

A training manual on interpersonal skills development among  
adult educators in the context of non-formal education



# Training to Teaching Identities

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# About this manual



Europe requires its educators to be culturally and intellectually equipped in the appropriate ways for both their own present and their future. Only thus, will they be able to lead meaningful and satisfying lives personally, socially, professionally, and collectively. Adult education institutions play a major role in the development of the appropriate strategies for adult learners and in preparing their educators in a lifelong learning perspective, for a productive career.

However, today adult education remains the weakest link in developing Lifelong Learning toward interpersonal skills development for both adult educators and adult learners, which impedes their expected productive career due to a lack of a set of useful skills towards their social, personal, and their professional development. Even though the importance of adult educators' competences is at some extent understood, an understanding of the concept alone is insufficient.

Hence, the true importance lies in the implications a competences-based approach has on adult teaching, training, and learning. That is, appropriate methods for teaching and training, participatory learning activities as well as effective learning and performance assessment methods to foster the skills in terms of knowledge, understanding and attitudes. An approach which requires the educators to have a high level of interpersonal skills to meet the needs of adult learners, regardless of their backgrounds or their learning and performance abilities.

In this regard, this manual seeks to address the challenges to the lack or the low level of interpersonal skills in adult education and among the adult educators by fostering their empowerment through training and teaching activities based on evidence-based practical and dynamic approaches: planning, design and delivering participatory learning activities as means for capacity strengthening and for interpersonal skills development. The manual goal is to strengthen the capacity of adult educators in face-to-face training process to facilitating the adult learners' empowerment by fostering their interpersonal skills development through adult education.

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## The project partners

### P01. Denizli İl Afet ve Acil Durum Müdürlüğü – Turkey

Disaster and Emergency Management Authority (AFAD), an institution working to prevent disasters and minimize disaster-related damages, plan and coordinate post-disaster response, and promote cooperation among various government agencies. AFAD currently has 81 provincial branches across Turkey in addition to 11 search and rescue units.

### P02. Neotalentway S.L. – Spain

Neotalentway is an educative consultancy specialized in new teaching methodological strategies and educational guidance, which is why it works with teachers to develop and improve their professional skills. Other areas of work of Neotalentway are entrepreneurship, key competencies and soft skills.

### P03. Learning centre “EVA-93” – Latvia

As a long-established and experienced adult learning Centre (more than 18 000 adult students since 1996), EVA-93 take pleasure and pride from seeing their students develop new skills, enhance their knowledge or study a subject for pure enjoyment. Learning Centre “EVA-93” lines of action are adult formal, informal and non-formal learning. Learning Centre do all to promote their specialist.

### P04. Jafnréttishús (Equality Centre) – Iceland

Equality Centre is a private NGO founded in April 2008 in Hafnarfjörður, Iceland. It is a non-profit adult education provider. It employs 5 staff members and has wide subcontracting-network with specialists in various fields. On average, it provides education to over 300 learners per year in various fields. The goals and activities are implemented through a variety of ways such as Integration activities for foreigners.

### P05. Vilnius Adult Education Centre (VAEC) – Lithuania

Vilnius Adult Education Centre (VAEC) was established in 1993. Here adult students can acquire complete or partial upper secondary education. The Centre has already done its steps in applying the non-formal principles as the method of teaching and learning. At the Centre adult students can choose a single subject providing knowledge of a certain level and amount.

## The targeted groups

It is of greatest importance to have a clear picture of the project’s target groups; otherwise, it is not feasible to evaluate and monitor the quality, sustainability and effectiveness of result dissemination and exploitation activities. To safeguard that all partners have the same understanding of the project’s dissemination objectives, the target groups are defined to ensure that partners are aware of each group’s needs and reason why it is being targeted. In Pathways to Teaching Identities project, we are engaging with:

- 1. Adult learners:** here, we address learners by creating inclusive learning environments from a gender-sensitive and an interpersonal skills perspective to meet their learning needs by respecting their identities.
- 2. Adult educators:** here, we address adult educators by calling them to integrate a gender-sensitive and an interpersonal skills perspective in their practices through inclusive and participatory training approaches.
- 3. Adult institutions:** here, we address adult education institutions play their role in adapting interpersonal skills development in developing the appropriate approaches for adult learners and preparing their educators in a lifelong learning perspective for a productive career.

Thus, considering a broader dissemination strategy to lay the foundations for later result exploitation efforts, it is thus of greatest importance to start with dissemination activities early in the project, even if they took place on a more general layer, they are ensuring later activities to be successful:

1. Awareness is easily raised from the begging by providing information about the project and expected results, which are the most important aspects for sustainability.
2. Project goal and objectives are outlined on project website to provide constant information to different stakeholders, which enables them to be aware and follow project implementation processes much easier.
3. Exchange of information is fostered through social media, newsletters to build relationships with those carrying out similar activities.





# SECTION-1

A gender-sensitive and participatory approach

In our context, gender-sensitive means looking at gender from a human rights perspective; acknowledging that even though the vast majority of the persons discriminated in adult education or training are the women, non-binary persons; sexual, gender minorities in the LGBTIQ community experience a wide range of discrimination either on the basis of their sex or their non-binary gender identity or expression. Whereas a participatory approach means an active participation by the participants which is the most important factor that enables learning and performance; considering adult learners characteristics and their lived experience and facilitating a critical reflection and analysis of their work or practices, so that they can further develop their interpersonal skills, by facilitating attitudes, skills, and knowledge retention through experiential learning.

## 1.1. Gender-sensitive and human rights principles

The rights of all persons and/or groups are respected and protected equally, but it often happens that women and sexual and gender minorities are excluded in the definition of gender-based discrimination and violence in adult education, or it is assumed that at this later stage in life one does not struggle with social and cultural norms around sex and gender. Indeed, adult education does not mention or is not willing to take into consideration that adult learners are, in one way or the other affected by their real or perceived gender, the more a person grows, the more the struggle intensifies due to an accumulated knowledge from many years of lived experiences. So, adult education becomes both gender and human rights sensitive when there is active and informed participation by adult learners regardless of sex, race, ethnicity, ethnic origin, colour, religion, language, sexual orientation, gender identity and expression, age, or disability, including the most marginalised and the most vulnerable in the delivery of adult education.

## 1.2. Participatory training approach in adult education

An effective adult education requires consensus among the adult educators and adult learners on what is to be achieved, how to achieve it, and which monitoring, and evaluation strategies will best inform any adjustments required to ensure expected results are achieved. So, an effective adult education requires that adult education and training projects be designed, planned, and implemented using a participatory approach. Whether the project focuses on gender literacy or human rights education, adult learners; the most marginalised and the most vulnerable to exclusion or gender-based discrimination must be consulted and the project's training activities must make an active effort to meet their specific learning needs and fill gaps in the current adult education offerings. That is, the training must be based on the follow:

### 1.2.1. Involving the appropriate adult learners

- Taking a participatory approach means that the training ensures that all potential participants, including intermediaries and beneficiaries, both female, male, and non-binary participants are involved and consulted throughout the training cycle, from planning and design, organisation, to implementation, monitoring, and reporting. While a participatory approach usually requires time and resources, it yields sustainable benefits over the longer term.

### 1.2.2. Ensuring a realistic training development

- Bringing together the training potential participants inputs, including intermediaries and beneficiaries, helps ensure that their knowledge, experience, needs, and interests inform the training planning, and design. This is essential for obtaining information about local, cultural, and socio-political contexts about gender, and about other practices, institutions, and capacities that may influence the training, and thus ensuring realistic training delivery.

### 1.2.3. Achieving results sustainability

- When beneficiaries and intermediaries are fully engaged in the planning, design, delivery, monitoring, and evaluation of a training, the expected results (outputs, outcomes, and impact) are more likely to be achieved in a sustainable fashion. That is, an inclusive participation increases ownership of the results achieved and makes it more likely that the participants will continue to be active agents in their own work or practices within the local communities.

## 1.3. A common understanding on training methodology

In our context, a training is a learning process which involves a wide spectrum of learning activities aimed at strengthening adult learners' knowledge, skills, and attitudes as a means to address a specific cultural, economic, gender, social, or environmental problem they are facing in their own local reality. In keeping with this context, a training refers to the organised efforts to transfer knowledge and develop the skills and attitudes that encourage behaviours, which contribute to resolving, reducing, transforming, or preventing the effects of a specific cultural, economic, gender, social, or environmental problem on adult learners.

