



# REPORT/GUIDE

THE EDUCATOR - A PILLAR OF  
SOCIAL INCLUSION IN ADULT  
EDUCATION.

OCTOBER 2023

Developed by the Experts of the Consortium of project  
no 2021-1-PL01-KA220-ADU-000035239:

- FUNDACJA EDUKACJI ROZWOJU I INNOWACJI  
(Education Development and Innovation Foundation) - Kraków, Poland
- SAMERIMPEX IMPULSI DOO – Skopje, North Macedonia
- EDU SMART TRAINING CENTRE LIMITED – Kells, Ireland



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**FUNDACJA EDUKACJI ROZWOJU I INNOWACJI**  
**(Education Development and Innovation Foundation) - Kraków, Poland**



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Project "Educator as a pillar of social inclusion in adult education" co-financed by the European Union. The European Commission is not responsible for the content produced. Erasmus+ Program, Action 2: Cooperation partnerships in the adult education sector.



# PREFACE

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

## Welcome to our Guide for Educators!

This guide was prepared by the Consortium Experts and is dedicated to educators who work with adults, and in particular to those who face unique challenges related work and cooperation with disadvantaged adults.

Our goal is to provide educators with valuable tools and tips to help create a more inclusive and effective learning environment.

In this guide you will find international good practices, inspiring workshop/lesson scenarios and educational materials that will enable you to effectively conduct classes with adults, especially those who are in disadvantaged situations or at risk of social exclusion.

We hope that the attached resources will be a source of ideas and inspiration that will contribute to improving the quality of adult education and social inclusion.

## FERI consortium leader



Working as an adult educator is a unique job and requires versatile skills. Your role is crucial in creating a society where everyone has the opportunity to learn and develop, regardless of their life situation. That's why this guide focuses on tools that will help you to raise to this challenge.

**We wish you a good read and inspiring work with adults!**

**Team of Experts**



## The role of an educator in the education of disadvantaged adults

The project "Educator as a pillar of social inclusion in adult education" aims to develop educational solutions for educators working with disadvantaged people.

Educators' work with disadvantaged adults is aimed not only at transferring knowledge, but above all at helping these people overcome difficulties and develop their potential. An unfavourable situation may include various challenges such as unemployment, poverty, low self-esteem, lack of previous educational opportunities or confrontation with various life difficulties.



Educators working with disadvantaged adults often have to cope with many challenges. This requires empathy, understanding and the ability to build trust. The key to success is establishing a partnership in which educators and participants work together to achieve common goals.

One of the main challenges is motivating adults to take up education and development. Educators must be aware of various motivational factors, such as participants' goals and values, their individual needs and expectations. It is also important to take into account the life context and external constraints, such as lack of time, finances or family responsibilities.

The work of educators is based on understanding their educational needs and adapting programs and teaching methods to their specific requirements. Many educators use holistic approaches that take into account not only the educational aspect, but also the emotional, social and professional approaches.

Building a community support network around disadvantaged adults is also extremely important. Educational activities should include the opportunity to establish contacts, build relationships and support participants through cooperation and sharing experiences.

The work of educators can bring enormous benefits, both for the participants themselves and for society as a whole. Through their activities, educators support participants in improving the quality of life.



**The concept of 'disadvantaged adults'** refers to a group of adults who face various obstacles, discrimination or difficulties in their lives that prevent them from participating fully in society and work. Disadvantaged adults are usually people who find themselves in a difficult life situation, such as: unemployment, low level of education, age, lack of financial stability, lack of social acceptance, feeling excluded or actual exclusion due to, for example, sexual orientation, health problems or disability, migration or difficulties in social integration. Definition may vary depending on context and country, but in a nutshell is about people who face various forms of discrimination, social exclusion or difficulties that hinder their full participation in society and work. To help these groups of people, there are various training programs, courses and initiatives aimed at improving their qualifications and skills, as well as increasing their chances of success in their professional and personal lives.



The term is consistent with the provisions of the Adult Education sector of the Erasmus+ program, where disadvantaged adults are people in a difficult life, economic and social situation, with fewer opportunities, at risk of social exclusion due to insufficient key competences, especially basic skills, including digital skills. These adults take advantage of classes that improve these skills in order to live independently, be an active member of society, a supportive parent, and find their way in the labour market. These courses and programmes are organised by various types of institutions or organisations.

#### **The partners jointly developed a framework for motivating such people to pursue education:**

- **Providing information about the benefits of learning** - it is worth talking to adults about the benefits of learning. It should be emphasised what skills and knowledge can be acquired and what benefits may result from improving professional qualifications, such as a better job or higher salary. Focusing on the specific skills they will acquire and what opportunities this will open up for them.
- **Finding or developing training programs tailored to their needs** - it is worth looking for training programs that are tailored to the needs of adults. Such programs often offer a flexible schedule of classes and allow you to acquire knowledge and skills in a short time.
- **Preparing an individual learning plan** - it is worth preparing an individual learning plan for an adult that will be tailored to their needs and capabilities. In this way, you can motivate them to take learning step by step and increase their sense of control over the learning process. This will also help disadvantaged adults identify their development goals and develop action plans to help them achieve those goals. Helping in setting a clear goal and tracking progress can be a powerful motivator. Understanding learners' individual needs and learning styles and adapting the learning process to these needs can increase motivation and engagement.
- **Creative and attractive presentation of content** - present educational materials in an interesting, attractive way which is adapted to the needs of learners. Use a variety of methods and tools such as multimedia, games, and practical exercises to make the learning process more engaging and enjoyable. Use technology such as e-learning platforms, mobile apps, video lessons so that learners have access to a variety of educational materials anytime and anywhere. The use



of modern technological tools can increase the attractiveness and accessibility of the learning process.

- **Applying a competency-based approach** - developing specific knowledge and skills that are relevant to disadvantaged adults. By focusing on the specific value, they are gaining, learners will be more likely to continue learning.
- **Creating a positive environment** - it is worth creating an environment that will be conducive to learning and motivate to undertake education. You can organise a support group or provide an adult with support from loved ones. It is important to encourage others to share experiences and learn from each other.
- **Providing positive learning experiences** - it is worth creating situations in which an adult will have positive learning experiences, e.g. by organising placements or workshops in which they will be able to apply the acquired knowledge. Positive support i.e. providing individuals with emotional and motivational support to help them stay motivated to learn. Support from other people can be inspiring and motivating.
- **Showing that learning can be enjoyable** - it is worth showing an adult that learning can be enjoyable and interesting. You can spark their interest in topics that are important to them and encourage develop in new areas.
- **Adapting to the diversity of participants** - it is worth taking into account the different learning styles, knowledge acquisition and preferences of adult education participants. It is important to use a variety of techniques and tools to adapt the training process to individual needs.

All of the above elements can help motivate disadvantaged adults to pursue education. It is important to work systematically and make efforts to help an adult acquire knowledge and skills that will help them achieve career or life goals. It is important that each participant has their own unique needs and motivations, so it is important to approach participants individually and adapt motivational methods to their situation.



### Additionally, tools supporting motivation to learn include:

- **Goals and milestones:** Helping individuals set goals and milestones can help them become more motivated to learn and act. Goals must be realistic and accessible, and their achievement should be rewarded.
- **Positive thinking:** Helping people think positively can help them cope with stress and difficulties and improve their approach to learning. They can be taught positive thinking techniques, such as looking for the positive side of situations and focusing on successes instead of failures.
- **Intellectual challenge:** Helping individuals engage in intellectual challenges can help stimulate their minds and increase their motivation to learn. You can offer them an opportunity to learn something new, an intellectual challenge or a way to develop their skills.
- **Individual approach:** Understanding individual needs and preferences can help ensure motivation to learn. Therefore, it is important to tailor your approach to each person to give them the best chance of success.
- **Rewards and praise:** Rewarding and praising achievements can help stimulate motivation to learn and continue working. You can offer people rewards for achieving goals or praise for work done to increase their self-esteem and motivation.



### Innovative ways to reach educationally disadvantaged adults:

- **Mobile learning** - the use of mobile devices (e.g., smartphones) to deliver educational content. This is especially effective for people who have limited access to desktop computers or classic online courses. It is important to use e-platforms, e-learning platforms that enable learning anywhere and anytime.
- **Social media** - creating educational communities on platforms such as Facebook, Twitter and LinkedIn. Sharing educational materials, tips and inspirational content via social media to attract attention and encourage learning.
- **Remote teaching in real time** - thanks to the use of various online tools, such as videoconferencing, training can be conducted in real time without the need for the physical presence of participants.
- **Educational games (gamification)** - using the gamification approach, you can create educational games that engage participants and enable them to acquire knowledge in an interactive and enjoyable way. Introduce elements of competition and rewards to increase engagement and motivation to learn.
- **Mentoring** - using a mentor or teacher to help learn and develop skills can be an effective way to motivate participants and increase their chances of success.
- **Storytelling** - telling inspiring stories of people who managed to overcome educational difficulties and achieve success. Sharing examples of people who have found new opportunities through education to encourage others to pursue learning.
- **On-the-job training programs** - this approach involves organising training on the job and using practical tasks and exercises that help participants apply knowledge in practice.
- **Personalisation and flexibility** - adapting educational programs to the individual needs and preferences of participants. Providing flexible learning options, such as self-study, online courses and remote consultations.



## International context

### Council of the European Union Recommendation on Upskilling Pathways

The Recommendation of the Council of the European Union of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults concerns promoting and facilitating access to learning and training for adults who have difficulties with basic skills. This aims to develop their skills, knowledge and competences.

The council recommends that member states take systemic actions that will allow to offer adults with low skills, knowledge and competences, for example those who have left education or training without secondary education or an equivalent level of qualification, and who are not eligible for Youth Guarantee support, access to pathways improve skills enabling them, depending on their individual needs:

- achieving a minimum level of literacy, numeracy and digital competence; or
- achieving a broader set of skills, knowledge and competences appropriate for the labour market and active participation in society, building on Recommendation 2006/962/EC on key competences for lifelong learning, by progressing towards level 3 or 4 qualifications EQF depending on national conditions.

This support should be implemented in three steps, i.e., assessment of current skills and identification of needs, tailored educational offer and validation.

