

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



“KEY COMPETENCES - A CHANCE FOR SUCCESS”

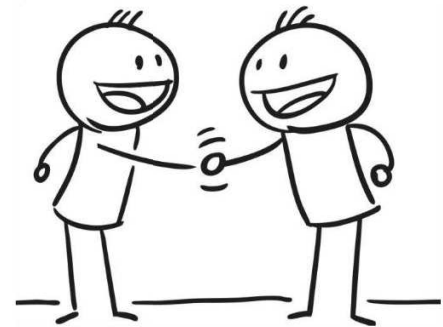
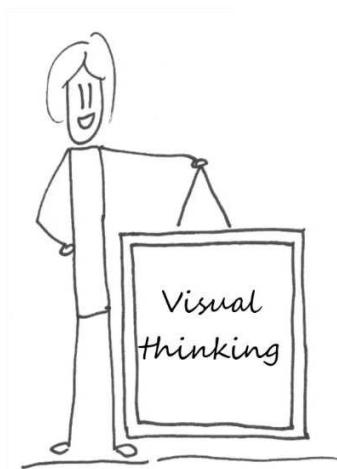
Critical thinking



social animation path



Financial education





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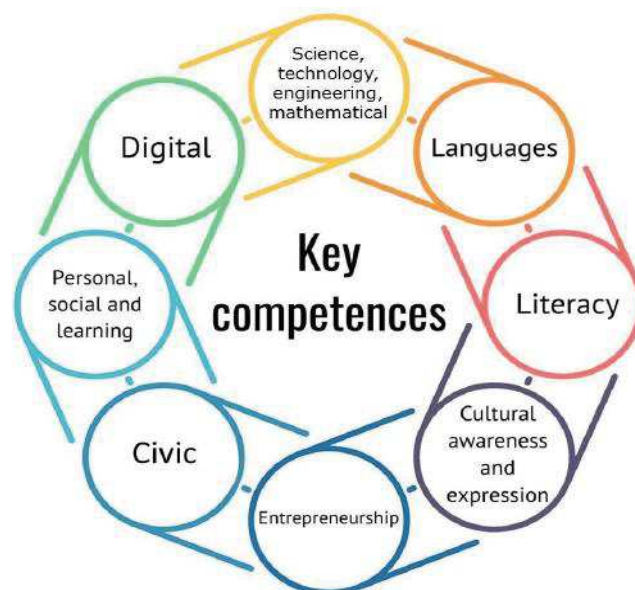
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INTRODUCTION OF THE PROJECT

Together with [the Association of Social Animators Forum](#) from Poland, [Eesti People to People](#) NGO from Estonia and [LAB.IN.S Società Cooperativa Impresa Sociale](#) from Italy, we participate in ERASMUS+ strategic partnership project "[Key competencies as a chance for success](#)".

The project was implemented for 24 months, from December 2020 to December 2022, and responds to the problem of low-key competencies of adults at risk of social exclusion.

The project's main objective was to exchange experiences and tools and increase the knowledge, competence and skills of the staff of all partners' organisations in developing key competencies for adults.

Key competencies are the ability to read, write and understand text, counting and mathematical reasoning, as well as the ability to use modern technologies, as well as social skills such as interpersonal communication, adaptation to changes, teamwork, setting realistic life goals, dealing with conflict and conflict resolution, decision making, showing initiative.

The core activities were three international training sessions which have taken place in Poland, Italy and Estonia for adult education staff of the partners' organisations. The training sessions aimed to share the methods used, tools and good practices at work with people with low-key competencies. Each partner will conduct a minimum of two local training sessions using the methods and tools learned and one dissemination seminar.

The objectives were to:

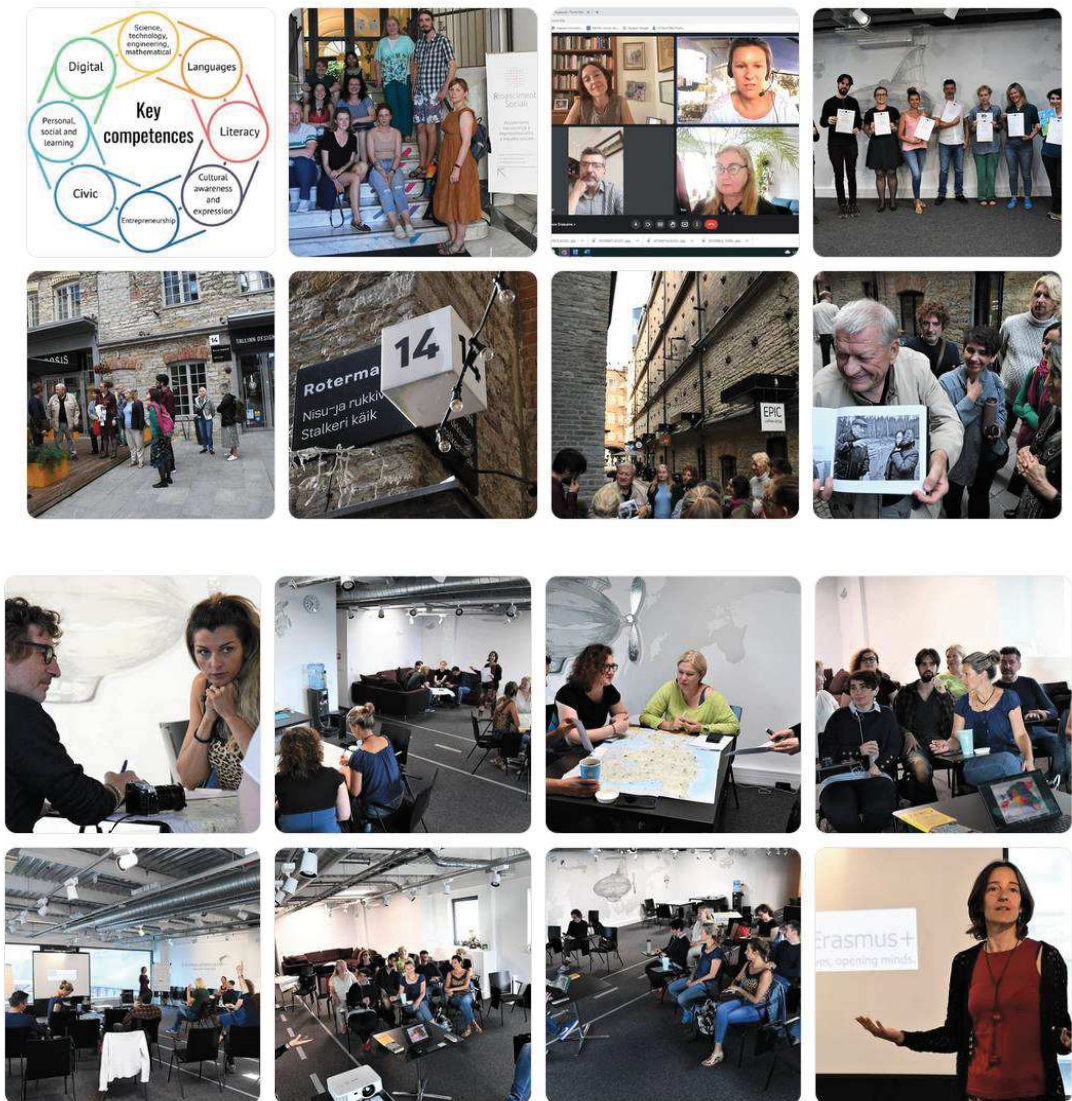
- increase the knowledge and competence of adult education staff;
- increase the scope of the educational service provided and increase its quality;
- develop international cooperation in combating social exclusion;
- develop new tools and methodologies for working with people with low-key competencies;
- improve the quality of functioning of the entities operating in the fields of education and social inclusion;
- develop employees' competencies in the field of transnational and intercultural cooperation, strengthen language competencies to develop international cooperation, expand the network of contacts, and establish new partnerships, including future project partnerships.

The result of the project is this publication with the good practices of each partner and a set of tools and recommendations for working with target groups.

Indirect recipients of the project are local communities, participants in dissemination activities, decision-makers, non-governmental organisations and institutions that will become familiar with the publication.



The established partnership had the task of transferring knowledge between entities operating in similar areas, having common goals and having different experiences and competencies, which complemented each other based on synergy.





PARTNERS OF THE PROJECT

SOCIAL ANIMATION FORUM –LEADER OF THE PROJECT

The Forum of Social Animators of Warmia and Mazury (FAS) Association has been active since June 2009, when it was established as an informal group, and has been operating as an Association since January 2013. We have 4 employees and 44 members - social animators representing various social organisations and institutions from Warmia and Mazury and outside our voivodeship.



We take an active part in many monitoring teams, our representatives represent us in the Councils of Non-Governmental Organisations and the Councils for Public Benefit Activity, we cooperate cross-sectorally, both with social organisations, public administration, as well as business and representatives of the world of science. FAS is a group of people who consciously take on the role of social animators and educators, supporting the activity and development of local communities. We also create a space for the exchange of knowledge, experience, mutual motivation and support and integration of the community of animators and social educators.

Objectives include: supporting an active and creative way of life of local communities based on cultural and historical resources and using the potential and passions of the inhabitants with respect for diversity, democratic values and the natural environment; social inclusion of individuals and marginalised groups at risk of exclusion, development of civil society based on the conscious and active participation of inhabitants in public and social life.

The Forum's flagship activities to date include:

- animation workshops of local, regional, and national scope,
- animation projects to train more animators, creating a space for joint learning and exchange of experience - Social Animation Laboratory, - development of a model for creating and supporting local partnerships and a code of ethics for a social animator,
- developing original ideas for the organisation of animation and integration workshops, e.g. theatre in a circle, field game "local initiative step by step, - inspiring and cooperating in the implementation of nearly 20 regional Schools for Social Animators.



MOST IMPORTANT ANIMATION ACTIVITIES of FAS:

- spreading the idea and implementation of successive Social Animator Schools (a total of 20 were held with the participation of FAS),
- co-creation of the path of the social animator's work with the local community,
- organising a competition worthy of emulation in the category of community animator,
- organisation of already five editions of the regional Local Initiative Forum,
- FAS is also active in the national field, cooperating with the CAL Association, which involved the Forum in the implementation of animation workshops during the National Forums of Social Animators. In this way, FAS has created its animation products such as field games, theatre in a circle,
- in 2013 we received a special prize in the Helena Radlinska competition
- we have been implementing educational projects, activating residents and local communities (currently 2 under the ROP), and looking for new sources of inspiration we have started 2 transnational projects (with funds from the OP WER)

Over time, community animation has begun to merge with the role of community educators. This resonates also in the FAS statute itself. This need can also be seen in action. This was manifested, for example, in the educational series of the School of Social Educators, the Academy for Local Development or the co-organised School of Coaching Skills. The training courses continue to be mainly animation-based, with adult learning becoming important. Cycles have already been conducted in cooperation with regional partners, such as for the ADELFI Association from Elk, and the Department of Rural Areas of the Marshal's Office of the Warmińsko-Mazurskie Voivodeship.

For Forum members, the area of education is particularly important. We have been observing the education system in Poland for many years and see the need for the development of non-formal education. The tools and methods developed by the FAS animators are also trying to disseminate among institutions running various grant programmes. This aim is to increase decision-makers awareness about the changing practice of animation work and the values resulting from its use. As a reflection of this, already in the new funding perspectives 2014-2020, terms such as 'social animation', 'animator in a social welfare centre' or 'streetworker' are present in formal provisions - they appear straightforwardly as methods of working with passive people at risk of social exclusion.



