Tools/materials
20 min.	<p>Webinar “Important facts about networking”</p> <p>The webinar based on the PPT slides will give a theoretical input to the most important facts about networking. Based on an attempt to define, basic principles and possible steps are explained to build and strength the personal network. Participants will watch this presentation to prepare themselves for the following units.</p>	ppt1

Module 5/Unit 2: Reflection of the personal network

F2F Session:

Duration	Methods and Content	Tools/materials
10 min.	<p>Overview of the unit</p> <p>-information to the project</p> <p>-information to the module</p> <p>-information to the daily schedule</p>	flipchart1
25 min.	<p>Warm up:</p> <p>-Introduction and reflection of the usability of <i>rounds of interviews</i></p> <p>-Self-presentation of the participants</p>	<p>Flipchart paper</p> <p>Flipchart pen</p>



	<p>The warm provides time and space to reflect about the advantage and chances of <i>rounds on interviews</i>. Before the participants present their selves, they should think about the following questions:</p> <ul style="list-style-type: none"> - what is important to know about other people? - what should other people know about me? - how do I decide, if I want to get connected with people? <p>During the presentation stich words are noted on the flipchart to visualize the process.</p>	
30 min.	<p>Short summary of the webinar and introduction for the <i>self-reflection</i></p> <p>The summery will help the participants to remember the content of the webinar. Based on this input the upcoming task will be presented. With the help of the <i>self-reflection sheet</i> the AEPs get time to reflect about the personal networking-style and structure. For assistance, they are asked to reflect about the contacts of the last month and work out 3 high- and lowlights. This unit addresses professional as well as personal contacts.</p>	template1
20 min.	<p>Teamwork – discussion on results</p> <p>The participants will be separated in small groups. The group selection is determined by means of chocolate (number of people present; different colours depending on the desired group size)</p> <p>They can discuss about the results of the last exercise. For support, they can use the notes they prepared in the last exercise. The goal of this session is to learn about other approaches for networking. Each group is asked to collect their results on a flipchart.</p>	<p>Chocolate bars and a bowl (for group selection)</p> <p>Flipchart paper Flipchart pens</p>
15 min.	<p>Presentation of the results</p> <p>Each group presents the results and new findings to the whole group. At this point a discussion and exchange of experiences between the participants is desired.</p>	



Module 5/ Unit 3 - Using network as an AEP

F2F Session:

Duration	Methods and Content	Tools/materials
10 min.	<p>Overview of the unit</p> <p>The goal of this unit is to focus the networking on the professional level of AEPs. In this session the participants will reflect on their blind spots and learn how to extend their professional network in a structured way.</p>	Flipchart2
25 min.	<p>Exploring the professional network of AEPs via <i>card method</i></p> <p>All participants get 5 post its to write down the most important elements of the professional network. After 10 minutes each person will fix the post its on the flipchart and explain their selection in a short way to the group.</p>	Post its Flipchart pen Tape
30 min.	<p>Self-reflection of the professional network</p> <p>Based on the results of the last exercise the participants get time to reflect their own <i>professional network</i>. For assistance they get a template with prepared questions: <i>Which parts are covered? How they are covered?</i> <i>Which parts are not covered?</i> <i>Who can help to dissolve my blind spots?</i></p>	Template2
20 min.	<p>Theoretical input combined with exchange of experience – <i>strategic networking</i></p> <p>The AEPs get advices and suggestions how to strength and extend their network. While presenting different approaches the participants are asked to make comments, if they already have experience in a good or bad way. As every participant has worked out their blind spots in the former session, they can use proper inputs according to their individual working situation.</p>	Ppt2



Module 5/ Unit 4 - Supporting low-skilled learners to deal with their network

F2F Session:

