back together

Exchange of Good Practices in the Field of Adult Civic Education

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Kraków, 2022

This publication has been prepared as a result of the strategic partnership project in the field of Adult Education in Erasmus+ programme between Europe4Youth (PL), Nausika Foundation (PL), Open Europe (ES), Evolution Trade Union (LV) and IASIS (GR).

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introduction

Introduction

We present to you the final publication of the project "Back Together" – an exchange of good practises within adult civic education, that lasted 15 months till February 2022. Together with our partners: Europe4Youth (PL), Nausika Foundation (PL), Open Europe (ES), Evolution Trade Union (LV) and IASIS (GR), we have researched practises, used in different countries, on how to involve adult learners in civic educational activities. In the second stage, we have tested and adapted chosen tools into new realities and our own target groups. You can find the results of our work in this publication.

Under the term civic education, we understand any form of formal, non-formal or informal activities that intentionally or accidentally develop competences connected to the role of an active member of a political community. We define civic competences after Youthpass, as following: civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures, as well as a commitment to active and democratic participation.

We find it extremely important to conduct civic education not only with young people who are usually treated as "future" citizens that we need to "invest in", but also with all parts of the society, no matter to what extent civically active, educated or included in the society. Those are people who are making decisions and shaping the world right now, often relying on their knowledge, skills and attitudes developed in different circumstances than now, not having possibilities to conceive the processes that reconstruct, revolutionise and change the world today. Civic education should be changing together with it and address not only the future, but also the very present.

The publication consists of 3 parts:

- Inspirations from our research: good practises discovered in our countries that can serve as inspirations for your practises within civic adult education,
- Exploratorium – the practises we have selected to adapt to new target groups, test them in new countries, environments and conditions, and analyse results,

- General conclusions and "aha moments" that appeared during the project in a form of reflection.

With this structure, we want to give you a bit of what we have experienced ourselves looking for new and innovative ways to work with adult civic education in our countries. We have found out that there are:

- various structures of civic engagement in our countries, giving space for self-organisation of citizens, which we found also highly educational;
- various methodologies to develop knowledge, skills and attitudes up-to-date and in connection to the needs of adult learners;
- various projects already developed in this field from which you can take inspiration!

We don't claim that this publication provides a complete overview of this field. It provides selected tools, elaborated and tested in our countries and with our target groups. As the term "adult learner" is very broad and encompasses people with very different life situations, we have narrowed down the possible target groups for the tools presented in this publication. Feel free to adapt it, adjust to people you work with, or simply enjoy the inspiration and perspectives we present.

inspiratorium

Inspiratorium – various practises from our countries

In this chapter, we would like to give a short review about some of other methods which we became aware of during the project, which we didn't test in the time frame of the project but which could have noticeable potential for adult education.

Community gardens or "Adult Playgrounds" in Kraków (Poland)

a format and place for adult civic activeness

What are Community Gardens?

Community gardens are little plots of land in the city, leased by the Municipality to the residents upon a formal contract. They are grassroot spots of creativity and social integration, open for neighbours and guests who would like to participate in the non-profit goal of making the public space more personalised.

Formally, the contract is signed between the Municipality (Zarząd Zieleni Miejskiej w Krakowie) and either an informal group of residents or a formalised organisation (eg. a local NGO). There are around 20 Community Gardens in Kraków by now, and their number is increasing. The contract is usually not time-limited and we – the gardeners – hope that this kind of cooperation will be long-lasting.

What are their goals?

PHYSICAL AND MENTAL HEALTH

- Involvement in your own gardening initiative gives you additional motivation to spend more time outdoors.
- Gardening helps to appreciate priceless resources such as free time, knowledge of plants and willingness to work together.

FOOD PRODUCTION

- Sometimes you collect some crops which are always delicious regardless of the quantity.
- Seeds can be used freely and shared between the gardeners, which raises the food sustainability and independence from the corporate-based seed regulations.

SUSTAINABLE DEVELOPMENT

- Grassroot revitalization of urban areas is an alternative to mindless private and municipal investments which usually end up in concreting green areas over, either vertically or horizontally.
- City garden is a place which can reuse and upcycle wood, stones, litter, chips and other valuable materials that constitute problematic waste in a large city.
- You can't buy anything in the city garden, which saves you the expenses

that you would probably incur while spending your free time in other parts of the city.

EDUCATION

- City garden increases its social potential by providing space for educational events, for which it is an attractive, safe and easily accessible environment.
- If connected with a public school, city garden makes a fruitful and low-cost enrichment to the school's infrastructure.
- Every urban garden should be considered as a playground for adults, in which they play together and develop important social competences, such as: cooperation, negotiation, compromise, social-media, leadership, empathy and responsibility.

SOCIAL LABORATORY

- Urban gardening combines traditions and plants from different parts of the world (multiculturalism translates into biodiversity).
- City garden is a meeting point for people of various origin and wealth, who would otherwise not find each other in the hierarchical space of the city.
- It's a chance to re-open trust relations between residents and municipality.
- It's an experiment aimed to find a "third option" between the unfortunate dichotomy of the Public and the Private, which has to be overcome in the face of the upcoming climate catastrophe and other global challenges.

Community gardens, as public spaces co-managed by a community, are an effective, self-managed equivalent of a public sphere and civil society, a training field for community values that are so missing in societies managed by offices and institutions.

Resource:

https://krakowexpats.pl/environment/krakow-community-gardens/

Public brainstorming in the interests of local communities

a tool for social consultations

We know that public discussion is novt a new method in democratic society. Anyway, we observe that the tradition of public discussions have got stagnated and formalised, which reduces its effectiveness and participation in many local societies. We believe that by working out public discussions methodology and adopting it to the mentality and needs of local societies, we could also solve adult education challenges in the "New World". We would like to share inspiring public discussions or "Public Brainstorming" event: The Insular Council of Menorca generated a public debate (with the help of Kuorum.org) in search of ideas to solve the growing problem of accessibility of housing (originated, among other reasons, from the phenomenon of tourist apartments and thus the lack of apartments for long-time rental).

The Government of Balearic Island initiated a sophisticated participatory dynamic that lasted for 6 months. During this period, the problem was dealt with in depth, and various social agents were invited to debate – hotel executives, neighbourhood associations, the PAH (a platform for those affected by mortgage), public authorities, as well as residents and individual owners. The participation process took place in 4 phases:

· The initial analysis;
· A perception survey/questionnaire;

- An online debate;
- Face-to-face workshops.

The analysis and the survey served to outline and frame the problem, the online debate to receive feedback and proposals, and the workshops to work in greater detail on the proposals and to devise some actual measures.

According to the minister of the Department of Housing and Citizen Participation, the introduction of face-to-face workshops in any participatory process is the key to providing quality proposals. Besides, the workshops have an educational function as they help the citizens and the administration to empathise with each other.

Based on the proposals received online, an analysis of the most frequent problems was conducted. These topics were worked on during a public innovation workshop, and, eventually, the results of the entire participative process were presented in the form of 3 main initiatives:

1. Encourage hoteliers to provide housing for seasonal workers;
2. Launch the ethical rental program;
3. Organise Co-housing days where alternatives to private housing will be explored.

Resource:

http://transparencia.cime.es/Contingut.aspx?IdPub=66379

Folk high schools

The scheme of folk high schools, or people's universities, vary from country to country, or even tradition to tradition. In Denmark, a folk high school format is a non-formal residential school that offers learning opportunities in almost any subject, with length of a typical stay being 4 months. It is a boarding school, so you sleep, eat, study and spend your spare time at the school. There are no academic requirements for admittance, and there are no exams – but you will get a diploma as a proof of your attendance.

The beauty of such schools is living within a community and sharing daily habits, which encourages holistic development together with other people. These features enhance social integration, participation in culture, as well as democratic values.

"Folk high schools can become microcosmic societies with students and staff living and eating together and sharing the same daily routines during the whole course."

There are also non-resident adult-education centres. We may have "workers' academies" in Finland, "people's high schools" in Germany and Austria, "adult education centres" in Great Britain, and "people's universities" in the Netherlands, Italy and Switzerland. Such institutions provide courses on various subjects, including practical ones. Specialisation in agriculture is most common in people's universities that are located in rural areas. As educational institutions and centres of culture, they can be community centres for people living in remote areas.

