GETTING OUT OF THE SHADOW

good practices in adult education
in the area of social inclusion

DENMARK   POLAND   SLOVAKIA

EN

During 3 years within International Partnership EDU4ADU we looked for answers, methods and tools, which would improve the quality of learning and supporting in the process of social inclusion for people threatened with marginalization. Everyday we work with those, who cope with many problems, living on the edge of social and professional life.

We have noticed some difficulties with seeking and implementing good practices and innovations in social education so first of all, we built relations, learned from each other, experienced and inspired mutually. We can see differences between solutions in education and social support in the whole world.

By participating in the seminars, abroad and study visits and exchange of experiences we tried to get out of the comfort zone. It was possible by asking difficult questions and seeking for clever and constructive answers.

We would like to share our reflections, experience based on the path we took together and encourage you to read this paper. This publication will introduce you to the subject of adult education and social support and encourage to put effort in your own education, gaining experience and knowledge and sharing it with others. Moreover, it will be an opportunity to learn about innovative methods, which can be successfully implemented in institutions and organizations.

Referring to the title, we would like to inspire you to get out of the shadow of everyday work for the benefit of another human being, shadow of your own beliefs and usual ready-made solutions, from the shadow of known answers for difficult questions, and maybe from the shadow of routine and fear of change.

There are surely more metaphorical "shadows", but we recommend you to indentify and reflect on them personally. Getting out of the shadow has its own, big advantages. We would like to invite you to the area of inspirations and new ideas, good practices, asking difficult questions, finding new solutions and real answers.

Furthermore, we would like to get out of the shadow of which is our comfort zone. It's worth to learn, to experience, cooperate, inspire one another, and sometimes it's worth to break the mould and experiment.

The editorial team

Contents:

A word about adult education
A man in the educational process – Life Long Learning

The concept of Life Long Learning comes from the beginning of 20th century, but only at the turn of the next century it became popularized by UNESCO as a significant element strengthening the economies and indentifying people with the knowledge society concept. In the process of learning and while getting the abilities to use the knowledge, people, and then society become more aware, competent and eager to change. Life Long Education concerns giving the education a significant range, popularizing knowledge, investing in science (Lisbon strategy from 2000), which is defined as all activities connected with learning through the whole life, improving the level of knowledge, abilities and competences in a personal, civil, social and professional perspective. Human development proceeds on the individual level, with specific stages and referring to the one's environment. This second aspect sometimes has an influence on a slowdown or acceleration of the individual development, which is connected with many changes (sometimes unexpected) in many human development areas. Nowadays, we can surely expect experiencing many changes, life becomes more and more dynamic, professions become mobile, new professional areas come up, while others disappear. The individual is in the process of many changes which demand becoming accustomed to. People, who are stimulated to adaptation or they get accustomed to the new conditions by themselves, enlarge their chances for professional and personal success and limit future exclusion of professional and personal area.

The above mentioned Life Long Learning process has existed in many countries for many years, to some others it was introduced not so long time ago. A society, which is professionally active can see new opportunities, enrich its knowledge and competences, develop and at the same time it experiences change. The change itself gives hope, but on the other hand it causes fear of the unknown. The important aspects of change are capability of effective communication and motivation, that is knowledge and competence.
Knowledge and competences are important drive to change in the areas of social support. Exceptional changes are made when connnecting the passion of social, administrative and NGO workers.
Because of this reason a new kind of work was proposed, basing on the aspects mentioned above and adding the aspect of novelty and integration, getting to know new experiences, checked and good practices and the opportunity to meet new people. This is what the project ERASMUS Adult education – tool for social inclusion actually is about.
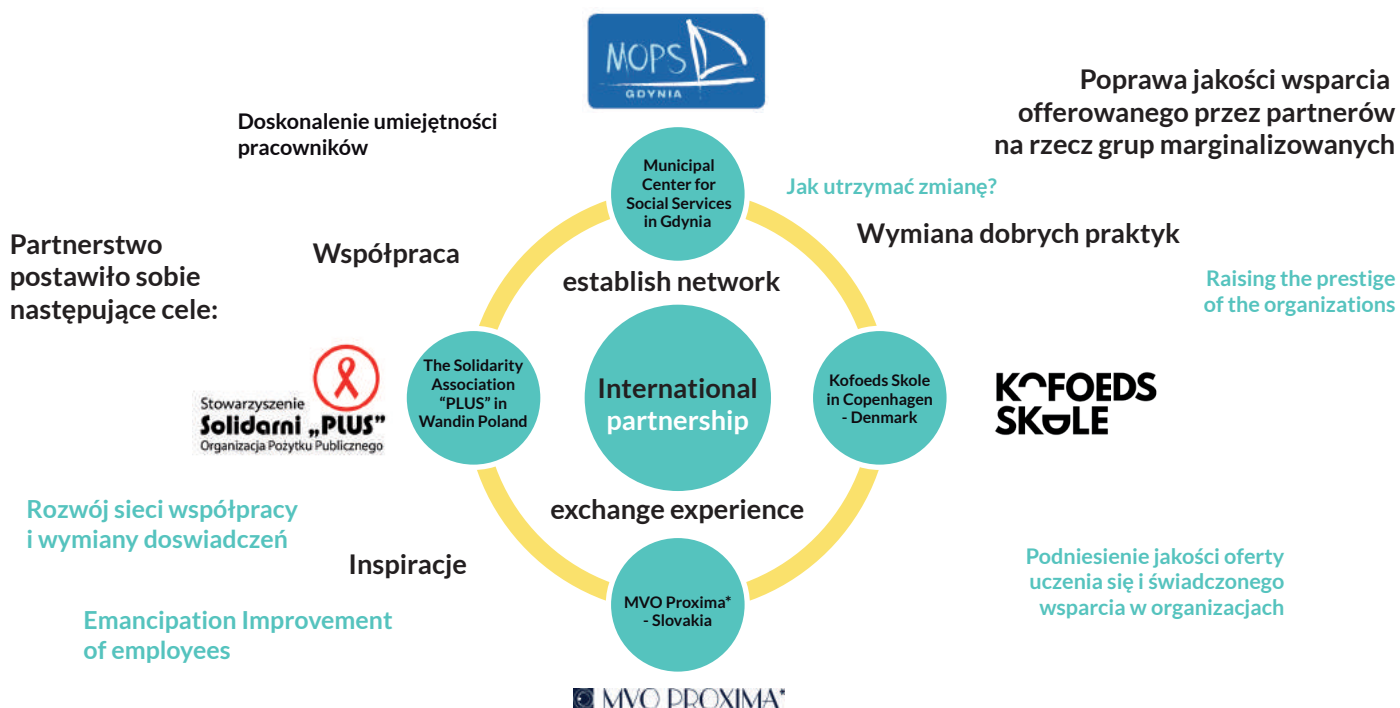
The meeting of many various people, that do not know each other in a place, that is new for all, can cause some fear. It can be excitement, concern or inspiration, or all of them together. The idea of Life Long Learning carries rather non-standard methods of learning, teaching and conveying knowledge. Every meeting is different, because people, atmosphere and circumstances vary.

