



WORKSHOP SCENARIO

**INNOVATIVE
APPROACHES TO
EDUCATION AND
DEVELOPMENT OF WORK
WITH DISADVANTAGED
ADULTS**





DURATION:

8 teaching hours in total, split into 6 lesson workshops.

PARTICIPANTS:

Educators working with adults from disadvantaged groups

TRAINING DESCRIPTION:

The training titled "Innovative Approaches to Education and Development of Work with Adults in Difficult Situations" aims to enhance the skills of educators working with adults in challenging circumstances. The training program consists of five modules, covering topics such as: introduction to innovative approaches to adult education in difficult situations, designing educational programs, implementing innovative methods and techniques in work with adults, building participant engagement and motivation, as well as discussions about diversity and social inclusion. After completing the training, participants will have improved skills in designing and implementing educational programs, applying innovative methods and techniques, motivating and activating groups, and building a team and fostering social inclusion.

TRAINING OBJECTIVE:

The objective of the training is to introduce participants to innovative approaches to education and work development with adults in challenging circumstances. Participants will acquire knowledge and skills related to designing educational programs and applying innovative methods and techniques in work with adults. Additionally, participants will learn about motivational tools and group activation exercises that will help increase participant engagement and group work dynamics.

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LEARNING OUTCOMES:

After completing the training, participants will be able to:

- Implement innovative approaches to adult education in difficult situations,
- Design educational programs for adults in difficult situations,
- Apply innovative methods and techniques in work with adults in difficult situations,
- Utilize motivational tools and exercises in work with adults,
- Apply group activation techniques and increase group work dynamics,
- Build a team, understand diversity, and foster social inclusion.

FRAMEWORK PROGRAM:

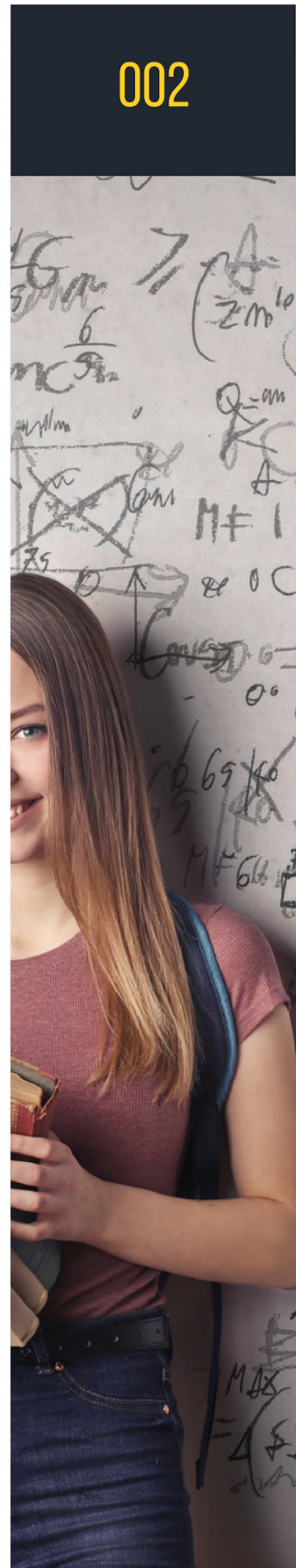
Module 1: Introduction to innovative approaches to adult education in difficult situations (duration 45 min)

- Overview of concepts and principles of innovative approaches to adult education
- Introduction to the specifics of working with adults in difficult situations
- Discussion of benefits and advantages of innovative approaches to adult education in difficult situations
- Exploring individual learning styles and using innovative learning tools
- Fostering creativity and innovation in work and personal life

Module 2: Designing educational programs for adults in difficult situations (duration 45 min)

- Introduction to the process of designing educational programs
- Discussion of tools and techniques used in designing programs for adults in difficult situations
- Examples of educational programs built on innovative approaches

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Module 3: Implementing innovative methods and techniques in work with adults in difficult situations (duration 90 min)

- Discussion of benefits and advantages of using innovative methods and techniques
- Introduction to specific methods and techniques, such as flipped classroom, project-based learning, gamification, etc.
- Examples of implementing innovative methods and techniques in work with adults in difficult situations