This idea of holistic education in connection to community building, associated with the thought of Nikolai Frederik Severin Grundtvig, is still present in many educational programs and systems.

Resource:

https://danishfolkhighschools.com/about-folk-high-schools/what-is-a-folk-high-school#:~:text=A%20folk%20high%20school%20is,spare%20time%20at%20the%20school.

Uniwersytet Ludowy – People's University

a programme of people`s universities development

The People's University, as a concept in Poland, is a non-formal non-public educational institution for adults (over 18 years of age) who live in villages or small towns. It provides services related to non-professional or vocational adult education. These Universities also very often have boarding schools. These institutions are intended for adult education that generally does not grant academic degrees, though, there might be certain courses that lead to that goal.

The idea is based on the Grundtvig pedagogical approach for adult education, lifelong learning and holistic development. An important element is also the partnership of teachers and students, e.g. the curriculum is created based on the preferences of the students. Learning through practice and learning teamwork are very important. People's universities are supposed to give participants an opportunity, help them acquire skills and competences that formal education institutions cannot offer to professional adults, and in particular, provide an opportunity to find an

answer to basic existential questions – who a specific participant is as a person and a member of a given local community in which they live, learn, work and are involved in public life.

On June 18, 2020, the Council of Ministers adopted a new program to support the development of civil society, called "Program for Supporting the Development of Folk Universities for 2020–2030". Each year, over PLN 9 million is allocated to the activities carried out within its framework. It is the first program in Poland whose main goal is to develop adult education in the form of Grundtvigian folk universities. Financial support under the program covers 4 priorities:

1. Infrastructural and curricular support for folk universities operations, conducting full-time courses using the boarding base or part-time courses;

Funds from the program will be used for the development of non-governmental organizations and a more effective implementation of their statutory activities through, inter alia, improving the skills and qualifications of teachers, purchasing equipment and supplies, and improving management standards.

2. Support for the creation of the new and reactivation of the formerly existing people's universities;

Grants are awarded to civic organizations that plan to launch a new institution, conduct educational activities in accordance with the principles

of Grundtvigian methodology, and organizations that intend to reactivate the activities of formerly existing people's university.

3. Supporting the networks and agreements of popular universities and promoting Grundtvigian education;

Support is dedicated to networks and federations of civic organizations operating in the form of people's universities.

4. Support for the development of civic education and preservation of heritage in local communities;

Grants are awarded to local partnerships with people's universities, that are interested in creating and expanding a civic education offering.

Resource:

Environmental volunteering

a format for adult civic activeness

Many disasters take place around the world right now. Natural disasters such as global warming, water shortages, heat waves, tsunamis and floods are increasing, not forgetting about human-caused disasters, like people polluting the environment with trash, or alcohol tourism. There is a multitude of disasters that leave our beautiful natural resources and environments (beaches, parks, forests) polluted and destroyed.

Therefore, we cannot deny that it is time to take some responsibility. That is why this general initiative called "environmental volunteering" began in the first place. Environmental volunteering is the one that has taking actions for the conservation of the environment as its foundation and objective.

Actions in which volunteers frequently take part, include:

• Exerting pressure, through cyber-actions, demonstrations, information points, etc.

- Environmental restoration, reforestation, waste clean-up, etc.
- Censuses and inventories, necessary to carry out distribution atlases, population monitoring, etc.
- Dissemination.
- Exposing and creating awareness through organizing environmental days that involve private and governmental companies, as well as civil society, with the involvement of managers, employees and their families.

This type of volunteering contributes in many ways to environmental conservation and to helping protect our precious planet. Therefore, there is no age group defined and everyone is welcome to join in.

If you want more info on this and you are interested in local volunteering, ask you city council. However, if you would like to travel at the same time, check out these links:

Resource:

https://www.volunteerworld.com/en/volunteer-abroad/environment
https://www.volunteerhq.org/volunteer-abroad-projects/environment-and-conservation/
https://www.environmentjob.co.uk/volunteering

Open Krakow (Otwarty Kraków)

a public programme enabling adult civic activeness

In September 2016, the Krakow City Council adopted a resolution on the „Open Krakow" Program, the purpose of which is to help fresh foreigners make their first steps in Krakow. The project promotes the principles of pluralism and democracy, supports transnational cooperation and the exchange of knowledge and the most effective practises of counteracting intolerance.

The project consists in the implementation of four elements:

1. Welcome package for foreigners, prepared in four languages and aimed at making life easier for new residents of Krakow in such fields as education, health services, social assistance, etc.

2. A service point for entrepreneurs, where consultants provide information on entrepreneurship, e.g. establishing a company or facilitations such as

setting up online accounts, which will help in submitting various types of applications,

3. "Small grants" are funds to be managed by NGOs to serve the purposes of the project,

4. The "Mural" project is an international project carried out under the leadership of the British Council in Poland, the aim of which is to support activities in the field of tolerance and respect in order to counteract the growing problem of anti-Semitic and anti-Muslim prejudices in Europe.

In December 2018, the Krakow City Council established the title of „Krakow Multicultural Ambassador" which is awarded to people or entities working for the sake of intercultural dialogue in the city. The program was launched in 2019 and since then, the title has been awarded annually.

The program is prepared for foreigners living in Krakow, people who have experienced discrimination, and local activists. It is open to these groups, as well as people who work in schools, cultural centres or other institutions where they meet people from other countries and cultures. These people can take part in training as part of the "Mural", as it raises their knowledge on issues such as democracy and internationality.

Resource:

http://otwarty.krakow.pl/

Komisje Dialogu Obywatelskiego – Civic Dialogue Commissions

a format for participation in decision making processes

Civic Dialogue Commissions are formal bodies created by non-governmental organisations collaborating, advising and giving policy incentives to the City of Krakow. In other Polish cities, such bodies have different names, but the idea remains the same – give possibility to citizens assembled in Non-Governmental Organisations to influence public policies.

In order to establish Civic Dialogue Commissions, eight non-governmental organisations, whose statutory goals are related to the subject of a given commission, should be gathered. In justified cases, there may be fewer than eight organisations. The regular meetings (open to public) are attended by representatives of organisations that belong to the competent committee, delegated by the organisations and authorised to represent the organisation, one person from each. Appointed officer from the municipality is also attending such meetings and is obliged to contribute, share information and ask for consultations, in the case there is a subject-related act being debated in the municipality. What's important, is the fact that if the

municipality is planning, proposing or implementing any action in a field that is relevant to the given Commission – the Commission has to be consulted.

As we can read in the regulations, Civic Dialogue Commissions deal with such matters as:

1. giving opinions on draft resolutions of the Krakow City Council and other documents submitted by a director of a unit where the program takes place,

2. determining social needs in the scope of the activity of a given commission and presenting proposals for their solution,

3. cooperation with factually competent organisational units of Krakow City Hall / municipal organisational units / committees of the Krakow City Council in terms of issuing opinions on strategic documents, especially at the stage of preparing assumptions,

4. cooperation with the Krakow Council for Public Benefit Activities.

As of today, there are Civic Dialogue Committees for: culture, environment, health, people with disabilities, youth and addiction prevention. In the past, they were also active in the revitalization of Nowa Huta, safety and improvement of social activity in promoting a healthy lifestyle and cycling recreation.

The program is dedicated to people who want to be actively involved in a subject of their choosing. The program aims to strengthen democratic attitudes and encourage awareness of the issues of interest to the individuals concerned.

Resource:

https://ngo.krakow.pl/kdo/10481,artykul,komisje_dialogu_obywatelskiego.html
https://www.bip.krakow.pl/?dok_id=52025
https://www.bip.krakow.pl/zarzadzenie/2020/1599/

"MAM" – Civic Activeness Spaces in Poland

a project, common spaces for adult civic activeness

"Miejsca Aktywności Mieszkańców" (literally Places of Inhabitants`/ Neighbourhood Activeness) is an idea of co-sharing public indoor spaces by inhabitants where the local community is developing their own activities that are open, accessible and fulfil their needs. In the Lesser Poland region, it is run by the NGO called "BIS" (Biuro Inicjatyw Społecznych).

