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TRAINING MANUAL – TERRAM PACIS

INTERPERSONAL SKILLS DEVELOPMENT IN ADULT EDUCATION.

The first step in integrating interpersonal skills educational programmes through adult education, is to assess the existing limiting factors and interpersonal skills knowledge gaps among adult educators to determine the type of the needed educational programmes. It is thus equally important to assess gaps in current educational programmes to identify why existing approaches fail to integrate interpersonal skills in adult education.

The second step is identifying the type of needed training-teaching-learning resources or materials that should be developed to close the identified interpersonal skills knowledge gaps among adult educators. Thus, only results from such research can be used to understand the nature and seriousness of the problem to guide selection of best interpersonal skills educational programmes that reflect adult educators' learning needs.

As each country adult education system is different, with unique social norms, cultures and beliefs, the third step is assessing adult education institutions' readiness to integrate interpersonal skills development in their educational programmes to engage with adult learners in determining limiting-factors to their interpersonal skills development before launching any type of programmes on interpersonal skills education.

The research, hereinafter referred to as Open-Ended Consultations, aims to analyse how interpersonal skills can be integrated in adult education. In our context, interpersonal skills are defined as not only the ability to work in a group or have effective leadership and problem-solving skills; an emphasis is on the nature of educators' competences in the teaching-training-learning process.

Thus, goal is to gather necessary information on interpersonal skills among adult educators and the existing knowledge needs or gaps among adult educators in empowering adult learners or designing inclusive learning opportunities for adult learners.

1. RESEARCH METHODOLOGY: OPEN-ENDED CONSULTATIONS

An Open-Ended Consultation is described as a means to voice the priorities, concerns, opinions, perspectives, needs, gaps and ideas of the targeted groups before addressing a particular challenge or a problem which the target groups wish to approach to achieve their desired social changes. Further, Open-Ended Consultation analyses best practices in adult education toward interpersonal skills development, by identifying the used approaches to better understand why the existing programmes fail to meet learners' desired social changes.

Therefore, Open-Ended Consultations are group activities that differ from one session to the other based on the current thematic or topic and the targeted group's profile or background. Thus, we consider this manual as a guide, rather than a hard set of rules. It is thus recommended to facilitate discussions, but not to lead them.

2. THE STRUCTURE OF AN OPEN-ENDED CONSULTATION

Structure introduces the necessity of adapting materials of an Open-Ended Consultations to the participants learning's needs while design training-teaching-learning activities for adult learners, which further provided pointers on how to assess adult learners learning needs and use the gathered data as the basis for designing, developing and planning inclusive training-teaching-learning activities for adult learners.

Key Issues:

1. What does the facilitator need to know from the participants?
2. How should consultations look like with workshop learning methods?





3. What needed resources to collect the inputs from the participants?

Further, the structure introduced the necessity of focusing the Open-Ended Consultation's activities towards certain learning objectives, beyond collecting and compressing inputs to be able to design training or teaching programmes, which meets participants expressed or identities existing gaps and learning needs.

Key Issues:

1. Setting clear goal and objectives.
2. Creating sheet for collecting participants inputs; and
3. Compressing inputs and producing a training manual to respond to express needs.

3. CHARACTERISTICS OF AN OPEN-ENDED CONSULTATION

For any training-learning-teaching process, the participants want a programme delivered when they are ready and want to contribute, and at the same time, enhance their knowledge, skills, attitudes, and competences. It is relevant that their prior experiences are recognised and taken into considerations.

3.1. Characteristics of an interactive participation

Organiser should provide detailed programme and learning activities should allow inclusive group discussions among participants, answer the questions, and solve problems together. An interactive participation requires competitive activities that allow participants to test their knowledge and skills in the current subject and be able to assess existing gaps and learning needs.

3.2. Characteristics of learning approaches and activities

The facilitator should take into consideration primary content such as: personal experience, or feedback, and provide enough information for the participants to accomplish stated objectives, by respecting the balance between active and experiential learning, and creating relevant materials to smoothly deliver the consultations.