Module 4: Building participant engagement, motivation, and specifics of working with groups in difficult situations (duration 90 min)

- Overview and presentation of tools and exercises that will help spark interest among 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, communication exercises, team-building exercises.
- Presentation of techniques and tools to actively engage participants in activities and increase group work dynamics
- Examples of using motivational tools and techniques in work with adults in difficult situations

Module 5: Diversity and Social Inclusion (duration 45 min)

- Discussion about diversity and social inclusion
- Practical exercises on team-building, understanding different cultures, and fostering social inclusion
- Introduction to principles of team work with diversity

Module 6: Conclusion

- Participants summarize the main topics and techniques discussed during the training.
- Highlighting the most important conclusions and recommendations for educators working with adults from disadvantaged groups.
- Evaluation of the training and participants' remarks.





Materials needed:

- Screen and projector
- Laptop
- Flip chart or A2/A3 paper
- Coloured pens/markers
- Printer

WELCOMING AND INTRODUCTION

1. Introduction of the leader and welcoming of participants on arrival (10 minutes)

Introduce yourself using the following prompts. You may want to write them on a board or display on the screen along with a welcome message

- Name
- Education and professional experience
- Interests and areas of expertise
- Signposting of the venue e.g., toilets, bins, emergency exits/fire alarms

2. Agenda (5 minutes)

Print off or display the agenda for all participants to refer to. Highlight when breaks are and how they will be spent, as well as if the agenda is flexible or not. Ask the participants if they have any questions.

3. Introduction to the programme (5 minutes)

This consists of the summary of each module that will be taught today. You may refer to the agenda to explain the workshop in order. Include what the participants will learn and key learning objectives. Ask participants if they have any questions. When introducing the programme, be aware of your non-verbal communication (appearance, gestures, facial expressions,

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movements) as well as verbal communication (intonation, length of sentences) to highlight your expectations and motivate participants. You may play the introduction to the course podcast.

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4. **Group rules (10 minutes)**

You may distribute sticky notes to participants and ask them to write down their first thoughts on group rules. Make sure you specify that group rules should be in the format 'We do... We say... we listen...' rather than 'We do not...' to create a positive mindset and atmosphere within the group. Give the participants 2 minutes, collect the sticky notes, read them aloud, and write them or stick them down where everyone can see them. Talk through the suggestions with the participants, ask if they agree, as well as give space for small discussion and further rule examples. At the end, summarise the rules and refer to them during the workshop when necessary.

5. **Icebreaker / introduction of participants (20 minutes)**

This allows participants to get to know and become comfortable with each other.

Examples include:

Circle time: Gather the participants in a circle so that everyone can see each other. Take turns to go around the group, introducing yourself. You may ask the participants to add what they are looking forward to finding out today.

Kahoot: You can create or search for a Kahoot on the Kahoot website. Kahoot is an interactive quiz game where participants answer quiz questions on their phones. You can put participants into pairs or groups where they can collectively decide on answers. A topic such as general knowledge can bring about some fun competition. At the end, a podium is displayed with the winners.





6. Verification of expectations (10 minutes)

Complete work card 1 which includes pre-reflection of participants in relation to the workshop. Display the agenda or programme summary for the participants to refer to. Leave two minutes at the end to allow participants to share their statements with yourself and other participants. The work cards may show you specific areas of focus that the participants need or want to find out more about, questions or misconceptions they need answering, and verification of current knowledge within the group. Thank the participants.

Module 1: Introduction to an innovative approach to the education of disadvantaged adults (45 minutes)

Learning objectives include:

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

1. PowerPoint lecture (30 minutes)

Present the slides 1-20 to the participants. Give the participants the chance to ask questions or write them down to be answered later.

2. Work card 8 (10 minutes)

Talk the participants through the work card. This is an individual and silent activity. Coloured pens or markers are needed for this activity.





3. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 2: Designing Educational Programs for Disadvantaged Adults (45 minutes)

Learning objectives include:

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

1. PowerPoint 21-25 (10 minutes)

Present the slides 21-25 to the participants. Give the participants the chance to ask questions or write them down to be answered later.