The Social Animators Forum implemented two projects with a transnational component to implement innovative educational models based on the experience of partners from Portugal (DYPALL Network) and Germany (Valtenbergwichtel). Both projects are financed from the funds of the OP WER, the operator of the grants is Grupa Profesja from Poznan. The themes of the projects are civic participation and street work with the aim of social inclusion.

The Forum has also implemented 4 educational projects with funds from the Warmia-Mazury ROP 2014-2020 and the Civic Initiatives Fund:

- "EduStarter - inspiration, competence, development" in partnership with the Municipality of Zalewo: The project aims to improve language, mathematical and natural science, IT competencies, creativity, initiative and teamwork. The project will include compensatory and development classes, interest circles, key competency training for students, coaching and training for teachers, and workshops for parents to improve their parenting skills and communication with their children.
- "YOUNG-GENIUS. Innovative education in the Municipality of Orneta" is a project implemented in partnership with the Municipality of Orneta. The project aims to educate key competencies necessary in the labour market (maths, ICT, language) and the right attitudes and skills in creativity, innovation and teamwork among 674 students of four schools from the Town and Commune of Orneta - SP in Bażyny, SP in Mingajny, SP no. 4 in Orneta and SP no. 1 in Orneta, and increasing the skills and competences of 64 teachers in the field of supporting the development of key competences in pupils through trainers' skills and 60 parents in the field of supporting their child in learning, developing passions, contact with peers, coping with difficulties and emotions. The project will include school interest circles, levelling classes, development classes, scientific and educational trips, competence and skills training for students and classes for parents - "How to support children in overcoming difficulties" and "Teenager at home". - educational classes for teachers - School of Coaching Skills, School of Coaching Skills, School of Educational Competence and Coach for Creative Development of Children and Adolescents.
- The 'Active Profession' project is aimed at the residents of Elbląg. Its activities assume multidirectional development and support of both individuals and the local environment. The project involves, among others, unemployed and economically inactive persons, persons benefiting from social assistance benefits or the food aid programme, or persons with disabilities. It is for them that twelve months of support tailored to their needs, expectations and possibilities are envisaged. The project is implemented in partnership with Social



Cooperative IDEA (project leader), Elbląg Association for Supporting Non-Governmental Initiatives and Association Forum of Social Animators.

Project participants can benefit from specialist counselling (e.g. a vocational counsellor, mediator, lawyer, or coach), dedicated workshops, training cycles, individual meetings with a psychologist and care from a family support person. The annual programme includes, among others, workshops for parents, and communication classes. In addition, the project carries out activation activities within the Neighbourhood House.

- "Social Animation Laboratory". - The project's main objective is to improve the knowledge and skills in local animation of a group of social animators representing 10 NGOs from the Warmińsko-Mazurskie Voivodeship. Participants in the project, through participation in educational cycles -Needs of an Animator and Manager 3.0, Local Initiatives Forum, Social Animation Laboratory and a study trip, will increase their competencies, which will translate into the planning of the organisation's activities, operational management, human resources, stability of financing, promotion and communication with the environment and will ensure increased local development and the development of social animation.

Key people in the organisation:

Maciej Bielawski - animator, advisor, trainer, and expert in educational projects, cooperates with local governments in the implementation of public policies, member of the working group on education at the Self-Government of the Warmińsko-Mazurskie Voivodeship in the context of the implementation of European funds in this area;

Dariusz Ignatowicz - a person active in the non-governmental sector for over 20 years, author of many educational and social initiatives, animator, trainer, and teacher for several years,

Marta Urban-Burdalska - a psychologist, conducts training on replacing aggression, connected with the volunteer centre in Olsztyn, deals with evaluation in projects, co-leader of the School of Coaching Skills series;

Other experts involved in the project were: Anita Pawlak – project manager, trainer, and expert in visual thinking; Emilia Turulska – project manager, coach, and psychologist; Aneta Bożyczko – information and promotion specialist, and trainer; Katarina Werner – trainer, social animator, evaluator; Katarina Wojdyło – NGO and nonformal organisation support manager; Wojciech Jankowski – trainer, social animator, logistic support; Magdalena Jankowska – trainer, financial support.



EESTI PEOPLE TO PEOPLE

Eesti People to People (Eesti PTP) is a non-profit organisation registered in Estonia in 1997 and operating since 1993 as a branch of the international non-governmental organisation People to People. Eesti People to People aims to increase international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly between peoples of different countries and different cultures. Eesti PTP is committed to improving intercultural communication within each community and between communities and nations. Tolerance and mutual understanding are our main areas of interest.



Eesti People to People currently has ten members and over 100 volunteers.

Among our members, volunteers include many people with fewer opportunities - members of ethnic and national minorities, the unemployed, NEETs, people aged 50+ and from disadvantaged urban and rural areas and islands etc. Our members also include students, teachers, decision-makers (local government representatives, MPs) and the general public among the target groups.

Eesti People to People has experience in organising training for groups of 5-35 people and large seminars and conferences. Eesti People to People has experience in Grundtvig Partnership, Seniors, Workshops, Leonardo da Vinci Partnership, Youth in Action Programme, EuropeAid, EU Aid Volunteers, DAPHNE III, Nordplus, NORDEN, Europe for Citizens and Erasmus + KA1, KA2 and KA3 projects.

The main topics for NGO staff as trainers are media, IT and digital knowledge, social media, active citizenship, global education, integration, gender, European citizenship and European values. NGO members also participate in projects with other different topics.

Eesti People to People has experience in the themes of this project. Eesti People to People was a partner in the Erasmus + project 'Inclusive education model inEDU for migrant children in kindergartens' and the Nordplus project 'Social integration of migrant women and children through cultural dialogue'. The NGO is a partner in the Erasmus + projects 'Youth in Action' and 'Women in the Media' with a special focus on women and migrants.

The organisation organises multimedia courses for young people and adults.

Eesti People to People is currently a partner in Erasmus + KA2 projects



"Media and information literacy in adult education" (2018-2020),

"Digital Senior Citizen" (2018-2020),

"Digital storytelling tools in adult education" (2019-2021),

"Emphasis on multimedia: competencies in adult education" (2018-2020),

and several other strategic partnership projects.

Eesti People to People has implemented several media projects as a coordinator:

"Analyse and think critically: media literacy for youth workers" (2016).

"The 3Cs in youth work: creative thinking - effective communication - active citizenship" (2013),

"Young people as important actors in social media" (2013),

"Creative reading and writing - youth access to global media" (2012),

"Gender and media towards creativity and entrepreneurship" (2012),

"Gender and media" (2011)

and was a partner in Erasmus + KA2 projects:

"Exchanging learning and teaching strategies: media literacy in adult education" (2016-2018),

"Media literacy in adult education" (2016-2017),

"Tools and games against cyberbullying" (2016-2018),

"Learning history in digital Europe - SLAJD" (2017-2019).

"Tell your story: self-expression as an approach to media literacy" (2017-2019),

"Impact of relationships" (2012-2014) DAPHNE project,

"Makutano Junction: a multimedia approach to effective development education" (2013-2015) EuropeAid project.

Key staff members of Eesti People to People include professional journalists, teachers and trainers.

Eesti People to People CEO Ruta Pels (PhD in journalism) was a key person in this project. Through her education and work in the media industry (ETA and BNS news agencies, newspapers, magazines, radio and television in Estonia) she has the competence to provide high-quality training for adults. She has participated in many projects abroad, written applications, implemented several Erasmus + projects and has experience in project management.

Ruta Pels works as a journalist in Estonia and writes articles for media abroad.



LAB.IN.S SOCIETÀ COOPERATIVA IMPRESA SOCIALE

Labins, which stands for Laboratorio d'Innovazione Sociale (Social Innovation Laboratory), deals with innovative projects aimed at fostering social inclusion. It is a social enterprise registered in Turin (Italy) as a social cooperative.

It was created in 2012 by a group of professionals with

different skills and knowledge in social policies, social housing, media, environment research and financial education.

The team consists of 9 full-time and part-time employees and 10 freelance consultants with excellent competencies and expertise in social impact projects, including financial education and community savings groups.

The activities of Labins are aimed at: people in a situation of vulnerability (socio-economic and/or housing), young people, newcomers and refugees, victims of violence, people at risk of social and financial exclusion, social workers, adults with mental health disorders and pathological gamblers, low-income families, non-for-profit organizations, micro-entrepreneurs and savings groups members.

Patricia Pulido, Labins Vice-president and director of Creative Economy and Sustainable Development, was directly involved in the project. She has been working in the field of microfinance for more than ten years and has seven years of relevant professional experience in finance and methodology with financial education and savings groups in Italy. Since 2016, Patricia has been involved on behalf of Labins in several projects to promote financial literacy among vulnerable collectives in the Piedmont Region, including women victims of domestic violence, unaccompanied minors, migrants and people affected by mental health disorders. Patricia has developed training tools and knowledge-sharing methodologies to train vulnerable groups at the community level and is currently a trainer of trainers at the national level.

Other Labins experts involved in the project were: Andrea Serafini (Board member and director of Visual Narrative), Michele Caccavo (expert of Clinic of Concertation), Susanna Piccioni (Financial Education and Microcredit expert), Eneida Sejko (Banking expert), Anna Testani (Communication department assistant), Giovanni Riccardo Segala (student of Education Sciences).



SHORT-TERM JOINT STAFF TRAINING IN ITALY

SAVINGS GROUPS & FINANCIAL LITERACY

June 28 - July 2, Turin (Italy)



The first Joint Staff Training Event of the project “*Key Competences - a chance to success*” was held for five days in Labins headquarters in Turin (Italy) from 27 June till 2 July.

13 participants from Poland, Estonia and Italy actively participated in the training focus on key competencies in the field of Financial Literacy and Saving Groups.

Aims

The main goals of the Joint Staff Training Event were:

- Presentation of the project and what to expect in next following months;
- Theoretical background of methodology and educational approaches used in the field of financial education for adults with low-key competencies;
- Methodology and tools used in the field of saving groups to work with people with low-key competencies;
- Interactive workshops with partners and participants where they experienced methodology through practical work



Day 1

morning: Welcome and presentation of partners. Update on local preparatory work and discussion.

afternoon: Microteaching session: Saving groups and financial literacy.



Day 2



morning: Microteaching session: Financial literacy competencies framework for adults.

afternoon: Visit the community-saving group

Day 3

morning: Microteaching session: Core competencies in the area of saving and planning; afternoon: Sharing Best Practice: Saving Groups (Labins)

Day 4

morning: Sharing Best Practice: Financial Literacy (Labins)

afternoon: Sharing Best Practice: Media Literacy (Eesti People to People)



Day 5

Morning: Core competencies in the area of Budgeting

afternoon: Planning further steps. Evaluation and closing



In each session, there was a guided discussion with participants that enabled a constant share of additional ideas on how to work with adults with low-key competencies.

Participants shared their experience in formal and non-formal education, difficulties and challenges in the field of education and social inclusion and how to increase the scope of educational services provided and improvements of their quality. Participants also shared examples of good practices from their countries that could be adopted by other partner countries.

In addition to the training event, the participants were invited to join the members of a Saving Group in one of their meetings. They could observe how a saving group works and interact with its members. The last of the



training was reserved for open dialogue and guided discussion with participants on what they experienced during the training.

SHORT-TERM JOINT STAFF TRAINING IN POLAND

SOCIAL ANIMATION PATH

Sept 27 - Oct 2.2021, Elblag (Poland)

Together with the Association of Social Animators Forum from Poland, EESTI PEOPLE TO PEOPLE from Estonia and LAB.IN.S Società Cooperativa Impresa Sociale from Italy.

