

UPSKILLING BY CREATING INDIVIDUALIZED LEARNING PATHWAYS

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PATHWAYS

TOOLKIT FOR ADULT EDUCATION

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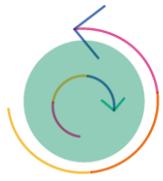
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INTRODUCTION

The objective of this document is to develop a Toolkit for Adult Educators/Trainers, as well as career advisors, based on which they will be in the position to recognise the basic skills that adults in need for upskilling have acquired through informal or non-formal learning, identify their potential, propose learning pathways for upskilling and employability enhancement, to assist them in their integration in the labour market.

This toolkit will include:

1. What is Recognition of Prior Learning (RPL) and which are its purposes, added value, steps, methodology.
2. Who are the involved actors/ final beneficiaries.
3. Assessors and their role, techniques and tools to use and overall contribution to the future of an adult in need for upskilling in search of employment.
4. What the candidate should be made aware of, motivation techniques in continuing their learning journey, tools to use after the RPL process, possibilities and options.
5. Forms and Templates ready to be used not only in the participating countries, but also in other ones.

Through this toolkit, the Pathways Project partnership aims to create a set of documents aimed at providing the appropriate knowledge and tools to adult educators/trainers and career advisors on:

- How they can actively help unemployed adults in need for upskilling to improve their possibilities of getting a job, through recognising their basic skills previously acquired through informal or non-formal learning,
- Understanding their professional aspirations, but also their inclinations/ talents and proposing a set of lifelong learning alternatives for the improvement of their professional and personal potential.



1

**RECOGNITION
OF PRIOR
LEARNING
&
ADULT EDUCATORS
AND
COUNSELLORS' ROLES**



1.1. RECOGNITION OF PRIOR LEARNING (RPL)

The present toolkit is part of the Pathways project, aimed for adult education and career professionals who work with unemployed adults in need for upskilling (final beneficiaries).

This toolkit will serve the purpose of helping these two categories of professionals (direct target group) in recognising basic skills acquired through informal or non-formal learning contexts, as a means to improve the employability of the final beneficiaries. Alongside the recognition of skills, the direct target group will be in the position of helping the final beneficiaries in creating their individualised learning pathway, as a means of upskilling and improving their position in the labour market, but also for self-improvement, in the context of lifelong learning promotion.

What is RPL and why is it important?

The UNESCO-UNEVOC provides several enlightening definitions on what is meant by Recognition of Prior Learning (RPL). Some of them are:

- The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector.
- An assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning or competency outcomes; May also be referred to as: Accreditation of prior learning; Validation of informal/non formal learning.

The International Labour Organization, features a learning package on RPL, and thoroughly explains why RPL is important.

The main reason why RPL is important is because people are always learning, everywhere, but the learning that takes place outside formal education systems and trainings, is sometimes not well understood or valued.





Examples of such learning may be: on-the-house job training, informal apprenticeships, participation in sports, organizing community events, helping to raise children, managing a household, caring for the sick and the elderly, and more. All these activities, that result in the outcome of knowledge, do not necessarily come with a certificate or diploma of competencies, that recognize and prove that knowledge, the skills and the experiences acquired.

Recognition of all types of learning – knowledge, skills and experience – can result in benefits in the labour market, formal education and training, financially and in personal growth.

RPL acknowledges that learning outcomes can be acquired in many ways. There is however a distinction between formal, non-formal and informal learning contexts as described below:

- Formal learning: instruction given in education and training institutions or specially designed training areas, including within enterprises in formal apprenticeship systems. Training is structured and has precise learning objectives.
- Non-formal learning: learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element.
- Informal learning: learning resulting from activities undertaken daily at work, in the family or in leisure activities.

The International Labour Organization in the document Key success factors and the building blocks of an effective system (2015), quotes CEDEFOP in the eight assessment methods of RPL as follows:

1. Debate offers the candidate an opportunity to demonstrate their depth of knowledge as well as their communicative skills.
2. Declarative methods admit an individual's personal identification and recording of their competencies and are normally signed by a third party in order to verify the self-assessment.





3. Interviews can be used to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning.
4. Observation enables the extraction of an individual's evidence of competence while they are performing everyday tasks at work.
5. Portfolio method, which uses a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples that show an individual's skills and competencies in different ways.
6. Presentation, which can be formal or informal and can check the individual's ability to present information in a way that is appropriate to the subject and the audience.
7. Simulation and evidence extracted from work, i.e., where individuals are placed in a situation that fulfils all the criteria of the real-life scenario in order to assess their competences.
8. Tests and examinations to identify and validate informal and non-formal learning through, or with the help of, examinations in the formal system. Source: CEDEFOP, 2009.

Additionally, there are some criteria mentioned regarding the characteristics of the assessment tools and methods (NSW DET, 2009; UNESCO, 2012a; VETA, 2014):

- Valid (assesses the desired competences):
- Reliable and consistent (various assessors use the same assessment tools and methods and obtain the same results).
- Transparent (candidates, assessors and moderators are aware of the assessment tools, methods and standards).
- Equitable and flexible (candidates' needs are taken into account – time, place and method).
- Manageable and achievable (the assessment should be possible within the time and resources available).
- Fair (allowing for appeal).





- Moreover, evidence-gathering needs to comply with the rules of evidence, which require it to be:
 - a. Valid (covers key competences of a qualification)
 - b. Sufficient (allows assessors to make decisions on the level of competency)
 - c. Current (contemporary)
 - d. Authentic (examples of the candidate's own work)

The BeFlex Project by EUCEN and Lifelong Learning Platform, includes a description on the elements of RPL which are summed up below:

- The RPL process must be learner centred. The process of RPL must be providing learners with an accessible pathway to seek to receive credit for knowledge that they already have. The process is supposed to accept diverse types of evidence, that all aim to represent the variety of experiences that learners have chosen to demonstrate their prior learning and experience.
- The guidance offered to the participants must be clear and contain terms that they can understand, so as to enable them to make responsible choices about how they will answer the questionnaires, whether they wish to go through the RPL process, and what is required of them. Additionally, all participants must be informed on why the credit they have received is useful, how they can enter a programme of study to gain exemption within a programme they want to study; or other alternatives.
- Evidence of prior learning must be provided by the learners seeking credit by RPL. As mentioned above, the types of evidence may vary depending on the learning type they seek to gain recognition for, and the arrangement of each assessing institution. However, in all cases, the assessment process should be transparent, rigorous, and quality assured, so that learned can be able to form an appeal against a decision if they feel there has been an injustice. Preferably, the entire process should involve an external actor, someone from outside the procedure or the institution involved in the process.





- Support must be provided to learners to present evidence of their learning. The evidence collected is expected to look very different from learning achieved through a course or an official programme. Some learners may wish to gain credit for experience-based learning, and they may need help to figure out the best way to present it, in order to have a decent outcome, and to decide which skills and experiences are relevant. All evidence of formal, non-formal and informal learning should be encouraged to be presented.
- The credit that participants achieve from RPL should have the same value as credit achieved from completing an assessed learning programme. The acceptance of this within the institution, can be enhanced by the transparency of the procedure, the process of assessing evidence, and by the quality of assurance.

Division of skills – Hard vs Soft Skills

There is a division on the type of skills, but what is the difference between hard skills and soft skills? One would say that hard skills refer to the job-related knowledge and abilities, while soft skills can be considered the personal qualities that can help a person thrive. It is a lot easier to identify hard skills on paper, while soft skills are easier to identify in person. Of course, a person would need a good balance of hard and soft skills, to be successful in their role.

Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, you'll learn hard skills in the classroom, through books or other training materials, or on the job.

Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as "people skills" or "interpersonal skills" soft skills relate to the way you relate to and interact with other people.

Can you think of examples of such skills?





Hard Skills	Soft Skills
<ul style="list-style-type: none">• Easy to quantify• In classroom• Books• Training material• On-the-job	<ul style="list-style-type: none">• Subjective skills• Harder to quantify• “People skills”• Interpersonal skills



EU Skills Profile Tool – PATHWAYS Adaptation

The EU Skills Profile Tool for Third Country Nationals supports early profiling of the skills of refugees, migrants and citizens of non-EU countries who are staying in the EU (third country nationals). Services that assist citizens of non-EU countries can use it in an interview situation to produce a profile of their skills with a view to: support further assessment; form a basis for offering guidance; identify up-skilling needs; support job-searching and job-matching.

The EU Skills Profile Tool is available here <https://ec.europa.eu/migrantskills/#/>



1.2. ACTORS AND BENEFICIARIES

Actors involved

Among the categories of actors involved in the Recognition of Prior Learning process, we can distinguish:

- Government: may include different authorities. Ministries or Departments of Education, Labour, TVET and others, at national and /or regional, local level.
- Education and training providers: may be public and /or private.
- Employers / private sectors and associations.
- Trade unions, social partners, NGOs: which oversee and advocate for rights of workers.
- Individuals: as the potential applicant and main beneficiary.

Individuals (adults in need for upskilling in our project case) can receive two types of recognition:

- Recognition for working, related to their work experience, regulated jobs, priority occupations, etc.
- Recognition for learning, related to their accreditations, learning pathways, certifications... but also learning acquired through informal and non-formal environments.

The first one is awarded by employers/the private sector and associations and the second one by education and training providers.

However, a framework for recognition is required in order to make this recognition official, a framework in which both the Government and Trade unions, social partners and NGOs intervene.





Role and responsibilities

Although these actors are mostly the same at an international level, the level of their practical involvement may vary from one country to another or even between different administrative regions of the same country.

For this reason, the most important aspects to be taken into account regarding each actor participating in the RPL process are highlighted below, with the aim of, through this information, being able to make a radiograph of the real situation that surrounds the educators/counsellors and learning adults participating.

Regarding the government, as in charge of the political agenda and how the RPL is integrated into the education, training and employment systems, the most important information related with this figure refers to:

- Determine if the government works in line with the European Union, adapting a framework for RPL, if this framework does not follow European lines and is limited to a national context and what are its different levels.
- Ensure whether the right to RPL is integrated into national policies and legal frameworks and how it relates to labour policies, education and qualifications frameworks.
- Determine what the promotion of lifelong learning and learning pathways consists of and whether or not favourable conditions will be created for them.
- Regulate the assessment of applicants and accreditation of institutions.
- Determine how the implementation of the RPL system is: centralized (through institutions at national level) or decentralized (through local/regional institutions).
- It is an obligation of the government to ensure funding for the RPL and its processes, in addition to establishing a model for such funding, for example, shared, in which all stakeholders (enterprises, Government and applicants) contribute.





Education and training providers (public and/or private) may:

- Offer services such as information and orientation towards the recognition of previous learning and the facilitation of these processes.
- Evaluate and/or validate these processes in relation to the qualifications and current standards frameworks as accredited professionals.
- Provide facilitators and/or evaluators, according to the evaluation methods chosen and applied by the government.
- Support and implement lifelong learning measures in addition to providing guidance or implementing training to meet the standards.

Employers providing training and qualifications, associations overseeing qualifications, depending on the system, may:

- Collaborate in the design of adequate, adapted and personalized standards.
- Establish or adjust competence frameworks within their own industry/sector, as well as internal RPL-related frameworks.
- Implement evaluations for RPL processes, even within their industry/company.
- Supervise the evaluation processes, act as an evaluation and validation entity (mainly for VET, often for associations, chambers).

Trade unions, social partners and NGOs/community organizations should be included in the design of the RPL system too. They may:

- Support the RPL process in different ways throughout its development.
- Help to establish the foundations and functioning of the system and protect the interests of all actors involved.
- Be represented in relevant entities.

Individuals, as potential applicants and main beneficiaries, undergo the process to obtain all or parts of a qualification. They:



- Gather information relevant to their case.
- Apply and present the corresponding evidences.
- Receive recognition of their competencies, if successful, for learning and for work by either education and training providers or by employers and/or their associations.

Final beneficiaries

Once the framework and context of the Recognition of Prior Learning process is clear, the final beneficiaries are the focus of attention.

The general profile will be a person who has acquired relevant skills through work experience or non-formal/informal learning, but does not have a related qualification/certificate. Thanks to the RPL process, an applicant can:

- Make progress within a company
- Change job or sector
- Get a raise.
- Save resources (time and money) by having some units of competences recognized as part of a new qualification.
- Starting to work in a foreign country (recognition of foreign qualifications).

The beneficiaries of the RPL process can be diverse:

- Workers in elementary occupations (craftsperson, plumbers, builders, electricians, hairdressers...) who have developed their skills and competencies at work, but do not have an official professional qualification or, if they do, it is not recognized by employers or represents a lower level than the one they have obtained in the performance of their job.





- Workers in the informal economy who wants to take the leap to the formal economy.
- Unemployed people who want to improve their employability thanks to certifications.
- Employed people working in any job where qualification requirements have changed over the years or where qualification requirements differ across countries (for example, migrants).

Especially in the case of vulnerable groups such as immigrants, women, older workers or people in need for upskilling, RPL processes can be supportive.





1.3. ADULT EDUCATORS AND COUNSELLORS' ROLE

Theory of the Role of the Educator in Adult Education

The role of the educator in adult education, according to the theory of Andragogy, social change and transformative learning, is to work towards achieving positive change by coordinating the learning procedure in a way that enables the learners to overcome certain false beliefs they have due to social conditioning, their working environment and the way in which they have learned. The goal of the educator is not only to transfer knowledge but also to urge the learners to search for knowledge themselves. A further goal of the educator is to encourage learners and facilitate the learning procedure. The educators' role is to guide, to encourage, to coordinate, to help in approaching the matters. They suggest, they encourage the heuristic course to knowledge, they are constantly interacting with the trainees, they offer them stimulus, they creatively cooperate with them. Also, they give the ability of free participation in solving matters by giving time, sometimes limited, for discussion, questions and doubting a response.

It is an acceptable fact that in an educational process the team's educator has the most significant role. This role is about creating the appropriate conditions in the team that will allow the free expression of the trainees' expectations and goals. Furthermore, it is very important that the educator must take action in order to set boundaries and rules concerning the individuals' functions during the educational process. This way it will be easier for all participants to exchange opinions and information.