Civic education approach to this project is based on the idea that public spaces belong to citizens and should be open spaces for their activities. Getting to know your neighbours, other members of your own community, facilitates understanding their needs.

What people can do in "MAMs"? First of all, they can book the space for any activities that are open for their neighbourhoods. The scope of activities depends entirely on inhabitants, and the schedule is organically developed based on the actual needs of the community. Moderators of such spaces help manage civic activities, encourage people to develop their own projects, help collecting funds for it, and support grassroot development of local initiatives.

Resource:

https://obywatelski.krakow.pl/polecamy/250943,2145,komunikat,miejsce_aktywnosci_mieszkancow__mam_.html
https://bis-krakow.pl).

Athens Job Center

a civically engaged institution

Established in 2017, Athens Job Center was established from within the municipality of Athens, in collaboration with the British American Tobacco Hellas. It offers a range of services for adults to find and preserve a job position, which include educational seminars, career counselling and networking events. Only in its first year of operation, 32% of its beneficiaries have found a job.

cool tools for civic education

Cool Tools for civic education workshops

In this chapter we present you a selection of tools: non formal learning workshop scenarios and games that serve civic education for adults. They enable participants to develop competences and knowledge helpful in civic activism, as well as doze of reflection over organization of a society. Each tool can be used during a workshop, part of a course, or seminar.

Baffling Twist

suitable for civic education trainings aimed at enhancing group cohesion and collaboration between different groups of people

This tool, introduced in the Compos Mentis project (KA1 project of Erasmus+ coordinated by Nausika Foundation), gave many a surprise, as the name suggests. The tool consists of team exercises that increase in difficulty. Additionally, unknowingly to the participants, there are secret agents among the groups. Their goal is to show disruptive behaviour in the groups and mess up the group dynamic and their decision-making process. The agent is being revealed at the end of the exercise and leaves people in astonishment. The goal of the exercise is to reflect on different factors impacting group dynamics and analyse how to address them.

Scenario:

1. Divide a group of participants into smaller teams

2. In each team choose your secret agents – 5 is enough for a group of 30 people

3. Ask your agents to disturb the tasks in whatever manner it suits them, e.g. nagging, not cooperating, triggering conflicts, being disengaged, interrupting, stealing the show, etc.

4. Introduce the Baffling Twist to the rest of the group as a Team Building Activity or Group Dynamic Exercise (DON'T REVEAL THE TRUE OBJECTIVE)

5. Facilitate the exercise – set assignments for each group, e.g.:

    TASK 1: 2 persons, 5 minutes – Find 3 common things between your countries
    TASK 2: 3 persons, 5 minutes – Create an advertisement for the venue you are in
    TASK 3: 5 persons, 5 minutes – Create the highest tower out of cards
    TASK 4: 3 groups, 7 minutes – Perform a group song
    TASK 5: 2 groups, 7 minutes – Perform a group dance

    Achieve your goal!

6. Debrief no. 1

Possible questions for debriefing:

-   How many tasks did you accomplish?
-   Were you task or process-oriented?
-   Which configuration (the size of the group) was for you the best for:

- achieving the goal,
- creativity,
- creating bonds?
- Did anything disturb you in achieving your goals?

This is the moment to reveal the true goal of the exercise, present the secret agents, thank them for their sacrifice!

7. Debrief no. 2

Possible questions for debriefing:

- What kind of disturbing behaviour did your agents perform?
- How did you feel?
- What impact did it have on relations in the group?
- What impact did it have on achieving the goal?
- What are possible approaches, attitudes or tools which could help in such a situation? Create a mindmap.

Resource:

https://www.salto-youth.net/tools/toolbox/tool/baffling-twist-check-your-group-dynamics.3119/

Doom Express

a learning tool about dealing with a failure, boosting adaptability and resilience

suitable for civic education trainings aimed at enhancing resilience and motivation in civic activism

Doom express is a simulation exercise based on escape rooms and role-playing games that helps deal with failure, boosts adaptability and resilience. It touches upon stress management, crisis management, dealing with failure, boosting resilience and adaptability.

The Doom Express is an exercise focused on raising awareness of dealing with failure and challenges which compromise our mental health. Participants are solving quests in four different 'train compartments' in a very short time before the train reaches the destroyed bridge. Based on escape rooms, simulation and role-playing give lots of opportunities to creatively cooperate and observe group dynamics. In the debriefing phase, it is discussed how we deal with failure, adaptability and resilience.

Materials needed:

- at least 3 different rooms
- printed riddles and quests
- Tarot card deck

- Black stories cards or other detective mysteries
- loudspeaker and music playlist with waltzes for Dancing Mad Lady (additionally, masks, but not obligatory)
- countdown clock (a clock on a phone or a laptop will do – https://www.online-stopwatch.com/countdown-clock/full-screen/)

Number of participants:

30–40 participants
3–6 facilitators

Duration: 1.5 hour

10 minutes – introduction
40 minutes – exercise
30 minutes – debriefing

Scenario:

1. Prepare 3 different rooms – "train cars" and fill them with quests and riddles on different levels – up to 10 in one room

2. Prepare 3 facilitators, one for each room, optionally 3 conductors who can lead the group from one room to another

DON'T REVEAL THE SECRET! – that the game is about dealing with failure! It's not meant to be won, players are doomed from the beginning, the chance to escape the catastrophe is less than 10%, but still should be available.

3. Facilitate the exercise – the groups are going to 3 different train cars, and, at the end, they return to their starting car; so, in total, they will be 4 times in the car.

10 min – introduction
50 min – exercise
30 min – debriefing

IMPORTANT: You can choose any kind of riddles and quests which suit your group. The content is not that important as we are more interested in the behaviour patterns when under stress and in the face of failure.

For example:

Solving Quests given by Dancing Mad Lady Messages with code and ciphers, e.g. Morse Code, Pig Pen Cypher, Ceasar Cypher, Block Code, dancing waltz with a mad lady, decode messages for her.

Or:

Solving Quests by Tarot Oracle Tarot Cards, Quotes from books, Myths and legends riddles.

Or even:

Solving Quests from the Detective, Black Stories Cards, Detective Mysteries.

4.   Debrief

•   How many tasks did you accomplish?

•   Were you task or process-oriented?

•   Were you an individual or a team player?

•   How did you divide task-solving in your group?

•   Did any leader emerge or perhaps did you choose one?

- How was the cooperation under the stress?
- Were you encouraged or unmotivated to do the task?
- Did you have any winning strategy? If yes, what was it?
- How did you feel when you failed?
- Did you blame anybody? If yes, was it yourself, the group,
- fate? Did you express your emotions?
- Do you adapt quickly to changes? What are your strategies?
- What does resilience mean to you?
- Do you feel resilient?
- What can be possible strategies to learn master resilience?

Resource:

https://www.salto-youth.net/tools/toolbox/tool/doom-express-embracing-failure.3116/,
http://nausika.eu/projekty/compos-mentis/
https://padlet.com/yumeiropatissiereamano/50fg73gmmtfm5uln v

EU on the Board

suitable for civic education trainings aimed at developing knowledge and understanding on how EU and democracy in the EU works

This tool has been developed during KA1 Erasmus+ project coordinated by Europe4Youth Association and later expanded by this association for crowdfunding campaign organised within Programme of the Development for Civic Organisations of National Freedom Institute in Poland. It was used many times for civic education for kids, young people, as well as adults.

This is a board game in which we take on the roles of representatives from the different countries that belong to the European Union. Together, the countries try to establish new laws in the European Union. Each of them has its own goals and interests which they would like to put into practice. This can be done through legal proposals. As in real life, however, the proposals must pass through several EU institutions. The game demonstrates in a simplified way the legislative process, the role of the institutions and their

structure. The game also shows the impact of elections at national level on the architecture of the European Union, but most of all it is fun to play.

The game starts with parliamentary elections in our countries. During those, we allocate the deputies we have, to the four possible parties in our game. These are Socialists, Liberals, Conservatives and Eurosceptics. Once your pawns are in place in the parliament, you move them to the corresponding seats in the European Parliament. There, they join together with other players' deputies to form larger groups. This is how the European Parliament is formed. We still have to fill the European Commission and the Council of the European Union. Commissioners are given charge of their committees through lengthy negotiations. There was no time for this in the game, so we simplified it as much as possible by comparing the ranking of commissioners for each country. Each country delegates 2 to 3 Commissioners to the Commission. Finally, the soft power (useful in the European Parliament) and the hard power (useful in the Council of the European Union) have to be established, and we can start working on legal proposals.