Short-term joint 5 days training took place in Elblag, Poland as part of the ERASMUS+ "Key competencies as a chance for success" project.

Our main objective was to exchange experiences between the partners, share useful tools and increase participants' knowledge, competence and skills in the field of key competencies development for adult education staff.

Participants were recruited among partner organisations working with and for people with low-key competencies. The profile of participants was the employees, trainers, and educators working with and for adults at risk of social exclusion with low-key competencies.

The training is to share the methods used, tools and good practices at work with people with low-key competencies and a set of tools and recommendations for working with target groups.

The second Joint Staff Training Event of the project "Key Competences - a chance to success" was held for five days in the Social Animators Forum office in Elblag (Poland) from Monday 27th September to Friday 2nd of October 2021.

There were 11 participants from our partners from Estonia and Italy and 4 participants from Poland.

Aims

The main goals of the Joint Staff Training Event were:

- Presentation of the project and expectations.



- Theoretical background of methodology and educational approaches used by FAS – Social Animators Forum for adults with low-key competencies such as:
 - Motivational dialogue.
 - Coaching skills development & methods.
 - Animator's path - FAS model for NGO adult education.
 - Neighbourhood House, what kind of exclusion we face, within this project and the local community.
- Interactive workshops with partners and participants where they experienced methodology through practical work.

Day 1

Welcome meeting

Host organisation pre-project for Adults education / key competencies review

Welcome & Presentation of Partners. Update on local preparatory work & discussion



Day 2



Workshop session:

Coaching skills development for educators

Competences Framework for Adults

Motivational dialogue for adults' key competences development

Day 3

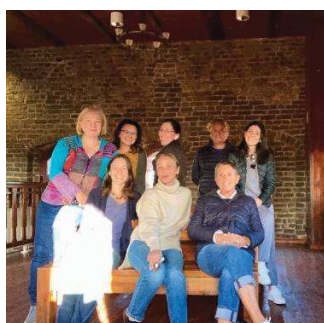
FAS Framework for Adults.

Animator's path - FAS model for NGO adults' education.

Workshop session: Adults Animator's path.



Day 4



Presentation of Regional Center for Information and Support of Non-Governmental Organisations System of Socio-Professional Activation in Gdansk - component of active integration.

Our Neighbourhood House, what kind of exclusion we face, within this project and the local community we interact with Neighbourhood Houses - key competencies development.

Day 5

Workshop session: methods of social engagement - educational block

- presentation of the "Hi" program
- presentation of the neighbourhood house which engages immigrants

Planning further steps for partnership development.

Evaluation and closing.



In each session, there was a guided discussion with participants that enabled a constant share of additional ideas on how to work with adults with low-key competencies. Participants shared their experience in formal and non-formal education, difficulties and challenges in the field of education and social inclusion and how to increase the scope of educational services provided and improvements of their quality. Participants also shared examples of good practices from their countries that could be adopted by other partner countries. The last day of the training was reserved for open dialogue and guided discussion with participants on what they experienced during the training.



SHORT-TERM JOINT STAFF TRAINING EVENT IN ESTONIA.

CRITICAL THINKING & MEDIA LITERACY

July 25-29, 2022. Tallinn (Estonia)

A short-term joint staff training event brought participants from Poland, Italy and Estonia to Tallinn, Estonia, on July 25-29, 2022. The participants were staff members, adult educators and trainers from all project partners' organisations.

Main aims

The training course aimed at advancing the professional and personal development of participants and improvement of the capacities of the partners' organisations. The short-term training activities were in direct relation to the topic of the strategic partnership project.

The goals of the training event were to test project materials and share good practices and particularly learn good practices from the host organisation. There were workshops about media literacy and critical thinking, visual thinking, travel budgeting, tests of theoretical materials and exercises and practical sessions, debates and discussions as an open exchange between participants. The idea was to exchange first-hand experiences with partners.

All national groups presented their best practices. In this way, participants could learn from various countries. This helped partners find a common ground and see what practices may suit the best to be implemented during the local activities in the partners' countries.

Learning outcomes

Taking part in this mobility allowed participants to gain new competencies in non-formal education for adults. The participants improved their skills in international cooperation, strengthened their capacities, and presented and tested the best practices. Through this training, course participants got the chance to get a deeper understanding of the implementation of the training course under the Erasmus+ Programme.

The short-term joint staff training program included



- Welcome session, housekeeping and safety measures; update on the project aims and short-term training programme.
- Presentation of the participants.
- Intercultural talks cards – a set of cards that make it easier for people from different cultural backgrounds to understand one another better and on a deeper level by the Estonian partner.
- Bingo and getting to know each other.
- Team building activities.
- Critical and creative thinking activity from the Estonian partner.
- The workshop included iconic building cards. That allowed the participants to travel the world of incredible architecture. The game includes 25 buildings with impressive architectural complexity and important historical significance. The challenge was to match the buildings with their cities.
- Huzzle metal puzzles. Participants had to disassemble and assemble puzzles. <https://www.huzzle.eu/>
 - Euro banknotes – logic activity about various architectural styles in Europe.
 - Logical exercise to assemble wooden 'Rubik's cube puzzles.
- The participants have also experienced "Riddle me this box" which includes 50 brainteasers and tricky riddles. This collection of tiny tins is filled with prompts for lively conversation, trivia and icebreakers.
- "Travel box" quiz game consisted of a tin box with 50 questions and answers within a category, here about travel. It is a small and simple quiz game, where players simply have to answer different questions.
- Text analysis: theory and practice of fallacies.
- Participants took part in a guided tour in Tallinn. After, an original city quiz allowed them to discover some hidden gems of the Estonian capital city.



- Italian partner's session about travel budgeting.
- Polish session about visual thinking.
- The participants had an opportunity to visit Luuletaja Raamatukogu NGO which is based in a bunker, just a few metres away from the Old Town. This organisation acts in different forms while addressing adults with fewer opportunities.
- The participants visited the multimedia centre EUROPA EXPERIENCE. They could learn more about the EU, European politics and how citizens can make a difference. They also watched a short movie about EU history and parliamentary democracy in 360° cinema. <https://visiting.europarl.europa.eu/en/visitor-offer/other-locations/europa-experience/tallinn>
- The participants visited the Estonian parliament Riigikogu and learned about the history and modern politics of Estonia.
- The participants had a study tour in the Rotermanni quarter with film director and cameraman Arvo Iho who wrote a book about his work in the "Stalker" movie with Andrei Tarkovski.
- During their free time the participants visited the Lennusadam museum and Fotografiska in the Telliskivi quarter.



Photo reports of the short-term joint staff activities are uploaded on the project's Facebook page <https://www.facebook.com/keycompetences>



GOOD PRACTICE – TOOLS TO USE IN WORK WITH ADULT TEACHING

In this part of the publication, we would like to present you with a description of useful tools which we've learnt during our project and would like to share with others to inspire and if you find it useful implement it in your work as a social educator of adults.

SOCIAL ANIMATION PATH

MODEL OF LOCAL DEVELOPMENT BASED ON ACTIVITIES OF SOCIAL ANIMATORS

For a dozen years or so, processes have been taking place in Poland that aims to integrate and increase social, civic social and civic activity in local communities. Parallel to these processes, or even parallel to these processes, and even interpenetrating each other, local government environments undertake actions aimed at stimulating local development in the social, cultural and economic dimensions. The present study focuses mainly on the role played in this whole process by social animators, the majority of whom are employed by or work for non-governmental organisations. NGOs. A practising animator will find here tips and tools that can help him in his work for the development of local communities.

Relevant, from the point of view of today's challenges, is the context of how social animation influences local development, and on which levels it influences changes, and processes occurring in a given community. Animation builds, develops social capital, contributing to the increase of trust, the creation of relations between people, and the development of skills of cooperation between people, and thus making it easier for communities to achieve their goals. It is no longer necessary to explain to anyone that this does not only concern purely social development but translates very significantly into economic development. In a community that trusts each other and can organise itself, it is easier to implement various civic and business projects. Relationships that are formed



in local communities for development do not depend on the amount of money invested in the community, but rather the level of trust and the number of links and networks in the community, which is significantly influenced by community animators.

This study is based on:

"The path of animation work", which was published in 2010, was developed at a workshop conducted by Jacek Graczyk, an expert from the CAL Association, and developed by Maciej Bielawski and Bartłomiej Głuszak; the update of the 'Pathway of animation work' made during the workshop conducted in 2016 by Zbigniew Mieruński - an expert from the CAL Association, as part of the project "Active Communities of Warmia and Mazury", implemented by the Association Forum of Social Animators Forum; several years of experience of social animators working in the Warmian-Masurian Voivodeship.

ABOUT ANIMATION AND ANIMATORS AND LOCAL DEVELOPMENT

The term animation (from the Latin anima - soul and animo - to animate, set in motion, "to breathe the soul") emerged for good in the 1960s, in the social revolution in Western Europe

and the USA, in the context of an attempt to reject formalisation, hierarchisation and bureaucratisation in relations between people. It was pointed out that the basis of social activity is groups - relationships, bonds, and cooperation between The animation was defined as a method of education focusing on stimulating citizens to act for the benefit of the local community, where there is a sense of community identification and bonding between its members there is a sense of community identification and bonding. To better understand animation and the role of the animator, it is also worth quoting some 'definitions' by participants of the Warmia and Mazury School of Social Animators: animation is about getting the community to be active, to want to cooperate, to change the world around them;

A model of local development based on activities of social animators is everything: a goal, a process, a method and a form of action; the animator is the "heart of the local community";

an animator "enlivens the soul", broadens the sphere of sensitivity, opens up to change, and activates the inner energy that resides in the environment; the animator helps the inhabitants to identify social problems, inspires them to action, creates relationships between groups and institutions, builds cooperation based on community values;

The animator leads the community from passivity to activity. He/she facilitates the inhabitants to discover common values, the satisfaction of helping others, and the change of value hierarchy towards cooperation for the common good.

Nowadays the word "animation" has become very popular, we encounter it almost at every step. So there are animated films, animators at festivals, cultural animators, customer animators in banks, social animators customers in banks, social animators, or sports field animators, etc., and as many applications or places for



animation work, as many ideas, concepts of how an animator should work. There have recently been several studies on animation, showing various approaches depending on the "industry", but also on the "school" of animation. Among the most important functions and skills that a social animator should have include: the development of community partnerships through coalition building, communication between potential community partners through the development of contacts and relationships with both and between key figures, profiling the community - getting to know residents, amenities, history, problems etc, joint decision making processes by reaching consensus and defining a common goal, working through group dynamics, maintaining commitment and motivating others, networking - working across boundaries, nurturing contacts, managing information and resources.

The animator's roles and functions in communities are changing, taking on new forms and tasks. One of the more well-developed roles that animators are beginning to play is that of community organisers of local communities, who are in charge of a process aimed at changing social reality. It is based on the activity of the inhabitants and on using the potential of groups, institutions and organisations. The basic task of a community organiser is to recognise the strengths and possibilities of the inhabitants, and then to activate them, aimed at creativity. Creating not only their own life but also the environment in which they live. Local community organising is a long-term process of empowering people as members of a specific territorial or categorical community, creating a network of cooperation and creating an environment that is more open to them. or categorical community, creating networks and local structures that will permanently support local development, enabling communities to solve their problems, strengthening the potential of both groups and the community as a whole and co-creating an environment of change aimed at improving the quality of life.