According to the theory of Andragogy, the educator is obliged to make the trainees understand the reason why they have entered the educational process, through a completely experiential training that utilizes the trainees' experiences that have pre-existed or have been taken place during the educational course by interacting in the team. The climate within the team plays an important role. The educator tries to inspire respect, free expression, and connection to matters that derive from the social framework from whence they come (Mezirow, 1991). Furthermore, it is also a learning source combined with the selected methods; it contributes to a more positive completion of the teaching process (Mezirow, 1990).





The theory of social change by P. Freire is based on the questioning of the up-to-now date and through critical thinking which they gain from learning how to understand reality and its problems and then to transform it (Knowles, Holton and Swanson, 1998). Through this teaching process, educators create the proper learning conditions; they promote discussion that is centered on the participants' problems (Knowles, 2000).

In the framework of transformative learning, the participants who intend to change their way of socializing and organizing, look for other people to share their ambition to create ways of resisting the unedited cultural norms of the organizations, societies, families and political life; they become active subjects in cultural change (Rogers, 1996). The adult trainers must support and broaden the rules, the social practices, the institutions and the systems that empower a more complete and open participation in intellectual discussion, in transformative learning, contemplative action and to a greater activation of the participants (Mezirow, 2007). They are obliged to give and empower opportunities with rules that support a more free and complete participation in discussion, and in a social and political democratic life (Kokkos, 2005). It is also necessary for them to work towards making a positive change. This can be achieved from the moment they distinguish their goals and expectations from those of the educators and to promote discussion and the trainees' participation in it, avoiding dogmatism (Navridis, 1994). The educator must act as an intergraded coordinator of the training process, as a councillor, as a stimulator, as a guide on the path to knowledge in order to elaborate the trainees' knowledge experiences and admissions (Navridis, 2005).

According to the above theories, the example's educator helped to consolidate the essence of free expression and connection to matters that come from the social framework they belong to (andragogy); they tried to stimulate a discussion about some problem the trainees face (social change) with the goal of making a positive change through the transformation of experiences and acceptance, and rational discussion in order to achieve communicational learning (transformative learning) (Jarvis, 2004). The educator is obliged not to get involved in an emotional relationship that will result in assuming the role of a therapist instead of the one of being an educator. Something similar overcomes the limits of the educational team since its purpose is to provide knowledge and experiences in order to gain professional and social skills, while the goal of therapy is to solve problems that derive from the member's psyche.



In some cases, like the example, the goal, the limits, the roles and conditions of education are not defined by the educator and that results in causing confusion and disorientation in the team, namely learning. The educators must set reference limits in the framework of language use and because of the fictitious climate of security and familiarity in the team not to be carried away by their emotions.

Through the teams in which the educator has placed the trainees, the adults solve the specific matters, developing their critical thinking applying techniques in a friendly way, which encourage the trainees to complete the educational process. The educator from the start must design the curriculum by utilizing the role-playing game, so the trainees can comprehend the course's goals, and the educator must also intervene as a guide-coordinator of the teaching process.

One of the most complete and scientifically proven theories of adult training is transformative learning, and according to its representative, Jack Mezirow, it recognizes the individual's ability of inner change by emphasizing the use of the adult trainees' experiences. The essence of transformative learning is about determining the perception that each person has as a result of their social, political, ideological, ethical, historical, cultural experiences. These experiences derive from the adults' biographic-inventory elements, namely the family, the environment in which they grew up, lives and works in, age, education as well as national-historical traditions and religious views. All the above create a mixture of perceptions, admissions and experiences that are deep within the mind, the behaviour that is imprinted in the trainee's personality and creates the framework of the educator's report and work.

The stochastic process is one of the basic characteristics of adult learning. Jack Mezirow supports that as the time progresses so do the individual's ability to develop deeper estimations and to transform personality. Adulthood is the time to re-evaluate the knowledge that was gained during our upbringing and often this has led to the distortion of reality. For that reason, the educator's part is very important.

Specifically, the educators must first understand their experiences and through a feedback process, they must classify them in order to determine the reason for living. This way they avoid chaos which is required not only in the case of knowledge oblivion but also in the ability-possibility of redefining themselves.



Adult educators are obliged to work towards bringing a possible change. They can achieve this:

- By distinguish their goals and expectations from those of their students.
- By encouraging discussion and the participation of the trainees, avoiding dogmatism.

Following the process of contemplation and cultivating critical thinking that supports transformative learning, the trainees will be able to understand that some of their conceptions were wrong. This helps them accept the opinions not only of the educator but also of the rest trainees. This way their perception of things around them transforms, they become more welcoming to new ideas and they redefine their experiences by giving them a new meaning. The role of the adult educator, consequently, is about helping the trainees to re-examine the foundations of their wrong perceptions and to question those which have proven to be dysfunctional, so they can form a more experiential image of the world and of their place within it.

In conclusion, educators contribute to the formation of the teaching atmosphere where discussion is the main point, they coordinate and organize the teams by following the methods of organizing educational activities, they stimulate the trainees so they can participate actively in all the activities, they define in the appropriate way the context of the teaching chapters, they apply the educational techniques that aim at the combination of theory and trainees' experience, quite often but not always successfully (Silberman, 1998). The educator responds, despite any weaknesses, effectively to the modern model of adult training that is about using active techniques like group projects, exercises, broaden learning discussion, questions that lead to good adult training outcome. It is clear that the educator's and trainee's personal change of conception and experiences is the cornerstone of the process of adult training.





What do good Adult Educators do? – Useful Tips

1. TAKING ON DIFFERENT ROLES TO MEET LEARNER'S NEEDS

The main task of an adult educator is to provide the participants with the opportunity to learn. In order to do this one will have to fulfil a variety of roles, which depend on the participants' needs and the specific situation of the course.

EXPERT

Not so long-ago access to information was a privilege of teachers, researchers, and experts. They held the knowledge and were responsible for spreading it. Thanks to the Internet, access to information has become widely available to most people. As a result, the traditional trainers' task of providing information has become less important. However, trainers' experience and background knowledge enable them to be catalysts and experts who are able to select what is most relevant to the learners and to help the learners by placing this information in the right context. What hasn't changed is the ability of a good trainer to explain complex issues in an understandable way and demonstrate how this information can be applied by the learners.

Actions that reflect this role:

- Interest in the topic, actively looking for new materials and resources.
- Carefully selected content, filtered through one's own experience.
- Clearly structured content.
- Clear presentation skills.
- Generate participants' interest in the topic through the use of interactive methods.
- Foster the participants' curiosity.
- Linking information to the participants' own experience.





SUPPORTER

The supporter values the learners' life experience and existing competencies. They are aware that a lack of confidence and low self-esteem are the main reasons for people failing in education. Therefore, showing support and motivating learners are important aspects of the teaching process.

Actions that reflect this role:

- Create a positive learning environment.
- Show interest in the learner's background.
- Be patient.
- Be prepared to offer individual support.

GUIDE AND COACH

Helping set realistic objectives and showing the learner how these can be reached will increase the learners' motivation and make the learning more effective. Supporting learners in tackling their weaknesses and improving their skills are typical tasks of a coach.

Actions that reflect this role:

- Ensure that the information provided and the skills taught are applicable in the participants' work and life.
- Motivate participants to reflect on their strengths and weaknesses and support them in changing their habits and attitudes.
- Provide feedback.





FACILITATOR

The facilitator helps learners make use of their strengths. They ensure that the group's potential is developed and put to good use. Don't underestimate the “wisdom of crowds”. There is hardly a task a group cannot accomplish and in most cases the results will exceed the trainers' expectations – however, one must trust the learners and give them the opportunity to show their potential.

Actions that reflect this role:

- Structure the process and offer tools for group work.
- Involve participants in setting aims and creating the content.
- Make processes transparent.
- Document processes and results.

JUDGE

The judge assesses the learners' progress. They also create an environment in which people can openly provide feedback to each other.

Actions that reflect this role:

- Fair and transparent assessment process.
- Use of different sources for assessing results.
- Communicating results of the assessment, showing progress.
- Create a trusting environment in which people can share their positive and negative observations.





ROLE MODEL

Nobody is better positioned than the trainer to disperse the learners' existing negative stereotypes about learning.

Actions that reflect this role:

- Compliment what is said with demonstrations.
- Be fully aware why you are doing what you are doing at all stages in the process.
- Be self-critical and look for ways to do differently tomorrow what you did today.

2. PREPARING FOR THE TEACHING

SOME THINGS TO KEEP IN MIND WHEN PREPARING FOR A COURSE:

- Learn about your learners. What do you know about them? Why do they attend this course? What are their main challenges? What might be their expectations about this course? What might be their concerns regarding this course?
- In practice it is very difficult to refrain from planning based on what I know and what I consider important. Therefore, it is a good habit to permanently question oneself during the preparation phase: Why do I want to include this topic? What will the learners gain from it? How will they be able to apply this information in their lives? Why is this method the most appropriate for delivering this content? How can I make use of the participants' experience?
- When planning the content of the course, reserve space for using information provided by the participants, e.g., instead of using previously prepared examples, create examples together with the learners during the course.
- Do not just focus on preparing the content of the course but also consider how you can take on other roles that support the participants' learning process.





3. CREATING A LEARNING SPACE

The aim is to create an environment that fosters learning and creates positive group dynamics. Aspects related to a course's physical space are often not under the direct influence of the trainer, e.g., room temperature or design flaws in the room's layout, however it is the trainer who will have to deal with the situation. Neither will the participants reflect too deeply about the reasons why there were problems in the teaching process – they will consciously or unconsciously hold the trainer responsible for the shortcomings. It is therefore important for the trainer to draw attention to arranging the room, check that the required equipment is available and functioning, and pay attention to other aspects that might influence the teaching.

Examples for negative physical aspects are:

- The classroom lacks air or is too cold.
- Participants are tired due to overly intense teaching or a lack of breaks.
- Layout of furniture limits communication among participants.
- Use of mobile phones disturbs the flow of learning and withdraws attention.
- Participants come and go.
- The group is too large.

4. GETTING THINGS GOING – THE START OF THE COURSE

To a large extent, the starting phase with a new group will determine the atmosphere in the classroom during the whole course. In this phase the trainer should achieve the following:

- Get participants out of their "boxes" and promote communication among them.
- Balance participants' expectations and the actual content/requirements set by the trainer and the programme.
- Extract some background information about the participants that will be helpful later in the course.





GETTING PEOPLE OUT OF THEIR BOXES

When a new group starts its work, group members experience doubts and questions. As soon as the trainers enters the room all focus is placed on them. The participants expect the trainer to provide them with the required information and skills and to ensure a positive atmosphere, an interesting teaching process, and the possibility to learn more about the other participants.

In order to create healthy group dynamics, it is important to overcome the participants' focus on the trainer and to develop relations among the learners. This is the main purpose of using ice breakers at the beginning of a course - small exercises that reduce tension and get people talking to each other.

BALANCING EXPECTATIONS

A mismatch between the content of the course and the learners' interests and needs is likely the main reason for dissatisfaction among participants. Previously circulated information is no guarantee that participants will have an adequate understanding about the course. Therefore, the trainer should clarify in the beginning what are the participants' expectations and interests for the course. In most cases it will not be realistic to introduce any major changes to the content because it is predetermined by the curriculum and other factors or because certain expectations are expressed only by a few participants and do not represent the interests of the whole group. In these instances, the trainer will still be able to comment on the expectations expressed by participants, explain what will or will not be addressed within the course, and show the "bigger picture" by explaining the course's aims and content. As a result, everybody will have a more realistic understanding of what to expect from the course and there will be less room for disappointment later.

At the beginning of the course participants will still be in their "boxes" and will not publicly express their honest expectations. Typical replies are vague and general, e.g., "to gain new knowledge", "to learn something interesting", "to get to know new people".





One way of gaining more in-depth information is to give this task to pairs or small groups, e.g., by using the methods "Partner interview" or "Life trees". Participants are more likely to be frank with each other, e.g., admitting that the true reason for attending the course is to get away from the family for a few hours or admitting a weakness they want to address.

5. DEVELOPING AND MAKING USE OF THE GROUP'S POTENTIAL THROUGH GROUP WORK

GROUP WORK

The group's potential is developed by gradually transferring more responsibility to the group. It is important to keep in mind that participants have to find their role in the group and learn to work together before they will be able to successfully take on major tasks. Group work is the main method for promoting this development because it takes the focus away from the trainer and develops a team in which participants can contribute with their knowledge and experience.

In reality getting participants to effectively engage in group work is often not so easy. Everybody has experienced unsuccessful group work. Especially in the beginning of the teaching process trainers often face a situation in which participants react negatively towards group tasks and the envisaged results are not achieved. The prospect of working in groups can raise doubts and anxieties in the participants that are similar to those experienced at the beginning of the course (See "Getting things going"). The difference is that in the meantime the participants have already found their place in the group, have gotten to know their colleagues, know what to expect from the trainer, and have adapted to the situation - the result is a "consumer mentality", where they are prepared to follow the course but do not want to leave their newly gained comfort zone. On this background the trainer's request to work in groups is perceived as a threat to the established order, which again raises doubts and more questions: "Who else will be in my group?" "How should I present myself in the group?" "Why do we have to do this?" "Wouldn't our time be better spent continuing to listen to the trainer?"





The trainer also often feels anxious about inviting participants to work in groups: "Will they be motivated to work actively?" "What to do if they deviate from the topic?" "Will they keep to the given time frame?" "What to do with participants who don't participate?" "Maybe it would be better if I stay in control and continue guiding the participants through the content?"

The more the trainer doubts the given task, the greater the chances that it will indeed be unsuccessful. Previous negative experiences with group work can decrease a person's belief in the benefits of this method. Therefore, the trainer should be prepared for a situation in which the learners will not receive the invitation to work in groups with enthusiasm. For group work to succeed, it must be carefully prepared. Group work requires trust in the participants and flexibility towards the process and results.

THE TRAINER AS A FACILITATOR OF GROUP WORK

Adult learners have a high level of knowledge and experience, which can become a substantial resource during a course. For this to happen the trainer has to step back from teaching and give the participants room to reflect on their own experience and introduce it to the group.

TASKS OF A FACILITATOR:

- Prepare a structure for work and ensures the availability of all needed materials and equipment.
- Offer tools and methods in order to structure and guide the process; the participants are responsible for the content.
- Observe the group dynamics, foster a positive atmosphere in order to ease communication, interaction, and participation.
- Be neutral and dedicated in order to promote group activity and cohesiveness.
- Make the process transparent (visualisation) and offer rules when needed.