1. **Organised efforts:** training should not be improvised. Training delivery is one of the final stages of training cycle, which starts with planning and design.
2. **Transfer knowledge:** knowledge does not refer to just understanding of any standards, systems, or mechanisms but only to those specifically relevant to adult learners in their specific contexts.

**3. Develop skills:** in learning activities, skills are strengthened by practice and application, a process which needs to continue after the training through appropriately tailored post-training interventions.

**4. Develop attitudes:** to change negative attitudes or to reinforce positive ones, so that adult learners can assume their responsibilities, and thus, take the necessary actions to resolve, reduce or prevent the effects of a cultural, economic, gender, social, or environmental problem on them.

**5. Encourage behavioural change:** the effectiveness of training lies in the actions that the training fosters among adult learners, and its effects on their lives: observable changes at the level of individual learners, their organisations or groups and their broader community or society that can reasonably contribute to training long-term results.

However, for a training and post-training interventions to achieve results, which contribute to achieving of the desired social, cultural, gender, or environmental changes within a particular community of adult learners, can be a challenge, as it requires the project manager to create the conditions for realising both project short-term and medium-term results within project lifecycle, which contribute to the achievement of project long-term results. Such a thinking guides our training techniques for achieving project long-term results (impacts), more explicitly, the greater change that a training intends to contribute to or make within a particular community or among a particular group. It is a thinking that emphasises and visualises the contribution of a training and post-training interventions towards long-term results, accompanied by a monitoring and evaluation process. Thus, an effective training technique outlines the plausible pathways on how through training interventions, training inputs contribute to training results at the Output level, and how through post-training interventions, the use or the satisfaction of Outputs by training beneficiaries at the individual learners, organisational, or community level contribute to training results at the Outcome level, and finally, how the use, satisfaction of Outputs by post-training interventions beneficiaries contribute to training results at the Impact level.

## 1.4. Defining training results, goal, and learning objectives

It is the responsibility of adult education training organiser to analyse the overall context based on the training needs assessment data, in order to define both the desired results, which describe the expected situation after the training, and the overall goal for the training, which describes how the training will contribute to achieving such desired results. That is, with pre-defined training results and goal, it is possible to conceptualise learning objectives for the training, which describe learning outcome statements capturing what it is expected that the learners will be able to do as a result of the learning process, which contribute logically to the achievement of the training's overall goal and desired results.

### 1.4.1. Defining training results

After understanding the context and characteristics of adult learners and their learning needs or knowledge gaps, and the change that they need, it is important to determine what that desired change would actually look like in terms of results and how those results will be measured. Although it may seem like thinking backwards, developing a clear vision of what the end results would be like and determining how to achieve them helps to make sure that the training design is oriented in the right direction. Hence, clearly articulating desired results enables the setting of clearly defined goal and realistic objectives for a training and the development of the evaluation tools needed, to confirm, over time, that the desired change has indeed occurred. Results are identifiable, and measurable indications describing expected situation after a training, which demonstrate that the training goal and learning objectives have been achieved. Whether measured in the shorter, medium, or longer-term perspective, they are about the desired change. Hence, an adult education training organiser should be able to identify and measure positive changes or results to which their training has contributed at various levels of change:

#### 1. Individual level:

- Changes an adult education training organiser wants to see in the individual learner. What knowledge, skills, attitudes, and behaviours can an individual acquire, reinforce, or modify? Example of individual-centred change: Learners become familiar with the participatory approach in adult education and are confident to begin to use it in their adult education work.

#### 2. Organisation or group level

- Changes an adult education training organiser expects when adult learners transfer their learning experiences to their organisation or to a group they work with. What effects might their new knowledge, skills, attitudes, and behaviours have on the organisation or group? Example of group-centred change: the adult learners' organisations or groups incorporate the participatory approach in their training for adult learners.

#### 3. Broader community or society level

- Changes an adult education training organiser anticipates when an organisation transfers its learning to the broader community/ society. What effects might be observed? Example of community/ society-centred change: The participatory approach is incorporated into the adult education work of other institutions or groups, or into community's overall adult education work or practices, or into other aspects of education in the broader community.

Through a Results-Based-Management (RBM) or performance management tool, the Impact Pathway focuses on improving performance and ensuring that training interventions contribute to achieving the desired results through a logical causal

chain from training inputs to training impact:

### 1. Short-term results - Outputs:

- These are the immediate consequences or effects of a training, observed at two levels:
  - direct products or services stemming from the training such as the actual training sessions delivered and the training materials, tools, and resources produced.
  - the number of adult learners served by the training.
    - **E.g.: as short-term results**
      - 20 adult educators are trained on designing effective training to strengthen interpersonal skills development among adult learners.
      - one training manual on basic instructional for delivering an adult education training on interpersonal skills development through a gender-sensitive and participatory approach is produced.

### 2. Medium-term results - Outcomes:

- These are the intermediate effects or consequences of a training, observed at two levels:
  - **Immediate outcomes:** These are the initial learning outcomes among the adult learners that participated in the training, which are directly attributable to the outputs. They represent change or an increase in knowledge, skills, awareness, behaviours, or ability among adult learners.
  - **Intermediate outcomes:** They constitute a change in behaviour or practice among adult learners' organisations and/or communities, observed based on quantity of post-training interventions delivered by partners, the number of beneficiaries served, or the satisfaction level with outputs usability by beneficiaries.
    - **E.g.: as medium-term results:**
      - 6 post-training interventions are delivered by partners organisation at the local community level;
      - 240 adult educators' capacity to develop and conduct gender-sensitive and participatory training activities is built and strengthened.
      - 80% of the training's beneficiaries responded to be satisfied with the training manual usability at 7.5 rate on a 1-10 scale.

### 3. Long-term results - Impacts:

- These are the long-term consequences or effects of a training that lead to the ultimate change to which the project contributes to, observed based on actions taken by beneficiaries who participated in post-training interventions at the local or national level.
  - **E.g.: as long-term results:**
    - 24 adult educators are developing and conducting gender-sensitive and participatory training activities to integrate interpersonal skills development in their schools, organisations' activities.
    - 240 teachers, educators, policymakers, or civil society leaders are reached and engaged, and thus, they are developing positive attitudes toward integrating interpersonal skills education in their adult education work, social work, community work, etc.
    - 50 local organisations are using produced training manual in planning and delivering interpersonal skills development training through a gender-sensitive and participatory approach in their adult education work.

#### 1.4.2. Defining training goal

A training goal describes how a training intervention will contribute to achieving the desired long-term results or the expected impact. It is thus more beneficiary and productive if the training goal reflects the training targeted groups.

##### E.g.: defined training goal:

- The goal of this training is to strengthen adult educators' capacity in designing and delivering training activities for interpersonal skills development through a gender-sensitive and participatory approach in their adult education work or practices.

There is a connection between the starting point (*strengthening adult educators' capacity in both designing and delivering training activities*) and the end point (*implementing training activities through a gender-sensitive and a participatory approach in their adult education work or practices*); an alignment of visions that greatly increases the likelihood that desired change, impact (interpersonal skills development among adult learners) will eventually be achieved. The challenge is to determine how to get from the goal to results, which is done by developing learning objectives for the training.

### Box-1.: Link between training goal, and results.

GOAL	LONG-TERM RESULT
<ul style="list-style-type: none"> <li>The goal of this training is to increase the capacity of adult educators to integrate interpersonal skills development in their adult education work or practices.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of this training, adult educators are integrating interpersonal skills development in their adult education work or practices.</li> </ul>
<ul style="list-style-type: none"> <li>The goal of this training is to enhance the capacity of adult educators to develop and design effective training interventions using a participatory approach.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of this training, adult educators are developing and design effective training interventions using a participatory approach.</li> </ul>
<ul style="list-style-type: none"> <li>The goal of this training is to strengthen the capacity of adult educators integrating gender-sensitive practices into their adult education work or practices.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of this training, adult educators are integrating gender-sensitive practices into their adult education work or practices.</li> </ul>

### 1.4.3. Conceptualising training objectives and learning objectives

Training objectives describe observable and measurable statements toward the learning outcomes that capture what knowledge, skills, or attitudes adult learners should be able to exhibit as a consequence of their participation in the training, which logically contribute to achieving training overall goal and desired result at the outcome level. Whereas learning objectives express and describe observable and measurable statements of what the adult educator wants adult learners to do during the training. Thus, learning objectives relate to changes at the level of individual learners which are directly attributed to the training learning activities, which at the end of the training, the training organiser should be able to evaluate whether they have been achieved or not.