About Partnership

The International Partnership EDU4ADU which was carried out within the project "Education as a tool for social inclusion" set the following goals:

- **C**reating the cooperation and experiences' exchange network among partners.

- **I**mproving the standard of learning offer and support provided in the organizations.

Doskonalenie umiejętności pracowników

Poprawa jakości wsparcia offerowanego przez partnerów na rzecz grup marginalizowanych

Jak utrzymać zmianę?

Partnerstwo postawiło sobie następujące cele:

Współpraca

Wymiana dobrych praktyk

establish network

Raising the prestige of the organizations

Municipal Center for Social Services in Gdynia

The Solidarity Association "PLUS" in Wandin Poland

International partnership

Kofoeds Skole in Copenhagen - Denmark

Rozwój sieci współpracy i wymiany doswiadczeń

exchange experience

Inspiracje

MVO Proxima* - Slovakia

Emancipation Improvement of employees

Podniesienie jakości oferty uczenia się i świadczonego wsparcia w organizacjach

EDU4ADU organizations

Municipal Center for Social Services in Gdynia
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Municipal Center for Social Services in Gdynia is a city unit, which goal is to support people and their families in coping with difficult life situations, satisfying their needs and taking actions aiming at encouraging clients to become self-dependent and integrated with the society. MOPS employs over 500 people, including social workers, performing their tasks directly in the local community. Others centre tasks include: recognizing the social needs of the excluded and analyzing and assessing barriers which are the source of exclusion, stimulating social activity in satisfying necessary life needs of people and their families, education in key social competences, accompanying the clients in the process of education and support, motivating to take action.

MOPS in Gdynia successfully implements innovative methods with people and families who are threatened with social exclusion, for example local social work model, where you adjust the support to clients' motivation level. It helps to plan and provide individual and adequate support and services, which enables clients and their families to become independent. Moreover, it effectively limits the growth of negative behavior among local communities. ▶

MUNICIPAL SOCIAL WELFARE CENTER IN GDYNIA Statistics briefly

social workers, psychologists, nurses, care staff, therapists, pedagogues, administration, technical workers, legal advisors

15 mln Euro Annual Budget

550 Employees

over **150** institutions organisations and businesses **in cooperation**

42,6% of all supported families have disability 1849

10% of annual budget were money from EU and other donators (2013)

7900 people supported in 2015

over **1,4** mln Euro largest contract (care services)

13,7% of all supported families are homeless 594

3rd largest unit of Gdynia municipality (administration)

over 100 initiatives and projects per year

100 services contracted with NGO's

11,6% of all supported families have addiction problems 595

18,2% of all supported families have long lasting illness 787

WHAT **IDEAS** AND **VALUES** WE TRY TO BRING INTO LIFE?

Wide, social participation

Three pilars of activity impact: prevention, intervention, reintegration

Stable but flexible structures

Sustainable development

March as fast as You can, cause if You will try to stand still, You will move backwards

Tailor made services

impossible is nothing

Structural change demands investments (intelectual, financial, emotional)

Top level of our effectiveness will be, when our institution is unnecessary anymore

WHAT DO WE DO?