Additionally, as indicated in the Recommendation, the system under which support is offered should allow for building cooperation between stakeholders, promoting and disseminating undertaken activities, conducting motivational activities and consulting, developing educators' competences and constant monitoring and evaluation.

## European context

The issue of adult learning in the European Union is not a new topic. However, it should be emphasised that in the last few years it has become more important. The key document defining EU policy in the field of adult education is **Council resolution on the new European agenda for adult learning 2021-2030**.

Member countries agreed that adult learning requires a holistic approach encompassing cross-sectoral and multi-stakeholder cooperation and effective coordination at European, national, regional and local levels. This will include expanding and improving the provision, promotion and use of formal, non-formal and informal learning opportunities available to all.



The main priority areas of the agenda, outlined below, are intended to ensure continuity of work and further development of adult learning in the field of:

- management;
- lifelong learning offers and their use;
- availability and flexibility;
- quality, equity, inclusion and success in adult learning;
- ecological and digital transformation.

Another guiding document on developing the skills of adults in Europe is the European Skills Agenda. It is a five-year plan to help companies and their employees develop and use skills tailored to the needs of the labour market through:

- strengthening the sustainable competitiveness of the company, in line with the European Green Deal;
- ensuring social justice, i.e., implementing the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everyone, everywhere in the EU;
- building resilience to crises based on lessons learned during the Covid-19 pandemic.

An important document, particularly in the context of supporting disadvantaged people, is the 2016 Council Recommendation on Upskilling Pathways: New Opportunities for Adults. Member countries agreed that low-skilled adults, such as school leavers and those who have not completed secondary education, should be provided with access to upskilling pathways enabling them, depending on their individual needs, to:

- achieve a minimum level of reading, writing and mathematical reasoning skills, as well as digital competences; or
- achieve a broader set of skills, knowledge and competences appropriate for the labour market and active participation in society, based on Recommendation 2006/962/EC on key competences for lifelong learning, by progressing towards level 3 or 4 qualifications of the European Qualifications Framework depending on national conditions.

Each of these documents highlights the need to professionalise and build the capacity of adult educators, including practitioners (e.g., mentors, carers) and other professionals involved in supporting activities such as guidance counsellors, validation, outreach, awareness-raising, leadership and management of adult learning.

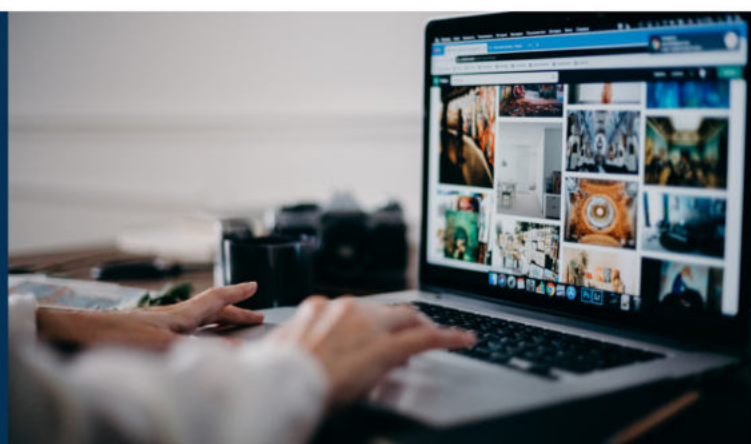




## Good practices in reaching disadvantaged adults

Initiatives that test different ways of reaching disadvantaged adults and evaluate their effectiveness, including:

- **“Digital Deltagelse”** - is a project implemented in Denmark that aims to increase the digital competences of adults, including older people and immigrants. The project uses various methods, such as online training, stationary courses, mentoring and support from volunteers.  
<https://www.ucviden.dk/da/projects/min-egen-bog-fra-analog-til-digital-portfolio-i-dagtilbud-0-6-%C3%A5r>
- **“Second Chance Schools” in Italy** - this project aims to provide adults who have not completed primary or secondary school with a second chance to obtain an education. The project organizes special schools that offer educational programs tailored to the needs of students.  
[http://www.e2oespana.org/wp-content/uploads/2016/06/Report\\_E2C-Schools\\_pilot\\_project.pdf](http://www.e2oespana.org/wp-content/uploads/2016/06/Report_E2C-Schools_pilot_project.pdf)
- **“Better Chances - Better Futures” in Ireland** - this project focuses on providing support to educationally disadvantaged adults through career training and advice. The aim of the project is to help these people gain skills and knowledge that will help them find better employment or start their own business.  
<https://www.gov.ie/en/publication/775847-better-outcomes-brighter-futures/>
- **“Skills for Life” in Great Britain** - this project aims to improve reading, writing and numeracy skills in adults who have difficulties in this area. The project organises special courses and training that help participants acquire these skills.  
<https://www.gov.uk/government/topical-events/skills-for-life>
- **“Education and Training 2020” in France** - this project aims to improve the quality and accessibility of education for adults across the EU. The project focuses on creating new education and training programs that are tailored to the needs of participants and help them achieve their educational purposes.  
<https://www.education.gouv.fr/studies-and-statistics-education-france-and-europe-326296>
- **SOLAS** - is the Irish professional qualifications agency that offers courses and training for adults with various levels of education. The project focuses on increasing professional skills and competences, such as IT, language and communication skills. <https://www.solas.ie/>





- **“Back to Education Initiative”** - is an Irish government program that offers financial support and training for adults who want to return to education. The program focuses on increasing access to education and facilitating the return to the labour market.

<https://www.citizensinformation.ie/en/education/returning-to-education/back-to-education-initiative/>

- **Community Education Programs** are educational programs organised by various non-governmental organisations in Ireland. These programs offer courses and training for adults, including those with educational disadvantages, such as immigrants, unemployed people and people with disabilities. The programs focus on developing skills and knowledge needed on the labor market.

<https://www.etbi.ie/etbs/community-education/>

- **“Adult Education and Lifelong Learning Program”** - an adult education and lifelong learning program, financed by the Government of Macedonia and implemented by the Ministry of Education and Science. The project offers training and courses for adults in various fields, such as IT, foreign languages, business and entrepreneurship.

[http://periodica.fzf.ukim.edu.mk/ijert/IJERT%2001.1%20\(2015\)/IJERT%202015%201.20%20Elena%20Rizova%20%20REFORMS%20AND%20THE%20SYSTEM%20FOR%20ADULT%20EDUCATION%20IN%20REPUBLIC%20OF%20MACEDONIA.pdf](http://periodica.fzf.ukim.edu.mk/ijert/IJERT%2001.1%20(2015)/IJERT%202015%201.20%20Elena%20Rizova%20%20REFORMS%20AND%20THE%20SYSTEM%20FOR%20ADULT%20EDUCATION%20IN%20REPUBLIC%20OF%20MACEDONIA.pdf)

- **“Education for Employment”** - a project implemented by the non-profit organisation Foundation Open Society - Macedonia, which offers training and vocational courses for adults with educational disadvantages. The project focuses on professional qualifications in sectors where there is market demand work in Macedonia.

<https://e4e.mk/en/home/>

- **“Youth Can Do It”** - a project implemented by the non-profit organisation Center for Intercultural Dialogue, which offers training and courses for young people aged 15 to 29 who have not finished school or have a low level of education. The project focuses on professional qualifications and entrepreneurship.

<https://pjp-eu.coe.int/en/web/youth-partnership/icd-guidelines>

All these initiatives aim to improve the situation of disadvantaged adults by providing support and offering training and courses that help them acquire new skills and competences, improve their professional situation and increase their employability. In each of these initiatives, an assessment of the effectiveness and efficiency of the methods and tools used was carried out. It was assessed, among others: the level of participants' involvement, their progress in learning and acquiring skills, and achievements in the labour market. The best practice recommendations were later shared with other organisations to help create and implement effective learning projects.





## Good practices in Ireland

### Example 1

#### “Back to Education Initiative” (BTEI) in Ireland

BTEI was established in 2000 and is funded by the Irish Government. The program aims to enable adults who have stopped their education to return to learning.



BTEI offers financial and training support such as courses, vocational training and exam preparation courses. The program is free and available to people over 18 years of age who have not completed secondary school. BTEI focuses on supporting education related to the labour market, offering training and courses in areas such as IT, management, finance and sales. The program also offers courses preparing for professional and qualification exams, which increases the chances of finding a job in a competitive market. Since its inception, BTEI has helped thousands of people return to education and gain new skills. According to data from 2020, over 100,000 people have used the program in the last five years. The program is available throughout Ireland and offers many different types of education, depending on the needs and interests of participants.

The BTEI program also conducts research on the effectiveness and efficiency of the program. According to reports, most participants believe that the program allowed them to acquire new skills and improve their professional qualifications, which significantly increased their chances of finding a job or getting promoted at work.

Various types of training and courses are offered under the Back to Education Initiative (BTEI) in Ireland, and the choice depends on the interests and needs of participants. However, based on data from BTEI, it can be concluded that the most frequently used training and courses are those related to computers, information technology, English and basic business skills.

- Computers and information technology courses are very popular among BTEI participants. As part of these courses, participants can learn how to use a computer, office programs, website design and programming.
- English is also an important subject within the BTEI program, especially for people who want to improve their chances in the labour market. Language courses can help participants develop communication skills and increase their confidence in English-related situations.
- Basic business skills such as time management, interpersonal communication and negotiation are also offered in the BTEI program. Participants can gain practical skills that may be useful at work or in running their own business.

However, it is worth remembering that the offer of training and courses under BTEI is diverse and depends on the needs of the participants. The program strives to tailor its offerings to the needs of participants to help them achieve their educational and career goals.



## Example 2 "Better Chances - Better Futures" in Ireland

The aim of the project is to provide support to educationally disadvantaged adults to help them acquire the skills and qualifications needed for the labour market.



The project is implemented by the Irish Local Development Network (ILDN), which is a non-governmental organisation supporting local communities. The project consists of three main elements: training and courses, career counselling and financial support for project participants. The project organises various training and courses that help participants acquire skills and qualifications in various fields, such as IT, foreign languages, business and entrepreneurship. Career counselling is also offered as part of the project to help participants define their career goals and find appropriate employment or decide to start their own business. Financial support is also available to project participants to help them cover the costs associated with participating in training and courses, such as travel, accommodation and meals. The project is financed by the European Social Fund and the Government of Ireland.