Community organising activities aim to strengthen the importance of groups and communities, especially marginalised groups and those at risk of exclusion. The ultimate goal of community organising is to create a community, which means overcoming isolation and loneliness, building or re-establishing social bonds and networks of acquaintances and building or re-establishing social bonds and networks between inhabitants.

Let us, therefore, focus on community animation, broadly defined, which for several years has been defined and popularised by the Association Centre for Supporting Local Activity CAL (Local Activity Support Centre (www.cal.org.pl)). It is a form of individual, group and local environment development, understood as the most natural public space in which we test and verify our perception of the world, our ability to cope with everyday problems, as well as forming attitudes towards others. And all this is done to increase people's ability people to take control of their own lives, to influence public affairs, to participate in social participation Bohdan Skrzypczak (CAL) argues that "(...) local community development is a kind of foundation of local development, i.e. a process consisting in solving local problems (social, economic, political, cultural, ethnic) and creating conditions to satisfy individual and collective needs, thanks to the involvement of the inhabitants, institutions, organisations and all interest groups". In another author we read that local development "(...) is a social process, as it consists in the activity of local communities, in activating local pro-development attitudes, in creating social institutions involved in this development. involved in this development. It is a process preceded sometimes by long-term preparation, both of the resources for their economic utilisation and of the people to participate in the development. development. Finally, it is a labour-intensive and innovative process, sometimes even an innovative one (...)"



Jacek Brdulak in his article "Features of local development "6 distinguishes the so-called soft factors of local development, and among them (...)": creativity and innovativeness of the human capital of a given local community, intensity, diversity and quality of cultural activities, the offer of recreational and leisure services, the quality of the man-made and natural environment, the entrepreneurial and creative climate, combined with the involvement of citizens in public activities public activities, the sense of identification of local people with the city or region in which they live, based on cultural premises and historical traditions and the development aspirations of citizens". The link between community animation and local development in this context is obvious.

There are many models of local development understood as a process of positive change in social, cultural and economic areas, in a geographically defined territory. It is not the purpose of this paper to cite them all, but it is worth mentioning the publication of the ESWIP Association "HEROLD Network's Ideas for Local Development " which The publication presents the experiences of members of the Warmia and Mazury Herold Network in the field of animating, organising and developing local communities.

It presents 12 descriptions - models - of NGO activities, structured in chapters:

- activities for groups,
- activation around the place,
- village development organisation,
- cyclical activation events,
- media activities,
- a new vision for village/town/city development,
- in three dimensions act locally,
- local funding,
- supporting entrepreneurship,
- support organisations,
- systemic and action volunteering,
- local action group.

In addition to examples of good practice, each description includes a "recipe for a model" - i.e. a hint, of what is needed and what process must accompany the activities of an animator or organisation which would like to choose a particular development path. The publication also shows how organisations combine the above-mentioned development ideas and create their ways, and models to support local development.

ANIMATION ROLE OF NGOS AND SUPPORT CENTRES

Currently, there are many local development support organisations in the regions, social activity, NGOs, and social economy, e.g. Social Economy Support Centres, NGO Centres, networks, federations, partnerships, etc. They provide a variety of services, targeting a wide range of individuals, groups, and institutions, on various aspects.



What they have in common is an animating role in the community. The starting point of their activities is a solid and comprehensive diagnosis of the environment, i.e. learning about its problems, needs and expectations to properly select forms, methods and tools of support to bring about social change. Throughout this process, support organisations perform various functions, such as:

- they encourage people to be active, to take action;
- they facilitate cooperation, create space and conditions for building bonds, relations, and realisation of joint initiatives;
- involving individuals, groups and institutions in cooperation, trying to exploit the potential of each partner;
- educate, improve knowledge and skills, shape attitudes, use and promote the idea of promoting experiential learning;
- empower individuals, groups, and institutions, while ensuring equality, and promoting the principles of partnership;
- inspire reflection, evaluation of implemented actions, and cooperation, thus creating the basis for further development.

Although there are many support organisations, their functions and roles are usually similar, often significantly different in their methods, forms and tools of work. Different approaches, methods, tools, internal dilemmas of the animators, lack of a holistic view, not treating the animation role of NGOs and support centres animation as a process, all this needed to be organised, shown in the form of successive stages of an animator's work, with an indication of concrete working tools.

THEN WHAT EXACTLY IS THIS ANIMATION WORK PATH?

The animation work path defines the directions of the animator in the local environment, in the context of local development. First of all, it is adapted to work in a territorial environment (e.g. at the level of a village, housing estate, commune, district, or several localities). The social animation path distinguishes six phases of an animator's work. During meetings with social animators from our region, we tried to define for each phase the tasks and tools, the results that should be achieved, the role of the animator and the changes that take place in the group with which the animator works.

We have also assigned to each phase good advice for the animator and the difficulties and risks which they may encounter.

PATHWAY OF ANIMATION WORK IN THE CONTEXT OF LOCAL DEVELOPMENT

Animation practitioners have defined the following phases of an animator's work with a group or local community:

Phase I. Initial recognition of the environment

- A. Animator's research
- B. Creation of a concept of work in the environment



Phase II. Environmental diagnosis

- A. Entering the environment
- B. Diagnosis - action research

Phase III. Development planning

Phase IV. Activities

Phase V. Evaluation

Phase VI. Getting out of the environment/changing the role of the animator

PHASE I. INITIAL RECOGNITION OF THE ENVIRONMENT

- A. Animator's research
- B. Creation of a concept of work in the environment

This stage consists of collecting as much information as possible about the environment in which the animator is to work with. Therefore, the animator analyses the available materials, i.e.: strategic documents (e.g. municipal development strategy, strategy for solving social problems); documents of local institutions activating residents (e.g. libraries, schools, cultural centres, etc.); statistics, censuses; history, the culture of a given community; local media, especially information content, structure local media, especially information content, content selection structure, etc. local media, especially the information content, content structure, etc. (newspapers, newsletters portals), local publications, photographs and films. It also carries out other tasks and uses tools other than analysis, such as site visits, observation of local events, research walks, interviews or collecting information from institutions, persons, and consultations with their team. The result is an initial knowledge of the environment and a preliminary concept of the animator's work in the environment. Based on this research, a kind of opening report is produced, which can consist of including, but not limited to: the animator's notes, the environment's 'resource box', photo documentation, a database of people active in the environment, and the animator's work concept.

GOOD ADVICE

- ✓ Make an effort to find out about all strategic documents (strategy, sectoral programmes, plans) in force in the municipality/district.
- ✓ Try to reach the people who have created or co-created these documents, they will certainly supplement your knowledge with interesting information, insights into the process, and people involved in creating these documents.
- ✓ Seek knowledge from other animators, organisations, and institutions operating in the area. They will certainly have their thoughts and experiences, which will complete your portrait of the local community.



- ✓ Be open to new people, relationships, and social phenomena occurring in the local community.
- ✓ Try to reach out to different people, don't dismiss a person/institution just because you have heard negative things about them.
- ✓ Provide plenty of opportunities for joint discussions, meetings, and getting to know each other.

DIFFICULTIES AND RISKS

- You may find yourself in a situation where you find few documents, or programmes e.g. the municipality has not published them in the Public Information Bulletin.
- Remember that document analysis is time-consuming and tedious work, but necessary.
- You may encounter legal/institutional barriers in your search for documents e.g. protection of personal data.

PHASE II. ENVIRONMENTAL DIAGNOSIS

A. Entering the environment

B. Diagnosis - action research

The results here are in part similar to the first stage. These include increased knowledge of the environment and knowledge of the environment by the animator or the contacts made. The key results, however, are the decision of the local environment about the directions of possible activity, the concept of further animation work and the initiation of an educational process, especially environmental education. This begins with the first interactions of the animator with the environment, and with the local community. The key elements of documentation are the rules of cooperation (place, organiser, dates, including the next meeting) and the animation path, including the entry scenario (optionally in the form of a document). This is the phase in which the animator already meets the environment and begins his/her impact. From the first contact, a lot depends on it. Here, the animator develops together with the community SWOT analysis, conducts individual and group interviews (including focus groups, and debates), and applies observation (including participatory), e.g. a site visit. It performs both spatial analysis (including geographical conditions, places, building structure, etc.), as well as analysis of relations between actors of social life (institutions, organisations, informal groups). It presents finally, the collected information and documents.

The most important results are the diagnosis of the environment made together with the group, thus increasing knowledge and awareness of the problems/needs of the local environment, the definition of these problems and needs and the definition of social potential. The result is also the launch of elements of educational intervention, especially in the area of social diagnosis (e.g. by learning the tools and methods of diagnosis, carrying them out and developing them). At the documentation level, there is an updated animation path, a stakeholder analysis, as



well as a map of resources and needs. This can be created in any form, in addition to In addition: meeting notes, defined rules of cooperation, contact list, information about the group and individuals, and photos.

GOOD ADVICE

- ✓ Ensure the participation of as large a group of people as possible, representing different backgrounds and institutions, to get a full picture of the problems and needs of the local community.
- ✓ During meetings, be an attentive observer and listener and ensure that everyone has their say.
- ✓ Don't just focus on the problems and weaknesses of the community. Highlight strengths, enhance potential and inspire development.
- ✓ When carrying out a joint diagnosis, use a variety of research tools to get broader use of different research tools to get a broader view, and confront emerging theses and conclusions.
- ✓ Involve a lot of people in the diagnosis, the search for information, and data - this way you build their involvement and identification with the needs at hand.
- ✓ If you are dealing with rural communities, it is worth asking if they have kept a chronicle - this is a valuable source of information, often showing the emotions, relationships, and bonds between members of the local community.
- ✓ Make meetings attractive, and diverse. Begin the process of building an identity of a place, rituals, and customs specific to a particular group, or community.
- ✓ Work out a contract with the group/community - this will facilitate and improve your cooperation.

DIFFICULTIES AND RISKS

- Many people may be unfamiliar with the diagnostic tools you are using - ensure that they understand them and know how to use them.
- Avoid a superficial analysis, a good diagnosis of needs is a key element of further animation work.
- Remember that diagnosis of needs is a time-consuming stage of an animator's work, usually taking several months.
- During the meetings, you may find it difficult to gather a representative group, with the claiming of some meeting participants, their appropriation of the discussion space (in effect, their chatter discussion space (as a result of their chatter or grumbling).
- Beware of stereotypes and subjective judgements which, at first contact, when you don't know the local community, can make it difficult to get to know the facts.
- In the first meetings you might observe passivity, "closure" and distrust of the group, difficulties to find a common language - these are not unique, observe the group, and take care of the group process.
- Often among groups and communities, you can observe a lack of confidence in the success of joint meetings, low awareness of the need for change, and fear of change.



- Watch out at meetings for "shouters" and "demotivators". - such people can be found almost and it is important to know how to deal with them and how to include them in the group process.

PHASE III. DEVELOPMENT PLANNING

It is carried out through individual and group meetings, the work of thematic groups, the creation of planning documents, and community consultations. It also includes local media, individual development paths (where mentoring, coaching, tutoring, and facilitation can be used), counselling, training and many other tools, counselling, training and many other tools. The key outcomes for this phase are aware of the change you want to lead, identification of directions for this change, an action/modernization plan (or strategy), choosing a key problem and deciding on a course of action, but also the beginning of an integration process. The basic documents developed in this phase are the planning document, including, for example, an idea bank, development plan, strategy or other documents (in any form, with a timeframe, adapted to the possibilities). It may also include an updated map of resources and needs.