During their turn, the players may choose one of the proposed laws lying on the board. If (s)he is a commissioner on whom the law depends, (s)he can either pass it to the European Parliament or reject it immediately without asking anyone's permission. Once a proposal is in the European Parliament, the most important thing for its future is whether or not a majority of deputies support the law. If so, it goes to the Council of the European Union. If not, it is rejected. In the Council of the European Union, the players still vote on whether they want the law to pass or not. Countries receive points for

passing or rejecting a law according to their objectives. The country with the most points at the end of the game is the winner.
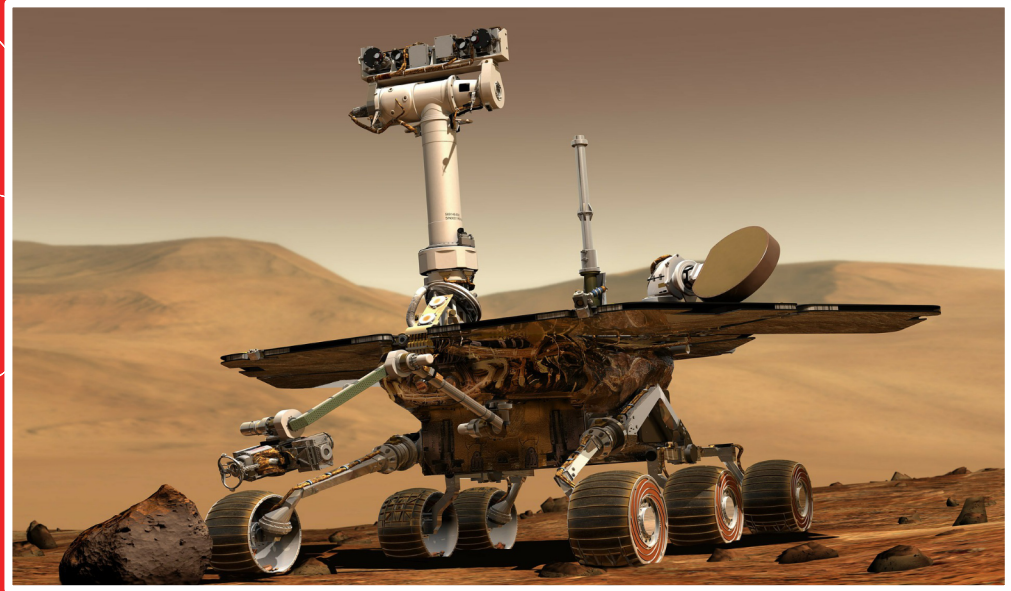
EU on the Board is all about strategy, negotiation and finding allies.

You can order the game by contacting Europe4Youth Association: info@europe4youth.eu

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Resource:

https://www.kickstarter.com/projects/951476993/eu-on-the-board?ref=kicktraq

exploratorium

Exploratorium – practises we have tested and adapted to adult education

In this chapter we present you chosen learning tools, formats or models for activities which we, as a project consortium, decided to amend and test with new target groups in order to adapt it to the adult civic education sector. Each of the partner organisations adapted at least one tool, tested it in their countries and described how it worked in the context of adult civic education and their specific target groups. Below you will find the results of our tests together with the final versions of chosen tools. Enjoy!

"Lickfold City" simulation for debating about solving public issues

The original activity was inspired by the civil society simulation game "eduAKTYWATOR" developed by Europe4Youth Association for civic education introductory workshop for young people between 13 and 18 years old. It is a simulation game in which participants take roles of various civil society actors in a fictional city. It can be "Lickfold City" or "Lalaland", or any other name that participants will like.

The roles in the simulation are for example: school principal, mayor of the city, Metal-heads association, IT-company, council of parents, city councillors, as well as media (thorough media, a school newspaper and a rag). Each of them has a different agenda on what should be done with a main problem in the city – demolishing a former youth centre and an open case about what to do now with the building. Participants debate about it for 30–40 minutes, making alliances, convincing each other, sometimes bribing, using tricks and treats to achieve their goals. At the end of the game, the players simulate the City Council assembly and voting for the final solutions.

The game helps young people find out what the main actors in the civil society are, what they, as young people, can do to influence public issues and who plays what role in public decision making. It helps young people develop competences and builds abilities to function in civil society.

Now, how did we adapt such a game to adult education and the topic of mental health?

organisation	IASIS
title of the tool	**Lickfold City – Civic dilemmas on mental health**
specific target group	Volunteers, interns & volunteering team coordinators.
short description	It's a workshop which helps familiarise adult learners with mental health issues and make them more aware of various conditions. Its main goal is to **introduce the basic approach of inclusion**, regarding people with mental disorders in the local community, but also inclusion as a concept. Thus, the tool helps reflect about the essence of society: sense of belonging, organisations of the society (state, civil society), democracy, universal rights, etc. It increases empathy towards otherness and helps embrace the concept of solidarity, inclusion and equality. In the case of the mental health topic, it should be implemented by mental health professionals (for example from IASIS).

no. of participants	15–20
duration	60–90 mins
materials	markers, flipboard, stickers, paper, available room(s), printed info (roles)
objectives	1. Familiarise participants with mental health issues 2. Strengthen participants' critical thinking 3. Increase empathy 4. Enable dialogue & communication skills (soft skills) 5. Get in touch with issues which are considered taboo or are stigmatised
expected results	1. Raise awareness about mental health issues 2. Provide better practises in participants' domains (in their work, environment, houses) 3. Create stronger bonds with vulnerable groups 4. Promote diversity, inclusion & anti-discriminatory behaviour 5. Learn the functioning procedures of establishing a mental health service
scenario	**Steps:** 1. Distribute info about the workshop 2. Let participants know about their roles & characters

3. Ask if there are any questions
4. Implement the workshop
5. Debriefing

STEP 1: Present to the participants a story:

In a small religious town, a local NGO tries to establish a day centre for people with mental disorders which would be open to the community. It will host activities such as gardening, wellness sessions, park cleaning and gatherings. This place used to be a Sunday Christian School which has recently stopped functioning because of the bad management. There are some opinions that support the establishment of the day centre, whereas others believe that the Sunday School has to reopen.

STEP 2: Characters of the workshop: mayor, municipality representatives, NGO representatives, priest, local community, journalists,.

Distribute the roles to participants (prepare in advance some descriptions that will help participants to navigate their characters objectives!).

STEP 3: Possible problems:

• A participant wishes to drop their role and be

somebody else instead – depending on your approach to the activity – allow creativity of designing their own characters,

- Inability to act – organise some voice and body empowerment workshop before the actual simulation. Let participants be free, silly in front of each other, for example by shouting together a silly word.
- Not understanding the task – prepare in advance a written instruction.

STEP 4: During the simulation, walk around and monitor:

- What people are saying.
- What arguments they use.
- You can ask press representatives ("media" or "journalists" characters) to note down controversial quotes and write them publicly on a flipchart as a newspaper article.
- Who is making alliances with whom – note down some patterns.
- If anyone doesn't feel included in the game – help them regain their motivation.

At the end of the simulation, ask a character called the "Mayor" to moderate the debate in the City Council. If (s)he is not fully confident to do so alone, step in the role

of a "Secretary" or a "Speaker" and help facilitate the City Council session. After the vote, note down the selected solution – will there be a day-care centre, religious school or something entirely different?

After the simulation, ask participants to de-role – shake off their roles, let go of some emotions they experienced in the game, and resolve difficult relations from the game. Clapp at the end to release tensions and have a final mark of closure.

