

## PROPOSAL FOR A GRUNDTVIG LIFELONG LEARNING PARTNERSHIP ON

# Teaching strategies for vulnerable learners (RP – PL – EG)

### RATIONALE

There is a necessity of:

- providing trainers with adequate educational tools in order to stimulate a sense of belonging to a community as active citizens amongst their learners.
- re-motivate trainers and attribute value to their work by using efficient and gratifying pedagogical practices.
- reassessing the virtues of so-called outdated teaching methods such as role plays (RP) photo language (PL) and educational games (EG).
- adapting educational strategies that have proved themselves efficient in the past to new environments and conditions in several difficult contexts (stress, conflict, workload, etc.)

### OBJECTIVE

The general aim is to develop adapted training methodologies for adults in vulnerable groups (unskilled, aged, migrants, physically impaired, low income) in order to increase their motivation to learn and to counter feelings of resignation and apathy. The project will therefore be essentially staff / trainer oriented.

### METHOD

The partners will collaborate to create a series of workshops and activities with regard to their group specifications, based on simulation techniques, perception of identity and social position.

Based on their on the field experience, staff, teachers and trainers from each organisation will exchange and debate their proposals in the form of structured exercises giving details concerning their aims, methodology and expected results.

The project will be realized following several phases:

- observation and inventory of obstacles and difficulties met by learners
- analysis of contexts (social, economic, cultural) and identification of pertinent features to take into consideration for modifying inefficient habits.
- creating innovative workshops that counter the negative effects previously identified, using RP and PL or any relevant approach.

- sharing and discussing the significance and applicability of the newly proposed teaching strategies.
- choosing the most appropriate strategies that could be subsequently tested.

## **EUROPEAN ADDED VALUE**

The added value of the project towards European cooperation stems from the “share and debate” process in which participants, trainers and staff, are able to learn more from and about their counterparts’ approaches and practices.

## **RESULTS**

A selected corpus of best practises to be tested on the field could consist in a further development of the project.

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## **ABOUT ZEBRA**

Zebra- Formations ASBL is a non-profit organisation situated in a sub-urban area in the centre of Belgium (Hannut, Wallonia) working in coordination with local institutions in the cultural and social sectors, providing educational support within their activities.

Zebra has developed a series of training workshops and study circles focused on topics related to everyday life problems for these target publics (senior citizens, socially deprived groups, job seekers).

It monitors “speaking circles” for senior citizens in retirement residences and also provides valuable information, help and advice to the persons in need.

Zebra trainers and coaches have been involved in education for more than 35 years and have gained experience in European projects by coordinating Comenius and Grundtvig learning partnerships. They are currently coordinating a lifelong learning partnership focused on generational lifestyles involving seven organisations that are all engaged in social action among disadvantaged groups.

More information about Zebra:

<http://www.proyectosupua.es/lifestyles/fr/content/partners/belgium-belgique>

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