- Avoid a leadership role; facilitators do not express their opinion or criticise because it is human nature to place more value on what is said by a leader than by fellow participants.

6. PRESENTING INFORMATION

Introducing new information and explaining complex content are important tasks for a trainer. Listening to information is, however, one of the least effective ways of learning because participants remain passive and the trainer has limited feedback regarding what participants already know, their learning speed, or how they receive the presented information.

There are a number of things the trainer can do to make a presentation more effective:

- Prepare the content from the learners' perspective - considering what they will gain and what information they need.
- Limit information to 3 - 5 main points. Human brain's capacity for receiving information is limited. The French philosopher Voltaire put it this way: "The secret to being boring is to say everything."
- The less accustomed the participants are to being in a classroom and to learning, the shorter the input should be. In any case, no presentation should exceed 15-20 minutes.
- Information should address different sensory channels. Aural information should be accompanied by visual information, such as keywords on a flip chart or images. Putting written statements on PowerPoint slides is not enough because the presented information remains of a verbal nature. Another disadvantage is that most people, when seeing that the key information is presented on the screen, pay even less attention to what the presenter says. PowerPoint is effective when it complements the verbal information. A powerful method is to translate main messages into images or metaphors. For this, vast free resources can be found on the Internet, for example, freedigitalphotos.net offers a good collection of free images.





- New information is easier to comprehend when it is based on existing knowledge and when it is apparent how it can be applied in practice.
- Keep contact with the audience. Especially in one-way communication settings. Eye contact, asking for examples from the participants' lives, and providing opportunities for asking questions are some good strategies for keeping contact with the audience (if trainers do not want to answer questions straight away, they can write them down on a flip chart, thus ensuring that they will be addressed in due time).
- One-way communication should be complemented with interactive methods, for example, ending the presentation with a "Bee hive" or group work.

7. METHODS IN ADULT EDUCATION

Choosing the right methods plays an important role in making the teaching process interesting by creating positive group dynamics and helping the participants to learn. However, methods are just a means for achieving the envisaged objective. In order to succeed, trainers must have a clear idea of what they want to accomplish. This section includes information about different types of methods and tips for putting them to good use.

A feasible way for grouping methods is to look at the level of activity they promote and the extent to which the teaching process is centred around the teacher. At one end are methods that are used for one-way communication, in which activity on the part of the participants does not play a significant role. At the other end are methods that promote autonomous learning.

The selection of methods determines the role of the teacher and vice versa. If the chosen method is a lecture, the teacher takes on the role of an expert. If the chosen method is group work, the teacher becomes a facilitator. Teachers should consider appropriate methods for each role they would like to take on.



Much more important than selecting the right method is the teacher's attitude. First of all, teachers must consider what they want to achieve:

- To present information in a comprehensible way?
- To ensure that participants learn what is required by the curriculum?
- To stimulate reflection and critical thinking?
- To make use of the learners' expertise and creative potential?

Depending on the set objective, the teacher's attitude towards the course content, teaching process, and the participants will change. The following questions will help to balance content, aims, and methods:

- To whom? What do you know about the participants and their needs?
- What? What do you want to achieve, what information do you want to pass on, what skills must be developed, what changes in attitude are required?
- How? Which methods are best suited to achieve these aims?
- Why? This is the most important question of all: what will the participants gain from what you say and the methods you use?

8. EXPLORING WHAT HAS BEEN LEARNED

TESTS

Tests are mainly for checking a person's knowledge. Tests can have different purposes:

- To demonstrate that a person possesses the knowledge required by the curriculum.
- To provide the trainer and learner with information about whether the delivered information has been understood correctly.
- To identify information gaps that still exist.





The trainer should consider whether the test should include questions/tasks that ask learners to apply their knowledge and not just to reproduce information.

A feasible way to assess a course's effectiveness is to ask participants to fill in the same test before and after the course, thus providing information about the increase of knowledge and/or change of attitudes.

FEEDBACK FORM

Feedback forms are the most common way for getting response from the participants. A major drawback is that most people fill in the form formally without putting much thought into the responses. Feedback forms are therefore most appropriate for obtaining a quick insight or if the responses are required for other purposes such as statistics or reports. If the trainer is interested in obtaining more in-depth feedback from the learners, there are better alternatives, for example, "Unfinished sentences".

Various free tools for creating questionnaires can be found online. Creating a feedback form and requesting from the participants to fill it in within a certain time frame can serve as a means to create links between the course and the learners' lives. Furthermore, the respondent will have had time to "digest" the course and provide more relevant responses. Another advantage is that an online form is more convenient to fill in than one that must be filled in by hand; in addition, it is much easier for the trainer/organiser to collect and analyse data from an online form.

LEARNING DIARY

A learning diary allows for the collection of information about one's actions over a longer period of time. In the diary, learners document their personal and professional development, identify questions or problem situations, gather best practices, analyse decisions that were taken in different situations, etc.



It can be helpful to offer a more formalised approach - for example, the trainer can allocate time slots when participants must write in their diaries - in order to provide the learners with structure and in order to ensure that the learning diary is indeed updated on a regular basis.

INTERVIEWS

Interviews are probably the most effective way of receiving feedback. An interview should be carefully planned, drawing attention to what one wants to learn and what questions will help accomplish this. During the interview one should remember that the interviewee is talking about own experiences and perceptions; the interviewer's responsibility is to listen carefully and try to understand.

MOMENT OF REFLECTION

It is not always necessary to use a formal assessment method; often the trainer can get a sufficient idea of what is going on in the group through a non-formal question or short discussion during the course: "How do you feel about this?", "What percent of what you need to know about this topic have you learned by now?", or "What are your suggestions for getting the most out of the remaining course?"

9. BUILDING INROADS INTO THE LEARNERS' LIFE

A major shortcoming of most adult education courses is that trainers and organisers have limited possibilities to know how participants make use of acquired knowledge and skills in real-life situations and cannot offer support in addressing knowledge gaps or overcoming challenges that occur in practice. Ideally, the relationship between the trainers and participants is extended beyond the face-to-face learning, for example, by follow-up meetings, in which participants can present their progress and ask for help regarding problems they face. In practice, however, this is often not feasible because of costs and logistical problems. There are, however, still a number of things that trainers can do to build inroads into the learners' lives:





- Homework: The trainer can invite the learners to actively reflect on how they apply gained knowledge and skills in practice, for example, by introducing learning diaries in which the learners document what they do, what works, and what does not work.
- Being available: Trainers can stress that learners should feel free to contact them after the end of the course to answer any questions and provide support in overcoming challenges.
- Reminders: Trainers or organisers can send out reminders after some time has elapsed in which they once again highlight key aspects of the course. A variation to this is "Letter to myself".
- Providing resources: The trainer can equip the learners with adequate sources for self-learning. The Internet offers vast materials for such learning; YouTube, for example, offers practical instructions on nearly every topic.
- Making use of information and communication technologies: Though Internet access is not yet available to everyone, the situation is changing quickly. Practice shows that a combination of traditional face-to-face learning with the use of Internet-based tools (blended learning) provides enormous potential for making learning sustainable and more effective. These solutions do not have to be expensive or complex. There are various tools available that are easy to use and freely available, for example, Google offers a full suite of products that can be used for sharing and discussing information. You might want to have a look at Google Groups (www.groups.google.com) as an online forum or Google Docs (www.docs.google.com) for creating online questionnaires. A great advantage of using such tools is that they allow for two-way communication in which learners can share their expertise and exchange ideas among themselves. Another advantage is that text-based information can easily be complemented with photos, video, or audio material.





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2.1. MOTIVATION TECHNIQUES

This section focuses on motivation techniques that can be used to engage adult learners so they continue learning to achieve upskilling and personal development. According to OECD, adults in need for upskilling are people who either exhibit low educational levels such as no completion of high school or are people who score low, at proficiency level 1 or below in the literacy and/or numeracy dimension of the OECD survey of Adult Skills (PIAAC), (2019).

The labour market and skills needed by individuals in order to thrive and stand out of the competition is constantly changing. Taking into consideration that we live in a digital era where the relevant skills in high demand constantly change, people need to be constantly eager to get involved with life-long learning and remain motivated and consistent in their efforts. Although the importance of adult learning and career related training is undoubtable, it seems that the levels of participation of adults in need for upskilling in those trainings is relatively low. According to OECD (2019), only 20% of these adults participate in work related training, which is a percentage relatively low compared with the participation of medium and high skilled adults in trainings.

Increased motivation could play a role in changing the attitude of adult learners and in helping them find internal motivation to continue learning. The sections that follow focus on the presentation of motivational techniques and methodologies in order to help adults in need for upskilling remain motivated and engaged in the trainings they participate in order to accelerate their career progression and personal development.

Motivation Models to Boost Adult Learners' Engagement

1. Maslow's Hierarchy of Needs

Building on the above context, it is important to draw from inspiring motivation theories for adult learners' that are applicable in practice.





One of the most well-known motivation theories is the one of Abraham Maslow who explained motivation through the satisfaction of needs in a hierarchical order. The higher the unsatisfied needs, the greater the need of the individual for growth and fulfilment (Maslow, 1943).

Maslow's hierarchy of needs can be summarised as follows:



Source: PeacheyPublications.com, <http://peacheypublications.com/applying-maslows-hierarchy-of-needs-to-the-use-of-educational-technology>

2. An Introduction to Knowles' Adult Learning Theory, also called Andragogy

As it is explained in the previous chapter, Malcolm Shepherd Knowles was an American educator who used the term Andragogy as a synonym for adult education (Kearsley, 2010). According to Knowles, there are four principles in adult learning:

- Adults need to feel involved in the planning and evaluation of their training.
- Adults learn through experience and even through their mistakes.
- Adults are interested in training that is relevant to their job or personal life.
- Adult learning needs to be problem centred rather than content centred (Kearsley, 2010).



Knowles' 4 Principles Of Andragogy

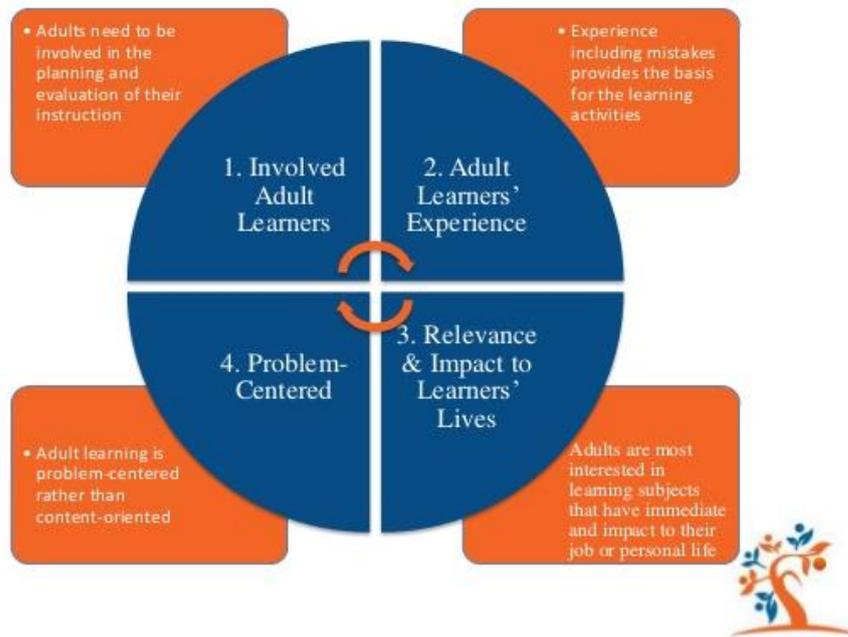


Image: Knowles' 4 Principles of Andragogy (Source: eLearning Industry)

According to Knowles, adult education and therefore motivation techniques need to differ from those employed for child education.

The principles of adult education according to Knowles are the following:



- Self-concept: As we mature, we move from being a dependent person to being a self-directed human being.



- **Adult Learner Experience:** The person's accumulated experience can function as a resource of learning.
- **Readiness to Learn:** As a person matures, readiness to learn is directed towards the developmental tasks of their social role.
- **Orientation to Learn:** Adult learners are oriented towards learning that has immediate application in their lives. Therefore, their learning is always problem-centred.
- **Motivation to Learn:** Adult Learners' motivation is intrinsic (Knowles, 1984).

Motivation Techniques for Adult Learners

The above theories can be applied in adult learning through the following practical tips to make adult learners feel motivated and see the value of their learning activities for their personal and professional life:

1. Ask for Adult Learners' Input

In an adult learning context, it is important to conduct surveys frequently in order to show to learning adults that their opinion is valued and their suggestions are taken into account. As per Knowles' theory, this way adults feel involved at all times in their learning process therefore their motivation increases.

2. Create relevant learning experiences based on the learners' interests, age group and background

In that case, it is good to produce material that focuses on practical knowledge as adult learners appreciate that more than theories and research facts. Learning material with immediate application in their field and high level of practicality will be greatly appreciated and will also increase motivation through cultivating a sense of relevance of the training in their life (Pappas, 2013).





3. Facilitate Exploration

Apart from practicality, adult learners are also motivated by exploration of new knowledge and information. To facilitate that, it would be useful to use different types of learning material such as infographics, presentations, videos, podcasts and free multimedia learning resources. All these means can facilitate an ideal learning environment which will be more inspirational for adult learners (Pappas, 2013).

4. Build a strong learning community through the social media

Social media are very popular and can be used also for enhancing the bond among peers, facilitating the exchange of information. It would be good to make use of social media groups where teachers and learners can exchange meaningful information and complement their knowledge. In those groups you can upload articles, short videos, news about events and conferences and anything else that may add value to the learning process.

5. Introduce Chunk Learning

Chunk learning or learning in bits, makes learning and new information easier to process and assimilate. According to Miller, short-term memory can only store between five and nine pieces of information at a time (1956), therefore learning in bits can be quite productive, especially for adult learners who may have to balance between different obligations.

6. Use examples of the learners' professional experience or workplace

Asking for examples from the learners' past or current professional experiences along with thought provoking questions can always be helpful. Establishing the connection between the learning material and its practical application is always valuable for adult learners (Pappas, 2013).





