

PRINCIPLES OF LIFELONG LEARNING

in NGO Educational
Programs



Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung



KOLPING
SRBIJE

PRINCIPLES OF LIFELONG LEARNING IN EDUCATIONAL PROGRAMS

manual created for NGO sector

“To educate means to design, mold, shape, and the sharper and the more perfect that happens, the more fitting and the more substantial will the advancement of the education be.”

- Adolph Kolping

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About Kolping International and Kolping Society of Serbia

Kolping International is an international network that brings together half a million members in over 60 countries around the world, relying on the basic postulates and values of the founder, priest and social reformer Adolf Kolping. His teaching is based on encouraging personal development, as a basic driver of social change.

Kolping International, with a tradition of more than 150 years, has a significant global role in strengthening civil society, encouraging social engagement and creating conditions for a better life for each individual. The vision of the organization is to create a world which allows everyone to live a decent life.

Education is a primary focus of the work of all Kolping organizations. By the values of Kolping International, education is a human right and the basis for an independent life. Education creates a person's identity. It is a life-long stimulation of an individual's overall strengths so that these can develop and he or she can become an independent person who practices solidarity and is able to cope with life. Values such as solidarity, civil courage, and taking responsibility for those in need are practiced and can be experienced in communities where Kolping organizations act and in projects that they develop.

Kolping Society of Serbia is part of the Kolping International network. Its headquarters is in Novi Sad and it develops various projects since 2001. Listening to the needs of society and the community, and guided by the basic principles of the founder, the organization strives to develop initiatives and implement projects, with the intention of contributing to positive changes in the local community, through individual development, support for the elderly and empowerment of marginalized groups.

The educational component of Kolping Society of Serbia is based on the methodology of lifelong learning, which promotes continuous improvement and encouragement of the development of individual potentials. Educational activities are created by taking into account the specific skills, knowledge and experience of the participants, which are a determining factor, in order to provide the process of experiential learning and adapt the program to different target groups and different learning styles. Each educational program implements a “put in practice” part, where the participants of the program have the opportunity to test their newly acquired skills and knowledge in a real situation. This practical part also consists socially responsible behaviour and values, as participants use their knowledge and skills to develop their local communities.

Kolping Society of Serbia developed the manual “Principles of Lifelong Learning in NGO Educational Programs” to introduce the concept of lifelong learning as a crucial part of educational programs that NGOs develop. This manual consists the theoretical part of the lifelong learning concept and a guideline for creating an educational program that contributes to personal development and to development of communities.

CHAPTER 1

INTRODUCTION TO THE MANUAL

Lifelong learning

definition, concepts, theories

Lifelong learning is one of the most important personal development concepts in modern societies which is necessary not only for private reasons, passions, interests of the individuals, but it is becoming important for social life, citizen activism, public participation and employment as well.

According to the concept of lifelong learning, since birth to the end of life, individuals learn and develop, acquire new knowledge and skills, become more aware of life needs, social relations and public challenges. Lifelong learning is a process of constant renewal, development and improvement of general and professional competences of individuals, lasting throughout their lives, it is the entirety of cognitive activities undertaken during life in order to deepen knowledge, skills or qualifications (for personal, social or professional reasons).

The learning process can be more or less conscious. Individuals can learn in a targeted way. Skills, knowledge and attitudes can be developed in informal, non-directed learning process. Although lifelong learning uses various paths of personal development, formal, non- formal, informal, it emphasizes the importance of the conscious development of individuals, which should be focused on the challenges they and the entire society faces.

Modern societies and individuals are currently facing several important challenges, that not only force individuals to constantly learn and invest in themselves, update knowledge and skills, but also require new social attitudes that are important in the context of challenges and tensions for civil society, range of situations are related to:

- **cyber world** - fast pace of digitization, robotization and automation in public and social services, health care, social care, education focused on programming and e-services;
- **climate change** - needs to protect the climate and local ecosystems;
- **globalization and negative effects of globalization** - such as public health crises, refugee problems, economic crises, undermining democracy and human rights, growing inequalities.

Lifelong learning activities are a demand of every society that faces these challenges and problems on a global scale, which Commission of European Communities writes about:

“**Lifelong learning** is the **ongoing, voluntary, and self-motivated** pursuit of knowledge for either **personal** or **professional** reasons. Therefore, it not only enhances **social inclusion, active citizenship, and personal development**, but also self-sustainability, as well as **competitiveness and employability**.

The term “life-long learners” recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a **range of situations**.¹

One of the most influential work for lifelong learning concept was presented in Jacques Delors’s UNESCO report “*Learning: The treasure within*” published in 1996 where four pillars for lifelong learning concept were defined:

¹ “Adult learning: It is never too late to learn”. COM(2006) 614 final. Brussels.

- **Learning to know** - a broad general knowledge with the opportunity to work in depth on a small number of subjects;
- **Learning to do** - to acquire not only occupational skills but also the competence to deal with many situations and to work in teams;
- **Learning to be** - to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility;
- **Learning to live together** - by developing an understanding of other people and an appreciation of interdependence.²

After many years, the new UNESCO report *“Rethinking education. Towards a global common good?”* published in 2015 underlines the value and the need to protect these 4 pillars, further emphasizing their importance, especially in the context of challenges related to climate protection and the relationship between humans and nature.

““ These four pillars of learning remain relevant to an **integrated approach to education**. Their generic nature allows for interpretation of the type of integrated learning required in response to different contexts and times. The pillars themselves might need fresh interpretation, given growing concern for sustainability. Learning to live together, for example, must go beyond the social and cultural dimensions of human interaction to include a concern for **the relationship of human society with the natural environment**.³

The range of human life situations changes and “lifelong” learners recognize them, analyze them and through their educational activity try to understand the new meaning of the changing life and its conditions. Without lifelong learning activities and continual self-development, societies are unable to meet the challenges that keep occurring all over again.

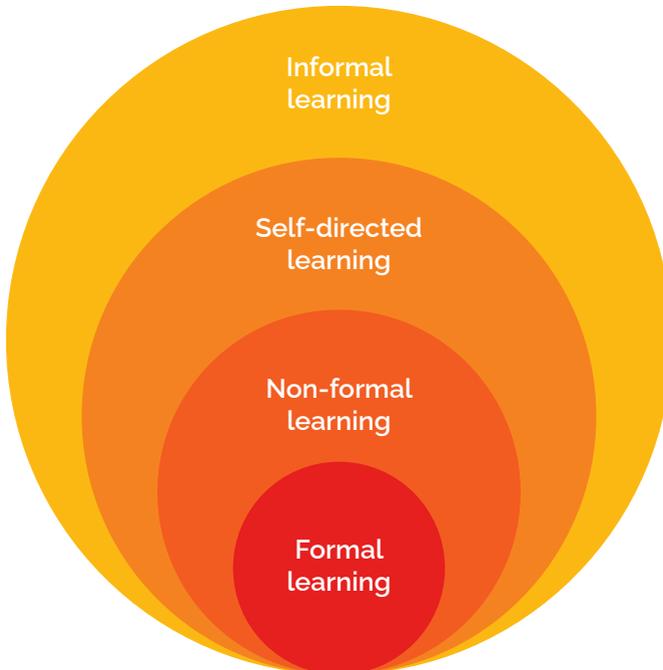
² *Learning: The treasure within*. Delors, J. 1996, Paris, UNESCO.

³ *Rethinking education. Towards a global common good?* 2015, Paris, UNESCO.

Learning is seen as an active process that takes place on an **ongoing basis** from our **daily interactions with others** and with the world around us, which is mandatory to create a new paradigm of human development in the nature environment. This process uses **formal learning** as a basis for human development and uses **non-formal learning, self-directed learning, informal learning** to develop his/her personality and capacity to react and involve in social interest and conscious career decisions.

To better understand the nature of the lifelong learning concept, let us now move on to its levels and goals.

Levels and goals of lifelong learning



- **Formal learning** - provided by schools, universities, vocational schools, it is recognised by relevant national authorities and leads to diplomas and qualifications. Formal learning is structured according to educational arrangements such as curricula, qualifications and teaching-learning requirements;
- **Non formal learning** - is learning that has been acquired in addition to formal learning. In some cases it is also structured according to educational and training arrangements, but more flexible. It can be provided in workplace, NGOs, other civil society organizations, learning institutions;
- **Self-directed learning** - self-initiated, self-organized, self-determinate learning; also it can be self-learning;
- **Informal learning** - it is learning that occurs in daily life in the family, in the workplace, in communities, by thinking, chatting, meeting others, taking actions, sightseeing, etc.

“Lifelong” learners benefit from all levels of learning, they know that personal development is not only the result of formal, certified education, but that it also occurs as a result of all informal activities, such as voluntary work, neighborhood cooperation, charity activities, local and further travels, reading, listening and watching, critical thinking and conceptualizing. A conscious learner appreciates each of the existing situations on the one hand, and on the other hand, consciously uses social resources, libraries, multimedia to consciously develop and become a better individual. Non-governmental organizations play an important role in lifelong learning, as they are spaces for continuous learning.

Role of NGO

in non - formal society learning

Non-governmental organizations play a key role in the structure of civil society, in building its capacity, and thus play an important role in promoting and conducting active forms of lifelong learning. NGOs are an emanation of the abilities and motivation of people who, by joining together around common goals, can change the world around them. All four pillars of lifelong learning are reflected in the activities of non-governmental organizations: knowledge (to know), teamwork (to do), conscious action (to be), cooperation (to live together). NGO can have significant impact in lifelong learning of society, as evidenced by the following premises:

- **Dissemination** - NGOs have the ability to reach large groups of people, engage people, recognize their needs, focus them around important social goals, thanks to which they can promote the essence of lifelong learning among their target groups, encourage active lifelong learning and disseminate the results related to lifelong learning;
- **Educational social services** - NGOs can organize and implement various forms of lifelong learning for adult learners, like workshops, courses, seminars, webinars, etc. They can also build an educational offer, develop it, take care of its quality and reach out through whole society and especially to people and places excluded;
- **Mission activities** - NGOs, involving people in their activities, professional, voluntary and social work, by implementing projects and campaigns, contribute to building the personal potential of their members, employees, volunteers, target groups, to continuous, active learning and developing competences;

- **Impact** - by engaging the community in lifelong learning processes, NGOs directly influence the development of the potential of civil society that has to face challenges such as the cyber world, climate change or the negative effects of globalization.

Without the active participation of NGOs in building the quality of lifelong learning and engaging people and communities for continuous learning, current civil society may not be able to meet the challenges it faces. Therefore, the dissemination of lifelong learning and continuous improvement of the quality of lifelong learning is one of the most important tasks of the NGO sector.

