

ARCS



Lifelong
Learning
Programme



Non-formal and Formal Partnership in Adult Education



- Guide -



*Non-formal and Formal Partnership
in Adult Education*

Guide summary

A. Project description

B. Team involved in the project

C. Partners presentation

Romanian Association for Counseling and Support – Romania – (coordinator)

Non-Formal and Outdoor Education Centre – Association for Human Development

Poland Malta Secondary school No.2 - Latvia

Folklore and Archaeological Society Ellassonas - Greece

D. Non-formal / Formal in adult education

Theories of non-formal education

Differences between formal and non-formal education

E. Training on Non-formal methods, techniques and instruments

Initial Training for trainers and teachers



F. Training using Non-formal Methods, techniques and instruments

Teambuilding, personal development, energizing and specific (specialized) content training

Training name **Creative writing and promotion of reading and acting (communication) literacy using non formal techniques and methods (Greece)**

Training name **Civic education using parts of the activities edited in the Charta Nostra handbook (Greece)**

Training name **Icebreakers in Educational Activities (Romania)**

Training name **Non-formal and formal methods used to develop creativity in promotion (Romania)**

Training name **Hand- made jewelry and art work (Latvia)**

Training name **Improvement of emotional atmosphere at Malta Secondary Schools No.2 (Latvia)**

Training name **Non-formal education in formal adult education (Poland)**

Training name **Non-formal education in formal education of students (Poland)**

Training name **Non-formal education in formal in youth and adult education (Poland)**

Training name **Improvement the competencies of applying the social principle (Romania)**

Training name **The right hemisphere development through creativity and drawing (Romania)**

G. Guidelines for preparing a training based on non-formal methods, techniques and instruments;

H. Guidelines for using training based on non-formal methods, techniques and instruments in formal environments;

**Project description**

Learning and education have now an increasing importance in the life of Europeans, and teachers/ trainers become facilitators of the learning process and co-learners. The majority of studies and experiences in educational areas prove that non-formal methods and techniques has good results in education of adults. In spite of having various arguments whether non-formal education should be linked to formal education, there still exists a barrier in the formal educational area regarding implementation of non-formal methods and techniques.

This Project, called „Non-formal and Formal Partnership in Adult Education”, was run under the current Lifelong Learning Programme, former Socrates Programme. Its duration was 2 years, starting on 1 August 2013 and finishing on 31 July 2015. The Project coordinating country was Romania, it was represented by Romanian Association for Counseling and Support (ARCS). Three other participating countries were Poland, Greece and Latvia.

ARCS is an NGO having as organizational target group young people and experts working with or for young people. It is also working with teachers from educational system or trainers from NGO's. ARCS is planning project and services according with needs of the young people using experiential pedagogy as general methodology. The Association has already experience of participation in the Partnership actions.

Poland was represented by Non-Formal Education Centre- Association for Human Development. This NGO being a member of The European Institute of Outdoor Adventure Education and Experiential Learning has rich experience in organizing social shares, soft skill trainings, vocational trainings, etc. The Association works mainly with people at risk of social exclusion due to place of residence, low access to education, alcohol problems and unemployment.

Greece was represented by one more NGO, L.A.E.E. This organization has 35 years experience in the organization and participation of cultural events in local, national and international level as well as several years of experience both in the implementation of EU programmes and in management of them. L.A.E.E. conducts workshops of lifelong education to provide citizens with tools for their personal development and social integration.

The partner from Latvia was represented by state school Malta Secondary School No.2. It is known by its diversity in programmes, starting with pre-school / general secondary educational programmes and finishing with vocational and inclusive education. The school has also rich experience in organizing formal and non-formal activities for adult people – educational programs for adult people and different workshops, courses and lectures for adults (social courses for the parents, car driving courses, courses for unemployed, etc.).

The project target was to link the formal and non-formal in adult education through increase in use of non-formal methods, techniques and instruments. The project had also some specific objectives: to involve local organizations based on formal adults education in a joint program, and to exchange experiences on using non-formal methods and techniques between 10 organizations from different European countries.



During the project

- there were organized 5 meetings (start meeting in Poland, Seminar on non-formal methods, techniques instruments in Romania, annual meeting with evaluation of training/ workshops organized at the local level in Latvia, dissemination seminar with experience exchange based on local activities in Greece, and evaluation meeting in Romania).
- Each partner involved minimum two organizations- one activating in non-formal adult education, another involved in formal adult education, to plan a training program for formal organizations.
- Each partner organized a local training program for organizational target group. At least 150 trainees (youngsters, parents, low educated adults, women, marginalized adult groups) benefited directly of non-formal methods in training/ workshop programmes at the local level.
- It was written a Good practice guide with all case studies developed by Partners. To disseminate the project results partners have also posted information on the organization web page and disseminated it to other local organizations involved in non-formal or formal adult education. As Partners are members of different networks, they will disseminate the Good practice guide on the networks- more than 100 organizations will benefit of the project results.

The project has also additional benefits in European context: it has united Latin and Slavic countries, different cultures, diverse approaches of the adult education; there were involved in the project different institutions- both NGO sector and public institutions, municipalities. But still the main cultural impact will be on participants who take part in mobilities throughout the project, as they discover another way of thinking and dealing with non-formal and formal education.

B.Team involved in the project

Spiros Anagnostakis

I was born in 1960 in Larisa. I grew up in Ellassona where i live until today. Graduate from Polytechnic School of University of Patras in 1982. Hold two Masters from the Hellenic Open University, one in Environmental Urban Planning and one in Educational Studies. From 1983 through 1986, work as an engineer. Since 1986, I am working in the Hellenic Educational System, both a teacher and Head Teacher in technical schools. Since 2009, I am Director of the Environmental Educational Center of Kissavos - Ellassona. I have researched various topics related to environmental education, environmental management, adult education etc. His hobbies include mountain climbing, photography and computers.

**Giorgios Arsenis**

Georgios Arsenis, 31 years old, study Cultural Technology and Communication. Since then I have been working in Public Library of Larisa, at the Cultural Center of Municipality of Elassona, collaborate with Laografiki Archeologiki Eteria Elassonas in the field of Cultural Education and New Media and from 2014 at Social Enterprise “Mentores” in field of Education, Culture and Tourism as General Manager -Project Coordinator. I have participate, planning and organize many European action addressed in the field of Non Formal and formal education (Lifelong learning, Grundtving workshops, Youth in action etc.).

Maria Bakavou

My name is Maria Bakavou, I am 35 years old and I live in a small village near Larisa in Greece. I’ve studied economy at Technological Institution of Patra. I work as a civil servant in a public service called “ Citizens Service Center ” and my responsibilities include serving the citizens in their transactions with the public sector. My work experience is about 13 years until today. I’ve also worked as an accountant at an accounting office for a year before my employment as a civil servant. In addition to that I speak English fluently (Cambridge -First Certificate in English) and I also have certified computing skills. I have attended various training programs to improve my working skills and in my free time I am an active member of an amateur photography group taking part in group exhibitions and competitions.

Larisa Borisova

I am on the board of the society “Parents club of Malta 2nd secondary school”. The aims of our society are: involve parents in the social life of the school and organize enterprises for parents and children.

I had a great interest to participate in the project „Non– formal and Formal Partnership in Adult Education” in mobilities in Latvia and Greece and in trainings organized in Malta in order to unite both schools. The new acquired methods I will use in my work with parents and pupils.

Rihards Ciblis

I work as a teacher in Malta secondary school and run the jeweler studio.

In 2014 in April our school was visited by the guests from Rumania, Greece and Poland. The visit was in the frame of the project “Formal and non-formal partnership in adult education”. The cooperation was very interesting and creative.

Our teachers and the guests visited the jeweler studio “Dzeļi” and the gallery of ancient jewelry. In the gallery there are lots of ancient Latgallians jewelry- bracelets, rings, amulets, brooches and wreaths. The guests acquainted with Latvian (exactly with Latgallians) metal art and culture.

The guests took up the challenge to forge an adornment. Following the instructions and assistance from the teacher's hand each participant after a while held in the hand a nice adornment and their eyes sparkled with satisfaction and joy.

I hope that acting in the studio gave the guests even a small notion in our culture and mode of life. In addition, they will keep remembering the handmade adornment and visit in Latvia and Malta secondary school for a long time.



PhD. Vasile DEAC – PhD on Sociology, Master on public policies and public administration, degree in sociology; experience since 1999 in formal education – career counseling for high school students; experience since 2002 in non-formal education – training for different adults groups (teachers, priests, young adults, NGOs volunteers; rural communities leaders, Roma leaders); more than 5.000 hours delivered as trainer, experience in training teams coordination and training of trainers programs coordination; experience in project management and community development since 2003; experience in NGOs management and strategic coordination since 2002.

Diana Zagare

What are the benefits of participating in the project “Non-formal and Formal Partnership in Adult Education”?

First of all, I started to explore the structure of different programs. Looking for different Non-formal and Formal methods and techniques I’ve got a lot of experience. It gave me the opportunity to participate in rundtvig program in the project “Non-formal and Formal Partnership in Adult Education”.

Second, I participated in Start Meeting which was held in Czarnocin, Poland. Different non-formal and formal activities were used during the meeting. Outdoor activities like hiking, active games and drama attending concert were the best. After I used in-door activities at the lessons of English and Parents’ meeting.

Third, I participated in organizing the annual meeting in Latvia. We cooperated with different people, organized different activities and discussed the results of using non-formal and formal methods in adult education. I’ve got a huge experience in this area.

Vinera Dimpere

I have been working in formal education for 35 years, because I am employed as a teacher. In the course of last 10 years, being in a position of head mistress I have organized various trainings such as courses, conferences, lectures, etc. that go beyond the frames of formal education. My personal experience shows that nowadays the best result is reached combining in right proportions both methods used in formal and non-formal education. Participation in the Project "Non-formal and Formal Partnership in adult education" gave the possibility to improve own organizing skills and get new experience while visiting partners abroad.

Gabriel-Mugurel Dragomir – I graduated the Faculty of Sociology and Psychology, Specialization Sociology, I am professor/ lecturer at University Politehnica Timisoara, where I teach different disciplines in education and public relations. Throughout this course I took the side of creativity and its development for all those who participated in these courses.



Ilona-Viorela Flueraru, 29 years old, in 2008 I graduated the Faculty of Sociology and Psychology, Specialization Psychology, West University. Since then I have been working as a school counselor at the County Center for Resources and Educational Assistance, Drobeta Turnu Severin, where I have been dealing with counseling the students, parents and fellow teachers.

Since 2011 I have been working as a Career Counseling expert, dealing with individual and group counseling through self-marketing instruments of employees and people searching for a job.

I have experience in:

- facilitating training sessions, planning and delivering them;
- Trainer/ resource person at the training “Management of the Participatory Processes” within the project “Career Counseling Model based on Counseling and Education of the Students’ Career”;
- Training the teachers and class masters involved in the educational activities;
- Training of youth and adults on non-formal education within the project “Non-formal and Formal Partnership in Adult Education”.

Małgorzata Paczyńska-Jędrycka- PhD. Małgorzata Paczyńska-Jędrycka – was born on 22. September 1983; PhD on Physical Culture, master on Tourism and Recreation (specialization: Recreation), postgraduate studies – Pedagogical Preparation; recreation’s instructor of swimming; recreation’s instructor of aerobics: fitness – modern forms of physical exercise/gymnastics; since 2009 – Board Member of Polish Association of Scientific Animation Recreation and Tourism, Since 2014 - Coordinator for Student Exchange Erasmus+ at the Tourism and Recreation Faculty in Department of Physical Culture and Health Promotion at University of Szczecin, Since 2013 – Head of courses for camp counselors in Department of Physical Culture and Health Promotion at University of Szczecin,, Since 2012 – deputy in Department of Tourism and Recreation in Department of Physical Culture and Health Promotion at University of Szczecin, experience since 2002 like a camp counselor with children and teenagers;

Marta Jońca- A graduate student at the University of Szczecin in the fields of: Early Pedagogy, Welfare Pedagogy and Re-socialisation, Tourism and Recreation - Animator of Physical Recreation and Ecotourism. For nearly ten years working as an educator, instructor, coach and teacher- deeply fascinated in the processes of Outdoor Education and Non Formal Learning. Board Member of the Non Formal and Outdoor Education Centre. Co-opted Board Member of the European Institute for Outdoor Adventure Education and Experiential Learning (EOE). Long-term employee of School of Active Recreation FRAJDA, in Czarnocin located near to the Szczecin Lagoon. Teacher at the Youth Socio-therapy Centre. Co-working since years with many associations in Szczecin. Coordinator of national and international projects. Finished many training courses, both Polish and foreign in the non-formal education field, Outdoor Education, teambuilding, construction and operation of rope courses, youth participation and work with difficult youth. Educator by training, coach of the appointment. Loves her job, realizing in the craziest ideas. Used to play volleyball professionally, now passionate about windsurfing, climbing and photography. Loves good literature and travelling around the world.

**Vita Kāpostīņa-Tučē**

When I was a teacher in Špoģi Music and Art School, I worked out a program and ran courses in floristry and weaving for adults. During our classes we went outside, collected materials, made bouquets and compositions of natural materials according to the season.

Before Christmas we made Advent wreaths, Christmas compositions and organized exhibitions.