Duration	Methods and Content	Tools/materials
10 min.	Overview of the unit	Flipchart3
	The goal of this unit is to show AEPs how to use methods to support low-skilled learners to deal with their network. This level of networking concerns the sustainability and long-term support of the low-skilled learners, going beyond the training-sessions.	
20 min.	Presentation of 2 methods for practical application	Ppt3
	The methods <i>social map</i> and <i>resources map</i> will be explained theoretically. After giving a definition and possible goals of this approaches, examples will be presented and discussed as a preparation for the further exercises in this unit.	
30 min.	Partner-work for practice	Templates 3 and 4
	The participants can try out the methods in form of partner-work. In the first round one person takes over the role of the <i>AEP</i> and figures out the social map for the " <i>client</i> " (second person). For practicing the second method (resources map) the partners change the roles. Therefore, both can simulate a coaching-situation and additionally get to know the role of the interviewed person.	
20 min.	Space for questions and review of the exercise	
	After finishing the last exercise there is space for questions and discussion-points. The results and findings of can be shared with the whole group.	
10 - 20 min.	Evaluation	Template 5
	The participants get time to give a verbal feedback concerning the session and what they have learned. Additionally, a short will can be handed out to get an anonymous feedback concerning the gained knowledge and sustainability of the module.	



Online session

Duration	Methods and Content	Tools/materials
20 min.	<p>Webinar “Important facts about networking”</p> <p>The webinar based on the PPT slides will give a theoretical input to the most important facts about networking. Based on an attempt to define, basic principles and possible steps are explained to build and strength the personal network. Participants will watch this presentation to prepare themselves for the following units.</p>	ppt1

Resources

Pen, paper, computer, flipchart (paper, pen), post its, tape, templates
 Chocolate bars, bowl
 Link for Webinar and PPT slides

Recommendation, variations

The module 5 is planned as a blended module, mixed up an online session and some F2F sessions. The units are structured reassuring. The whole module can also be executed online, if necessary.

Evaluation

At the end of the module the participants will be asked to give a verbal feedback to the session and reflect their learned lessons. Additionally, there is an evaluation sheet prepared, which will be handed out to the participants, which you can find below.

Optionally, the questionnaire can be filled out online: <https://forms.gle/LpAHZ4D26xezA3iN9>.

Closed questions

1. In which sections can it be useful to build a network?

- a. Private context
- b. Professional context
- c. In both sections it can be useful

2. How long you should deal with your network?

- a. For 2 months continuous
- b. Once a year
- c. Networking is an all the time thing



3. Which sections are presented by using the social map?
 - a. Family tree
 - b. Professional support
 - c. The financial situation

4. Which step is **NOT** part of the Principles of Networking?
 - a. Give first
 - b. Professional support
 - c. Gathering business cards

5. Why can it be useful to do research concerning your network?
 - a. Knowledge about projects
 - b. Knowledge about events, which fits to my work
 - c. Get to know new stakeholders

6. How can you describe your knowledge about the professional network in your area?
 - a. I have enough knowledge about the network
 - b. My knowledge is expandable
 - c. I definitely have to deal with it

7. Will you use the approaches/ideas learned today at your work in future?
 - a. Yes
 - b. I have to think about that
 - c. No

8. Can you integrate the methods *social map* and *resource map* in your current work?
 - a. Yes
 - b. I have to think about that
 - c. No

9. Which parts can be defined as goals of *networking*?
 - a. get or give information
 - b. socialize
 - c. get to know new people

10. Which sections can be considered by using the *resource map*?
 - a. Financial situation
 - b. Infrastructure
 - c. Useful relationships

Correct answers: Correct answers: 1-c; 2-c; 3-b; 4-a,b; 5-a,b,c; 9-a,b,c; 10-a,b,c.



Open questions

1. Which ideas or approaches do you want to use for your personal network (private/professional) in future?
2. What do you think, how important is networking (on different levels) for your target group?



Annexes

Annex 1 - Module 2 – 12 Roadblocks

12 Roadblocks

1. Directing

Is telling someone what to do, giving orders or commands.

For example:

- You've got to wake up and see what is actually happening!
- Knock it off!
- Stop complaining and do something about it!
- Do not apologize for that!

2. Warning

Pointing out the risks or dangers of what a person is doing.

For example:

- You're going to destroy this relationship.
- If you do, you'll be sorry.
- You'd better listen to me.