The project was launched in 2015 and is still running today, attracting hundreds of participants from across Ireland. The Better Chance - Better Future project has achieved many positive results for educationally disadvantaged adults:

- **Increasing employment opportunities** - many people who participated in training projects and career counselling found employment or improved their professional situation.
- **Improving skills and qualifications** - participants of training projects acquired new skills and qualifications, which helped them obtain better employment or decide to start their own business.
- **Increased self-confidence** - participants of training projects gained greater self-confidence and self-esteem, which helped them in their private and professional lives.
- **Better social integration** - the project helped educationally disadvantaged adults integrate better into society and improve their quality of life.
- **Increasing the level of education** - the project helped people who had not finished school or had a low level of education to obtain education and improve their knowledge.
- **Increasing awareness** - the project helped to increase public awareness of the problem of fewer educational opportunities for adults and the need for actions to improve their situation.

Overall, Better Chance - Better Future has contributed to improving the situation of educationally disadvantaged adults in Ireland and is a good example of a successful initiative to improve quality of life and social inclusion. According to the Irish Local Development Network (ILDN), which is the organisation implementing the project, Better Chances - Better Futures has supported thousands of disadvantaged adults with educational opportunities in Ireland since the project launched in 2015. The project offered training and courses in various fields such as IT, foreign languages, business and entrepreneurship. According to ILDN, many people who participated in training projects and career counselling found employment or improved their professional situation. The project also helped improve participants' skills and qualifications and increase their self-confidence.



## Good practices in Macedonia

### Example 1

#### “Education for Employment” in Macedonia

„Education for Employment” - a project implemented since 2005 and continued to this day by the non-profit organization Foundation Open Society - Macedonia.



The project offers training and vocational courses for educationally disadvantaged adults in Macedonia. The aim of the project is to improve the employability and professional skills of adults who are far from the labour market due to low levels of education or lack of appropriate qualifications. The project consists of various activities such as providing advice and advisory support, offering training and vocational courses in sectors where there is demand in the labour market in Macedonia, such as the service sector, tourism, gastronomy, IT and business management. The Open Society - Macedonia organisation works in partnership with other organisations to provide project participants with professional internships in companies and institutions, which helps them gain practical professional experience and enrich their CV. The organisation constantly develops its programs and adapts them to the labour market.

### Example 2

#### “Youth Can Do It” in Macedonia

„Youth Can Do It” - a project implemented by the non-profit organisation Centre for Intercultural Dialogue, which offers training and courses for young people aged 15 to 29 who have not finished school or have a low level of education. The project has been implemented continuously since 2015. The aim of the project is to improve the employability and professional qualifications of young educationally disadvantaged people in Macedonia. The project consists of various activities such as providing advice and advisory support, offering training and courses in various fields such as business management, marketing, IT, soft skills development and entrepreneurship. The Centre for Intercultural Dialogue also works in partnership with other organisations to provide young people with placements in companies and institutions, which helps them gain practical work experience and enrich their CV. The project also offers mentoring, career counselling and psychological support to participants.





## Conscious building of disadvantaged adult concentration in the educational process

We are increasingly affected by the dispersion of thoughts, the overload of information, and information chaos in the world. It becomes more difficult for us to focus and absorb and assimilate new information. Concentration is the ability to focus and maintain attention on specific tasks. It is necessary during carrying out of all kinds of conscious activities. Thanks to it, we can direct our attention, notice and do what is important to us at a given moment.



It is necessary in professional life, but also in personal life - when performing activities and tasks at work, building new goals, as well as in ordinary everyday activities. By developing concentration, we also strengthen mindfulness, the ability to focus on priorities, the ability to think logically and analytically, as well as search for and select information. Therefore, the ability to concentrate is an important competence area for adults. The ability to concentrate is needed by all adults, however, special support in this area should be provided to people from disadvantaged groups. Due to the scale of difficulties and problems that affect them, as well as the barriers that must be overcome, the ability to consciously direct and intensify attention on a selected activity is crucial.

Building concentration in training groups can be a challenge because various factors can influence participants' attention span. Here are some difficulties you may encounter in building focus in training groups, and suggested strategies for dealing with them:

- Lack of engagement: Sometimes participants may not feel engaged enough in the training topic, leading to loss of concentration. Ensure interest and relevance to the training topic by providing information about the benefits and value they will gain from acquiring these skills. Use various activation techniques such as group discussions, practical tasks, case studies to encourage participants to actively participate.
- Too large a group: large groups can lead to participants being distracted. If possible, divide the group into smaller teams where participants will have greater opportunities for interaction and more focused discussions. Use interactive techniques such as brainstorming and group exercises to keep participants' attention and engage them in the training process.
- Fatigue and low energy: long training sessions can lead to participant fatigue and loss of concentration. Plan regular breaks and physical activities that will help participants regenerate energy. Introduce a variety of teaching methods such as multimedia presentations, discussions, hands-on exercises to keep participants interested and engaged at various levels.



- External distractions: noise, cell phones or other external distractions may make it difficult for participants to focus their attention. Create the right learning atmosphere by providing a quiet and distraction-free space. Encourage participants to turn off cell phones and other devices that may distract them.
- Monotone and lack of interaction: Prolonged monotonous presentations can lead to participants losing attention. Introduce interactive elements into your training such as group discussions, hands-on exercises, and games to keep participants' attention and engagement. Use various tools and techniques, such as visualizations, multimedia presentations, group work, to diversify the way you convey information.

It is also important that the trainer maintains energy, enthusiasm and commitment, which may affect the concentration of participants. Regularly monitoring progress, checking understanding and encouraging active participation will help keep participants focused and engaged in the training process.

**The most important advice for educators on the above-mentioned difficulties in order to build the concentration of adults, including those in disadvantaged situations include:**



### **UNDERSTANDING THE PARTICIPANTS' SITUATION**

The first step in building focus in the adult education process is understanding that different individuals experience different challenges and stresses. Trainers and educators must thoroughly understand each participant's situation in order to adapt their teaching methods and support them in achieving success.



### **INCLUDE DIVERSITY AND CULTURAL HERITAGE**

For some adults, their cultural heritage may influence the way they learn and absorb knowledge. Educators should acknowledge these differences and strive to adapt their approaches to enable focused learning.



### MOTIVATION AND GOALS

Helping adults establish clear goals and motivations is crucial. When participants know why they want to learn and what they want to achieve, it is easier for them to focus on the task at hand. Additionally, helping participants establish both short- and long-term learning goals is extremely important. This gives participants a clear perspective and motivation to concentrate.



### FOCUSED EDUCATIONAL ENVIRONMENT

Creating a calm and focused learning environment is extremely important. This means that distractions such as noise should be minimised, and appropriate educational tools and materials should be provided.



### TEACHING METHODS

Educators should choose teaching methods that promote concentration and engagement. Examples include interactive lessons, practical exercises and interesting teaching materials.



### ADJUSTING THE PACE

Not all participants learn at the same pace. Educators should be flexible and adapt the pace of learning to the individual needs of each person.



### EVALUATION OF PROGRESS

Regularly assessing progress and providing feedback can help participants track their achievements and stay focused.



### SOCIAL SUPPORT

Creating support groups where participants can share experiences and motivate each other can significantly impact their ability to concentrate and focus.



Consciously building concentration is a process that requires understanding the individual needs and context of participants as well as appropriate tools and approach on the part of educators. Working in this area can bring significant benefits to vulnerable adults and help them gain new skills and knowledge.

## Dedicated materials for educators – CONCENTRATION

As a result of the project's expert work, a list of possible workshop scenarios in the area of concentration was developed. These included the following topics:

1. How to work and control the concentration of disadvantaged adults
2. Concentration in working with a group of adults in difficult situations
3. Secrets of effective work with adults in stressful conditions
4. Increasing concentration and motivation of adults in disadvantaged life situations
5. Improving concentration skills when working with difficult clients
6. Achieving success in working with adults using techniques that improve concentration
7. Concentration management when working with groups of adults in disadvantaged life situations

**The group of experts ultimately selected topics No. 1 and No. 3 to be developed as part of the project.**

Building a focus for disadvantaged adults is key to education and may require different approaches.

### Ways to build concentration:

- **Setting goals and planning:** Setting learning goals and defining a study plan and schedule helps focusing and organising work.
- **Maintaining rituals:** Getting your body used to a certain activity or way of working (e.g., starting a class with a short meditation, writing down notes, or reviewing materials before starting a lesson) helps you get into work mode and focus your attention.
- **Using a variety of teaching methods:** Using a variety of teaching methods (e.g., exercises, educational games, discussions, project tasks) helps maintain interest and focus.
- **Eliminating distractions:** Eliminating distractions (e.g., noise, inappropriate temperature, information overload) can help you focus.
- **Relaxation exercises:** Relaxation exercises such as breathing techniques, meditation or yoga can help reduce stress and improve focus.
- **Motivation:** Motivating students by tailoring the curriculum to their interests and needs, highlighting their achievements and successes, and creating a friendly classroom atmosphere can help them focus on learning.
- **Use of new technologies:** The use of new technologies, such as e-learning platforms, mobile applications or multimedia tools, can help to make the teaching process more attractive and increase the effectiveness of building concentration.



**Tasks supporting group concentration:**

- **"Rearrange the Word":** Provide one word and participants must come up with as many other words as possible by rearranging the letters in the original word. For example, if you provide the word "pies", participants can come up with words such as "Siep", "Esp", "lpe" etc.
- **"Colour board":** Draw a large board with different coloured circles or rectangles on it. Ask participants to try to find connections between these colours and draw lines that connect them together.
- **"Crossword":** Prepare a crossword with questions on various topics and participants will have to concentrate to find the correct answers.
- **"Puzzle":** Lay out the puzzle pieces on the table and ask participants to put them together. This type of task requires concentration and attention.
- **"Puzzles":** Prepare some puzzles such as Sudoku, crosswords, chess or Rubik's cube that participants will have to solve.
- **"Memory":** Draw different images or symbols on cards and participants will have to concentrate to remember their location and find the pairs.

