BRinging STEM into Active agINg (BRAIN)

2020-1-PL01-KA204-081805

"From the Laboratory to the City" Training Format

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1. Project Context

"BRinging STEM into Active agINg" (BRAIN) is a 24-month Strategic Partnership **aimed** at training Scientific Researchers to convey scientific knowledge and skills to elder Adults engaging them in an active aging process as well as taking an active educational role towards their peers and the other population bands which will foster their social inclusion.

"A common exercise is to instruct scientists to describe something as if we were explaining it to our grandmother. But how often do scientists actually explain science to their grandparents? Or to any senior citizens? That should change. The global population is aging – it's expected that over 21% of people worldwide will be over the age of 60 by the year 2050 - but this large and growing portion of society is often left out of science outreach. Many STEM (science, technology, engineering, and mathematics) outreach initiatives target young students with the idea that our resources are best spent raising a scientifically literate and innovative next generation.

While it's certainly vital to instill a passion for science and data in our youths, we should also be devoting resources and effort to teaching our oldest members of society about them. It's true that as we grow older, the branching network of neurons in our brains starts to get disrupted, but the "cognitive reserve" theory, proposes that engaging the brain throughout life strengthens the neuronal network so it can better withstand the effects of age. Even in advanced age, giving our brains a "workout" can still let neurons make new connections - and potentially even add whole new neurons - allowing us to learn new information. And, regardless of cognitive capacity, this learning has demonstrable physical, psychological, and social benefits" (B. Bibel – 2018).

Objectives:

- Training Scientific Researchers in fostering knowledge and skills related to Science and its fields among elder adults;
- Stimulate elder Adults active citizenship as well as educational participation in the field of Science;
- Engaging elder adults in taking an educational role towards the society acting as educators, leading educational workshops in their local communities aimed at contrasting their social exclusion and stereotypes targeted at them;
- Creating concrete and efficient methodologies and outcomes that could be exploited transnationally.

Target groups:

a) Scientific Researchers aged 35+ yo with at least 5 years of experience in the field (Joint Staff);
b) Elder adults aged 60+ yo in retirement (Local Programme);
c) Youth (13-17 yo), young adults (18-30 yo), adults (30-50 yo) and elder adults (50+ yo) population bands (Local Workshops).

2. Aim of the Training Format

Training Format is **based** on Non-Formal Education applied to science fields targeted at Scientific Researchers aged 35+ and conceived for an audience of educational institutions and professionals interested in conveying specific sectoral knowledge and skills towards a target group of learners that is not experienced in the topic.

The format is focused on **three main areas**:

- Non-Formal Education,
- Mentoring,
- Co-design.

Each one of them comprise both theoretical and practical aspects.

The Training Format contain the following **Specific educational modules:**

- Ice Breaking and Team Building.
- Theoretical session regarding Non-Formal Education.
- Practical session regarding Non-Formal Education.
- Theoretical session regarding Mentoring.
- Theoretical session regarding Co-design.
- Presentation regarding the educational needs of elder adults learners.
- Creation of the Local Programme.

The Format is impacting as an instrument of general applicability (across countries and sectors). The format has its physical form in a Manual and its accessibility will be ensured by its integration on the BRAIN as well as Consortium partners Websites, as an open-access resource.

In terms of transferability, the Format is produced in all partner's languages as well as in English and therefore is applicable across different national contexts of adult education.

3. Ice Breaking and Team Building

ICE-BREAKING AND TEAM-BUILDING "SPEED MEETING"
Objectives
-       Introduction of participants -   Creation of a positive atmosphere for a pleasant cooperation and implementation of project activities
Typology
Ice-breaker
Timeframe
45 minutes
Delivery Content(s)
Materials
-       Post-its -   Board or projector
Procedure
Step 1. Prepare the room, set up chairs and write the following topics for the speed meeting on the board or projector: a) Participant's name b) Participant's profession and hobbies c) Participant's expectation from the training session   Step 2. Give the participants a number among 1 and 2: half of the participants becomes 1 and the second half becomes 2. Step 3.

Ask all the people numbered 1 to introduce themselves to the person sitting across the table who is numbered 2 and give them two minutes to get to know each other

It is preferable to sit at tables across the room (or just two chairs), so the murmur of conversations does not interfere with the participants' ability to hear. Sometimes, however, the layout of the room does not allow for this. In this case, you should ask participants with number 1 to introduce themselves to the two sitting in their corner, and so on until all the 1s and 2s have had a chance to meet.

If chairs can be scattered around the room, trainers should ask the people who have been numbered 1 to sit at the table or in a chair. Number 2 then move to the next partner every two minutes.

Make use of a timer and a bell, buzzer, or some sound to alert participants when the two minutes are up so that they do not have to waste time participating in the presentations.

Participants should move from one person to the next until they have met everyone in the room.

ICE-BREAKING AND TEAM-BUILDING "SPEED MEETING"

Objectives

- Improve cooperation among teams

- Creation of a positive atmosphere for a pleasant cooperation and implementation of project activities

Typology

Team-building exercise

Timeframe

45 minutes

Delivery Content(s)

Materials

- 20 bibs or scarves

- Safe space for running the activity according to the size of the group

- Flipchart papers & markers

Procedure

Step 1.

Mark out the space of the activity (if necessary).

Prepare the bibs/scarves for the teams.

Explain the rules and have them clearly stated or posted on a flipchart.

Prepare and introduce someone who will play the role of the Referee: The role of the referee is to discriminate one of the teams in the third part of the exercise. This can be anywhere from subtle things like high-fiving the other teams and ignoring the discriminated one, giving points for cheering/encouraging others/team spirit to just the privileged team, taking points away for various reasons from the discriminated team.