The purpose of the manual is to provide teaching forms, methods and tools that improve the quality of education and lifelong learning. The toolkit contains a practical description of the lifelong learning education forms, methods and tools based on David Kolb's theory, a description of key competences necessary in the life of the current open and civil society, the labor market and activity, examples of training programs and a description of good practices in educational activities.

Therefore, the manual is aimed at trainers, educators related to NGOs, who by conducting trainings, seminars and workshops with various target and social groups have a significant impact on the quality of lifelong learning on global level.

CHAPTER 2

KOLB'S EXPERIENTIAL LEARNING

Lifelong learning concept has developed since the 1980s. One of the most well-known and used until today lifelong learning theory is David Kolb's theory called the experiential learning or alternating learning.

Kolb's experiential learning theory is today acknowledged by academics, teachers, managers and trainers as truly seminal work which explain fundamental concepts towards our understanding and explaining human learning behavior, and towards helping others to learn. Kolb's experiential learning theory (ELT) was published in 1984, in work "Experiential Learning: Experience as the Source of Learning and Development", Prentice-Hall, Englewood Cliffs, New Jersey. Kolb was inspired by the work of Kurt Lewin who was a gestalt psychologist in Berlin and he based the experiential learning model on two levels:

- **4 stage cycle of learning;**
- **4 separate learning styles.**

Experimental learning, what is it about?

David Kolb defined and described the 4-stage cycle of learning and adapted 4 different styles of learning to each stage of learning. His theory was derived from studies of adults' learning methods, the results of which confirmed that adults learn differently, and that each person has a strong tendency to one style of learning. The rest of the styles of learning can be complementary.⁴

One of Kolb's most important observations was that in the process of learning, adults strongly relate to their own experiences and, therefore, he adapted the ways of teaching adults to actively use their experience.

Observations and conclusions of adult learning process:

⁴ *Experiential Learning: Experience as the Source of Learning and Development*, 1984, Prentice-Hall, Englewood Cliffs, New Jersey.

How adults learn

Adults compare the provided information with their **experiences** before accepting them. Adult learners have extensive experience, knowledge and attitudes.

Adult participants of the learning process expect that the acquired knowledge will be **immediately useful** and **put into practice**. It **motivates** the learning process.

The knowledge and experience of adult participants in the learning process may be **useful for other learners** as well as for the trainer.

In the learning process of adults, **new ideas** and knowledge are formed based on reflection and drawing conclusions from the **knowledge already possessed**. **Knowledge already acquired may be undermined**.

Conclusions

1. In adult education learning process, conditions should be created in which we relate to the participants' experience
2. We examine the level of participants' knowledge
3. We rely on the participants' experience
4. If the participants do not have experience in a given area, we create learning conditions in which they acquire such experience.

In the learning process, we create conditions for practice and putting new knowledge into practice.

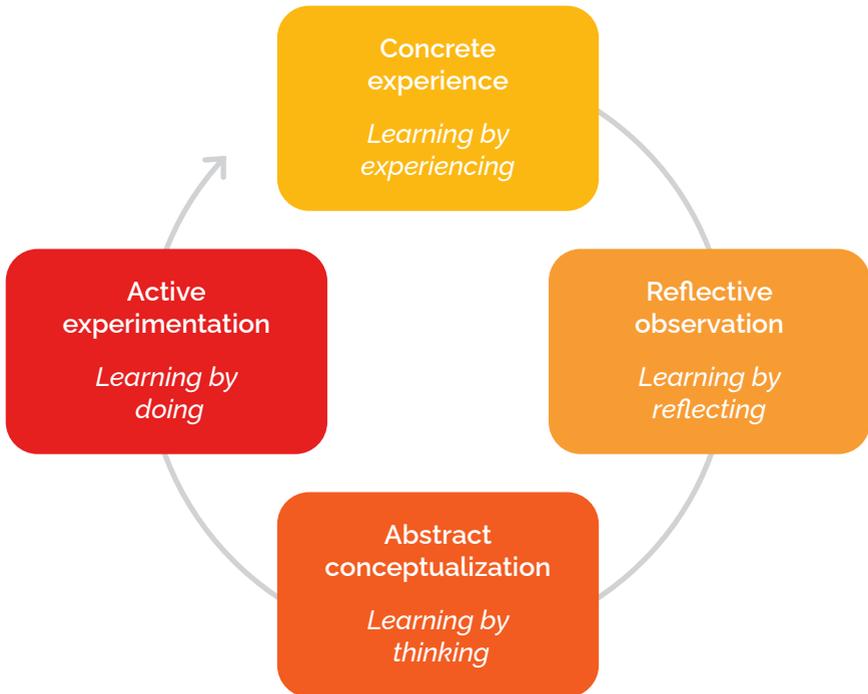
The trainer is a moderator, not a lecturer.

He or she relates to the knowledge of the participants. Utilizing from various teaching methods, arranges, names and completes this knowledge, depending on the participants knowledge level.

New knowledge, idea, concept should come from an active process of reflection and / or observation, only "delivery methods" such as lecture or educator's presentation may be less effective.

Learning stages

Based on those assumptions Kolb described a learning cycle which involves four stages namely: concrete learning, reflective observation, abstract conceptualization and active experimentation ⁵:



⁵ *Experiential Learning: Experience as the Source of Learning and Development*, 1984, Prentice-Hall, Englewood Cliffs, New Jersey.

Concrete experience (CE)*Learning by experiencing*

Concrete experience, it begins with doing something, experiencing something. Individuals, teams or organisations are assigned tasks in the learning process. Active involvement of the participants is a key in this stage. In Kolb's model one cannot learn only by simply watching or reading, to learn effectively the individual, team or organisation must actually do the task.

Active experimentation (AE)*Learning by doing*

Active experimentation is when the learner considers how they are going to put what they have learnt into practice. Planning enables taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task should be handled. For learning to be useful most people need to place it in a context that is relevant to them.

Reflective observation (RO)*Learning by reflecting*

Reflective observation is about reviewing what has been done and experienced. At this stage lots of questions are asked and communication channels are opened to other members of the learning process.

Abstract conceptualization (AC)*Learning by thinking*

Abstract Conceptualisation is the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them. At this stage the learner makes comparisons between what they have done, reflect upon and what they already know. They may draw upon theory from textbooks for framing and explaining events, models they are familiar with, ideas from colleagues, previous observations, or any other knowledge that they have developed.

Kolb emphasized that the learning cycle and learning stages are an open formula that can be flexibly used in the learning process, but it is important not to skip any stages of the educational process. The practical application of this theory is associated with the following recommendations:

- effective learning can be seen when the learner progresses through all the cycle;
- the learner can enter the cycle at any stage of the cycle with logical sequence, it means that educators can plan educational activities in four different way:
 - a. Group of learners start with CE, than reviewing what has been done and experienced (RO), next based on the RO conclusions, make sense and build new models, concepts, assumptions (AC), and then during the workshop, new knowledge or/and skills they try to put in practice in the form of plans, projects etc. (AE);
 - b. Group of learners start with RO try to review experiences they already possess, compare them with experiences of others, then based on reviving conclusions learners make new abstract conceptualization (AC), new knowledge, idea, concepts are defined, new knowledge, abstract, concepts are put in practice (AE) in making plans, planning projects, than plans or projects will be experimented (CE);
 - c. Group of learners start with AC, theories, models, figures and facts are presented on the beginning of the learning process, than learners try to put presented knowledge into practice, plans, projects (AE), plans and projects then are experimented (CE) and in the final stage RO is implemented, when learners review all the process and draw conclusions and make a feedback;

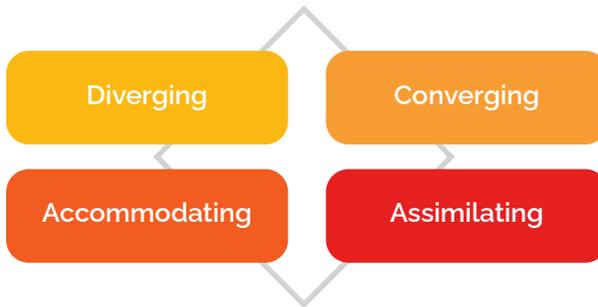
- d. Group of learners start with making plans, projects (AE), which then they experiment with (CE). After the CE stage, learners make RO and take conclusions from plans, experiments with plans and reviving previous arrangements, conclusions from RO are used in the final stage when learners make sense of them building concepts, and making abstract conceptualization (AC).
- the learning cycle can be started at any stage depending on the preferences of the learners or the purpose of the learning process;
- educators must consciously adapt methods for the set goals and use the activity of the participants. The result is not only greater motivation to learn, but also that participants use developed solutions more often in practice, because they have reached it themselves. Remember it is crucial for the learning process to go through all 4 stages of learning during the training, workshop or seminar! This is important because most people clearly exhibit clear strong preferences for a given learning style, so thanks to the use of all learning stages, the whole group will have equal opportunities in effective education.

Learning styles

Kolb's learning theory sets out four distinct learning styles/preferences, which are based on a four-stage learning cycle. In this respect, Kolb's model offers a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to all people.

Four-type definition of learning styles, where each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated below, for which Kolb used the terms ⁶:

⁶ *Experiential Learning: Experience as the Source of Learning and Development*, 1984, Prentice-Hall, Englewood Cliffs, New Jersey.



Diverging (CE/RO)

Individuals of this kind of learning style prefer watching than doing, also they have strong imagination capacity, emotional, strong in arts, prefer to work in groups, open minded to take feedback and they have broad interests in different cultures and people. The learning characteristics are concrete experience and reflective observation.

Converging (AC/AE)

This type of learners solves problems, and put their learning into practical issues. Also they prefer technical tasks, experiment with new ideas. Is unemotional. The learning characteristics are abstract conceptualization and active experimentation.

Accommodating (CE/AE)

Individuals with this kind of learning style prefer to do things practically, they are attracted to new challenges and solve problems intuitively. The learning characteristics are concrete experience and active experimentation.

Assimilating (AC/RO)

People of this kind of learning style prefer clear information, they can logically format the given information and explore analytic models. They are more interested in concepts and abstracts than in people. Characteristics include abstract conceptualization and reflective observation.

Recognizing that each group of learners will have participants who exhibit the 4 learning styles described above, directs educators to remember the following assumptions:

- Educators must consciously choose teaching methods in order to plan a process that takes into account all 4 learning styles, because learners who have a clear learning style preference, will tend to learn more effectively if learning is orientated according to their preference. For instance - learners who prefer the 'assimilating' learning style will not be comfortable without notes and instructions, learners who prefer to use an 'accommodating' learning style are likely to become frustrated if they are forced to read lots of instructions and rules, and are unable to experience;
- The use of ELT in teaching practice helps the educators to develop a more appropriate learning conditions for students;
- Educator should design activities that will give opportunities to all the learners to learn in the best way which suit them;
- The activities carried out should make the learner to go through the whole process of the experiential learning cycle.