Training objectives are conceptualised in a manner that allows training audiences to both learn and perform toward achieving learning outcomes at three levels: knowledge, skills, and attitudes. More precisely:

1. What knowledge, skills, or attitudes does the training audience need to acquire to achieve the training overall goal and desired impact?
2. Which learning activities should the training audience undertake to acquire or strengthen those knowledge, skills, or attitudes, and thereby, to have mastered learning objectives?

#### E.g.: Defined training objectives = learning outcomes:

On successful completion of this training, learners are able to:

1. illustrate interpersonal skills development process in the context of adult education. **Knowledge.**

- can be met, only if through collaborative learning, critical thinking learning activities on illustrating interpersonal skills development process in adult education are held during the training.
2. develop and apply effective interpersonal skills development training through a participatory approach in their adult education work. **Skills.**
    - can be met, only if through experiential learning, workshop learning activities on developing and applying effective interpersonal skills development training through a participatory approach are held during the training.
  3. integrate gender-sensitive practices into their adult education work to address gender and cultural differences among adult learners. **Attitude.**
    - can be met, only if through problem-based learning, role plays or case studies on integrating gender-sensitive practices in adult education to analyse the impact of gender and cultural differences on learning process are held during the training.

### Box-2.: Link between training objectives, goal, and results.

LONG-TERM RESULT	GOAL	LEARNING OBJECTIVES
<ul style="list-style-type: none"> <li>As a result of this training, adult educators are integrating interpersonal skills development in their adult education work or practices.</li> </ul>	<ul style="list-style-type: none"> <li>The goal of this training is to increase the capacity of adult educators to integrate interpersonal skills development in their work or practices.</li> </ul>	<ul style="list-style-type: none"> <li>On successful completion of this training, adult educators can illustrate interpersonal skills development in context of adult education.</li> </ul>
<ul style="list-style-type: none"> <li>As a result of this training, adult educators are developing and design effective training interventions using a participatory approach.</li> </ul>	<ul style="list-style-type: none"> <li>The goal of this training is to enhance the capacity of adult educators to develop and design effective training interventions using a participatory approach.</li> </ul>	<ul style="list-style-type: none"> <li>On successful completion of this training, adult educators can develop and apply effective interpersonal skills training through a participatory approach in their work.</li> </ul>
<ul style="list-style-type: none"> <li>As a result of this training, adult educators are integrating gender-sensitive practices into their adult education work or practices.</li> </ul>	<ul style="list-style-type: none"> <li>The goal of this training is to strengthen the capacity of adult educators integrating gender-sensitive practices into their adult education work or practices.</li> </ul>	<ul style="list-style-type: none"> <li>On successful completion of this training, adult educators can integrate gender-sensitive practices into their work to address gender and cultural differences.</li> </ul>

### E.g.: Defining learning objectives that lead to outcomes:

Conceptualising learning objectives is an integral component of training design process that is further linked to both training process and summative evaluations, which focuses on capturing changes, results at individual learners' level. Keeping the overall training objective or the expected immediate outcomes of the training in mind, training organisers should define what the learners need to know, do or experience during training, to master the learning objectives. That is, knowledge, skills, attitudes are broken down, to enable learners to reach a desired goal.

Let us recall one of the training goals:

- Enhance the capacity of adult educators to develop and design effective training interventions using a participatory approach.
- So, the main question is, given this overall goal, what should the learner show, present, apply, or do to meet this goal? In other words, what is the training objective, or the training learning outcomes?
  - On successful completion of this training, the learners should be able to develop and apply effective interpersonal skills development training through a participatory approach in their adult education work.

The training objective stated above serves to indicate the expected learning outcomes for the training. It is thus broken down into a series of secondary objectives to facilitate the learning process. The main question is, given this training objective, what do the learners need to learn how to do or perform to achieve that immediate outcome? Some answers might include:

1. Illustrating the characteristics of a target audience;
2. Applying workshop learning activities in training;
3. Facilitation skills for managing group dynamics;
4. Conflict resolution and emotional awareness skills.

Then, the learning objectives of the training are to learn how to:

1. define the characteristics of a target audience for an adult education training intervention.
2. apply workshop learning activities during an adult education training intervention.
3. use facilitation skills for managing group dynamics during an adult education training intervention.
4. apply conflict resolution and emotional awareness skills during an adult education training intervention.

## 1.5. Learning approaches and learning activities

A learning approach is a learning-training methodology that enables the learners to engage with the training content, and thereby, develop their knowledge, skills, and attitudes in different ways. Whereas learning activities are the tasks or the processes of the learning approach, which the learner engage with and involve in, and that prepare the learners to meet or master intended learning objectives. So, the learning activity types provided below are by no means an exhaustive list, but they help the trainer in thinking through how best to design and deliver high impact learning experiences for the participants.

### Box 3.: Learning approaches and learning activities.

LEARNING APPROACH OR METHODOLOGY	METHODES OR LEARNING ACTIVITIES
<b>1. Collaborative learning</b> Involves learners working in pairs or small groups to discuss concepts or find solution to problems. This occurs in a training session after learners are introduced to a problem or topic through presentations, readings, or videos before forming pairs or groups.	<b>1. Critical thinking learning activities</b> Include efforts to transfer knowledge that correlates positively with learners' achievement of learning objectives, and their perception of learning in a training course.  E.g.: <ul style="list-style-type: none"><li>• Group discussions</li><li>• Brainstorming sessions</li></ul>
<b>2. Experiential learning</b> Provides learners with an opportunity to think about, talk about, and process training materials through an exercise in which their work together to create or develop a final product, a declaration, a plan of action, a policy, etc.	<b>2. Workshop learning activities</b> Include efforts to develop skills and attitudes by producing concrete post-training interventions visualising how learners will transfer, apply, or use training outputs at the individual or organisational level beyond the training.  E.g.: <ul style="list-style-type: none"><li>• Reflecting on Experience workshop.</li><li>• Assimilating &amp; Conceptualising workshop.</li><li>• Experimenting and Practicing workshop.</li><li>• Planning for Application workshop</li></ul>
<b>3. Game-based or problem-based learning</b> An instructional learner-centred approach empowering learners to conduct research, integrate theory and practice, and apply knowledge, skills, and attitudes to develop a viable solution to a defined problem.	<b>3. Role plays and case studies</b> Include efforts to develop skills and attitudes that encourage behavioural change through a dramatization of a problem or situation in which learners perform different roles, followed by discussions, and during which they may step out of their assigned roles. Whereas, a case study presents a problem or case for a group to analyse and solve.



# SECTION - 2

Considering physical features of adult learners

## 2.1. Cultural differences awareness skills and attitudes

Culture is the beliefs, values, behaviour, norms, habits, customs, traditions, and the material objects which constitute a people's way of life, and which have a profound impact on how learners display, perceive, and experience emotions as well as how they learn, interact, and communicate with other people of different cultures. As an overall standard, cultural awareness is not established in adult education, and thus adult educators are in a strong need for appropriate training to increase educators' probability of meeting communication standards needed to communicate important information in a multicultural system.

Being culturally aware increases the probability that the educators will engage in socially acceptable behaviours to the learners from diverse cultural backgrounds. Understanding cultural differences awareness skills and attitudes may serve as a starting point for acquiring knowledge on how interpersonal skills awareness can be integrated and improved in the learners' everyday practice.

