



TRAINING THEME A) COMMUNICATION FROM A METHODICAL PERSPECTIVE	TRAINING SUBJECTS	TIME SCHEDULE	CONTENTS	DIFFERENTIATION IN DIDACTIC MATERIALS AND EXERCISES
<p>Training: 160 minutes Breaks: 20 minutes Evaluation: 30 minutes</p> <p>The training programme may be organized in accordance with local needs and preferences, for instance for theme A):</p> <p>1 training day with 3 training subjects</p> <p>2 training days split into 1 x 2 subjects and 1 x 1 subject</p> <p>3 training days split into 3 x 1 subject</p> <p>Evaluation may also be conducted as a separate event.</p>	<p>1) Communication in Adult Education and Adult Education in Communication – a general Introduction</p>	<p>50 minutes</p>	<ul style="list-style-type: none"> • Brief introduction to the main concepts of communication and adult education as well as the concepts of pedagogy and didactics –what do they mean, and how are they mutually linked from a communicative practice and the role and tasks as multipliers? • Presentation of a number of communication models and methodologies, where key words would be dialogical/ participative/ presentative/bodily/online communication. • From a critical and reflective perspective: how do they correspond with your own communicative experience and practice? • How can you relate them to your needs and requirements in your general communication/dissemination tasks and target groups? 	<p>In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice of multiplier group etc within in common training subjects. At the same time, it is suggested that each partner give examples of intended or used methods and tools to a common programme toolbox, linked to the final training subjects.</p> <p>Examples of local learning materials, methods and exercises:</p>
	<p>Break</p>	<p>10 minutes</p>	<p>Breaks can be adjusted to the local context.</p>	
	<p>2) Contextual and Intercultural Communication</p>	<p>50 minutes</p>	<ul style="list-style-type: none"> • Brief introduction to contextual communication theory with practical examples and with a special focus on the contextual and intercultural importance of language in communication. 	<p>In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is</p>

		<ul style="list-style-type: none"> • Brief introduction to some intercultural communication models and target groups from both minority communities and majority society. • Why and how is online communication especially a challenge for the contextual and intercultural communication? • What do you especially notice when referring to your own experience in terms of contextual and intercultural communication with migrants respectively majority society actors? • In small groups of 2-3 persons, please write a "manifesto" with key words for basic rules and practical tips that can provide a functioning context-related and intercultural communication. Please, add key words for belmagine that you in a pedagogical way are going to pass on a certain knowledge, message or methods to local target groups and also to other multipliers. 	<p>one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice and multiplier group etc within in common training subjects. At the same time, it is suggested that each partner give examples of intended or used methods and tools to a common programme toolbox, linked to the final training subjects.</p> <p>Examples of local learning materials, methods and exercises:</p>
Break	10 minutes	Breaks can be adjusted to the local context.	
3) Body Language	60 minutes	<ul style="list-style-type: none"> • Brief introduction to the concept of body language and non-verbal communication, including examples and short exercises of how it works in practice, what signals it may send unconsciously etc. • Some exercises to illustrate, how you can work with body language in order to use it consciously and thoughtfully in your communication? • In small groups of 2-3 persons: please discuss the following question: <ul style="list-style-type: none"> ○ Do you have experience from situations, where you were “lost in translation” in terms of being able to interpret and understand other persons’ bodily communicaton? ○ How did you react in these situations? 	<p>In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice and multiplier group etc within in common training subjects. At the same time, it is suggested that each partner give examples of intended or used</p>

			<ul style="list-style-type: none"> ○ What would have been a help in order to strengthen your respond and understanding? ○ What were the consequences? 	<p>methods and tools to a common programme toolbox, linked to the final training subjects.</p> <p>Examples of local learning materials, methods and exercises:</p>
	Evaluation focused on the most important needs for adjustment and additions	30 minutes	<ul style="list-style-type: none"> ● Evaluatican be organized as a direct extension of the training programme or held at another time by agreement with the local participants. 	It may be preferable to conduct the evaluation as a focus group, where the multipliers discuss possible needs for improvements, adjustments, and additions to the training programme. However, if partners prefer, the evaluation may also be carried out as a survey.
TRAINING THEME B) COMMUNICATION FROM A PRACTICAL PERSPECTIVE	TRAINING SUBJECTS	TIME SCHEDULE	CONTENTS	DIFFERENTIATION IN DIDACTIC MATERIALS AND EXERCISES
<p>Training:160 minutes Breaks: 20 minutes Evaluation: 40 minutes</p> <p>The training programme may be organized in accordance with local needs and preferences, for instance for theme A):</p> <p>1 training day with 3 training subjects</p>	1) Adult Guidance and Mediation	70 minutes	<ul style="list-style-type: none"> ● What does adult guidance and mediation mean – a brief conceptual introduction. ● A brief review combined with small exercises of practical guidance methodologies as well as mediating and coaching communication methods, using: <ul style="list-style-type: none"> ○ Appreciative Inquiry and peer approaches ○ Narrative and NLP approaches and exercises ○ The motivating communication ○ Role play ○ Video as a training tool etc. 	In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice and multiplier group etc within in