Step 2.

Tails - Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warmup exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it (5 minutes)

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Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people).

Give them the instructions. They are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts).

Catching the bib/scarf will be awarded points only if the chain of people is not broken.

Introduce the Referee

Play the activity (15 minutes)

Stop the game and let the participants know that to get better results they are allowed 2-3 minutes to decide on a strategy within their teams.

Let them play again; this time the referee must act accordingly to the instructions offered in the tips for facilitation. (15 minutes)

Step 3.

Debriefing + Closing – (40 minutes)

Ask them to describe the activity and their feelings, their learning.

• What happened during the game?

• How did you feel during the exercise?

• Did you manage to work together?

*Help the group analyse how they worked together and what makes good group work.

• What problems did you have getting organised?

• What responsibility did each group member have?

• How could they improve their performance?

• What skills did they need? Responsibility? Listening and responding skills? Cooperation? What else?

*Learning outcomes

• Who got the highest score out of all the teams? How did you play to win?

• Who has the lowest score? How do you feel? What happened?

• Where any agreements between teams made to co-operate? Why?

*Feedback about the exercise

• Did you enjoy the game? What did you like/dislike about it?

• Is it an activity you would use/adapt for others?

4.Theoretical session regarding Non-Formal Education

What is Non-Formal Education?

Non-formal education is a purposeful educative activity, which helps a person to become a conscious personality, capable of solving problems responsibly and creatively, and being active in their community. NFE is an essential tool for creating civil society and strengthening it.

The term and the concept of Non-Formal Education (NFE) has appeared for the first time in the year 1967, at the Conference on the World Educational Crisis, organized by UNESCO under the direction of P.H. Coombs.

Fig 1. Non-Formal Education

Differences with other types of education

Formal	Non-Formal
Selective: a strainer, a pyramid, select first and then train; system rejects participants at various stages, once out, cannot get back in; costly	**Open**: can get in and out at any time; no prior selection, only self-selection by participants; no rejection, no permanent dropouts; cheap
Remote from life: a period of all education and no work, followed by all work and no education; learn now for future use; curriculum academic	**In-life education**: learning to be, not learning to become something different; learning how to cope with living now; uses experience and existing knowledge; immediate application;

Terminal: front-end loading education, 'banking approach'; sends participants out 'trained' for life, fully equipped, no need for more, certificated	**Lifelong**: education never complete because always coping with new things; not so interested in certificates; admits 'I don't know'
Results: creates dependent learners; learning stops when teacher is not there	**Results**: creates self-reliant, independent and continuing learners

Type	Definition	Example
Formal Education	The hierarchically structured, chronologically graded system, from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training	A typical public high school classroom
Informal Education	The lifelong process where people acquire attitudes, values, skills and knowledge from daily experience and the educative influences and resources in the environment	Infants and young children learn to speak. They learn by listening and imitating. Their trial and error efforts.
Nonformal Education	Any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives	A course offering soft skills for youth or an empowerment program for women

Kolb's Experiential Learning Cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':

Fig.2. Kolb´s Experiential Learning Cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':
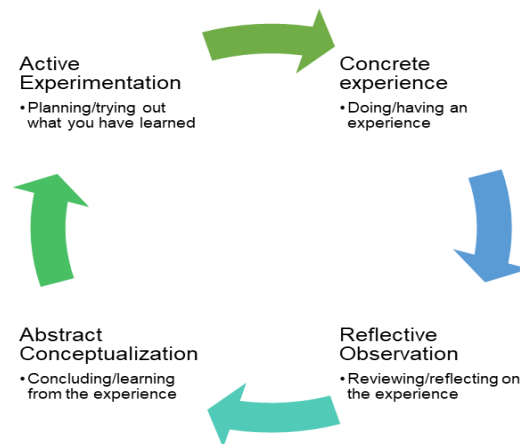
Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.

1. Reflective Observation of the New Experience - of particular importance are any inconsistencies between experience and understanding.

2. Abstract Conceptualization reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).

3. Active Experimentation - the learner applies their idea(s) to the world around them to see what happens.

4. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test a hypothesis in future situations, resulting in new experiences.

<u>Goals and Tasks of the Non-Formal Education</u>

Non-formal education **aims to:**

- Develop a conscious personality, which is able to responsibly and creatively solve own problems and the problems of community. In this way people become active members of society and have necessary competences for leading a meaningful life;

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- Develop a person's ability to blend ideas with knowledge and skills and produce creative actions in the ever-changing environment;

- Enhance access to holistic education for a greatest possible number of the educated through variety of methodologies, means and conveyors.

The **objectives** of non-formal education are to:

- Develop critical thinking;

- Develop skills and apply them in personal, social and professional activities;

- Create conditions where each person can reveal themselves, know their talents and stretch themselves;

- Encourage openness and initiative, consciousness and independence;

- Help a person to understand the changing environment and form a certain outlook.

Principles of Non-Formal Education

The principles of non-formal education that we provide here are a result of our personal constant understandings and reflections on work with different groups.

Voluntary participation
- The educated are free to choose a preferred conveyor and programme of education, participate in activity based on their free will and choose the type of non-formal educative activity, its form and duration.

Specific environment
- A specific environment, which has to have certain autonomy (separateness), so that people are safe to experiment and test themselves without any greater chance of harming themselves or others.