<b>ACTIVITY</b>	<b>THE POWER WALK</b>
<b>Approach</b>	<b>Simulation learning</b>
<b>Purpose</b>	This activity helps illustrate learning restrictions between adult learners caused by discrimination, racism, and gender issues through a community simulation. Everyone starts off equal but ends up in very different positions, which allows participants to reflect on the power structures within community, to identify marginalised groups and to discuss strategies for including them in the process.
<b>Audience</b>	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc.
<b>Learning goal</b>	<ul style="list-style-type: none"> <li>to empower the participants with cultural context analysis skills.</li> <li>to strengthen the participants skills in using a participatory and gender-sensitive approach in analysing a cultural context</li> </ul>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>to improve the learners' cultural awareness context formation within a specified community.</li> <li>to develop learners' skills on cultural context analysis in their work.</li> <li>to strengthen learners' training skills on using participatory and cultural approaches in their work or practices.</li> </ul>
<b>Results at the outcome level</b>	<ul style="list-style-type: none"> <li>the learners can illustrate and present the formation of a cultural differences' context within their own community.</li> <li>the learners can analyse cultural contexts in their work or practices with adult learners.</li> <li>the learners can use participatory approaches in their adult education work or practices.</li> </ul>

### Instructions

1. Ask participants to stand in a straight line at one end. Give each a card labelled with a character that is or can be found in the community. Ask them not share their identities with others; explain that identities will be revealed at the of the activities:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Journalist (M, 42);</li> <li>A student (F, 20);</li> <li>Homemaker (F, 38);</li> <li>Surgeon (M, 45);</li> <li>Youth worker (F, 28);</li> <li>Irregular migrant (M, 32);</li> <li>School teacher (F, 27);</li> <li>Social worker (M, 35);</li> <li>Businessperson (M, 39);</li> <li>Rubbish collector (F, 30);</li> <li>Local farmer (F, 40);</li> <li>Homeless person (M, 65);</li> </ul> | <ul style="list-style-type: none"> <li>Sex worker (M, 26);</li> <li>Municipality staff (F, 53);</li> <li>Police officer (F, 33);</li> <li>Asylum seeker (M, 24);</li> <li>Young adult refugee (F, 23);</li> <li>Shop owner (M, 29);</li> <li>Domestic worker (F, 26);</li> <li>Gay refugee (M, 23);</li> <li>A lesbian woman (F, 25);</li> <li>Lawyer (M, 41);</li> <li>Nurse (F, 34);</li> <li>A priest (M, 61).</li> </ul> |
|---|--|

2. Explain to participants that you will read a set of statements; ask participants to take one step forward for each statement to which the character they are representing could answer "yes"; if they cannot answer "yes," they should remain where they are. The space should be big enough for at least to take 20 steps forward.

3. At the end of the activity, note that everyone started along the same line but now some are at the front, some in the middle and some at the end. Sample statements to be read aloud:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>I can influence decisions made at municipal level;</li> <li>I can vote in general elections;</li> <li>I can regularly read newspapers I am interested in;</li> <li>I have access to radio or TV stations of interest to me;</li> <li>I am able to meet municipal or administrative officials;</li> <li>I am not afraid of violence in my home;</li> <li>I have my own bank account and can apply for a loan;</li> <li>I feel free apply for any job within my qualifications;</li> <li>I can afford to buy food I like;</li> <li>I have access to medication when I need it;</li> </ol> | <ol style="list-style-type: none"> <li>I went, or I expect to go, to university;</li> <li>I only have sex when want to;</li> <li>I am consulted on issues affecting youth in our society;</li> <li>I can pay for hospital treatment if necessary;</li> <li>I can freely express political opinions without fear;</li> <li>I have never had to queue or beg for food;</li> <li>I have access to plenty of information about racism;</li> <li>I am not afraid of being sexually harassed or abused;</li> <li>I can question how community funds are spent;</li> <li>I can freely to about my sexuality and be how I want.</li> </ol> |
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Debriefing	<ol style="list-style-type: none"> <li>1. At the end of the activity, note that everyone started along the same line but now some are at the front, some in the middle and some at the end. Ask a few participants to describe how they felt about their situation and ask those in the front how they feel and whether they tried to help the others.</li> <li>2. Discuss what the outcome of the activity tells us about human rights and peace-building work at the community level.</li> <li>3. This can help participants to explore more the characters as adapted to the context of systemic oppression by discussing further: <ul style="list-style-type: none"> <li>• about how systemic oppression contributes to racism and why.</li> <li>• human rights violations by advocacy of hatred in context of refugees: expressing discriminatory hatred messages that constitute incitement to violence, hostility, or discrimination.</li> </ul> </li> <li>4. This can allow the participants to talk more about what they work with and try to understand more about human rights violations by advocacy of hatred, and exchange experiences on observed discriminatory messages that constitute incitement to hostility or discrimination towards refugees within communities.</li> </ol>
Logistics	<ul style="list-style-type: none"> <li>• Spacious venue (outdoors if necessary);</li> <li>• One card per participant, describing their character.</li> </ul>
Required time	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• <b>10 minutes</b> for preparation;</li> <li>• <b>25 minutes</b> for the activity;</li> <li>• <b>25 minutes</b> for reflection and discussion.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• The facilitator should be able to pick up on comments easily and discuss them from a human rights perspective.</li> <li>• This is, to focus on marginalised groups where it was observed or felt that a character did not move forward because of being discriminated against based on their social class, gender, racial background, age, etc. within society.</li> </ul>
Adjustments	<ul style="list-style-type: none"> <li>• The characters and questions should be adapted to the context and content of the training, to make it as relevant as possible.</li> <li>• A debriefing following the activity is highly recommended as it can allow participants to reflect on systemic oppression, how it might contribute to different treatment and why. Then reflect on how they are addressing them in their adult educational work.</li> </ul>

## 2.2. Considering cultural differences and social barriers among learners

When educators and adult learners come from different culture, many difficulties can arise due to various social positions, gender expression, class, sexual identity, ability, or religion. Indeed, nature of learning communities constructed among a diverse group of adult learners often lead to intolerance or confusion on what is expected from the educator/adult learner interaction and the learner/learner interaction. Understanding by an educator how these interactions are affected and influenced by cultural differences and social barriers among adult learners generates inclusive pedagogical implications for promoting adult learners' active participation in learning activities to facilitate the learning process that reflects the characteristics of adult learners

ACTIVITY	BRAINSTORMING SESSION
Approach	Collaborative learning
Purpose	A brainstorming session combines a relaxed and informal approach to problem solving by encouraging participants to come up with thought, ideas, and creative solutions to a problem.
Audience	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc
Learning goal	<ul style="list-style-type: none"> <li>• to empower the learners with critical thinking skills to problem solving.</li> <li>• to strengthen the learners' skills and capacity to use interactive learning activities in their work or practices.</li> </ul>
Learning objectives	<ul style="list-style-type: none"> <li>• to improve learners' critical thinking skills to problem solving.</li> <li>• to develop learners' knowledge, attitudes on what contributes to and constitutes intolerance during training interactions.</li> <li>• to strengthen the learners' training skills and capacities in using interactive learning activities in their work or practices.</li> </ul>
Results at the outcome level	<ul style="list-style-type: none"> <li>• the learners are able to illustrate and apply critical thinking skills to problem solving in their work or practices.</li> <li>• the learners can identify and present the factors that contribute to and constitute intolerance during training interactions.</li> <li>• learners are able to use interactive training learning activities in their educational work or practices</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Ask participants to go in small groups each formed up by 4 or 5 persons. Then give each small group a flip chart.</li> <li>2. Ask each group to think and write down the difference between <b>being culturally prejudiced</b> and <b>discriminated against</b>.</li> <li>3. Then ask each to analyse and interpret their content by creating a situation or scenario in which the <b>culturally prejudiced person</b> and the <b>person discriminated against</b> are present.</li> </ol>