Effective planning of the learning process is one of the most important tasks of educators to improve the quality of lifelong learning activities.

Learning methods and tools

Once the learning stages and styles have been established, the next step is to identify and map of selected learning methods and tools.

Learning stage	Learning style	Methods and tools recommended
Concrete experience (CE)	Diverging, Accommodating	<ul style="list-style-type: none"> ● debates; ● team games, simulations; ● problem solving, problem sets; ● discussion; ● practical exercises, e.g. making a presentation, puns; ● fieldwork; ● study visits; ● trigger films; ● text reading, document analysis; ● examples, case studies analysing; ● laboratories, experiment; ● ice breakers & energisers.
Reflective observation (RO)	Diverging, Assimilating	<ul style="list-style-type: none"> ● discussions, moderating discussion, panel discussion; ● brainstorming, mind mapping; ● thought questions; ● rhetorical questions; ● write a short report on what took place; ● give feedback to other participants;

Learning stage	Learning style	Methods and tools recommended
Reflective observation (RO)	Diverging, Assimilating	<ul style="list-style-type: none"> ● quiet thinking time; ● tea & coffee breaks; ● completing learning logs or diaries.
Abstract conceptualisation (AC)	Assimilating, Converging	<ul style="list-style-type: none"> ● present models; ● give theories; ● give facts and figures; ● model building; ● analogies.
Active experimentation (AE)	Converging, Accommodating	<ul style="list-style-type: none"> ● give learners time to plan; ● use case studies; ● use role play; ● ask learners to use real problems; ● projects building; ● fieldwork; ● homework; ● laboratory; ● simulations; ● working groups; ● SWOT analysis; ● portfolio.

Kolb's experiential learning, or alternating learning, is based on the assumption that every educational form will be implemented on the basis of 4 stages of learning and that selected teaching methods will be consciously applied at each stage. The recommended teaching methods have already been presented, the next step is to describe the forms of education and tools which can support the learning process.

Learning forms

If you work as an educator like e.g. trainer, teacher, mentor, remember that in your work you can use various forms of education, not only training or seminars. Choosing the right form or forms increases the quality of education, gives dynamics to education, which strengthens the effects of learning. The best-known learning forms we recognize:

- Action learning;
- Blended learning;
- E-learning;
- Coaching;
- Mentoring;
- Course;
- Lesson;
- Seminar;
- Webinar;
- Training;
- Training on the job;
- Conference;
- Outdoor session;
- Workshop;
- Internship.

ELT assumes that each of these forms should be carried out in the four stages described above, and educators should select the appropriate teaching methods for each stage. The learning process at each stage, using the selected method, can be supported by learning tools.

Learning tools

We can complement the selection of the appropriate form and methods of education by selecting tools that will support the learning process:

- Multimedia presentation;
- Slideshow;
- PowerPoint presentation;
- Questionnaire;
- Competence test;
- Knowledge test;
- Instruction;
- Movie;
- Reportage;
- Text;
- Audio material;
- Photo material;
- Cartoons, drawings;
- On-line programs;
- On-line platforms;
- IT programs, software, hardware.

We already know that adults learn through their experience and that they have a strongly focused learning style. Taking these variables into account, an effective learning process should consider 4 different stages of education, which are related to 4 different learning styles. Therefore, the learning methods should be consciously selected for each of the learning stages and styles. Remember that methods are not forms or tools of learning. The form of learning is a type of educational undertaking that we implement on the basis of different, alternating learning methods, and the learning process can be supported and enriched with various tools or materials. In shaping competences of individuals or social groups, it is important to consciously determine what form is most appropriate for educational purposes, what methods should be used to achieve these purposes and what tools and materials will support the learning process at each of the 4 stages of learning.

We have already presented all these issues. In the next part of the manual we will focus on learning objectives. The learning objectives of the modern world are closely related to the challenges that societies face. Considering the social, economic and political challenges, the European Union has defined key competences, important for modern people in the context of their social, professional and public activity. The next chapter presents a description of the key competences according to the European Union, which should be the entry point for creating lifelong learning programs in Europe and in the world.

CHAPTER 3

KEY COMPETENCES IN MODERN LIFE

Key competences are an adult education concept that emphasizes the need for people's personal and professional development in the area of **transversal competences**, which are **transferable between jobs** and they are as important as specific competences acquired for specific job context. Professional preparation and specific competences are most often developed by a person as part of formal education, which is characterized by formal confirmation of the acquired qualifications. Transversal competences are characterized by the fact that learners can develop them at all levels of learning, i.e. by participating in formal education, informal education, self-directed learning, informal learning.

Key competences are transversal, **universal competences**, regardless of the profession or sector in which one works, they are competences needed by every person in contemporary social, economic and political life.

In a rapidly changing and interconnected world, each person will need a broad spectrum of skills and competences and will need to continuously develop them throughout their lives. The purpose of key competences is to provide knowledge, skills and attitudes that are used in social, public and professional life in which there is **greater equality**. They respond to the need for inclusive and sustainable growth, social cohesion and the **further development of a democratic culture**.

The goals of key competences are related not only to personal satisfaction, personal and professional development, but they are an integral part of building and **strengthening a democratic, open, equal and solidarity society**.

This means that all forms of adult education, especially offered by the civic sector, are an important element in building social cohesion, strengthening the economy and realizing human rights, hence the important role of non-governmental organizations in providing the best quality educational services

as part of lifelong learning and the implementation of educational programs based on a set of key competences.

The importance of key competences has been particularly emphasized in the European Pillar of Social Rights, which emphasize people's access to education as a human and civil right:

“ Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

Everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for job search, training and re-qualification.⁷

Key Competences for Lifelong Learning developed by Council of the European Union⁸, the model is based on combination of knowledge, skills and attitudes.

KNOWLEDGE - concepts, ideas, facts and figures, which already exist and help to understand specified area of subject;

SKILLS - ability to use existing knowledge in the process to achieve indicated goals and results;

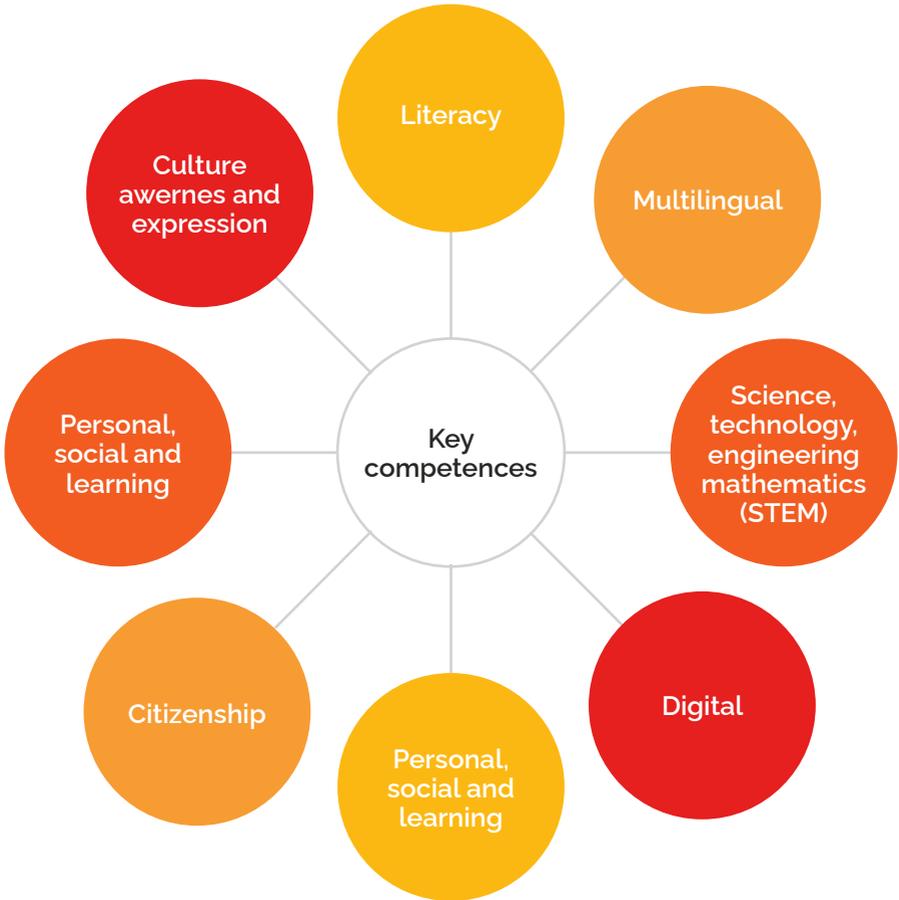
ATTITUDES - disposition and mindset to act / react to ideas, people or situations.



⁷ Council Recommendation of 22 May 2018 on key competences for lifelong learning ST/9009/2018/INIT.

⁸ Council Recommendation of 22 May 2018 on key competences for lifelong learning ST/9009/2018/INIT.

In reference to this combination model of competence indicate 8 key competences, which are presented in detailed below:



Key competence for lifelong learning programs

Literacy competences

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

Expected learning effects

Knowledge

- knowledge of reading and writing;
- understanding of written information;
- knowledge of vocabulary, functional grammar and the functions of language;
- awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language.

Skills

- skills of verbal and written communication;
- skills of adaptive communication to the requirements of the different situations;
- abilities to distinguish and use different types of sources, to search for, collect and process information;
- skills to formulate and express verbal and written arguments in a convincing way appropriate to the context;
- critical thinking and ability to assess and work with information.

Attitudes

- disposition to critical and constructive dialogue;
 - interest in interaction with others;
 - an awareness of the impact of own language on others;
 - use language in a positive and socially responsible manner.
-

Recommended lifelong learning methods

- reading literature/materials;
- watching educative movies, reportage, materials;
- listening educative materials;
- discussion, moderating discussion;
- trainings, coaching;
- panel discussion;
- case study analysis;
- debate;
- study visits;
- experiment;
- lecture;
- role playing.

Multilingual competences

Be able to communicate and decode meanings in a foreign language. This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both verbal and written form (listening, speaking, reading and writing) in an appropriate range of social and cultural contexts. Languages competences integrate a historical dimension and intercultural competences.

Expected learning effects

Knowledge

- knowledge of vocabulary and functional grammar of different languages;
- awareness of the main types of verbal interaction and registers of languages;
- knowledge of societal conventions and cultural aspects.

Skills

- ability to work in an international group;
- ability to analyze facts and data in a foreign language and draw conclusions;
- ability to create reliable information in a foreign language, issue opinions, argue;
- ability to process information in a foreign language;
- ability to be inspired by solutions from other countries and transfer them to your own country.