Active participation in the learning process
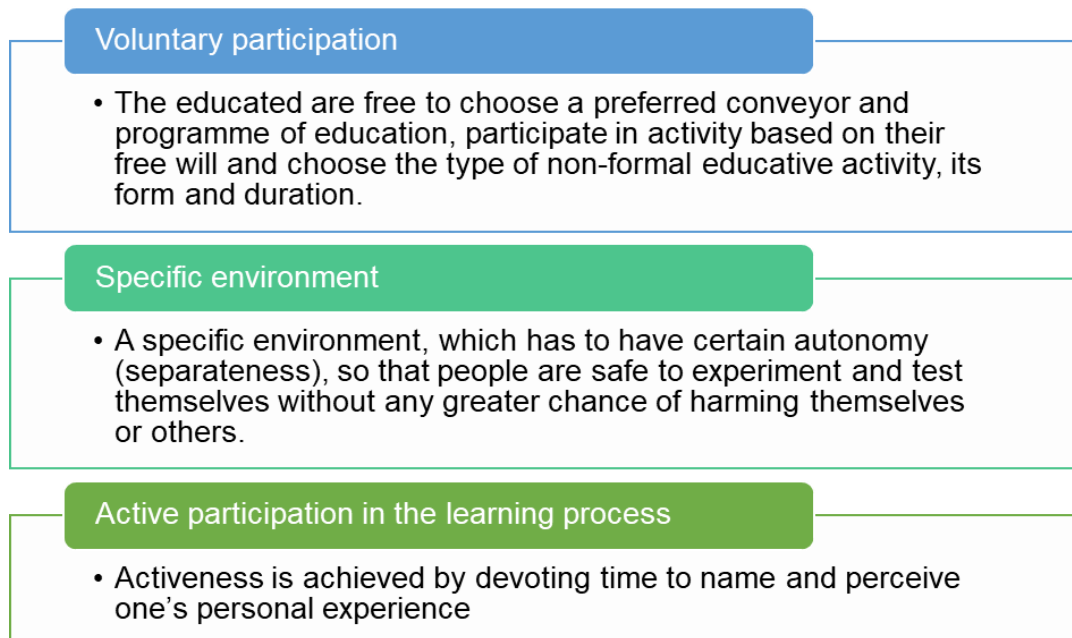- Activeness is achieved by devoting time to name and perceive one's personal experience

Fig.3 – Principles of Non-Formal Education

Voluntary participation. The educated are free to choose a preferred conveyor and programme of education, participate in activity based on their free will and choose the type of non-formal educative activity, its form and duration.

Specific environment. Non-formal education takes place in a specific environment, which has to have certain autonomy (separateness), so that people are safe to experiment and test themselves without any greater chance of harming themselves or others. It should also be an environment where people can take full responsibility for their actions. Even failure or an unjust decision can have negative consequences which could influence the rest of a young person's life. It means that young people have to have a possibility to test themselves. Testing yourself enables you to collect more authentic experiences which is crucially important at this age.

Active participation in the learning process. People who take part in non-formal education reach certain results firstly through active participation. Activeness is achieved by devoting time to name and perceive one's personal experience. If necessary, it can be achieved by creating artificial situations to acquire new experience and by providing theoretical material for active discussion, creating conditions to question and think of possibilities of application.

Holistic principle	Learning through experience	Open and non-formal communication	Creating a non-competitive environment	Group oriented learning
• Adopting a holistic attitude towards people, educative goals and work methods. Neither feelings, nor mind, nor physiology are ignored and attention is paid to a single person, as well as to the group and the subject.	• The process of non-formal education is based on experience, which only becomes meaningful when it is well perceived and consciously realized. Therefore experience is discussed (reflected on) and named, conclusions are made.	• Non-formal education is a safe process, where people can be themselves by sharing their life experience, revealing their weak sides without fear of making mistakes and acknowledging them.	• The activity of nonformal education is an area where artificial competitive tension is highly avoided. Competition is what drives the contemporary society.	• A group serves as a setting for solving interpersonal relations, making common decisions, sharing work and responsibilities. Individual learning also intensifies in a group.

Fig.4 – Principles of Non-Formal Education

Holistic principle. This principle means adopting a holistic attitude towards people, educative goals and work methods. Neither feelings, nor mind, nor physiology are ignored, and attention is paid to a single person, as well as to the group and the subject. The goal is to relate experience gained during the educative process to reality. Non-formal education combines emotional, physical, intellectual methods that ensure all-round development of a personality. We practice NFE and believe that a person becomes free from external circumstances, strong inside, self-confident, and self-sufficient ("the lord of his own will and a slave of his own conscience", to say it in words of our Teacher A. Kučikas), only after he has realized his unity.

Learning through experience. The process of non-formal education is based on experience, which only becomes meaningful when it is well perceived and consciously

realized. Therefore, experience is discussed (reflected on) and named, conclusions are made, given sense, and applied in real life.

Open and non-formal communication. Non-formal education is a safe process, where people can be themselves by sharing their life experience, revealing their weak sides without fear of making mistakes and acknowledging them. It is also a space for learning from one's mistakes and learning from each other, for the mutual growth of both educator and the learner.

Creating a non-competitive environment. The activity of nonformal education is an area where artificial competitive tension is highly avoided. Competition is what drives the contemporary society. Results (implementing a plan or a task) are a constant demand. Young people are often required to do more than they are capable of or encouraged to be seen as something they are not. When do they get a chance to just be themselves? To meet the expectations of society (or adults) most young people learn to adapt and survive this way. However, at the same time they may hate this society yet, sadly, they neither have strength, nor wish to change it. Therefore, non-formal education refuses artificial competition and formal control of results. The experience of process is considered valuable and can be treated as a result. This principle allows creating a space where participants are not compared to each other, but rather they can assess themselves and how far they have come in their desired way. Here the only comparison that can occur is the one where people compare themselves to themselves – how was I at the start of the educative process and how am I now at the end of the educative process? This process of internal maturity cannot be evaluated in a formal way because the results may not be visible straight away, but only after a certain amount of time has passed. (This amount of time is highly individual). Therefore, we often speak about the results of NFE as well as the effects of NFE.