	<ol style="list-style-type: none"> <li>Then, ask each group to write their situation or scenario on their flip chart, then outline their effects on character(s).</li> <li>Once each group has finished to outlining their situation or scenario, and related effects, ask each to present to big group.</li> </ol>
Debriefing	<ol style="list-style-type: none"> <li>Before analysing each situation or scenario, remind each group to consider the context, and reflect on how it relates to their local realities or what they do with their targeted groups to approach similar problems, events, cases, or situations in their educational work.</li> <li>After concluding that the context each group is working in, is indeed the context of overt intolerance, the big group is thus invited to ask questions or give feedback on challenges, needs or gaps, and limiting factors they face in their educational work, to deepen their insight from various perspectives.</li> </ol>
Logistics	<ul style="list-style-type: none"> <li>Flip-chart paper, large sticky notes, markers, and a tape.</li> <li>A wall with enough space to attach several sheets of flip-chart.</li> </ul>
Required time	<p><b>90 minutes:</b> as a trainer, or a facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li><b>10 minutes</b> on giving instructions to the participants.</li> <li><b>50 minutes</b> for the group work on the tasks.</li> <li><b>30 minutes</b> for debriefing at the end of the activity.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>Timekeeping is important, as group work can easily go beyond 50 minutes per group.</li> <li>The facilitator should have experience in human rights training and analysing or addressing different forms of oppression or overt intolerance from different perspectives.</li> </ul>
Adjustments	<ul style="list-style-type: none"> <li>The activity can be adapted by adjusting the questions to the context in which the training takes place.</li> <li>This activity works best with small groups of up to 25 participants.</li> </ul>

## 2.3. Applying training techniques on to address cultural differences

When intolerance is supported by institutions, laws, and policies which favour a dominant cultural group over a cultural minority group it leads to discriminatory behaviours in educational and social offerings where a cultural minority group is often denied equal opportunity, deemed incompetent in the name of advanced skills, language, learning difficulties, which often overlaps with overt intolerance regarding that person gender expression, class, sexual identity, ability, or religion.

The training on interpersonal skills development in adult educators in the context

of non-formal education prepares adult educators to facilitate adult learners from a cultural minority group to emphasise on their everyday lives, in order to make a voice that is so often ignored, the central perspective through which their group want to be viewed, which contributes to an inclusive learning process. The analysis of how the adult learners from a cultural minority group experience the learning process is the key to tolerance and social inclusion. Hence, as educators we should be able to analyse the needs of various learners from minority groups and at the same time be able to present how if cultural differences are not addressed at the planning stage, could hinder the learning process.

ACTIVITY	REFLECTING ON EXPERIENCE WORKSHOP
Approach	Experiential learning
Purpose	This workshop is used to capture the motivation, imagination, and energy of learners, by encouraging them to look on their practiced behaviours in a way that prepares them for new learning. It is used by breaking participants into small groups to further explore their past experiences related to different forms of intolerance and discrimination resulting from cultural differences blindness.
Audience	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc
Learning goal	<ul style="list-style-type: none"> <li>to empower the learners with critical thinking and analytical skills for addressing cultural defences.</li> <li>to strengthen learners' skills on using the participant-centred interactive learning activities in their education practices</li> </ul>
Learning objectives	<ul style="list-style-type: none"> <li>to improve the learners' critical thinking and analytical skills to for addressing cultural defences.</li> <li>to develop learners' knowledge, and attitudes on analysing the factors that contribute to cultural differences blindness.</li> <li>to strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices</li> </ul>
Results at the outcome level	<ul style="list-style-type: none"> <li>the learners are able to illustrate and apply critical thinking and analytical skills to address cultural defences.</li> <li>the learners can analyse and present the factors that contribute to cultural differences blindness.</li> <li>learners are able to use participant-centred interactive learning activities in their educational work or practices.</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>Divide participants in three groups. One group stands at one side of the room, another at the opposite side and the third one in the middle of the room.</li> <li>Ask groups to read their task and agree how they will do it, and then give them a signal to start.</li> <li>Give tasks to each group and underline that it is important to not know the tasks of the other groups and stick to the instructions. Instructions for three groups:</li> </ol>

	<ul style="list-style-type: none"> <li>• <b>Group A</b> <ul style="list-style-type: none"> <li>• Today during the break there will a possibility to choose between two options: pork and water or beer and fruit. Together with Group B you can order one of the options. But there is one condition; both Groups A and B have to agree on it. Arrange it with Group B. Remember that you must not leave the place where you are standing.</li> </ul> </li> <li>• <b>Group B</b> <ul style="list-style-type: none"> <li>• Listen to what Group A wants to tell you and respond. Remember that you must not leave the place where you are standing.</li> </ul> </li> <li>• <b>Group C</b> <ul style="list-style-type: none"> <li>• Your task is to not let Group A and Group B communicate. You can use everything you wish for this purpose: your voice, your bodies, additional materials you can find in the room. Remember that you must not leave the place where you are standing.</li> </ul> </li> </ul> <p>4. Ask the whole group to give examples of communication barriers between different cultural groups in a short open discussion. Write down the examples on a flip chart. The aim of this session is to consider what kind of barriers are the most disruptive in the context of building a positive and inclusive learning environment.</p> <p>5. Then ask each group to furthermore discuss what is the link between the activity, how stereotypes are interpreted by the oppressed person and what they have experienced, or observed in their life, practices, or work.</p>
Debriefing	<p>1. Discuss the experience with the participants. Ask participants:</p> <ul style="list-style-type: none"> <li>• Did you manage to do the activity? Are you satisfied with the result? What was difficult? How could it be done better?</li> <li>• How do you see cultural stereotypes impacting you personally or the communities or the groups that you work with or within?</li> <li>• What challenges and opportunities are you facing in dealing with or addressing different forms of cultural blindness in your practice or work?</li> <li>• How can you define or characterise the terms “an elite dominant cultural group” and “non-elite minority cultural group” in your community?</li> </ul>
Logistics	<ul style="list-style-type: none"> <li>• Flip-chart paper, large sticky notes, markers, and a tape.</li> <li>• A wall with enough space to attach several sheets of flip-chart.</li> </ul>
Required time	<p><b>90 minutes:</b> as a trainer, or a facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• <b>10 minutes</b> on giving instructions to the participants.</li> <li>• <b>50 minutes</b> for the group work on the tasks.</li> <li>• <b>30 minutes</b> for debriefing at the end of the activity.</li> </ul>



## 2.4. Dealing with stereotypes while working with different age of learners

The description of adult learners as a homogeneous group is widely recognised as inadequate among the adult education institutions that provide non-formal educational programmes and training for adults. Adult educational institutions are the most crucial learning environment where adult learners from different places and cultures come together as individuals to learn. Thus, with differences in terms of characteristics, culture, and social barriers, adult education sometimes creates disadvantage, and often excluding learning environments for the adult learners who are perceived as older and incapable. There is more to learn at any stage in life, and there is more to learn from a group of people with different lifespan experiences. However, it often happens that both educators and learners make assumptions based solely on someone’s age; it is thus important to shed light on these negative stereotypes and unconscious age bias in adult education.

When these negative stereotypes and unconscious age bias are not properly addressed during the planning and design phase of an adult education training, during the delivery phase, they can lead to exclusion, conflicts, and hostility that might affect classroom or training room interactions. To prevent this, an adult educator should be able assess, identify, and observe how different age groups are treated within society. Integrating community observation in adult education creates opportunities to understand how age discrimination leads to differential treatment while accessing social or education offerings that continue to increase inequality and imbalance power relation among different age groups supporting assumptions that older learners have lowest learning and performance abilities compared to younger learners. Indeed, lifespan inspires a very different spin on the possibilities of life, including more opportunities and choices available.