In order to weave we colored woolen yarn using both natural and chemical colorings. In addition, adults acquainted with different weaving traditions in Latvia and each participant wove a patterned cloth. Some women wove approximately a three-meter long belt. They practiced in weaving mini tapestry and rag carpets as well.

Last year in November I shared my experience with the leader and her colleagues of Naujene House of Culture. The aim of the meeting was to help them to acquire weaving in different styles and run a workshop for inhabitants of Naujene parish. I still consult adults in Špoģi Music and Art School and help them in fixing looms and weaving.

Together with my colleague in Malta secondary school Nr.2 we ran different workshops for school guests. In the frame of this project I helped to run a workshop dealing with decorating cotton bags. It was the first time when I participated in an international project.

Justyna Krzepota

Has always been involved in sports and science. PhD in physical education. A graduate in Physical Education and postgraduate studies in Public Health at the University of Szczecin. Currently Assistant Professor at the Faculty of Physical Education and Health Promotion at the University of Szczecin. With passion at the same time gains knowledge and shares it with students. Finds great joy and satisfaction in teaching. Participates in the implementation of a number of research projects and grant as a part of sport science. Co-organizer and participant in numerous national and international conferences. Associated with science is constantly improving her skills by participating in international scientific, educational and training programs. Team member dealing with the quality of education in the Faculty of Physical Education and Health Promotion, University of Szczecin. Coordinator for Student Exchange Erasmus+ at the Physical Education Faculty. Swimming coach, volleyball, basketball, athletics, gymnastics instructor. Many times the manager and instructor at numerous summer camps programs for students. Spends her free time in an active way: loves diving, sailing and walking in the mountains. Having an interest in the Tatra Mountains.

Irmina Łachacz - kind of open person, resourceful, keen to surround herself with people, not only smiling. The greatest satisfaction gives her a smile of happy kids and work, where she can meet. She does not like to stay in one place. Crazy dreamer with a big heart ... Favorite soup - tomato soup!

A graduate of the University of Physical Education

A graduate of the School of Art Top-Art, specializing in dance

Graduate School of Humanities at the dance pedagogy

Scouts Instructor

Sports dance instructor, aerobics, gymnastics and acrobatics, swimming



She participated in many international conferences, training and non-formal education in the field of outdoor, she completed a course Trainer of Trainers Outdoor Education

Many years of experience in working with children and young people with the use of non-formal education methods

The leader Country Western Pomerania

Nordic Walking Instructor

Inna Laizāne

I work as a teacher of the Latvian language and literature. I have been working in school for 28 years. I teach not only the pupils but also adults-foreigners, who need to master Latvian.

Participation in the project enriched both my professional and life experience. The methods showed in the seminars of the project incite me to use them in the learning process and help adults to acquire certain skills. My audience is unemployed people who left school many years ago. While teaching there are different situations that is why I adapt methods to informal environment.

I would like to take part in such projects in the future to acquire new methods and develop my English language skills as well.

Konstantia Liapi

My name is Konstantia Liapi and I am from Greece. I am a teacher of Ancient and Modern Greek and I have also studied for 4 years the Greek Sign Language. I studied at the University of Athens, the capital of Greece and I have been living and working in Larissa for the last 10 years. I teach pupils from 12 –18 years old, but I also teach adults. A few months ago I chose to participate in a seminar concerning to non-formal methods, techniques and instruments in adult education within the project " Non-formal and Formal Partnership in Adult Education ", which took place in Ellassona (Greece) and in Drobeta Turnu Severin (Romania). I was interested in this program, because I wanted to improve my teaching skills as a teacher and also wanted to participate in an Open Space Seminar, knowing that it would be something new and completely different from what I have so far attended. It was a very good and really interesting experience, which I would like to repeat.

I have attended several seminars concerning the improvement of teaching skills on all levels of education. My computing skills include MS office operation. I can speak English fluently. My hobbies are reading, traveling, dancing and handicraft

Maria Maletsika

My name is Maria Maletsika and I was born in 1978. I live in Larissa- Greece and I have been working as a German language teacher at a public gymnasium since 2001. I teach pupils at the age of 13-15. I have a Master's in Didactics of German as a Foreign Language (Open University of Greece). I am also a senior student of a Master's in "Counseling in general education, special education and health" (University of Thessaly-Greece).



My special interests are in the psychosocial development of the adolescent, and in the prevention of bullying at schools. Therefore I have attended several seminars concerning the implementation of health education programs at schools. I have also participated in many European Projects, mostly in the area of education of any level.

My computing skills include MS Office operation. I speak English and German fluently and I can also understand some Spanish and Swedish. I have been volunteering at the “Association of people with Multiple Sclerosis of Thessaly”. My hobbies are music, traveling and dancing.

Adriana Minzat – I graduated the Polytechnic University, I am a trainer and autodidact in artistic design, with experience in adult education in non-formal environment. We delivered this course at the group of participants from different environments (retired, engineers, teachers, students), each with spectacular results at the end of the course.

Raluca – Georgiana Medeleian - 28 years old, I have graduated the Faculty of Economy and Business affairs, I have been a teacher for 7 years at the Economy High School "Francesco Saverio Nitti" Timisoara. I have been a member of National Institute of experts in educational Management since 2014. I was also an expert organizer for fairs within the project “The Companies- a chance for your career”. I attended training courses and seminars organized by West University from Timisoara, Romanian Association of Counselling and Support and Timis County School Inspectorate.

Inna Mironova

I am working in formal education as a teacher of English language since 1996. At the moment I am teaching different age groups of students, starting with 7 and finishing with adults who attend evening classes. Being a form teacher I regularly deal also with students` parents in school meetings, individually or during events organized in our form. Participation in the project helped to reduce tension at school connected with reuniting of two Secondary schools on different levels (teachers- parents). As for individual benefit- I have got practical techniques and instruments how to work with form parents to overcome some barriers in communication and how to speak about serious topics through games.

Olga Orlova

I work in Malta secondary school as a psychologist. A man can follow technological and social changes, prepare himself for changes and realize his potential only if he acquires knowledge throughout life.

Nowadays many adults have difficulties to become educated. There are many reasons: fear of changes and psychological problems, such as agitation of their authority, looking incompetent among bystanders or inadequacy with the image of an intelligent person. And non-formal methods in particular fit in this situation. The ancient wisdom formulated in the Chinese proverb says: Say me and I'll forget. Show me and I'll remember. Let me do and it will always be my.



Under this motto I ran the workshop „An angel from beads”. During the process people’s mood improved and barriers among participants broke. People worked with beads of different color and size and the final result increased their confidence. I noticed that communication among participants raised and they tried to help each other. I was satisfied seeing their shining eyes and positive emotions.

I am a member of the Parents’ Club in Malta secondary school as well. And as the representative of the club I took part in the project ‘Formal and non-formal partnership in adult education’.

I was in Romania and within some days, which were satiated, worked in groups, workshops, listened to presentations and did different tasks. Due to non-formal methods, such as drama and role plays the language barrier broke. As a result, relationships and communication among participants improved. The activity ‘A secret friend’ was interesting in that that increased attention to each other, developed observation skills and fantasy.

Participation in the project gave me positive emotions and creative ideas, let me make new friends and motivated for further work.

Adriana Pau - 43 years, graduated the Faculty of tourism management, hotel and commercial, professor at the Economic College "Francesco Saverio Nitti" Timisoara, 25 year experience in education.

I am a member of the national experts in educational management according to the decision of ISJ TIMIȘ no.4861/16 from 11.05.2012 and member of teacher internship mentors, according to the decision of ISJ no.264/58 from 18.06.2012.

I was responsible for the training program of participants in the project no. LLP – LdV/IVT/2009/211 "Leonardo da Vinci" - "Out of school life through initial training by quality".

I coordinated international project Phare, Romania-Serbia Project, 2007-2008.

I am an expert assessor of professional skills in project target group POSDRU "Training firm - a chance for your career!", ID 35273.

I participated in courses and seminars organized by: West University of Timisoara, ARCS, ISJ Timis, Teaching Staff House, Kultur Kontakt Austria (ECONET and Tour.reg), British Council, National Institute of Administration and AEHT (European Association of Hotel and Tourism Schools).

I am co-author of the guide - "From school to life by training firm", Didactic and Pedagogic Publisher, Bucharest 2005.

Sofia Poulioti

I was born in Athens on 1982. I have graduated from the 2nd High School of Ellassona on 2000. I have studied Economics, Drama and Pedagogy. At that time of period I am in the process of taking my Master degree in Education. At the same time I am attending a seminar about teaching Greek language to foreigners and a seminar about e-learning. I have attended lots of seminars in the past and I am a fan of lifelong learning. I am working as an accountant in a company but my passion is combining teaching with theatre. So, I have a group of children at which I am teaching theatrical activities. In the past I have involved with special education and adult education.

**Ioannis Samotas**

Master in Cultural Management, Graduate in Political Science, Economic and International Relations Studies, specializing in European Economy. Since 1996 working in formal education system as economy teacher in high school students. Experience since 1994 in non-formal education for primary school students, high school and adult groups in culture actions. Experience in planning, coordination and implementation of European cultural and educational programs since 1999. Experience in administration, management and coordination of non-governmental organizations since 1994. Experience in the management of public organizations since 2003 (Director and General Manager).

I am president of the council of “Laografiki Archeologiki Eteria Elassonas”, since 2009. I have been participating in many courses and in many actions : Traditional festivals all over Europe, Cultural - educating travels in a lot of countries, Training courses for youth workers, Exchange programs of European Community, Working and dig experience to organize (administration, preparation and implementation) cultural activities in Common Well Enterprise of Elassonas Municipality. I have been organizing activities, as partner, with association "Ecosc": Youth Ambitions in Mediterranean Area (2000), Glossolalia (2001), Solidarity in Art and Literature (2001 - 2002), Gloss museums (2003 - 2005), Europa Popularis (2005 - 2006), School is Cool (2004 - 2006), Charta Nostra (2006 - 2008), Seniors in Action (2008 - 2009), Gr8 Parents (2009 - 2010). I was a coordinator in the projects: Grundtvig Workshop "Seniors and Youths revealing the art of storytelling and fairytales" (2011), Youth in Action programme "EGROW" (2013).

Adina Stoleriu- 29 years old, I have been an English language teacher at low secondary schools for 6 years, where I have been dealing with Teaching English language, develop competencies to students according to the official documents, organization and evaluation of didactic and pedagogical activities. As a volunteer at ARCS, I have been in charge with different non-formal activities and projects for youth and adults as well. I have participated at different training courses and seminars in order to develop myself at personal and professional level. I am keen on education of all types and I believe that it does not end when we graduate.

Nadežda Tarakanova. I took part in the project „Non-formal and formal Partnership in Adult Education” in Romania (Drobeta Turnu Severin) from 5th till 9th March, 2014 and in Latvia (Malta) from 8th till 11th May, 2014.

I am a member of the parents’ club “ Malta” and work as a teacher in primary school. I have to organize different activities for adults. Participation in the project allowed me to acquire new non-formal methods in adult education, meet interesting people and broaden my horizons. I could improve my English as well.



Anna Šmaukstele. I have been working as a teacher of the English and German languages for 29 years. I teach pupils of different age groups: from 10 till 19.

The benefits I derived in the project will help me in my work with children's parents. In the parents' meetings I need to create a positive environment and involve parents in discussion and stimulate to communicate freely. Acquired methods will enable to make the atmosphere more informal and improve my cooperation with parents.

Participation in the project enriched my professional skills as well and I would like to take part in such projects further.

Some of the methods I use while meeting with parents, organizing common children and parents' celebrations and working in the parents' club.

I have approbated the following methods „Secret friend”, Interview on TV”, „Crash of the plane”, „Find an animal” etc.

In my opinion, the participation in international projects is productive and purposeful.

Antonina Vasiljeva. Despite the changes in society and educational system, the question about the creative personality is still important. The necessity of communication is stated not only among teenagers but also among adults as well. In order to promote creativity and communication possibilities, there were organized workshops for adults. The main problems running the workshops are the following: participants' uncertainty, disbelief on their own and fear not to fulfil the task. In addition, participants feel uncomfortable among unknown people. As a result, the creative process is bothered because of limited communication possibilities.

Participation in the project enable me to acquire new ideas and find out how to closer together unknown people, improve communication skills using different informal methods with game elements.

The leader of the workshop must use their experience, intelligence, emotional resources and creativity thus enriching each other, breaking the sense of insecurity and negative stereotypes. When the „ice” was broken, and the participants felt braver, there was offered the workshop “Textile printing”. The partakers got necessary materials and following instructions printed cotton bags according to the theme „Spring”. The process was creative and positive and they did it with pleasure and keenness. Everyone was satisfied with the splendid results and full of positive emotions. The participants received the printed cotton bag as a present.

Snejana Ioana Vitu - 37 years old, I'm a primary school teacher for 18 years and I teach small children to write, read and calculate. In order to develop myself, personally and professionally speaking, I have attended a few training courses and seminars.

Among all my activities I began to work in several non-formal activities and projects for youth and adults as well, first as a volunteer, then as a facilitator, activities and projects, as well, regarding adult education (such as students, teachers to be, parents and fellow teachers). I'm a follower of alternative educational system because I believe that education can “happen” anywhere, anytime and, sometimes, randomly.