3. Advising

Making suggestions and providing solutions, usually to be helpful.

For example:

- How about..?
- Here's what I would do if I were you...
- You could try to...

4. Persuading

Lecturing, arguing, giving reasons or trying to convince with logic.

For example:

- If you just think about it you will realize that...
- Yes, but don't you see that...
- The fact is...



- It is the right thing to do, here's why...

5. Moralizing

Telling people what they should do.

For example:

- You really should...
- The rights thing to do is...
- It's your duty to...

6. Judging

Can be in the form of blaming, criticising or simply disagreeing.

For example:

- Well, it's your own fault!
- You're still asleep at ten in the morning?
- That was a bad decision.

7. Agreeing

Usually sounds like taking sides with the person, perhaps approving or praising.

For example:

- You are absolutely right.
- Good for you!
- That's what I would do, too.

8. Shaming

Attaching a name or a stereotype to what the person is saying or doing.

For example:

- That's a silly way to think.
- How could you do such a thing?
- You're being selfish.

9. Analysing

Reinterpreting or explaining what the person is saying or doing.

For example:

- Your unconscious is telling you...



- Do you know what your real problem is?
- I think what's actually going on here is...

10. Probing

Asking questions to gather facts or press for more information.

For example:

- When did you first realise that?
- What makes you feel that way?
- Why? How? What? When?

11. Reassuring

Can sound like sympathising or consoling.

For example:

- You poor thing, I'm sorry for you.
- Things aren't really that bad.
- You will probably look back on this in a year and laugh.

12. Distracting

Tries to draw people away from what they are experiencing by humouring, changing subject or withdrawing.

For example:

- Let's talk about something else.
- You think you got problems. Let me tell you...
- The weather is really nice today!



Annex 2 – Module 3 - Key words - The concept of inclusive education

Key words - The concept of inclusive education

- ❖ Has special needs
- ❖ Teacher's attitude
- ❖ Needs special equipment
- ❖ Rigid methods – rigid curriculum
- ❖ Does not respond – cannot learn
- ❖ Teachers and schools not supported
- ❖ Lack of teaching aids and equipment
- ❖ Needs special teachers
- ❖ Cannot get to school
- ❖ Parents not involved
- ❖ Poor quality training
- ❖ Needs special environment
- ❖ Inaccessible environment
- ❖ Is different from other children
- ❖ Many dropouts – many repeaters



Annex 3 – Module 4 - GPA Outline form

Unit 3: How to set up realistic and individual goals for the participants?

GOAL	Use the space below to describe your goal	Short term <input type="checkbox"/> Mid term <input type="checkbox"/> Long term <input type="checkbox"/>
PLAN	Use the space below to explain your plan	
ACTION	Use the space below to list the action steps needed to achieve your goal.	
	1.	
	2.	
	3.	
	4.	
	5.	
	...	



Annex 4 – Module 4 – Handout for Unit 3

Unit 3: How to set up realistic and individual goals for the participants?

“The only person you are destined to become is the person you decide to be”


Ralph Waldo Emerson




MY MAIN GOAL RIGHT NOW

MY NO.1 GOAL IS... ..

TARGET DATE How will I know I've reached my goal?

ACTION STEPS: 

-
-
-
-
-


This goal is important to me because... 

Obstacles that may arise are... ..

- →
- →
- →
- →
- →

How I plan to respond to each obstacle:

What will be good about achieving my goal?

My key qualities that will help me achieve this goal are... 
 1.
 2.
 3.
 4.
 5.



Annex 5 – Module 4 - Handout 1 for Unit 4

Unit4: How to work with positive feed-back in a goal-oriented teaching?

Handout 1: CONSTRUCTIVE FEEDBACK VS. PRAISE AND CRITICISM

As a mentor you can provide feedback in two different ways: through constructive feedback or through praise and criticism. Constructive feedback is far superior in helping the mentoree gain valuable information about him or herself and, done properly, it can go a long way in boosting self-confidence and building rapport. The advantages of constructive feedback will become more obvious if we examine the difference between the two forms of feedback.