Attitudes

- openness to international cooperation;
 - respect for other cultures, patterns of local life;
 - appreciation of cultural diversity;
 - interest and curiosity about different languages and intercultural communication;
 - respect for each person's individual linguistic profile.
-

Recommended lifelong learning methods

- foreign language courses;
- on-line applications support foreign language skills development;
- international social media interactions;
- reading literature/materials in foreign language;
- watching educative movies, reportage, materials in foreign language;
- listening educative materials in foreign language;
- discussion, moderating discussion in foreign language;
- international study visits;
- international webinars;
- international conferences;
- international presentations.

Science, technology, engineering, mathematics (STEM)

Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

Competence in science refers to the ability and willingness to explain the natural world by making use of knowledge and methodology, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Expected learning effects

Knowledge

- basic mathematical knowledge- knowledge of weights and measures, numbers, and structures, basic operations and basic mathematical presentations;
- understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers;
- basic natural knowledge, especially in the area of climate, climate changes and the effects of climate changes;
- knowledge of nature in the field of global dependencies;
- knowledge of local ecosystems;
- knowledge of new technologies.

Skills

- skills to apply basic mathematical principles and processes in everyday contexts at work (e.g. financial skills), and to follow and assess chains of arguments;
- ability to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids including statistical data and graphs and to understand the mathematical aspects of digitalisation;
- understanding process of investigation through specific methodologies, including observations and controlled experiments;
- ability to draw conclusions from observations;
- critical thinking skills;
- ability to combine knowledge from various fields;
- the ability to use logical and rational thought to verify a hypothesis and the readiness to discard one's own convictions when they contradict new experimental findings;
- ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion.

Attitudes

- willingness to look for reasons and to assess their validity;
- attitude of critical appreciation and curiosity, a concern for ethical issues and support for both safety and environmental sustainability;
- respect for nature and the environment;
- openness to learning and updating your knowledge;
- be open for innovations and implement changes.

Recommended lifelong learning methods

- observation;
- experiment;
- study visits and draw conclusions;
- case study analysis;
- coaching;
- brainstorm;
- SWOT analysis;
- documents analysis, error analysis;
- internships.

Digital competences

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

Digital competences contain 5 areas:

- Information and data literacy;
- Communication and collaboration;
- Digital content creation;
- Safety and data protection;
- Problem solving.

Expected learning effects

Knowledge

- knowledge of basic IT function, use of different devices, software, and networks;
- social media knowledge;
- knowledge of digital security rules and regulations;
- data protection knowledge.

Skills

- ability to use, access, filter, evaluate, create, program and share digital content;
- ability to use digital technologies to support active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals;
- ability to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devicesability to draw conclusions from observations;
- ability to solve technical problems;
- ability to create digital content;
- ability to engage people for social purposes using new technologies;
- ability to communicate and cooperate using IT tools.

Attitudes

- reflective and critical, yet curious, open-minded and forward-looking attitude to digital evolution;
- ethical, safe and responsible approach to use IT tools.

Recommended lifelong learning methods

- e-learning;
- blended learning;
- simulation and simulation games;
- case study analysis;
- coaching;
- webinars;
- practices;
- courses;
- solving IT problems practices;
- digital presentations;
- digital content creation.

Personal, social and learning to learn competences

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

Expected learning effects

Knowledge

- understand the codes of conduct and rules of communication generally accepted in different societies, countries and environments;
- knowledge of different types of learning and understand which one is personally the best;
- knowledge about social participation;
- knowledge of the components of a healthy mind, body and lifestyle.

Skills

- ability to identify one's capacities;
- ability to deal with complexity, critically reflect and make decisions;
- ability to learn and work both collaboratively autonomously and in group as well;
- ability to learn, evaluate and share knowledge;
- ability to seek support when appropriate;
- ability to manage one's career and social interactions;
- ability to be resilient and able to cope with uncertainty and stress;
- ability to communicate constructively in different environments, collaborate in teams and negotiate;

- ability to understand different viewpoints;
 - ability to create confidence and feel empathy.
-

Attitudes

- openness and tolerance;
 - attitude of collaboration;
 - respecting diversity of others and their needs;
 - being prepared to compromise;
 - desire to apply prior learning and life experiences.
-

Recommended lifelong learning methods

- reading literature/materials;
- watching educative movies, reportage, materials;
- listening educative materials;
- discussion, moderating discussion;
- trainings, coaching;
- panel discussion;
- case study analysis;
- debate;
- study visits;
- experiment;
- lecture;
- role playing;
- work in groups.

Citizenship competences

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Expected learning effects

Knowledge

- knowledge and understanding democratic values, rights and responsibilities of citizen in democratic system;
- knowledge and understanding human rights system;
- knowledge about global dependencies;
- knowledge of contemporary events, as well as a critical understanding of the main developments in national, European and world history;
- knowledge about climate changes and its impact for democratic system and human rights all over the world.

Skills

- ability to engage effectively with others in public interest;
- critical thinking and problem-solving skills;
- skills to develop arguments and constructive participation in community activities;
- ability to decision-making at all levels, from local and national to the European and international level;
- ability to critical understanding of, and interact with both traditional and new forms of media;
- ability to understand the role and functions of media in democratic societies.

Attitudes

- respect for human rights;
- willingness to participate in democratic decision-making process;
- support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, promotion of culture of peace and non-violence, and responsibility for the environment.

Recommended lifelong learning methods

- reading literature/materials;
- watching educative movies, reportage, materials;
- listening educative materials;
- discussion, moderating discussion;
- trainings, coaching ;
- panel discussion;
- case study analysis;
- debate;
- study visits;
- experiment;
- lecture;
- role playing;
- work in groups.

Entrepreneurship competences

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Expected learning effects

Knowledge

- knowledge of project cycle management, project thinking and implementation principles;
- knowledge of local and international entrepreneurship law;
- knowledge of principles of economy and business plan creation;
- knowledge of labour law, employees' rights and responsibilities;
- awareness of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses;
- knowledge of responsible consumption and shopping rules.

Skills

- ability to project thinking;
- ability to strategic thinking;
- creativity;
- problem solving thinking;
- ability to teamwork and autonomous work as well;
- ability to mobilize resources (people and things) and to sustain activity;
- ability to make financial decisions relating to cost and value;

- ability to effectively communicate and negotiate with others;
 - ability to cope with uncertainty and risk as part of making informed decisions is essential.
-

Attitudes

- sense of initiative and agency, pro-activity;
 - being forward-looking;
 - courage and perseverance in achieving objectives;
 - desire to motivate others and value their ideas;
 - empathy and taking care of people and the world;
 - accepting responsibility;
 - ethical approach.
-

Recommended lifelong learning methods

- project workshops;
- strategic workshops;
- study visits;
- SWOT analysis;
- games, strategic games;
- case study analysis;
- creativity workshops;
- reading literature/materials;
- watching educative movies, reportage, materials;
- listening educative materials;
- trainings, coaching;
- work in groups;
- business simulations.

Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meanings are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Expected learning effects

Knowledge

- knowledge of local, national, regional and global cultures and expressions, including languages, heritage, traditions and cultural products;
- understanding of one's own identity and cultural heritage within a world of cultural diversity;
- understand how arts and other cultural forms can be a way to see and shape the world.

Skills

- ability to express emotions and create experiences due to culture and heritage involvement;
- ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms;
- ability to engage in creative processes, forms, events;
- ability to inspiring from indigenous culture;
- ability to intercultural communication, making decisions in cooperation while respecting local cultures;
- ability to learn on cultural resources, use the achievements of culture and heritage to create new ideas, innovations, and develop their own creativity.

Attitudes

- respect for culture diversity, local culture and patterns;
- ethical and responsible approach to intellectual and cultural ownership;
- curiosity about the world;
- openness to imagine new possibilities;
- willingness to participate in cultural experiences.

Recommended lifelong learning methods

- reading literature/materials;
- watching educative movies, reportage, materials;
- listening educative materials;
- role playing;
- culture and heritage study visits;
- intercultural events;
- participation in culture events;
- creativity workshop;
- culture quest;
- culture trainings, courses;
- live paintings - a live presentation of a piece of art;
- list of 7 wonders of the local community- working groups.

CHAPTER 4

CREATING EFFECTIVE TRAINING PROGRAM

This chapter presents step by step the process of building lifelong learning programs so that they are the basis for effective implementation. Remember that the creation of educational programs is not only a formal requirement, necessary for documentation or reporting, an educational program is a real plan for the development of competences necessary for people, local communities to better function in the community, in the labor market, in the public sphere. The creation and implementation of educational programs is a great responsibility and the professionalization of this process is extremely important.

Educators steps in creating effective training program

STEP 1

TARGET GROUP

The first step is to define the target group of the learning process, Who are the participants? Where do they come from? What are their common features? like e.g. level of knowledge, what are their educational needs? Those are important questions, because we can have a mixed age group, we can have elderly people, and we can have young people. Let us remember that young people also already have their own experiences that can become the basis of lifelong learning. Defining the target group determines the forms of education, teaching tools, and teaching methods. We should remember that while we can offer young people training in the form of e-learning, elderly people may have a problem with participation only in online training, due to the lower level of digital competences.

EXAMPLE:

Young people between 18- 25 years old, who already have knowledge and skills about basic IT function, use different IT devices, software, and networks.

STEP 2

LEARNING GOAL

The next step is to establish the learning goal. We have to answer this important question, why are we going to implement the educational program? For what purpose? What kind of competences do we want to develop with our participants? Describing the educational goal, we can refer to the description of key competences necessary on the labor market in social and public life (see Chapter 3). Remember that the goal must be SMART:

S - specific (that is defined for a given group of participants);

M - measurable (specifying the methods of measure that the goal has been achieved during the training);

A - accepted (accepted by the participants, which is one of the basic conditions for the proper teaching process);

R - realistic (with logistic assumptions, goal should be achievable taking into account owned resources);

T - timely (possible to implement in the time available).

EXAMPLE:

Development of digital competences of young people aged 18-25 in the area of conscious and responsible use of social media.

STEP 3

LEARNING EFFECTS/OUTCOMES

The next step is to define the desired learning outcomes. We will not achieve the goal when there is no change in the level of knowledge and / or skills and / or attitudes of participants in the learning process (see chapter 3). Without educational effects, the goal is impossible to achieve, so the next step is to work on describing the educational effects we want to achieve by implementing a specific program. The effects / learning outcomes are worth describing on the basis of model:

- **Knowledge** - What will people know after completing the educational program? What knowledge will they acquire? What will they develop?
- **Skills** - What will people be able to do after completing the educational program? What skills will they develop?
- **Attitudes** - How people will behave after completing an educational program, what will their attitude be?

