EMPOWERING THE SOCIETY THROUGH ADULT LEARNING

TRAINING PROGRAM
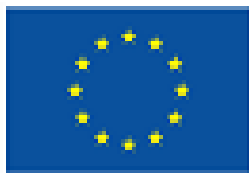
Learning Mobility of Individuals

Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the learning mobility:

Outcome 1: Increasing Intercultural Competences of Trainers	
Relevant subject, skill or competence:	Intercultural Competences
Description:	In this output, the participants will increase their cultural awareness and improve their intercultural communication skills, empathy, tolerance and mental and behavioural flexibility. The participants will also have the opportunity to discuss and reflect on concepts such as ethnocentrism, racism, discrimination, segregation, and get insights on how to teach them in creative ways. Thanks to this course, the participants will experience themselves the methods of building intercultural competences while also reflecting on how to apply them to their context.

Outcome 2: Effective Techniques and Good Practices in Non-formal and Informal Education of Adult	
Relevant subject, skill or competence:	Development of the Adult Education Teacher Competencies
Description:	This output will ensure participants to learn cases of international good practice concerning non-formal and informal education and training of adult learners. The participants will have the opportunity to understand the essential elements of instructional design and organization of courses and activities, including cultural, for adults. It will be also possible for participants to be familiar with technologies and experiment with ICT tools that can be used in adult education and discuss characteristics of an adult learner and effective teaching strategies in adult education

Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

Activity / task 1: Reflecting acceptance of ambiguity and change	
Description:	Participants will be presented the knowledge of the notions and concepts of acceptance of ambiguity and change. They will discuss theories, concepts and experiences that relate to ambiguity and change in the activity and when designing the educational approach. Participants will work in pairs and

	demonstrates an share they understanding of their own biases and behaviours when addressing stereotypes. Topics to reflect: Skill to deal with ambiguity and change - Openness to unexpected issues and to ambiguity within the group and the learning process Technique: - Presentation - Leading Group Discussions

Activity / task 2: Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives

Description:	Participants will be presented with the knowledge of the various dimensions of culture and identity. The group will understand culture as a dynamic and multifaceted process. Refer to related concepts and theories (in a(n) (inter)cultural context). Discussion in directed groups: ➢ theories and concepts of power relations ➢ skill to work with interrelated dimensions of culture and identity ➢ readiness to confront and be confronted Technique: - Presentation - Leading Group Discussions

Activity / task 3: Reflecting and using diverse ways and methods to increase self- awareness

Description:	Discuss in various approaches towards raising awareness; capitalising on the outcomes for the learners' benefit. This will make aware of the various approaches towards raising awareness and capitalises on the outcomes for the learners' benefit. Discussion in directed groups: ➢ skill to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit. ➢ willingness to support and empower Technique: - Presentation - Leading Group Discussions

Activity / task 4: Being able to apply human rights principles

Description:	Presentation of the basic human rights principles and how to work on them through different methods. Support learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality etc., in relation to the content of the activity. Discussion in directed groups: ➢ skill to work on human rights through various methods (human rights education-related. ➢ Skill to encourage reflection on human rights related issues Technique: - Presentation - Leading Group Discussions

Activity / task 5: Selecting, adapting or creating appropriate methods	
Description:	The group will be introduce to different existing methods and their sources for teaching adults. Participants to this module will be able to: ➢ identify methods and their sources ➢ explain and apply the methodologies used in adult training when choosing, adapting and creating methods ➢ create and adjusts methods accordingly ➢ Dare to improvise and adjust in unknown and unpredicted situations Technique: - Presentation - Leading Group Discussions

Activity / task 6: Creating a safe, inspiring learning environment	
Description:	Learners will be introduced to group processes and the principles of creating an encouraging learning environments, making them to reflect on skills to identify the potential and risk of the environment. Learners will: ➢ be aware of regulations and elaborates a safety plan ➢ make adequate use of the environment for learning purposes ➢ support and encourage/confront the group and/or learner in a way that is useful way for the group/learner ➢ empathise with the group and share emotions and insights honestly and respectfully ➢ find creative ways to use the environment ➢ recognise learners' needs and limitations as well as any changes in the situation Technique: - Presentation - Leading Group Discussions

Activity / task 7: Promoting creativity, problem- solving and 'out-of-the-box' thinking	
Description:	The group will be introduced to factors that support and block creativity. Ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking. Skill to establish a supportive relationship with adult learners. The participants will: ➢ demonstrate an understanding of factors that support and block creativity ➢ Refer to a variety of methods that encourage creativity, problem solving and 'out-of-the-box' thinking ➢ enable participants to be creative and think out of the box ➢ establishes a supportive relationship with learners Technique: - Presentation - Leading Group Discussions

Activity / task 8: Undergoing personal / professional development through feedback

Description:	Participants will be introduced to the principles and mechanisms of feedback and techniques to be open to accept one's own unconscious behaviours/habits to be able to give, receive and integrate feedback in a constructive way. After finishing the activity earners will be able to: ➢ understands the values and mechanisms of feedback ➢ give, receive and integrate feedback in a constructive way ➢ ask for feedback ➢ integrates feedback and maintain or recover their own emotional balance afterwards Technique: - Presentation - Leading Group Discussions

Activity / task 9: Identifying and providing appropriate resources to support individual learning

Description:	The participants will be introduced to different techniques on how to search for existing appropriate resources for supporting adult learning activities and how to organise existing appropriate resources. After finishing the activity earners will be able to: ➢ refer to existing appropriate resources for supporting learning ➢ organise existing appropriate resources for individual learning purposes ➢ organise resources in a structured way for learning purposes Technique: - Presentation - Leading Group Discussions

Activity / task 10: Integrating ICT, e- learning and other tools and methods into the educational activity

Description:	The participants will be introduced to different ICT tools and e-learning related techniques and principles in non- formal learning settings. After finishing the activity learners will: ➢ refer to relevant ICT tools and related uses in non-formal learning settings ➢ apply ICT tools and e-learning where necessary/relevant ➢ connect 'offline' and 'online' learning environments and links them throughout the educational process ➢ be comfortable with exploring ICT tools ➢ be open to resistance to e-learning and makes efforts to overcome this resistance Technique: - Presentation - Leading Group Discussions

Recognition of learning outcomes

The recognition is based on the assessment of the individual's learning outcomes and may result in a certificate
- Attendance to all activities implemented during the stay abroad
- Active participation in all activities
- Participation in self assignments and group discussion

Additional provisions

To have an effective group discussion should be respected the following rules:
- All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- All members of the group can hear others' ideas and feelings stated openly
- Group members can safely test out ideas that are not yet fully formed
- Group members can receive and respond to respectful but honest and constructive feedback. Feedback could be positive, negative, or merely clarifying or correcting factual questions or errors, but is in all cases delivered respectfully.
- A variety of points of view are put forward and discussed
- The discussion is not dominated by any one person
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities
- Even in disagreement, there's an understanding that the group is working together to resolve a dispute, solve a problem, create a plan, make a decision, find principles all can agree on, or come to a conclusion from which it can move on to further discussion

Responsible persons at the hosting organisation

Full name:	Anna Pellegrino
Job title:	Expert in communication and social education
Email:	anna.pellegrino@uniud.it
Phone number(s):	+393357035566
Organisation name:	Ecoistituto del Friuli Venezia Giulia
Address:	Via Ferraris Galileo 1 33100 Udine Italy