C. Partners presentation

Romanian Association for Counseling and Support - ARCS

- ARCS general presentation – focused on adult education
- Project involvement of ARCS

ARCS general presentation

Romanian Association for Counseling and Support is an NGO having as organizational target groups: Young people and Experts working with or for young people (Adults). ARCS are planning projects and services according with needs of the young people using experiential pedagogy as general methodology. In last 5 years an important part of ARCS projects was targeting adults – experts involved in education or services for young people (teachers, NGOs trainers, employment officers, Local public administration;

In last three years ARCS involved in its training programs more than:

- 150 young people - high school students (15-18 years);
- 100 school counselors involved in career counseling in formal educational system;
- 600 teachers involved in national system of education.

The methods and techniques used by ARCS are especially in non-formal area.

Other area of expertise of ARCS, relevant for the project, is training methodology development: the organization is CNFPA accredited (National Authority for Certification in Adult Education - National Centre for Adults Professional Training); ARCS used non-formal methodologies in order to develop certified trainings for different categories: trainers (Training of Trainers), career counselors, professional mentors, project managers; also we developed specific curricula for non-formal education based on experiential pedagogy and outdoor activities.

ARCS also have experience in international programs development, international partnership involvement and coordination and networking at the international level.

Project involvement of ARCS

ARCS role in the project was to:

- Project general coordination;
- Organize A2.Seminar on non-formal methods and techniques in adult education;
- Involve experts (trainers and teachers) as project learners;
- Organize local activities of the projects: trainings based on non-formal methodologies, delivered in formal environments;
- Organize A6.Evaluation meeting.

ARCS specific responsibilities and tasks during the project implementation were: coordination of partnership, communications between partners, delivering non-formal and formal training competencies and local activities implementation. Tasks of ARCS was: to coordinate the project activities; to develop a communication instrument; to implement local activities in Romania; to organize the Activity A2 - Seminar on non-formal methods and techniques in adult education; to involve a local organization and to implement local activities; To organize the activity A6-Evaluation meeting.

**Non-Formal and Outdoor Education Centre – Association for Human Development – Poland**

- General presentation – focused on adult education
- Project involvement

Non-Formal and Outdoor Education Centre – Association for Human Development was founded in 2007. Members are mainly people with experience in both formal and non-formal education – teachers, educators and sociologists, enthusiasts of education through physical activities like “outdoor” and “adventure”, who seek more effective ways of working with children, youth and adults. Our activities in the field of non-formal education are more and more effective with years of experiencing.

The Association regularly cooperate with organizations of similar profile from all around the world. As a member of The European Institute of Outdoor Adventure Education and Experiential Learning (EOE) the Association receives great support for our actions.

Our Association is situated in the village of Czarnocin- an hour drive from Szczecin. It is far from busy streets and close to fantastic, unspoiled natural environment- wide shallows, green forests and meadows which are nature reserves of European Union for Coastal Conservation. All these plus the professional staff guarantees people’s satisfaction. Our educational methods are targeted at the stimulation of the natural needs and interests of people. Our aims is to encourage people’s abilities and make them develop various useful skills.

We work mainly with people at risk of social exclusion due to place of residence (small village), low access to education, alcohol problems, and struggling with unemployment. Family incomes here are small, often prevent the use of additional forms of education. That is why we organize various social shares, soft skill training, vocational training, trips and courses that-we hope-help to raise awareness of the population about the necessity of lifelong learning.



The main objectives of the Association:

- to promote all forms of non-formal education among different social groups
- improving the qualifications of persons interested in the activities in the field of non-formal education and creating proper attitudes in the leaders of non-formal groups
- to promote youth initiatives and projects, support various forms of social activities
- the popularization ideas and forms of outdoor physical activity
- to develop skills of living and cohabiting in various social groups
- the development of socially useful traits and attitudes

Project involvement – As Partner 2 our responsibilities in the project where: initially planning of the project, project promotion on the web, local activities implementation. Specific tasks of Partner 2 are: to coordinate/organize the Activity A1 Start meeting; to develop a web site concept presentation for the project (each partner will implement the concept on the own web page); to involve a local organization and to implement local activities.

**Malta Secondary school No.2 – Latvia**

- General presentation – focused on adult education
- Project involvement

Malta secondary school No. 2 was established in 1954. It is known by its diversity in programs from pre-school educational programs - general secondary educational programs. Malta Secondary school includes such programs as special educational programs for the learners with special needs, professional oriented program, adult education, inclusive education and interest education.

As Malta Secondary school No.2 will represent Rezekne Municipality in the project "non-formal adult education", it has the following activities: formal and non- formal activities for adult people – 2 part-time educational programs for adult people and different workshops, courses and lectures for adults (social courses for the parents, car driving courses, courses for unemployed, etc.).

In the partnership, during annual meeting, adult people could participate in different workshops. We organize different workshops - beads workshop, art workshops, forged jewelry workshop and others. We will involve adult people and contribute expertise to elaboration and adaptation of the working concept and materials.

Project involvement - as Partner 3 our responsibilities in project implementation were: intermediary evaluation of the project, promotion concept development (excepting web page), local activities implementation. Tasks of Partner 3 are to coordinate/organize the Activity A4 Annually meeting; to develop a concept for promotion materials of promotion (printed materials); to implement local activities.

**Folklore and Archaeological Society Elassonas - Greece**

- L.A.E.E. General presentation – focused on adult education
- Project involvement of L.A.E.E.

L.A.E.E consists of approximately 300 members and has a 35 years' experience in the organization and participation of cultural events in local, national and international level. Experience which is found in the following topics: traditional dances and music, customs - traditions, protection and dissemination of intangible cultural heritage, intercultural education, lifelong learning, participation in educational programs, youth exchanges, etc.

L.A.E.E. conducts regular workshops of lifelong education in order to provide citizens with tools for their personal development, social integration and participation in the society of knowledge and exchange of experience in both local and European level, while fostering the feeling of European citizen. The members of the organization have several years of experience both in the implementation of EU programs and in management of them.

Project involvement of L.A.E.E. L.A.E.E responsibilities during the project implementation were: project results dissemination, local activities implementation. Tasks of partner where: to coordinate/organize the Activity A5 - Dissemination Seminar; to implement local activities.



D. Non-formal / Formal in adult education

- Theories – of non-formal education
- Differences between formal and non-formal education

Theories – of non-formal education

Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s. It can be seen as related to the concepts of recurrent and lifelong learning (<http://infed.org/mobi/what-is-non-formal-education/>). Whereas the non-formal education have to do with the extension of education and learning throughout life, non-formal education is about „acknowledging the importance of education, learning and training which takes place outside recognized educational institutions” (Tight, 1996; source: <http://infed.org/mobi/what-is-non-formal-education/>).

The differences between formal, informal and non-formal in the educational meaning was best defined in the work of Combs with Prosser and Ahmed (1973):

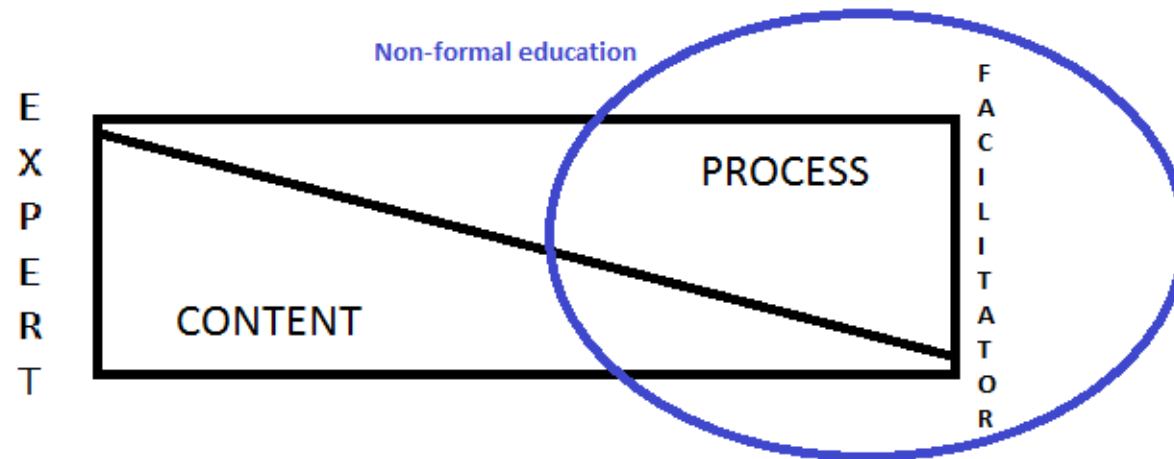
- **Formal education:** the hierarchically structured, chronologically graded ‘education system’, running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training.
- **Informal education:** the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbors, from work and play, from the market place, the library and the mass media.
- **Non-formal education:** any organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clientele and learning objectives.
Source: <http://infed.org/mobi/what-is-non-formal-education/>.



The legitimacy of schools is based upon their role as credentialing agencies while non- formal education will derive its legitimacy only from its ability to meet real social needs. (Ward, 1974).

“Gradual introduction of non-formal elements into a formal structure - requires the interest and the availability of a formal institution and of qualified personnel willing to work in that program. On this head, the faculty of the institution could and should be the movers of this process. They could be trained for this task by technical teams of non-formal institutions and so acquire the body of knowledge needed to perform in the field of non-formal strategies, in the preparation of self-instruction materials - texts, audio and videotapes, exercises, and so on - study guides, assessment and follow-up materials, among others. Thus, the organization of non-formal institutions serves two purposes at once, namely (a) - to create and implement non-formal courses and programmers; and, (b) - to assist formal institutions in their gradual transition to the non-formal model.” (Zaki Dib, 1987, Source: <http://www.techne-dib.com.br/downloads/6.pdf>).

As specificity, non-formal education is based on the process, trainer is a process facilitator and designing, planning and facilitation of the process is most important part of the educational act.



Another specificity of non-formal education is basement of it on the life experience on participants. Experiential pedagogy which is better fitting with non-formal education has two major working principles which are governing non-formal education:

- Spiral of learning through experience – EAG model of learning through personal experience propose to us to have a personal experience (E), to analyze that experience (A) in terms of personal feelings, thoughts and actions; and, finally to generalize (G) in terms of personal learning and aspects of personal learning's which can be applied in professional live in order to improve it.
- Learning space – it is an area situated at the limit between comfort zone and panic zone, and combined with a safe learning environment it can generate premises for personal development. Experiential pedagogy is postulated that learning process (personal development process) require living the comfort zone but going in a panic zone is also unproductive for personal development.



Differences between formal and non-formal education

The easiest way to characterize the non-formal education is to describe it as an educational process, lasting a lifetime. We can also define it as learning by doing and experiencing, discovering, and practicing. Through active participation, exchanging experiences, various training methods, e.g. Project tasks- participants develop their skills, competences, improve group skills. These shape the skills that they need, in a pleasant atmosphere, among peers, in an active way. Traditionally we take into account only place instead of characteristics, but it is understood only as a system that covers activities that take place outside the school. Nothing could be further from the truth. Educational activities beyond the formal education system are different in many aspects. It is not difficult, however, to note a drastic difference in the approach of the students, the level of commitment and satisfaction with participation in the educational process. By actively participating in the experiment, they gain knowledge about themselves, at the same time engage all the senses, body and attention. Education is done so almost without our will. In addition, despite the acquired competencies and skills are also shaped the attitudes and social norms, which are nevertheless necessary in daily life. Non-formal education ideally completes the process of formal education. It allows you to grow, to go beyond the framework enforced by the past and the public, helps to shape your own belief and opinion. It gives an incredible dose of independent and creative thinking, which is a priority for potential employers. But most importantly- teaches us responsibility. Responsibility for ourselves and others, for the education and improving it. It shows the cause and effect relationship in the life of each of us, providing ideal situation to start packing your luggage experience.

Priorities of non-formal education

"The most important goal of education is learning how to be ourselves"

The biggest advantage of non-formal education, which is also its most important priority is the voluntary, as well as who seems to have an important impact on a person's life partly unconscious learning. Participants learn what they consider to be important and worth to learn. Willing and being able to identify their needs in terms of direction and purpose for which they aspire. They can also be used as part of incidental situations in non-formal learning. When you inherit the desired knowledge, they want to take a step more, continue to developing in the desired direction. Non-formal education is for all of us an opportunity to develop, to change and to experience and the experience. It is also unique, unrepeatable experience for the individual who is committed to earning self-knowledge. One of the most important factors characterizing non formal learning- having a very positive impact on the participants is the freedom of choice of education. Non-formal education remains constant domain of free choice of participants, which positively affects its reception by children, adolescents, but also adults undertaking education.



Focus on individual needs, which are decided by the same participant only seem to confirm the validity of the conclusion that we learn to acquire knowledge about themselves. And regardless of the form they prefer, from the time you devote to each slightest experience- leads us to the front. Free time in the age of the Internet and the digitization of all manner has reached a new level. Today, classes are selected according to individual preferences, where the unit often chooses all kinds of educational activities as a way to spend your time. All of these factors, however, are dependent on our own experiences. According to the main goal of non-formal education, learning based on their own experience is more effective than formal education, also allows you to develop key competences for a given unit. Acquired skills are far more valuable, and the process much more intense. Learning situations that are directly related to everyday life situations of each person are treated as incidental learning, which are analyzed and evaluated in an appropriate manner brings economic benefits to the much more than a typical textbook knowledge. It is focused directly on the incident that took place and is a strong incentive to develop competence can re-experience the situation in a much more conscious. It also eliminates the problem of transferring formal knowledge to the everyday ground- it takes place in a natural and smooth way, widely available to each of us.