EXAMPLE:

Learning outcomes of digital youth seminar:

Knowledge: *knowledge of digital security rules, basic data protection knowledge*

Skills: *ability to evaluate social media content in terms of data protection*

Attitudes: *be more reflective and critical about social media content, safe and responsible approach to use social media*

STEP 4

LEARNING OUTPUT

The next step is to define the educational form, i.e. if it has not been assumed or imposed in advance, we are thinking what is the best form of education for the learning goal of the target group (see Chapter 2, Methods, Learning forms). After determining the form of education, the stages of education are defined and the educational program is described. At this point, we plan the entire educational program with a breakdown into 4 stages of education and select adequate education methods. The output is an educational process program. Four learning stages according to Kolb's experiential method are:

- **Concrete experience** - Learning by experiencing;
- **Reflective observation** - Learning by reflecting;
- **Active experimentation** - Learning by doing;
- **Abstract conceptualization** - Learning by thinking.

EXAMPLE:

Learning form - Active learning – seminar

Program content:

PART I - 15 minutes

Subject: *Social media content*

Learning method: *working in pairs, case study analysis- the participants search each other's name on the Internet, then find out where it appears, in what social media, in what context, what photos are displayed and what content (**Concrete experience, Learning by experiencing**).*

PART II - 1 hour

Subject: Social media content evaluation

Learning method: thought questions and give feedback- The participants present the search results and reflect on the content evaluation. Was the access to the user's profile easy, if so, why? Was it conscious? Are participants' photos data available in the open Internet resources? Are they aware of this (**Reflective observation, Learning by reflecting**)?

PART III - 1 hour

Subject: Data protection, digital security and responsibility

Learning method: Trainer's presentation- figures and facts about Internet threats, data and identity theft

Open discussion- Data protection, digital security and responsibility rules and recommendations (**Abstract conceptualization, Learning by thinking**).

PART IV - 1 hour

Subject: Safe and responsible in social media

Learning method: Learner's plan - participants develop a plan for securing their data on the Internet, as well as a plan for responsible use of social media (**Active experimentation, Learning by doing**).

PART V - Evaluation 15 minutes

Active questions: What have I learned and what will I change in my social media profile?

STEP 5

LEARNING INPUT

The next step is to identify the resources necessary to implement the educational program, that is educational tools (see chapter 2 learning tools) and other resources.

EXAMPLE:

Learning tools for digital youth seminar:

- *IT equipment: smartphones or laptops or tablets or PC for each participant;*
- *Internet access;*
- *Trainers digital presentation;*
- *Flipchart;*
- *Classroom;*
- *4 hours didactic seminar time.*

The quality of lifelong learning activities provided by various organizations, institutions, including NGOs, is directly proportional to the conceptual work and planning of educational events. A lesson, training, workshop, webinar is not only a presentation of selected content or topics, it is a learning process that requires teamwork focused on each participant, it is a process to motivate learning and development, it is a process that facilitate the development of new concepts, solutions, plans, projects. Conceptual work on the educational program facilitates its implementation in practice for both educators and learners.

In the end of the manual as part of Annex is an example/form of an educational program that includes all elements derived from the ELT which can be used in the process of planning an educational program.

CHAPTER 5

**EXPERIENCES OF
KOLPING SOCIETY OF
SERBIA IN LIFELONG
LEARNING PROGRAMS**

best practices

After introducing the concept of lifelong learning and the important parts of the Kolb's experiential learning theory, in this chapter we will present the experiences of Kolping Society of Serbia in this field. In this part good practices will be represented of the application of the Kolb's learning methodology in NGO sector as part of educational programs. Here you can find educational program examples of each of the 8 key competences mentioned previously. The programs are described with the steps and elements mentioned before.

Educational program:

Public speaking as precondition for successful activism

To empower youngsters Kolping Serbia organised an educational program with an aim to develop the capacities of young people for active citizenship and to engage them in activism. Public speaking is a necessary skill of today in both private and professional spheres. If young people want their needs to be recognized, as well as to initiate changes in society, it is necessary to have well-developed presentation skills.

Target group and learning goal

This program was designed for youngsters, age group from 17 to 30 years. The goal of this educational program is to increase the level of knowledge and skills of young people about public speaking and its application, to increase their awareness how persuasive speech and attitude can be a powerful tool in order to present and promote different ideas through activism, and also to gain knowledge of different techniques of dynamic and efficient speech.

Learning outcomes

Within the 8 key competences this program can be an example for developing literacy competences among young people. The outcomes of this training were:

KNOWLEDGE

- knowledge of principles of public address;
- knowledge of diction and speech style;
- knowledge of body language;
- knowledge of specifics of media appearances;
- knowledge of active citizenship;
- knowledge of the role of an activist.

SKILLS

- skill of coping with speech anxiety;
- skill of public speaking;
- presentation skill;
- skill to formulate and express arguments in a convincing way;
- ability to engage effectively with others in public interest;
- skill of expressing and advocating social changes.

ATTITUDES

- disposition to constructive presentation and speech;
- awareness of the impact of own language on others;
- usage language in a positive and socially responsible manner;

- interest in involvement in the processes of social change;
- willingness to participate in activism.



Participants of the training practising public speech

Learning output

The program was organized within 7 weeks, once per week, in duration of around 3 hours. Workshops were used as an educational form. The education contained 6 workshops and one put in practice final exercise. The program was implemented by using Kolb's learning stages. It contained parts where the trainer represented the theoretical part of the topics (**Learning by thinking**) so the participants could gain knowledge about public speaking and activism. The program was very interactive, since it required active participation and personal contribution of all participants. They were assigned different tasks, such as to present a person who is their idol and activist, to present themselves in few minutes, to present different words through short presentation etc. (**Learning by experiencing**). After each task discussions were made, and feedbacks were given so the participants could review what has been done and experienced (**Learning by reflection**). Finally, at the end of the program there was a put in practice part of the education, where each participant had the final tasks to prepare his/her own speech based on Kolping programs - Youth activism, Elderly care, Improvement of educational system through development of social responsibility, or Women empowerment through promotion of entrepreneurship (**Learning by doing**). In this way, the participants had the opportunity to experience the knowledge they gained, but also to choose a social important program within they want to take part and to advocacy changes.

Business English

course for personal and professional development

Kolping Serbia organised a language course – “Business English Course” with the purpose to strengthen the local community by improving their knowledge of the English language and their professional skills by opening new professional opportunities. As we all know, English is the most used language in the world and is generally set as a necessary competence in employment processes.

Target group and learning goal

The target group of this educational program were adults who already have basic knowledge of English language. The goal of this training was to build the participants English language skill in professional context to improve their employment opportunities. The aim was to cover every element of job searching and employment process in international companies and organisations, so participants can feel more comfortable to apply on different kind of job opportunities and to be more successful in it.

Learning outcomes

Within the 8 key competences this program is an example for developing **multilingual competences** among adults. The outcomes of this training were:

KNOWLEDGE

- knowledge of vocabulary and grammar of English language;
- knowledge of business lunch, trip vocabulary and vocabulary of everyday topics - money, numbers, times, dates etc.;

- knowledge of job search and interviews vocabulary;
- knowledge of phoning vocabulary, customer-friendly phone language.

SKILLS

- writing skills in English language – insight in common grammar and spelling mistakes in a job application letter;
- skill of conducting telephone conversations in English language;
- skill of writing an e-mail in English language - adopting useful expressions;
- conversation skills and conflict management skills;
- self- introduction and presentation skills in English language;
- skill of writing a CV and cover letter in English language.

ATTITUDES

- openness to international cooperation;
- openness to apply for an international job application;
- openness to meet different work environments;
- interest and curiosity about different languages and intercultural communication.



Learning output

This training lasted for 6 weeks; it was conducted two times a week with the duration of 75 minutes per lesson. Active learning - Course was used as an educational form because there was a fixed program of each session every week, called lessons. Also, because it was planned to be interactive, where participants have practical part of the lecture to develop the skills mentioned before.

Every lesson started with a lecture so participants could gain knowledge and they could use it for the practical part (**Learning by thinking**). Using this knowledge participants had the opportunity to practice it in different kind of exercises - writing CVs and Cover Letters, role-playing the interviews, improving communication in English regarding business trips, lunch, meetings and telephone calls, creating and giving presentations, writing and responding to various types of e-mails etc (**Learning by experiencing**). Group work gave them the opportunity to place themselves in the position of employees and employers in job interviews. After role plays and other practical exercises, participants had discussion to give each other feedback and suggestions on the given situation (**Learning by reflection**). As a final activity the participants designed their own product and made a professional presentation about it, with the task to stimulate potential customers to buy their products (**Learning by doing**). In this final exercise the goal was to implement every newly gained knowledge and skill and to practice it in simulated everyday professional context. In this way participants integrated every lesson of the course.

Vocational training:

Baking skills for new professional opportunities

Kolping Serbia has organized a workshop that helped the interested citizens in developing specific skills that might motivate them in starting their own business, finding employment in the given field, while at the same time helping them eat more healthy food. The name of his bread baking workshop was Wovenchef. For the given workshop, Kolping Serbia has chosen the very experienced workshop leader, specialized in this specific field.



Target group and learning goal

The target group of this education program were young adults interested in healthy lifestyle and bread baking but with no experience in it. As mentioned before, the goal of the workshop was to enable the participants to acquire skills of bread making, to increase the employability of participants, through new skills development and to raise the awareness of the participants about the significance of healthy diet.

Learning outcomes

Within the 8 key competences this program is an example for developing competences within the **Science, technology, engineering, mathematic competences** group. The outcomes of this training were:

KNOWLEDGE

- knowledge of using measures in bread baking process;
- knowledge about the steps in bread baking process;
- knowledge about the ingredients of bread and their proportion in making a dough;
- knowledge about healthy eating.

SKILLS

- skill to apply basic mathematical principles in the process of bread baking;
- skill to knead the dough for bread;
- skill to use different ingredients for making different breads;
- skill to make a homemade and healthy bread.

ATTITUDES

- attitude of appreciate and apply healthy lifestyle;
- openness to learn and make a change in habits.



Learning output

This was a very interactive event. Workshop as an educational form was used because it required continuous participation and practical work. In the first part of the workshop the lecturer has presented the plan of work and explained each step of the process of bread baking (**Learning by thinking**). After a short theoretical input, the participants have started to work, individually, each one preparing their own bread by the instructions of the lecturer (**Learning by experiencing**). The workshop leader followed every step of each participant in the whole process and gave feedback, instructions. Also, during this process the participants asked questions, discussed about different bread types (**Learning by reflecting**). After mixing all the ingredients and kneading the bread loafs, the dough needed a few hours to grow. During that time, educational documentary about bread baking was played. In the end, bread loafs were baked. The workshop leader explained the importance of healthy eating, without any artificial ingredients, as well as the practical techniques and all the steps, to every participant. In this final step participants had the chance to integrate the newly gained skills and values, which now they can use it in their everyday life (**Learning by doing**).