McKay (2015) stresses the important role of psychological and behavioural factors in building motivation of learners. According to this research, educators can improve their students' motivation through encouraging positive behaviours, offering rewards and emphasizing the value of learners' work, cultivating a sense of belongingness and enhancing the learners' connectedness with their peers, instructor and the learning process.

Apart from rewards and praise for good performance, it seems that value is also equally important. It seems that the key to ensuring engagement of adult learners is to ensure that they realize the value of learning and the impact it can have on their lives. Harackiewicz (2019), after a study they conducted, concluded that when students appreciate the value of learning and the impact it has on their lives, they felt more motivated to continue learning.

It is important for learners to feel that they belong to the community of learners and also that their teachers/trainers care about them in order to feel motivated and engaged. Small-scale classroom interventions can make a big difference in promoting positive school-based relationships. Trainers can hold morning meetings and encourage learners to work in groups in order to foster environments in which learners feel safe and supported (McKay, 2017) in combination with the above-mentioned techniques.





2.2. TECHNIQUES TO IDENTIFY ADULTS' BACKGROUNDS

The main methodological approach we are going to use is through a questionnaire that will reveal the knowledge, skills and competences of the end target group (adults in need for upskilling).

* NOTE: the parentheses include different wording to help the learning adults better understand the question.

1. Profile

What is your education background?

Primary education (elementary school)	Secondary education (Gymnasium and lyceum/technical)	Tertiary education (college and university)

Please explain the number of years in levels of study:

Primary education (elementary school)	Secondary education (Gymnasium and lyceum/technical)	Tertiary education (college and university)
Number:	Number:	Number:
Level:	Level:	Level:

Age:



Gender:

Country of Residence:

2. Experience and Background

Do you have a job now?

YES	NO
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How many years are you in work?

What is your job now?

How many languages do you speak?
Please specify below

How well do you use the languages?

1=Poor, 2= Good, 3=Very Good, 4=Excellent

French...

English...

Greek...





Have you stayed in a different country than your home country for a period over 1 year?

Did your stay in other country/countries help you develop more skills? (Please add more skills)

SKILLS	YES	NO
Intercultural communication (communication between people from different cultures.)		
Knowledge of a foreign language (Learning new language(s))		
Any other skill:		

Write 3 main skills you need for your work

If you do not have a job now, please write the number of years you do not have a work.

What was the last job you had (if applicable)?

Do you work better without guidance/help, supervision and/or restrictions?





Do you feel comfortable working alone or with others?

Do you believe you have these characteristics?

	YES	NO	TO SOME EXTENT
Creative (have new ideas)			
Sociable (like talking with other people)			
Loner (do not like talking to other people)			
Impatient (complaining, becoming quickly angered)			
Patient (calm, not complaining)			
Responsible (People trust your behaviour)			
Influencer (you make other people believe you)			
Learner (you like to learn new things)			
Teacher (you like to help other people to understand)			
Autonomous (you like doing things alone)			
Extrovert (you show your feelings to other people)			
Introvert (you tend to be introspective)			
Conscious (you know where you stand/are)			



Digital skills/Computer/Technology skills

	YES	NO
I have digital skills		
I have soft digital skills (answering emails, handling Microsoft office, social media communications etc.)		
I have hard digital skills (Programming, setting or managing websites, Cloud computing, Robotics etc.)		

Do you have a smartphone?

Do you use social media? (Facebook, twitter, Instagram etc)?

Do you have an email address?

Do you have a car driver's licence?

Do you have a credit card?



Can you access your bank account online?

Can you fill in applications and government forms online?

Have you attended any “informal courses” in the previous 12 months (short courses leading to certificates)?

Does “non-formal” education help you develop your skills? (ex. Learning from articles, newsletters, the website...).

Do you see problems if you want to study more or have training? (Like bad internet connection etc.)

3. Identify Skills and Competences in need for Development – What skills and competences you need to have a better job?

Which of the following skills you do not have and which you wish to improve? (You may tick in more than one column)

5 = Very High; 4 = High; 3 = Medium; 2 = Low; 1 = Very Low





SKILLS	1	2	3	4	5	I WANT THESE SKILLS FOR PERSONAL REASONS	I WANT THESE SKILLS TO GET A JOB
Creativity (you can use your imagination to help you work better)							
Persuasion (you make other people trust you before)							
Collaboration (you work well with other people)							
Communication (you are talking well with other people)							
Adaptability (you learn and quickly understand your position)							
Emotional Intelligence (you have understanding and respect for other people)							
Written and verbal communication (you can speak and write well a language)							
Interpersonal skills (you behave well with other people)							
Microsoft Office skills (you know how to use the computer)							





SKILLS	1	2	3	4	5	I WANT THESE SKILLS FOR PERSONAL REASONS	I WANT THESE SKILLS TO GET A JOB
Organization (you use your time and energy successfully)							
Time management (you can use your time in a good way)							
Problem-solving (you can give good answers to problems)							
Active listener (you listen to people and answer to problems)							
Negotiation (you have a good strategy to make people believe you)							
Flexibility (you accept other people's way of thinking)							
Computer skills - Social media (you can use Facebook, Instagram, twitter etc)							
Instructional skills (You can explain things to people)							
Numeracy (you are good with numbers)							
Other skills (please write)							



Do you want to become better in some skills? Please write them.

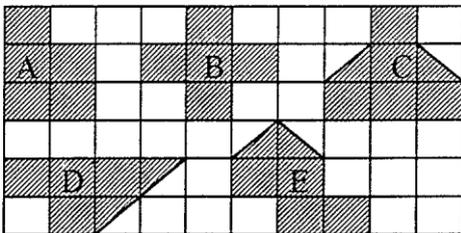
Which of the above skills do you think they are important to get a job? (Write the 5 most important)

How do you like to improve your skills? (reading and studying from a computer? Or in a class with a teacher?)

4. CRITICAL THINKING SHORT TEST

If your child/ relative's child had this problem in school, would you be able to help him/her?

1. Which of the figures shown below has a different area that the others?



(A) A

(B) B

(C) C

(D) D

(E) E





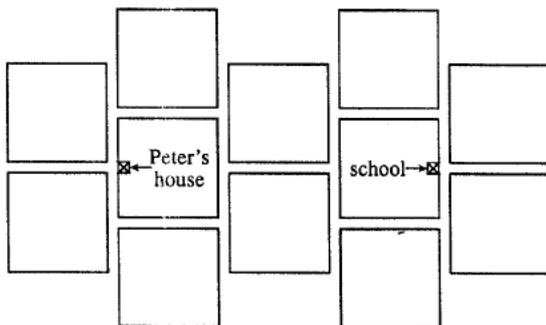
2. There were 120 apples in two baskets. When 28 of them were taken from one of two baskets, then in each basket there was the same number of apples. How many apples in each basket was in the beginning?

- (A) 68, 52 (B) 78, 42 (C) 68, 54 (D) 74, 46 (E) 80, 40

3. Mary (girl) has 3 brothers (boys) and 2 sisters (girls). How many brothers and sisters does her brother Michael have?

- (A) 3 brothers and 2 sisters
(B) 2 brothers and 3 sisters
(C) 2 brothers and 2 sisters
(D) 3 brothers and 3 sisters
(E) None of the above

4. The picture is a map of Peter's neighbourhood. Each block is a square with sides of length 100m. What is the minimum distance that Peter must walk from home to school?



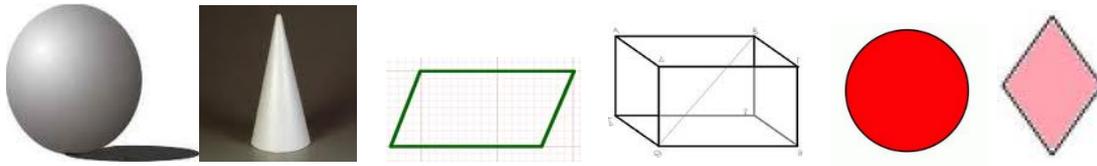
- (A) 100m (B) 700m (C) 450m (D) 350m (E) 500m



5. In a stable, there is the same number of pigs, ducks and chickens in the yard. These animals have together 144 legs. How many ducks are there?

- (A) 43 (B) 18 (C) 21 (D) 35 (E) 42

6. How many geometric solids are there in the figures below?



- (A) 2 (B) 3 (C) 4 (D) 5 (E) 6

7. If a grandmother tries to give to each of her grandchildren 10 sweets, one of them will get none. If she gives 8 sweets to everyone, 6 sweets are left. How many grandchildren does the grandmother have?

- (A) 2 (B) 6 (C) 9 (D) 8 (E) 10

8. From a train, 29 people get off at the first stop while 17 people got on the train. Now there are 77 passengers on the train. How many passengers were on the train to begin with?

- (A) 89 (B) 46 (C) 94 (D) 60 (E) 48



9. In one camp, 50 campers need 75 kilos of bread a day. If the campers become 120, how many kilos of bread will they need in one day?

- (A) 31 (B) 178 (C) 90 (D) 120 (E) 180

10. Helen has €16 and with the €5 that her grandpa gave her, she now has the half amount of her sister Alice. How much money does Alice has?

- (A) 21 (B) 42 (C) 21 (D) 32 (E) 26

Other methodological approaches and techniques to identify adults in need for upskilling

1. Interviews one to one

The One-to-One interview is a situation where only the interviewer and the interviewee (in this case the adult educators or career guidance professionals and the adult in need for upskilling) are talking together. Through the interviews the adult educators ask questions from the questionnaire above to reveal the adult learner knowledge background and competences. Interviews One-to-One may be even more effective, as it is generally observed, that people when in groups get to be more insecure and speak out or express themselves way less. More introverted people may feel more comfortable when speaking with fewer and be given the time to think and present their thoughts. In addition, the adult educators and career guidance professionals can focus on behavioural questions and motivate these adults to use real life situations and experiences when answering the questions. One significant advice for the adult educators would be to always use an ice-braker in the beginning of the interviews or even offer the interviewees something to drink in order to make them feel comfortable and relaxed. Also, when the questions seem to be confusing, they can help them understand better the questions. In the parentheses in the questionnaire there is provided other kind of wording to help the interviewee better understand the question.





2. Informal learning through games/gamification

The use of games in the learning process has a lot of benefits. Gamification leverages people's natural tendencies for competition, achievement, collaboration, and charity. The games below will help engage the knowledge and critical thinking of the adults in need for upskilling.

Examples:

Scenario Based Learning:

- Challenge – Presenting the adults with a problem/scenario.
- Choices – Asking them to choose a response to the problem.
- Consequences – Taking the scenario forward and branching through the learning path based on the adult's responses.

This methodology will exploit the adults in need for upskilling's critical thinking, skills and characteristics which are used in responding in real life working scenarios.

Scenario 1

You work in a restaurant, and one of your clients is angry and disappointed in the quality of food they were offered. How do you handle this situation? What actions would you take in this position?

Proposed Solution

Whatever customers have to say, listen to them carefully. Say you are sorry and make it sincere. Tell the customer that you understand and you'd like to resolve the situation. It will also help if you keep a smile on your face while you say these things. After apologizing, you can offer them some sort of compensation such as a freebie that won't cost the restaurant much money but will go a long way towards keeping the customer happy. These freebies may be free round of drinks, a free dessert, a gift certificate for their next visit, items (beer glass, T-shirt, etc.), or a percentage off from their bill.





Scenario 2

You get off on the wrong foot with a new co-worker.

S/he asked you for help responding to a customer inquiry, but you refused because you are working on a tight deadline and do not want to waste time. There has been tension between the two of you ever since, and now you need his/her help on a project, but s/he is not very responsive or helpful.

How do you recover?

Proposed Solution

You go to him/her and find an appropriate time to say, "I understand that we had a bad moment together. My apologies for that. What I'm trying to resolve is X. Can we have a conversation about that?"

Regardless of who the conflict is with - an employee, your boss, etc., they'll think more highly of you if you demonstrate self-awareness. The conversation may be awkward, but that's better than a tense relationship that could last years all because you misbehaved or made a mistake.

Key Focus: It's all about how you approach the situation.

3. Informal learning- training (roundtable/workshop)

Workshops are custom-designed meetings, usually over two hours, that can be used to achieve a various of goals.

Structure of the workshop:

1. Start with an overview : Use ice breakers, start introductions, create a comfortable atmosphere.
2. Determine the goal : In these workshops the goal is to identify learning adults' knowledge, competences and background.





3. Decide who needs to come : The target audience are the adults in need for upskilling. These adults can be engaged through many ways like telephone communication, emails, face to face communications etc.
4. List the tangible outcomes: Through the actions, games, activities and conversations in the workshop the assessment to adult learners' skills and competences can be achieved and be written in a list.
5. Decide when and where it will be: online, physical, in the office, in a park, in a conference room, etc.
6. Work backwards to make a plan: Imagine the result and work to structure activities for this result.
7. Detail the activities in each section: Each section should include a different activity, for example the sections can be divided as: introduction, visualization, interactive activities like critical thinking test, scenario games, open conversation and conclusions.
8. Use improv games to warm up: A good improv game circulating collaboration can be word at a Time Story: Participants sit in a circle if the workshop is physically conducted . Then the adult educator/instructor gives them a title for a story. "The best day of my life." The story is told one word at a time around the circle or if online, around the virtual room. Participants need to be reminded that the story must make sense. They should build sentences, and not just throw in funny words to try and get a laugh. Everyone has to work together to remember where they've been and try to create a cohesive throughout.
9. Be mindful about brainstorming: Everyone should feel free to speak and participate without getting interrupted or discouraged in any way.
10. Sketch out more ideas.
11. Share ideas.
12. Delegate when needed.
13. Make slides : Slides often help participants to visualize better their instructions and can be more focused and engaged in the workshops.
14. Keep track of time: Workshops of periods longer than 2 hours tend to be tiresome and participants will lose interest.





Interactive activities can be considered as such:

- The critical thinking test section of the questionnaire can be used as interactive exercises in engaging the critical thinking of the participants in the workshop.
- Scenario based games (as mentioned above) can also be used as to initiate the participation and interaction of the participants and access their way of thinking in such situations.