<b>ACTIVITY</b>	<b>THE AGE OF ADULT LEARNERS IN THE SPOTLIGHT</b>
<b>Approach</b>	<b>Simulation learning</b>
<b>Purpose</b>	This activity is used to provide learners with outside perspectives to inform them about themselves and encourages them to apply new concepts to their own lives. It helps the learners to share, and discuss different understanding, attitude, perceptions, opinions about how individuals become aware of the role of one's age play in the attempts to create an inclusive learning environment.
<b>Audience</b>	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc.
<b>Learning goal</b>	<ul style="list-style-type: none"> <li>to empower the learners with critical thinking and analytical skills to identify and address issues that lead to a disadvantage learning environment caused by different age groups of adults within mixed learning groups.</li> <li>to strengthen the learners' skills in using the participant-centred interactive learning activities in their work or practices.</li> </ul>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>to improve the learners' critical thinking and analytical skills to create inclusive learning environment in mixed age groups of adult learners.</li> <li>to develop learners' knowledge, and attitudes on analysing the factors that contribute to assumptions about younger and older learners' learning and performance ability.</li> <li>to strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices.</li> </ul>
<b>Results at the outcome level</b>	<ul style="list-style-type: none"> <li>the learners are able to illustrate and apply critical thinking and analytical skills to identify and address assumptions about younger and older learners' learning and performance ability.</li> <li>the learners can analyse and present factors that contribute to disadvantage learning environment for older learners within a mixed learning group in their work or practices.</li> <li>learners are able to use participant-centred interactive learning activities in their adult education work or practices.</li> </ul>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>Show this video <a href="https://www.terrapacis.org/media/videos/millennials-show-what-old-looks-like-243.html">https://www.terrapacis.org/media/videos/millennials-show-what-old-looks-like-243.html</a> or similar available in your local language.</li> <li>Ask participants to go in small groups from 4 to 6 persons per group and provide each group with a flipchart paper.</li> <li>Ask each group to analyse and interpret the video's content and note what would be the content of the video if it was made about stereotypes in the opposite direction: how would the elderly perceive younger people.</li> </ol>

	<ol style="list-style-type: none"> <li>Ask the groups to think about similar situations that might have happened in their realities or contexts or while working with diverse groups in terms of age.</li> <li>Ask them to present their challenges, needs/gaps, and limiting factors they face while working with mixed learning groups of adult learners.</li> <li>Discussion about the role of interpersonal skills awareness in the context of working with diverse groups.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>Hold a focused discussion on how to apply these knowledges in the participants' working environment. <ul style="list-style-type: none"> <li>Do you think of strategy to apply it in your work?</li> <li>Let the group share their ideas on how they can apply this in their work to create inclusive learning environment.</li> </ul> </li> </ol>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>Projector, laptop, or computer</li> <li>Flip-chart paper, large sticky notes, markers, and a tape.</li> <li>A wall with enough space to attach several sheets of flip-chart.</li> </ul>
<b>Required time</b>	<p><b>90 minutes:</b> as a trainer, or a facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li><b>15 minutes</b> on giving instructions to the participants.</li> <li><b>50 minutes</b> for the participant to complete all the tasks.</li> <li><b>25 minutes</b> for debriefing at the end of the activity.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>This activity challenges how a person is viewed based on age, it is thus crucial for the facilitator to be knowledgeable with different factors and barriers leading to age discrimination.</li> <li>A debriefing following the activity is highly recommended as it helps the participants to reflect on their perceptions about ageism and negative stereotypes and unconscious age bias.</li> </ul>
<b>Adjustments</b>	<ul style="list-style-type: none"> <li>The activity can be adapted by adjusting the questions to the context in which the training takes place.</li> <li>This activity works best with small groups of up to 25 participants.</li> </ul>



# SECTION - 3

Enhancing characteristic features of an educator



### 3.1. Emotional Intelligence development skills

Adult educators who are hardly aware of their own emotions and cannot manage, express, and deal with their own emotions effectively tend to experience negative emotional experiences such as sadness, shame, or guilt if things do not go as planned. In particular, since an adult educator’s mood in the classroom is of great importance for positive training room, classroom interaction, if an adult educator is unable to manage their emotions and reflect on their behaviours, it does affect the learning process negatively. On the other hand, an adult educator with a high level of Emotional Intelligence is always able to create various experiential-based learning activities that take into considerations the characteristics, social barriers, and cultural differences among their adult learners, facilitating adult learners to work in a safe learning environment allowing them to adapt to different learning conditions and thus strengthening their perception of the learning contents with curiosity and passion.

That is, an adult educator with a high level of Emotional Intelligence is able to use and apply different teaching and training techniques and structures through a continued teaching and learning process to appeal to adult learners’ learning needs, knowledge gaps, emotions, and social or cultural barriers with inclusion, diversity, flexibility, and critical thinking which elevate adult learners’ learning and performance, and positive interactions between the educator and adult learners.

ACTIVITY	THEATRE FOR EMOTIONAL AWARENESS
Approach	Simulation learning
Purpose	This form of Theatre is an incredibly tool used to facilitate storytelling and direct actions among participants as a means to promote creation of an inclusive learning environment. It helps participants to share strong felt emotions about experienced overt intolerance regarding person’s gender expression, class, sexual identity, ability, or religion etc. affecting them on personal level, and thus, they feel free and safe to express and connect with their emotions as a rehearsal for critical consciousness.
Audience	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc.
Learning goal	<ul style="list-style-type: none"> <li>• to empower the learners with critical thinking and analytical skills to identify and present different types of emotions.</li> <li>• to strengthen the learner’s skills in using the participant-centred interactive learning activities in their work or practices.</li> </ul>
Learning objectives	<ul style="list-style-type: none"> <li>• to improve the learners’ critical thinking and analytical skills to identify and present different types of emotions.</li> <li>• to enhance learners’ knowledge to process, mange, or express emotions that contribute to an increase in emotional awareness.</li> <li>• to strengthen learners’ training skills in using participant-centred interactive learning activities in their work or practices</li> </ul>
Results at the outcome level	<ul style="list-style-type: none"> <li>• learners are able to apply critical thinking and analytical skills to identify and present different types of emotions.</li> <li>• the learners can process, mange, and express their emotions to contribute to an increase in emotional awareness.</li> <li>• learners are able to use participant-centred interactive learning activities in their work or practices</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. The process begins by asking a volunteer to recount a personal story about when she or he is or might have been affected by racial prejudices, or discriminatory stereotypes and how she or he felt and feels in different life settings.</li> <li>2. Ask the participant to recount a set of emotions from his or her story that explain how she or he feels when alone, among his or her friends, at work or school, or in social gatherings.</li> <li>3. Then help the participant to choose a set of at least 5 emotions from the story to have 5 different emotions that the workshop participants can interact with. For example, I felt, or feel: <ul style="list-style-type: none"> <li>• Pain</li> <li>• Angry</li> <li>• Irritated</li> <li>• Ashamed</li> <li>• Sad</li> <li>• Confused</li> <li>• Frustrated</li> <li>• Humiliated</li> </ul> </li> </ol>

Instructions	<ol style="list-style-type: none"> <li>Next, select 5 participants and ask each participant to create a posture that describes one of the five emotions. The first act is thus to recreate the 5 posture for those emotions on how those emotions might actually be seen in the eyes of the audience.</li> <li>Once the participants have finished to create their posture and feel comfortable to stand and be able to move, ask them to come together and put those posture in one scene, and ask them to hold still, and then act those emotions, and then hold still again.</li> <li>Ask the rest of the participants to observe, and then ask if they can relate to those emotions or if they know someone going through the same situation but not able to express their emotions, so that they can intervene by answering questions.</li> <li>Once the group finishes to understand one person's story and look at the emotions behind that story, another volunteer is free to jump in to tell their story. Everything is created on the spot, collaboratively.</li> </ol>
Debriefing	<ol style="list-style-type: none"> <li>Hold a focused discussion on how to apply these knowledges in the participants' working environment: <ul style="list-style-type: none"> <li>What did you like about this workshop?</li> <li>Do you think of other strategy to apply it in your work?</li> <li>How could different emotions affect adult learners' learning and performance ability?</li> <li>How do you consider learners' emotions or other social and cultural barriers in your work or practice?</li> </ul> </li> </ol>
Logistics	<ul style="list-style-type: none"> <li>A sufficiently large room</li> <li>Tape, flip-chart, and markers</li> <li>Different music instruments where and when possible.</li> </ul>
Required time	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li><b>15 minutes</b> on giving instructions to the participants.</li> <li><b>50 minutes</b> for at least 3 volunteers to share a story and act and interact with the selected set of emotions.</li> <li><b>25 minutes</b> on the debriefing at the end of the activity.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>This activity creates a safe, racial, gender-sensitive atmosphere for participants to share their deepest emotions, as it often happens that most of them is their first to be in such a social setting and might have never talked about those emotions before.</li> <li>Thus, besides being familiar with the process of Theatre of the Oppressed, this activity requires the facilitators to have an adequate level of Emotional Intelligence and Interpersonal Skills..</li> </ul>
Adjustments	<ul style="list-style-type: none"> <li>The activity can be adapted by adjusting the instructions to the context in which the training takes place.</li> <li>This activity works best with small groups, up to 25 participants.</li> </ul>



## 3.2. Having and showing empathy towards learners

Having, showing, and promoting empathy is an ethical and moral responsibility in adult education. As one of the most relevant skill on the Emotional Intelligence spectrum, empathy can be role modelled, taught, assessed, or enhanced through adult education, by recognising that adult learners face different challenges that in one way or the other limit their learning or performance, and then responding appropriately to adult learners' concern, worry, and/or fear. Though often adult educators are not able to address these barriers while setting the course, by really assessing and observing the adult learners' social, cultural, and psychological circumstances that form their learning and performance.