3.3. Organising an Open-Ended Consultation

Organising an Open-Ended Consultation requires an understanding of key factors limiting the target group's participation in a certain process aiming to address the challenges of a particular social issue or problem that requires everyone's contribution to approach the affects it is having on the community.

4. FROM AN OPEN-ENDED CONSULTATION TO A TRAINING PROCESS

Training-learning-teaching process aims to improve participants knowledge, skills, attitudes, or competences, by directly responding to expressed needs by the respective target groups during Open-Ended Consultations. Thus, to design solutions that meet the identified existing gaps and expressed needs, the data is translated and compressed into a manual drawing contents and topics of a training intervention.

4.1. Method of assessing a training intervention's needs

The first step in determining the requirements of a training process is derived from the expression of such a need by respective target group. In adult education, it often happens that a training-learning-teaching process is organised without first consulting adult learners about their learning needs, existing gaps and the contents or topics of their interests toward achieving their desired social change.

4.2. Importance of a training needs assessment

Whatever are the initiating and the determining factors concerning a training-learning-teaching process, they should respond directly to the learning needs expressed by the target groups about the key limiting factors to address the challenges and effects that a particular problem is having on their community.

4.3. Organising a participatory training intervention

To organise an inclusive and participatory training-learning-teaching process, which responds directly to the needs of the target group; it is important to clearly define and identify the needs and issues that the targeted group has or would like to resolve.

- ✓ As long as a training organiser does not know what the targeted group wants to achieve, the facilitator and the participants will work without reaching what they both want to reach, and at the end they will





not be able to achieve their desired social changes.

This is the reason why we aim at conducting Open-Ended Consultations, where the participants are divided into small groups; each group, at current thematic is asked to explore their understanding of the questions of topic and determine ways in which they wish to be supported, by expressing their needs and gaps.

5. CONDUCTING OPEN-ENDED CONSULTATIONS

Open-Ended Consultations are understood as problem-solving and problem identification workshops to voice the priorities, concerns, opinions, perspectives, and ideas of adult educators on integrating interpersonal skills development in adult education. Therefore, the facilitators lead workshops on various aspects of interpersonal skills in adult education. The participants are provided with the opportunities to express their needs, and gaps on strengths or potential problems toward integrating interpersonal skills development in adult education.

5.1. SETTING THE GOAL

An Open-Ended Consultation needs to have a clear, well-defined goal of what it wants or aims to accomplish.

- ✓ Strengthen the capacity of adult educators and their organisations in integrating interpersonal skills development in their adult education programmes.

5.2. SETTING THE OBJECTIVES

An Open-Ended Consultation's objectives are defined learning outcomes of the knowledge, skills and attitudes the participants need to acquire to achieve the set goal. At the end of the consultations, participants:

1. expressed the needed knowledge, skills, attitudes, and competences to integrate interpersonal skills development in adult education.
2. can illustrate existing challenges that limit their interpersonal skills while working with adult learners.
3. expressed their desired professional competences that they would like to develop to better transfer interpersonal skills to adult learners.
4. can illustrate the gap between what they know and what they need to know to integrate interpersonal skills development in adult education.
5. expressed the goal, objectives and learning activities of a programme that meets their learning needs to effectively integrate interpersonal skills in adult education.
6. have presented the types of resources, and materials that should be developed and produced to help them effectively integrate interpersonal skills development in adult education.

5.3. FACTORS TO CONSIDER

1. Prepare facilitators according to their comprehension of interpersonal skills.
2. Recruit participants who have a good understanding of interpersonal skills in adult education.
3. Select a venue that allows easy speaking, listening, and writing for all participants.
4. Select suitable energiser for breaks and introduction: quick game or exercise that energizes the group.
5. Prepare enough resources for participants and make plans for follow-up and feedback.
6. Highlighting that there are no right or wrong answers, their thoughts are their own; you are not there to question them, each contribution is thus valuable.