Open conversations regarding adults in need for upskilling's skills and knowledge and work experience are an effective way for participants of the workshops to feel comfortable in sharing more information. Some good rules for the workshop participants to follow in open conversations are:

- Be mindful of everyone in the room – Listen without judgment.
- Try not to interrupt – If you need to interrupt try to do it with empathy.
- If you need clarity in what someone else is saying, let them know you.
- If they are confused and ask: “Could you please give us more light on what you said?” Be as specific and clear as possible.
- Practice a 5 second pause before replying.





2.3

TECHNIQUES TO IDENTIFY ADULTS' OBJECTIVES AND PERSPECTIVES

When adults in need for upskilling need to define their own personal path, they need to clearly understand their personal objectives and goals, both at professional and personal level. This provides information “where” they are going to and how long their educational path will be. This process of being aware about “the direction” of their own path is crucial both for them and the trainer/educator. It is a sort of compass which contributes definitely on how their journey will be like. Moreover, “to have a vision” of themselves in the labour market completes this framework, providing a “detailed map” of their desires, expectations and potential for the trainer, useful for suggestions and advices which will allow the expected achievement.

This part of the toolkit will show firstly the main basis on how and why it is important to identify learning adults' objectives and perspectives; then, it will be focused on some technique or example that can be used with your target in order to support them in this process.

The importance of setting objectives and identify personal perspectives

According to CEDEFOP (2020, p. 58), “a coordinated and coherent approach to upskilling pathways is grounded in the idea of adaptable and flexible opportunities and learning pathways tailored to individual learner needs. Skills assessment, a tailored learning offer and validation and recognition of skills and competences are key elements”.

This underlines the structured path an adult learner needs to face; one of the first step - crucial to define the features of their pathways - is the definition of their objectives and perspectives on the labour market.

If it is true that helping people understand their objectives is a key activity generally, it is also true that too often youth is the only focus of this discussion.





Actually, it is important to provide space to adults – and specifically those in need for upskilling – since setting an objective for and with them can be a far more complex issue. Of course, supporting an adult in this process is completely different, since you interact with a person with experience, knowledge and capabilities, with own learning styles. As we have seen in the first and in this second chapter, Knowles (2002) talked about a self-directed learning, which is a process where individuals are autonomous in the analysis of their learning needs and – mostly – in the definition of their objectives.

In this area, career guidance and orientation can give a support: in fact, they provide an opportunity to explore the perceptions, the interests, what an adult can do or know. It is a fundamental step when we are involved in an upskilling pathway.

This “upskilling pathway” as defined by the European Council is structured as the following (European Council, 2016):

1. Identify their existing skills and skills gaps (Skills Assessment).
2. Undertake tailored and flexible learning to address the skills gaps identified in Step 1 (Tailored Learning).
3. Have their learning recognised in the form of a (partial-) qualification or credits (Validation and Recognition).

Of course, this well-defined path can be strengthened only if the adult expresses a clear and personal objective, planning the way to reach this achievement. The clearer the initial objectives are, the more likely it is the achievement of the expected results.

Objective vs. Goal

In order to avoid to mix up the terms, it is better to make a distinction among Objective and Goal: even if they are used as synonyms, on the Career Guidance –and also “business” field – they are separated: a “goal” is seen as something which is referred to something abstract or related to a long-term result (i.e., “I want to be a Project Manager”) (O’ Neil, 2018). Somehow, it is something related to how you see yourself at the end of your personal path.





On the other hand, the term “objective” refers to something more related to the short-term period, measurable, and to be concretely delivered (i.e., “By 2021 I’ll enrol in this course in project management and I want to get the degree”) (Ibid.). The same distinction is used also in other fields, as education, where “Learning goal” and “learning objective” are separated and used differently but for the same scope (Harvard University).

Thus, it is important to guide our target to understand their main long-term goal and then build with them their path, with their small steps (or short-term objectives). In any case, it is crucial to make them focus on the importance to know how to visualize themselves and – as specified already – understand which objectives they need to achieve in order to bridge the gap between their current status and their final goal.

Setting a goal is also connected to their values, to what they want, to the way and tools they have to reach and – most important – to the motivation and reasons behind it (Brause, 2004).

Finally, as known worldwide, an objective not only helps us to reach our main goal – or vision of ourselves; in order to do so, it needs to be SMART: Specific | Measurable | Achievable | Relevant | Time Bound. Even if the topic is a personal objective and maybe not all these indicators could fit in, they are always a good reference when it comes to develop an objective.

An objective completely out of reality or set higher than the potential of the target can lead to a failure and also negative consequences on trust and self-awareness.

By setting objectives, it is possible to evaluate the professional and personal path and understanding the degree of the expected personal achievement. To do so, a monitoring process is always suggested. Even if it was strictly referred to adult learners in basic education, one study (Comings at al., 1999) provides some insights which can be used also in this case, especially relating to make the objectives and goals concrete: it is recommended to support adult learners in assessing periodically if their objectives & goals are relevant and achievable. Moreover, it is suggested not to be afraid to rethink them and develop them again if necessary as well as assign priorities among the specific objectives, verifying the gap between the objectives initially proposed, the current status of the adult learner and the expected final goal. With some small adaptation, these advices can be successfully implemented in our field.



A skill to be taken into consideration: self-awareness

When you work with adults on their goals and objectives, take also into consideration the importance of some of their soft skills, such as self-awareness. Self-awareness refers mainly to be able to observe oneself and recognize a feeling as it happens (Goleman, 1998). This skill includes the act of self-analysing, giving attention on own inner status. According to Goleman, this skill involves knowing yourself - your abilities, competencies, needs and drives (Goleman, 2012). A person who is self-aware knows in the best way own values and goals, own “selling points” and weakness. They know what to do, what they want and how they can get it. Being aware of the areas in which they are confident, their potential and where they want to go allows to easily define the path to walk.

When self-awareness is missing, this can be a strong barrier to the potential job career of the target, creating further obstacles in clarifying the real objectives and goals. Strengthening self-awareness means to maximize the chances to match the skills and the potential job, facilitating the upskilling process.

The elements to be focused on in order to increase the development of self-awareness are:

- Work style preferences
- Personal motivation
- Soft skills
- Suitable working environment
- Key strengths and behaviours
- Preferred learning style
- Possible careers and job roles that match person’s potentialities and talents

Through the process of increasing their own understanding of what they have and who they are, the target can strengthen themselves, improving their self-esteem and clarifying what they want and defining objectives and goals.



Suggestions, techniques or approaches to help adults in need for upskilling to identify their objectives

The identification of the objectives with the adult target can be done through different approaches and techniques. Of course, as previously mentioned, your soft skills are really important: key skills in this process are empathy and listening. The person you will support has to feel listened and feel free to provide input without tension or barriers. In the following section, you can find practical approaches to allow adult target to develop their objectives:

1. Set a positive environment:

The place where you need to organize the activity should be comfortable or at least it needs to give good vibes to the target.

This will allow him/her to be more open when it is time to talk about their professional perspective but also it can give more chances to have some personal insights and understand better the context they come from.

2. Your attitude is important:

Introduce yourself and the organization you work with; if you've already met the person before, maybe make some reference to the previous meeting; smile; offer some water; make them feel comfortable. Only with a relaxed atmosphere it is possible to create an environment in which the target is more willing to contribute in the development of their own path. Moreover, you're going to start a relation with them where trust and mutual respect are fundamental to the success of the process.

3. Know your target:

It is crucial to know the person you talk with: it is always better to "ask" and not to "tell". Ask about their previous workplace (if any), their previous working experience, their studies, their activities in the free time. This discussion can take also other topics but don't ask anything personal: it is only up to them to decide if to open up about their personal background.

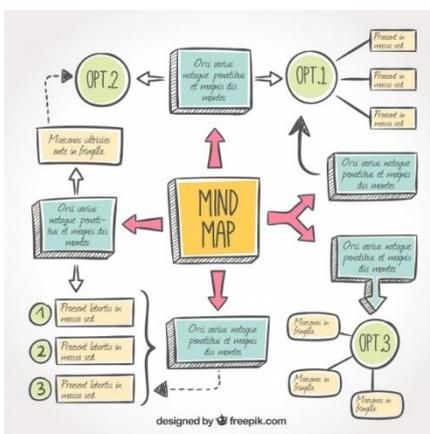




Finally, try to get if they have a network or some peer support: it is crucial to make them understand the importance of the support other people can bring in their path, as potential resources or also positive model who can bring inspiration during the achievement of the objective.

It is also possible to use some non-formal education approach in order to facilitate this phase:

Mind Map



The use of a mind map is a good way and also a starting approach that can support adult target to express something about them: it can be the main events of their life or of the professional experience or also their skills or competence for a potential desired career/job. Some of the hints to be given when developing a mind map can be among the following ones:

- The usage of key words or images is highly recommended.
- Begin from the centre of the page - where the target will write their name - and proceed writing/drawing around it.
- As alternative, at the centre of the mind map the target can put an image of - or write the name of - the job/occupation he/she desires.
- The usage of colours is important to highlight common topic, to make associations, to differentiate one item from another.



- Use arrows, icons or other visuals that help connections and links among the elements on the map
- Promote the use of creativity and imagination
- Don't judge the result!

You can give max. 30 minutes to the person to create their own personal mind map. Then, invite them to present their work. Use their presentation to deepen topics that help you to understand completely the profile.

4. Understanding own confidence and skills for the desired job

It is important to give them the chance to self-assess their skills and competences, thus understanding the confidence on themselves and the motivation behind it. Invite them to make them list the main competences or skills needed for their desired job/occupation, always focusing on the “strengths” and on the attitudes or sides to be improved: this discussion can be important for the next phase. Also, a SWOT analysis could be an interesting technique & exercise that can help them to be more self-aware of their status.

5. Set the goal & the objectives

Once you get to know them, after discussing about themselves, their desired jobs, their skills and competences, it is time to “visualize” the path and set the goal and objectives at the basis of their path. In order to do so, you can use some of the following questions to facilitate the process:

- What time do you have available to achieve your goal?
- What's your main motivation to achieve this goal?
- What level of knowledge does it require?
- Will you need any new or further qualification?
- How are you going to achieve your goal?
- Can you identify the short-term objectives that you need to achieve your goal?





- Can you define a timeline for each one?
- Do you need some support to achieve your goals and/or objectives? Do you need this support from someone else and why?
- Do you know someone who wanted to achieve similar goal and objective – can you learn from them and model your behaviour according to their success?
- Do your objectives fit the SMART model?

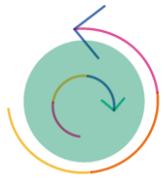
These questions can be administered through an open dialogue, in order to make the conversation smooth. However, the usage of the table of the next phase is more than recommended to help them concretely plan what they want to do.

6. Plan!

When we talk about goals and objectives, it is important to write them down and put them in a defined framework that can help to understand if we have all the elements to proceed in our path. Based on the questions which were asked on the previous paragraph, a table as the following one can be used to support the target in better identify their objectives, with all the related information:

GOAL	What I have	What I need	Objective(s) (SMART)	How (support, effort, resources)	By when
			1...		
			2...		
			3...		
			4...		

As you can see, the table is divided in 3 parts. Once established what it is the main goal of the space on the left, you can invite the target to work on the next part: this area is focused on the competences, expertise or other elements that can help them or fit the path to reach the define goal. Next to the “What I have” column, there’s the space dedicated to understand the “missing” information, knowledge, qualification or experience to bridge the gap. When this element is defined, the target is invited to develop one or more objectives, always taking into consideration the SMART model.



For each objective, they are invited to analyse the type of resources, the amount of efforts, if they have a network, what they need to achieve this objective. Before finalizing the table, they are invited to give a deadline for each of the objective. When they finalized the completion of the table, a first plan to achieve the goal will be ready.

A further step could be to breakdown each single objective in small tasks, in order to understand all the single steps and make it possible to verify the progress when it is up to monitor if the objectives are reached or not. A model to be used can be the following one:

Objective n°	How	Final Deadline:
Tasks		Deadline
<i>Add as many rows as you need</i>		

7. Monitor

As it has been hinted before, in order to assess if the objectives are relevant and achievable is important to monitor the progress continuously: you can plan always an “interim” meeting for each objective, depending on the time which has been set. For these meetings, you can use a worksheet as the following one, that can help you to check together with your target the progress of their work (it is based on the previous one):

Objective n°....	Final Deadline:		
Tasks	Deadline	Update/Note	Achieved?



These meetings are really important, since they can make you understand the level of the achievement and how and if intervene to re-set the goal or think again together the objectives.

Each monitoring meeting should include the same care and attention of the first meeting, in order to keep the positive vibe during the path.