2. Work card 3 (10 minutes)

Talk the participants through the work card. This is an individual and silent activity for the first 5 minutes. The remaining time should be used to share answers and allow participants to see different points of view.

3. Work card 2 (20 minutes)

Talk the participants through the work card. This is an individual and silent activity for the first 10 minutes. The remaining time should be used to share answers and allow participants to see different points of view.

4. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.





Module 3: Implementing innovative methods and techniques in working with disadvantaged adults (90 minutes)

Learning objectives include:

- 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 using innovative methods and techniques in working with disadvantaged adults

1. Work card 4 (10 minutes)

Talk the participants through the work card. This is an individual and silent activity for the first 5 minutes. The remaining time should be used to share answers and allow participants to see different points of view.

2. Split-class work on case studies (40 minutes)

Divide the class into two sides, and multiple groups. For example, one side is given case study 1 and the other group is given case study 2, with participants working in groups of three on their respective case studies. Participants have 20 minutes to read and answer the questions provided within the case study. You may go around and ask other questions, encouraging evaluation and critical thinking. For the final 15 minutes, each group summarises the case study and shares their answers with the rest of the participants.

3. Research task (15 minutes)

Using the case studies, instruct the participants to research the innovative tools mentioned within the text. Make sure each participant or group has different tools.

Instruct them to look at the following aspects:

- What device is the tool for?
- How is it innovative?
- Can it be used when working with disadvantaged adults?

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- Is it easy to use?
- What is your overall opinion?

4. **Work card 5 (15 minutes)**

Talk the participants through the work card. This is an individual and silent activity.

5. **Summary (10 minutes)**

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 4: Building the involvement of training participants, motivation, and the specificity of working with groups of people in a difficult situation (45 minutes)

Learning objectives include:

- Discussion and presentation of tools and exercises that will help to arouse the interest of training participants and build commitment and positive atmosphere in the group.
- Presentation of various techniques and tools of group activation, such as integration games, communication exercises, team exercises.
- Presentation of various techniques and tools that will allow participants to actively engage in classes and increase the dynamics of group work
- Examples of the use of motivational tools and techniques in working with disadvantaged adults

1. **Podcast on gamification (20 minutes)**

Play the podcast. After, display the learning objectives for all participants to see, and ask them how gamification can relate to each point. In this, evaluation, advantages, and disadvantages of gamification should naturally be discussed, as well as its integration into teamwork.





2. Work cards 6 and 7 (20 minutes)

Hand out both work cards to participants. Talk the participants through the work cards. This is an individual and silent activity for the first 10-15 minutes. The remaining time should be used to share answers and allow participants to see different points of view.

You may use the information found below to help your participants with the first questions:

What is motivation?

“Motivation is the impetus that gives purpose or direction to behaviour and operates in humans at a conscious or unconscious level (see unconscious motivation). Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals.”

Source: <https://dictionary.apa.org/motivation>

What is active engagement?

“Active engagement includes anything students do to actively participate or interact with their learning and/or materials; this contrasts with passively listening to a lecture or video or watching a person model or do instruction.”

Source:

<https://www.pent.ca.gov/is/is/activeengagement.aspx#:~:text=What%20is%20Active%20Engagement%3F,person%20model%20or%20do%20instruction.>

What is a group dynamic?

A group dynamic is “the way your team members interact with one another. These interactions are shaped by things like individual personalities and behaviours, the nature of the work being done, and the relationships that exist within the team. It is the behavioural relationships between members of a team or





group including how they interact, communicate, and cooperate with one another.”

Source: <https://www.roffeypark.ac.uk/knowledge-and-learning-resources-hub/understanding-group-dynamics-what-every-leader-should-know/>

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3. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 5: Diversity and Inclusion (45 minutes)

Learning objectives include:

- Talk about diversity and social inclusion
- Practical exercises for team building, understanding other cultures and social inclusion
- Introduction to the principles of teamwork with diversity

1. Infographic (10 minutes)

Present the infographic to the participants. Read aloud the definitions. After all participants understand the meaning of the key words, stop presenting the graphic. Ask participants questions on key differences between the terms, and what they have remembered.