Group oriented learning. A group in non-formal education serves as a means, as a particular model of society (mini society). A group serves as a setting for solving interpersonal relations, making common decisions, sharing work and responsibilities. Individual learning also intensifies in a group. The need for individual learning programs in Western European countries rapidly increases. So far there has been very little discussion on this topic, and if there was, it was only about young people's learning in voluntary service. We often speak about education of volunteers or work with volunteers. We agree that the task is long and requires consistency. Those organizations that do engage in educating volunteers know how much effort, time, and money this work requires. Apart from the individual learning, volunteer groups, group activities, seminars and meetings are being organized for working with volunteers. Spaces are being established, where groups of volunteers can reflect on their experience, learn from one another, solve difficult situations, assess personal growth, and realize acquired competences.

Professional Competence and Attitude

Fig.5. – Professional Competence and Attitude

Understanding the concept of attitude becomes clearer if we refer to the competence model.

The moderator should be:

- Aware of themselves, i.e. of his/her attitudes and viewpoints. This area encompasses all personal attitudes, acquired through experience: attitude towards self, environment, and the people around (men, women, policemen, teachers, politicians etc.), things and phenomena (drugs, alcohol, food, life etc.). Their realization happens through work with oneself and reflection, with the help of oneself and others.

- Must have certain knowledge, theoretical and practical, acquired via non-formal education, development, and studies and from the accumulation of their experience. Depending on where, how and with whom they work, they need knowledge about different groups in general and about the ones who they work with in particular; about their behavior; about groups and working with them; about methods; about legal matters; about local and broader context; about support structures; about other institutions.

- Must have certain skills. They are learned, exercised, and trained. They must be able to: lead the group; step back and grant freedom of decision; be able to stand by or intervene; be equally able to talk to youth as well as to a local politician, or to an old lady at a shop; etc

The recognition of NFE why do we need it?

- A knowledge-based society requires new criteria for education in the years to come. It is essential for everyone to learn and build real competences, lifelong and life wide. It is no longer sufficient to think only in terms of formal education. It is therefore necessary to widen our understanding of education, and to recognize NFE as an essential part of an overall educational process.

- Real competencies are understood broadly as encompassing all competencies acquired through formal education, non-formal education, and informal learning. Thus, this is a combined concept for those values, skills, qualifications, and abilities - regardless of learning setting that a person is able and motivated to apply.

- Recognition of real competencies builds on the basic principle that the individual can build upon and use competences acquired through non-formal education schemes, in the formal education system and in employment situations.

5. Practical session regarding Non-Formal Education

SESSION " Practical session regarding Non Formal Education"
Objectives
The main goal of the exercise presented below is to show in practice to participants what NFE is. Basically, through this game there is a large range of topics that could be tackled. Mainly it serves for: - Talk about cooperation and partnership, - be aware of prejudice and our own role in a team/group/society - to develop cooperative attitudes within participants minds
Typology
NFE exercise
Timeframe
90 minutes
Delivery Content(s)
Materials
Instruction sheets for print for the participants (handout presented separately) - red and blue cards for each team (3 set of cards if 3 teams)
Procedure
Step 1. Divide the group into teams. There should not be more than 6-8 people in each team. There should also be an even number of teams. Two teams will work together (blue and red team).   Step 2. The instruction given to the group is: **"Your task is to win as many points as possible"** and you hand out the sheet below to each participant. You can say everything is on the paper. There will be 10 rounds, the teams shall play either with red, either with blue card each round and accordingly gain a

number of points. **The score for each team is counted each round according to the payoff schedule presented in the handout.**

In round 4, 9 and 10, you will have the possibility of meeting the other group.

Step 3.

You should have someone taking notes of what is happening in each group, if you want to have a better understanding of the group process.

Step 4.

As a process facilitator you monitor the time. They hand in the letter to you after every three minutes and you give the result to the other group. They count the scores themselves (the points are on the sheet). You show the place where they should do the negotiation. They select one person from each group and meet.

Step 5.

As a facilitator, you do not interfere in the process. Whatever happens is the only thing that could happen.

Step 6.

You will see what strategy they choose. Is it to compete, to cooperate and try to get as many points as possible as the whole group, blue and red working together, or what?

Step 7.

After a set period of time, ask participants to reflect and to write down:

· How do we see the other group?

· How do we think the other group sees us?

· How do we see ourselves?

Discuss in plenary. What can be learnt from this activity if applied to real life?

SESSION " Practical session regarding Non Formal Education"

Win as much as you can

•   Instructions

For the ten rounds, the red group should choose A or B and the blue group should choose X or Y. The points the groups receive from one round to the next one depends on the combination of what the two groups choose based on the following:

AX – both groups win 3 points

AY – red group loses 6 points, blue group wins 6 points

BX – red group wins 6 points, blue group loses 6 points

BY – both groups loses 3 points

Round	Minutes	Choose		Total points	
		Red group	Blue group	Red group	Blue group
1	3				
2	3				
3	3				
4 *	3 to select negotiator 3 to negotiate 3 group				
5	3				

6	3				
7	3				
8	3				
9**	3 to select negotiator 3 to negotiate 3 group				
10**	3 to select negotiator 3 to negotiate 3 group				

* Round 4 – double the points.