<p>2 training days split into 1 x 2 subjects and 1 x 1 subject</p> <p>3 training days split into 3 x 1 subject</p>				<p>common training subjects. At the same time, it is suggested that each partner give examples of intended or used methods and tools to a common programme toolbox, linked to the final training subjects.</p>
				<p>Examples of local learning materials, methods and exercises:</p>
	Break	10 minutes		
	2) Planning and performing the successful workshop	90 minutes	<ul style="list-style-type: none"> • Brief introduction with some basic rules of thumb for the successful workshop and for good educational presentations such as: <ul style="list-style-type: none"> ○ Clarifying purpose and contents ○ Highlighting core issues and awareness points ○ Using illustrative drawings, figures and schemes ○ Clarifying concepts etc. • Introduction to examples of participatory organization of workshops and seminars, including the use of digital tools for online events, for instance: <ul style="list-style-type: none"> ○ Appreciative inquiry (AI) as a methodology for common development arrangements. ○ Future Workshops as methodology. ○ Open Space as methodology etc. ○ Flyers and programmes to catch attention. • Presentation of examples of good/bad powerpoint presentations from a communicative perspective. What are the differences – and why may they appeal differently to audiences in different contexts? What are the learning points? • In small groups of 2-3 persons, please organize a workshop by using the following instructions: 	<p>In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice and multiplier group etc within in common training subjects. At the same time, it is suggested that each partner give examples of intended or used methods and tools to a common programme toolbox, linked to the final training subjects.</p>
				<p>Examples of local learning materials, methods and exercises:</p>

			<ul style="list-style-type: none"> ○ Describe the subject and target group for your workshop. ○ Organize your programme, timeplanning and use of varied presentation methods ○ Consider your advertising methods ○ Reflect on the possibilities and challenges in case you have to conduct your workshop online. ○ Present your results. 	
	Break	10 minutes		
	3) Evaluation conducted as a joint discussion and selection of training themes and subjects to be presented for new multipliers	40 minutes	<ul style="list-style-type: none"> ● Evaluation will be divided into two sections: firstly, a brief round about the day's programme and proposals for adjustments – and secondly, a more general joint reflection on the themes and subjects that the multipliers find most suitable to be presented for new participants in a third training programme. ● The multipliers may have to negotiate in this selection process. ● The crucial point is that the “old” multipliers as peers will be obliged to partly take part themselves in the presentation of subjects and exercises for the “new” multipliers – hereby using some of their new skills from the training programme so far in the communication of both concepts, methods and exercises etc. ● This indicates that the group have to agree on a division of tasks and plan the third training programme for new multipliers in close collaboration with the partner organization. The “old” group are free to select only one or a few representatives to prepare and participate in the third programme – or they may all be present from their own choice. 	

TRAINING THEME C) COMMUNICATION IN A SUMMARY VERSION	TRAINING SUBJECTS	TIME SCHEDULE	CONTENTS	DIFFERENTIATION IN DIDACTIC MATERIALS AND EXERCISES
<p>Training: 150 minutes Breaks: 30 minutes Evaluation: 30 minutes</p> <p>The training programme may be organized in accordance with local needs and preferences, for instance for theme A):</p> <p>1 training day with 2-3 training subjects</p> <p>2 training days split into 2-3 training subjects</p>	1) First subject from the multiplier selection	50 minutes	<p>One example of the composition of training subjects may be:</p> <ol style="list-style-type: none"> 1) Contextual communication (in an abbreviated form) 2) Mediation and body language 3) Planning and performing the successful workshop (in an abbreviated form) 	<p>The “old” multipliers will as peers use and perhaps further adapt the materials, methods and exercises from the previous training sessions.</p>
	Break	15 minutes		
	2) Secondly subject from the multiplier selection	50 minutes		
	Break	15 minutes		
	3) Third subject from the multiplier selection	50 minutes		
	Evaluation	30 minutes		

COMMENTS AND CONSIDERATIONS ABOUT THE DRAFT TO THE MULTIPLIER TRAINING PROGRAMME

- In the application form, the training programme is described as a 3-hour course, which is repeated after being adapted and revised based on the participants' evaluation for the same participant/multiplier group. After a further evaluation, new multipliers are offered the final, revised version as a 3-hour course. We were thinking that the repetition might reduce the motivation to participate among some multipliers. Some may feel that this would be a lot of time to spend without having new inputs and learning. However, as a proposal, we changed the structure of the training programme a bit, by offering the multipliers a longer training programme which will cover 2 x 3 hours - and in addition use them as peer teachers in relation to the new multipliers for 1 x 3 hours according to the original plan in application form. For instance in Denmark, we recruited 8 multipliers and will supply with 4 new multipliers, thus to reach the number of 12 multipliers.
- In the first draft for the training programme, we have taken into account the needs and requirements that were mentioned by multipliers in the local focus groups. We have combined these needs with the guidelines given in the application form, where the training in organizing workshops is a central theme.
- We suggest that the training programme in its final form provides a framework description where training themes and subjects are common across the partners, but each partner can adapt and also select specific learning materials, methods and exercises to match the local multipliers in difficulty, interest etc.



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.