Self learning organisation

Innovations

Social dialog on services quality criteria

Participating in region development planning

Shaping local policies

Strategical planning

Social economy development

Cross border cooperation

Basic job trainigs

Community organisation and development

Supported flats net

Reducing domestic violence system/ coalition

Research

Foster families support

Students education

Volunteer support management

Day activity centres

Sheltering

Therapy

Councelling

Three levels of social work

Permanent institutional care

Financial support

Care services at clients home

Food distribution

MUNICIPAL SOCIAL WELFARE CENTER **IN GDYNIA** briefly

Graphics: Jarosław Józefczyk

MVO PROXIMA* has been dealing with development of intercultural competences, education for acceptance of different cultural identities, developing global awareness. Our aim is to prevent the emergence prejudices and contribute to the elimination of discrimination, racism, xenophobia, homophobia, anti-Semitism, extremism and other hate speech. We carry out activities directed at improving the social inclusion of youth from the excluded Roma communities to facilitate their ethnic self-identification and to support the implementation of inclusive teaching methods in school. We are also preparing courses to prepare disadvantaged job seekers to enter the labor market and individual consultations for the development of key life skills necessary for social integration and a professional career.

We conducted training for educators, youth workers and volunteers. We take part of creating the strategic and conceptual materials relating to youth activities at regional and national level. We have experience in the development of methodologies and competence profiles, as well as the implementation of national projects of non-formal education of youth.

Our colleagues have a lot of expertise and experience in non-formal education, also experience with Erasmus+ program , the European Voluntary Service (in different roles), by using coaching and coaching methods in youth work, conducting research in Slovakia and even more.

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Kofoeds Skole – 'Kofoed' is the name of our founder and 'skole' means school - is a non-government organization (NGO) established in 1928 as a place of rehabilitation and learning for unemployed citizens on social benefits. The mail target for all of our activities is to help our students living a more self-sustainable life in a way that is obtainable for each of them. We believe it to be an essential fact that everybody has a wish and a need of being part of the common society and giving her or his contribution to the common good. Everybody has a need of being the acting subject in her or his life. And our job is to help them getting there.

We emphasize learning as a tool of rehabilitation inspired by the Danish tradition of public enlightenment. The public enlightenment focuses on improving the student's skills and understanding of our society. The teaching is organized in a non-formal way taking its starting point, not in a specific scheme aiming at an examination, but in the students' knowledge and needs aiming at creating self-confidence and possibilities of knowledge, capability and action. ▶

KOFOEDS SKOLE

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The students at Kofoeds Skole are mainly long time unemployed and are objects to a wide range of obstacles: social, educational, mental and physical. They often sense a lack of capability and participation. They join the school at their own will (mostly), hoping to break their feeling of isolation and aiming at learning and meeting other people.

Kofoeds Skole offers 12 productive workshops in services, shops, transportation and mechanics, multimedia, green house, art productions. We offer app. 130 different courses in Danish and other languages, music, IT technology, gymnastics and exercise, art classes, food. We run hostels for young homeless people. We offer counseling and urgent help.

Kofoeds Skole is operating in Copenhagen, Aarhus, Aalborg and in Nuuk, Greenland. We have 3.500 students a year, ab. 130 staff members and 150 volunteers. The school is financially supported by the Danish Ministry of Social Affairs and by donations from the public.

**Readaptation Centre of Association Solidarni „PLUS"
ECO "School of Life" in Wandzin
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Soliarni "PLUS" Association in Wandzin was founded on 10th November 1989 in order to support people suffering from HIV and AIDS. After over 29 years of work, Association helps addicted, infected, disabled, homeless and others who experience social exclusion or are threatened with it. The Association consists of three local units in Wandzin, Darżewo and Gajki, providing 24 hours support. The Association work concentrates on the few basic following areas:

Medical help – Health Care Ward in Wandzin is a place, where people with HIV or AIDS, disabled and demanding long-term support are provided with professional medical care.

Therapeutic support – there are therapeutic wards in Wandzin: for alcohol and psychoactive substances addicts.

Pro-ecological activity – protection of plants' biological diversity and genetic resources of animals, running a certified ecological farm, fruit-and-vegetable processing and drying plant. The Association has used ecology as a social readaptation method for years. The users participate in running the farm and taking care of the animals in Wandzin.

Supportive activity – securing those patients needs, which are over the standard support, as well as improving the inhabitants' quality of life. This activity is realized by implementing many initiatives and projects, for example founding a unit of Volunteer Fire Brigade in Wandzin, which, apart from standard fire safety tasks, helps also to make patients more active.