**Some suggestions for interesting tasks and quizzes that can be used to integrate groups in workshops for disadvantaged adults:**

- "Difficult Questions" game - prepare a set of difficult questions from various fields, e.g., science, history, art, music, etc. Divide the participants into teams and let them compete with each other by answering the questions.
- "My super power": Ask participants to write on a piece of paper their "super power" - the ability that they think sets them apart from others. Then ask them to express their power to the group in a creative way, such as a short presentation, drawing, or story.
- "My Life" Quiz - ask participants to draw or talk about key moments in their lives. Then prepare a quiz that will test their knowledge about each other.
- Knowledge quiz - prepare a quiz with questions on various topics related to the training area. Questions may concern both theoretical knowledge and practical examples. Divide participants into teams and have them compete against each other to answer the questions.
- "Mystery Person" game - ask participants to write a few facts about themselves on a piece of paper, but without signing it. Then mix the pieces of paper and let each participant randomly choose one of them. The aim of the game is to guess who is written on the piece of paper.
- Trivia quiz - prepare a set of interesting questions and facts about various topics, e.g., animals, culture, sports, etc. Let the participants answer the questions and the person with the most correct answers wins.
- "Guess the word" game - choose a word or phrase and draw it or describe it in a few words, and participants will try to guess what it is about.
- "Memories" Quiz - ask participants to talk about their greatest memories. Then prepare a quiz that will test their memory about these memories.
- Experience Map Game - Ask participants to map their life experiences on a large sheet of paper or board. They can use colours, symbols and pictures to represent different events, achievements and difficulties they have encountered. Then ask them to share their maps and tell a short story about one of their selected experiences.



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- "Find your partner" quiz - prepare a set of questions or statements on separate pieces of paper. Each person receives one piece of paper and has to find a person who has a piece of paper with a question or statement that complements their own. Pairs can talk about a given question or statement, to get to know each other better.
- Inspiring Quotes Game - prepare some inspirational quotes related to the workshop topic. Ask participants to choose a quote that particularly interests them and share with the group why they chose this quote and how it may be related to their situation or goals.
- Goal Map Quiz - Ask participants to create a map of their future goals. They can use pictures, keywords and creative symbols to represent their goals on a large sheet of paper or board. Then ask them to share their maps about one of the goals they have set for themselves and how they intend to achieve it.

These tasks and quizzes can help participants get to know each other better, integrate into the group and increase commitment and motivation in the workshop process. However, remember that it is worth adapting them to the specific needs and context of a group of disadvantaged adults.

## SCENARIO 1

**Topic 1:** "How to work and control the concentration of disadvantaged adults"

**Participants:** Educators working with disadvantaged adults

**Duration:** 8 training hours

**Description:** The training "How to work and control the concentration of disadvantaged adults" is intended to help educators and trainers in working with disadvantaged adults who have difficulty concentrating. The training consists of five parts, including an introduction to concentration, identification of factors affecting concentration, discussion of methods and techniques to improve concentration, exercises and games to improve concentration, and a summary and conclusions. The aim of the training is to provide tools and strategies that will help participants adapt their approach to working with disadvantaged adults and, as a result, improve their ability to concentrate and learn.

**Aim:** The aim of the training is to provide participants with the knowledge and skills needed to effectively support disadvantaged adults in the context of improving their concentration.

### Learning outcomes:

After completing the training, participants will:

- Understand the factors affecting concentration and how to deal with obstacles in relation to concentration
- Understand what specific challenges and needs disadvantaged adults have in terms of concentration
- Know various methods and techniques to improve concentration, including strategies for building commitment and motivation
- Be able to use various tools that are designed for disadvantaged adults and adapt them to working with the group
- Have the knowledge and skills to adapt teaching materials and methods to the different learning styles and skill levels of disadvantaged adults
- Be able to use different games and tasks to improve concentration when working with disadvantaged adults.

## FRAMEWORK PROGRAM

### Module 1

#### Introduction (duration: 45 minutes)

- Welcome of the participants and introduction of the leader
- Presentation of training aims
- Getting to know the participants' expectations (an exercise allowing participants to get to know each other and present their expectations regarding the training).
- Discussion of the training agenda and program.
- Explanation of concentration, its importance and impact on the learning process of disadvantaged adults.

### Module 2

#### Supporting/enhancing concentration and explanation of obstacles to concentration (duration: 90 minutes)

- Presentation of various factors affecting concentration.
- An introduction to the specific challenges and needs of disadvantaged adults that may affect their ability to concentrate.
- Discussion on how to deal with obstacles to concentration such as stress, fatigue, distraction, etc.
- Exercises allowing participants to understand what factors influence their concentration and relate this to the situation of disadvantaged adults.
- An exercise identifying different ways of dealing with difficult situations, such as low motivation, lack of interest in the topic or difficult behaviour of disadvantaged adults.

### Module 3

#### Methods and techniques to improve concentration (duration: 90 minutes)

- Presenting various methods and techniques that help improve concentration.
- An introduction to strategies and techniques that can help build the engagement and motivation of disadvantaged adults and consequently impact their ability to concentrate.
- Discussing the role of visualisation, relaxation techniques, mindfulness, etc.
- Putting the tools that are designed for disadvantaged adults into action which will help participants adapt to working with such a group.
- Exercises and group discussion to help participants put the presented methods into practice.



## Module 4

### Activities and games to improve concentration (duration: 90 minutes)

- Discussion on how teaching materials and methods can be adapted to the different learning styles and skill levels of disadvantaged adults.
- Practice games, puzzles and tasks that help improve concentration.
- Activities and group discussion to help participants choose appropriate games and activities to use when working with disadvantaged adults.

## Module 5

### Summary and conclusions (duration: 45 minutes)

- A summary by participants of the main topics and techniques discussed during the training.
- Highlighting key findings and recommendations for educators working with disadvantaged adults to improve their concentration.
- Training evaluation and participants' comments.

## SUGGESTIONS FOR QUESTIONS IN INDIVIDUAL MODULES

During the module, the trainer may ask the following questions in order to stimulate discussion and encourage participants to actively participate. This is only a proposal and inspiration for the person running the workshop. The questions are intended to initiate discussion and can be adapted to the specificity of the group and the trainer's experience. They can also inspire participants to share their thoughts and experiences, which can enrich the discussion and learning process during the training.



### Module 1: Introduction

Questions for discussion:  
What are your experiences so far with concentration in the learning process?  
What are your main expectations for this training?  
How does concentration affect your daily work or study?



### Module 2: Supporting/enhancing concentration and explanation of obstacles to concentration

Discussion questions:  
What factors most often affect your concentration while working or studying?  
How have you dealt with obstacles to concentration so far?  
Do you know of any ways of dealing with the lack of motivation or interest in a topic?



### **Module 3: Methods and techniques to improve concentration**

Discussion questions:

Which of the presented techniques do you find most useful or attractive and why?

Are there other techniques or tools you use to improve your concentration that haven't been covered?

What obstacles can you encounter in applying your newly learned techniques and strategies, and how can you overcome them?



### **Module 4: Activities and games to improve concentration**

Discussion questions:

What games or tasks that you have learnt during this training do you plan on implementing in practice and why?

What challenges might arise when adapting these exercises to different target groups?

What are your experiences with using games and learning activities as tools to increase concentration?



### **Module 5: Summary and conclusions**

Discussion questions:

Which of the techniques and tools presented seem to be the most useful for your target group and why?

What are your main conclusions and discoveries after today's training?

What are your next steps after this training, what actions do you plan to take?



## SCENARIO 2

**Topic 2:** “Secrets of effective work with adults in stressful conditions”

**Participants:** Educators working with disadvantaged adults

**Duration:** 9 training hours

**Description:** The “Secrets of effective work with adults in stressful conditions” training is a course that aims to teach participants effective techniques of working with adults in stressful situations. During the training, participants will gain knowledge about the mechanisms of stress and how to deal with it. They will have the opportunity to learn tools and techniques for working with people who are experiencing difficult life situations and effective ways of resolving conflicts and negotiating in stressful conditions. The training will also focus on aspects related to one's own control of emotions, self-esteem and building self-confidence in working with adults in difficult situations.

**Aim:** The aim of the training is to provide participants with the knowledge and skills needed to effectively cope with stressful situations when working with adults. The training aims to help participants understand the nature of stress and its impact on our functioning, as well as learn stress coping techniques. Additionally, the training is intended to present strategies and tools that will enable effective work with adults in stressful situations and will increase the effectiveness of work in such conditions.

### Learning outcomes:

**After completing the training, participants will:**

- Consciously use stress-coping techniques when working with adults in difficult situations.
- Understand the impact of stress on work and client relationships and implement effective stress management strategies.
- Create an effective and flexible strategy of action in stressful situations.
- Improve their listening and communication skills, which will help them establish more effective relationships with clients.
- Master techniques for dealing with emotions in difficult situations and maintain a professional distance when working with clients.
- Increase their self-confidence and ability to cope with stress.
- Increase their understanding of the needs of adults in stressful situations and improve relationships with them,
- Improve their communication and interpersonal skills, which may have a positive impact on other areas of professional and private life
- Improve the quality of work with adults in stressful situations and introduce new work methods that can be used in everyday work.

## FRAMEWORK PROGRAM

### Module 1

#### Understanding stress and its impact on working with adults (duration: 45 minutes)

- Definition of stress and its types
- Physiological and psychological effects of stress on the body
- How stress affects working with adults
- Tools to identify stress in yourself and others

### Module 2

#### Stress Management Techniques (Duration: 90 minutes)

- Relaxation techniques (e.g., meditation, yoga, breathing)
- Techniques of positive thinking and positive influence on thoughts
- Strategies for dealing with emotions (e.g., anger and frustration reduction techniques)
- Ways to build resistance to stress

### Module 3

#### Communication and empathy when working with adults under stress (duration: 45 minutes)

- Effective ways to communicate with adults under stress
- Ability to listen and empathy when working with adults
- How to avoid conflicts and solve difficult situations when working with adults under stress
- Tools to increase effectiveness in communicating with adults under stress

### Module 4

#### Managing time and priorities when working with adults under stress (duration: 90 minutes)

- How to organise your time to work more effectively under stress
- Techniques for planning and managing priorities when working with adults under stress
- How to deal with excess tasks and time pressure when working with adults under stress
- Effective strategies for maintaining work-life balance

### Module 5

#### Staying motivated and engaged when working with adults under stress (duration: 90 minutes)

- How to stay motivated and engaged when working with adults under stress
- Techniques for building a positive atmosphere when working with adults under stress
- How to recognise and prevent burnout
- Strategies for maintaining passion and interest in working with adults under stress



## Module 6

### Summary (duration: 45 minutes)

- A summary by participants of the main topics and techniques discussed during the training.
- Highlighting key findings and recommendations for educators working with disadvantaged adults under stress
- Training evaluation and participants' comments.