Additionally, basing on the experience of their own (both positive and negative), is the most effective motivator for self-development. Analyzed is therefore a source of information for both the individual and social group in which they are sitting. Educational activities carried out in non-formal education methods, despite the focus on individuality, they also have a very large impact on the group. Carried out in the correct manner can build a strong team, with complementary features - thriving in a harmonic, non-confrontational way. It is a remarkable potential and huge advantage of this type of education. It has a tremendous impact on each member of the group who can make decisions according to, call your needs, communicate and interact, even in conflict situations. Group after a few days of training, after the first run-resolved conflicts usually can reach the level high enough to live together in all the important moments. Is creative, because non-formal activities require creativity. It can leave the framework of stereotypes, because that's what is taught in the classroom. Playing and experiencing, since this is the educational base. You can easily say- that is stimulated diverse, complex stimuli that stimulate building shareholder value, which depends on the coach, which is the group needed.



And most importantly, all the members are active to the extent that suits them. They form a multicellular organism that works together, through the successive assumptions. Most importantly, fully active. Active participation is the main feature characterized by informal education. As the desire and motivation, it is essential for effective learning.

As an old Chinese proverb says:

*"I hear and I forget,
I listen and I understand,
I do and I remember"*

In the process of informal learning, participants are actors of their own lives, actively covered in the course. Learning is a constantly ongoing process, and one of the best examples is learning by doing. Non-formal education gives to young people unique opportunity to experience and acquire new skills and competences. And it is very positive, engaging process. Voluntary education, stimulates many spheres of human acceptance, which is the free choice of his thought cannot be unpleasant. It is a source of satisfaction, simple and pure joy. Gives students a very good feeling. And left wanting for more... Non-formal education and formal education form a coherent, mutually complementary whole, which provides human learning throughout life. Dosage in appropriate proportions can be used as an ideal method of education. You cannot determine which is the best that the most important thing. Types of education are extremely consistent, and should be served together.

Why the non-formal education?

Non-formal learning has countless compelling advantages compared to the formal education system. Currently, it seems that the primary schools, secondary schools, technical secondary schools or profiled, universities, academies, and polytechnics- are only the farms of theoretical knowledge. So strong emphasis on gaining a powerful baggage of theory was probably not ever. However, whether this is expected in today's world? Remarkably well-educated population that cannot make use of their own knowledge? Admittedly non-formal education can be considered as a means to achieve success in life, both on private and professional life.



The skills that we acquire in the process of non-formal education have a very important impact on our future life. Education, as a continuous, lifelong human process is the foundation to achieve our goals in life, and overcoming obstacles placed in our way by fate. All the situations that occur, if we treat them as educational situation, play in our lives a key role.

So if we can understand the way our body works, we will also explore situations that make it faster assimilate knowledge. Nowadays, the world is open to us, so we will have the opportunity to apply the knowledge gained practically anywhere. Today, there are no barriers, no boundaries and no places which you cannot visit. In a society based on the previous knowledge and information, non-formal education seems to be a perfect tool- for recognition, development and success.

E. Training on Non-formal Methods, techniques and instruments

E1. Initial training for trainers and teachers – facilitators: Vasile DEAC, Marta Jonca

Title: *Non-formal methods, techniques and instruments in adult education – Initial Training of trainers project learners*

Brief – The training was prepared for initiation of project learners on the project main issue – non-formal techniques and instruments in adult education applied in formal environments. Training was prepared for 16-24 learners (half- trainers in non-formal organizations, half teachers in formal institutions); Project was based on a modern methodology called open space methodology. Training was facilitated by trainers with experience in non-formal adult education which created the environment for learners to choose specific methods and techniques to promote their methods and to deliver into a specific training sequence to colleagues (the other learners). The facilitators help learners to prepare their sequences and assure all necessary training materials. Each national team delivered minimum one training sequence. Using the open space methodology, the project integrated the most important non-formal training methods like: simulation, role play, dancing, energizers, theatre, storytelling, non-verbal communication, aquarium, video-CV, etc.

Training (workshop) aim: *To increase capacity of trainers and teachers to apply non-formal methods, techniques and instruments in formal area and environment.*



Training specific objectives. At the end of training (workshop) participants will be able to:

- facilitate a training process based on non-formal method and techniques: simulation, aquarium, storytelling, video-CV etc.
- aware the necessity of verbal and nonverbal congruence in training communication;
- practice a different non-formal training methods, techniques and instruments;
- deliver a training sequence based on non-formal methods for a adults group;

Duration, period and location: 5 days; 2014, 5-9 of March; ARCS Centre for Training, counseling and therapies;

Participants' description. Training participants was 24 project learners (6 from Greece, 4 from Poland, 4 from Latvia, 8 from Romania), trainers or teachers involved in adult education in partners organizations of the project or their local partners from each 4 countries involved in the project.

Training results and effects:

- 24 learners worked during the event with experiential pedagogy, open space methodology, non-formal methods, techniques and instruments;
- a plan for local trainings was done during training by each national partner;
- 10 training designs was developed in the local activity of project learners
- 20 training events was organized;

Activities





Lifelong
Learning
Programme





Training plan

Theme	Working objective <i>What are participants doing?</i>	Strategies - Methods, Techniques, Instruments <i>What are facilitators doing?</i>	Time	Facilitator
Icebreakers& Videoke	The participants will be actively involved in the activities and will follow the facilitators' instructions.	Technique: active participation The facilitator will give tasks to participants	15	Adina
Story-telling	One participant will start a story, each of the other participants will continue it.	Technique: Story telling The facilitator will give task to participants and will conduct the analyzing process.	30	Inna
Nonverbal and verbal communication	Will prepare in pairs a story (one will utter the story and the other participant will gesticulate the same story). Will act in front of group; Will analyze feelings, personal learnings and what they can apply in professional life.	Technique: pairs working; will give task to participants and will let preparing time will organize order of participants to act; will facilitate the analyzing process	5+5 12x3 14	Vasile
Video-CV	One volunteer will practice CV development; 4 volunteers will be support group; other participants will be Aquarium (with observation task). Will analyze feelings, personal learning's and what they can apply in professional life.	Method: Aquarium; will prepare working place (before starting session); will ask for volunteers; will introduce volunteers in tasks; will facilitate video-CV development; will facilitate the analyzing process;	10 30 20	Vasile
Discrimination "Vienna train"	Will group together in pairs and will take position in "Vienna train". Will analyze feelings, personal learnings and what they can apply in professional life.	Method: simulation; Technique: nonspeaking activity Will give task for all participants; Will give roles to participants (already prepared); Will put pressure on group to keep the nonspeaking rule! Will invite start music and invite participants to act; Will facilitate "in role" analyze Will take of roles of participants will facilitate the analyzing process;	5 5 - 5 15 5 15	Vasile
Group belonging	Will work together in finding the members of the groups uttering animal noises	Method: Active participation Will provide each participant with pieces of paper	5	Oana



		With different animals on it. The participants are blindfolded. They are instructed to find the members of the animals group only by uttering the animal noises. Will analyze feelings of the participants	5 5 15	
Active Image	Will give unusual uses for common objects (key, chair, book etc)	Method: simulation Will give task to all participants, will analyze the outcomes	15	Mugur
Theatre play	Will play different roles provided by the facilitator	Method: simulation Will provide roles to participants Will facilitate the analyzing process	30	Sofia
Sirtaky Dance	Will get involved into the Greek Sirtaky dance	Method: Dance Will teach the participants the moves of the Sirtaki dance	30	Ioannis Girgos

F. Training using Non-formal Methods, techniques and instruments - Teambuilding, personal development, energizing and specific (specialized) content training.

- Training name **Creative writing and promotion of reading and acting (communication) literacy using non formal techniques and methods (Greece)**
- Training name **Civic education using parts of the activities edited in the Charta Nostra handbook (Grece)**
- Training name **Icebreakers in Educational Activities (Romania)**
- Training name **Non-formal and formal methods used to develop creativity in promotion (Romania)**
- Training name **Hand- made jewelry and art work (Latvia)**
- Training name **Improvement of emotional atmosphere at Malta Secondary Schools No. 1. and 2. using non-formal learning methods (Latvia)**
- Training name **Non-formal education in formal adults education (Poland)**
- Training name **Non-formal education in formal education of students (Poland)**
- Training name **Non-formal education in formal in youth and adult education(Poland)**
- Training name **Improving the competencies of applying the social principle (Romania)**
- Training name **The right hemisphere development through creativity and drawing (Romania)**



CREATIVE WRITING AND PROMOTION OF READING AND ACTING (COMMUNICATION) LITERACY USING NON FORMAL TECHNIQUES AND METHODS (GREECE)

First training

The training took place at the city of Ellassona in collaboration with the “Center of environmental Education of Kissavou- Ellassonas. Participants were young adults, teachers and parents with fewer opportunities. At the beginning of each day we started with a small introduction of the project and the differences between formal and non-formal education. The actions of the training was about the communication, team building and development of creativity.

The aim of the training was to increase capacity of trainers and teachers to apply non-formal methods, techniques and instruments in formal area and environment.

Training specific objectives to learn adult’s new techniques and methods from non-formal area in the topic of creative writing and literacy and how they can use it in formal education system.

Duration, period and location: two days, 26 -27 April 2014, Ellassona

Participants’ description: The participants were teachers of non-formal and formal education and also young adults and parents. At the two days training courses was 34 participants (17 per day).

Training results and effects: using non-formal methods in formal education, development of team building, communication, creativity, and increase skills to creative writing and literacy.



Training plan

CIVIC EDUCATION USING PARTS OF THE ACTIVITIES EDITED IN THE CHARTA NOSTRA HANDBOOK

Second Training

Brief – The title of the second local training was “Civic education using parts of the activities edited in the Charta Nostra handbook”. The training took place at the city of Ellassona in collaboration with the “Center of environmental Education of Kissavou- Ellassonas. Participants were young adults, teachers and parents. The Charta Nostra Handbook is a tool that includes a lot of activities and exercises in order to develop skills and capacity in Chapter of Fundamental Rights of EU. Participants were informed about the differences in formal and non-formal education and took part in several activities related to non-formal techniques such as activation exercises, team building, dynamic of team. Also we developed the importance of the begging session using various techniques of non-formal education. Finally participants habituated with the Articles of the Charter of Fundamental Rights and developed activities and exercises of Charta Nostra handbook.

The aim of the training was to increase capacity of trainers and teachers to apply non-formal methods, techniques and instruments in formal area and environment.

Training specific objectives to learn adult’s new techniques and methods from non-formal and develop skills in various aspects of civic education such as freedom, equality, justice, safety and general civil, political, economic and social rights.

Duration, period and location: two days, 27-28 September 2014, Ellassona

Participants’ description: The participants were teachers of non-formal and formal education and also young adults and parents. At the two days training courses was 31 participants.

Training results and effects: using non-formal methods in formal education, development of team building, communication, begging session, team spirit and increase knowledge to civic education using Charta Nostra handbook.



TRAINING Civic education using parts of the activities edited in the Charta Nostra handbook			
Theme	Working objectives What participants are doing?	Strategies, methods, techniques and instruments What facilitator are doing?	Time in minutes
Day 1 (27/09 /2014) 10.00 – 15.00			
10.00 - 10.45 Beginning session	<ul style="list-style-type: none"> -Participants getting to know each other and building a team spirit. - define specific needs and expectations. Discuss fears and objections, express feeling, define possible weakness -Understand targets, discuss roles -define organizational subject (arrival – departure, breaks etc.) 	Facilitator starting the exercises, give instruction about the exercise, facilitate the process <ul style="list-style-type: none"> -finding needs, fears and expectations. - information about the project(target, content, techniques, duration and role of the facilitator) -contract 	45'
11.00 – 12.30 Charta Nostra	<ul style="list-style-type: none"> - Presentation of Charta nostra handbook - Description of the educational activities and exercises 	-Introduction of the handbook chapter (1,2)	90'
12.45 – 13.30 Charta Nostra Story writing	<ul style="list-style-type: none"> - Presentation of Charta nostra handbook - Description of the educational activities and exercises -Story writing. The team change their notes when facilitator change the question 	<ul style="list-style-type: none"> -Introduction of the handbook chapter (3,4) -Facilitators split the group to smaller teams and give to them some questions in order to write a story 	45'