Panel discussion:

Activism through satire in media

Kolping Serbia is engaged in activism and promotes it as a necessary value through various activities. The media today has a huge impact on the society, especially through social media. This panel discussion had a role to present that there are different forms of activism within the community and that activism through satire is a meaningful way to contribute to social changes. As an example, Kolping Serbia invited a professional in this field. Marko Dražić is one of the editors of <https://www.njuz.net/> website, that promotes the content using satire as a form of an expression.

Target group and learning goal

The goal of the panel discussion “Activism through satire” was to present the new way of being active within the local community, using written content and satire and publishing it online, as a way of confronting the mainstream media and government driven news and publications. The participants of the panel discussion were adult interested in activism and media literacy.

Learning outcomes

Within the 8 key competences this program is an example for developing competences within the **digital competences** group. The outcomes of this training were:

KNOWLEDGE

- awareness of the impact which media has within the society;
- knowledge of new form of activism.

SKILLS

- use critical thinking while evaluating social media content;
- ability to engage people for social purposes using new technologies.

ATTITUDES

- critical and open-minded attitude to social media content;
- encouraged for activism through written content.



Learning output

The event was organized in the form of world café, where participants had the opportunity to discuss, share their opinion and ideas and exchange practices. At the beginning of the panel discussion, Marko Dražić introduced himself, his work and the work of Njuz.net. In this way, he presented some current events in our country and his actions on social media, as a response to these events. The important part of the presentation was the current status of media in Serbia and its impact (**Learning by thinking**). After the presentation, the open panel discussion has begun followed by the questions from the participants. It was interactive, participants were discussing different affairs from the public and political life, which are the content of njuz.net online portal (**Learning by experiencing**). This discussion opened some new ideas for social media activism on which the lecturer shared his opinion and instruction based on his experience (**Learning by reflecting**).

As a possible upgrade for this educational event, a workshop can be implemented where participants can practice content writing and using satire as way of activism (**Learning by doing**).

Workshops:

Emotional intelligence in business environment

Since 2016, Kolping Serbia has been developing the “Women Empowerment” program, within it organizes and implements various activities aimed at economic and social empowerment of women. With this program, Kolping Serbia strives to identify the needs of women and to respond to them with educational activities most often in the field of entrepreneurship. Research has shown that women often lack the soft skills that would help them progress faster and more efficiently in the business environment. The concept of emotional intelligence is increasingly applied in the business environment. Emotional intelligence influences how well an employee interact with colleagues, but also plays a role in how we manage stress and conflict as well as in overall performance in our job.

Target group and learning goal

The target group of this educational program were women, from 21 to 61 years old. Participants were different profiles, from beginners in entrepreneurship, those in a higher hierarchy in a private or governmental institution, but also those who had stagnated in a certain job for years, which was unsatisfactory for them. The goal of the education was to develop skills and knowledge related to emotional intelligence so participants can be more efficient in their workspace.

Learning outcomes

Within the 8 key competencies this program is an example for developing competences from the Personal, social and learning to learn group of competences. The outcomes of this training were:

KNOWLEDGE

- knowledge about the importance of emotional intelligence in the business environment;
- knowledge about suppressing behaviours that are unhealthy in the business environment and that can affect the business climate and success;
- answers to the daily challenges, alignment of business and family obligations, patterns of social behaviour and responsibility;
- knowledge about balance between professional and private role.

SKILLS

- emotion recognition and classification skill;
- decision making skills;
- emotion management skill;
- skills that can help to meet the challenges of the workplace in an emotionally intelligent manner;
- ability to seek support when appropriate;
- ability to be resilient and able to cope with uncertainty and stress;
- ability to create confidence and feel empathy.

ATTITUDES

- openness and tolerance;
- self-confidence and self-respect;
- respecting diversity of others and their needs;
- being prepared to compromise.



Learning output

The training was realized through a series of workshops. The workshops included lessons and presentations, group work, role play, games and discussion. These workshops were designed by a psychology educator, guided by new and innovative psychological theories and tendencies. Each workshop covered one topic that was adapted to the needs of the group - emotions and emotional response, the importance of communication, perfectionism, relaxation techniques, responsibility etc. The workshops lasted for 90 minutes. Every workshop started with an exercise that aimed to shed light on a particular issue that women face in their work environment. Discussion of the results of the open exercise would then follow, where women had the chance to exchange their opinions and experiences (**Learning by experiencing**). After the exercise and discussion, the theoretical part would begin. The theoretical part consisted of presenting psychological theories that explains a particular behaviour, as well as instructions on how to achieve a better response in challenging situations (**Learning by thinking**). During this process, the participants had the task to redefine their behaviour responses by applying the theoretical part that was represented. During this activity the workshop leader gave guidelines and feedback (**Learning by reflecting**). After each workshop the participants had a homework that was connected with the newly gained knowledge and skill (**Learning by doing**).

Workshop:

How to organise a successful workshop

Mostly the youth takes the role of drivers of social changes. To initiate and implement changes in their society, they need support. Kolping Serbia supports them by providing educational activities that build their capacities and motivate them to be active citizens. One of these education activities was the workshop “How to organise a successful workshop - motivation for youth leaders for active work in community”.

Target group and learning goal

The goal of this training was to empower volunteers and activists, by raising their capacities to be successful trainers and leaders in the future, so they can organize workshops and public actions within their local community. Acquiring new knowledge increases the creativity of the participants as well as the motivation for future trainings and community development programs. As mentioned, the target group of the training were young people interested in developing professional and personal skills with experience in volunteering and activism.



Members of the Kolping Serbia Youth team

Learning outcomes

Within the 8 key competences this program is an example for developing **citizenship competences**. The outcomes of this training were:

KNOWLEDGE

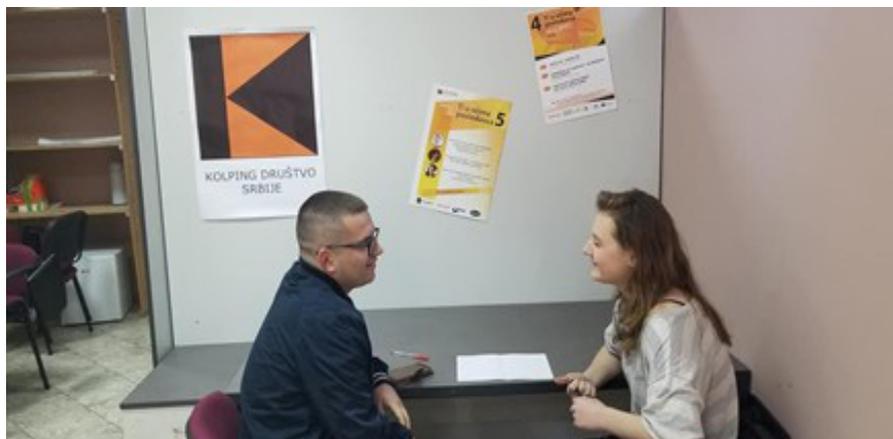
- theoretical and practical knowledge of holding a successful training/workshop/public action;
- knowledge about the concept, structure and elements of the successful workshop.

SKILLS

- ability to engage effectively with others in public interest;
- skill of conducting workshops and maintaining public action.

ATTITUDES

- encouragement of creativity and motivation of young activists/leaders;
- willingness to participate in social changes.



Participants of the training

Learning output

To conduct this education program, Training as an educational form was used. The training lasted for two days, each day for three hours and contained two workshops. On the first day of the training the trainers gave an introduction to the topic by representing the concepts of workshop, trainings and courses, that is, the theoretical part where they noticed also the differences between these forms and they discussed the importance of maintaining them (**Learning by thinking**). Afterwards, participants got a task to work in pairs and select a topic that was familiar to them and hold a short presentation about it to the group (**Learning by experiencing**). Then the group had a brief discussion about the presentations, about which parts were good and which one need corrections and why (**Learning by reflecting**). On the second day of the training a presentation was held about public actions, its significance and about its administrative procedure to realize it. During the lecture, the participants discussed with the trainers, where can they conduct public actions in their local community, but also what documentation is necessary to submit to the local government in order to obtain a permit for holding a public action (**Learning by thinking**). After that, the participants got a new task to design a public action they would like to hold with all necessary parts of the planning and implementation. In this way the participants integrated all the information they received through the workshops and they are prepared to realize a public action or any kind of educational form (**Learning by doing**).

Lectures and mentoring: Women of honey



As part of the “Women Empowerment” program Kolping Serbia developed a new educational program - “Women of honey in Banat” in order to open new business possibilities for women in rural areas. The purpose of this program is to present beekeeping to women as an agricultural branch with great economic potential in their environment, that is to motivate women to engage in beekeeping and by that to increase employability and self-employment among women.

Target group and learning goal

The target group of this educational program are women from rural areas. These women are often marginalized, their significant contribution to agricultural production and to the development of local communities is not visible or recognized enough and their individual position is often uncertain. Also, these women have few opportunities and resources for further education and personal/professional development. Mostly, the participants of this program have basic or no knowledge and experience in beekeeping.

The main goal of this education activity is to present beekeeping as an agricultural branch that has a big economic potential in Vojvodina region, but also to increased employment and self-employment opportunities for women in rural areas. With this program Kolping Serbia has the goal to support the development of women entrepreneurship in rural settings through education measures – lectures about beekeeping, honey and honey products and mentoring program.



Beekeeping mentoring program

Learning outcomes

Within the 8 key competences this program is an example for developing **Entrepreneurship competences** among women from rural areas. The outcomes of this training are:

KNOWLEDGE

- knowledge about beekeeping as an entrepreneurship;
- knowledge about honey production and honey products;
- knowledge about how to put honey products on the market;
- awareness of the importance of beekeeping to sustainable development and environment protection;
- self-awareness of their strengths and possibilities to engage in beekeeping.

SKILLS

- skills necessary for beekeeping;
- ability to strategic thinking;
- creativity;
- problem solving thinking.

ATTITUDES

- sense of initiative and agency, pro-activity;
- courage and perseverance in changing economic and social position;
- accepting responsibility;
- developing self-confidence and self-esteem.



Lecture about beekeeping and making honey products

Learning output

The program is organized as a learning process with Active learning and Mentoring educational form. This learning process contains lectures, workshops about beekeeping and honey production, where experienced women beekeepers tell their stories about how they started as a beekeeper, what motivated them, what challenges they had/have and how they put their products on the market. This way the participants can hear and discuss about beekeeping as a way of making an income (**Learning by thinking**). The program contains a mentoring program also, where interested women can be informed what beekeeping looks like in practice. Kolping Serbia has a bee farm in the local community of Sajan as part of its education center, which interested participants can visit. The bee farm works like an active pedagogical setting, based on learning through observation, discovery and practical work, allowing visitors to get to know different aspects of the beekeeping world. In this way the participants can experience and practice the theoretical part they heard on the lectures (**Learning by experiencing**). Also, during the lectures and the mentoring program participants are involved in discussions, they exchange experiences, the lecturer and mentor give them advises and reflection on their work (**Learning by reflection**). The final step and the goal of this program is when participants engage themselves in beekeeping, when they integrate the newly knowledge and skills they gain through the program (**Learning by doing**).