Debriefing

Possible questions for the debriefing:

1. How did you feel during the process?
2. What are your thoughts right now?
3. What do you believe the local community with no knowledge about mental health thinks about the issue?
4. What did you gain from this workshop?
5. Did your opinion change throughout the workshop? Why?
6. How hard was it for you to decide, and what were the factors that led you into your decision?
7. What challenges did you meet during your participation?

scenario	8. What would you change/add in the workshop?
comments from tests	It was a great workshop. All the participants were very excited to participate, and the same group wants to do it again in our second cycle of the training. The great thing was that Nasia Paradeisi, who participated in the initial training in Poland, was one of the two primary trainers, therefore, understandably, she was the perfect person for that training. A bit of a challenge was that both parties were passionate about their roles, so it took them a while to find a solution.
authors	Elena Spyropoulou, Nasia Paradeisi

Gestalt Drama to deepen the situations of mental-crisis and recovery process

Gestalt methodologies are widely used in psychotherapy. We used a tool inspired by Gestalt Drama to expand understanding of social inclusion and equal rights to participate in social, political and cultural life of a community. We fight with prejudices and encourage reflection about important societal values.

organisation	Nausika Foundation
title of the tool	**Gestalt Drama**
specific target group	Employers and employees in mental crisis, and additionally Recovery Assistant (here: social workers from Sociology Department in Łódź University).
short description	A Gestalt-inspired tool invented for employers and people in the mental crisis to prepare for a job interview, as well as for a Recovery Assistant. We use drama as a way of preparing for a job interview with

short description	the support of the so-called Recovery Assistant who may assist the person with mental disorder in finding a job.
duration	120 min
expected results	Raise awareness about mental health and the market 1. Provide better actionable practises 2. Support employers and employees 3. Raise self-esteem among job-seeking people in mental health crisis 4. Promote inclusion & anti-discriminatory behaviour 5. Learn the functioning procedures of establishing a mental health service like Recovery Assistance
scenario	In this workshop, we use the structure of the Gestalt Drama following the steps of the adapted method to simulate a job interview, and then discuss the specific issues that would come with visible and not yet conscious prejudices. The main goal of implementing the Gestalt in this target group is to improve the participants' lives, giving them tools and training both Employers as well as Recovery Assistants. For social workers, these tools will guide them to find their paths and help them in possibly getting a job as a Recovery Assistant.

This workshop would take 120 minutes, more or less. The participants would be asked to play a role of an Employer, an Employee in a mental crisis and a Recovery Assistant. The rest of a group will be asked to be attentive with them and the whole process. The materials needed for this workshop are: a table to simulate the real-life job-interview and a pen and paper for every participant for taking notes during the drama.

Scenario of a workshop:

1. Introduction – what gestalt drama is and mechanisms of avoiding contact will be explained
2. Drama 1 – potential employee and employer during the job interview:

• Normal interview (aftermath discussion: what are the challenges and prejudices that the person with mental disorder might face? What are the problems that the employer has faced?)
• Drama continuation and discussion – How do you picture the person you talked to? Development of the projection

3. Drama 2 – interviewee and Recovery Assistant talk before the second part of the job interview
4. Drama 3 – second part of the job interview with an employer who doesn't want to hire the person

scenario	5. Drama 4 – rejected person talks to his/her Recovery Assistant 6. Discussion 7. Learning about the inclusive language
comments from tests	This tool used with job-seekers in mental crises can be an empowering tool, a possible path to find themselves on a labour market and have tools and resources to be part of the community once again. This tool used with adult learners who are not involved with the topic, may be an enlightening eye-opening event through which they can understand how exclusion is a vicious cycle and how difficult it is to break it without societal support, understanding and general empathy in the society.
authors	Kala Dobosz

Civic journalism model to engage citizens in informing, inspiring and advocating for others

Civic journalism model we have used was inspired by Podlaski Senior portal and Jan Oniszczuk`s work with senorial editorial team in Białystok. We have implemented it in the editorial team of Małopolski Portal Młodzieżowy, and adapted to semi-professional or amateur editorial teams.

organisation	Europe4Youth
title of the tool	**Civic Journalism Model for editorial teams**
specific target group	Adults from small towns in Lesser Poland interested in running civic media in their towns/regions.
short description	Civic education model explains how to organise the work of an editorial team of civic journalists – citizens interested in providing relevant, thorough and actual information for chosen target groups in their towns/regions. Civic journalism also serves civic engagement, development of civil society, participation in the local decision making and shaping policies.

1. **Establishment the team** – group of citizens engaged in the idea of civic media.

It is important that the core team is dedicated to the mission of civic journalism and ready to facilitate the team getting into the spirit of partnership, thoroughness and neutrality.

By civic journalism we understand the attempt of citizens (engaged in the matters of community, driven by an honest desire) to raise democratic debates about important issues for the local community. We believe that the media not only informs the public, but it also works towards engaging citizens and creating public debate. The civic journalism breaks the pattern that media audiences are spectators in political and social processes. They should be actively engaged in the public information flow and discussion! We treat readers and community members as participants, partners, thinking people, able to recognise when they aren't treated seriously and with respect. With a sustainable model of functioning, civic journalism can be a platform for public debate and democracy.

2. **Recruitment for the team** – open... really open, transparent, clear conditions, offered shared ownership.

Only with transparency and openness about who is and

can be invited (anybody!) to the editorial team, can we work towards credibility, a fundament of civic journalism. It should be evident that political affiliations, specific opinions or origin, are not the qualifying criteria for the team, but perceptiveness, critical eye on the reality and understanding of the value of dialogue and democracy. It is encouraged to invite people with various sensitivities, opinions, coming from different backgrounds, minorities, and people representing more or less the structure of the whole society. For that to work, a common vision of the portal/newspaper/other medium is needed. Make sure that the team has developed it before they start to work together!

3. **Trainings** – establishing a common vision.

Participatory process of developing a vision of your medium is essential. Organise for participants a training of civic journalism with actual journalists, preferably academics or theoretics of journalism, specialising in ethics. Provide the team with knowledge in a nutshell, a necessity to operate in this world. The lack in journalist professions will be compensated with a professional editing texts, but what is important, is the spirit and basic values.

Another important aspect is to provide professional development opportunities. Ensure the team has

regular meetings, training possibilities, meetings with professionals, etc. Talk about your texts/ media materials, discuss them, criticise each other! This process, moderated along the common values, is an educational one and highly effective in terms of civic education.

Example of a common declaration of a mission:

We are:

◇ **Party-impartial, but yes – political**. *We support public participation and inclusion in decision making.*
◇ **Neutral** *– we are not favouring any sides of political democratic debate (emphasis: democratic).*
◇ **Civically engaged** *– we support and promote local initiatives, activities aiming for common good.*
◇ **Inclusive and socially sensitive** *– we respect all diversity of people, take into account their needs and use language attentive towards their needs.*
◇ **Empowering subjects** *– „nothing about us without us".*
◇ **Local and regional** *– take up topics important for local communities in Lesser Poland.*

4. Common communication channels.

Establish a common daily contact platform (depending on the age group: Facebook chat, WhatsApp channel ore-mailing). Decide together on the frequency of checking messages and how often one can use the channel and what for. Decide together what common channels you want to be using to discuss current matters, socialise or maybe organise your common work? Establish a rulebook for inside communication. Make sure you meet once in a while. How often? Depends on your needs. But regularly.

5. Flexible time for assignments.

Because we are dealing with adults in various life situations, we create a margin of flexibility in terms of expected outcomes and contributions. Make sure this contribution is still more or less proportional, in order to avoid "multiple speeds" inside the team.

6. Common formats for texts and social media posts.

In order to introduce a cohesive layout, predictable formats and simple order in your work – set up a format on how you want to write. What types of journalist genres are you using? What style of writing? Do you need a common structure of texts? How will your medium be divided? Arranged? Organised?

7. Openness towards new media adapted to the target groups.

Don't be afraid to exist in multiple channels. In order to reach different target audiences, we need to adapt to where they are.

8. Focus on local policies.

Locality is a key ingredient to editorial teams consisting of semi-professional or amateur journalists practising civic journalism. "Anybody can set up a medium", that's true. This is why you need to be relevant to people. Close. Local.