	-Participants prepare a story in pairs (one tell the story and the other act in front of the group)	- Analyze the methods, discussion about feelings, personal learning and benefits	
13.45 – 14.15 Charta nostra Vienna Train	- Presentation of Charta nostra handbook - Description of the educational activities and exercises - Will group together in pairs and will take position in “Vienna train”. Will analyze feelings, personal learning’s and what they can apply in professional life.	-Introduction of the handbook chapter (5,6) -Facilitator give task for all participants; give roles to participants (already prepared); put pressure on group to keep the nonspeaking rule! invite start music and invite participants to act; facilitate “in role” analyze, take of roles of participants, facilitate the analyzing process	30’
14.30 – 15.00 Closing feedback	Questions from the participants Discussion Fill in questionnaire about the training		30’
Day 2 (28/09 /2014) 10.00 – 15.00			
10.00 - 10.45 Begging session	-Participants getting tom know each other and building a team spirit. - define specific needs and expectations. Discuss fears and objections, express feeling, define possible weakness -Understand targets, discuss roles -define organizational subject (arrival – departure, breaks etc.)	Facilitator starting the exercises, give instruction about the exercise, facilitate the process -finding needs, fears and expectations. - information about the project(target, content, techniques, duration and role of the facilitator) -contract	45’
11.00 – 12.30 Charta Nostra	- Presentation of Charta nostra handbook - Description of the educational activities and exercises	-Introduction of the handbook chapter (1,2)	90’



12.45 – 13.30 Charta Nostra Story writing	<ul style="list-style-type: none"> - Presentation of Charta nostra handbook - Description of the educational activities and exercises - Story writing. The team change their notes when facilitator change the question - Participants prepare a story in pairs (one tell the story and the other act in front of the group) 	<ul style="list-style-type: none"> - Introduction of the handbook chapter (3,4) - Facilitators split the group to smaller teams and give to them some questions in order to write a story - Analyze the methods, discussion about feelings, personal learning and benefits 	45'
13.45 – 14.15 Charta nostra Vienna Train	<ul style="list-style-type: none"> - Presentation of Charta nostra handbook - Description of the educational activities and exercises - Will group together in pairs and will take position in "Vienna train". <p>Will analyze feelings, personal learning's and what they can apply in professional life.</p>	<ul style="list-style-type: none"> - Introduction of the handbook chapter (5,6) - Facilitator give task for all participants; give roles to participants (already prepared); put pressure on group to keep the nonspeaking rule! invite start music and invite participants to act; facilitate "in role" analyze, take of roles of participants, facilitate the analyzing process 	30'
14.30 – 15.00 Closing feedback	<p>Questions from the participants</p> <p>Discussion</p> <p>Fill in questionnaire about the training</p>		30'







ICEBREAKERS IN EDUCATIONAL ACTIVITIES (ROMANIA)

Description. The training was designed for our fellow teachers and counselors from schools of all types and all levels from Drobeta Turnu Severin as a combination of non-formal and formal activities requiring all the participants' active involvement. They developed skills on areas such as: communication, collaboration, strategic planning and decision making. The training consisted in two-full day structured learning sessions which aimed using non-formal activities to "break the ice", reduce or increase the level of students' energy in a formal educational activity. The training had also in-depth coverage of the issues related to noise, class management, time or financials. The analyzing process was done by the participants themselves conducted by the facilitators, who identified the advantages and the disadvantages of the methods, techniques and in instruments we presented. As results, we consider: development of interpersonal communication, diminution of inhibition, stimulation of creativity, memory and attention, active participation.

Training aim – the improvement of the teachers and counselors 'capacity to use non-formal methods, techniques and instruments in formal educational environment.

Training objectives:

- to facilitate the formal educational process based on non-formal learning methods techniques and instruments
- to apply non-formal methods, techniques and instruments in the formal educational process

Duration, period and location It was a two- day training course organized in two different periods (April and October), with different participants. The location were also different, we organized the training courses both in a formal framework (low secondary school) and non-formal as well (ARCS Youth Center).

Participants' descriptions

The participants were fellow teachers and counselors working in formal educational system, from kindergarten to high school. The procedure for selection of the participants was an open call. The two training courses comprised 40 participants who used their new-gained skills with their students.

Results: development of communication, stimulation of creativity and attention, decreasing of inhibition, socialization, raise of self-esteem, improvement of knowledge over the use of non-formal education.



Training plan

Theme	Working objectives <i>What are the participants doing?</i>	Strategies – Methods, Techniques and Instruments <i>What are the facilitators doing?</i>	Time in minutes
DAY 1- 25th April 2014			
Name as a picture puzzle	The participants write their first name on a flipchart as a picture puzzle as creative as possible.	Method: introduction Technique: puzzle The facilitator gives the instructions and gets involved in the activity as well.	10'
Travel around the world	The participants sit in a circle and follow the facilitator's instruction. They spell their first names and the name of an object they would take in a trip around the world. The first letter of their names is identical with the first letter of the object. The aim of the activity is to get acquainted with the other participants and to stimulate the creativity.	Method-active participation Technique-group activity The facilitator gives the instruction and conducts the analyzing process.	20'
Fears and expectations	The participants reveal their fears and expectations regarding the training course and the proposed topic	Method-open discussion Technique- fears and expectations tree Facilitator analyzes the participants' fears and expectations and discusses them with the group.	20'



<p>Non-formal and Formal Partnership in Adult Education</p> <p>Project presentation</p>	<p>The participants watch the slides and analyze the aim and objectives of the project. If it is the case, they ask clarifying questions to the facilitators.</p>	<p>Method: facilitated discussion Technique-PPT presentation The facilitator prepare the materials and the room, he/she presents the project' description, aim, objective, activities, target group, photos and the so-far results The facilitator also presents the aim of the training course and answer to the potential questions of the participants.</p>	<p>40'</p>
<p>Introduction to Icebreakers</p>	<p>The participants analyze the content of the training presented by the facilitator</p>	<p>Method- facilitated discussion Technique- group discussion The facilitator presents the topic and the content of the training and elicits the information from the participants.</p>	<p>30'</p>
<p>Flip the card</p>	<p>The participants are divided into two teams. Each team has a specific color -red and blue. The participants are provided with red and blue cards (the cards have red and blue faces) which are mixed up and laid down on the floor. The aim of the activity is for each team to flip as many cards representing their team as possible in a delimited time (2 minutes)</p>	<p>Method-active participation Technique-competition The facilitator gives the participants the instructions and ensures the aim of the activity is reached. After the activity, he/she facilitates the analyzing process.</p>	<p>15'</p>
<p>The Snowflake</p>	<p>The participants fold up a sheet of paper according to the instructions of the facilitator.</p>	<p>Method- facilitated discussion Technique- Individual activity The facilitator gives the instruction and conduct the analyzing process.</p>	<p>15'</p>



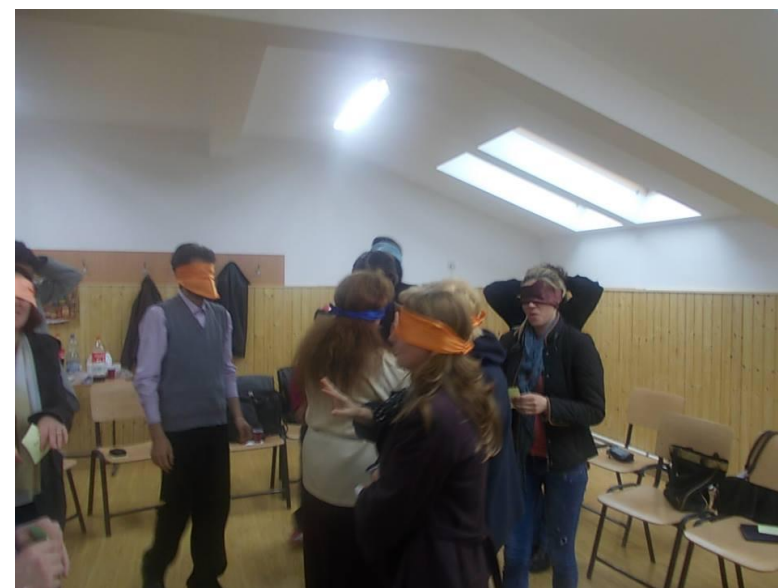
The Interview	Each participant asks another fellow whom he/she preferably does not know a personal, non-invasive question.	Method-Interview Technique- pair discussion The facilitator gives the instructions and follows closely the activity, making sure the questions are not aggressive and intimidating.	20'
DAY 2- 26th April 2014			
The animals' voice	The participants choose a folded piece of paper with a name of an animal written on it. They are blindfold. The aim of the activity is that each participant finds the group of animals they belong to by uttering the sounds of the animals.	Method- simulation Technique- para verbal communication The facilitator prepares the materials and gives the instructions to the participants. The instructor facilitates the analyzing process.	20'
The scrambled eggs	The participants sit in circle on chairs. The number of the chairs is equal to the number of the participants, less one. They will change their seats following a verbal solicitation of another participant. The participant standing is the next facilitator. The aim of the activity is stimulating the rapid thinking and attention.	Method-active participation Technique- group activity The facilitator prepares the room, gives the instructions and asks for a volunteer to start the activity. After it, she facilitates the analyzing process.	20'
Be it!	The aim of the activity is to reduce the students' excess of energy. The participants use their bodies to simulate the form of an object written of the flipchart. The activity can be individual or group.	Method- simulation Technique- body language communication The facilitator prepares the materials and gives the instructions. She facilitates the analyzing process.	10'
Houses and inhabitants	The participants take an identity at their choice as left part, right part or middle. They build up groups of three in a house shape. They change places after a verbal solicitation. They are supposed to build up new houses with new participants. The aim of the activity is to raise students' level of energy.	Method- active participation Technique- group activity The facilitator gives the instructions and gets involved in the activity.	20'



Trust walking	The participants are organized into pairs. The activity helps them practicing trust in each other. A leader steers his or her partner around obstacles using non-verbal communication. The aim is to raise self-confidence and group trusting.	Method-simulation Technique- non-verbal communication The facilitator gives the instructions and ensures their safety.	20'
Two truths and a lie	Each participant will utter about himself/herself two truths and a lie. The others have to identify them by observing the non-verbal behavior.	Method: facilitated discussion Technique- Dissimulation The facilitator gives the instructions and facilitates the analyzing process.	20'
If...	The participants describe a hypothetical situation starting with "If..." Each hypothesis is written on folded pieces of paper collected by the facilitator and put in the middle of the participants. The participants will choose one piece of paper and try to complete the situation.	Method- simulation Technique- creativity stimulation The facilitator gives the instructions and facilitates the analyzing process.	20'
The glue	The participants stick on their tip of the nose a piece of scotch tape with the sticky part up. The aim of the activity is taking as many pieces of scotch tape from the other's noses as possible.	Method: active participation Technique: competition. The facilitator gives the instructions and facilitates the analyzing process.	10'



The Chinese Whispers	<p>The exercise is run at the end of the activities. The objective is giving a positive feedback to the participants. Members mill around. When they see someone they would like to communicate with, send them a message via someone else.</p>	<p>Method: verbal communication Technique: group activity The facilitator gives the instructions and facilitates the analyzing process</p>	15'
Evaluation	<p>The participants will analyze the fears and expectations from the beginning of the training. They will also fill in the evaluation questionnaire and give feedback.</p>	<p>Method: evaluation Technique: Fears and expectation tree</p>	20'





NON-FORMAL AND FORMAL METHODS USED TO DEVELOP CREATIVITY IN PROMOTION (ROMANIA)

Description: The development of the course aims to highlight key skills: assertive communication, empathic attitude, team collaboration, creativity in promoting personal, but also in promoting ideas, the development of original materials (logo, slogan and poster).

The target group consisted of 20 parents and 19 teachers from secondary school no.24 Timisoara. Methods used: Exercise assertive communication, empathy, My label, Brainstorming, Logo, Mini exhibition, assessment feedback. Results: Mini exhibition with posters made by teams.

Training aim: Developing creativity in promotion by using formal and non-formal methods



Training objectives:

Specific objectives: At the end of the course participants will be able to:

- to develop promotional materials (logo, slogan / logo, flyer, poster);
- to propose ideas to develop projects to promote personal or business ideas;
- to promote a course, a school.

Period and Location: 10 - 11 March, 2014 and 2 - 3 October 2014; Secondary School no. 24, Timisoara.

Participant's descriptions: 20 parents and 19 teachers

Training results and effects:

- 39 learners worked during the events with experiential pedagogy, open space methodology, formal and non-formal methods, techniques and instruments;
- 2 training events were organized.