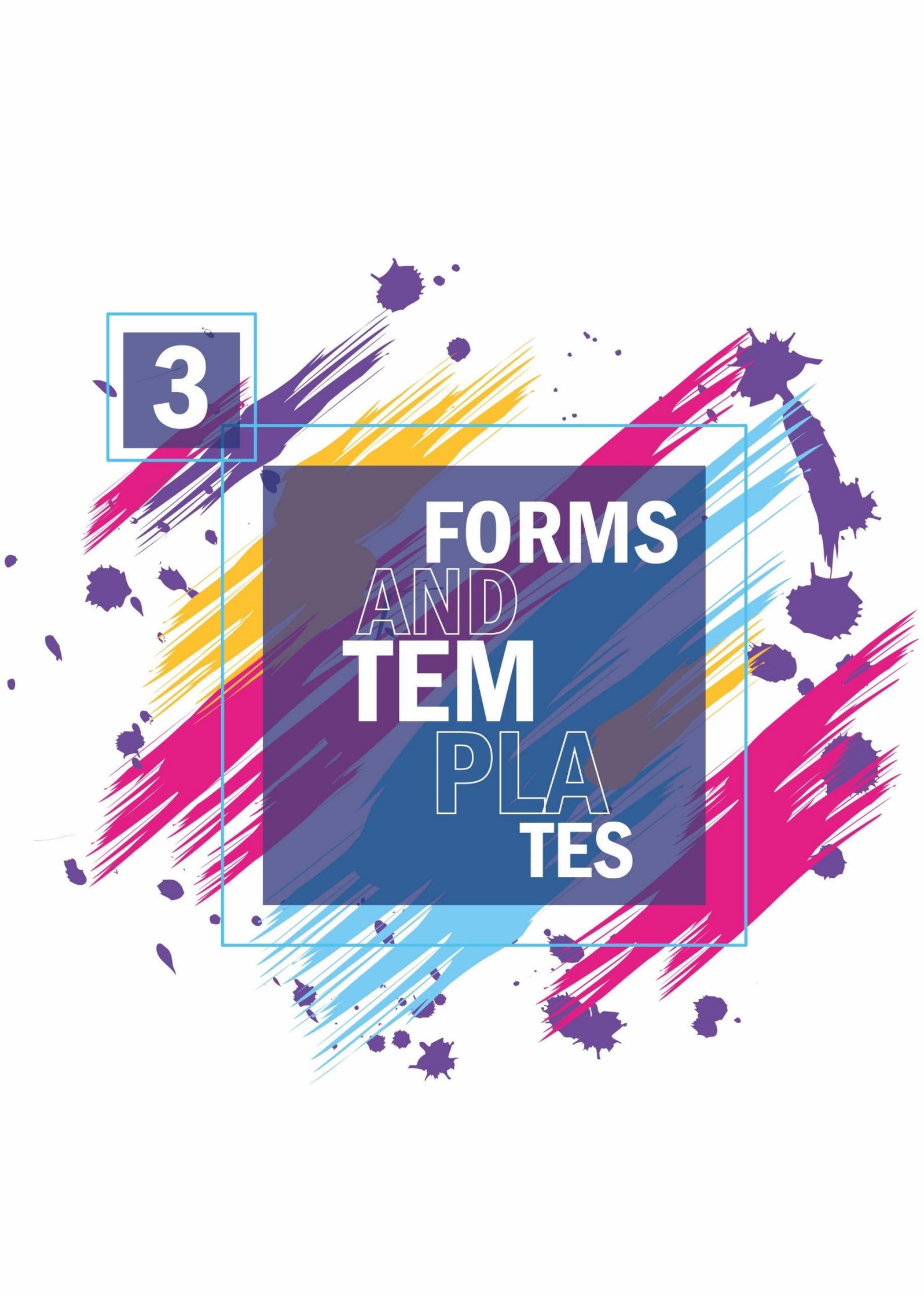
8. Useful resources

Further resources you can use to help adults in need for upskilling to identify their objectives can be found at the following links:

SymfoS – Symbols for success: the project aims to trigger substantial improvements in the education and career guidance system for disadvantaged youth in Europe by implementing an innovative counselling method using sets of symbols. Based on the experiences of the ESF-Project “Perspektiven BildungÖsterreich”, in which Hafelekar developed this method, the project sees the high potential of Symbol work as an additional language for young people to express themselves (<http://www.symfos.eu/>).

Inclusive+: a project to enhance labour market integration of low qualified people by improving and extending the existent support tools for intermediary professionals. Flexible and adaptable tools to help discover, document and develop their competences, such as the Competence Assessment Cards for Adult Workers (<http://www.inclusiveplus-project.eu/>).

In this chapter, we've seen how it is important to set relevant goals and objectives within the framework of a potential upskilling pathway: the more realistic they are, the more monitored and likely successful. The adult target is not the only responsible of this process, but the career advisor has got a crucial role in supporting them in the definition of their objectives. The techniques and suggestions introduced can be adapted to your context and target, thus fitting the learning needs of the people you're going to work with. It is for sure a not easy task, but the continuous support and the exchange among you and them are crucial to define their success.



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3.1. EXERCISES TO MOTIVATE

Goal Visualisation

EXPECTED DURATION

15 minutes

INTRODUCTION

Mental imagery of future events (also known as mental simulation, goal visualization, and imagined future) is a technique that helps people “envision possibilities and develop plans for bringing those possibilities about” (Taylor et al., 1998,). Such exercises are considered as important motivation exercises as they promote goal-directed behaviour and also motivation and willingness to succeed.

Outcome-oriented imagery focuses on the finalization of the outcome we wish to achieve while process-oriented also focuses on the process and steps to take in order to achieve the desired outcome. Mental imagery of possible selves, including the vision of the future ideal self, career, relationship status, has been shown to enhance motivation by helping people identify goals and develop goal-directed behaviour (Oyserman, Bybee, & Terry, 2006).

The Goal Visualisation exercise has been adapted from Hugo Alberts (Ph.D.) and Lucinda Poole (PsyD). Copyright © 2020 by PositivePsychology.com B.V. All rights reserved. The main goal of the activity is to enhance motivation and promote the concept of goal-oriented behaviour.





EXPLICATION OF THE ACTIVITY

The instructor can guide the learners with the use of a script through a process in which they will use visual imagery to visualise their future goals and therefore feel motivated to continue learning and working on their personal and professional development in order to achieve them.

PREPARATION / MATERIALS NEEDED (IF PROCEED)

A quiet and spacious room with chairs.

IMPLEMENTATION:

- Step 1.

Guide the learners through the exercise following the following script:

Take a moment to get comfortable in your seat and gently close your eyes. Take a few deep, slow breaths, and allow yourself to relax. I am going to speak to you for the next little while, and all you need to do is listen and imagine. Do your best to avoid falling to sleep. Simply relax and imagine.

I would like you to think about a goal that you want to accomplish in the next year of your life. This might be a relationship goal, an educational goal, a personal goal, or a work-related goal. Take a moment to bring this goal forward and visualize it in your mind's eye. (30 secs)

Now, with this personal goal in mind, I would like you to imagine yourself going forward in time into the future... going forward one week... two weeks... three weeks.... And four weeks... it's now one month into the future, and you have started working towards achieving your goal - you are on the road to success. What decisions have you made? What actions have you taken? How does it feel to be on this road to success? (30 secs)

Now, using your imagination, continue going forward in time... until you are 6 months into the future. You are significantly closer to achieving your goal.



You are starting to feel the benefits of all your efforts. What does it feel like? How does it feel to be this much closer to your goal? Allow yourself to notice any feelings or emotions tied to this moment. Now, I would like you to continue going forward in time until you reach one year from now. Here, you have fully accomplished your goal. You have achieved success! Visualize yourself in your mind. Where are you, and what are you doing? Who are you with, if anyone? What are people saying to you? What are you saying to them? (15 secs)

How does reaching your goal feel? What emotions are tied to this achievement? Perhaps there are feelings of pride, joy, contentment, or satisfaction. (30 secs)

Now, I would like you to look back on your journey. Look back on the process of achieving this goal. Look back on all your hard work and effort, and consider how you reached your goal, step-by-step. What were the little things you did, day-by-day, to achieve success? What did you do at work? What did you do in your relationships? (15 secs)

What did you do internally to achieve success? How did you manage difficult thoughts and emotional obstacles? What coping strategies did you use? Take a moment to consider all the things that helped you manage the personal challenges that appeared along the way. (30 secs)

Good. Now, as the exercise comes to an end, take a deep, slow breath. When you are ready, gently open your eyes.

- Step 2.

Evaluate the exercise and ask participants to share their experience as well as the impact that this exercise had on them. Participants will answer the following questions in writing:

1. How was it to do this visualization?
2. Is there anything you learned from this exercise?
3. Are there any insights that you can use to move closer to your goals? If so, list them below.



GENERAL REFLECTION

PATHWAYS

- It is important to remember that not every wish or desire that the participants have will have motivational benefits. People who tend to be pessimistic may become less motivated when visualizing their future success.
- Encourage the participants to also focus on positive mental images related to the process and the way to achieve their desires rather than focus exclusively on the desired outcomes.
- Encourage the client to cultivate a mental image that is based on positive expectation (i.e., the belief that the imagined future event is attainable) rather than positive fantasy (i.e., idealized images of desired events that are experienced regardless of their likelihood of occurrence), as the positive expectation is more motivating.





Motivational Role Exchange

EXPECTED DURATION

One hour

INTRODUCTION

As already known, a person's emotional involvement and motivation, plays a key role for a greater effectiveness in realizing personal purposes. Sometimes the loss of motivation is also caused by the fear of obstacles and failures experienced in the past.

Using a direct and goal directed counselling style for eliciting motivational and behavioural changes is a good strategy to reach the goal (Miller & Rollnick, 2009). Therefore, there is the need to motivate people by an empowering atmosphere, and evoke new ideas, opinions and reasons to change a person's confidence.

Moreover, putting yourself in another person's shoes, identifying with the difficulties encountered by others, and be able to encourage another person, is a technique that helps people find alternative solutions, reduce their own fears and get more motivated.

The exercise is inspired on the one hand by the technique of formative role play, a technique that asks participants to represent some roles in interaction with each other. This allows a subsequent analysis of experiences, interpersonal dynamics and communication processes. Motivational interview techniques are also applied. This technique is a collaborative, goal-oriented communication style, with particular attention to the language of change.

The goal of the activity is to activate in the participants, a process of emotional control and motivation which, starting from the awareness of their own attitudes, encourages the conscious assumption of new proactive ways of thinking and acting.



EXPLICATION OF THE ACTIVITY

Exercise in pairs: tell the other about a success and a failure related to personal motivation, by describing the circumstances and identifying the causes. The other, after having listened carefully, should play the role of a 'motivator', telling the partner what the strengths and weaknesses were. Then, they have to recount the failure again by focusing on the strengths, highlighting how it is possible to learn also from failures and imagining together a different, positive ending.

The exercise has to be repeated by reversing roles.

After both participants have experienced the two roles, the moderator opens a discussion (the discussion can be done as a couple, or in a group if there are more couples) asking questions to stimulate the reflection on motivation and positive thinking, to empower people to change by drawing out their own capacity for change and explore the person's experiences, perspectives, and ideas.

PREPARATION / MATERIALS NEEDED

A quiet room and spacious room with chairs.

IMPLEMENTATION

- Step 1.

After determining which of the two goes first, explain to the participating couple how the activity will take place, describing it in details. Make sure the participants are comfortable and willing to share personal experiences (5 minutes).

- Step 2

The participant tells the other about a success and a failure related to personal motivation, by describing the circumstances and identifying the causes, while the other one listens with attention (5 minutes).



- Step 3

The second participant should act as a 'motivator' telling the partner what the strengths and weaknesses were, he/she can open some points of reflection, ask questions and deepen some details and shows different approaches to the problem (10 minutes).

- Step 4

The first participant is invited to recount the failure again by focusing on the strengths, and imagining, with the help of the partner, a different, positive ending, if the situation had been faced with a different motivation and attitude (5 minutes)

- Step 5

Repeat the exercise by reversing roles (20 minutes)

- Step 6

The moderator opens a discussion following some questions in order to make the participants try to turn the negative points in positive ones (10 minutes). Some examples:

- What can you do to think positively when you find yourself in a situation that you find difficult?
- What motivates you?
- What are the benefits of thinking positively?
- Who are the people who can help you?
- What motivates you to believe more in yourself?

- Step 7

Ask participants to share their experience and evaluate the exercise following these questions (5 minutes):



- How did you feel in the first role?
- How did you feel in the second role?
- Was the exercise useful for understanding how the difference in attitude can affect the achievement of a goal?

GENERAL REFLECTION

PATHWAYS

- It is important to remember that the difference in attitude can be crucial in achieving the desired results. Sometimes, however, the motivation is influenced by past failures that prevent a proactive approach.
- Most of the times, people's beliefs and motivation about the reasons for success and failure determine the way they deal with trials of any kind. It is important to teach that failure should not only be seen as negative, but as a learning situation for the future.
- It is very motivating for a person to put him/herself in the shoes of the 'motivator'. Learning to do it for others, the participant will cultivate this ability on him/herself as well.





3.2.

EXERCISES TO IDENTIFY ADULTS' POTENTIAL

A Simple and Fun Exercise for Finding out What to do with your Life

EXPECTED DURATION

5 hours (1 hr. / each step can be arbitrarily changed).

INTRODUCTION

This exercise helps participants discover something they love to do. However, in many cases, people lack direction and focus, and this process ends up taking far too long.

EXPLICATION OF THE ACTIVITY

This simple exercise created by Maz Jobrani helps participants discover not only what to do with their life, but also to identify their potential in terms of their natural strengths and talents.

The exercise is centred around discovering two main aspects:

1. What do you love to do? Doing what we love, is infused with a sense of meaning and purpose, unlike anything else.
2. What are you naturally good at? Doing what we are naturally good at tends to be fulfilling and rewarding, because of the ease with which we do it. Also, utilizing our strengths is generally a key to success.

The exercise itself has four steps.





PREPARATION / MATERIALS NEEDED (IF PROCEED)

For Step 1: Participants can use any one of the following:

- a. Scrumblr.ca interactive board example [available here](#),
- b. Miro mind-map example [available here](#)
- c. Word template (also to be used for Step 2,3 and 4) see Annex I.

For Step 2, 3, and 4: Participants can use the same Annex I as mentioned above, as it contains all materials for all the steps.

IMPLEMENTATION

Please save the Annex I for each participant. An adaptation of the following instructions is also available in the Annex, so that participants can read them easily.

- Step 1. List out all your loves and interests.

First, start by listing out everything you love to do in your life. Include also anything you would like to do, but you never had the opportunity to do it. This is only the basis of the exercises, so participants can express themselves freely. The optimal methodology to follow is brainstorming using a list, a [Scrumblr board with post-its](#), or the [creation of an interactive mind-map](#). Participants are encouraged to go all the way back to their early childhood and reminisce of anything they had ever felt passionate for, or simply interested in. Beware that the list may seem chaotic and vast, but this is not an issue.

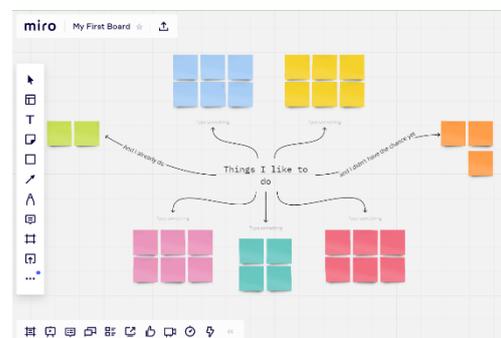
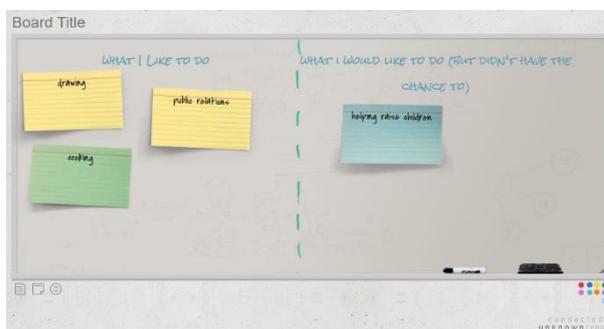


Figure: an example of a Scrumblr board with post-its for brainstorming and of a mind-map created on Miro.com



- Step 2. Ask questions!