9. Sustainability.

Make sure that (even) voluntary work pays off for members. Their motivation to stay in the team has to come from within, but don`t let them to bear any financial weight in order to stay in. Make sure the process has at least small financing and establish clear rules of reimbursement of the costs incurred. Sustainability is also about continuity. How will you provide replacements in case of drop-outs? Our solution is permanently open possibility to join the team and jump in at any time with regular possibilities of integration and training.

scenario	**10. Common search for good topics.** Ownership over the topics in the medium belongs to citizens. Because they should reflect more or less the structure of the society, we can assume that what they are interested in, will be interesting to our audiences. But there is another way – staying in contact with the public. Running social media in a responsive way, organising open meetings, being visible as people in public events, cultural, social and political life of a community.
comments from tests	Based on our test round, what worked with a group of civic journalists was: • Financial gratification for the work (small, but symbolic), • A learning community (common discussions, reading, peer to peer reviews, regular training), • Editorial meetings that gave the tempo and rhythm of the editorial team work. What could be improved: • Rotation in the positions of team members was high and due to high institutionalisation of membership, we had to open recruitments again and again, • Shifts in the management team.
authors	Barbara Moś, Natalia Mrożek

Nimble things – LARP to rediscover the sense of belonging to or being detached from the society

Live Action Role Playing games are powerful tools to work on attitudes, values, beliefs, not only knowledge or understanding. In Civic education, especially among well-established in life, mature, self-confident people whose beliefs have been unchallenged for decades, this tool may play a big role. We present to you a nano LARP designed by Hazel Anneke Dixon and slightly adapted by Nausika Foundation to work on challenging one's own sense of belonging.

organisation	Nausika
title of the tool	**Nimble Things**
specific target group	Work class people who question their happiness in life (the tool is not meant as a replacement for therapy)
short description	Nimble Things is a freeform LARP ideal for 4–8 players and a facilitator. Players discover that they are changelings – creatures that were swapped with human children at a young age. They need to make the

short description	decision whether to leave for Arcadia – the realm of the fae – or remain in this world. It is a game about belonging, found family and what keeps us anchored.
no. of participants	4–8 participants + facilitator
duration	90 min
scenario	The aim of the game is to make people think about their life decisions and question their sense of belonging, relationships and anchor to this world. Deep discussions of life and reflection on the player's actual life were expected. And if they had the same opportunity in real life, would they take it for something so uncertain but full of wonder? To be played online or offline To be printed and/or distributed among all players is the letter that can be found in the play instructions. Additionally, the players need to find 5 objects they can find around the house. These will be used as objects that anchor them to this world and what connects

scenario	them to the fae realm. If the portrait mechanic is incorporated in offline games, the facilitator also needs a computer. Before the game starts, both the world and characters are created by the players. The town the characters live in will be given attributes and a name. Next will be the characters and the relationships between them. During this process, the players are asked to gather 5 objects and number them. Objects 2 and 4 are to represent the character's past and present. Object 3 and 6 form the relationship with the other characters. And object 1 is the anchor to this world. Object 5 is the letter of the government that informs them about the character being a changeling. As the game starts, the facilitator plays the NPC Nim who is to facilitate the meeting the characters have been called to. In this meeting, it is to be decided if the characters will leave this world forever to pursue a life as a changeling in the fae realm or stay behind to continue their life on earth.
comments from tests	During the tests, the game was run 2 times simultaneously. This was done with groups of 5 people and the facilitator. To form relations between the characters of the players, the pentagram model was used. This meant that all players would sit in a circle. Their neighbours being people their character likes and the people in front of them being people they

disliked. Because this model for relationships was used, the players were asked to only gather 2 objects. One to represent their anchor to earth and one as their connection to their biological family in the fae realm.

During the tests in game 1, it was found that the players had a hard time finding reasons to stay on earth. The world created by the players was one they were not that happy in and therefore there was not much of a dilemma.

In game 2, people seemed to make fun of the tool and didn't take it too seriously, which also hindered the cause of the game.

In both games, the use of objects to establish their connections was too farfetched. It was tough for the players to form serious connections with the random objects they gathered.

To start the larp properly, it was concluded that in this case a pre-larp workshop is needed to make the game easy for beginners. As for the game overall, it was concluded that to form a sturdy anchor to earth in-game, there is a broader briefing needed. It was discussed that perhaps the Ikigai questions would be suitable to create a better bond with the world
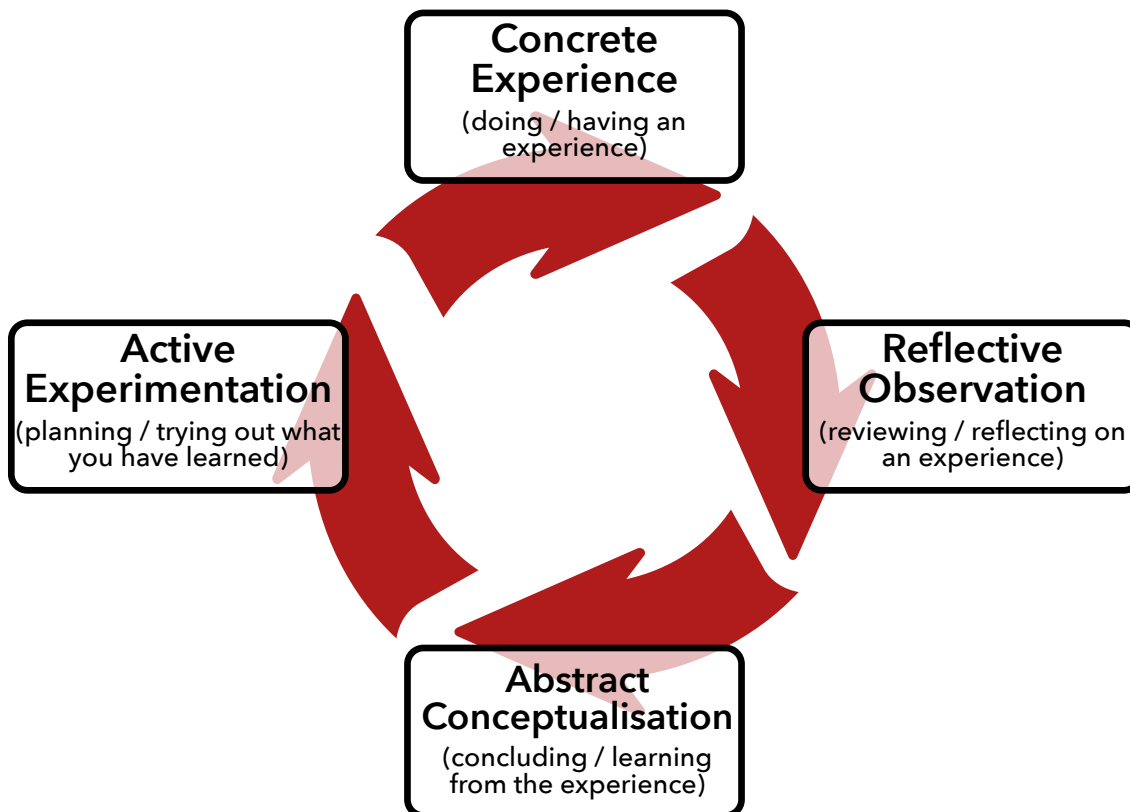
comments from tests	created in order to form a deeper dilemma during the game. Further briefing questions would also be related to the character's role in society and their relationships. This can be connected to the extension of Ikigai that can be found earlier in this chapter.
authors	Patrycja Paula Gas, Zbigniew Janczukowicz

Considering eduLARPs we may want to refer to the classic model of experiential learning of David Kolbe. This model emphasises the need of reflection on the experienced events showing gradual approach - from reflective observation, through abstract conceptualisation to active experimentation. This way the eduLARP may be transformative experience and truly make an impact on humans lives.

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on an experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

IKIGAI

A series of IKIGAI adaptations

In our project consortium this was the most admired method in which almost all partners noticed a potential to use with their target groups in many variations. Below are the variations made and tested during our project.

IKIGAI for people at the risk of exclusion and marginalisation to find themselves in society

IKIGAI is a well-known tool from the field of coaching and psychology. We have adapted it to serve the purpose of finding the purpose and role in civil society. We intended it especially for the people who may be at risk of being excluded from their societies, or are new in those societies – migrants, refugees.