Educational process in the project
– the idea of self-learning organization

By Jarosław Józefczyk – Municipal Center for Social Services in Gdynia

When becoming en employee, each of us confronts with the necessity of learning. On one hand, our working place requires to learn specific activities on our position, on the other hand, we get to know the rules of our team and institution, we learn also about our colleagues' work. When we feel familiar with the basis of demanded knowledge and skills, while becoming more confident about our resources, we look more easily in the professional everyday life. We create broad activity horizons and draw a path of our professional development. Sometimes it is drawn with a very clear line, but sometimes it barely marks the shape of our ambitions, skills and gently places them in time. It happens also that we decide to stay in our position – then we keep what we have. To provide each of this positions with positive energy, high level of satisfaction and effectiveness we need to learn about the pattern, in which I am employed, what is the institution and in which system of connections it exists. So we can talk about three basic levels of learning in the professional reality:

- **Being active and professional improvement.**
- **Tasks and specifics of my direct professional surroundings – the unit, where I work, mission and goals of the institution.**
- **Function of my institution in the system and the goal of the whole system.**

Only this knowledge classification gives the chance to a long-term work full of meaning and fulfillment. The lacks on the first level can eliminate a person from the professional reality. If I will not be able to perform my professional activity (to do my tasks), the employer will resign from my offer. If I don't learn enough about the rules of my working place and relations with my coworkers and bosses – I will be overwhelmed by conflicts, resentment and bitterness from the others. If I don't understand the broad condition context of the system – its resources and limits – I will encounter a frustration connected with the lack of deeper sense of my work and ineffectiveness of my efforts. What is characteristic about working in the social services is one more basic condition – improving during whole professional career. Social workers and the staff engaged to help the others are sentenced to constant learning. The reality of the social services staff is similar to the one, where Alice from Lewis Caroll's „Alice in the Wonderland" learned at the crazy meeting with the White Queen: to stay in one place, you have to run as fast as you can, and double so fast, if you want to get to another place.

The above mentioned professional educational dimension coexists at the same rights with the personal dimension of goals and tasks. Each of us aims to provide safety (also financial) for oneself and one's relatives, to achieve conditions for self development and harmony with the others. We learn whole life to realize these goals.

Having all the above mentioned aspects in mind, we tried to work on the employee development methodology, change initiators, and the leaders of the social suport network for people with disabilities.

What we found very helpful during this work, was the concept of the learning organization. In august 1993 David Garvin (Harvard Business Review) defined the learning organization as an organization which can create, gather and convey the knowledge, but also can modify their activity adequate to the new knowledge. This definition refers to companies, which enable the process of learning for all its members/employees and experience the constant self change.

Learning and the educational process in the organization means constant and systematic reaching for the gained experience and turning it into regular knowledge – available for all members of the organization, corresponding with its mission. Another excuse and unique opportunity for MOPS in Gdynia, was cooperation within the Partnership co-financed from the Erasmus + project. ▶

The adaptation of *the learning organization idea* to MOPS' conditions and the opportunity to put activities in the project brought the following methodological scenario:

1. SELF-PORTRAIT
Defining one's experience as a professionalists in the given problematic area (the area described in the project is social inclusion of the marginalized groups)

2. Confrontation ME – SURROUNDINGS
Confrontation one's knowledge picture, skills and experience with the surrounding professional reality. The value from the above is a kind of compromise between what I think about myself as a professionalist and what I can learn about myself from the others and from the situations, I am being put in.

3. ME AND THE OTHERS IN THE GROUP – common picture.
This part of educational process requires putting yourself in the context of group knowledge, skills and experience and working out a common view of the problem. The most important questions on this level are: How does my knowledge and experience look like in comparison to other professionalists' knowledge and experience. What are my strong points? Which part of my knowledge and experience is unique in the group?

4. TEAM LEARNING IN THE GROUP.
This level of organizations' development requires setting a group goal and the opportunities to reach it. The basic expected effect is achieving a common field of learning by the group. The main effort is directed for the group to start the process of receiving knowledge and to interpret the information as a whole.

5. SYSTEMIC WAY OF THINKING IN THE GROUP.
The ability to think in systemic way in the group is the forerunner of the highest education level in the organization. The group notices mutual relations between the elements of the system (the group doesn't simplify the reality evaluation with the cause and effect model anymore). The consequences of particular groups' activities in the system are also appreciated and the effects of their own impact on the system are noticed.

The above presented idea is not just a theoretical concept. The scenario was verified during many months of tests and specific activities. We observed how the participants of the project developed professionally and personally. Some of the participants caught the wind in their sails – they are more creative, visible in the company, we observe new team relations, new ideas, a lot of new inspirations came up. The organization passed the next test of change succesfully, gained new value, precious, because born from own effort and aspirations. It turned out again, that what seems impossible, became the reality. To sum up, one more piece from Lewis Carol, from Through the looking glass: ▶

The White Queen said to Alice that she was exactly 101 years, 5 months and 1 day old: – I can't believe it! – said Alice. – Can't you? – said the Queen with pity. – Try again! Take a deep breath and close your eyes. – Alice laughed. – It's worthless to try – she said – you can't believe in the impossible. – It seems you're not so good at it – said the Queen. – When I was in your age, I practiced it half an hour every day. Sometimes before breakfast I came to six impossible things, I started to believe in.

Non-formal education – why is it important?

By Eva Farkašovská MVO PROXIMA*

In the globalization era impacted by information and communications technologies, the need for continuous education has become an important part of the social, civil and professional integration. Enhancing professional competencies to meet the requirements of the 21st century's labour market comes hand in hand with the growing importance of a complex lifelong self-education that targets these multiple competencies. As these cannot be acquired through formalized educational processes the urgency calling for other forms of education is on the rise.