** Round 9 and 10 – multiple the number by itself (but keep the minus sign).

6. Brainstorming regarding the educational needs of elder Adult learners

SESSION " Brainstorming regarding the educational needs of elder Adult learners "
Objectives
Lifelong learning as a concept has replaced the adult education concept in many societies (see Findsen & Formosa, 2011; Findsen & Mark, 2016; Mark, 2013; Ogden, 2010). Lifelong learning has become asserted as a right by some nations through governmental policy. This has been seen as a convenient political rhetoric that is often unaccompanied by funding for lifelong learning (for more, see Bowl 2014; Findsen & Mark, 2016; Schuller & Watson, 2009).   This session aims at finding and understanding the educational need of elder adult learners within a framework of lifelong learning. Specifically, the objectives regard: - To address elder adult learners' educational needs across the project partners countries;
Typology
Theoretical session: the current activity will follow the methodology of the "reverse brainstorming". Such a strategy, instead of thinking about direct solutions to a problem, it works by identifying ways participant could cause or worsen the problem of elder adult learning.   In a secondary phase, participants and the mediator reverse these ideas to find educational needs the participant hadn't thought of before.
Timeframe
- 70 minutes
Delivery Content(s)
The present activity will present a set of categorizes where to the project partners have to intervene in order to address educational needs of elder adult learners.
Materials
- large blackboard where to write suggestions from the participants   - marker(s)   - a laptop with internet connection could be useful to provide the participants with a Miro board, in order to have a general overview of the brainstorming
Procedure
Reverse brainstorming is a good technique to try when it is difficult to identify solutions to the problem directly. It is often an engaging process and can highlight hidden faults in the process. Particularly important is the role of the mediator of the session, s/he must foster participation of all the participants and allow any kind of answers, from the controversial to the ironic ones.   How to use this procedure?   To use this technique, mediator start with one or two "reverse" questions:

Instead of asking, "How do I solve or prevent this problem?" ask, "How could I possibly cause the problem?" And instead of asking "How do I achieve these results?" ask, "How could I possibly achieve the opposite effect?"

Then, brainstorm answers to generate reverse solution ideas. Allow the ideas to flow freely – do not reject anything at this stage.

Once you have brainstormed all the ideas to create the problem, now reverse these into solution ideas for the original problem or challenge.

Finally, evaluate these solution ideas and categorize them.

Like normal brainstorming, you can reverse brainstorm on your own but you will likely generate more varied ideas as part of a team.

Step 1 – 5 minutes

The mediator gives a very brief introduction of the "Reverse Brainstorming" methodology and provide the participants with the "reverse" question which will characterize the first part of the brainstorming. A potential "reverse" question could be "How do we prevent elder adult learners from keep educating themselves also elder age?"

Step 2 – 40 minutes

The mediator gives the floor and at the same participate with the participants to foster their creativity. At this stage, it is important do not reject any ideas - allow them to flow freely.

It is also important for the participants to visualize the answers they gave in blackboard. If the group of participants is medium or large (10+) it would be very beneficial to have a Miro board where they can check the answers.

This steps time amounts can extremely vary from the creativity of the group and its composition. When the participants confirm that there are no other answers, they can go at the following step.

Step 3 – 25 minutes

This step involves participants within the activity of categorize the previous "reverse" answers. To have a clearer picture of the raised issues, it is important to draw on the blackboard a chart and assign each type of answers to a label. Once this categorization is made, the mediator together with the participants have the role to counter-reverse the first answers and they will find the solutions to the question. They will then find the answers to the question "How do we foster elder adult learners to keep educating themselves also elder age?" and so they will have a set of categorizes where to intervene to address educational needs of elder adult learners.

7. Theoretical session regarding Mentoring

SESSION "Mentorship Competency Framework"
Objectives
• Provide a clear and shared vision of the expectations of a mentor-mentee relationship; • Mitigate mentorship process' risks, both from the trainees and the trainers' side, by a common guided path; • Provide a benchmark to consider when dealing with results such as competencies, personal attitudes, knowledge and hard skills;
Typology
Theoretical session
Timeframe
The activity timeframe is expected to be 70 minutes, broken down as follows: - 10 min intro - 40 min implementation - 20 min debriefing and questions
Delivery Content(s)
Materials
A large blackboard to write information down or another similar tool; A digital or printed template proposing the Mentorship Competency Framework, such as this
Procedure
Guided paths are often called competency frameworks: they are models of excellence in performance for a specific activity or project. In broader organizational contexts, such a framework usually includes a number of competencies related to a number of occupations. In this case, since the specific topic, the framework focuses on the role of mentees and mentors. Step 1.

Introduction of the current activity, presenting how a competency framework works, its dynamic and benefits. Various competencies define, in general terms, excellence in working behaviour; these definitions serve as the benchmarks against which the organization assesses its employees. In summary, a competency framework clarifies which behaviours are required in specific roles, takes them as a benchmark, values them, and rewards them. It is important for participants and trainers to understand the mentoring relationship, a competency framework, and the behaviours expected.

Step 2.

After the introductive part, the trainer will proceed together with the participants with the explanation of the following chart. It is suggested that the trainer show each sector of the chart in a different moment, thus allowing the participants to focus on each competency one after the other. This will facilitate the understanding of the different roles of mentees and mentors and consequently the soft and hard skills related.