6. CONDUCTING OPEN-ENDED CONSULTATIONS

ACTIVITY-1	INFORMATIVE AND AROUSING PRESENTATION.
Purpose	A good start of your consultation is very important. It is therefore recommended to take your time to introduce the programme and make sure that everyone is on the same page. It is further essential to create a nice atmosphere for learning where everyone feels respected and valued. It is equally important to emphasise that you are not there to validate your knowledge, but to support them to analyse the strengths and the areas for improvement of their adult education.





Audience	A variety of audiences: adult educators, youth educators, learners, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.
Instructions	<p>TASK-1. Getting acquainted and expectations:</p> <ol style="list-style-type: none"> 1. Introduce yourself and welcome participants to the Open-Ended Consultation. 2. Go over any logistics about timing, breaks, etc. 3. Talk briefly about the goal of the Open-Ended Consultation and what participants can expect from attending the consultations. 4. Ask if any person in the group has questions about the goals, and then present the expected impact. <p>TASK-2.: Making ground rules</p> <ol style="list-style-type: none"> 1. Write down "Ground rules" on a flipchart and invite participants to add any other conditions which are needed to feel safe and confident to openly discuss the sensitive topics, to realise full participation during consultations sessions. Basic ground rules should include: <ol style="list-style-type: none"> a. confidentiality: in case of sharing sensitive or personal stories; it is encouraged to not disclose who said what, outside this room. b. Communication: listen to each other and give each other enough time to respond or speak up. c. Cultural diversity: respect differences in opinions, be on time, put cell phones in silent mode, and help your group. d. Gender diversity: respect and value how each person identifies with regards to their gender expressions and sexual identity or orientation. 2. Hang the flipchart with the Ground Rules at a wall in a way that it is visible for all participants during the Open-Ended Consultation. 3. If anything happens during the consultations, which is not in line with the Ground Rules, please refer to them again. 4. If anything happens which should be a Ground Rule but is not yet defined as such, agree with the participants to add a new Ground Rule, to avoid repeating problems or conflict. 5. In addition to Ground Rules, each group might need to appoint, per session or for whole the training: <ol style="list-style-type: none"> a. note taker. b. a timekeeper; and c. person(s) responsible for presentation when applicable.
Logistics	<ul style="list-style-type: none"> • Flipchart paper, sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flipchart.
Require time	<p>45 minutes: as a facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> • 30 minutes on introducing yourself, presenting the agenda, and giving instructions on how the consultation is delivered. • 15 minutes on explaining the ground rules and inviting feedback from the participants.
Advantages	<ul style="list-style-type: none"> • participants are become aware of differences in individual participant conditions needed for creating a safe environment and to share and agree on common conditions as ground rules. • participants feel encouraged to fully participate, give input and get ownership about what they want to learn and how they want to be approached. • participants experience and learn new methods on how they themselves can create a safe environment in their adult education work or practices.