### SUGGESTIONS FOR QUESTIONS IN INDIVIDUAL MODULES

During the module, the trainer may ask the following questions in order to stimulate discussion and encourage participants to actively participate. This is only a proposal and inspiration for the person running the workshop. The questions are intended to initiate discussion and can be adapted to the specificity of the group and the trainer's experience. They can also inspire participants to share their thoughts and experiences, which can enrich the discussion and learning process during the training.



#### Module 1: Understanding stress and its impact on working with adults

How would you define stress? What are the different types of stress you encounter when working with adults? How do you think stress affects the body physiologically and psychologically? What effects of stress can you see in adults? How can stress affect your work with adults? Are you able to identify the specific impact of stress on your actions? What tools or techniques do you use to recognise and identify stress in yourself and other adults?



#### Module 2: Stress management techniques

Do you use any relaxation techniques to deal with stress? If yes, which ones? What positive thinking or positive thought techniques help you reduce stress? How do you deal with emotions such as anger and frustration in stressful situations? What strategies do you use? How do you build your resistance to stress? Are there specific methods you use in your work with adults?



### **Module 3: Communication and empathy when working with adults under stress**

What methods of communication are effective when working with adults under stress? Can you give examples?  
How important is skilful listening and empathy when working with adults? What techniques or strategies do you use to demonstrate empathy?  
How do you avoid conflicts and solve difficult situations when working with adults under stress? Do you have any tools that help you with this process? What tools or strategies do you use to increase the effectiveness of communication with adults under stress?



### **Module 4: Managing time and priorities when working with adults under stress**

How do you organise your time to work more effectively in stressful situations? Are there specific techniques or methods that you use?  
What planning and priority management techniques do you use when working with adults under stress?  
How do you deal with the excess of tasks and time pressure when working with adults in stressful situations?  
What are your effective strategies for maintaining work-life balance in stressful situations?



### **Module 5: Staying motivated and engaged when working with adults under stress**

How do you maintain your motivation and commitment when working with adults in stressful situations?  
What techniques or strategies do you use to build a positive atmosphere when working with adults under stress?  
How do you recognise and prevent burnout when working with adults?  
What are your strategies for maintaining passion and interest in working with adults in stressful situations?



### **Module 6: Summary**

What are your main conclusions and recommendations for working with disadvantaged adults under stress?  
What were your most important discoveries during the training? Do you have any comments or suggestions for further development?  
How do you rate this training? Are there any additional comments or suggestions you would like to share with the trainer?



## NEW TEAMWORK – GROUP DYNAMICS MODEL

Similarly, to concentration, it is extremely important for trainers to be able to ENGAGE training participants in the group process so that the training effects are as beneficial as possible for the participants. In a training group, thanks to constant interactions, changes and processes; interactions between participants and the educator/trainer/leader take place. In each phase of the group formation process, the tasks of the educator and group leader are different. The first aim of an educator is to lead the group process. This means that the educator must know each phase thoroughly and what mechanisms take place between the participants. So that at each stage the educator can manage it and introduce tools to obtain the best educational effect for a given group of recipients, including disadvantaged adults.

**Group dynamics** is a natural phenomenon described by scientists dealing with the so-called small social groups. It is a process which accompanies the formation of a small community. To trigger it, all you need is an opportunity for frequent contact and a situation of interdependence. It happens in project teams, company departments, in social groups, or on holiday trips. Trainings are also subject to it, but they provide the opportunity to view group phenomena almost through a magnifying glass, because they receive special attention. For this purpose, techniques and tools should be identified, as well as exemplary programs/exercises to focus attention on the training, build the involvement of training participants during and, if possible, after training. The tools and techniques should also be used on the group process itself and understanding various stages of training and changing group needs.

**Group teamwork** may be of different nature, but it is important that the exercises and skills of the trainer influence the group's involvement, focus of attention, synergies and a pleasant atmosphere. This is an extremely important aspect in groups of disadvantaged people, where the trainer often encounters an entry barrier, group fears, complexes and distrust. Please remember that the key to effective training using group dynamics is to create a positive atmosphere, engage participants and enable them to actively participate in the training process.



When working with people who come from different background and disadvantaged situations, it is particularly important to create a friendly and supportive atmosphere. It is important that all workshop and training participants have equal opportunities to express themselves and actively participate in the exercises. It is also important to encourage participants to be active, especially when you see barriers to entering the group.

**Difficulties in building engagement:**

1. Group diversity (different skill levels, experiences, expectations)
2. Support and resistance (negative educational experiences, fears, lack of self-confidence)
3. Logistics and accessibility (technical problems, access to resources, language barriers)
4. Lack of motivation (low motivation to learn or participate)
5. Group conflicts (cultural differences, personality conflicts)
6. Fatigue and stress (participants' personal and professional challenges)
7. Communication obstacles (communication methods, language barriers, cultural differences)

Working with adults, especially those in difficult life situations, also requires special empathy, patience and understanding. Building relationships based on respect and mutual acceptance is crucial for the effective involvement of such people in the educational process. It is also important that the approach is tailored to the individual needs and capabilities of participants. Building engagement with participants, especially those who are disadvantaged, requires a holistic approach that takes into account their unique needs, expectations and obstacles. It is also a process that requires patience, empathy and flexibility on the part of the trainer.

**Tips for the educator of adults, including those in disadvantaged situations:**

**BUILD A RELATIONSHIP**

Get to know the participants, understand their needs, expectations, and experiences.

**BUILD A SAFE ENVIRONMENT**

Provide an atmosphere in which participants feel comfortable sharing their thoughts and feelings.

**LISTEN CAREFULLY**

Be an active listener and understand participants' needs, questions and ideas. Give them space to express their thoughts and opinions.

**CREATE AN ATMOSPHERE OF TRUST**

Establish an atmosphere in which participants feel comfortable to share their ideas and concerns.

**ASK OPEN QUESTIONS**

Ask questions that require more thoughtful answers from participants than yes/no. This will encourage them to actively participate.



## INDIVIDUAL NEEDS OF PARTICIPANTS

Take into account individual differences and the needs of participants. Not every approach works for everyone. Adult participants often have a variety of life experiences that influence their approach to learning. Educators should be sensitive to differences and adapt the content of the training so that it is more personalised and accessible to recipients. Adults also have varying levels of knowledge and skills in a given field, so it is important to adjust the pace and level of difficulty of training to their needs. Each adult participant may have their own learning goals and motivations. Educators should help define and achieve participants' goals.

## CHALLENGE

Introduce elements that present participants with challenges and problems to solve. This mobilises their skills and engagement. Also remember that adult participants often value autonomy and independence in the learning process. Educators should encourage independent thinking and problem solving.

## USE ACTIVATING METHODS

Use various training techniques and methods (e.g., discussions, case studies, simulations).

## VARIETY OF EDUCATIONAL MATERIALS

Use a variety of materials and resources to meet the needs of different learning styles.

## NEW TECHNOLOGIES

Provide access to additional online materials and resources. By keeping the above points in mind, the educator increases the chances of effective and engaging training that brings value to both participants and the organisation.

**EXAMPLE TECHNIQUES FOR ENGAGING TRAINING PARTICIPANTS IN THE GROUP PROCESS,** especially for those in disadvantaged life situations.

1

### **“Mural of Thoughts”**

**Aim:** Expression of participants and strengthening their sense of value.

**Process:** Each participant draws or writes on a large sheet of paper their thoughts, feelings, fears or hopes related to the training or a specific topic.

**Engagement:** Enables people to express themselves and see that their voice is important.

2

### **“Problem Tree”**

**Aim:** To identify and analyse the challenges faced by the group.

**Process:** Participants create a "tree" together, where the trunk symbolises the main problem, the roots are the causes, and the branches are the effects.

**Engagement:** Stimulates critical thinking and collaboration in problem analysis.

3

### **“Gallery Wall”**

**Aim:** Strengthening self-esteem and building mutual respect.

**Process:** Each participant creates something (drawing, collage) on the topic "What is important to me". The works are then displayed on the "gallery wall" for everyone to see.

**Engagement:** Participants have the opportunity to share something personal and be "seen" by others.

4

### **“River of Life”**

**Aim:** Sharing experiences and building empathy in the group.

**Process:** Participants draw their "river of life", presenting important events and breakthrough moments, and then, if they want, share their stories.

**Engagement:** Understanding and acknowledging each participant's individual life paths.

5

### **“Wall of Commitments”**

**Aim:** Setting individual and collective goals.

**Process:** Participants write their commitments on pieces of paper and stick them on a visible "wall of commitments".

**Engagement:** Creates responsibility and allows participants to feel they have a say in their own development.

6

### **“Carousel of Questions”**

**Aim:** Common reflection and exchange of ideas.

**Process:** Groups move between different stations where various questions or statements for discussion are written.

**Engagement:** Promotes the active exchange of thoughts and views in various group settings.



7

### “Common Standards”

**Aim:** Create a safe and supportive space.

**Process:** As a group, participants co-create a set of norms and expectations regarding the functioning of the training.

**Engagement:** Strengthens the sense of community and makes participants feel responsible for the atmosphere.

8

### “Role Play”

**Aim:** Experience and understand different perspectives.

**Process:** Participants play different roles in simulated situations and then discuss their feelings and observations.

**Engagement:** Enables practical understanding and processing of specific issues.

9

### “A Journey Through the Stations”

**Aim:** Activation and movement while learning.

**Process:** Various stations with activities or information that participants explore at their own pace.

**Engagement:** Allows participants choice and autonomy in the learning process.

## GENERAL TIPS

**Safety:** Create a space where participants can feel comfortable and safe.

**Recognition:** Validate participants, value their contributions, and be honest about their feelings and experiences.

**Adaptability:** Be ready to adapt techniques to current needs and group dynamics.

**Support:** Make sure participants have access to support if needed, especially after intense or emotional activities.

Remember that these techniques are tools that can be adapted and modified to best serve your aims and the needs of your participants.