The existing forms of education can be divided according to various criteria into a) formal and b) non-formal education; in addition to c) informal learning.

While, in general, the formal education takes place in the school environment, the non-formal education occurs beyond these schooling structures. The notion of informal learning is built up by external factors, and often coincidently, and presented in an unorganized fashion.

Examples:

Formal education – various subjects taught at the school (such as foreign languages, maths, biology, physics, arts etc.)

Non-formal education – voluntary extra-curricular education at specialized institutions (such as foreign languages at language institutes, maths competencies at financial literacy courses, arts at art centres etc.)

Informal learning – developing skills on various occasions, predominantly through a direct personal experience (such as acquiring foreign language skills through a direct contact with native speakers, time management skills after having repeatedly missed a bus etc.)

A common feature of both the formal and non-formal education is the fact that the teaching processes are organized, tailored and target-oriented. In the case of informal learning, we talk about learning processes rather than education as such. The informal learning happens on an unpredictable basis without a specific educational target and in an unorganized fashion without the presence of the authority of a lecturer/teacher/ trainer. In order to stimulate informal learning, the conditions can be directed to provide an open learning zone in which a student is exposed to a variety of real-life situations for him/her to learn on his/her own terms and pace.

The two educational processes and the learning scheme seek to develop useful competencies. ▶

Knowledge

Skills

Values and Attitudes
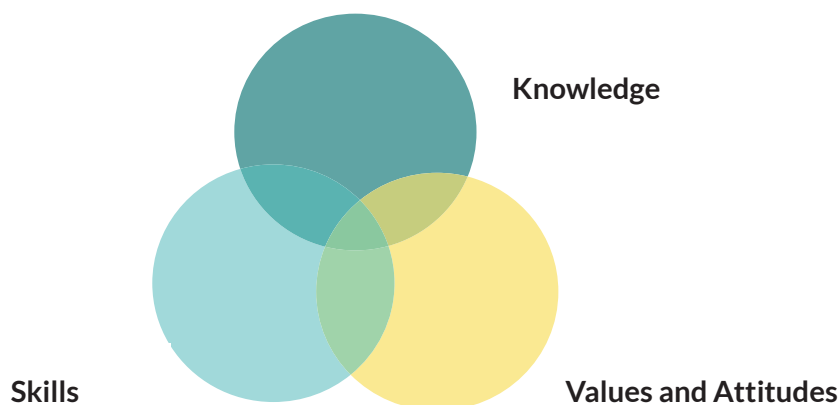
Knowledge – facts and information i.e. the communication models and the principles of non-conflictual communication / how to make sourdough and bake a sourdough bread / geography / first aid	**Values and attitudes** – an effort and a motivation to communicate in a non-conflictual method / a daily responsibility for sourdough and the willingness to bake a high-quality sourdough bread / an interest in learning about foreign countries / a willingness and motivation to give first aid	**Skills** – the ability i.e. to communicate in a non-conflictual manner / the ability to grow sourdough and to bake a sourdough bread / the map reading / to give first aid

The formal and non-formal educations differ in their general objective. The formal school education, represented by the majority of school subjects, targets the knowledge of facts, information and what can be perceived as generally valid theories. The non-formal education aims to develop skills, often different types of soft skills, as well as values and attitudes. It presents a unique model of education.

The difference in the general objective implies that the two forms of education apply different educational methods. Whereas formal education relies on a lecture as the most common method, the non-formal education advocates for learning through experiences. The non-formal teaching methods are:

- **Role plays** – case studies;
- **Artistic, creative and imaginative activities** – painting, photography, pottery workshops, video and movie production, music and dance performances, creative workshops etc.;
- **Brainstorming** – debates, photo exhibitions, documentary screening with follow-up discussions;
- **Living library.**

In addition, the informal learning de-emphasizes any specific types of activities; instead, the focus is instead on the methods used and on the reflection that follows in accordance with the Kolb's cycle of learning.

The Kolb's cycle of learning

1. **A specific direct experience**
2. **A reflection on the direct experience**
3. **The process of generalization to formulate abstract concepts and ideas**
4. **The application of the experience and a potential formulation of new conceptions**

The educators seek to shift the comfort zone for their attendees. This element is taken into account already in the preparation of a teaching plan as well as during its implementation. The comfort zone relates to the commonly applied conception that a participant cannot process and learn new things while rooted in his/her comfort zone. It is first after having stepped out of this comfort zone that the participant enters the zone of learning.

Simultaneously, the participant is not to be exposed to an inappropriate discomfort, which, in turn, would create a counterproductive environment and block the learning processes.

Under the non-formal experience-oriented education scheme, it is necessary to create a comfortable, open and friendly atmosphere. The participant must feel relaxed in order to achieve good learning results and to be willing to experiment with new things without undergoing stressful situations. The educators are, therefore, advised to work with a group of participants in a consistent way and adjust to the group dynamics. In the course of training, the educators are to be empathic to individual and group needs and capacities with a clear understanding that the developed program may need to be swiftly modified in a flexible way.