Summer camp: Activism through Photography

This training was held for young photography lovers from all over the country. Today photography is one of the strongest media message that has the power to reach many people worldwide through the internet and to trigger different feelings, reactions. The idea was that young people can raise awareness in their local community about various social problems by using photography and thus invite their fellow citizens to make a change.

Target group and learning goal

The target group of this learning process were young people from different cities and local communities in Serbia who are interested in photography, have basic knowledge or no experiences in photography, but have the enthusiasm to develop this skill. The goal of this educational program was to develop or improve their existing knowledge of photography, as a professional skill but also as a tool for activism.



Learning outcomes

Within the 8 key competences this program is an example for developing **cultural awareness and expression competences** among young people. The outcomes of this training were:

KNOWLEDGE

- knowledge of history of photography as an art and cultural expression;
- basic knowledge about photography - light, colours, analogy and digital photography;
- knowledge of camera - types, camera parts;
- knowledge of techniques in photography;
- knowledge of photo processing;
- raising awareness of the importance of photography in activism.

SKILLS

- ability to express emotions and create experiences through photography;
- photography skills and photo processing skills;
- ability to create new ideas, innovations, and develop their own creativity.

ATTITUDES

- curiosity about the world;
- openness to imagine new possibilities;
- willingness to participate in activism;
- willingness to initiate, contribute to social changes.



The outdoor session about activism

Learning output

Workshops with Outdoor sessions as an educational form was used. Each workshop processed one topic, with theoretical and practical part. The program was interactive, participants take an active role by discussing and implementing different tasks. The whole program was organised in a campsite of the Red Cross in a village in Serbia and lasted for three days. The first day was dedicated to getting to know the participants through certain games, as well as getting to know the program and schedule for the following days of training and the camp where the participants were staying.

On the second day of training, participants received theoretical knowledge of activism as well as theoretical knowledge of photography through presentations developed by the lecturers (**Learning by thinking**). Within this program discussions were implemented, where participants had the

opportunity to discuss about social problems they notice in their local community, how do they see it, which changes can be done etc. During the discussions examples of activism through photography were presented and ideas were developed how photography can contribute to activism **(Learning by reflecting)**. On the third day of the training the participants divided into groups had the task to solve a specific problem (in the field they chose, and in which Kolping Serbia has developed programmes) in a creative way, which they had to present to the other groups. This activity influenced the participants by rewriting some of their values and prejudices through the activities **(Learning by experiencing)**. Afterwards, as a final activity, participants were tasked with taking photos on topics: young, old, women in business (topics that Kolping Serbia processes in its programmes). With this activity the participants had the opportunity to integrate knowledge and newly gained values **(Learning by doing)**.



Photos taken by the participants

CHAPTER 6

MEASURING THE RESULTS OF LIFELONG LEARNING PROGRAMS

Without an evaluation of learning programs, it is impossible to identify its success. In experiential learning it is a hard to measure its outcomes, because each participant solves the challenges in its own way and each participant goes through an individual process of change. But there are some assessment strategies that we can use in evaluation of the educational programs⁹:

- Creating a reflective journal – participants can reflect the things they learned but also the inner processes, their thoughts, values, emotions, ideas during learning. It can be structured (with given questions, e.g. What insights did I gain today?) or unstructured;
- Report or presentation on what has been learnt – the participants can present to their peers what did they learn, but also a “conference” can be organized where audience can be invited to present the knowledge and skills that participants gain (e.g. in educational program where public speaking skills were developed, a public event can be organized where participants can present their skills in front of an audience);
- Self-awareness tools and exercises (e.g. questionnaires about learning patterns);
- Self-evaluation and/or group evaluation - checklists or rubrics can be developed with clear and specific criteria on which participants work will be evaluated. It can be a self- or/and peer-assess. Criteria should be related to the desired learning outcomes, what we want participants to be able to know, do or value because of the experience. Checklists can be done after the learning process, but also before as a way to have an insight into the process of change;
- Verbal assessments with the instructor or with the whole group;
- Mentoring programs where we can follow-up the applied knowledge and skills in real situation.

⁹ *Teaching and Learning Services (2014). Guidelines for assessment of experiential learning. Montreal: Teaching and Learning Services, McGill University.*

Conclusions

The benefits of experiential learning

More and more studies indicate that experiential learning contributes to effective education. The scientific article “The application of service-learning in EFL teaching” (Misic-Ilic, 2019)¹⁰ in which the experience of Kolping Society of Serbia is also mentioned, describes the application of the service-learning concept (as part of experiential learning) in EFL teaching at the Faculty of Philosophy in Niš (Serbia). In this study, students at the English Department got the chance to gain additional experience through tutoring the students from the other departments, as well as to evaluate this experience reflectively. The qualitative and quantitative analysis, based on structured questionnaires, evaluation protocols and interviews, which examine the attitudes of all stakeholders in this type of teaching practice, indicated that both the direct participants (the students of English and those from other departments) and the indirect participants (the English teachers at various departments whose students participated in this activity) confirmed the usefulness of and justification for this kind of pedagogic practice.

A person learns more quickly and efficient if the topic of learning pertains to him or her personally. That is why the process of experiential learning involves both self-initiative and self-assessment, as well as put in practice activity.

In practice, experiential learning has been shown to have several benefits over conventional learning:

- In experiential learning a person can apply information and data in real situation, by using them in put in practice activities. By using knowledge in real situations, in situations and challenges that life imposes, a person

10 Ilic, B. M., & Mihajlovic, Lj. (2019). *The application of service-learning in EFL teaching. teme*, 033-052.

will not only remember this information, but he or she is empowered to use the newly acquired knowledge in future life situations;

- Experiential learning encourages the person to use creativity in problem solving situations, to seek his or her own unique and most fulfilling solution;
- By implementing knowledge in real life situation, and then reflecting on the results, analyzing the outcomes a person makes true, personal connections with the educational material. This reflection will ensure a better understanding and a long-term remembrance;
- In the process of experiential learning there is no mistakes. Every solution is an opportunity for new experience and further learning;
- Experiential learning engages emotions as well. When a person sees the concrete results of his or her work, there is an experience of pleasure and pride, which encourage enthusiasm for continued learning;
- Experiential learning use real situation activities that have to be solved in teamwork. Through these team projects, we learn to work more effectively together, as in reality the needs of society demand it.

In this manual the principles of experiential learning were presented, which is a powerful way to the individuals and social groups growth because experiential learning is adaptable for individual style, preferences, strengths, direction, etc. It produces positive emotional effects, notably confidence, self-esteem, and a sense of personal value and purpose that only strengthens the learning process and learning outcomes. Conventional learning is already not enough in individuals and groups growth. Globalization, world challenges showed that strict education for professional qualification is not effective. Open societies and citizens need more than professional qualifications, need key competences to fully participate in social, political life and to have power of impact.

Conventional vs. Experiential Learning

Differences between experiential learning and conventional training and teaching might be represented as:

Conventional learning	Experiential learning
Educator centred;	Learners centred;
Focused - theoretical;	Focused- practical;
Importance of external needs (organisation, exams, etc);	Importance of individual growth and discovery;
Transfers knowledge/skills;	Develop knowledge/skills/emotions through experience;
Measurable components (mostly);	More difficult to measure;
Learning outcomes focused on knowledge;	Learning outcomes focused on skills and attitudes;
Fixed learning forms and methods;	Flexible learning form and methods, it can be mixed, blended.

Lifelong learning that uses different learning levels, forms, goals is more related to the experimental learning and their concepts. Civil society educators associated with civil society organizations, NGOs, are tasked with developing and applying experiential learning.

Creativity in creating and implementing educational programs will be supported if:

- educators will use 4 learning stages in the learning process;
- educators will develop various competences, transversal ones, general ones, not only narrow qualifications;
- educators will be open for learner's motivation and self-esteem shaping;
- educators will flexibly use the learning cycle adapting it to different needs, circumstances: learners' needs, goals, available resources, etc.;
- educators will use different learning methods, will be open to the inclusion of new learning methods, will use good learning practices, but will also develop their own learning methods;
- educators will be open for blended learning, mixed learning forms;
- educators will support self-directed learners' activities and will encourage learners to learning in a variety of situations.

ANNEX 1

Selected teaching methods

A

analogies - method used to help students grasp a concept by comparison, active thinking and reflecting, by using such phrases as “similarly”, “likewise”, “in the same way as”, “in comparison to”, and “just like.”

ask learners to use real problems - reference to real, identified problems, helps in drawing conclusions, active thinking, and reflection.

aquarium - the method consists in having several participants sit in a circle, having a conversation on a given topic. The rest of the people are observers and sit around them. They analyze the course of the discussion in terms of the selection and effectiveness of argumentation, respecting the rules of procedure and the general course of the conversation. The purpose of this method is, above all, to learn from each other and to improve argumentation skills.

B

brainstorming - the brainstorming method is a type of discussion that allows students to quickly assemble many competing or complementary hypotheses to solve a problem. You can submit all the most daring or ridiculous ideas for solutions, even unusual, risky and unrealistic ones.

The whole structure of the brainstorming session is designed to break the communication between the idea production phase and the evaluation phase.

Brainstorming rules:

- every idea is good;
- the number of ideas is more important than their quality;
- write down each idea in the form provided by the author;
- don't comment on ideas;
- don't criticize ideas;
- all take part in submitting ideas on an equal footing;
- submit ideas within the allotted time.

Stages of brainstorming:

- problem formulation;
- idea production - each idea is saved - goal: gathering as many ideas as possible;
- critical analysis of ideas - setting evaluation criteria (e.g. reality, profit / loss, majority acceptance) - evaluation according to the adopted criteria;
- choice of solution.
- decision to introduce the selected solution.

C

completing learning logs or diaries - the method of keeping logs or diaries helps to formulate goals, learning outcomes and active review and evaluation of achieved goals. The method helps in creative thinking, as well as analyzing and drawing conclusions.

D

debates - the method can be used for discussing controversial topics. The task of the learners is to present arguments "for" and "against" and to convince others to their views. Learners should learn how to discuss and express their

opinion without provocation and personal attacks. When introducing this method, one should not impose one's point of view on the learners. Each group must have the same speaking time.