ACTIVITY-2	HUMAN BILLBOARD ON THE LINE OF EXPERIENCE.
Purpose	This activity helps participants to get to know one other and to further build team spirit among them by further exploring their characteristics, and experiences, which create the basis for a safe and interactive learning environment.
Audience	A variety of audiences: adult educators, youth educators, learners, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.
Instructions	<p>TASK-1. Human billboard:</p> <ol style="list-style-type: none"> 1. Give one flip chart sheet to each person in the room along with coloured markers. Give everyone 10 minutes to use the flip chart and the markers. Ask them to use words, symbols, or pictures to describe themselves. 2. Once the 10 minutes are over, instruct each person to cut an X at the top of the flip chart so that she or he can put her or his head through it and wear the flip chart like a human billboard; draping in front of them. 3. Give the group 20 minutes to walk around the room, chat and explain to each other what their human billboard says about them. 4. Once you see that everyone got a chance to tell the story behind their human billboard, ask the group to go back in their seats. At this point, you will not need a debrief as this could go out of the participants' comfort zone. <p>TASK-2. The line of experience:</p> <ol style="list-style-type: none"> 1. Attach several flip chart sheets, side by side, to form a line on a blank wall. Draw a long-arrowed line across the sheets and mark divisions of 5, 10, 15, 20 and 25 years. Label, the "Line of Experience." 2. Distribute large sticky notes to each participant and ask them to divide their sticky notes into four spaces, demonstrate how. 3. Ask participants to mark the spaces with letters: A, B, C, and D. Then ask them to write on each of the corresponding space: <ul style="list-style-type: none"> • A: Names and Identify as X. (X is how they would like to be identified as based on their preferred gender identities/expressions). • B: Occupation and an organisation, or schools. they belong to. • C: One special joy in their life they wish to share with others. • D: One of their most satisfying moments as a youth activist, youth educator, trainer, rights defender, or a practitioner, which they wish to share with the group. 4. When participants have finished writing this information on their sticky notes, start by sharing your note, to set an example. Place it on the section of the line that corresponds to your years of experience and then, explain your choices briefly. 2 minutes. 5. Have participants come to the wall one by one (order could be set in different ways, e.g. by throwing a ball), in order to share their information and placing their sticky notes on the line of experience. Each participant should take 2 minutes. 6. In the meantime, have another trainer, or a participant add all the individual years of experience into a collective total for the group. 7. After each participant has shared his or her or their sticky note, share the number of years of collective experience in the room. Reflect on the importance of learning from each other, taking into consideration the different experiences and perspectives of the participants on the training course.
Debriefing	<ul style="list-style-type: none"> • This is a means to bring together the result of the session based on the outcomes of this activity. Invite questions, feedback from participants on what they discussed about on: <ul style="list-style-type: none"> ○ special joy in their life they shared with the rest of the group. ○ their most satisfying moments as a practitioner which they shared with the group. • This can allow the participants to talk more about what they work with and try to understand more what each is doing in their community, and further share and exchange best practices





	and existing challenges in their work, by opening discussion.
Logistics	<ul style="list-style-type: none"> • Flipchart paper, sticky notes, markers, and a tape; • A wall with enough space to attach several sheets of flipchart.
Require time	<p>90 minutes: as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> • 20 minutes for the participants to make their human billboards; • 20 minutes for the participants to walk around, chat and explain to each other what their human billboard says about them; • 10 minutes on giving instructions and waiting for participants to fill in their sticky notes; • 25 minutes for each participant to share what they written, and • 15 minutes on the debriefing at the end of the activity.
Challenges	<ul style="list-style-type: none"> • Timekeeping is important, as introductions can very easily go beyond
ACTIVITY-3	REFLECTING ON EXPERIENCE WORKSHOP.
Purpose	used to capture the motivation, imagination, and energy of a workshop audience, encouraging them to look on their professional behaviour in a way that prepares them for new learning. It is often used at the beginning of a workshop or at a transition from one topic to another.
Audience	A variety of audiences: adult educators, youth workers, learners, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.
Instructions	<p>TASK-1:</p> <ol style="list-style-type: none"> 1. issue blank 3X5 cards to each of the participants. Then, ask each to think and write down a sentence that describes interpersonal skills. 2. divide the participants into small groups and ask each participant to share the reasons why they chose that sentence with the group. <p>✓ the aim here is to provide members of each small group with opportunities to explore their thoughts, attitudes, experiences or understanding of interpersonal skills in their work to spark spontaneous conversations and feedback.</p> <p>TASK-2:</p> <ol style="list-style-type: none"> 1. After each group has finished discussing their sentences, ask each of the group to select 3 sentences that reflect the whole group. 2. And then, handout follow up questions and ask them to explore these questions in the smaller groups: <ol style="list-style-type: none"> a. What are your learning needs: the knowledge, skills, attitudes, or competences needed to integrate interpersonal skills in adult education work or practices? b. What are the existing challenges that limit your interpersonal skills while working with adult learners? c. What are the desired professional competences that you would like to develop to better transfer interpersonal skills to adult learners?
Debrief	<ul style="list-style-type: none"> • Start the debriefing by asking for a volunteer from each group to share points that highlight their discussions. Keep in mind that the next workshop is built based on the outputs from this activity. • Therefore, in the debriefing, invite questions and feedback about each group's presentation.
Logistics	<ul style="list-style-type: none"> • Flipchart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flipchart paper for each group.
Require time	<p>90 minutes: as a facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> • 15 minutes on giving instructions. • 45 minutes for group discussion and to have written the outcomes.