You can find more about the tool here:

Resource:

https://positivepsychology.com/ikigai/

organisation	Open Europe
title of the tool	**IKIGAI**
specific target group	Group of adults at risk of exclusion – unemployed, migrant and women mostly as they are the ones with most difficulty to find a job – and at the same time with different backgrounds.

short description	IKIGAI is a Japanese concept to improve work and life, to help you discover your direction or purpose in life. The reason why we want to implement this method is because it deals with a topic that sometimes is difficult to manage by yourself. Our target group was adults at risk of exclusion that didn't know what to do with their lives, they lost their jobs due to the COVID19 pandemic, they thought they were too old to work again and with no useful skills... This method was implemented by different adult educators via a specific workshop, thoroughly prepared beforehand.
scenario	This workshop took 60 minutes, more or less. The participants were in several groups of 5 or 6 people each. In that way, we were able to be more helpful and attentive with them and the whole process. The materials we needed for this workshop were just a pen and paper for every participant. The educator had a paper with the explanation of the parts or things to do in the workshop – the diagram, the questions to ask the participants, etc. – and at the same time, the best way to implement the IKIGAI with each target group. When we did those workshops, we used the original structure of the IKIGAI following the steps of the three activities that form that method, and the same questions, also. The main goal of implementing IKIGAI in this target group was to improve the participants' lives, giving them tools to do so. Opening their mind to

scenario	new and better possibilities they weren't aware of. And we achieved that in many ways, not only professionally but they also improved personally. These tools were useful to guide them to find their paths and also help them get a profession related to one of them. We had great results implementing this method because it's a different way to deal with the big issue of finding your best professional career.
comments from tests	We encountered some challenges when we implemented IKIGAI: • Lack of motivation, but solved when shown the bigger picture of IKIGAI more related also to their lives. • Encouraging to share simple things they are good at. • We had to be super attentive towards their life situation and needs because everyone is different and has different situations. • They did not have enough knowledge of the "new" world, referred to new technologies or the skills of their "hobby" that you can be paid for those skills nowadays. But besides these small challenges, they – as the ones trying for the first time this method – and we –

comments from tests	educators that had to learn and apply this tool – learned a lot in the process of applying this tool. It was so useful for the target group because they learnt many things about themselves and now, they have a different perspective of their lives and what they can do with it. There are two important recommendations I will use next time that I will be applying or taking into account next time. The first time is to be really aware of the target group. Each target group has different circumstances, they were raised differently, they have different vocabulary that should be adapted to their world and their needs… That is why I would also recommend following the new structure of IKIGAI that our partners from Nausika designed. Their "flower" structure takes into consideration many different things, circumstances, bases of lives… many important things that can change and make one's IKIGAI totally different and make the participants realise that we may not be the same and come from the same circumstances but we all can achieve IKIGAI.
authors	Cinta Pilar Gascon Roda

IKIGAI – meaningful professional development

This adaptation doesn't change the original field, but improves the process!

organisation	Nausika
title of the tool	**IKIGAI - meaningful professional development**
specific target group	Adults who are not satisfied with their current jobs or lost their jobs during the pandemic.
short description	Set of self-assessment exercises based on Ikigai model which are leading adults toward their dream career path.
scenario	Ikigai (生き甲斐) is a Japanese word that translates as a reason for being and may refer to having a sense of purpose in life. Ikigai "entails actions of devoting oneself to pursuits one enjoys and is associated with feelings of accomplishment and fulfilment." (Kumano, Michiko, On the Concept of Well-Being in Japan: Feeling

Ikigai combines:

- the joy of doing something,
- a sense of purpose, meaning,
- well-being.

It brings fulfilment, gives a feeling that you have an impact, your life is meaningful and valuable. Several researchers found out that finding and following one's Ikigai may influence longevity and eudaimonic well-being (N. Nakanishi, D. Buettner, H. Garcia, M. Kumano, M. Schippers).

Westernized version of Ikigai usually is presented after Marc Winn as a Purpose Venn Diagram with four fields although it doesn't reflect the exact Japanese concept of Ikigai. Nevertheless, the diagram is useful for educational purposes. It consists of 4 circles which overlap on each other in the middle, the questions in the circle ask: What do I love? What does the world need? What am I good at? What can I be paid for?

Ikigai concept may become a very useful educational tool if we use it in a creative way. It can lead to many other self-development explorations, for example searching for strong and weak points, personality traits, archetypes, etc.

scenario

We propose to use it in search of the perfect career path, with meaningful job, with civic engagement.

3 exercises based on Ikigai concept desgined to boost:

- self-awareness,
- satisfaction from life,
- personal and professional fulfilment,
- entrepreneurship,
- employability.

EXERCISE 1

The participants draw 'Ikigai' diagram so that there is a space to write inside in each of four fields. Then everybody answers the questions:

What I LOVE?

- Which activity brings me joy?
- When do I feel flow?
- What is my hobby? Passion?
- What kind of personality do I have?
- What archetype am I?
- In what field do I want to learn more?

Which area of civic engagement would bring me the most satisfaction? Green activism, creating youth policy in my city? Preventing food-waste? Fighting for equal rights?

scenario

What the world NEEDS?

- What are the biggest global challenges?
- What are the biggest challenges in my local community?
- What bothers me the most in politics, economics and social matters?

What I am GOOD AT?

- What skills do I have?
- What knowledge do I possess?
- What attitudes do I represent? - list as many as possible, including those which seem to be useless and underestimated.
- What are my weak points?
- What is the competence other people recognize me for?
- What competences would I like to develop in the near future?

What I can be PAID FOR?

- In what field do I already have experience?
- In what field do I develop myself?
- What are the most promising career paths nowadays?
- What kind of professions labour does market lack?

- What are the professions which can support the field I care about?

EXERCISE II

Participants sit in the circle, holding their 'Ikigai' diagrams. The facilitator asks to stand everyone who at least once in their life:

1. Felt satisfied in one field (either 'what you loved', or 'were good at' or 'world needed that' or you were 'well-paid'). Those who want can share their experience. Example: once, a participant said that she had a summer job selling fast food which was not well-paid, the world didn't need it, she didn't love it but she was good at it.

2. Felt satisfied in two fields. Example: once, a participant said that she was a volunteer in an animal shelter, she loved the activities, the world needed it, but she felt a bit useless as she was not yet good at it, and was not paid at all.

3. Felt satisfied in three fields. Example: once, a participant shared that, while working in a corporation, she was well paid, was good at it, it was needed but she didn't love it, it was actually depressing for her.

4. Felt satisfied in four fields – Ikigai. It happens more

often than we can expect. Example: once, a participant said that felt Ikigai for some time while working as an assistant at the university, the other one felt it while working as a waitress in a vegan restaurant.

EXERCISE III

We are using an 'Ikigai' diagram from the Exercise I filled with answers in each field. Now, participants walk and look for a partner to talk about their Ikigai, asking for suggestions for their dream profession, job, way of life, then exchange and look for another partner.

Collect at least 5 propositions and then get back to your sitting place. In the circle, we comment if we agree with the propositions of our colleagues, discuss if they gave us some new perspectives and inspirations or led us to wholly new conclusions.

comments from tests

It was a workshop for educators, trainers and youth workers in August 2021 during Compos Mentis training, 32 participants from 10 different countries. Many of the participants either lost their job during Covid, were dissatisfied with a present position or were on the beginning of their professional path.
As for challenges, some mentioned that even if they would follow the pattern, there are other factors which

prevent them from getting their dream job. Also, others mentioned that we can work on the model and make it into a flower where other factors like mental health, family, country are either supporting the grow of the flower or distracting it.
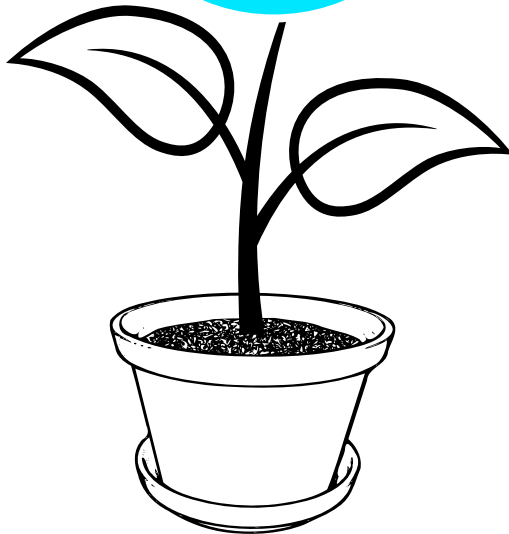
During the testing, we came up with the idea to turn the Ikigai into a flower. The basic elements of the four circles of the Ikigai are good but implementing to the real life there is much more elements, which influence our job searching. The flowers pot represents the country you grow up in. It symbolizes the opportunities you are given during your lifetime and your cultural background. The stem and the leaves are there in representation of your circumstances, family, relationships, mental health, etc. As external factors they further shape a person's life, which influences their behavior and attitude. Then come the flower petals that are to form Ikigai. How the Ikigai is formed will be greatly determined by the soil of the pot and the stem and their leaves. Naturally, the head of the flower that forms Ikigai remains to be the most important; however, we should thoroughly examine the other two parts for an excellent result. To grow a beautiful flower you need a soil and a sturdy stem and leaves.

authors

Patrycja Paula Gas, Amy van der Zee

What you
LOVE

PASSION

MISSION

What you are
GOOD AT

IKIGAI

What the world
NEEDS

PROFESSION

VOCATION

What you can be
PAID FOR

IKIGAI

External factors:
family, mental
health, etc.