Next, ask questions with regards to what was done during the previous step to start gaining clarity. Such questions include:

Why do I think I like this? What do I think of this now as compared to when I was younger? (if it was something done earlier on in life). Can I imagine myself pursuing any of these things?

Questions are an important part of the exercise, but it is important to remember that they can be also useful after step three, once there has been an experimentation process.

*Extra in Step 2: Ask yourself “Why am I good at these specific things?”, and “What specific skills or talents can I acquire from these processes?”

- Step 3. Test and evaluate.

This is the most exciting part, where participants are encouraged to try every opportunity they have. This step is meant to be considered as a big experiment and remove any emotional baggage attached to the exercise. This part of the process is meant to be achieved so that the participants can enjoy each experience without any bias or preconceived judgement getting in the way.

This step involves the hands-on trial and error, which may involve: discovering your network of contacts in job seeking and educational opportunities. This step is critical for uncovering what an individual really enjoys to do.

*Extra in Step 3: Ask yourself “Do I truly enjoy this activity?”, and “Can I imagine myself doing this professionally every single day in my life?”.

- Step 4. Record your findings.

Write down which activities you liked, which you did not like, what you enjoyed and what you did not enjoy about them, and anything else you feel in connection with the activity.



Extra: Some extra questions are added as optional for each step. They are not required, but they may be useful. After doing Step 1, Step 2 until Step 4 also answer the following (also included in the Annex I):

- Step 5. Choose your Pathway!

What are the conclusions from your discovery? Can you imagine yourself as a potential employee of the categories below, based on these skills? Choose the potential professional economic sector that would interest you the most and that you feel you are most confident with. If you click on these links, you will see examples of professions that belong to each category.



[Agriculture, Food and Natural Resources](#)



[Architecture and Construction](#)



[Arts, Audio/Video Technology and Communications](#)



[Business Management and Administration](#)



[Education and Training](#)



[Finance](#)



[Government and Public Administration](#)



[Health Science](#)



[Hospitality and Tourism](#)



[Human Services](#)



[Information Technology](#)



[Law, Public Safety, Corrections and Security](#)



[Manufacturing](#)



[Marketing, Sales and Service](#)



[Science, Technology, Engineering and Mathematics](#)



[Transportation, Distribution and Logistics](#)



Adult learners' potential through simple mathematical exercises

EXPECTED DURATION

The expected duration of this exercise is estimated to be about 10 minutes.

INTRODUCTION

A series of simple fraction exercises will help the adult educators and career guidance professionals to understand the way of thinking of the learning adults. And their ability to solve basic problems. These exercises will eventually help identify adult's potential and objectives.

EXPLANATION TO THE ACTIVITY

In the "small exercise one", the low-skilled adults have to decide which sign is the appropriate sign to make the mathematical relation true. They will have to choose between three options of signs which are:

<	"smaller than"
>	"bigger than"
=	"equal to"

In the "small exercise two", adults in need for upskilling will have to either choose the correct answer or provide the answer themselves. The task is to simplify the mathematical expressions given to them.



SMALL EXERCISE ONE:

Which sign if put in the place of the question mark (?) makes the relation true?			
#1	$5510 ? 5,51 \times 10^3$	#2	$981 ? 9,81 \times 10^3$
	(A) < (B) > (C) =		(A) < (B) > (C) =
#3	$75 ? 7,5 \times 10$	#4	$200 ? 2 \times 10^2$
	(A) < (B) > (C) =		(A) < (B) > (C) =
#5	$270 ? 2,7 \times 10^2$	#6	$18,4 ? 1,84 \times 10^2$
	(A) < (B) > (C) =		(A) < (B) > (C) =

QUESTION	ANSWER
#1	C
#2	C
#3	B
#4	A
#5	B
#6	C





SMALL EXERCISE TWO:

Simplify the expression			
#1	$10(5 + 10x)$	#2	$(10 + 3x)7$
	(A) $50 + 100x$ (B) $50x + 100$		(A) $70 + 21$ (B) $70x + 21x$
	(C) $50x + 10$ (D) $50 + 100$		(C) $70x + 21$ (D) $70 + 21x$
#3	$9(4x + 8)$	#4	$(8x + 4)7$
	(A) $72x + 36$ (B) $36x + 72$		(A) $56 + 28$ (B) $56x + 28x$
	(C) $36 + 72$ (D) $36x + 72x$		(C) $56x + 28$ (D) $28x + 56$

QUESTION	ANSWER
#1	A
#2	D
#3	B
#4	C

GENERAL REFLECTION

PATHWAYS

If the Low- skilled adults can solve these simple fractions we can exploit their potentials to use critical thinking to solve ordinary basic problems. This will show us that no matter what they face they can use their way of thinking to solve ordinary problems. Therefore, their potentials for employability will be revealed.





Adult learners' potential through a practical activity

EXPECTED DURATION

The expected duration of this exercise is estimated to be about 10 minutes.

INTRODUCTION

A skill alone needs to meet a few criteria to have the potential to become a career. This exercise will exploit the learning adults' objectives as well as potentials.

EXPLANATION TO THE ACTIVITY

Description: adults in need for upskilling are requested to follow the steps below in completing the exercise/activity. Of course, the adult educator/ practitioner will provide help when needed or even providing examples to circulate their thinking.

PREPARATION / MATERIALS NEEDED

- A piece of paper
- Pen or Pencil

IMPLEMENTATION

- Step 1:

First, the participants (learning adults) need to take a piece of paper and divide it into two columns. On the top left side of the column, they must write "Outcomes" and on the top right, they must write "Skills/Competences."

The outcomes side is a list of every kind of creation in the world that they admire and they would like to accomplish. Anything that they would have loved to be a part of, contribute to, do for themselves, or understand.



- Step 2:

The participants must take three minutes to fill out the left side of the paper with as many outcomes as they can think of in that amount of time. They should be instructed not to filter their thoughts and just write whatever comes to their mind. If the participants get stuck and cannot think of many outcomes the educator/ practitioner should help them.

e.g., Some good helping questions would be:

- Whose work do you admire?
- Do you have an idol in mind? (Bill Gates, JK Rowling...) What do they do for work?
- What do you like making?
- What did you love doing as a kid?
- Which accomplishment from the last 100 years would you like to follow?

Outcomes	skills/Competences
- Start a company	
- Publish a book/ article	
- Sell socks	
- Give important speeches	
- Invest in startups	
- Use twitter, instagram etc.	
- Be a teacher	
- Create a website	
- Travel to the moon	
- Own a real estate company	
- Write a bestseller	
- Make furniture	
...	



- Step 3

Once the time is over (3 minutes), participants should be instructed to circle five outcomes that seem more exciting and motivating to achieve.

- Step 4

After the participants circle the five to ten outcomes, the next step is to figure out their matching skills. For each circled outcome, they should list out the skills/competences related to achieving that outcome.

Some of them will only have few skills. Writing a book, for example, mainly breaks down to creativity, writing. But an outcome like “start my own business” breaks down into leadership, management, sales, finance, marketing and so on. If they are not sure about the technical term for a skill/competence, they should Just put the closest they can come up with to what sounds like a skill/competence.

When the participants add skills or competences to the “skills/competences” side of the paper, they should draw lines from each circled outcome to the matching skill(s) or competence(s).

Note: Competences are subcategorized as -Knowledge, -Skills, -Attitude

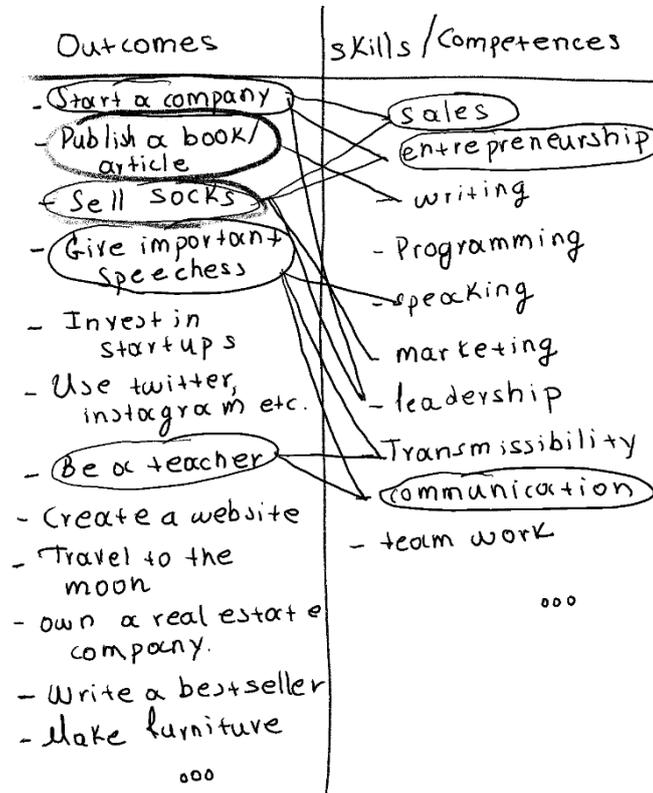
- Step 5

Now from the list made, narrow down to three skills (put them in circles) based on a few criteria:

- What skills popped up more frequently?
- What skills excite you the most? Go based on what skills/competences interest you most, and what seems to be more suitable for you.
- What skills are achievable? You can still learn leadership, but you may need to focus on something tangible and more realistic in the short term.



The participants should not think too hard about which three they should pick. They should pick three skills that they are achievable and will actually help them to get a job they want (outcomes).



GENERAL REFLECTION

PATHWAYS

With this exercise/ activity the adults in need for upskilling will be able to recognize their potential skills competences and objectives in their path for employability. It will clarify for them the way they want to use their skills and potentials into the work they want to get in the near future.



3.3. EXERCISES TO IDENTIFY ADULTS' FUTURE OPTIONS

Vision Board Collage Exercise

EXPECTED DURATION

2 - 3 hours

INTRODUCTION

This exercise can be a lot of fun, while also encouraging group engagement. Vision boards are a great way to create a physical representation of goals and ideas.

This exercise is a fun way to build a physical representation of the desired goal. By starting with a visualisation activity, participants can create something they feel connected to, that will help to motivate them when they need it.

EXPLICATION OF THE ACTIVITY

You will need:

- Selection of art materials including pens and pencils
- Selection of old magazines, books or newspapers that can be cut up
- Scissors and glue for all participants
- Paper, cardboard or other material for sticking on

IMPLEMENTATION

How to play:

- Step One

Begin by asking each participant to practice a simple visualization exercise.





Ask them to focus on one goal they would like to achieve and build a visual idea in their mind of what achieving that goal will look and feel like for them. Focus on the mental images that come to mind, and any feelings they anticipate on success.

- Step Two

With these images in mind, participants can then look through the old magazines, books or newspapers to collect images, words and visual representations of what their visualization could look like. They can collect as many images as they like.

- Step Three:

The fun part! Participants can now start creating their boards. A vision board is a very personal thing so encourage participants to create something that represents them and their goal – there is no wrong or right way to do this. The final images they chose should all make them feel and remember their visualization of their goal.

There needs to be a strong emotional connection to the board to help remind and motivate them what they're trying to achieve. In the end, each participant can share their board with the group if they would like to.

GENERAL REFLECTION

PATHWAYS

- What have you learned during implementing this exercise about yourself, your goals, ideas...?
- How do you think this vision board can be helpful to you in the future?
- What do you think about visualisation of your goals? Do they appear more realistic and achievable by their visualisation?





Occupation/Career Map

EXPECTED DURATION

20 – 30 min

INTRODUCTION

The exercise helps the participants to determine what their profession or vocation could be and offers them insight into who they really are, thereby helping them to plan their career. A career map can help a participant think and decide on further education.

IMPLEMENTATION

- Step 1

The counsellor prepares the space and material.

- Step 2

Give work and material instructions to the participant.

- Step 3

When the participants have finished writing, the counsellor invites them to attribute points to the written activities.

- Step 4

When participants have finished scoring, they discuss the result.

Exercise reminder:

- Participants are given a sheet of A4 paper and a pen. Give them a quiet corner for individual work.





- Participants write down on a piece of paper everything they like to do, what things they really enjoy, whether it is professional or personal life, for paid work or leisure.
- Encourage them to write down on the sheet as much as possible, to try to fill it in completely - they can also continue on the other side.
- When the participants have finished writing, invite them to add points to all the activities recorded:
 - a. 3 points for what they can do in life, as much as they want,
 - b. 2 points for what they can do in life, but they would like even more if they had more time and money,
 - c. 1 point for what they are not doing enough or not at all at the moment.
- When participants have finished scoring, the career map is ready.
- Talk to the participants about what has turned out - what the participants would do if there would be no restrictions in their life. Explore how they could fulfil their vocation: whether it can be involved in any way in the work they are currently doing, or could be involved in education, or can they include it to a greater extent in their spare time?

The result: awareness of the profession or the strongest areas of interest.

GENERAL REFLECTION

PATHWAYS

- What would you do if there would be no restrictions in your life?
- How could you fulfil your vocation (in your current work, in education, in your spare time)?
- Do you have increased awareness after taking the exercise about your profession or the strongest areas of interest?





The Tree of Professional Growth

EXPECTED DURATION

30 – 45 min

INTRODUCTION

The purpose of the exercise is to identify the values, competencies and achievements of the participants' career path, as well as to enable and facilitate the conversation about the individual's wishes and hopes for their professional path in the future. The exercise should be done individually.

IMPLEMENTATION

- Step 1

Preparation of tools - templates with a picture of a tree, drawing sheet, crayons and pens.

- Step 2

Presentation of the purpose of the exercise and the method of implementation.

- Step 3

Presentation of the template with a picture of the tree and written questions.

- Step 4

The participant draws and writes, with written questions to help.

- Step 5

Talk about the drawn tree of professional growth and the notes next to it.

- Step 6

Discussion of wishes and hopes for further career.