Having and showing empathy towards learners is all about practicing those kinds of assessments or observations and taking them into consideration while setting up a training course for adult learners. So, the lack of practice in such a learner-centred assessment, lack of Emotional Intelligence skills, time pressures or even over reliance on technology, often lead to insufficient education and practice and non-sufficient institutional promotion of educator-learner relations if institutions are not able to recognise the importance of healthy relationships with oneself and others in the learning-teaching-training process.

ACTIVITY	EXPERIMENTING & PRACTICING WORKSHOP
Approach	Experiential learning
Purpose	This workshop encourages learners to use skills and attitudes in a practical way and provides them with a safe environment in which to try out new things before putting them into practice in the real world. This further allows the learners to share, and discuss different attitudes, and perceptions in different situations.
Audience	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc.
Learning goal	<ul style="list-style-type: none"> <li>to empower learners with critical thinking and interpersonal skills to assess and interpret a situation from different perspectives.</li> <li>to strengthen the learners' skills in using the participant-centred interactive learning activities in their work or practices.</li> </ul>
Learning objectives	<ul style="list-style-type: none"> <li>to improve learners' critical thinking and interpersonal skills to assess and interpret a situation from different perspectives.</li> <li>to develop learners' behaviours and attitudes to identify and consider the emotions of others in different situations.</li> <li>to strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices..</li> </ul>
Results at the outcome level	<ul style="list-style-type: none"> <li>the learners can apply critical thinking and interpersonal skills to assess and interpret a situation from different perspectives.</li> <li>the learners are able to identify and consider the emotions or other social barriers among the participants in their work or practices.</li> <li>the learners are able to use participant-centred interactive learning activities in their work or practices.</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>Show the footage of the snowstorm with the sound turned off. Tell participants not to communicate with anyone in the group.</li> <li>Issue a blank paper to each participant; ask participants to individually describe, in writing, the feelings they had when they were watching the footage.</li> <li>Ask participants to go to their small groups and then issue role cards and blank flipchart to each group. Note that each group should receive the same role cards:: <ul style="list-style-type: none"> <li>a sailor</li> <li>a poet</li> <li>an ecologist</li> <li>a nomad from a desert</li> <li>a person living in a big city</li> <li>a pilot</li> <li>a surfer</li> <li>a doctor</li> <li>a track driver</li> <li>a homeless person</li> </ul> </li> </ol>

Instructions	<ol style="list-style-type: none"> <li>Ask participants to imagine how different people would feel, react, or act during such a snowstorm. Based on the above role cards; they write down how they think the person on their role card would feel, react, or act during such a snowstorm.</li> <li>In their small groups, they have a focused discussion, one by one, on how could feel, react, or act if they try to put themselves in each person's life. They take notes of their peers' reactions, feelings, and actions to the snowstorm so that they can later comment on them and discuss them.</li> <li>Then, ask groups to compare notes. They should also try to justify why a certain person would feel, react, or act in the way they envisaged.</li> <li>Facilitate a discussion about similarities and differences in the group's reactions, feelings, and actions.</li> </ol>
Debriefing	<ol style="list-style-type: none"> <li>Discuss some of the following questions. <ul style="list-style-type: none"> <li>When you were asked to imagine you were a sailor, a child of eight, or a nomad from the desert, did you manage to discard stereotypes?</li> <li>Were your guesses about people's reactions, feelings, or actions relying on stereotypes, superficial information or on extensive in-depth analysis of the world?</li> <li>Do you think that this type of activity would raise your learners' awareness regarding differences in people's perceptions, opinions, behaviour, and emotions?</li> <li>Can you think of any adaptations of this activity for learners at different age and cultural background?</li> </ul> </li> </ol>
Logistics	<ul style="list-style-type: none"> <li>Blank papers, flipchart paper and markers.</li> <li>Computer, projector, or TV to show a footage of a snowstorm.</li> </ul>
Required time	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li><b>15 minutes</b> on giving instructions to the participants.</li> <li><b>50 minutes</b> for the participant to complete all the tasks.</li> <li><b>25 minutes</b> on the debriefing at the end of the activity.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>This activity requires a safe atmosphere for participants to share their emotions. A debriefing helps participants to reflect on their reactions, feelings, and actions, how they understand and express their emotions.</li> <li>It is also very important to maintain a peaceful, friendly, and tolerant atmosphere during discussions. The trainer's facilitating and time-keeping skills play an important role.</li> </ul>
Adjustments	<ul style="list-style-type: none"> <li>The activity can be adapted by adjusting the instructions to the context in which the training takes place.</li> <li>This activity works best with small groups, up to 25 participants.</li> </ul>



### 3.3. Creating a gender-sensitive and cultural diversity learning space

A successful training, learning, and teaching process within adult education is largely dependent on cultural and gender expectations and perceptions among the adult learners, which have a significant influence on the training and learning content delivery, retention, and perception as well as creation of an interactive, participatory, conducive learning environment. In the classrooms' interactions or in any social interactions, it often happens that the emotions an adult learner is displaying are perceived differently by other learners and the educator from the learner's actual felt emotions that limit the learner from effectively and assertively expressing their thoughts due to fear of retribution. Adult educational settings often provide a unique and a crucial safe space for the adult learners to discuss and share their thoughts and experiences on gender identities and expressions, and cultural differences. Hence, an adult educator is the key to creating a gender-sensitive and cultural diversity learning space to facilitate classroom interactions where everyone feels welcome regardless of their gender and sexual identities or whether they belong to a sexual, cultural, or gender minority group.

ACTIVITY	WHERE WE STAND
Approach	Simulation learning
Purpose	This activity helps the participants to further build a team spirit and have views about oppression, discrimination, and intolerance through a simulation of social policies. Everyone starts equal but ends up in different positions, allowing participants to reflect on interpersonal and institutional dimension of discrimination and intolerance and can serve to interpret those dimensions in an interactive way to identify how the marginalised persons of non-elite minority groups are limited by certain social policies, and then discuss strategies for including them in the process of social development at the community level.
Audience	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc.
Learning goal	<ul style="list-style-type: none"> <li>to empower the participants with intolerance context analysis skills.</li> <li>to strengthen the participants skills in using a participatory approach in analysing the context of intolerance.</li> </ul>
Learning objectives	<ul style="list-style-type: none"> <li>to improve the learners' knowledge on intolerance and discrimination formation within a multicultural community.</li> <li>to develop learners' skills or attitudes on intolerance context analysis at the interpersonal and institutional dimensions.</li> <li>to strengthen learners' training skills and capacity in using participatory training approaches in their work or practices.</li> </ul>
Results at the outcome level	<ul style="list-style-type: none"> <li>the learners are able to illustrate and present the formation of intolerance and discrimination in a multicultural community.</li> <li>the learners can analyse intolerance contexts at the interpersonal and institutional dimensions in their work or practices.</li> <li>the learners are able to use participatory training approaches in their educational work or practices.</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>mark a line on the floor with a strip of tape, pencils, etc. about 3 to 5 metres long, depending on the size of the venue and the number of the participants. That line symbolises a continuum of responses: <ul style="list-style-type: none"> <li>One end corresponds to "I strongly agree with the statement"</li> <li>The other end means "I completely disagree with statement"</li> <li>The mid-point of the line means "I do not have an opinion on this" or "I am undecided"</li> <li>All other points between two ends and the mid-point indicate a greater or lesser degree of agreement with the statement.</li> </ul> </li> <li>Asks participants to stand on each side of the line.</li> <li>Read a statement concerning internalised racism relating to the interpersonal or institutional dimension. The statement should not have a straightforward answer, but should be debatable from different perspectives.</li> </ol>