Training plan

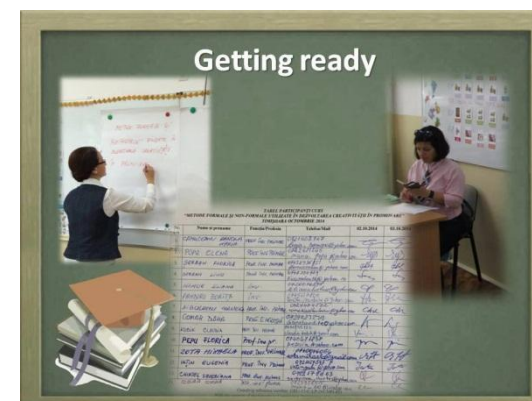
Theme	Working objectives <i>What are the participants doing?</i>	Strategies – Methods, Techniques and Instruments <i>What are the facilitators doing?</i>	Time in minutes
DAY 1- (02 /10/2014)			
12.00 – 13.30 My label	Will present each other in peers and will present the partner for the rest of group: the participants work individually and in pairs; each participant writes his/her name on a small cardboard and draws something defining him/her; each participant will get a personal label/a distinct label; by working in pairs, both partners introduce themselves to each other: name, surname, job and explain the significance of the personal labels; the two partners change the cardboards and play each other's role, introducing themselves to the enlarged group.	Methods: "My label. Will give task to participants and will let preparing time. Will facilitate the process.	90'



14.30-15.00 Brainstorming	<p>Participants debate about PR methods.</p> <p>The participants choose the item they want to promote: a course, a seminar, an idea, a business, etc.</p> <p>The participants perform the task.</p>	<p>Methods: Brainstorming.</p> <p>The trainer asks the participants to write /put down the most popular ways of promoting.</p> <p>The trainer asks each participant to read his/her answer;</p> <p>The trainer writes all the answers on the flipchart, in a scheme.</p>	30'
15.00-16.00 Logo	<p>Will group together in teams and will a “Logo” for a virtual enterprise.</p> <p>-The newly formed teams will choose a business, an idea or a course. Then they will create a slogan for it.</p> <p>-Each team member comes up with his/her own idea in the working group;</p> <p>-The group leader asks all the members to vote the most successful idea;</p> <p>- Each team creates slogans for the chosen idea;</p> <p>- Each team designs and makes a poster which has to contain the chosen logo and slogan.</p>	<p>Methods: Logo.</p> <p>Will build the teams.</p> <p>Will give task to participants and will let preparing time.</p> <p>Will facilitate the creativity process.</p>	60'
DAY 2- (03 /10/2014)			
12.00 – 13.30 Team presentation	<p>Every team will present a poster with results of work.</p> <p>Each team will send a member to show the final product.</p>	<p>Will facilitate the analyzing process.</p> <p>Mini exhibition with posters.</p>	90'



13.30 – 14.00 Feedback	Participants write down on a post-it the answer for each question and they will finally stick to a poster on the board. Responses will be read.	Evaluation: The facilitator finally addresses the following questions: What do you think you learned new? What impressed you? What would you change in the organization and in performing of the course?	30'
---	---	---	-----



Welcoming the participants



Explication the tasks



Teachers can be very disciplined!



Participants presentation Method "My label"





HAND- MADE JEWELRY AND ARTWORK (LATVIA)

The title of training is „Hand -made jewelry and artwork”. Adult people rather unwillingly overcome their comfort zone, they are mostly used to some roles they play at work, at home, in society. Unknown/ strange situation usually causes stress and discomfort. The main idea of this training was that doing some practical activities together with representatives of neighboring school might unite participants, help to make new contacts, as well as broaden participants` horizons. The far away idea was that participation in the training might make tights between teachers and parents of two schools stronger.

Aim of the training was to introduce participants to the main techniques of making hand- made jewelry and artworks.

The training had also several objectives:

- Give basic practical skills of making hand- made jewelry and artworks
- Raise self-confidence of the participants and broaden their comfort zone
- Become aware of gifted students` number at our school

The training on hand made jewelry and artwork took place on 25.08.2014. For the first target group, and on 26.08.2014. For the second target group. Both trainings were similar to each other and lasted for 5 hours. Both trainings took place in Malta Secondary school No.2. Target groups were formed from staff of both Malta Secondary Schools, active parents, representatives of Mothers` Club. Trainings were visited by 30 people (15 – group 1, 15- group 2.).

Each training consisted of two parts:

-Jewelry/ artwork- participants got insight into different techniques of hand- made jewelry, then visited exhibition of hand-made jewelry made by students. After that they had practical training on hand made jewelry, where it was shown how to make beads; and practical training on hand made postcards.

-Work with metal- participants listened to presentation on further education for students with additional qualification for artwork on the base of Malta Secondary School, after which they had practical training on metal forging making woman`s/ warrior`s bracelet or a ring.

IMPROVEMENT OF EMOTIONAL ATMOSPHERE AT MALTA SECONDARY SCHOOLS NO. 2.

The title of the 2nd training was „Improvement of emotional atmosphere at Malta Secondary Schools No. 2. using non-formal learning methods”.

Due to economical and political reasons two neighboring schools were planned to be reunited. This caused growing tension among local inhabitants. The tension increased in spite of various actions: there were organized discussions, newspaper articles to the topic, public voting for the best model of united school building.



To improve the situation working group consisting of representatives of formal and non-formal education organized a training meant for teachers and active parents of the both schools. In the training took part also representatives of Mothers` club based in Secondary School No.2. In this training participated 15 people and it lasted for 8 hours.

The main aim of the training was creation of positive emotional atmosphere in the process of reunion of two Secondary schools, applying non-formal learning methods. The training had also some objectives:

- Introduce participants to each other in non-formal way
- Reduce tension in the target group creating a cozy atmosphere
- Involve representatives of both formal and non-formal education into training
- Use various methods used in non-formal education.

The training was held on June, 19th 2014 and it took place in two different places- on the sports ground near school and in a bus. The training was organized in a form of excursion. At the beginning all participants gathered on sports ground to reduce some tension. On this stage there were used icebreakers “Nice to meet you”, “looking for treasure”, “hit the bottle”. Later participants on their way to Rundāle had two story telling activities, visited the Rundāle castle and continued with team building activities “towel volleyball” and “keep the balance”. On the very last stage returning home participants gave a feedback on the training.





NON-FORMAL EDUCATION IN FORMAL ADULT EDUCATION (POLAND)

Brief description of the training

The training consisted of two meetings. The first meeting was to introduce theoretical issues concerning the understanding of non-formal education as well as tasks and integration exercises, focusing on team-oriented work and creative thinking.

The second meeting concerned the practical work and included a variety of issues ranging from integration activities by raising energy group games, the team building task, communication exercises, developing creative thinking exercises, dances with singing (singing with elements of movements) to funny games. All tasks and exercises were thoroughly discussed and together with the participants modified and adapted to the objective of the program and the needs of children learning in primary school.

Purpose of training

The principal goal of the following workshop (project) was to familiarize the participants with the methods of non-formal education for the introduction and use of methods, forms and techniques of non-formal education in the formal school educational system implemented in the school.

The specific objectives

Finding and indicating the possibilities of using the techniques and methods of non-formal education while working with children in kindergarten and when working with beginning classes pupils.

Searching for new ideas, games and tasks that can be used in daily work with pupils.

Showing attractive opportunities and ways to enrich their classes through non-formal education methods.

Providing with opportunities to experience something new, to know and to integrate with one another.

Showing the ability to influence methods of non-formal education on the interactions between the teacher and students as well as among students.



Duration, term and location

The workshop lasted two days.

The first training was held on 04.06.2014. from 16.00 to 20.00 in Stepnica in the Municipal Cultural Centre.

The second training was held on 08.06.2014 r. from 14.00 to 20.00 in Czarnocin in Active Recreation School "Frajda".

Description of the participants

The run workshops were attended by 12 female teachers from Konstanty Maciejewicz Secondary School and Kindergarten in Stepnica. Participants of the project were teachers working in teaching preliminary in grades 1-3 and in the pre-school educational system.

Teachers participating in the project were people wanting to introduce in their work innovative education methods, they were involved in participating in the project, open to the modern and creative ways of working with students. Activities participants sought to gain new knowledge, learn new methods, techniques and forms of teaching that would allow them to use more efficient ways of delivering the curriculum. The teachers were willing to raise their qualifications, which they could achieve through participation in the implemented project.

7. Training

Term	WORKSHOP GOALS, OBJECTIVES OF PARTICIPANTS	STRATEGY, METHODS, TECHNIQUES, INSTRUMENTS, THE LEADER, TASKS	DURATION	LEADING
Day 1 (03/06/2014) 16.00-19.30				
06.2014	Welcoming the participants, presentation of the topic and the purpose of the meeting. Presentation of the program of the meeting.		10 min	Marta Jońca and Irmina Łachacz



06.2014	Integration of the participants, meeting the group	Several exercises were conducted: NAMES AND MASKING TAPE, BINGO. The purpose of the leader was to activate the participants, to integrate the group as well as to get to know one another.	20 min	Marta Jońca and Irmina Łachacz
06.2014	Providing participants with the issues related to non-formal education. Creating the definition, description and characteristics of non-formal education. Writing out differences between non-formal and formal education.	BRAINSTORMING METHOD. SUN RAYS METHOD. The purpose of the leader was the activation of the participants to the creative thinking. Systematization of associations and passwords. Discussion of the results.	20 min	Marta Jońca and Irmina Łachacz
06.2014	Increasing energy and integration in the group. Implementation theory for practical activities.	The task of raising the energy in the group: CLOTHES-PEGS.	10 min	Marta Jońca and Irmina Łachacz
06.2014	Shaping the soft skills, i.e. teamwork, creative thinking, setting strategy, communication, responsibility.	Practical task: MUD - learning by experience, teamwork. The purpose of the leader was to observe the activities of the group and the subsequent discussion of what had happened during the task.	120 min	Marta Jońca and Irmina Łachacz



06.2014	A summary of the meeting and common observations.	Balls with the image of emotions were used during the summary.	15 min	Marta Jońca and Irmina Łachacz
Day 2 (08/06/2014) 14.00-20:00 (including dinner and coffee breaks)				
06.2014	Welcoming the participants, presentation of the topic and the purpose of the meeting. Presentation of the program of the meeting.		10 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz
06.2014	Integration of the participants. Exercises that participants can use in their work.	Tasks: NAME AND GESTURE, BALLS, NEWSPAPER, FREE SPACE ON THE RIGHT, NOSES, BUSINESS CARD, BANG-BANG, ZOMBIES. Integration activities to know the names. Finally discussion of the exercises and the attempt to introduce the play to the school environment.	50 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz



06.2014	Tasks for teamwork, communication, creative thinking, motivation, integration.	Tasks: GORDIAN KNOT, BEADS, ELBOW, POLES, CODE TO THE BOMB, HANDCUFFS, COLOR PALETTE. The purpose of the leader was to discuss tasks and exercises, then together with the participants to talk about modifying exercises and the possibility of using them in school with children.	200 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz
06.2014	Game, dancing with the elements of movement and energy raising as well as introducing a group in a good mood. Possibility to use as a break during the lesson.	Games: FROGS, BABY SEALS, ASEJA, MOSQUITOES, RAM SAM SAM, SHARK, JEANS.	30 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz
06.2014	Summary of the meeting.	Discussion and summary of the meeting.	20 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz



8. Results and effects of training

The project was proposed and presented to the participants together with opportunities to use the methods, techniques and the tools for non-formal teaching in the process of formal education in working with children in school and kindergarten.

The measurable outcome and effect of the training is to highlight the opportunity to purchase and the development of social skills through the introduction of teaching methods and techniques of non-formal education to the formal one. This allows the teachers involved in the project to enrich, diversify and expand their workshop.

With regard to the methods and techniques of non-formal teaching, the participants have broadened their knowledge of how to develop communicative competence, which in particular can help them resolve conflicts and interpret the patterns of their pupil's behavior.

Another effect of the conducted training was the acquisition of additional skills by allowing the teachers to plan lessons in a team using appropriate methods, techniques and forms, thanks to which they can take into account the different emotional pupils states while accomplishing planned tasks.

The use of non-formal educational methods and analysis as well as the observation of pupils behavior may also help in a more precise drawing conclusions based on theoretical knowledge of pedagogy as well as it can also help create a climate of mutual understanding and trust in the group.

In addition, it is worth noting that current training aroused among participants the desire of creativity, improving their knowledge, further education and self-improvement.



NON-FORMAL EDUCATION IN FORMAL EDUCATION OF STUDENTS (POLAND)

2. Brief description of the training

The training was held on June 27, 2014. It involved students II and III of the fields: Physical Education and also Tourism and Recreation- both from Department of Physical Education and Health Promotion, University of Szczecin. Students acquainted with the basic knowledge on formal and non-formal education. The training was mainly focused on practical actions, namely integration activities, team, activities focused on creative thinking, also energizers. All lectures were carefully discussed with the students. We indicated the possibility of their use to work with children and youth for example on: colonies and camps during the summer.

3. Purpose of training

The main objective of the training was to familiarize students with the methods of non-formal education in order to exploit them to work with children and youth in schools, camps and colonies for children and youth, as well as during the courses of animation.

4. The specific objectives

- To show why it is important to use the non- formal education in our work (here: work with children and youth)
- Learn new games, games, tasks that you can use in their daily work
- Show how you can use the non-formal education in a traditional school
- Show that you can also learn through play
- To develop their own workshop



Term	WORKSHOP GOALS, OBJECTIVES OF PARTICIPANTS	STRATEGY, METHODS, TECHNIQUES, INSTRUMENTS, THE LEADER, TASKS	DURATION	LEADING
Day 1 (27/06/2014) 12.30-20.00				
27.06.2014	Welcoming the participants, presenting the theme and purpose of the meeting. Presentation of the program of the meeting.		10 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka
27.06.2014	Getting know each other	DIXIT Cards. The aim of this task was the integration and activation of participants and help to break down their barriers	20 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka
27.06.2014	Formal and non-formal education	What are the non-formal and formal education? What are the differences between?	20 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka
27.06.2014	Integration, getting know each other	The following games was leader: the name-game, passports, evolution, strip-noses, buckles, bang, sia!. The task of the mutual understanding of each other was the integration of the environment, relaxation and atmosphere. Together they discussed and indicated the possibility of using these activities while working with children and young people.	60 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka
27.06.2014	Developing soft skills, as group cooperation, creative thinking, decision making, strategy building, communication, responsibility	Several activities was leader: birth line, The mug, sticks, magic carpet, trust games (Heart of the Bell, Jumping people, ...) The	90 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka



		trainer's task was to observe and evaluate all activities. We had a long evaluation, when we were talking about taking responsibility for the others in the group.		
27.06.2014	Games, plays, animations songs- raising the level of energy in the group	Shark Song, Mosquitos, Little Sally Walker. The main task of the trainers was to show the participants how can't they raise the level of energy while doing training.	30 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka
27.06.2014	Team-building tasks, communication games, creative thinking and motivation	We held activities called as: 100 ways to use the match, Marble Run, Pipe, Handcuffs. Evaluation finished this part of the training.	90 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka
27.06.2014	Main evaluation	We evaluated this training with help of 'Emotion Cards'. Trainers summarized this training, and asked questions helping participants to realize and analyses what just has happened. Thanks and presentation of certificates. Encouraging participation in future projects.	40 min	Marta Jońca and Małgorzata Paczyńska-Jędrycka



5. The duration, the period of the location

The training was held on 27.06.2014. 12.30-20.00 hours at Jasne Błonia (centrally located park) in Szczecin

6. Description of the participants

The training was attended by 14 students the second and third year courses: Physical Education and Tourism and Recreation Department of Physical Education and Health Promotion, University of Szczecin. They were mostly people who will be an educators or Staff for holidays for children and adolescents.