GOOD ADVICE

- ✓ Adapt the pace, venue and timing of meetings to the needs and capacities of participants.
- ✓ During the meetings, be an attentive observer and listener and make sure that each person has a say.
- ✓ Make sure that each person has a chance to express themselves.
- ✓ Nurture a group process, an atmosphere of safety and trust.
- ✓ Be measured - adapt the planning process and the action plan itself to people's capabilities, rather than satisfying your ambitions.
- ✓ Involve many people in the activities, this ensures greater participation.
- ✓ Conduct educational activities (training, study visits), and present good practices as inspiration for action.
- ✓ Ensure that planning is accompanied by small group-building, relationship-building activities
- ✓ e.g. team-building meetings in the form of a bonfire.

DIFFICULTIES AND RISKS

- Many people may not be familiar with the planning tools you are using - make sure they understand them and know how to use them.
- Ensure that they understand them and know how to use them.
- Beware of conflicts of interest, and difficulties in decision-making - they can significantly affect relationships and group processes.
- Lack of reality in planning - too many activities assigned to the same people/institutions, leading to discouragement, and 'burnout' of leaders.
- The reluctance of some individuals/institutions to take responsibility for carrying out specific tasks.



- Domination of one person/group in the community, manifested by promoting their ideas, while negating the ideas of other individuals/groups.
- Different levels of knowledge, and reflection within the group, prevent effective communication and mutual understanding.
- Beware of yourself, so that your vision of development and the pressure to achieve results do not negatively affect the group and the action plan itself.

PHASE IV. ACTIVITIES

This phase is the implementation of the chosen strategy. We can use various tools, such as workshops, training, study visits, conferences, integration events, networking, building partnerships, creating project partnerships, project development, promotion (e.g. a social campaign), educational games and many others. As a result, we achieve social change, understood especially as an increase in activity, acquisition/improvement of skills, integration of the community, raising awareness, identity; an autonomously functioning community with an awareness of community functioning independently, aware of group processes, with stable, strong organisations; partnership at the level of ties, plans, division of roles, etc.; implementation of a project work method.

The documents that can be produced in this phase are a declaration or partnership agreement, projects and application forms.

GOOD ADVICE

- ✓ Ensure systematic documentation of the activities carried out (not necessarily in the form of attendance lists and reports - unless required but in the form of chronicles, reports, and information on websites).
- ✓ Involve as many people as possible in the implementation of the activities, thus building their involvement and responsibility.
- ✓ When implementing activities, it is worthwhile for the community to make use of local traditions, and customs holidays, and build their identity of place.
- ✓ Take care to integrate the group during the implementation of activities, e.g. rituals, and celebrating successes together.
- ✓ Remember to promote your activities.
- ✓ Involve partners, and create coalitions to realise particular activities.

DIFFICULTIES AND RISKS

- You may find that some people/groups are not very committed to the implementation of the activities.
- There may be a review of previous enthusiasm and willingness, and you may find that in some cases there is a "straw man" approach, a low motivation to act.

- There may be discouragement after the first difficulties encountered in the implementation of the activities.
- A lack of sufficient skills in fundraising may prove to be a major barrier to funding for projects. In this situation, educational activities in this field should be ensured.
- Watch out for relationships: personal, institutional, conflicts of interest, and hidden objectives of leaders.
- These are difficulties on two levels. The first is, for example, the joint functioning of superiors and employees, where business dependency relationships are translated into commitment, relationships within the group. The second is the relationship between institutions, and actors (so far, e.g. competitive), which can also influence group relations. Local leaders can use the group's activities for political purposes or financial gain.

PHASE V. EVALUATION

This is a systematic study, using a variety of tools, which aims to obtain an answer as to what change has been brought about by the community's actions. When carrying out evaluation we can use tools such as observation, surveys, meetings, interviews and conversations (individual, group), consultations (social, with other animators, with the whole team), and document analysis (written, photographic, etc.). Here we should gain knowledge about the effects of the process (whether there has been a change, whether the goals have been achieved, what has worked and what has not, etc.). The expected outcomes are conclusions, reflections, and recommendations. At the document level, a report should be produced (analysis - conclusions - reflection), a documentary analysis with recommendations, surveys, interviews and others. Let us remember that evaluation is an educational tool, not a control tool; it is supposed to teach the animator and the group the methods to act more effectively and to introduce changes more efficiently at the level of the product and relations.

It is worth thinking about the evaluation of individual activities and stages of the process of activating. It is worth thinking about the evaluation of individual activities and stages of the process of activating the community, as it will allow us to verify our plans and implement the activities more effectively.

GOOD ADVICE

- ✓ Use a variety of evaluation tools to avoid boredom and have a different perspective.
- ✓ Confront the data, theses arising from research using quantitative tools, supplemented with information from studies using qualitative tools.
- ✓ Make a summary of strengths and weaknesses together with the group.
- ✓ Do not leave out any sources of information useful for the evaluation study - even the analysis of a single photograph can provide a wealth of it.
- ✓ If you have the possibility, involve an external evaluator - this will ensure more objectivity of the evaluation (necessary if your knowledge and skills are insufficient).



- ✓ Information and conclusions from the evaluation should be made public, showing openness, transparency, and willingness to improve.
- ✓ Show participants the benefits of evaluation, and present it as an "invitation to develop".

DIFFICULTIES AND RISKS

- Beware of subjectivity in evaluation, especially if the evaluation does not involve an external expert.
- Lack of holistic evaluation, focusing only on single measures and not confronting the conclusions with the results of the overall evaluation.
- Lack of openness to find out weaknesses, and reasons for failure.
- Do not make definitive statements, or judgements after an evaluation using a single
- research tool.
- You may encounter reluctance and fatigue with evaluation, especially when using surveys.
- The emotional involvement of the animator in the development of the group. This happens often, especially when the animator is a resident of the community, but also in the case of external animators. It can lead to a sense of dependence on the group, and its development on the animator and be a barrier to independent functioning and, in the context of this phase, to a reliable assessment of progress.

PHASE VI. EXIT FROM THE ENVIRONMENT

This phase sums up the whole path, it is the closure of the animator's work cycle. It is the promotion effects of the work, e.g. dissemination of the created good practices (also in the non-community, summary events (e.g. May Day, conference, official and unofficial meetings official and unofficial), but also 'hugs and kisses. The results are functioning institutions, associations, partnerships and the mobilisation of the local community to determine its future functioning. It is also about maintaining contacts and promoting what the community has achieved.

Outputs are archival documentation (e.g. photos, newspaper articles, samples of recognition diplomas etc.), but also, more importantly, a local development group (e.g. in the form of an organisation).

The animator should also think about changing his or her role in the given environment and communicate this to the group. If he/she plans to maintain active contact with it, he/she can become an advisor, mentor or supervisor of the group's activities. If he cannot fulfil these roles, he should become the good spirit of the group and promote its activities.

GOOD ADVICE

- ✓ Decide to leave the group (let it run on its own) consciously - don't leave a group when you see that it is unprepared to do so.



- ✓ Plan the exit from the environment and implement this phase gradually so that people can get used to the situation.
- ✓ Point out to the group/community recommendations, guidelines for further action, and development.
- ✓ If possible, ensure that the group/community has access to educational support, and counselling from support organisations.
- ✓ If possible, supervise the group/community a few months after the exit - if it is willing and ready.
- ✓ When leaving the group, make it feel like a success.

DIFFICULTIES AND RISKS

- Failure to leave the community can sometimes be perceived as a desire to cut ties, contact, and support.
- You may encounter opinions from group/community members about their lack of independence - take them into account, but also self-assess their readiness.
- The moment of exit from the community cannot be delayed too long - sometimes it is the fear of the animator's fear of being alone, of leaving a group/community with which he/she has built up relationships, and sometimes even friendships.

WHAT SHOULD BE KEPT IN MIND WHEN APPLYING THE ANIMATION PATHWAY?

An animation work path is a tool that is subject to constant evolution. When entering the mode of work, it is important to follow the idea behind its creation, rather than to make it into a set pattern. And this idea is to bring about a common understanding of the work of the animator, both by the various actors in public life and by the various actors. What we agree on are some principles or more recommendations for understanding or reading the path. Here are some of them.

- **The main principle - remember that the pathway is not a rigid set of steps in an animator's work.** It is worth carrying out all the phases, while the tools assigned to each phase are at the animator's discretion and should be adapted to the specificity of the given environment. The pathway is therefore not a standard that requires the application of all its provisions. It is important not to consider it as a list of requirements, but as an inventory of possibilities. It is acceptable to start with one of the subsequent phases, as long as the preceding phases have been completed. In this case, the results of the work done so far should be examined and, if necessary, update them. Attention should be paid to the process of establishing links, and relations with the local community (which practically starts with phase 1).



- **If the results assigned to a phase have not been achieved, there are two possibilities.** One is to return to the previous phase. The other is to learn about the ineffectiveness of the work through evaluation. The second is when knowledge of the ineffectiveness of the work is gained through evaluation. In this case, we return to the first phase, i.e. the diagnosis. However, it is still the same cycle of work of the animator with the group, the group process supported by the animator should continue. The evaluation should be carried out by the animator continuously and should concern all the phases proposed in this model.
- **In case of doubts about the effectiveness/property of the work in a particular phase,** it is recommended supervision by an experienced animator (including an evaluation of each phase).
- **At each phase, starting with phase 2, we introduce elements of educational intervention,** with an emphasis on environmental education (action learning). A distinction must therefore be made here between education (training, visits, etc.) from environmental education. Environmental education, i.e. education organised within and for the benefit of the environment, is permanent education, lifelong learning.

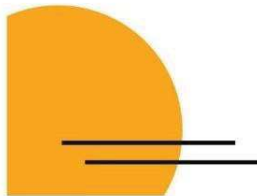
This kind of education is a process of emerging trust between people, it starts with animators, leaders, and agents of change, as it leads to change and produces concrete results (P. Jordan, "Education in the service of community development").

Environmental education is defined as "the process of shaping and developing the competence of one's environment (individual, group, community) in the course of meeting individual needs and solving local problems, consisting of discovering, directing and releasing the dynamics of social forces as a source of change and development (after B. Skrzypczak, "Ars educata - some remarks on education").

In each phase, the Kolb cycle should be kept in mind, applying precisely experiential education. The pathway correlates with Kolb's cycle, which includes working on experience (the actual experiences of the participants), observation and reflection, the construction of theories derived from and based on them, and putting it into practice.
- **The animator, if not acting alone, collaborates in each phase with a team** (coming from their own or partner institutions/organisations), such as advisors, trainers, experts, etc.
- **The tools indicated in a given phase can involve local institutions, organisations, informal groups or residents.** Their use depends on the specifics of the community.
 - These comments are more on an operational level. **In each phase, it is important to keep in mind the resources necessary for the animation work** (car, computer, room, etc.). In all phases, you can also support organisations, including Act Locally Centres, Social Economy Support Centres, NGO Centres, and NGOs, etc.).

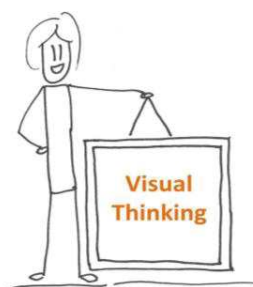


phases of animator's path



- 1 COMMUNITY RESEARCH
- 2 ENVIRONMENT DIAGNOSIS
- 3 DEVELOPMENT PLAN
- 4 ACTING
- 5 EVALUATION
- 6 LEAVING THE ENVIRONMENT

VISUAL THINKING



Visual thinking is a graphic record of your thoughts and helps you communicate effectively. Using two sources of communication, text and image, makes you more comprehensible and clearer in what you want to convey. Just look at the number of emoticons we use when chatting online via the most popular instant messengers available on the internet. Drawing is also more readily used in business, which can be used to stand out from others or to communicate efficiently within a team. More and more companies are enriching their conferences or business training courses with graphic recording, i.e. live drawing, which not only makes the event more attractive but also helps

participants to better remember the content of the meeting.