Communication models – exploration inspiration

By Bartosz Karcz

Weakly developed communication strategies, information exchange techniques, not well adjusted tools can greatly affect actions within an organization or a group of workers. Sharing information is basic for efficient communication, it should be clear and simple. Sharing and gathering information is sometimes difficult and complex. Existing motivation and communication models deliver us the possibility to observe and identify the process of communication.

Shannon and Weaver Model of Communication (1949)

Integrated communication model by Claude Elwood Shannon and Warren Weaver includes: information source, transmitter, noise, channel, message, receiver, channel, information destination, encode and decode. Interactive character of the model is crucial, the authors underlined that communication is a process, not just only a single exchange between two objects.

The model highlights the relation of the sender and receiver. The sender has the prior position, problems usually appear due to "noises" (technical issues, semantic problems etc.). Nevertheless it is a simplistic model it expresses the role of the sender and receiver.

Schramm's Model of Communication (1954)

Wilbur Schramm proposed similar model to Shannon's and Weaver's. He underlined the importance of the sender and the receiver and their information exchange. This model includes similarly the sender, receiver, content, transmitter, and noises. Element added is the feedback information that improves dynamics and efficiency of the communication.

Important elements of the communication are: information encoding and decoding. Encoded message is sent by the sender, and the task for the receiver is to decode and interpret it.

Berlo's Model (1960)

Main issue in Davids Berlo communication model are the common characteristics of the sender and the receiver. Four parts are in role: source (sender), message, channel, receiver. The sender constructs a thought, message that wants to share using his or her communication skills, attitudes, knowledge, social system, culture. The message to be adequately received demands from the receiver the same or similar qualities as the sender.

Developed thoughts are becoming words and then a message – encode. Encoded message contains content, elements (such as gesture, facial expressions), treatment (level of seriousness or importance), structure and code. The effectiveness is associated with channel of communication (hearing, seeing, touching, smelling, tasting).

Every communication model mentioned above has parts between two subjects, which are elementary – exchange and the relationship. Those models can have an impact on a personal or professional life. But it is likely when they are used intentionally and consciously. Those models include both sides - partners. Conscious use of the communication models leads to precise statements exchange, plans exchange and cooperation in the end.

In practice the theories are likely to be synthesized, adapting to the context. An example of a combination of these models is shown (Fig. 1). Message (non/verbal) always finds its receiver, then a feedback is produced – and the process becomes a dynamic exchange. Including more aspects of the exchange like quality (noises, content, meaning) and context (attitude, culture, knowledge etc.) both sides are faced with complexity and richness at the same time. More close the quality and context is the better understanding between sides occurs. ▶
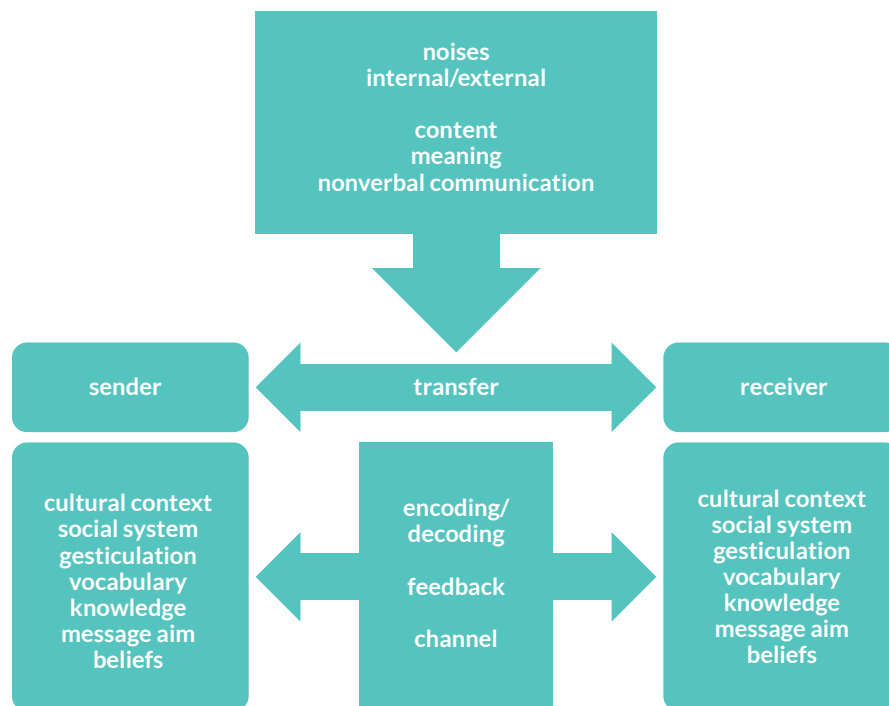
Figure 1. Integrated Communication Model. Author preparation.

Brief overview on motivational theories and models
Hawthorne Effect (1933)

Through a series of experiments in the late 1920s, Elton Mayo developed the Hawthorne Effect. This effect theorizes that employees are more productive when they know their work is being measured and studied. In addition to this conclusion, Mayo realized that employees were more productive when provided with feedback related to the studies and allowed to provide input into the work process. Workers need recognition for a job well done and reassurance that their opinion matters in the workplace to be motivated to perform.