## Dedicated materials for educators – ENGAGING PARTICIPANTS IN A GROUP PROCESS

As a result of expert work in the project, a list of possible scenarios was developed in the area of participants' involvement in the group process. These included the following topics:

1. Innovative approaches to education and development of work with disadvantaged adults
2. "Building Bridges" - Strengthening Group Bonds
3. "My Place on Earth" - Discovering the Role of Everyone in the Group
4. "NEW TEAMWORK" - a model of group dynamics
5. "Common Mission" - Creating a Common Vision

The group of experts ultimately selected topics No. 1 and No. 4 to be developed as part of the project.

### SCENARIO 1

**Topic 1:** "NEW TEAMWORK - a model of group dynamics"

**Participants:** Educators working with disadvantaged adults

**Duration:** 8 training hours

**Description:** The "NEW TEAMWORK- model of group dynamics" training aims to familiarise participants with the concepts and principles of group operation and to provide tools and techniques that will help build engagement and a positive atmosphere in the group. The training program consists of six modules that cover various aspects of working with a group, such as concentration techniques, building participant involvement, understanding the stages of training and changes in group needs, and working with groups of people in difficult life situations. The training has been designed for adults, including those in disadvantaged situations, and takes into account their learning needs. The aim of the training is to teach trainers effective techniques and tools that will help build the commitment and motivation of training participants, understand the various stages of training and changing group needs, and work with groups of disadvantaged people. The effects of the training include increasing the effectiveness of trainers' work with groups and

improving the quality of the training process and the atmosphere in the group.

**Aim:** The aim of the training is to familiarise participants with the concepts and principles of group process and to develop the ability to build engagement and motivation of participants, including people in difficult life situations. The training also aims to present various tools and exercises that will help the trainer understand the needs and expectations of participants and adapt the training program to their needs. As part of the training, participants will have the opportunity to acquire practical skills in working with groups, including people in difficult life situations, thanks to which they will be able to act more effectively in their professional work.



### Learning outcomes:

- Increasing the ability to build and maintain participants' involvement in the group process.
- Expanding knowledge about various phases and stages of group development and the ability to recognise group needs.
- Enhance group communication skills, including the ability to listen, ask questions, provide feedback and resolve conflicts.
- Increasing awareness of individual and cultural differences in the group and the ability to work in a diverse group.
- Increasing the ability to plan and implement activities aimed at achieving group goals.
- Improving the ability to cope with stress while conducting group training, including conflicts, group resistance and crisis situations.
- Improving the efficiency and quality of group work and improving the atmosphere and relationships in the group.
- Increasing the effectiveness of the trainer's work in conducting group training and achieving the intended training goals.
- Increasing the ability to work with groups of disadvantaged people, including people with special educational needs or with various social and emotional problems.
- Understand the concepts and principles of group operation and the various stages of group development.
- Use various techniques to focus participants' attention, such as relaxation, meditation, mindfulness exercises.
- Arouse the interest of training participants and build engagement and a positive atmosphere in the group using different tools and exercises.
- Use various programs and exercises that are effective in building the involvement of training participants, such as integration exercises, relaxation exercises, communication exercises and others.
- Understand the different stages of training and changes in group needs to be able to adapt the training program to the needs and expectations of participants.
- Work with disadvantaged groups and overcome entry barriers to build engagement and a positive group atmosphere using specific tools and techniques.
- Improving the ability to conduct training using group dynamics, which will allow for better participant involvement, building a positive atmosphere in the group and achieving better results in the training process.

## FRAMEWORK PROGRAM

### Module 1

#### Introduction to group dynamics (duration 45 min)

- Discussion of the concepts and principles of group process
- Stages of group development
- The role of the group leader in building engagement and motivation of participants
- Identifying challenges and barriers in working with disadvantaged groups

## Module 2

### Techniques for focusing attention during training (duration 45 min)

- Presentation of various techniques that can be used to focus participants' attention, such as relaxation, meditation, mindfulness exercises
- Practical exercises using attention focusing techniques
- Discussion on the benefits of regularly practicing attention focusing techniques

## Module 3

### Building engagement of training participants (duration 90 min)

- Discussion of tools and exercises that will help arouse the interest of training participants and build engagement and a positive atmosphere in the group
- Examples of the use of tools and exercises that help build engagement of training participants and in working with disadvantaged adults.
- Presentation of various programs and exercises that are effective in building the engagement of training participants, such as team-building exercises, relaxation exercises, communication exercises and others
- Adapting programs and exercises to the needs and expectations of groups of disadvantaged adults.

## Module 4

### Understanding the different stages of training and changing group needs (duration 45 min)

- Discussion of the stages of group development and changes in participants' needs during the training
- Presentation of tools that will help the trainer understand the needs and expectations of participants and adapt the training program to their needs
- Using tools to work with groups of disadvantaged people

## Module 5

### Working with groups of disadvantaged people (duration 45 min)

- Discussing the specifics of working with groups of people in difficult situations
- Presentation of tools and techniques that will help the trainer overcome entry barriers and build engagement and a positive atmosphere in the group
- Practical exercises using tools and techniques for working with groups of disadvantaged people.



## Module 6

### Summary

- A summary by participants of the main topics and techniques discussed during the training.
- Highlighting key findings and recommendations for educators working with disadvantaged adults.
- Training evaluation and participants' comments.

### SUGGESTIONS FOR QUESTIONS IN INDIVIDUAL MODULES

During the module, the trainer may ask the following questions in order to stimulate discussion and encourage participants to actively participate. This is only a proposal and inspiration for the person running the workshop. The questions are intended to initiate discussion and can be adapted to the specificity of the group and the trainer's experience. They can also inspire participants to share their thoughts and experiences, which can enrich the discussion and learning process during the training.



#### Module 1: Introduction to group dynamics

Discussion questions:  
What are the key challenges in building effective group dynamics?  
What qualities should a leader have to effectively build commitment and motivation in the group?  
What specific difficulties might we encounter when working with disadvantaged groups?



#### Module 2: Techniques for focusing attention during training

Discussion questions:  
Do you have experience using attention focusing techniques such as meditation or mindfulness exercises?  
What are the benefits of regularly practicing attention focusing techniques in the context of work or study?  
Do you see any obstacles to implementing such techniques in your everyday life or workplace?



### **Module 3: Building engagement of training participants**

Discussion questions:

- What techniques and tools do you think are the most effective in building participant engagement?
- Are there specific difficulties or challenges in building engagement with disadvantaged groups??
- How can the presented exercises and tools be adapted to the specific needs and expectations of the group?



### **Module 4: Understanding the different stages of training and how group needs change**

Discussion questions:

- How do the group's needs change at different stages of training?
- What tools can be helpful in adapting the training program to the changing needs of the group?
- Have you ever had to deal with a drastic change in the needs of a group during training and how did you deal with it?



### **Module 5: Working with groups of disadvantaged people**

Discussion questions:

- What are the specific needs and challenges of disadvantaged groups?
- What techniques and tools are effective in breaking down barriers and building engagement in groups of people in disadvantaged life positions?
- Do you have experience working with such groups and can you share your insights and strategies?



### **Module 6: Summary**

Discussion questions:

- What are your main conclusions and discoveries after the training?
- How do you intend to implement the acquired knowledge and skills in professional practice?
- What could have been done differently or what could have been added to the training program to make it even more effective?

The proposed questions are intended to stimulate discussion and reflection of participants on the issues raised and can be adapted depending on the specificity of the group and context.



## SCENARIO 2

**Topic 2:** "Innovative approaches to education and development of work with disadvantaged adults"

**Participants:** Educators working with disadvantaged adults

**Duration:** 8 training hours

**Description of the training:** Training entitled "Innovative approaches to education and development of work with disadvantaged adults" aims to increase the competences of educators working with adults in difficult situations. The training program consists of five modules that cover topics such as: introduction to an innovative approach in the education of disadvantaged adults, designing educational programs, implementing innovative methods and techniques in working with adults, building engagement and motivation of training participants, as well as a conversation about diversity and inclusion. After completing the training, participants will have better skills in designing and implementing educational programs, using innovative methods and techniques, motivating and activating the group, as well as team building and social inclusion.

**Aim:** The aim of the training is to introduce participants to an innovative approach to education and development of work with disadvantaged adults. Participants will acquire knowledge and skills related to designing educational programs and using innovative methods and techniques in working with adults. Additionally, participants will learn motivational tools and exercises as well as group activation techniques that will increase participants' commitment and the dynamics of group work.

### Learning outcomes:

After completing the training, participants will be able to:

- Introduce an innovative approach to educating disadvantaged adults,
- Design educational programs for disadvantaged adults,
- Use innovative methods and techniques when working with disadvantaged adults,
- Use motivational tools and exercises when working with adults,
- Use techniques to activate the group and increase the dynamics of group work,
- Build a team, understand diversity and inclusion.

## FRAMEWORK PROGRAM

### Module 1

#### Introduction to innovative approaches in educating disadvantaged adults (duration 45 min)

- Discussion of the concepts and principles of an innovative approach to adult education
- Presenting the specifics of working with disadvantaged adults
- Discussion on the advantages and benefits of an innovative approach in educating disadvantaged adults
- Discovering your own learning styles and using innovative learning tools
- Building creativity and innovation at work and in private life

## Module 2

### Designing educational programs for disadvantaged adults (duration 45 min)

- Presenting the process of designing educational programs
- Discussion on the tools and techniques used in designing programs for disadvantaged adults
- Examples of educational programs based on an innovative approach

## Module 3

### Implementing innovative methods and techniques in working with disadvantaged adults (duration 90 min)

- Discussion of the advantages and benefits of using innovative methods and techniques
- Presentation of specific methods and techniques, such as flipped classroom, project-based learning, gamification, etc.
- Examples of the use of innovative methods and techniques in working with disadvantaged adults

## Module 4

### Building engagement of training participants, motivation and specificity of working with disadvantaged adults (duration 90 min)

- Discussion and presentation of tools and exercises that will help arouse the interest of training participants and build engagement and a positive atmosphere in the group.
- Presentation of various techniques and tools for group activation, such as integration games and activities, communication exercises, team exercises.
- Presentation of various techniques and tools that will enable active involvement of participants in classes and increase the dynamics of group work
- Examples of the use of motivational tools and techniques in working with disadvantaged adults.