CREATIVITY BOOSTER

Visual thinking stimulates creativity; by drawing you stimulate your imagination to work. Visualising your ideas helps to generate new concepts. When the teacher/educator introduces new lesson topics to students, using

visual thinking simultaneously engages two senses: sight and hearing, which is called dual coding of information, reinforcing the message and clearer understanding of the topic.

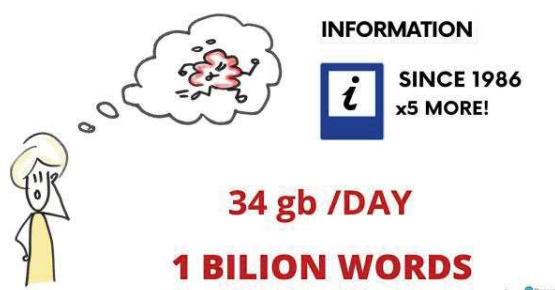
To practice your creativity in your classroom, you can use a very simple exercise. Three of them are below:

- 30 circles :
 - Step 1: Give each participant one 30 Circles sheet of paper and something to draw with.
 - Step 2: Turn as many of the blank circles as possible into recognizable objects in three minutes (think clock faces, billiard balls, etc.)
 - Step 3: Compare results. Look for the quantity or fluency of ideas.
- Draw an apple:
 1. One more exercise which can be good gymnastics for creativity is to draw an apple on the whiteboard by each of the participants or students in the classroom.
 2. Each apple has to be different from the others, and cannot be repeated.
 3. Remember to involve in this exercise everybody from the group. If it is a small group (5 to 10) let them draw 2 or 3 times, depending on how much time you can spend on exercise Not too long, the recommendation is to max 15 minutes.
 4. You can ask participants to draw for themselves the best ideas of others in their opinion.
 5. Subject could be changed, not necessarily must be an apple.
 6. Remember to expand creativity and let them draw things which could be i.e. with apple, made from apple, but don't give them this tip straight from the beginning.
- Elephant:
 - Step 1: Give each participant a plain A4 piece of paper.
 - Step 2: Ask everyone to take the piece of paper behind them and hold it in their hands for the whole exercise, without peeking.
 - Step 3: Ask everyone to tear up a piece of paper in the shape of an elephant, without peeking, keeping their hands behind them the whole time.
 - Step 4: Compare results. Ask participants how they feel – if they are more awake – this exercise is a good energiser and good fun too.



BETTER UNDERSTOOD AND REMEMBERED

Drawing is a natural skill that we grow out of as we reach adulthood. The first records in history were scale pictures in the Stone Age. As children, crayons or markers were an essential part of our learning about colours and new shapes. Through "adult habits" we deprive ourselves of this skill, because... it's not appropriate, because it's so childish, or I can't draw... it's just not practical or we fear the criticism of others. Do you remember your first drawings as a child? Drawing is nothing more than controlled doodling. Visual thinking is not about beautiful and aesthetically pleasing pictures, it is more about using effective forms of communication, which is at the same time developmentally fun and gives a lot of pleasure. And it is well known that what brings a smile to the face becomes better understood and remembered.

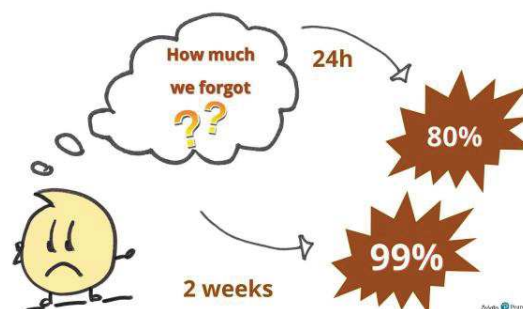


Why is it good to use visualisation of our thoughts in our daily life? Maybe because we cannot focus on all the information which we receive every day and get to know which information is more relevant for us? Data says that nowadays we receive (It means receiving and processing by our brain to understand) nearly five times more information since 1986. It means that daily we process 34 gigabytes of data, which is equivalent to ONE BILLION words! So how is it possible to know what is important for us and how to remember it all?!

Another data says that we forget what we've heard or read 80% after 24 hours, and after two weeks we remember only 1%.

You can ask how and why drawings or using visual thinking in education or daily life can help.

It's our natural ability of the brain, when you can provide knowledge by mouth and combine it with drawings/pictures shown by a simple way of creating universal shapes, can



increase the efficiency of learning, comprehensive skills and remembering ability.

One of the experiences provided by prof. Medina showed how our brain reacts. He studied a group of students, who were connected to EEG and observed how the brain reacted quickly when it saw the word "leaf". The reaction to understand what it means was after 0,5 seconds. When students have seen a picture of a leaf on the EEG monitor 3/4 of their brains was brightening, and the reaction of understanding what the student see was after 0,01 seconds.

3/4 0:01 sek
leaf 0,5 sek

That's all our natural ability of the brain. One of the main reasons is that we have 70% of sensors in our eyes. Despite of what kind of learner you are, firstly you create images in your brain, while you think.

70% sensory receptors

Basic rules on how to use sketchnoting, as a tool of using visual thinking in work with adult education, have been organised by the Polish partner during the short-term training activity in Tallinn, Estonia.



CRITICAL THINKING

WHAT IS CRITICAL THINKING?

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills can do the following:



- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Critical thinking is not a matter of accumulating information. A person with good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker can deduce consequences from what he knows, and he knows how to make use of information to solve problems and to seek relevant sources of information to inform himself.

Critical thinking should not be confused with being argumentative or critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions.

Some people believe that critical thinking hinders creativity because it requires following the rules of logic and rationality, but creativity might require breaking rules. This is a misconception. Critical thinking is quite compatible with thinking "out-of-the-box", challenging consensus and pursuing less popular approaches. If anything, critical thinking is an essential part of creativity because we need critical thinking to evaluate and improve our creative ideas. <https://philosophy.hku.hk/think/critical/ct.php>

HISTORY

In a seminal study on critical thinking and education in 1941, Edward Glaser defines critical thinking as follows "The ability to think critically, as conceived in this volume, involves three things:

- (1) an attitude of being disposed to consider thoughtfully the problems and subjects that come within the range of one's experiences,
- (2) knowledge of the methods of logical inquiry and reasoning, and
- (3) some skills in applying those methods.

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires the ability to recognize problems, find workable means for meeting those problems, gather and marshal pertinent information, recognize unstated assumptions and values, comprehend and use language with accuracy, clarity, and discrimination, interpret data, appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to



put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs based on wider experience, and to render accurate judgments about specific things and qualities in everyday life. (Edward M. Glaser, *An Experiment in the Development of Critical Thinking*, Teacher's College, Columbia University, 1941)

A statement by Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualising, applying, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

THE PROBLEM

Everyone thinks; it is our nature to do so. But much of our thinking left to itself is biased, distorted, partial, uninformed or downright prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

A DEFINITION

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

THE RESULT

A well-cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively and come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities and a commitment to overcome our native egocentrism and sociocentrism. (Taken from Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, 2008)

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.537612/full>

<https://www.criticalthinking.org/pages/defining-critical-thinking/766>

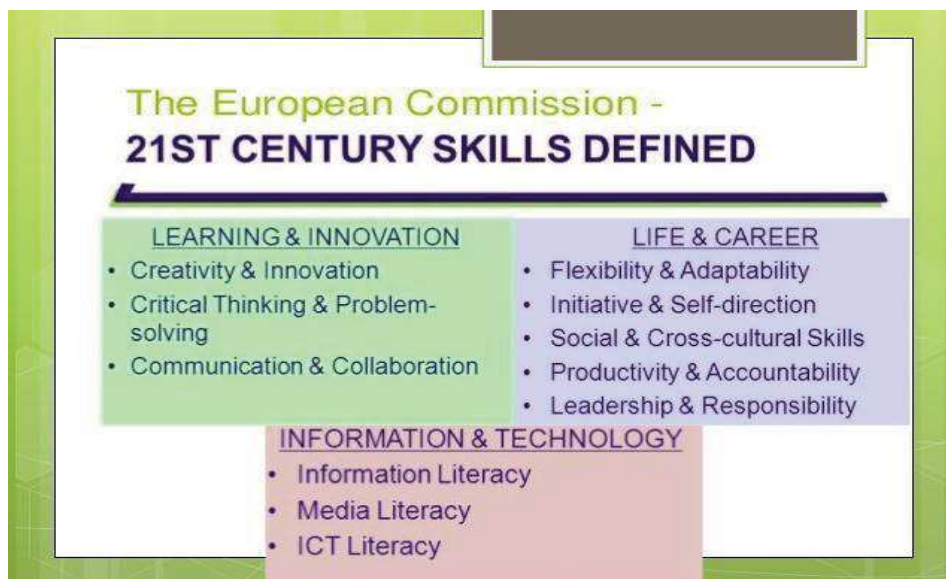
VIDEO MATERIALS:

<https://study.com/academy/lesson/what-is-critical-thinking-definition-skills-meaning.html>

<https://www.youtube.com/watch?v=Cum3k-Wglfw>

THE EUROPEAN APPROACH TO TEACHING AND LEARNING 21ST-CENTURY SKILLS

Critical thinking, entrepreneurship, problem-solving or digital competencies are the competencies enshrined by European New Skills Agenda.



<https://ec.europa.eu/jrc/en/news/competence-frameworks-european-approach-teach-and-learn-21st-century-skills>

To promote media literacy and critical thinking, EU funds and programmes, such as Erasmus+, the Connecting Europe Facility, the European Structural and Investment Funds, Horizon 2020, and Creative Europe and Europe for Citizens, should be utilised by EU countries and the European Commission.

USEFUL MATERIALS:

Media literacy and critical thinking — education's role.

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3A150102_3

Developing a European Framework for the Personal, Social & Learning to Learn Key Competence (LifEComp). Report.

https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117987/jrc117987_lifecomp_technical_report.pdf

HOW TO BE

Becoming and patience. start your critical the 7 steps of problem you in your

STEPS OF

1. Identify

Be as precise the issue, the solutions or answers.

2. Gather data, opinions, and arguments.

Try to find several sources that present different ideas and points of view.

3. Analyse and evaluate the data.

Are the sources reliable? Are their conclusions data-backed or just argumentative? Is there enough information or data to support the given hypotheses?

4. Identify assumptions.

Are you sure the sources you found are unbiased? Are you sure you weren't biased in your search for answers?

5. Establish significance.

What piece of information is most important? Is the sample size sufficient? Are all opinions and arguments even relevant to the problem you're trying to solve?

6. Make a decision/conclusion.

What is Critical Thinking?

- **Reasoning**- the action of thinking about something in a logical, sensible way.
- **Analyzing**-discover or reveal (something) through detailed examination.
- **Evaluating**- form an idea of the amount, number, or value of; assess
- **Decision Making**- the action or process of making decisions, especially important ones.
- **Problem Solving**- the process of finding solutions to difficult or complex issues.

A CRITICAL THINKER?

one takes time, practice, But something you can doing *today* to improve thinking skills is applying critical thinking to every tackle—either at work or everyday life.

CRITICAL THINKING

the problem or question.