McClelland's Need Theory (1953)

Another well-known need-based theory of motivation, as opposed to hierarchy of needs of satisfaction-dissatisfaction, is the theory developed by David McClelland and his associates'. It contains three aspects: (1) need for achievement, (2) need for power, and (3) need for affiliation. He found that people who acquire a particular need behave differently from those who do not have.
Need for Achievement: This is the drive to excel, to achieve in relation to a set of standard, and to strive to succeed. In other words, need for achievement is a behaviour directed toward competition with a standard of excellence.

McClelland found that people with a high need for achievement perform better than those with a moderate or low need for achievement, and noted regional/national differences in achievement motivation.
Need for Power: The need for power is concerned with making an impact on others, the desire to influence others, the urge to change people, and the desire to make a difference in life. People with a high need for power are people who like to be in control of people and events. This results in ultimate satisfaction to man.

Need for Affiliation: The need for affiliation is defined as a desire to establish and maintain friendly and warm relations with other people'. The need for affiliation, in many ways, is similar to Maslow's social needs.

Maslow's Need Hierarchy Theory (1954)

Theory of motivation by Abraham Maslow is one of the most know motivation theories, based on the human needs. Maslow believed that once a given level of need is satisfied, it no longer serves to motivate man. Then, the next higher level of need has to be activated in order to motivate the man. Maslow identified five levels in his need hierarchy.

Theory of motivation by Abraham Maslow is one of the most know motivation theories, based on the human needs. Maslow believed that once a given level of need is satisfied, it no longer serves to motivate man. Then, the next higher level of need has to be activated in order to motivate the man. Maslow identified five levels in his need hierarchy.

Physiological Needs: These needs are basic to human life and, hence, include food, clothing, shelter, air, water and necessities of life. These needs relate to the survival and maintenance of human life. They exert tremendous influence on human behaviour. ▶

Safety Needs: The next needs felt are called safety and security needs. These needs find expression in such desires as economic security and protection from physical dangers. Meeting these needs requires more money and, hence, the individual is prompted to work more.

Social Needs: Man is a social being. He is, therefore, interested in social interaction, companionship, belongingness, etc. It is this socializing and belongingness why individuals prefer to work in groups and especially older people go to work.

Esteem Needs: These needs refer to self-esteem and self-respect. They include such needs which indicate self-confidence, achievement, competence, knowledge and independence. The fulfillment of esteem needs leads to self-confidence, strength and capability of being useful in the organization. However, inability to fulfill these needs results in feeling like inferiority, weakness and helplessness.

Self-Actualization Needs: This level represents the culmination of all the lower, intermediate, and higher needs of human beings. In other words, the final step under the need hierarchy model is the need for self-actualization. This refers to fulfillment.

According to Maslow, the human needs follow a definite sequence of domination. The second need does not arise until the first is reasonably satisfied, and the third need does not emerge until the first two needs have been reasonably satisfied and it goes on. The other side of the need hierarchy is that human needs are unlimited. However, Maslow's need hierarchy-theory is not without its detractors.

Argyris's Theory (1957)

Chris Argyris has developed his motivation theory based on proposition how management practices affect the individual behaviour and growth. In his view, the seven changes taking place in an individual personality make him/her a mature one: (1) activity, (2) independence, (3) behaving in various ways, (4) interest, (5) perspective, (6) self-managing, (7) self-awareness. Argyris views that immaturity exists in individuals mainly because of organizational setting and management practices such as task specialization, chain of command, unity of direction, and span of management. In order to make individuals grow mature, he proposes gradual shift from the existing pyramidal organization structure to humanistic system; from existing management system to the more flexible and participative management. He states that such situation will satisfy not only their physiological and safety needs, but also will motivate them to make ready to make more use of their physiological and safety needs. But also will motivate them to make ready to make more use of their potential in accomplishing organizational goals.

Herzberg's Motivation Hygiene Theory (1959)

The psychologist Frederick Herzberg extended the work of Maslow and proposed a new motivation theory popularly known as Herzberg's Motivation Hygiene (Two-Factor) Theory. Herzberg conducted a widely reported motivational study on 200 accountants and engineers employed by firms in and around Western Pennsylvania.
He asked these people to describe two important incidents at their jobs:
(1) When did you feel particularly good about your job, and
(2) When did you feel exceptionally bad about your job?
The responses when analyzed were found quite interesting and fairly consistent. The replies respondents gave when they felt good about their jobs were significantly different from the replies given when they felt bad. Reported good feelings were generally associated with job satisfaction, whereas bad feeling with job dissatisfaction. Herzberg labeled the job satisfiers motivators, and he called job dissatisfies hygiene or maintenance factors. Taken together, the motivators and hygiene factors have become known as Herzberg's two-factor theory of motivation. According to Herzberg, the opposite of satisfaction is not dissatisfaction. The underlying reason, he says, is that removal of dissatisfying characteristics from a job does not necessarily make the job satisfying. He believes in the existence of a dual continuum. The opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction' is 'no dissatisfaction'. According to Herzberg, today's motivators are tomorrow's hygiene because the latter stop influencing the behaviour of persons when they get them. Accordingly, one's hygiene may be the motivator of another.