## Module 5

### Diversity and inclusion (duration 45 min)

- Discussion about diversity and inclusion
- Practical exercises for team building, understanding other cultures and social inclusion
- Introduction to the principles of working in a diverse team

## Module 6:

### Summary

- A summary by participants of the main topics and techniques discussed during the training.
- Highlighting key findings and recommendations for educators working with disadvantaged adults.
- Training evaluation and participants' comments.



## SUGGESTIONS FOR QUESTIONS IN INDIVIDUAL MODULES

During the module, the trainer may ask the following questions in order to stimulate discussion and encourage participants to actively participate. This is only a proposal and inspiration for the person running the workshop. The questions are intended to initiate discussion and can be adapted to the specificity of the group and the trainer's experience. They can also inspire participants to share their thoughts and experiences, which can enrich the discussion and learning process during the training.



### **Module 1: Introduction to an innovative approach to adult education**

Discussion questions:

- What are the biggest challenges in educating disadvantaged adults?
- How can innovative approaches counter these challenges?
- What are the benefits of using innovative learning tools for disadvantaged adults?



### **Module 2: Designing educational programs**

Discussion questions:

- What are the key elements to consider when designing educational programs for disadvantaged adults?
- Are there examples of programs that were particularly effective or not effective?
- How can educational programs be adapted to make them as accessible and attractive to participants as possible?



### **Module 3: Implementation of innovative methods and techniques**

Discussion questions:

- What are your experiences with using innovative methods such as "flipped classroom" or gamification?
- What obstacles can you encounter when implementing these methods and how can you overcome them?
- How can these methods be adapted to working with disadvantaged adults?



### **Module 4: Building engagement and motivation**

Discussion questions:

- What are the biggest challenges in building engagement and motivation of participants in difficult life situations?
- What motivational techniques have worked for you?
- What are some ways to maintain positive group dynamics and how to deal with conflict?



### Module 5: Diversity and inclusion

Discussion questions:  
What practices can support diversity and inclusion in the context of adult education?  
How to balance the needs of different individuals in a group to make the educational process fair?  
How can educators prepare to work with diverse groups?



### Module 6: Summary

Discussion questions:  
What are your main conclusions and learnings from this training?  
What strategies and tools do you plan to implement in your educational work?  
What elements of the training were most valuable to you, and which do you require additional support or development with?

## THE EDUCATOR'S ABILITY TO DEVELOP TRAINING USING AVAILBALE APPS AND ONLINE TOOLS

Each trainer who wants to conduct training and is an active trainer should keep up with new trends and stay on top of new and emerging tools. They should also be able to respond to the needs of the group and target users of the training. The aim is to prepare tools, tips from various types of apps, online programs that can be used by the trainer to plan and design training/workshops/courses for adults, including those in disadvantaged situations. This will allow the trainer in any situation/place to plan the training from beginning to end and implement it without the technical and logistical resources of training companies.

Delivering online training to adults, especially those in disadvantaged situations, may require additional time, patience and support. However, with proper planning and support, you can ensure an effective and rewarding learning experience for all participants.

### Learning Objectives:

Define clear training objectives that outline what participants should learn.

### Analysis of participants' needs:

Find out who will participate in the training, what experience, needs and expectations they have.



### **Use of appropriate teaching methods:**

Different groups of people learn in different ways. It is important to use different teaching methods, such as presentations, discussions, group work and practical exercises.

### **Understanding the needs of your participants:**

Before conducting online training, understand the needs and limitations of your participants. Some may have difficulty accessing appropriate equipment, a stable internet connection or basic technical skills.

### **Simplicity and usability:**

Choose tools and platforms that are intuitive and easy to use. For people not used to technology, a simple and user-friendly platform will be the key to success.

### **Access to materials:**

Make sure participants have easy access to all materials and resources. They may need additional time to review the materials before or after the online session.

### **Interactivity:**

Use tools and strategies that promote interactivity and engage participants. Quizzes, questionnaires, group discussions and practical tasks can help engage participants and keep their attention.

### **Technical Support:**

Provide participants with technical support before, during and after training. This may be a dedicated person or support line where participants can report problems.

### **Adjust the pace:**

Adjust the pace of the training to the needs of the participants. Some people may need more time to understand the material or to learn how to use online tools.

### **Building relationships and trust:**

Especially for disadvantaged people, building relationships and trust is important. Regular check-ins, questions and support can help build this trust.

### **Accessibility:**

Ensure that materials and platforms are accessible to all participants, including people with disabilities. Use subtitles, transcripts and other adaptation tools.

### Reinforce off-platform learning:

Provide additional resources, such as additional reading materials, videos, or exercises that participants can complete outside of the training platform.

### Feedback and evaluation:

Regularly collect feedback from participants about their online training experiences. This will enable continuous improvement and adaptation of training to the needs of participants.



### Practicality:

Participants value training that provides practical skills and tips that they can immediately apply in work or everyday life.

### Use of technology:

Tools such as e-learning platforms, mobile apps and AR/VR technologies can enrich the participants' experience.

### Participant comfort:

Ensure that the physical conditions (e.g., training venue, chairs, equipment) are comfortable for participants. It is also important to provide breaks and time for social interaction.

### Continuing learning:

Once training is complete, provide participants with additional resources, materials, or support so they can continue learning.

### Prioritisation:

Consider which topics are most important to your target audience and focus on them rather than trying to convey too much information at once.



## Dedicated materials for educators – ONLINE TOOLS

As a result of expert work, the project developed a list of possible scenarios in the area of “Educator’s ability to develop training using available apps and online tools.”

### These included the following topics:

1. Basics of e-learning training design: from concept to implementation.
2. Building training using available apps and online tools.
3. Management of training participants in LMS systems (Learning Management System).
4. "Effective methods of engaging participants in online training" - Addressing the issues of motivation, interaction and feedback in the context of online education, and presenting tools and techniques that increase participants' engagement.
5. Feedback: Empowering educators to effectively teach and provide feedback in both traditional and online training settings.

**The group of experts ultimately selected topics No. 2 and No. 5 to be developed as part of the project.**

## SCENARIO 1

**Topic 1:** “Building training using available apps and online tools”

**Participants:** Educators working with disadvantaged adults

**Duration:** 8 training hours

**Description of the training:** Educators will become prepared to define training goals in accordance with the trends and needs of the target group. They will become familiar with tools and tips from various online/digital apps and programs that they can use as trainers to plan and design workshops. Educators will become familiar with modern and attractive tools for preparing recruitment materials for disadvantaged people, presentations and certificates for participants.

**Aim:** Preparation of tools, tips from various apps and online/digital programs that can be used by the trainer to plan and design training/workshops/courses for adults, especially those in a disadvantaged situation. The trainer can plan the training from A to Z, use different approaches to inform, communicate and recruit participants and will be able to evaluate the training.

### Learning outcomes:

After completing the training, participants will be able to:

- Define training goals based on identified needs.
- Understand how to effectively plan training content and duration.
- Use various communication channels to reach the target group.

- Adapt the language of communication to the needs and expectations of potential training participants.
- Select tools and techniques for effective information about the training.
- Effectively introduce participants to the training topics and build a positive atmosphere.
- Conduct constructive evaluation of the training, both in written and oral form.
- Create presentations using modern digital tools and compose visual materials.
- Prepare participant assessment.
- Deal with difficult participants.

## FRAMEWORK PROGRAM

### Module 1

#### Determining the training needs of the target group (duration 90 min)

- Identification and assessment of the training needs of the target group
- Defining the purpose of the training
- Determining the content and duration of the training
- Basic principles of adult learning

### Module 2

#### Informing, communicating and recruiting participants (duration 60 min)

- How to reach participants from the target group
- Informing target participants - what language to use
- Informing target participants - tools and methods to use
- How to prepare leaflets or other information materials for the target group

### Module 3

#### Training structure (duration 30 min)

- Beginning of the training: introduction of the trainer and participants, ice-breaking exercises, short summary of the day, participants' expectations
- Main content: basic principle of microlearning
- End of training: summary of the day, training evaluation (in writing), and main conclusions from the day for each participant (direct oral feedback)



## Module 4

### Preparing an attractive presentation and effective training materials (duration 60 min)

- Basic ways of working with images
- Basic rules of the layout: 5/5/5 rule
- How to use online digital tools to prepare presentations: introducing some effective and user-friendly digital tools such as PowerPoint, CANVA, MIRO, Google Slides, Mentimeter
- Purpose of information materials and guidance on when to use them
- Using a whiteboard and flipchart, tables and charts
- Preparing an evaluation questionnaire
- Preparing certificates for participants

## Module 5

### Dealing with difficult participants (duration 30 min)

- Types of difficult participants: defining difficult participants
- Methods for dealing with difficult participants: tips and recommendations

## Module 6

### Summary (duration 30 min)

- Summary of the training, discussion of the main issues
- Three key points from the training - what I will use as an educator working with disadvantaged adults
- Analysis of collected opinions (written evaluation forms)
- Evaluation of the training and collecting participants' comments and recommendations
- Preparation of a short digital report with photos of the training for internal/external documentation.

## SUGGESTIONS FOR QUESTIONS IN INDIVIDUAL MODULES

During the module, the trainer may ask the following questions in order to stimulate discussion and encourage participants to actively participate. This is only a proposal and inspiration for the person running the workshop. The questions are intended to initiate discussion and can be adapted to the specificity of the group and the trainer's experience. They can also inspire participants to share their thoughts and experiences, which can enrich the discussion and learning process during the training:



### Module 1: Determining the training needs of the target group

Discussion questions:

- What are the most important training needs of our target group?
- How can we best identify and assess these needs?
- What goals would you like to achieve during this training?
- What are your experiences with adults as training participants and what principles of their learning do you consider key?