	Mentor	Mentee
Competences	Professional competencies • In addition to their field experience, mentors should have management experience so they can understand what managers are looking for in new hires. • Creating a nurturing environment to ensure a successful mentoring relationship;	Practical competence Mentorship must be undertaken with an understanding of the reasons why the mentee is undertaking such an endeavor. It is also important for such awareness to be derived from practical experience within the mentoring field
Personal attitudes	Open-mindedness A more natural pace of progress for the mentee. Prejudices regarding a mentee's origins, history, background, or any other non-related characteristic should be avoided;	Respect Mentors are valued for their knowledge and insights. Mentors should use their time and energy wisely and thank their mentees in a professional way. Inventiveness

		To ensure the best possible use of time and learning needs, engage in goal setting
		Make sure you prepare for mentor meetings in advance
Knowledge	Field and context cognizance • Deep understanding of both the work environment and the professional background. The candidate should be knowledgeable about the field of study, familiar with the latest professional trends, and possess analytical skills in evaluating the specific market; Project documents As a guide, this framework can be used to help mentors determine how far the mentee is from the desired learning outcomes by examining the handbook. Mentors are required to answer any questions or doubts that mentees may have regarding the mentorship program.	Project documents • The mentor will provide the mentee with the mentorship program handbook once the mentorship program has begun, and will require her to read it carefully to gain a clear understanding of the learning outcomes and how the mentoring program is conducted;
Hard skills	Online communication and digital skills The Mentor must be proficient in using standard software and online tools, as the meetings may be held in a blended manner to meet the requirements of one or both actors.	Time management A good mentee should have the ability to manage their time effectively so that they can commit enough time to mentoring. Online communication and digital skills

| | Mentors should provide their mentees with online assignments or tasks, and they should not require further restrictions or stipulations | The meetings might be conducted using a blended method for one or both actors' needs, which means that the mentee needs to have access to digital assistance and be able to perform tasks quickly. |

Step 3.

Once the chart has been analyzed in each sector, the trainer can show the entire table and start the debriefing with the participants and open up the floor to questions and potential doubts. This debriefing part has also the objective to discuss the beneficial impact of such a framework and how the whole procedure bring a positive impact.

8. Practical session regarding Mentoring

SESSION "Thoughtful Corners"
Objectives
- Reflection about the relationship mentor-mentee. - Enhance awareness of the personal learning process through mentoring. - Examine the base and main purpose of a mentor.
Typology
Non-Formal Education activity
Timeframe
60 minutes (small variations depending on the group's size)
Delivery Content(s)
Materials
Comfortable room with chairs for every participant. A4 paper and pens.
Procedure
Step 1. (20 minutes) The trainer will make an introduction for the exercise and explain the objectives to the group. (5 min) The participants will have some alone-time when they can reflect and write in a A4 paper about some important topics that are interested to put in discussion as mentor or mentee. (15 min) Some of the question that could be proposed from the trainer are: - What does support your learning process? - What does stop your learning process?

- Which skills you have already?

- Which skills would you like to gain or improve in the next period?

Step 2. (40 minutes)

The trainer will ask for 4 or 8 volunteers (depending on the size of the group) and they will settle them in the four corners of the group, while the rest of the participants will remain in the center of the room.

The participants in the corners of the room will play the role of the mentors, while the rest of the group will be the mentees.

The four corners will represent the four questions from the self-reflection, and the group of mentees will have the chance to visit and discuss, all or some of the corners.

The dialogues in the corners should be held in a short time, so every participant will have the chance to visit every corner.

Step 3. (20 minutes)

In the last phase of the session participants will have a debriefing moment.

The participants will share their opinion and feelings about:

1.   The results and/or improvements regarding the reflection questions and if they found any suggestion.

- Mentors will explain what they learned and who they try to help the mentees.

- Mentees will share if they found help through the discussion.

2.   Group reflection questions:

- How did you feel through the session?

- What were the difficulties that you face as mentor or mentee?

- What competences and skills should be peculiar of a mentor?

More questions can be discussed from the participants and trainer.

9. Theoretical session regarding Co-design

Co-design process

General overview:

- *Co-design is about challenging the imbalance of power held within groups of individuals*, who make important decisions about others lives, livelihoods and bodies. Often, with little to no involvement of the people who will be most impacted by those decisions.

- *Co-design seeks to change* that through building new relationships, capability and capacity for boundless curiosity. It uses inclusive convening to share knowledge and power.

- *Co-design is an approach to design with, not for, people.* While co-design is helpful in many areas, it typically works best where people with lived experience, communities and professionals work together to improve something that they all care about.

- Overall, the primary role of co-design is elevating the voices and contributions of people with lived experience. Beyond writing on sticky notes, co-design is about how we are being (our mindsets), what we are doing (our methods) and how our systems embrace the participation of people with lived experience (social movements).

4 key principles for co-design:

1. <u>Share power</u>: When differences in power are unacknowledged and unaddressed, the people with the most power have the most influence over decisions, regardless of the quality of their knowledge or ideas. To change that, we must share power in research, decision-making, design, delivery and evaluation. Without this, there is no co-design

2. <u>Prioritise relationships</u>: Co-design isn't possible without relationships, social connection and trust among co-designers, funders, and organisers of co-design. Trust paves the way for conversations where we confront the metaphorical elephant in the room .

3. <u>Use participatory means</u>: Co-design provides many ways for people to take part and express themselves, for example, through visual, kinaesthetic and oral approaches, instead of relying solely on writing, slideshows and long reports. Participatory approaches aren't about relaying information or giving presentations; they're about facilitating self-discovery and moving people from participants to active partners.

4. <u>Build capability</u>: Many people require support and encouragement to adopt new ways of being and doing, learn from others, and have their voices heard. In co-design, everyone has something to teach and something to learn

Co-design is a design-led process that uses creative participatory methods.