Students participated with great commitment in training. These were people who really wanted it to acquire new knowledge and skills that they can use in their future work.

7. Training description

8. Results and effects of training

- Knowledge about new games and activities, informal techniques which can be used in the field of formal education
- New skills for working with groups for children and youth
- Improved interaction between teachers and students,
- Ability to understand how you can create learning situations
- Ability to create new games, games, activities using resources that currently has ("make something out of nothing")



NON-FORMAL EDUCATION IN FORMAL IN YOUTH AND ADULT EDUCATION (POLAND)

1. Brief description of the training

The training consisted of one meeting on weekends. These were the introductory workshops explaining the theoretical concept of non-formal education, as well as tasks and integration activities, focused on teamwork and creative thinking. The premise of these workshops was to prepare participants for the practical use of the methods they learned in working with children and young people as well as with adults. Practical classes focused on many aspects and included issues ranging from integration, by energy raising games, team building task, communication exercises and creative thinking, to dancing and funny games. All tasks and exercises were thoroughly discussed and together with the participants of the workshop modified and adapted to the educational program addressed to the students.

Purpose of training

The principal goal of the workshop was to introduce the issue of non-formal education and to familiarize participants with the working methods in order to introduce and use methods, forms and techniques of non-formal education in teaching and conducting activities with groups of children, young people and also with adults.

2. The specific objectives

- Finding and indicating the possibilities of using the techniques and methods of non-formal education while working with the students.
- Searching for new ideas, games, activities and tasks that can be used in everyday work with students of the project participants.
- Showing attractive opportunities and ways to enrich their classes through non-formal education methods.
- Providing with opportunities to experience something new, mutual understanding and integration.
- Showing the ability to influence using methods of non-formal education on interactions between caregivers and children and among children in the group.



3. Duration, the period of training and location

The workshop lasted two days.

The training was held on 19-20.06.2014 r. from 9.00 to 18.00 in Czarnocin School of Active Recreation "Frajda".

4. Description of the participants

The run workshops were attended by 12 participants from the Municipality Stepnica as well as from all Poland.

The participants were students, youth workers, teachers and educators, who every day are in contact with children and young people. The project was also attended by professionals who work with various groups, as well as those who are just starting their adventure in the field of teaching. The workshop participants were very engaged and eager to explore new forms and methods of education.

5. Training

TERM	WORKSHOP GOALS, OBJECTIVES OF PARTICIPANTS	STRATEGY, METHODS, TECHNIQUES, INSTRUMENTS, THE LEADERS, TASKS	DURATION	LEADING
Day 1 (19/06/2014) 09.00-18.00				
19.06.2014	Welcoming the participants, presenting the theme and purpose of the meeting. Presentation of the program of the meeting.		10 min	Irmina Łachacz
19.06.2014	Integration of the participants, meeting the groups.	Several exercises: NAMES AND MASKING TAPE, BALLS, NEWSPAPER, FREE SPACE ON THE RIGHT, NOSES, BUSINESS CARD, BANG-BANG, ZOMBIES, BINGO. The purpose of the leader was to activate the participants, to integrate the group, as well as to get to know oneself.	60 min	Irmina Łachacz



19.06.2014	Providing participants with issues related to non-formal education. Creating the definition, description and characteristics of non-formal education. Writing out differences between non-formal and formal education.	BRAINSTORMING METHODS. SUN RAYS METHODS. The purpose of the leader was the activation of the participants to creative thinking. Systematization of associations and passwords. Discussion of results.	20 min	Irmina Łachacz
19.06.2014	Increasing the energy in the group, integration activities, the implementation of theory to practical action.	The task of raising the energy in the group : CLOTHES-PEGS, SAMURAI.	15 min	Irmina Łachacz
19.06.2014	Introduction to working with children's groups, youth and adults.	Brainstorming, discussion. Working in groups.	30 min	Irmina Łachacz
19.06.2014	Shaping the soft competitions, i.e. teamwork, creative thinking, setting strategy, communication, responsibility.	Practical tasks: MUD, BEADS, PIPE - learning through experience, teamwork. The purpose of the leader was to observe the activities of the group and the subsequent discussion of what had happened during the task.	180 min	Marta Jońca and Irmina Łachacz
19.06.2014	A summary of the meeting, common conclusions and observations.	Balls with the image of emotions were used during the summary.	15 min	Irmina Łachacz
Day 2 (20/06/2014) 09.00-18:00 (including dinner and coffee breaks)				
20.06.2014	Welcoming the participants, presenting the theme and purpose of the meeting. Presentation of the program of the meeting.		10 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz
20.06.2014	Integration of the participants, exercises that can be used in the work of the participants.	Tasks: NINJA, MIRROR IMAGE, HORSE RACING, LITTLE ROBOTS, FROGS, BABY SEALS, ASEJA, MOSQUITOES, RAM SAM SAM, SHARK, JEANS. Integration activities, exercises increasing energy of the group. Finally, discussion of the exercises and the attempt to introduce a given game to different groups.	70 min	Irmina Łachacz Marta Jońca Justyna Krzepota



20.06.2014	Tasks that improve teamwork, communication, creative thinking, motivation and integration.	Tasks: GORDIAN KNOT, BEADS, CODE TO THE BOMB, HANDCUFFS. The purpose of the leader was to discuss tasks and exercises, and together with the participants modifying exercises and possibilities to use them in work with the students were talked about.	180 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz
20.06.2014	Summary of the meeting.	Discussion and summary of the meeting.	20 min	Marta Jońca, Justyna Krzepota and Irmina Łachacz

6. Results and effects of training

The main objective of the workshop which was carried out was to show the possibility of a broad impact of non-formal education methods to develop social skills and relationships as well as showing the project participants with the possibility of incorporating these methods in the formal educational system.

With regard to the methods and techniques of non-formal teaching and practical experience of project participants they enriched their knowledge about the possibilities and ways to develop social competencies, which may prove to be particularly useful in the teaching of expressing their own views and opinions respecting the feelings of others.

The effect of the training undertaken by the project participants was to understand the interactions both in the group as well as between individuals. Observation and discussion of the behavior in specific situations led the participants on the basis of gained experience to conduct the analysis of their own behavior and reflection concerning interpersonal relations.

The tangible result of these actions was to awaken creativity and activity of the participants and their active involvement in the project, which resulted in the conception of independent activities related to the modification and creation of methods that would make the learning process attractive and could be used in the current educational system.



SKILLS ENHANCEMENT OF APPLYING THE PRINCIPLES OF SOCIAL ECONOMIC AREA

Description: The training was held between 18-19 June 2014 and it aimed the improving of competencies and abilities such as: team work, assertive communication empathy, creativity and originality in achieving promotion materials for ideas based on social economy.

Participants: 15 teachers from the Economy High School „Francesco Saverio Nitti”, Timisoara.

The methods we used at the training contributed to acquiring and improving personal skills and competencies: experiential pedagogy, adult education principle, social economy principles.

Aim: the improvement of competencies in applying the principles of social economy

Objectives: at the end of the training the participants were able to:

- To define the concept and the principles of social economy
- To analyze the role of discrimination in creating the economical discrepancies
- To propose project ideas on the social economy topic

Location: The Economy College Francesco Saverio NITTI, Timișoara

Participants: 15 teachers of varied subjects: economy, tourism, foreign languages, social, communication.

Results: 15 teachers with improved competencies on social economy principles



Training

Theme	Working Objectives What participants are doing?	Strategies, methods, techniques and instruments What the facilitators are doing?	Time
DAY 1- (18 /06/2014)			
Introduction Teambuilding	The participants have been involved in getting-to-know-each-other activities, they analyzed the objectives of the training and revealed the fears and expectation towards the training.	Introduction: group activity, self-knowledge activity Facilitated discussion Exercise- Safe profit Facilitation of the experiential learning	90'



Social economy	The participants have been involved in energizers activities. They defined the concept of social economy and analyzed the principles of social economy. They also gave examples of economic activities based on social economy activities. Within Wien train activity, the participants experienced social discrimination.	Exercise - Sincendo Presentation, facilitated discussion Brainstorming Wien train; Facilitation of the experiential learning	60'
Social Economy	The participants practiced team work, coordination, attention within the activity Who's the leader? They found creative solutions linked with the social economy. At the end of the day they evaluated all the activities.	Activity- Who's the leader? Activity- Random meeting Facilitated discussion- I think, I feel, I kick Facilitation of the experiential learning	60'
DAY 2- (19 /06/2014)			
Teambuilding and social economy	The participants developed teamwork competencies and trust between each other within the activity The Mirror. The participants were divided into teams, each team identified a social issue and tried to find the best solution for it.	Activity- The Mirror Activity- the Wheel of Words(ideas of social economy projects) Facilitation of the experiential learning	90'
Social economy School as a social enterprise	The participants were involved in energizers activities. They shared the High School's activities promoted by the economical agents. The participants were divided into three teams. Each team presented a flipchart with the topic- School as a social enterprise which may be used for fundraising.	Brainstorming Facilitated discussion The Poster	60'
Feedback	The participants enclosed the activities, they found solutions for different target groups which can be used to avert potential crisis situations. At the end of the session, the participants filled in the evaluation forms and offered feed-back.	Activity-Musical chairs Activity-Homeless people Feed-back	30'





THE RIGHT HEMISPHERE DEVELOPMENT THROUGH CREATIVITY AND DRAWING

Description

The used method - Training Course based on experiential pedagogy and on the principles of adult learning

This training targets participants who think about themselves they lack creativity and they don't have the drawing abilities. It also targets participants who want to become more creative, more organized and who want to give an artistic dimension to their live through creativity and drawing. Nowadays, small children do not have any difficulty in expressing themselves through drawing, but, as they grow up, they abandon this type of expressing themselves; researches show that this fact happens around the age of 10-12 due to the fact they can't realize how to draw a real-like drawing. And, for good reason, it is almost impossible to learn drawing only by yourself. As reading and writing skills, drawing requests instructions, and the instructed persons get very good results.

The left Hemisphere is characterized by the verbal thinking style (which uses numbers, signs, details, symbols, logical thinking). It also deals with speech and language, hence our reading, writing, analyzing and thinking capacities.

The right Hemisphere is the headquarters of non-verbal representations. The person dominated by the right hemisphere take in everything at a glance, has the capacity of synthetizing, is creative and intuitive.

Each person has either a dominant hemisphere, or a balance between the two hemispheres. Generally, in our everyday life, people need both hemispheres, but for stimulating our creativity and for drawing as well, we need the right hemisphere. During the training there are activities for stimulating creativity and developing the perceptive capacity that help us discover the potential of our right hemisphere.

Training aim – The development of creativity and drawing competencies at adults for using them successfully in their everyday life.

Training objectives

1. To present the main fundamental concepts on creativity and drawing techniques
2. To acquire stimulating techniques of the right hemisphere through creativity and drawing
3. To practice relaxation complementary techniques for activating the right hemisphere.



Duration, period and location

The training was held throughout 3 days and it was delivered for two groups of adults (teachers and school counselors) from two different cities- Timisoara (March 2014) and Drobeta Turnu-Severin (July 2014).

Participants' descriptions

The participants were fellow teachers, counselors working in formal educational system, from low secondary school to high school, as well as other adults. The procedure for selection of the participants was an open call. The two training courses comprised 20 participants who used their new-gained skills with their students.

Results: The development of creativity, raise of self-esteem, decreasing of inhibition, socialization, gaining new drawing skills, improvement of knowledge over the use of non-formal education.