2. Work card 10 (20 minutes)

Talk the participants through the work card. This is a paired activity. For the first 15 minutes, participants should fill out the work card, writing down ideas that first come to mind. For the remaining 5 minutes, discuss as a group the possible examples of practical exercises for team building, understanding other cultures, and social inclusion.

3. Work card 9 (10 minutes)

Talk the participants through the work cards. This is an individual and silent activity for the first 5 minutes. The



remaining time should be used to share answers and allow participants to see different points of view.

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4. **Summary (5 minutes)**

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 6: Conclusion (45 minutes)

Learning objectives include:

- A summary by the participants of the main issues and techniques discussed during the training.
- Highlighting the most important conclusions and recommendations for educators working with disadvantaged adults.
- Evaluation of the training and participants' comments.

1. **Summary podcast (15 minutes)**

Play the podcast. Then, move onto the next activity.

2. **Final mind map (20 minutes)**

1. Using a big piece of flip chart or A3/A2 paper, in the middle write down 'Innovative approaches to education and development of work with disadvantaged adults'
2. Pass around a marker or pen and have each participant write down two new things they have learnt in relation to the following objectives:
3. A summary by the participants of the main issues and techniques discussed during the training.
4. Highlighting the most important conclusions and recommendations for educators working with disadvantaged adults.
5. Each participant must write down a different sentence/ key word/ drawing – cannot be repeated. Participants may draw a line out and expand on the idea of another participant.





3. Quick evaluation (5 minutes)

Hand out a piece of paper to each participant, asking them to give feedback on the workshop. Assure them the comments are anonymous. Reflect on them as the educator after the workshop.

4. Goodbye (5 minutes)

Thank the participants for their attendance.

At this point, it is most important for the educator to summarise the workshop conducted. The key points discussed should be highlighted as a tie-in to all the content discussed during the training.

At this point there is also time for:

- Questions from the group
- Conclusions
- Evaluation questionnaire
- Diplomas for participants

EVALUATION SURVEY

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Dear participant

We hope that today's classes were interesting for you and you had a chance to learn a lot of interesting things. We are keen to receive feedback from you, so we will be very grateful if you take time to complete the following survey. **The survey is anonymous.**

1. Did the classes answer your questions on the topic 'Innovative approaches to education and development of work with disadvantaged adults' which appeared within your professional life?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

2. Did the classes provide you with useful tips, new approaches, concepts, and principles which you previously were not aware of / did not consider when working with disadvantaged adults?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

3. Did the classes provide you with useful tips that can be helpful in overcoming barriers in education when working with disadvantaged adults?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

4. Do you feel the ability to discover individual's learning styles will be helpful within your professional life?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

5. Do you feel you have understood the different methods of assessing learning preferences?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No





EVALUATION SURVEY

6. Did you acquire new knowledge in relation to building creativity and innovation at work?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

7. Will you be using innovative learning tools discussed in the programme?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

8. How confident do you feel using the process of designing educational programmes discussed to create your own programme?

Confident / Quite confident / Content / Quite uncertain / Uncertain

9. How confident do you feel in your ability to use different techniques and tools of group activation, such as integration games, communication exercises, team exercises or gamification?

Confident / Quite confident / Content / Quite uncertain / Uncertain

10. Do you understand the differences between diversity, inclusion, equity and belonging?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

11. Which part of the classes did you like the most and why?

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12. Which part of the classes could use improvement and how?

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EVALUATION SURVEY

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13. Are there any topics you still feel like you need clarification / more practice /research on?

YES / NO / UNSURE

13. If YES, please list topics that would be of interest to you.

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13. Would you like to take part in other thematic activities?

YES / NO / UNSURE

14. If YES, please list topics that would be of interest to you.

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15. Any additional comments about the session our programme covered:

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Thank you for completing the survey. Your feedback is appreciated.



Diploma for

For participation in the workshop
entitled "Innovative approaches to education and
development of work with disadvantaged adults"
organised on



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.