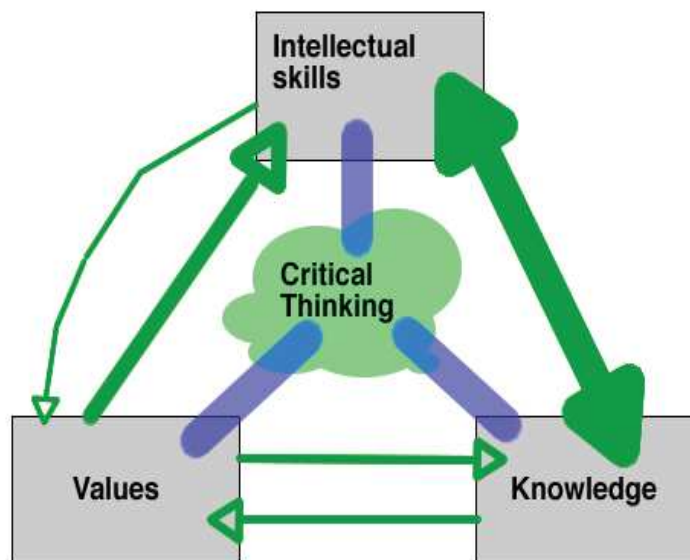
as possible: the narrower easier it is to find

Identify various conclusions that are possible and decide which (if any) of them are sufficiently supported. Weigh the strengths and limitations of all possible options.

7. Present or communicate.

Once you've concluded, present it to all stakeholders.

<https://zety.com/blog/critical-thinking-skills>



TOP CRITICAL THINKING SKILLS

ANALYSIS



Part of critical thinking is the ability to carefully examine something, whether it is a problem, a set of data, or a text. People with analytical skills can examine information, understand what it means, and properly explain to others the implications of that information.

- Asking Thoughtful Questions
- Data Analysis
- Research
- Interpretation
- Judgment
- Questioning Evidence
- Recognizing Patterns
- Scepticism

COMMUNICATION

Often, you will need to share your conclusions with your employers or with a group of colleagues. You need to be able to communicate with others to share your ideas effectively. You might also need to engage in critical thinking in a group. In this case, you will need to work with others and communicate effectively to figure out solutions to complex problems.

- Active Listening
- Assessment
- Collaboration
- Explanation
- Interpersonal
- Presentation
- Teamwork
- Verbal Communication
- Written Communication

CREATIVITY

Critical thinking involves creativity and innovation. You might need to spot patterns in the information you are looking at or come up with a solution that no one else has thought of before. This involves a creative eye that can take a different approach from all other approaches.

- Flexibility
- Conceptualization



- Curiosity
- Imagination
- Drawing Connections
- Inferring
- Predicting
- Synthesizing
- Vision

OPEN-MINDEDNESS

To think critically, you need to be able to put aside any assumptions or judgments and merely analyse the information you receive. You need to be objective, evaluating ideas without bias.

- Diversity
- Fairness
- Humility
- Inclusive
- Objectivity
- Observation
- Reflection

PROBLEM SOLVING

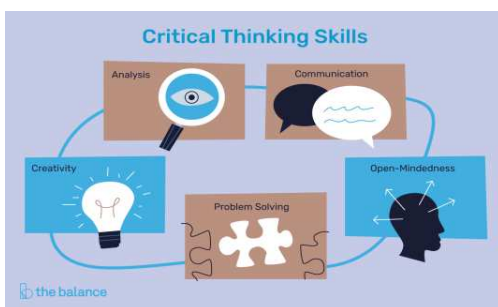
Problem-solving is another critical thinking skill that involves analysing a problem, generating and implementing a solution, and assessing the success of the plan. Employers don't simply want employees who can think about information critically. They also need to be able to come up with practical solutions.

- Attention to Detail
- Clarification
- Decision Making
- Evaluation
- Groundedness
- Identifying Patterns
- Innovation

MORE CRITICAL THINKING SKILLS

- Inductive Reasoning
- Deductive Reasoning
- Compliance

- Noticing Outliers
- Adaptability
- Emotional Intelligence
- Brainstorming
- Optimization
- Restructuring
- Integration
- Strategic Planning
- Project Management
- Ongoing Improvement
- Causal Relationships
- Case Analysis
- Diagnostics
- SWOT Analysis
- Business Intelligence
- Quantitative Data Management
- Qualitative Data Management
- Metrics
- Accuracy
- Risk Management
- Statistics
- Scientific Method
- Consumer Behaviour



<https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745>

VIDEO MATERIALS:

<https://www.indeed.com/career-advice/career-development/critical-thinking-skills>

HOW TO DEVELOP CRITICAL THINKING SKILLS

Do you react to situations based on your emotions or personal biases? Are you looking for ways to improve communication and the flow of ideas with those around you? Some skills can greatly improve your capacity to make objective, effective choices and arguments, and those are critical thinking skills. Without these skills, arguments can often be one-sided. Criticism can feel like a personal attack on your character rather than an opportunity to open up dialogue and communicate productively.

Related: **8 Ways to Master the Art of Communication**



Let's take a look at how to develop critical thinking skills so that you can walk into any situation with the tools needed to set intense emotions aside and make insightful decisions.

1. BECOME A SELF-CRITIC

The very first and most important step for developing critical thinking skills is becoming a critic of your thoughts and actions. Without self-reflection, there can't be growth. You can break down your thoughts by asking yourself why you believe something. When you do this, you need to clarify your thoughts by assessing this information objectively and finding a solid logic to what you believe, rather than just a muddled idea. *Why do I believe this? Can I think of examples in my life when this proved true or false? Am I attached to this idea emotionally? Why?* When we self-reflect, we can observe how we respond to a situation, in our minds and out loud.

Another aspect of becoming a self-critic is acknowledging your strengths, weaknesses, personal preferences and biases. When you know this information, you can understand why you approach certain situations from a specific perspective, and then you can step around that viewpoint because you are aware of its presence.

2. ACTIVE LISTENING

Thinking and listening are nearly impossible to do at the same time. To become a critical thinker, you need to be able to listen to others' ideas, arguments and criticisms without thinking of your response or reaction while they are speaking. You can't properly absorb the information someone is trying to convey to you if you don't take the time to truly listen. Listening allows us to feel empathy. We hear someone else's story, struggles, ideas, successes and passions, and how they reached them. When we hear their perspective, we can take that information and analyse it. When we use active listening skills, we can fully understand what someone is trying to tell us because that conversation continues until all parties can reiterate what the other is trying to say.

3. ANALYSING INFORMATION

Analysing information is paramount for critical thinking. No one thinks critically at all times. Sometimes our joy, anger, sadness or other emotions are too great, and other times we struggle to focus on the central issue at hand. To reach success, we need to analyse the information before us, whether it is information in our mind or shared by others. We can break it down by assessing what is being said, and ensuring that we clearly understand what it is that needs to happen. Then we can dissect and appraise all arguments, including our own, and think about how the decisions would impact others, as well as the bottom line. When we can step back and analyse an argument, it allows us to approach it from an objective viewpoint.

4. NONVIOLENT COMMUNICATION

Critical thinking isn't much help if you can't communicate in a nonviolent, productive way. When listening and analysing different arguments, you first need the ability to recognize valid logic. Then you need to be able to communicate with other people productively. The basis of nonviolent communication is compassion, observation and collaboration. When we approach any scenario with compassion, we are already in a peaceful mindset, rather than a defensive one. When we observe, we can observe our arguments and others without judgement and evaluation. We can detach our emotions from an idea. *He doesn't like my idea, so he must not like me.* And



collaboration naturally happens when everyone comes into the process with a compassionate, open mind, with the focus on solving the objective at hand rather than protecting anyone's ego.

5. DEVELOPING FORESIGHT

The ability to predict the future impact of a decision is foresight. Foresight is a critical component for success in all aspects of your life. When you move somewhere, you plan to see what the job outlook is and the safety of a neighbourhood. If you are moving a business, it is wise to examine the impact of that decision. Will it be too far for some of your talented employees to drive? Will you lose business because of the change? What will you gain? Every decision should be weighed carefully, with consideration of how the choice affects your bottom line, but also the people who are working toward success alongside you.

Critical thinking requires the ability to reflect on one's own beliefs, as well as someone else's ideas, and then see the connections between those things. It requires the ability to actively listen to others, to assess, dissect and appraise arguments, and to separate intense emotions from the topic at hand.

<https://www.success.com/how-to-develop-critical-thinking-skills/>

ACTIVITY TO DEVELOP CRITICAL THINKING

The trainer prepares posters, pictures and other different visual materials from social media, and put them on tables or walls. Participants go around and take one they like. They have to explain to the group why they chose this picture and whether are they ready to share it with their friends on social media. The trainer makes comments and asks questions based on critical thinking questions.

Samples of possible visual materials are in the Handout annexe.

6 critical questions

things to think about
when someone has
something to say

who

Who said it?

Someone you know? Someone famous?
Someone in authority?
Should it matter who said it?

what

What did they say?

Did they give facts or opinions?
Did they give all the facts?
Did they leave something out?

where

Where did they say it?

Was it in public or in private?
Did other people have a chance to
talk about the other side?

when

When did they say it?

Before, after, or during an
important event?

why

Why did they say it?

Did they explain their opinions?
Were they trying to make someone
look good or bad?

how

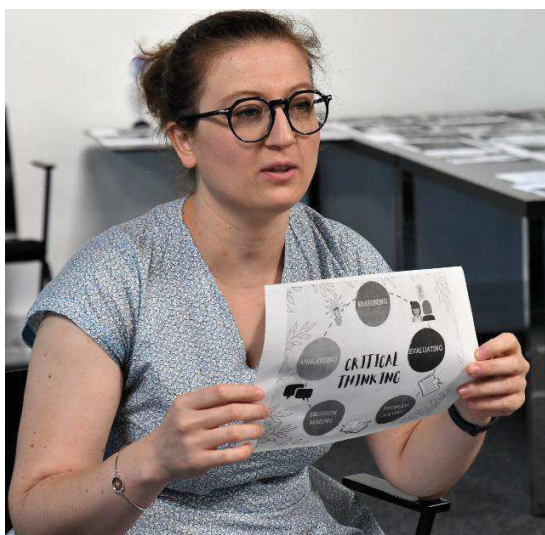
How did they say it?

Were they happy, sad, angry, or didn't
care? Did they write it or speak it?
Could you understand it?

REFLECTION

- THINK ABOUT WHAT HAPPENED DURING THE WORKSHOP AND WRITE IT DOWN
- FEELINGS: Please write your feelings about the workshop.
- LEARNING ACHIEVEMENTS: Please indicate what are your learning achievements.
- REUSE OF LEARNING: How will you use the knowledge and experience acquired today in your daily context/work?
- ANYTHING ELSE

Project partners organised this activity during the short-term training activity in Tallinn, Estonia.



«PERCIPIO» CARD GAME

«Percipio» is a card game that is built on the perceptions and associations of the participants on different social issues. The cards depict the artworks of Pawel Kuczynski. The latter is a Polish artist who showcases the nowadays challenges through his art.

The images on the cards help the participants to speak about different challenges in our society and our perceptions of those. The cards help participants to form their perceptions of existing social problems. This medium gives a chance to participants to express and share with others their opinions on social issues. This activity can be about critical thinking, media literacy, social media, politics, peace and war, discrimination and other social issues.

The trainer should prepare cards and be ready to comment on them. The cards can be ordered online:

<http://kasa.am/jeux-educatifs-concus-par-kasa/> Percipio is the fifth card deck scrolling down from the top of the page.

ACTIVITY

Participants walk into a classroom and choose up to three cards and comment on their choice sitting in the circle. Trainer comments and summarises exercise.