- 30 minutes on the debriefing at the end of the activity.

ACTIVITY-4

EXPERIMENTING & PRACTICING WORKSHOP

Purpose

used to encourage participants to use knowledge in a practical way, providing them with the opportunities to practice and involve in new behaviours and skills in safe environment in which to try out new things before putting them into practice in the real world.

Audience

A variety of audiences: adult educators, youth workers, learners, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.

Instructions

TASK-1:

1. Ask participants to go back to their small groups and then issue a blank flip chat to each group.
2. Ask each group to think, by describing a learning approach that they use or used in integrating interpersonal skills development their adult education work or practices.

TASK-2:

1. After each group has finished discussing what they wrote, ask each group to discuss what the used or applied learning activities reflect the above approach.
2. Further, ask them to discuss what the link between their learning approach and learning activity, were the learning outcomes reached.
3. And then, handout follow up questions and ask them to explore these questions in their smaller groups:
 - a. What are the appropriate learning activities that you would like to be involved in, to develop your knowledge, skills, attitudes, or competences to effectively integrate interpersonal skills in your adult education work or practices?
 - b. What are the appropriate learning activities that you would like to develop your knowledge, skills, attitudes, or competences about to effectively transfer and apply interpersonal skills to adult learners?

Debrief

- Start the debriefing by asking for a volunteer from each group to share three points that highlight their discussions. For interactive learning, in debriefing, invite questions and feedback about each group's presentation.

Logistics

- Flipchart paper, large sticky notes, markers, and a tape
- A wall with enough space to attach several sheets of flipchart paper for each group.

Required time

- 90 minutes:** as a facilitator, you should expect to spend:
- 15 minutes on giving instructions.
 - 45 minutes for group work on the provided handouts and to have written their outcomes.
 - 30 minutes on the debriefing at the end of the activity.

Challenges

- Timekeeping is important.
- Discussions can very easily go beyond 45 minutes per group.





ACTIVITY-5	PLANNING FOR APPLICATION WORKSHOP
Purpose	used to provide a stimulus for implementing and utilising new learning outside the workshop context. Planning activities prepare participants for and increase the likelihood of transfer of learning. These activities are often used at the conclusion of a workshop or when the focus of the workshop is about to shift from one topic to another.
Audience	A variety of audiences: adult educators, youth workers, learners, or trainers, and other: civil society leaders, rights defenders, volunteers, or staff.
Instructions	<p>TASK-1:</p> <ol style="list-style-type: none"> 1. Ask participants to go back to their small groups and then issue a blank flip chat to each group. 2. Ask them to describe the training resources, tools, or materials, etc. they use or used in their adult education work to develop interpersonal skills among adult learners. <p>TASK-2:</p> <ol style="list-style-type: none"> 1. After each group has finished discussing what they wrote, ask each group to discuss what is or was the effectiveness of those resources on interpersonal skills development. 2. Further, ask them to discuss what the link between the learning outcomes and impact made or reached at the community level while using those existing resources. 3. And then, handout follow up questions and ask them to explore these questions in their smaller groups: <ol style="list-style-type: none"> a. What kind of resources or materials that should be developed and produced to help you better integrate interpersonal skills in your adult work or practices? b. What kind of resources or materials that should be developed and produced to help you better transfer interpersonal skills development to adult learners?
Debrief	<ul style="list-style-type: none"> • Start the debriefing by asking for a volunteer from each group to share three points that highlight their discussions. For interactive learning, in debriefing, invite questions and feedback about each group's presentation. • After this part is done, please collect the data by using the data collect sheet.
Logistics	<ul style="list-style-type: none"> • Flipchart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flipchart paper for each group.
Required time	<p>90 minutes: as a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> • 15 minutes on giving instructions. • 45 minutes for group work on the provided handouts and to have written the outcomes. • 30 minutes on the debriefing at the end of the activity.
Challenges	<ul style="list-style-type: none"> • Timekeeping is important. • Discussions can very easily go beyond 45 minutes per group.



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