Origin: country,
cultural background

IKIGAI – professional development in the company

organisation	Evolution Trade Union
title of the tool	**IKIGAI - professional development in the company**
specific target group	Working adults from the Evolution company (aged 20–40).
short description	Let the employees have the opportunity to measure their own abilities, instil them with a certain level of confidence so that in any given situation the employee would feel comfortable to practice their own rights in the framework of law. This would be mostly meant for regular employees who have certain issues with choosing a position in the "Evolution" company and exercising their worker rights. To realise this project, there would be sessions reserved for the employees so that they could freely partake in it and then discuss between each other, however, members of the organisation will also be partaking in discussing the possible propositions.

no. of participants	15–20 employees
duration	90 minutes
materials	projector, laptop, markers/pens, board, stickers, paper, available compartment, printed description.
objectives	Our aim is to give the employees the opportunity to self-improve and decide what their own aim is within the Evolution company.
scenario	We expect that the employees will be able to find their own Ikigai approach just under the basic structure given by the members of our organisation. **Steps:** 1. Giving a quick explanation on how to properly construct an Ikigai; 2. Providing time to the participants to get acquainted with the tool; 3. Providing sufficient time for the participants to

scenario	construct their own Ikigai according to the given basics;

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scenario	construct their own Ikigai according to the given basics; 4. After the participants finish their Ikigai, they will have to conduct analysis between each other's results and provide possible opportunities that can arise from a person's given "love, needs, pay, skills"; 5. Having a group discussion between the participants and the members of our organisation about possibilities in the Evolution company according to the given answers. **Debriefing questions:** 1. How can the Ikigai be improved in the context of the Evolution company for the employees? 2. What was the most challenging part of constructing the Ikigai for the employees? 3. Defining what was the most powerful moment that gave the most insight into the final result.
comments from tests	Suggestions: • Focus on civic competences – find initiatives they can do together for the society or helping their own working conditions, • Specify the questions in the circles,

comments from tests	• Next step – common initiatives – make a space for those initiatives, or changing positions in the company (talk with bosses), • Include the questions from tests into the scenario.
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conclusions

Conclusions & Recommendations for civic adult educators

After 15 months of observing, researching and developing practices in civic adult education all partners have learned something new, understood something in a new way or rediscovered, reinvented this field for themselves and their organizations. Endless discussions have been summarized in written form during the last partners meeting in February 2022. This chapter includes therefore various reflections, insights, as well as an attempt for predictions and recommendations.

About Adult Civic Education per se

1. Understanding of civic education should include a whole variety of activities: purposive and non-purposive (civic education does not need to be intentional or deliberate; institutions and communities transmit values and norms without meaning to); functioning in public institutions, or informal groups, families, among peers, as well as in nature; time-specific, as well as long-lasting, unlimited; delivered by someone, or generated organically, as a way of functioning in given conditions, systems, state, society. We design conditions for civic education by shaping our environments, values, habits, and how we function in society.

2. When designing civic education for adults, similarly to any other target groups, we need to be very specific in defining target audiences and adapt formats, conditions, settings and methods to the specific life situation learners may be in, and how they can be approached. Because of the simple fact that the population of "adults" isn't available in one obligatory institution (like schools), but belong to multiple microsocieties, public, private, or don't belong to any, we have to be very specific about targets and segment them along the criteria of access. One of the best segmentations we observed in this project belonged to Open Europe Foundation that were designing offers for migrant women between 30 and 40, arriving in Reus (Spain) and looking for ways of inclusion in the receiving society. They usually attend language courses, come from Arab countries or Latin America and have common experiences and needs. Very specific.

3. Civic education deals a lot with values, approaches and beliefs, not only knowledge and theories. It can be implemented with no mention of words like democracy or education. Creating formats for social and civic

activities, neighbour initiatives or simple community life belongs to the large kaleidoscope of civic education methods. Their effectiveness would depend on their construction and incentives given by the organisers, though. This is good news for adult education providers.

About trends and competences of the future

4. Green competences are at the forefront of civic competences at the moment. Responsibility for the planet starts with community gardens, or habits of dealing with waste, and ends with comprehension of green technologies, abilities to design and use them. Green transformation should refer to businesses, industry sectors, services, as well as daily functioning of humans in their societies, participation in social life, culture and so on. Educational activities in this field may take up various streams – nature-related, community-based, know-how and expert stream, political, economic, technological, etc. It opens up possibilities for various approaches to civic education and matching them with the most relevant target groups.

5. Covid-19 pandemic has got us used to using communication technologies on a daily basis for social and cultural life, but also work and education. Online learning will continue to be a solid element on the education market and the adult education sector should embrace it. In fact, various studies indicate that online learning is more sustainable as it helps you to:

    *   Reduce pollutants and emissions,
    *   Cut down on commuting and transport,
    *   Limit paper usage,

- Reduce drain on natural resources,
- And save energy.

6. In online learning, repetitive formats or low engagement of participants is a threat. Simple transfer of offline activities into online format brings risks of disengagement and participants "ghosting", even if facilitators bend over backwards providing gameistic or responsive methods. Since in non-formal education, the group, bonds, relations with others are very important components, the way to provide profound relations should be reinforced. We'd like to draw your attention to **cohort courses** – those kind of courses in which the group is aware of their goals and wants to professionalise together with others, where video-lectures are replaced with responsive meetings with practitioners, moderated by a professional fulfilling a role of moderator/inspirator/enabler, in which platforms for e-learning are redundant – learning group can meet on Zoom, Discord or Slack; agenda is more flexible and based on learners needs (even current issues). This can be a great way of online civic education activities for adults: sustainable, reducing environmental and economic costs and still meaningful.

About democracy and participation

7. We consider civic education through deliberative public discussion, a necessary measure to restore culture of the public sphere – a domain of social life where public opinion can be formed. Its crucial element is that participants of a public sphere are individuals who are not acting on behalf of institutions, parties or organisations imposing views on them. They act as themselves and represent their points, fragments of reality in

which they function and bring to the table their perspective. Understanding, empathising with all possible perspectives existing in the society (thus the public sphere must be inclusive for all – be representative or all-embracing) is a competence of a good citizen, which we shall promote.

8. One of the ways to shape understanding on various perspectives in society is civic journalism in a model that fulfils the criteria of representation, accountability, authenticity and open critical approach. This is the model applicable to any local environments, and serves as a platform for sharing opinions about the public sphere as such – editorial teams are fulfilling the role of a public medium but also undergo civic education themselves through deliberative discussions. This may have a potential for reinforcing a culture of debate and may mainstream it.

9. We'd like to emphasise the role of physical public sphere – a public spaces accessible to all citizens where social and political life can take place in various forms: starting from socialising with "the other", creating social bonds that go beyond familiar, next-of-kin level, but create an actual civil society. Creation of such spaces appears to be a trend in many countries. This potential must be used by civic education providers.

10. Inclusion and sense of belonging are conditions for a well-functioning public sphere and public spaces. Developing such attitudes in society is one of the biggest challenges that the adult education sector is facing.