There is no one-size-fits-all approach nor a set of check-lists to follow. Instead, there are a series of patterns and principles that can be applied in different ways with different people.
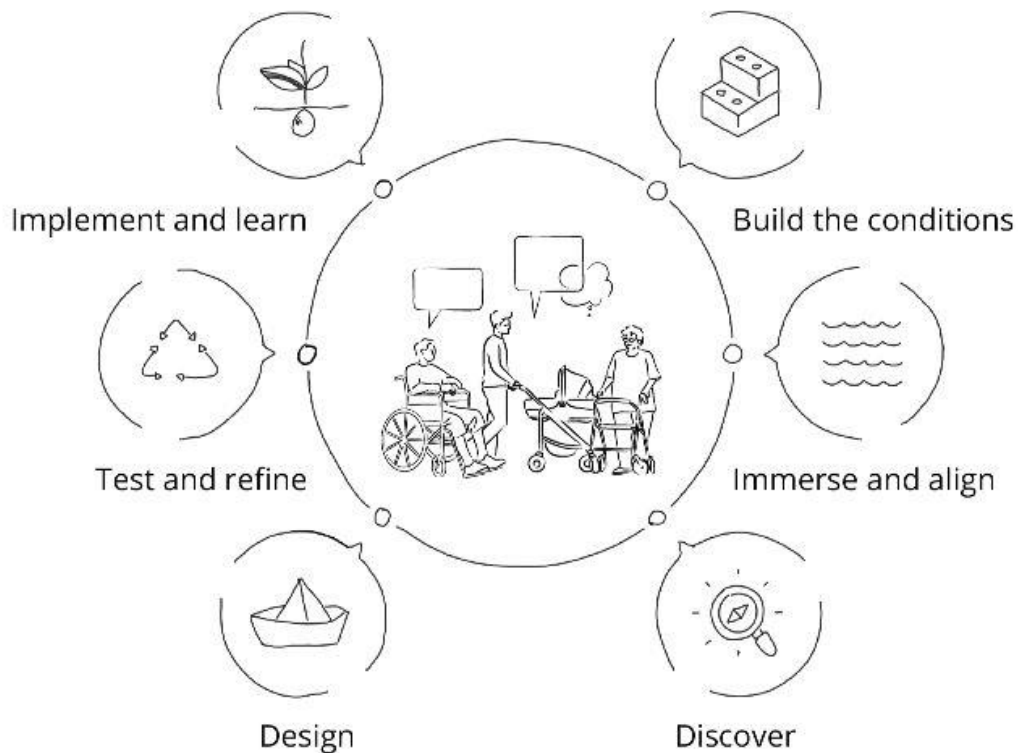

Fig. 6: Co-design process phases

Build the conditions	Design
Are we the right people for this work? Is it needed? Who are we working with? What matters to them? Who can take part?	How do we build on what is already strong?
Immerse and align	**Test and refine**
Should we be doing this? What do we already know? Who should we partner with?	What appears promising in the context?
Discover	**Implement and learn**
What is happening in the context? What is already strong?	Are we 'biodegrading' as conveners? What messages are we getting, and

What are people longing for?	how do we learn from them?

Co-design methods

Design Thinking

- Design Thinking aims to bring together different experiences, opinions and perspectives on a problem in order to create innovations that focus on the user and solve his/her problems in the best possible way.

- Design Thinking makes it possible to overcome traditional and outdated models of thinking, learning and working. It can solve complex problems in a collaborative and creative way.

- It is characterized by collaboration, partnership, and cooperation.

It comprises the following elements:

- **People**: Innovation is best created in a heterogeneous, multidisciplinary team of roughly five stakeholders. This makes it possible to find ideas that transcend disciplinary boundaries. The team avoids competitive thinking and emphasizes their commonalities. This creates an open space from which innovative ideas can emerge. It can be useful to involve methodically trained coaches.

- **Place:** The ideas unfold in a suitable, preferably variable working environment. This includes sufficient space for whiteboards, presentation surfaces and movable furniture.

- **Process:** The Design Thinking innovation process is based on six phases that are arranged iteratively. The problems of potential users are in full focus, as the team applies analytical and creative-intuitive thinking patterns throughout the process. Errors are explicitly allowed or even desired, since co-creative thinking can also go beyond the limits of what is feasible to explore new frontiers.

Design Thinking

Depending on their complexity, the sub-processes are time-consuming and can be structured as follows:

1. **Understand:** Rather than going straight to the apparent solution, an understanding of the problem must first be derived to discover the issues and challenges involved. The problem definition can be kept open, which stimulates discussions and brainstorms.

2. **Explore**: Here the focus is on gaining an understanding of the problem from the user's perspective and developing empathy for user needs. For this purpose, users can be interviewed or involved in the innovation process.

3. **Synthesis**: The aim of this step is to transform the findings from the exploration into knowledge about the users. For this purpose, impressions can be discussed, or methods of empirical research can be applied.

4. **Idea**: Different forms of brainstorming and other creative techniques can be used to develop concrete ideas and solutions that are suitable for solving the problems

5. **Prototype**: A first version of the innovation can now be built with all kinds of materials for illustration. Ideally, the prototype includes the core functions of the innovative solution.