Training

Theme	Working objectives <i>What are the participants doing?</i>	Strategies – Methods, Techniques and Instruments <i>What are the facilitators doing?</i>	Time in minutes
Introduction. Teambuilding	Trainers' introduction	Presentation	5
	Participants' introduction. Fears and expectation	Group activity	10
	Personal debut in creativity	Presentation	10
	Personal debut in drawing	Presentation	10
	Meeting creativity and drawing	Presentation	10



Creativity through quantitative methods	Participants draw on A4 sheets of paper: An imaginary animal; An imaginary machine/ mechanism exhibition Creative mini-marathon activity	Presentation	5
		Practice	10
		Practice	10
	Give unusual uses for the following objects: key, chair, newspaper, coal, knife, bolt, ring.	Processing	20
	Write down all the noise-maker object that come into the mind at that moment	Activity	10
	What would happen if all men/women become invisible?	Lecture	20
		Activity	10
	What would happen if temperature would raise 10 °C in Romania?	Activity	10
	How could school become more attractive for students?	Activity	10
Self-portrait	Self-portrait will be used as a measurement instrument for the personal development progress of the first training day comparing to the last one	Drawing	15
Optic illusion	Introduction (brain hemispheres, functions, techniques used in drawings, creativity)	Presentation Facilitated discussion	15
	Optic illusion	Presentation	5
		Drawing	5
	Activity processing	Facilitated discussion	3



	<i>Participants express their own opinions on the drawings</i>		
	Questionnaire on the dominant brain hemisphere Activity aiming the identification of the hemisphere with the preponderant influence	Application	10
Picasso	Igor Stravinski, Picasso	Presentation Drawing	10 60
	Activity processing	Facilitated discussion	10
Introduction in the main creativity methods	Brainstorming Warming-up: unusual uses for a button, ear, motorway etc. Brainstorming : finding ways to look for a job as a high school graduate in a society dominated by the economical crises Philips 6-6 Method (participants think of job domains they could work in after graduating) They give as many interpretations as possible for the period 1850-2001.	Presentation Activity Activity Presentation Activity Activity	10 5 15 5 10 10
	Panel discussion: Liberalization of the drugs. Roles-teacher, school counselor, student, parent. 6-3-5 Method – Leisure time proposals Osborn' Interrogative list-give as many uses as possible for: a pen, a flipchart, a video projector	Debate Debriefing Activity Activity	30 10 25 30



	Name as many silent objects as possible	Activity	15
Perception of lines and outlines	The image of a hand in a frame	Presentation + tutorial	5 min
		Drawing	15 min
	3D Visualization	Aplication Presentation	5 min
	3D Image of the hand Activity	+ tutorial Drawing	10 min
	processing	Facilitated discussion	70 min
	<i>Participants express their own opinions on the drawings</i>		5 min
	The Eye (light, shadow and outline)	Presentation + tutorial	10
	<i>Participants express their own opinions on the drawings</i>	Drawing	60
	Activity processing	Facilitated discussion	5
Creativity	The technique of the images flux Sinectics.	Explications	30
	Themes:	Sinectics	10
	Development of a NGO aiming counseling and integration of youth;	Exercise	35
	Potential investments and actions for graduates; Problem solving.		10
	Relaxation exercises		
Self-portrait	Self-portrait	Presentation/ Round-up	5 min

		Drawing	85 min
	Exercise on balancing the brain hemispheres	Application	10
	Final Feedback	Facilitated discussion Questionnaires	10
	Group message/Awarding	Facilitated discussion	15





G. Guidelines for preparing a training based on non-formal methods, techniques and instruments – PhD Vasile DEAC;

G1. General guidelines

Training based on non-formal methods, techniques and instruments is first of all a training more focused on the process than the content; trainer is a *facilitator*, especially focused on the facilitation of the learning process with trainees and just if really necessary the trainer will passing through in a role of *expert* for clarifying concepts or other content elements. If possible, trainer will use participant's expertise for content elements and he/she will remain in a *facilitator* role as much as possible during the training program.

Training based on non-formal methods, techniques and instruments will use a friendly environments, without barriers between participants, with participants staying in circle, having face to face contact, with or without chairs, but if possible without tables; participants will have the possibility to change places to find comfortable places (even on the floor)

G2. Process elements guideline

When we are talking about process designing, planning and implement we are often referring to the following process elements:

Competences and learning objectives – non-formal education processes are starting with competences which trainees will develop during the training. Specific competences targeted are transformed by trainers (facilitators) in training objectives. One of the specificity of non-formal education is that horizontal training objectives (which are targeting general competences and are followed during all training activities) have an important share in the training economy comprising with specific objectives.

Learning environment – according with learning objectives, trainers will design the learning environment. Also, a specificity of non-formal education is that the diversity environment of training – training room activities are alternating with outdoor activities or activities implemented in real live environments (lake local community, lobby of the hotel, a market place, a square etc.).

Training methods and activities – in order to achieve competences and objectives and based on the learning environment (which sometimes can be imposed one), trainers will decide the proper working methods, techniques and instruments and they will organize all methods, techniques and instruments as training activities.



Training resources – based on planned learning environment and training methods and activities, trainers will plan the training resources – all necessary resources for training activities implementation (human resources, materials, equipment's, information, financial resources and time as resource).

Level of group energy – Each training activity require a proper level of group energy (a simulation or a role play on HIV issues will be not applicable with a group with a high level of energy; or a competitive activity will require a high of very high level of energy). I use to work with a 5 (five) levels of energy, from very low to very high, and I am planning short activities (energizers or downers) which will bring the group to the desired energy level according with planned activities end learning objectives.

Participant's interaction – based on planed learning environment, other resources and training activities - trainers will plan the interaction between participants which is the most important distinctive part of non-formal education. Trainees are learning based on interaction between themselves as a group trainers are there just for facilitating this interaction.

Group member's involvement – in order to create interaction between participants, when trainers are planning training process, they have to focus on each trainee involvement in training activities. That is the reason for planning training objectives in terms of: participants will... a good training process design is showing us what is doing all the time each participant.

Resources persons in the group – one of the other very important aspects of process planning is to know very well the training group (trainees). All the participant which have competences on the training issue have to be used as resource person during the training; in the other way it is a high possibility to transform them in disturbance factors for training.

Team evolution phases – if you are organizing a training program for more than 2 days, it will be necessary to take into account the approach of group training like a team. Each team is passing through some phases (forming, storming, norming, performing, closing); trainers have to use these phases in order to increase trainees achievements during the training process.



H. Guidelines for using training based on non-formal methods, techniques and instruments in formal environments;

For using training based on non-formal methods, techniques and instruments in formal environments it will be necessary to take into account the following aspects:

Organizational culture – every organization has own culture with specific rules, habits, customs, organizational accepted behaviors etc. Institutions has a specificity of organizational culture; institutions have both, a formal cultures (a statute, written rules) and an informal organizational culture, based on habits, customs etc. When you have to plan a training based on non-formal methodologies, you strongly have to take into account the organizational culture. It can destroy your entire plan if the plan will opposite with aspects of organizational culture; Formal rules will directly put barriers linked with accepted organizational behavior, according with the official functioning statute of Institution. Formal statute will directly lead you to choose the specific accepted non-formal methods and techniques.

Informal rules, customs and habits will facilitate or will become invisible barriers for your training. There are a lot of institutions (especially in East Europe) which have "mister" as compulsory addressing formula. In that institutions the simple calling people on name will be not proper and to plan a non-formal training with people working or learning in a same institution is a big challenge.

Safe environment for training participants – training participants can be members of organization or people from outside or you can have groups with both inside participants and outside participants; exposing people from different environments can create difficulties. A formal environment will became a non-safe environment for people which are from inside and fill pressure of organizational culture. Behaving non-formal can be misunderstood and associated with personal dignity – which can broke the learning space and cross into panic zone.

When you are planning non-formal training in a formal environment you have to take into account the limit between comfort zone and panic zone linked with the formal environment you are working. Simple activities which you can run with the same participants in a different space (in a hotel training center, or in a youth center) can became dangerous for participants if they are in their formal working place.

Level of social desirability of participants – every person hah a level of own social desirability – I have to be what the others are waiting from me to be; the formal environment are enhancing the desirability of people. When you are planning to have a non-formal training in a formal environment you have to find a critical mass of people which want to do non-formal training – you have to prepare the environment first.

For guarantee the success of delivering non-formal training in a formal environment, you have to take into account at least the following aspects

- **Evaluating the situation** and adapt training at the local organizational culture;
- **Involving all present participants** – when you are working in a formal institutions you have to involve all present people; working just with a part of participants will create frustration of them (involved participants);



- **Involving the management team of formal institution** – first of all you have to assure that the management team of institution will be part of your training – as participants or resource people – but really participating in the activities – it can assure the participation of the others;
- **Gradual approach of non-formal techniques** – when you are plan a training in a formal institution, you should get gradually with non-formal methods according with capacity of organization;
- **Methods and techniques with immediate results** – people working in formal environments are focused on immediate results; they should have results for the activities they are involved in. Please identify the expected results and plan activities based on its – it will guarantee the success of training;
- **Formal instruments for supporting non-formal methods and techniques.** Formal instruments like: official invitation, written rules, certificates, credits etc. – can really help the non-formal training.
- **Working in a team.** No-formal training request a team for preparing and delivering training; and if the team involve a formal expert together with a non-formal trainer the success rate will substantially increase.

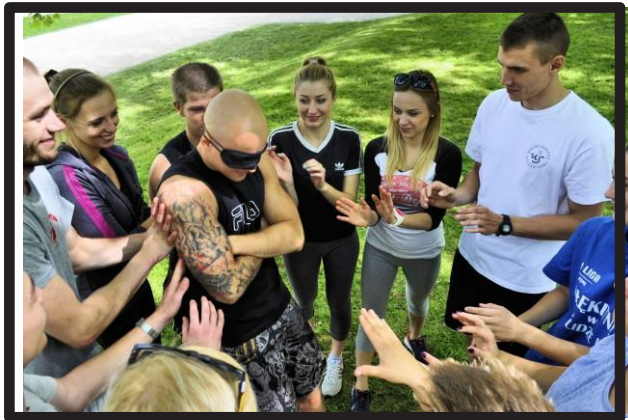
Non-formal and Formal are not excluding one each other, but putting together, the non-formal methods, techniques and instruments and a formal environment, request a good process planning and a experienced trainers team to plan and deliver training.

Gradual approach of non-formal techniques – when you are plan a training in a formal institution, you should get gradually with non-formal methods according with capacity of organization;

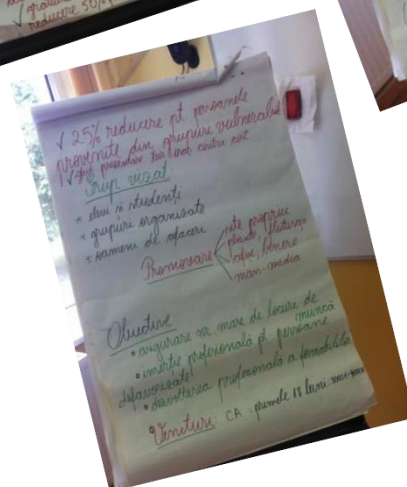
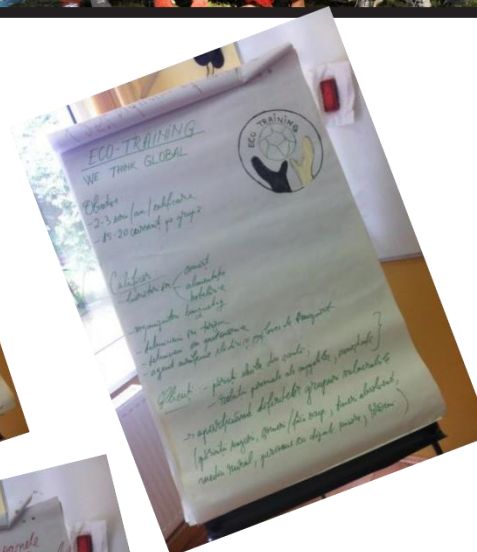
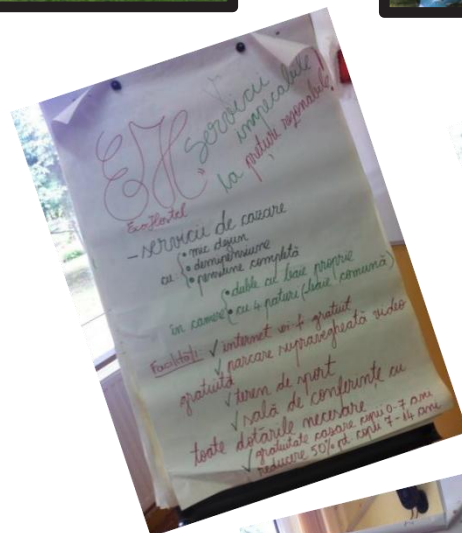
- **Methods and techniques with immediate results** – people working in formal environments are focused on immediate results; they should have results for the activities they are involved in. Please identify the expected results and plan activities based on its – it will guarantee the success of training;
- **Formal instruments for supporting non-formal methods and techniques.** Formal instruments like: official invitation, written rules, certificates, credits etc. – can really help the non-formal training.
- **Working in a team.** No-formal training request a team for preparing and delivering training; and if the team involve a formal expert together with a non-formal trainer the success rate will substantially increase.

Non-formal and Formal are not excluding one each other, but putting together, the non-formal methods, techniques and instruments and a formal environment, request a good process planning and a experienced trainers team to plan and deliver training

Our Activities









**Always a good
time to learn!**





Lifelong
Learning
Programme



CONTACT ME

Add : Drobeta Turnu Severin, Str. Orly, nr. 25A

Mailing adress : 220037 Drobeta Turnu Severin, Mehedinți

Mobile: +0040721203291

Email : office@arcs.ro