The guiding questions for discussion are as followed:

- Why did you choose this card?
- How does this picture reflect the topic of misinformation?
- What are solutions to overcome the impact of misinformation?

CONCLUSION OF THE ACTIVITY

After the analysis of feedback, the trainer declares the activity finished. This activity can be supplemented further if necessary.

Project partners organised Percipio card activity in the park during the short-term training activity in Torino, Italy.





FINANCIAL EDUCATION AND FINANCIAL LITERACY

WHAT IS FINANCIAL EDUCATION?

Financial literacy means the knowledge, skills and attitude needed to make important financial decisions. Every day, thousands of Europeans are deciding where to open a bank account, which mortgage to choose, where to invest their money and how to save for retirement.

WHY IS IT USEFUL FOR ADULT EDUCATION?

Financial education is considered increasingly important in combating poverty - in all its dimensions - and in supporting the cultural and educational opportunities of all Europeans.

The new generations are required to make increasingly difficult choices that often have a significant impact on their future. In a complex world, it is increasingly necessary to have a good financial education which allows us to open up new scenarios for the future.

According to the [OECD/INFE 2020 international survey of adult financial literacy](#), about half of the EU adult population does not have a good enough understanding of basic financial concepts. Low-income groups, for instance, as well as women, young people and older people, tend to score lower than the rest of the population when it comes to financial knowledge.

Financial literacy can help individuals plan for the future, and make better decisions about what to do with their money in a way that meets their needs. Financial literacy also protects individuals from over-indebtedness and it complements consumer protection.

The [financial competence framework for adults](#) in the EU details the skills and knowledge that adults need when it comes to personal finance.

Planning and managing finances include day-to-day financial planning competencies relating to creating and using a budget and managing income and expenditure, as well as longer-term planning competencies such as savings and making long-term plans.

During the first Joint Staff Training Event of the project taking place in Turin, participants explored the OECD framework of financial literacy key competencies for adults regarding Saving and Planning.

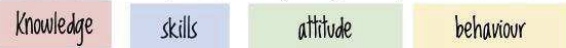
Some of the financial key competencies for adults we explored during Turin Training through the methodologies “Self Funded Communities” and “Travel Budget” were:

- Understands why it is important to actively manage money and not just monitor income and expenditure;
- Be confident to set personal priorities in terms of essential and discretionary expenditures;
- Understands the benefits of having savings goals and a plan to achieve them;
- Understand that saving helps to achieve various goals in life;
- Know that there are informal and formal ways of saving;
- Be able to track and control your savings;
- Be inclined to save regularly;
- Accepts the responsibility of managing individual and community finances;
- Feel comfortable discussing planning and managing finances with other people (from your family and/or community);
- Be aware that family, community and socio-cultural values and customs can influence how people manage their money.



Key Competences for Adult Education

framework of financial competencies for adults, covering four components and seven themes.



ECONOMY national economy, inflation, exchange rate, financial system, financial institutions, etc.

BUDGETING income, expenditure, managing personal finances and using financial services, such as bank accounts, payment cards, insurance, etc.

SAVING & PLANNING Formal and informal ways of saving, short-term and long-term planning, financial services and investment, deposits, bonds, shares, etc.

DEBT MANAGEMENT Formal and informal ways of borrowing, credit, credit history, collateral, etc.

SHOPPING AROUND characteristics of financial services, comparison and evaluation based on different factors, etc.

RIGHTS PROTECTION consumer protection cycle, rights and responsibilities depending on financial services, institutions, etc.

SECURITY Types of financial frauds and scams, prevention, control, etc.

LABINS EDUFIN ACADEMY

“Labins EduFin Academy” is a literacy and emotional financial education program created by Labins that offers training courses for families, adults, minors and social workers. The methodology is suitable for a large and multicultural audience and is based on a shared learning approach and respect for diversity and the environment.



Since 2019, the Labins EduFin Academy has trained around 2,000 people, of whom 70% are women, 67% are migrants and newcomers and 80% are adults with fewer opportunities. Labins EduFin Academy and its training program have been accredited by the National Agency INDIRE (National Institute of Documentation, Innovation and Educational Research), under the Erasmus+ Program, Adult Education sector for the period 2021-27.

The materials produced by the Labins EduFin Academy follow the recommendations of the European Agenda for Adult Learning, the key competence frameworks of adults and children on the financial literacy of the Organization for Economic Co-operation and Development (OECD), the model of financial education of the International Labor Organization (ILO), the guidelines of the 2030 Agenda of the United Nations and the principles of community engagement from a systemic perspective (socio-ecological model).

CAF – SELF-FUNDED COMMUNITIES

The methodology of the Self-financed Communities (CaF) is currently used in eight countries of the European Union.

Self-financed communities are groups of people who meet periodically and, through training and methodological courses, freely undertake to save small sums of money, which are then used to finance the needs of individual members of the group or to finance community projects.

They are collective money management experiences through which communities take advantage of self-managed access to savings and credit. The CaF teaches people and the new generations, to increase their competence on financial issues, and to acquire the ability to manage money as a personal and common good from micro to macro.


Self-financed communities are also an effective tool for combating economic violence and usury - a phenomenon that especially affects those without financial skills - and for activating shared paths towards micro-entrepreneurship with a socio-environmental impact.

WHAT IS SFC?

SELF-FINANCED COMMUNITY


CREATION AND OPERATION

COMMON SAVINGS




Members contribute as much savings as they like to a common fund.

GRANTING LOANS




Members can take out loans from the common fund as needed, and these will be repaid in installments plus interest.

SHARING BENEFITS



The interest generated during the year will be shared proportionally between members according to the savings contributed, at an annual meeting.



30 people

HOW DOES IT WORK?

An SFC is a community of 10 to 30 people that meets periodically working together towards a common savings, a shared fund, and helping each other. The members are both the owners and the clients of the organization.

STATUTES

The statutes are rules, determined democratically, that govern the group's operation and guarantee efficient management. Some of the parameters included are:

- ▶ Maximum credit
- ▶ Interest rates on loans
- ▶ Necessary guarantors for loans
- ▶ Relation between savings and maximum credit
- ▶ Democratic rotation of responsibilities
- ▶ Sharing benefits
- ▶ Dates of meetings

STARTERS

Starters are people who help to spread the methodology assisting in the creation and supervision of new groups.

- Starters can be either community residents or experts, and it's advisable that they have previous experience creating their own group.
- They can help to identify and collaborate their local leaders and groups in the methodology, help monitor and supervise those groups.
- They can also train other Starters in order to multiply their effect and include more of the local population, as well as empowering groups to make their own decisions democratically and autonomously.

ACAF

Fundada by LEVI STRAUSS FOUNDATION

STARTER BENEFITS

- Encouraging saving
- Quick and easy access to micro-credits
- Access to other services like micro-insurance and employment

STARTER SUPPORT

- Mutual assistance
- Social network of support and community cohesion

STARTER TRAINING

- Financial education
- Sense of ownership = responsibility

STARTER GOVERNANCE

- Building confidence and leadership skills
- Generating profits that are shared amongst members
- All decisions are made democratically by the group

Project partners organised this activity during the short-term training activity in Torino, Italy.



TRAVEL BUDGET

The idea of Travel Budget was born during the 2020 lockdown when, speaking with various teachers and trainers, it was decided to continue offering the financial education workshop to young people and adults, but differently: Is it possible to learn Economics while preparing to travel?

The methodology used was that of cooperative learning, through which students learn in small groups, helping each other and feeling co-responsible for the final result. The teacher assumed the role of learning facilitator and organiser of the activities. Furthermore, the students, supported by a positive relational climate, promoted, in each activity, a "group problem solving" process, achieving objectives whose realisation required everyone's contribution.

PLANNING

The destination will be the main determinant of your budget, but also the number of days you are planning to travel and your tribe: the number of people you want to travel with and your lifestyle during the trip.

During the workshop in Tallinn, the group was divided into 3 small groups who organised a 3-day trip to Estonia, agreed on the activities to do (cultural, environmental, recreational) and created the itinerary. It all depends on what your priorities are and how you convince and/or agree with your tribe of travellers.

BUDGETING

For some of the participants it is the funniest part of trip planning, others could be the most traumatic one. The budgeting part makes you feel closer to making the trip real. Having a good budget allows you to enjoy the trip doing the activities planned without running out of money halfway through. The idea is also to deal with unexpected expenses – that in every trip we have – and to back some with some money aside for the next trip (a good traveller is always on the move!). The eight main steps are:

- 1) Estimate your expenses for transportation
- 2) Estimate your expenses for accommodation
- 3) Estimate your expenses for food and meals
- 4) Estimate your expenses for activities (cultural, environmental, recreational)
- 5) Estimate your expenses for preparation (vaccinations, travel insurance, travel books, etc)
- 6) Set a little budget for the souvenirs
- 7) Set a budget for unexpected expenses: these are difficult to estimate but having some money aside for them is crucial.
- 8) Calculate the total amount: if it is too high, try to make some adjustments to be able to make your trip and enjoy it!

We support the group in every step, helping people to estimate the expenses and to adjust the budget, making the trip more environmentally friendly, looking for alternatives and if it is needed, planning everything differently (for example, using the principles and ideas of the sharing economy). Financial management is above all planning, organizing, making decisions and... making it real!



MORE INFORMATION ABOUT FINANCIAL EDUCATION

LABINS Case Study (2021) [Promoting Financial Education and Savings Groups in a mutually reinforcing manner.](#)
ACAF Case Study (2020) [Promoting financial inclusion through the "Self-Funded Communities" model in Spain and internationally.](#)



Pozarządowiec (2020): <https://drive.google.com/drive/folders/1zD78hsCGMYT0ntPgSmtr-ZBxeiWkVufx>

EMN (2013) Microsavings at the community level: the SFC approach

<https://drive.google.com/drive/folders/1zD78hsCGMYT0ntPgSmtr-ZBxeiWkVufx>

IACD (2012) Asset Building in Europe: a community approach:

<https://drive.google.com/drive/folders/1zD78hsCGMYT0ntPgSmtr-ZBxeiWkVufx>

SUMMARY

This publication is a compression of the main activities which had happened during the project Key competences – a chance for success, held for 24 months cooperation and exchange of knowledge and experiences between Polish, Italian and Estonian partners.

The workshops and other related activities were conducted by experienced trainers and staff members of all partner organisations. A variety of activities were organised to give the participants a great transnational learning opportunity.

The impact on the participants was:

- Acquired competencies, especially in the context of social animation path, coaching, critical thinking, visual thinking, media literacy, financial literacy and non-formal education.
- Improved learning on how to use good practices in your working context.
- Breaking stereotypes, multicultural learning, and insights about partner countries.
- Introduction to societies, communities, and opportunities.
- Gained valuable knowledge about the educational system and non-formal education in partner countries.
- New knowledge about the cultural heritage of Estonia, Italy and Poland, local realms, challenges and aspirations.
- Extended horizons and contact with local people in Estonia, Italy and Poland.
- Extended network with different organisations in partner countries.

The impact on partner organisations:

- Ability to deliver higher quality workshops by using the exchanged practices. Partners have improved their training and educational offer.



- Valuable competencies to use in partner organisations' daily work, especially with target groups with fewer opportunities (national minorities, refugees and migrants, disabled people, etc.).
- Strengthening the capacity of partners' organisations.
- Internationalisation of partner organisations' work.
- Broadening the horizons of partners' organisations.
- New network with other organisations for potential future partnerships.
- Improved capacity and resources to start new initiatives related to the topic of the project.
- Gained a better ability to share, explain and promote the results of the project.

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