### Module 2: Informing, communicating and recruiting participants

Discussion questions:

- What communication channels do you consider the most effective in reaching our target group?
- What linguistic approach will be most effective in informing potential participants?
- What tools and methods would you use to effectively communicate the training?
- What elements should information materials, such as leaflets, contain to make them attractive to the target group?



### Module 3: Training structure

Discussion questions:

- What elements should be key during the introduction to the training?
- What "ice breaking" techniques do you know and which of them do you consider the most effective?
- What is your experience with microlearning and how can it be effectively implemented in training?
- How would you like the training to end so that it is valuable to you?



### Module 4: Preparing an attractive presentation and effective training materials

Discussion questions:

- What digital tools do you know of, and which ones did you use when creating presentations?
- What are the basic principles that guide you when creating training materials?
- What techniques and tools do you consider crucial when creating attractive information materials?
- What are your experiences in creating and delivering certificates to training participants?





### Module 5: Dealing with difficult participants

Discussion questions:  
What types of difficult participants did you encounter while conducting training?  
What methods of dealing with difficult participants were most effective for you?  
Can you share an experience when you encountered a difficult participant and how you dealt with it?  
What are the key tips you would like to receive for dealing with difficult participants?



### Module 6: Summary

Discussion questions:  
What are your main conclusions and discoveries after the training?  
How do you intend to implement the acquired knowledge and skills in professional practice?  
What could have been done differently or what could have been added to the training program to make it even more effective?

The proposed questions are intended to stimulate discussion and reflection of participants on the topics discussed.

## SCENARIO 2

**Topic 2:** “Feedback: Empowering Educators to Effectively Teach and Provide Feedback in Both Traditional and Online Training Settings”

**Participants:** Educators working with disadvantaged adults

**Duration:** 8 traininghours

**Description of the training:** In an era where education is evolving, the crucial role of constructive feedback in enhancing adult learning outcomes is emphasised in every stage. This training will explore the key elements of developing strategies and skills for providing constructive feedback in both face-to-face and online teaching. Educators will analyse a variety of tactics and techniques to ensure a fair, transparent and effective experience for learners.

**Aim:** The training aims to equip educators and trainers with the knowledge and skills necessary to design and implement effective feedback strategies in both traditional and online learning environments.

### Learning outcomes:

After completing the training, participants will be able to:

- Define and describe the importance of feedback in an educational context.
- Distinguish between different types of feedback and understand their application in different educational contexts.
- Apply best practices and strategies for providing oral and written feedback.
- Understand the importance of peer and self-assessment in the learning process.
- Understand the challenges of providing feedback in traditional settings and be able to manage these challenges.
- Identify and use appropriate online tools and platforms to provide effective feedback.
- Understand how technology impacts the feedback process and be able to adapt their methods to different online learning environments.
- Understand the challenges of providing online feedback and be prepared to deal with them.
- Assess the effectiveness of the feedback provided and adapt it in response to participants' needs.
- Use various strategies and tools to continuously improve their approach to giving feedback.

## FRAMEWORK PROGRAM

### Module 1

#### Introduction to feedback in education (duration 120 min.)

- Introduction to the concept of feedback and its role in education.
- Types of feedback (formative and summative), their purpose and importance in different contexts.
- The impact of effective feedback on student learning outcomes.
- Practical examples and case studies illustrating the importance of feedback.

### Module 2

#### Giving effective feedback in traditional education (duration 120 min.)

- Principles of effective feedback in traditional education.
- Strategies for providing oral and written feedback to participants.
- Peer and self-assessment as forms of feedback.
- Group activities and discussions about common challenges and solutions to providing feedback in face-to-face settings.

### Module 3

#### Giving effective feedback in online education (duration 120 min.)

- The role of technology in providing feedback in online education.
- Specific online feedback tools and platforms (e.g. Kahoot, video feedback, discussion forums).
- Strategies for maintaining relationships and engagement in online feedback.
- Group activities and discussions on online feedback challenges.



## Module 4

### Evaluation and continuous improvement (duration 120 min.)

- Strategies for assessing the effectiveness of feedback and its impact on participant learning.
- Case studies and real-world examples of successful feedback implementation.
- Final group discussions and Q&A, summarising key learnings and action plans for participants.

## Module 5

### Summary (duration 30 min.)

Discussion questions:

- What are your main conclusions after the training?
- How do you intend to implement the acquired knowledge and skills in professional practice?
- What could have been done differently or what could have been added to the training program to make it even more effective?

The proposed questions are intended to stimulate discussion and reflection of participants on the topics discussed.

## SUGGESTIONS FOR QUESTIONS IN INDIVIDUAL MODULES

During the module, the trainer may ask the following questions in order to stimulate discussion and encourage participants to actively participate. This is only a proposal and inspiration for the person running the workshop. The questions are intended to initiate discussion and can be adapted to the specificity of the group and the trainer's experience. They can also inspire participants to share their thoughts and experiences, which can enrich the discussion and learning process during the training:



### Module 1: Introduction to feedback in education

Discussion questions:  
How do you understand the concept of feedback in the educational context?  
Why is feedback so important in the educational process?  
What differences do you see between formative and summative feedback?  
Can you give an example of a situation where feedback had a significant impact on your development?



### Module 2: Giving effective feedback in traditional education

Discussion questions:  
What challenges do you face when providing feedback to participants in traditional education?  
What methods do you prefer when giving oral vs. written feedback?  
What benefits and challenges do you see in using peer or self-assessment?  
What are the most common mistakes trainers and educators make when giving feedback?



### Module 3: Giving effective feedback in online education

Discussion questions:

- What online tools do you find most effective in providing feedback to participants?
- What specific challenges do you encounter when providing feedback in an online environment?
- How do you maintain relationships and participant engagement in an online learning environment?
- What strategies do you use to make feedback more personal and engaging in online education?



### Module 4: Evaluation and continuous improvement

Discussion questions:

- How do you assess the effectiveness of the feedback you provide to your students?
- What techniques or tools help you continually improve your feedback process?
- Can you give an example of a successful implementation of feedback that resulted in significant benefits for students?
- What are your plans for further development and improvement of the feedback process?



### Module 5: Summary

Discussion questions:

- What are your main conclusions after the training?
- How do you intend to implement the acquired knowledge and skills in professional practice?
- What could have been done differently or what could have been added to the training program to make it even more effective?
- What aspects of the training were the most valuable to you and why?

### EDUCATIONAL TOOLS:

Each MODULE consists of 2 scenarios with educational materials such as multimedia presentations, worksheets/exercises, case studies/good practices, infographics, podcasts. Additionally, the Partners developed a multimedia game for Educators.



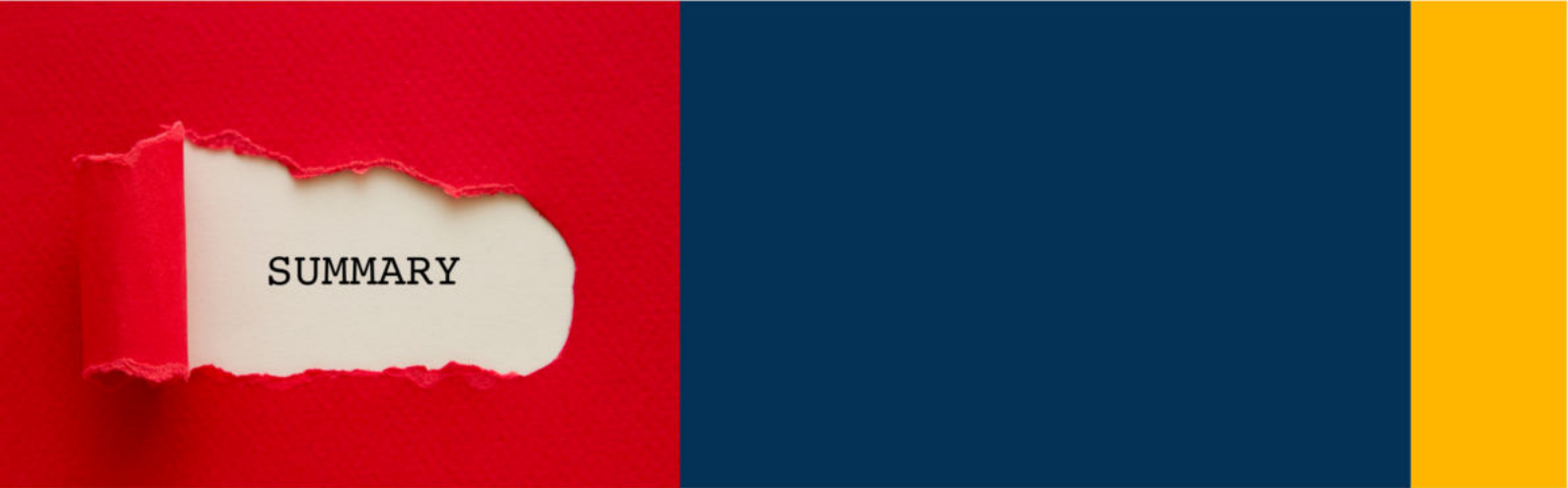
# SUMMARY

The material contained in this guide is a tool for all educators working with adults, with particular emphasis on those from disadvantaged backgrounds. It is a comprehensive source of knowledge that aims to help create educational classes that are more effective and tailored to the individual needs of participants.

A key aim of the guide is to take into account participants' individual differences and needs. Each adult participant is unique and has their own goals, experiences, skill levels and motivations. This is why educators should be flexible and willing to adapt their approach to the specific needs of their participants.

It is worth emphasising that social inclusion is an important goal and adult education plays a key role in achieving this goal. By using the materials contained in this guide, educators will be able to better support their participants in building skills, developing potential and counteracting social exclusion.

We encourage all educators to use the materials in this guide to create more personalised learning experiences. Together we can build a more open and inclusive society through adult education. All educational materials are available on the Project Leader's platform of the FUNDACJA EDUKACJI ROZWOJU I INNOWACJI (Education Development and Innovation Foundation): [feriplatform.org.pl](http://feriplatform.org.pl) and on the Partners' websites.



SUMMARY