Constructive feedback is information-specific, issue-focused, and based on observations. It can have two varieties:

- Positive constructive feedback is input about an effort well done.
- Negative feedback is news about an effort that needs improvement.

Praise and criticism are both personal judgments about a performance effort or outcome, praise being a favorable judgment and criticism an unfavorable judgment. Information given is general and vague, focused on the person, and based on opinions or feelings.

The following examples should help illustrate the essential differences between constructive feedback and praise/criticism:

PRAISE:	CRITICISM:
<i>You did a great job! Nice work.</i>	<i>You've been not much of help lately. I hope that this is not what we can come to expect of you.</i>
POSITIVE CONSTRUCTIVE FEEDBACK: <i>"I noticed you delivered your project a week ahead of time and I'm delighted by your performance, thank you very much. We now have extra time to make final improvements and tweaks. How did you manage to do it? I implore you to pull this off for the next project too."</i>	NEGATIVE CONSTRUCTIVE FEEDBACK: <i>"I've noticed some changes in your work habits and results over the past week or so. I know how productive and results-driven you usually are, so I wanted to check in with you and see if there was anything you were having trouble with that I might be able to help you with."</i>

The constructive feedback was more objective, specific and nonjudgmental than the praise/criticism. It was based on observations of specific items and it was not wrong or right. This feedback would encourage discussion enabling the mentoree to learn more about the situation and establish a positive course of action to rectify any concerns.



Annex 6 – Module 4 - Handout 2 for Unit 4

Unit4: How to work with positive feed-back in a goal-oriented teaching?

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Handout 2: Checklist for giving constructive feedback

In order to lessen the chance of misunderstanding and to make feedback more acceptable and useful, it is helpful to follow certain rules. If you wish to promote openness among the participants during the course of the training/instruction, it is useful to also acquaint them with these rules and to all agree to try to follow them.

- HAVE THE LEARNERS' BEST INTERESTS AT HEART
- ALWAYS START WITH SOME POSITIVE FEEDBACK
- BE HONEST

Honest conversations actually strengthens relationships. People have a need to be acknowledged and recognised for who they are, and appreciate it when you are speaking honestly and from the heart, even if what you are telling them is uncomfortable for them to hear. People can tell when you are not saying what you really think or just going through the motions.

- BE AS SPECIFIC AS POSSIBLE

Avoid generalisations, interpretations, and inferences, such as "Peter is always ready to help others," "One can feel that Dace likes to play the leading role," "If you stood up for yourself more, we would have better results."

The role of feedback is to tell about your own observations and feelings about a certain situation. When we generalise and interpret, we start making assumptions on behalf of another person. This can feel like an intrusion to the receiver of the feedback.

- USE "I ..." STATEMENTS INSTEAD OF "YOU WERE ..."

Tell about your own feelings and observations, for example, "I got angry when you didn't give me an opportunity to express my opinion".

- CRITICISE THE ACTION, NOT THE PERSON

- BE DIRECT AND SINCERE

Add appreciation, for positive feedback, or concern, for negative feedback, to the specifics of the issue to create awareness of the importance of the message. Rather than relating your analysis or opinion, state your observations of what you see occur. Observations are more factual and non-judgmental.

- BE TIMELY

Timing addresses when you provide feedback and of course the answer is ASAP. The closer to the occurrence that the mentoree receives your feedback, the more likely that the event will be fresh in both your minds and therefore easier to discuss. However, if the feedback is negative and you cannot deliver it in a calm, concerned manner, it will be better received if you wait until you are ready.

- FOCUS ON NO MORE THAN TWO ISSUES;



- OFFER SUGGESTION/SOLUTION
- BE ENCOURAGING – EVERYONE ENJOYS BEING PRAISED FOR A JOB WELL DONE/SUCCESSFUL ACTION.
- Point out positive accomplishments as well
- Praise for positive things done
- Express thanks and appreciation
- Inspire the mentoree to achieve goals
- Acknowledge the efforts and growth made by the mentoree
- KEEP IT PRIVATE