Debate steps:

- Defining the topic of the debate;
- Division of students into two groups;
- Set aside time to prepare your arguments;
- Presentation of arguments;
- Summary of the results of the debate and evaluation of the quality and strength of the arguments;
- Finally, a survey of students' opinions on a given topic can be conducted by secret ballot.

discussions - teaching method based on the exchange of views between participants, regardless of whether the issues spoken are their own views or refer to the opinions of other people. The condition for a good discussion is, above all, an accurate formulation of the topic: it cannot be too difficult, it cannot refer to new information, it cannot contain incomprehensible concepts and expressions. The topic cannot be too easy either, as it can be resolved quickly and unambiguously. All participants in the discussion must prepare for it - this can be done during the workshop or by instructing learners to gather the necessary information and formulate arguments before the workshop. Each discussion must end with a summary that provides a brief overview of the results and how to conduct it. The following questions can be used to summarize and overall assessment of each discussion: "What needs to be improved in the next debate?", "What arguments were the most convincing?", "Has anyone been convinced and changed their mind?", "What new and interesting views did you hear? For the first time?"

moderating discussion - a way of exchanging views and reaching a solution to the problem through talks. It is characteristic that the moderator conducts the discussion, manages it, watching over the proper course, relieving tension between the people discussing.

panel discussion -in the panel discussion, the topic is publicly discussed by a designated group, or “pa-nel”, led by moderator. The group prepares in advance for the discussion and decides what is to be said. It is desirable that the panelists represent different points of views. The moderator usually knows what the panelist has to say and directs the statements. After the panelists’ statements, there is time for the audience to speak. They can ask questions to panelists and comment on their views, as well as present their point of view. The moderator gives the floor to the audience and panelists. The moderator then summarizes briefly what was said by adding his/her comment.

E

examples, case study analysis - analysis of a single case, i.e. a detailed description, usually a real case, allowing to draw conclusions as to the causes and results of its course and the wider model, market characteristics, technical, cultural, social conditions, etc. The purpose of the case study is to show concepts, which are worthy to be copy and potential mistakes to avoid.

F

fieldwork - field studies based on selected methods such as i.e. participant observation, case studies etc. The aim of field research is to draw conclusions, and to combine knowledge from various fields.

G

give feedback to other participant -means the assessment given by the trainer to the participant in the conversation or a group of participants regarding

the behavior, speech or task performed. Correct feedback helps to eliminate mistakes, celebrate success, strengthen motivation, and thus everything that leads to personal development and increasing his/her self-awareness.

Rules for providing feedback:

- Feedback should be perceived as a normal part of class participation. Unexpected feedback may be perceived as an attack on a person or an accusation of incompetence;
- The recipient of feedback should be informed in advance about the criteria according to which his behavior will be assessed;
- The feedback should be about specific behaviors, not about a general impression or an overall assessment;
- Feedback should be based on directly observed events and formulated in a non-judgmental way;
- Feedback should be given during or immediately after the events;
- Feedback should contain only one or two elements, with more, the recipient of the information will have problems remembering and implementing the rules.

give theories - presentation of theories related to the subject of study. It is possible to present various theories in order to analyze differences, points of view, various aspects and the consequences resulting from the subject of study.

give facts and figures - presenting facts and statistical data, up-to-date, related to the subject of teaching, which help to draw conclusions, build appropriate assumptions for practical solutions, help analyze the problems and, based on the problems analysis, build adequate goals.

give learners time to plan - time during the workshop intended for individual or group work during which participants perform the task presented by the teacher/trainer.

H

homework - a task given by the trainer to the participants that is necessary to do at home, related to the topic of teaching, which broadens the knowledge and / or develops specific skills, helps shape them.

I

ice breakers & energisers - games that help people to get to know each other and to relax are called ice breakers. When people look tired, energisers games can be used to get people motivated and to give them energy and concentration.

L

laboratories - conducting an experiment by the learners, consisting in triggering a process in artificial conditions in order to investigate the causes of its occurrence, flow, effects, or establish dependence. The method is used to draw conclusions, verify established solutions, and build general assumptions.

M

mind mapping - is the process of mapping a mind that is used to find new innovative solutions to existing organizational problems. The mind mapping technique is based on recording information while using images and text. It places great emphasis on the form of thought imaging. Thanks to the use of words, symbols, colors, rhythm, the three-dimensional effect and other elements, all centers of the brain are activated, not just areas related to language and math skills, as in the case of traditional linear notation. This method is conducive to creative, multi-directional and re-creative thinking. It can be realized e.g. in the form of a flower, tree, sky map, using drawings, pictures, photos, symbols, passwords, short phrases, etc.

Mind mapping step by step:

1. Draw a central image in the center of a blank page that represents the goal;
2. Shade or color the central image to highlight it, and draw the first major branch (the thick line that radiates from the center of the map);
3. Creating second and third branches for side and related ideas. Drawing empty branches so that the brain can figure out what to add to them;
4. Write one keyword on each drawn branch related to the topic;
5. Draw the next major branch for the next major topic and draw some empty branches;
6. Use pictures wherever possible as pictures stimulate memory;
7. Add connectors between branches to strengthen and emphasize the strength of connections.

model building - the model building method applies to both construction work and social and business models, etc. It consists in establishing comprehensive assumptions for a specific solution, practice, which as a model will be the basis for multiplication, duplication and dissemination.

P

problem solving, problem sets - problem-solving strategies are the steps used to find the problems that are in the way to get a specific goal, called “problem-solving cycle”. In this cycle a problem is recognized, defined, then the strategy to fix the problem is developed. The knowledge of the problem cycle is organized, it figures out the resources that are in user’s disposal, monitors one’s progress, and evaluates the solution for accuracy. The reason it is called a cycle is that once one is completed another problem will usually pop up.

practical exercises - the basic form of the teaching process, with the goal to develop the ability to consciously use knowledge in practice. The essence of

the exercises - introducing learners to independent studies and independent work (problem solving, independent research, analysis). Exercises develop independence, complement, deepen and expand the acquired knowledge, develop cognitive abilities and interests, and above all, the ability to solve problems creatively, link theory with practice and practice with theory.

projects building - practical didactic work, usually performed in groups, with a task to build a project by the participants of the didactic process. The project must relate to a clearly defined problem, then it must clearly define the goal, results necessary to work out, tasks necessary to perform, resources, impact on the environment. The projects have a wide range of application, they may concern works, infrastructure investments, as well as social or business solutions. Using the project building method, it will develop the skills of creative thinking, looking for solutions, planning and implementing the vision.

portfolio - It is a method of collecting materials on a topic chosen by the learners or given by the teacher. It requires the systematic collection and organisation of the information obtained. It allows to plan, organize and evaluate your own learning.

R

rhetorical questions - question asked not to obtain an answer, but to make the recipient think on a specific topic, to emphasize the importance of the problem; possibly a question for which the answer is obvious.

S

simulations -the simulation method consists in recreating problem situations that were / will be real problems. It may have full scope (presenting the full model from reality) or incomplete (referring to a probable real situation). It helps develop skills, make practice, draw conclusions.

study visits - it serves to get to know a good example, practice in some field, to recognize an important, effective model in order to analyze the possibility of transferring a solution in one's own organization, community, company, etc. It also serves to integrate the group, draw conclusions, and define problems that should be avoided.

SWOT analysis - a popular technique for organizing and analyzing information. The name is an acronym from the English words describing the four components of the analysis (S - strengths, W - weaknesses, O - opportunities, T - threats).

SWOT analysis is used to analyze the internal and external environment of an organization, as well as to analyze a project or an social, business solution etc. It is used as a universal tool for the first stage of strategic analysis. It allows to use the collected information to develop an action strategy based on strengths and opportunities, while eliminating or limiting weaknesses and threats.

SWOT analysis consists in dividing the collected information into four groups (four categories of strategic factors):

S (Strengths) - everything that is an advantage,

W (Weaknesses) - everything that constitutes a weakness, a barrier, a defect,

O (Opportunities) - everything that creates an opportunity for a favorable change,

T (Threats) - anything that creates the danger of an unfavorable change.

T

team games - a teaching method that uses the game as a form that facilitates the acquisition of knowledge and skills. The factor that characterizes this method is play, which is extremely useful in the learning process. The game is about following strict rules. This serves to respect the norms and accustoms people to win or lose.

Type of games:

simulation games - it concerns the analysis of problems played by learners. The results are compared with the actual solutions. It is a simulation of a situation from reality;

situational games - its task is to shape learners' ability to comprehensively analyze dilemmas or problems. It is a reference to fictional but highly probable situations;

staging games - it concerns playing a role or dialogue in a fictional situation, e.g. playing a fairy-tale role. It has an impact on emotional and intellectual education;

trigger films - is a type of short social educational film intended for learners. It carries themes that are often about subjective topics such as morality, ethics, and safety. The movies often carry a loose, disconnected, plot that intentionally lacks a conclusion. Trigger films are usually very short and only have a few scenes. They are usually not accompanied by narration or any prologue (except, perhaps, to introduce the situation), instead the audience only observes the characters' behaviours and actions. The intention of a trigger film is to "trigger" a discussion about the short scenes presented in the movie and how the characters reacted to the situation, and how each viewer would handle that situation differently. The teacher often serves as a mediator, offering his or her own insights, but most of the discussion is left to the learners;

text reading, document analysis - serves the acquisition or development of knowledge in the subject of teaching, the development of the ability to concentrate, the ability to analyze information, draw conclusions and apply the acquired knowledge in practice;

thought questions - new version-provoking questions are result-oriented, clear and transparent.

U

use role play - the task of the participants is to impersonate certain characters, to play a usually imposed role that is a reflection of a probable scene from everyday life. The aim of this exercise is both to check how a person behaves in a given situation and to find possible methods of solving a given problem or a set of behaviors in specific life situations. It is also an opportunity for participants to train certain skills.

W

working groups - this method is perfect for the first lessons, so that learners get to know each other, actively participate in the activities, learn to be co-responsible, express their views openly and share their experiences. Dividing the group into working groups / 3 - 8 people / should be done in a different way each time, e.g. by counting 1, 2, 3, 4 (e.g. 1s create one group, 2s are another or by drawing colored cards or also cards with pictures - each way is good, as long as it is different each time).

Step by step:

- The teacher/trainer divides into groups according to the method described above;
- Introduces learners to the problem / question / and gives the time spent on the problem;
- The group chooses a leader - supervises the group, takes notes, and writes down the completed tasks;
- Presentation of conclusions in the forum - it can be, for example, in the form of a poster, presentation, etc.;
- Summary: writing down conclusions, discussing the work of the groups and making an assessment.

Working in groups can greatly improve the organization of meetings, it can make them more attractive.

ANNEX 2

Template of educational programs

Form and title of educational event	
Target group, number of the participants	
The goal of the educational event	
Learning effects/ outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. 2. 3.
	<p>SKILLS</p> <ol style="list-style-type: none"> 1. 2. 3.
	<p>ATTITUDES</p> <ol style="list-style-type: none"> 1. 2. 3.

Program content	Time duration	The learning method	The learning stage
Learning tools			

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