Result: participants recognize their values, competencies and achievements in their careers so far, reflects on their wishes for the future and discusses their current situation and future career development.

GENERAL REFLECTION

PATHWAYS

- What have you learned about yourself by conducting this exercise?
- How do you think this drawing can be helpful to you for planning your career development?
- How do you feel about your drawing?





Drawing a Mountain

EXPECTED DURATION

30 min

INTRODUCTION

Purpose and objectives of use: The use of art in counselling in order to divert participant from established patterns of thinking in a more creative way and open new perspectives.

Type: exercise; it can also be carried out in a group where appropriate (if there is a high level of trust between the participants).

IMPLEMENTATION

- Step 1

The counsellor prepares a sheet of paper (the mountain can already be drawn) and a pencil or crayons.

- Step 2

Present the purpose of the exercise and the method of implementation to the participant.

- Step 3

Drawing up.

- Step 4

Conversation.

Result: The exercise can be aimed at various counselling issues: the participants get an insight into where they are currently located e.g., in terms of the decision to enrol in education, career development, search or job changes and what their feelings are about it.



ATTACHMENT: DRAWING A MOUNTAIN

Individual performance

1. Presentation of the purpose of the exercise and the method of implementation.
A mountain is a metaphor for the challenge or problem the counsellor is facing (job search, job change, employment problems, problems in other areas of life).
2. The mountain can be drawn by the participant or can be a pre-prepared drawing of the mountain.
3. From the foot of the mountain to the top of the mountain, the participants mark a few stops (i.e. contemplation, preparation, action, base camp, etc.) and then determine where they are currently located in relation to the issue under consideration.
4. Talk to the participants about what has been drawn and about the thoughts or emotions that arise: where they are currently located, how they feel, maybe they will have weights tied on their legs, heavy backpacks, maybe they will draw themselves trapped on a rocky ledge, etc.
5. Discuss how the participants see themselves after the exercise in relation to the issues discussed.

Group performance

The exercise can be performed in a group, but only when appropriate or if there is a high level of trust between participants.

In work collectives, the exercise can be performed by drawing a mountain as a group form, and the made drawing is the starting point for later individual conversation.





GENERAL REFLECTION

PATHWAYS

- What have you learned while drawing a mountain with different stops?
- How do you see yourself after taking the exercise in relation to the issues discussed?
- How will be the drawing helpful to you regarding your current challenge/problem?





Guess the Profession

EXPECTED DURATION

30 min

INTRODUCTION

Purpose and objectives of use: Exercise with guessing professions can be used as a way of learning about professions and labour market or as questioning training. It is performed in a group, and profession cards can be also useful at the individual level.

IMPLEMENTATION

- Step 1

Providing a large enough space to allow the movement of the whole group.

- Step 2

Preparation of accessories - printed profession cards and adhesive tape.

- Step 3

Presentation of the purpose and course of the exercise to all participants.

- Step 4

Agreement on the time of the exercise.

- Step 5

Execution of the exercise.

- Step 6

Talk about experiencing the exercise, about surprises and challenges.



Result: Participants learn or recognize a range of occupations and practice asking questions. The exercise works relaxing, entertaining and can help connect the group.

ATTACHMENT: GUESS THE PROFESSION

1. The leader puts one profession card on the back of each participant. It is important that no one knows which card has on the back.
2. The task of each individual in the group is to determine which profession is on the card. It is important that they ask the other members questions by only getting a YES or NO answer. The question: "What am I by profession?" is of course not allowed.
3. It is appropriate to form pairs in which the mutual determination of the profession takes place, or in groups of three, if the number of participants is not even.
4. The facilitator can help to start the exercise by suggesting some types of questions, i.e.:
 - a. do I work indoors,
 - b. do I need physical strength to work,
 - c. do I operate machines,
 - d. do I work with people....
5. When a stagnation occurs within a certain pair, others can come to help. The purpose of the exercise is not to demonstrate knowledge, but to encourage conversation about the characteristics of professions and communication, therefore, the leader directs the dynamics of event.
6. The exercise concludes with a conversation of all participants. In the conversation, participants can get additional information on lesser-known occupations as well as which paths lead to them.





GENERAL REFLECTION

PATHWAYS

- Which occupations did you not know/know not well before?
- How did you experience this exercise? What were the challenges or surprises?
- What else did you learn by taking part in this exercise besides occupations (i.e., asking questions, connecting with the group etc.)?





My Project

EXPECTED DURATION

45 min

INTRODUCTION

Purpose and goals of use: The exercise is intended for individuals who want to improve their current situation. The consultant can use it to empower the participants and help them realize that they can be themselves the bringer of changes. The target group are participants who are currently under stress, exhausted, unemployed, dissatisfied, may be coping with other difficult circumstances or simply want a change in life. They can usually visualize themselves in a better, more enjoyable situation, and the question is how to get there, so from the current to the desired situation. One way is to put together a personal project or design a vision that can be realized through individual steps. The exercise takes place individually and includes written work as well conversation.

IMPLEMENTATION

- Step 1

The consultant prepares the material - handout and pens.

- Step 2

Present the purpose of the exercise and the method of implementation.

- Step 3

The participant makes a record of the project or vision at the handover.

- Step 4

Talk to the participant about the record or project.



- Step 5

The project or the vision is the basis for discussion at further counselling meetings.

Result: The participants understand that they are the central persons to improve their current situation. They set the goals that mean achieving significant positive changes in their lives, and explores paths to them. They know how to formulate a strategy to improve their current situation, exercise their project or achieving their vision.

ATTACHMENT: MY PROJECT

Instructions

Sometimes in life we find ourselves in an awkward situation: stressed, exhausted, unemployed, dissatisfied or we are facing other difficult circumstances - or we want to start something new. We usually can imagine ourselves in a more pleasant situation. The question, however, is how to get there - that is, from the current situation to the one we want. One way is to put together a personal project or form a vision that we can realize it in individual steps.

Written work

Give the participants a handout that includes the questions below. Ask them to think carefully about the issues and then write down their thoughts.

- What is so important to you that it would make sense to shape it into a project? Choose a project that is feasible in which you can really get involved.
- Imagine a project that will help you choose and define goals on the way to the desired situation in the future.
- Ask yourself:
 - a. Do I have a clear idea of what I would like to achieve and where? What is my real goal? Create a sketch, map or picture of the project.
 - b. Are you able to perform the tasks that make up the project? Is the project feasible and realistic? Do I have all the data and resources I need to carry out the project?
 - c. Have I talked about the project with anyone whose suggestions and ideas I respect and trust? Am I willing, if necessary, to put together an alternative project if the first one doesn't work out? But do I feel that this is really my project and that it has a special meaning for me?





- d. My project implementation plan is... (write down your plan by basic steps).

Talk

Talk to the participants about the written project. You will get to know with this gadget the participants better and support them in the implementation of the set project. The emphasis is on the participants' independence and their ability to change things in their lives for the better. The project serves as a tool that provides a thematic framework for discussion in subsequent meetings with the participants.

GENERAL REFLECTION TO REALIZE AFTER THE PRESENTATION

PATHWAYS

- Was it difficult for you to write your personal project; what was the most challenging and what was the easiest?
- How will the written project help you to achieve its goals?
- How you enhanced the cognition that you are the central figure to improve your current situation?





Map of a Living Space

EXPECTED DURATION

45 – 60 min

INTRODUCTION

Purpose and goals of use: The purpose of the exercise is to support the participants in discovering those areas in life, which are really important to them. It encourages their creative expression through drawing and colours as well free, open search for links or associations by setting the consultant's content substantively important questions. The participants, with the consultant's support, makes a map of their living space or their future, in which they depict their current situation, their vision, desires, goals, steps towards them, their sources of help, as well as issues and obstacles. The map serves them as a pictorial motivation and a reminder to achieve goals, and a counsellor as a tool for in-depth understanding the participant and monitoring the implementation of the participants' vision or desired changes.

IMPLEMENTATION

- Step 1

The consultant prepares the material - drawing sheet and colors and pens.

- Step 2

Present the purpose of the exercise and the method of implementation to the participant.

- Step 3

The creation of a living space map takes place in their cooperation.

- Step 4

The counsellor asks questions that guide the participant to key topics and thus takes care of appropriate map structure and invites the participants to provide information on all key dimensions of their living space. The participants on reflection and finding answers to questions draws and writes down their map of living space or of their future.

The participants save the map, they agree on how they will use it in the future.





The result: A living space map is a product that combines speech, writing, and visual presentation into a meaningful whole, co-created by the counsellor and the participant. It is an example of learning and problem-solving through cooperation, which brings clarity and establishes a temporary structure in solving a problem or making a life decision.

ATTACHMENT: MAP OF A LIVING SPACE

Instructions

Creating a map of a living space.

Making a map of a personal space or a future takes part in cooperation between the consultant and the participant. It is important that the conversation runs relaxed, consistent with the drawing and writing, that the participant has enough time to think and create. The participant is given a drawing sheet, crayons and pens.

It starts with the instruction: "Draw a large circle and choose where you will draw yourself in it. This is your personal world."

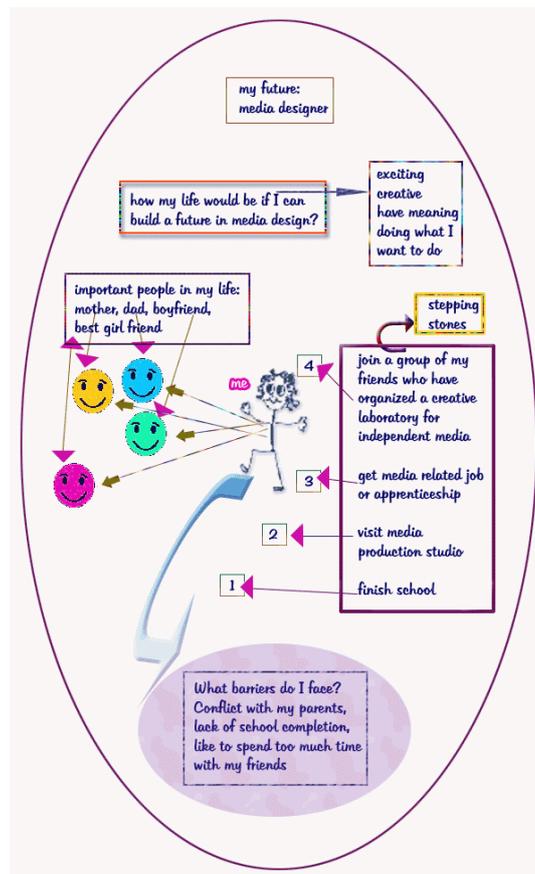
They then gradually ask the following questions:

- Some people imagine several variants of their future, others only one. What do you imagine? What are your dreams for the future, what should it be like?
- Somewhere in your living space or in your personal world draw or write something about your future or several variants of the future. If you have more than one future in mind, which one do you think most attractive?
- Who are the most important people in your life who can help you on the path to the future as you represent it or want it? Put them somewhere on your map.
- What important steps do you see on the way to the desired future? Put them on your map.
- What could prevent you from progressing on the path to your desired future? Mark this on the map.
- What would your life be like if you achieved what you want in the future? Can you draw this on your own map?
- Is there anything else to learn or do to make your wishes come true for the future? Mark it on map.





At the end, the counsellor encourages the participant to save the map. Agree on when and how they will use it in the future.





GENERAL REFLECTION TO REALIZE AFTER THE PRESENTATION

PATHWAYS

- How was it for you to draw your living space map, what feelings did you have during drawing?
- What have you learned about yourself? Did you get to know yourself better?
- How can this map help you in solving your problems or making your life decisions?





Patchwork of Ideas

EXPECTED DURATION

30 minutes

INTRODUCTION

Patchwork of ideas is a group activity in which the participants try to build a patch (competences) and leave no holes (gaps) to become an expert (competitive).

What is intended with the use of this technique is:

- Make decisions, get information or opinions of many people on a specific issue/job skill.
- To gain the ability to brainstorm in a short time.
- Amplify communication and interaction between the components of a group.

EXPLICATION OF THE ACTIVITY

Group activity to generate a space of trust in which ideas are shared.

PREPARATION / MATERIALS NEEDED (IF PROCEED)

Pieces of paper, cards, pens, board, chalks.

IMPLEMENTATION:

- Step 1. The trainer asks each participant to write on a paper/card those skills they wish to develop to improve their employability.
- Step 2. The trainer collects the cards of all participants.
- Step 3. The trainer takes a card from the pile, reads it aloud and asks participants to write on a card how they would improve this skill (5 min)
- Step 4. The trainer collects all the cards with the answers and writes them on the board.





- Step 5. A debate is started in which the participants discuss all the options presented.
- Step 6. Repeat the process until the cards from the pile are over.

GENERAL REFLECTION TO REALIZE AFTER THE PRESENTATION

PATHWAYS

After the end of the presentation, the trainer asks questions to the participants

- What did you gain from the activity?
- What were the challenges you faced and how did you overcome it?





A Complicated Trip

EXPECTED DURATION

20 minutes

INTRODUCTION

Group decision-making often generates quite a few problems, especially because everyone has a different point of view and values in a different way the skills that are essential in a job. This activity presents a challenging situation that forces employees to come to an agreement in order to survive.

What is intended with the use of this technique is:

- Make decisions, get information or opinions of many people on a specific issue/job skill.
- To gain the ability to brainstorm in a short time.
- Amplify communication and interaction between the components of a group

EXPLICATION OF THE ACTIVITY

Group activity.

PREPARATION / MATERIALS NEEDED (IF PROCEED)

Nothing is needed

IMPLEMENTATION

- Step 1. They must imagine they are travelling in a car in a foreign country and suddenly the police stop them.
- Step 2. To get them out of the situation, the police choose one at random and ask him/her to indicate his/her profession.





- Step 3. That person has to carry out a task related to his/her profession and can choose 2 more people from the group to help him/her.
- Step 4. They have to decide as a group which are the most suitable persons according to the knowledge and skills they possess.
- Step 5. If they accomplish it with success, they will stay free.

GENERAL REFLECTION TO REALIZE AFTER THE PRESENTATION

PATHWAYS

After the end of the presentation, the trainer asks questions to the participants

- How have you felt in a situation under pressure?
- What were the challenges you faced and how did you overcome it?





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