## Instructions

### Below are a few examples:

1. All people should be treated equally.
  2. The work of human rights activists or defenders makes a difference in people's lives.
  3. I am aware of the dynamic nature of culture or identity and see it as an ongoing change process.
  4. The rights of individuals take precedence over the needs of society.
  5. I try to recognise the contributions of different learners.
  6. In general, human rights protection is getting better across Europe.
  7. I examine the pedagogical materials I use in order to identify and refuse/denounce embedded cultural prejudices.
  8. I try to approach themes and contents which reflect society's diversity (e.g., geographical, cultural, social).
  9. Some individuals within public institutions use the power of the institution to reinforce racial inequities, resulting in unfair policies, practices, inequitable opportunities, and discriminatory treatment toward refugees.
  10. Factors such as history, culture, gender, sex, ideology, and interactions of within our public institutions and policies systematically privilege the native elite racial group and disadvantage refugees.
4. For each statement, participants should *"take a stand"* along the line, in a place that best represents their opinion regarding the statement. They should choose their answers instinctively, rather than focusing on the trainer's expectations. Accordingly, variation in responses among the participants is expected.
  5. The trainer can then ask a few participants, for instance, one standing at one end, one standing at the other end and a third one in the middle, to explain the reason for their choice. This may encourage others to take the floor, and prompt a group discussion; during the discussion, which offers new elements to the group, participants should then be allowed to *"change their mind"* and move to a different position.

## Debriefing

1. To analyse participants responses, consider the context, and reflect on how it relates to the training. It might be a great idea to ask what they do and how they work with their groups to approach similar problems, events, cases, or situations in their educational work.
2. After reflecting on the participants responses, the big group can thus invite questions and give feedback on challenges, needs or gaps, and limiting factors they face in their educational work and deepen their insight on intolerance at the interpersonal and institutional dimensions from various perspectives.

## Logistics

- A sufficiently large room
- Flipchart paper, large sticky notes, markers, and a tape.

## Required time

- 120 minutes:** as a trainer or a facilitator, you should expect to spend:
- **20 minutes** on giving instructions to the participants.
  - **70 minutes** for the participant to complete all the tasks.
  - **30 minutes** on the debriefing at the end of the activity.

## Challenges

- Facilitator needs to focus on responses to observe where they might have experienced intolerance at interpersonal, or institutional dimensions because of being discriminated against based on one's social class, gender, race, age, sex, etc.
- A debriefing following the activity is highly recommended as it helps the participants to reflect on their way of communication, how they understand and express their views, which are the core elements of addressing intolerance at the interpersonal dimension.

## Adjustments

- The statements should be adapted to the context and content of the training, to make it as relevant as possible.
- Suitable for a group of 20-25 participants, with adequate space.



## 3.4. Strengthening the capacity for preparing classroom interactions

The first step in working with hostility or deception in diverse groups is the adult educators' ability to carry out training, learning, and teaching programmes that increase inclusive peer interactions. An inclusive learning environment occurs when an adult educator feels ownership and responsibility for their profession, classroom, training outcomes by integrating needs assessment, presentation, monitoring, and evaluation techniques in their adult education work or practices. At the same time, adult learners feel a sense of ownership over their learning if they have been consulted about their needs, knowledge gaps, and social barriers and these have been taken into consideration by the adult educator. In this way, the adult learners can play an essential role in creating a productive and inclusive learning environment; they are able to perceive and retain skills and behaviours that help them to be more resilient, a valuable primary source for developing the opportunities to interact, learn, and perform.

<b>ACTIVITY</b>	<b>PLANNING FOR APPLICATION WORKSHOP</b>
<b>Approach</b>	<b>Experiential learning</b>
<b>Purpose</b>	This activity is primarily aimed at the exploration of intercultural understanding and misunderstanding through critical and creative thinking that contributes to the development of learners' sense of identity through knowledge and understanding of the moral, social and cultural heritages of diverse societies and through acquiring skills and attitudes necessary for the interpretation of the local, national, European, and global dimensions of their lives.
<b>Audience</b>	Adult educators or trainers, youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, etc.
<b>Learning goal</b>	<ul style="list-style-type: none"> <li>to promote acceptance of the fact that every individual construct knowledge differently.</li> <li>to promote learners' willingness to identify and accept one's own and other people's strengths and weaknesses.</li> <li>to promote an understanding of the ways in which meanings of concepts are influenced by gender, cultures, and power relations.</li> </ul>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>to improve the learners' critical thinking and analytical skills to identify how every individual construct knowledge differently.</li> <li>to develop learners' knowledge and skills to identify and accept one's own and other people's strengths and weaknesses.</li> <li>to strengthen learners skills to interpret the way in which meanings of concepts are influenced by gender, cultures, and power.</li> </ul>
<b>Results at the outcome level</b>	<ul style="list-style-type: none"> <li>learners are able to apply critical thinking and analytical skills to identify how every individual construct knowledge differently.</li> <li>the learners can identify and accept one's own and other people's strengths and weaknesses.</li> <li>learners are able to interpret the ways in which meanings of concepts are influenced by gender, cultures, and power.</li> </ul>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>Ask each participant to outline a situation or scenario in the form of a story that presents a time or a moment in their lives when they felt excluded or unable to learn or perform during a training, teaching, learning process because their needs or gaps were not met or addressed at all?</li> <li>Divide participants into smaller groups; ask each to present their story to their group. Ask them to listen to each-other and then to compare any similarities and differences among stories.</li> <li>Then ask each group to rewrite their stories into just one story that reflects everyone in group using the same ideas, but taking into consideration different cultural, social, or linguistic backgrounds of the participants. That is, each group analyses and interprets various stories, to identify common elements that build a story that reflects everyone in the group.</li> </ol>

<b>Instructions</b>	<ol style="list-style-type: none"> <li>After they have finished to develop their stories, in their small group as each group to do these tasks: <ul style="list-style-type: none"> <li><b>TASK-1:</b> <ol style="list-style-type: none"> <li>With participants in their small groups, issue a blank flip chart to each group. <ul style="list-style-type: none"> <li>Ask each group to think, by describing: <ul style="list-style-type: none"> <li>how do you feel about accessing or using current adult education or training offerings in meeting your needs or gaps in order to be fully engaged in the learning process?</li> </ul> </li> </ul> </li> </ol> </li> <li><b>TASK-2:</b> <ol style="list-style-type: none"> <li>After each group has finished discussing what they wrote, ask each group to discussion: <ul style="list-style-type: none"> <li>what are the appropriate learning activities that you would like to be involved in, to feel that your needs and gaps are both addressed and met?</li> </ul> </li> <li>Handout these questions and ask each group to explore them: <ul style="list-style-type: none"> <li>What are the appropriate learning activities that you as educators would like to undertake or be involved in, in order to strengthen your knowledge, skills, attitudes, or competences on interpersonal skills in adult education?</li> <li>What do think are the appropriate learning activities your participants or learners should undertake or be involved in, in order to develop their knowledge, skills, or attitudes towards interpersonal skills development?</li> </ul> </li> </ol> </li> </ul></li></ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>Hold a focused discussion on how to apply these knowledges in the participants' working environment: <ul style="list-style-type: none"> <li>What did you like about this workshop?</li> <li>Do you think of other strategy to apply it in your work?</li> <li>Does the interpretation of different problem-based stories give us the chance and opportunity to look at things from different, yet often opposing, points of view? If yes, how? If no, why not?</li> <li>Do interpretations of and discussions about the problem-based stories provide opportunities for adult learners to learn how to overcome differences and become allies to address a common problem? If yes, how? If no, why not?</li> </ul> </li> </ol>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>Flip-chart paper, large sticky notes, markers, and a tape.</li> <li>A wall with enough space to attach several sheets of flip-chart.</li> </ul>
<b>Required time</b>	<p><b>90 minutes:</b> as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li><b>15 minutes</b> on giving instructions to the participants.</li> <li><b>50 minutes</b> for developing the stories and completing tasks.</li> <li><b>25 minutes</b> on the debriefing at the end of the activity.</li> </ul>



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