6. **Test**: The prototype is tested in workshops or similar arrangements. Improvements are identified and introduced into the process. Depending on the result, the project jumps into one of the previous phases or the Design Thinking is completed.
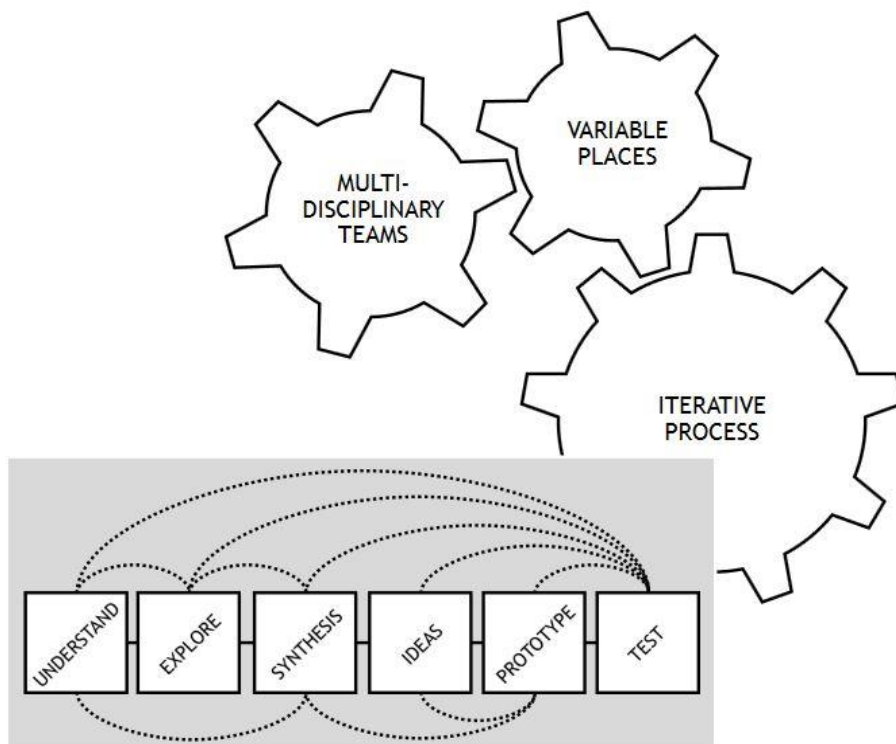

Fig 7. Elements and phases of Design Thinking

World-Café

- With World-Café, the actors involved in the innovation process can be brought into conversation with each other in order to discuss problems and questions in small groups.

- The discussion rounds should resemble everyday conversations in a street café as much as possible.

- A prerequisite for successful outcomes is an open and friendly atmosphere at the café tables.

- The right questions are a critical success factor of a World-Café. They should be formulated in a simple and understandable way, but at the same time be exciting and make the participants curious to get into conversation.

- A deepening of the discussion is made possible by changing and mixing the actors.

World-Café can be **broken down into different phases:**

1. The first step is a welcome. The hosts (discussion group leaders) explain the process.

2. In the second step, parallel discussion rounds of 15-20 minutes are held at different tables of the café. Important aspects are outlined by the participants. This step is repeated several times, with the hosts staying at their table and the remaining actors being mixed, i.e. exchanging seats with actors at other tables.

3. In the third step, the findings are presented with the help of closing speeches.

Open Space

Open Space always has a superordinate topic that has at least one of these characteristics:

- The topic concerns and touches the participants. The solution should be available as quickly as possible.

- The topic is vague. Opens space for new ideas and creative solutions are needed.

- The topic is complex and there are many different ideas and approaches to solutions, but they cannot be implemented by one actor.

- The topic is of great importance for the actors involved

Co-Design in use

Register on Miro and practice the co-design with this easy planning tool designed by Kelly Ann McKercher: **https://miro.com/miroverse/co-design-planning-tool/**

10. Practical session regarding Co-design

Co-funded by the
Erasmus+ Programme
of the European Union

SESSION "Co-design Reality"

Objectives

Understanding the importance and the positive of Co-design

Compare the results and of co-design with other types of working methodologies

Real Co-design simulation

Typology

Non Formal Education activity

Timeframe

80-90 minutes (regarding group needs)

Delivery Content(s)

Materials

Big indoor or outdoor space

A4 Paper and pens

Flipchart and markers

Smart phone and web connection

Procedure

Step 1. **(10 minutes)**

The trainer will introduce the activity to the participants and ask for their experience in Co-design activities in the past.

Based on the previous session (*Theoretical session regarding Co-design*), participants have already a theoretical knowledge about the Co-design, but the trainer have to make sure that all participants are familiar with the topic.

The exercise will be presentation of ideas and proposal from the individuals and the groups. The target of the session is not the presentation of the best idea, but the understanding of the Co-design environment and the comparison with individual work.

Step 2. **(30-40 minutes)**

The trainer will divide the participants in two groups randomly.

The participants of the **first group** will perform the session alone, as individuals.

The participants of the **second group** will create smaller groups of 3-4 people (*depend on*

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the size of the group) and they will perform the session as a group.

The trainer will create some scenarios or problem-solving situations where the participants have to provide a strategy/ plan to overcome or/and to present the best solution. *(It is recommended that the trainer will introduce topics that are related with the target group, and the background of the participants.)*

Some of the possible scenarios can be:

- Crowdfunding proposal for local/regional/national project.
- Creation of proposal to be presented in the municipality regarding a Greener city.
- Creation of Social Campaign to raise awareness about social issues.

*All the above have to be adjusted regarding the interest and the background of the participants.

The individuals and the small groups will have certain time to develop their strategy/plan.

Step 3. **(20 minutes)**

In this step the individuals and the groups will present their ideas and plans to rest of the group.

Trainer will have the role of evaluator and will make questions and recommendations to the participants.

The trainer with the group can vote or select the best ideas.

Step 4. **(20 minutes)**

Debriefing

After the selection of the best proposal all the group and the trainer will proceed with the evaluation of the exercise.

The trainer will input some open-questions to the participants about the session.

Some of them can be:

➢ How did you find the exercise?
➢ How did you feel to work alone?
➢ How did you feel to work with a team?
➢ Are the outputs of the groups more advance compared with the individual's?
➢ Would you prefer to work in a Co-design context or as individual?

The trainer will arise conversation between the participants about Co-design reality and how every participant see these modern way of work.

11. Game APP Scenarios Brainstorming