McGregor's Participation Theory (1960)

Douglas McGregor formulated two distinct views of human being based on participation of workers. The first basically negative, labeled Theory X, and the other basically positive, labled Theory Y.

What McGregor tried to dramatize through his theory X and Y is to outline the extremes to draw the fencing within which the organizational man is usually seen to behave. The fact remains that no organizational man would actually belong either to theory X or theory Y. In reality, he/she shares the traits of both. What actually happens is that man swings from one set or properties to the other with changes in his mood and motives in changing environment.

Equity Theory (1963)

John Stacey Adams' Equity Theory argues that employees are motivated when they perceive their treatment in the workplace to be fair and unmotivated when treatment is perceived to be unfair. In an organization, this involves providing employees with recognition for the work they are doing and giving all employees the chance to advance or earn bonuses and other awards. Managers who play favorites or single out employees for recognition may face a largely unmotivated group of employees.

Vroom's Expectancy Theory (1964)

One of the most widely accepted explanations of motivation is offered by Victor Vroom in his Expectancy Theory". It is a cognitive process theory of motivation. The theory is founded on the basic notions that people will be motivated to exert a high level of effort when they believe there are relationships between the effort they put forth, the performance they achieve, and the outcomes/rewards they receive.

Thus, the key constructs in the expectancy theory of motivation are:

1. Valence - according to Vroom, means the value or strength one places on a particular outcome or reward.
2. Expectancy - it relates efforts to performance.
3. Instrumentality - by instrumentality, Vroom means the belief that performance is related to rewards.

Thus, Vroom's motivation can also be expressed in the form of an equation as follows: Motivation = Valence x Expectancy x Instrumentality Being the model multiplicative in nature, all the three variables must have high positive values to imply motivated performance choice. If any one of the variables approaches to zero level, the possibility of the so motivated performance also touches zero level.

Porter and Lawler's Expectancy Theory (1968)

In fact, Porter and Lawler's theory is an improvement over Vroom's expectancy theory. They posit that motivation does not equal satisfaction or performance. The model suggested by them encounters some of the simplistic traditional assumptions made about the positive relationship between satisfaction and performance. They proposed a multi-variate model to explain the complex relationship that exists between satisfaction and performance.

What is the main point in Porter and Lawler's model is that effort or motivation does not lead directly to performance. It is intact, mediated by abilities and traits and by role perceptions. Ultimately, performance leads to satisfaction. There are three main elements in this model.

Effort: Effort refers to the amount of energy an employee exerts on a given task. How much effort an employee will put in a task is determined by two factors

(1) Value of reward and (2) Perception of effort-reward probability.

Performance: One's effort leads to his/her performance. Both may be equal or may not be. However the amount of performance is determined by the amount of labour and the ability and role perception of the employee. Thus, if an employee possesses less ability and/or makes wrong role perception, his/her performance may be low in spite of his putting in great efforts.

Satisfaction: Performance leads to satisfaction. The level of satisfaction depends upon the amount of rewards one achieves. If the amount of actual rewards meet or exceed perceived equitable rewards, the employee will feel satisfied. On the country, if actual rewards fall short of perceived ones, he/she will be dissatisfied. Rewards may be of two kinds—intrinsic and extrinsic rewards. Examples of intrinsic rewards are such as sense of accomplishment and self-actualization. As regards extrinsic rewards, these may include working conditions and status. A fair degree of research support that, the intrinsic rewards are much more likely to produce attitudes about satisfaction that are related to performance.

Z Theory (1981)

Much after the propositions of theories X and Y by McGregor, the three theorists Urwick, Rangnekar, and Ouchi-propounded the third theory labeled as Z theory.

The two propositions in Urwicks's theory are that: ▶

(1) Each individual should know the organizational goals precisely and the amount of contribution through his efforts towards these goals.

(2) Each individual should also know that the relation of organizational goals is going to satisfy his/her needs positively.

In Urwick's view, the above two make people ready to behave positively to accomplish both organizational and individual goals. However, Ouchi's Theory Z has attracted the lot of attention of management practitioners as well as researchers. It must be noted that Z does not stand for anything, is merely the last alphabet in the English Language. Theory Z is based on the following four postulates:

1. Strong Bond between Organization and Employees
2. Employee Participation and Involvement
3. No Formal Organization Structure
4. Human Resource Development

Ouchi's Theory Z represents the adoption of Japanese management practices (group decision making, social cohesion, job security, holistic concern for employees, etc.) by the American companies. In India, Maruti-Suzuki, Hero-Honda, etc., apply the postulates of theory Z.

Motivational Interview (Miller & Rollnick, 2002)

Motivational Interview is a communication method developed by William Miller and Stephen Rollnick based on experiences with addicted patients, which were dealing with enormous life changes (due to the fight with the addiction). The method is person oriented, combines ambivalent emotions and interactions with others improving and engaging to the shift.

There are three assumptions:
- empathy expression (engagement)
- highlighting ambivalence
- improving self-efficacy

Four techniques are used:
- Open-Ended Questions
- Affirmations
- Accurate Empathic Reflection
- Summarizing

Motivational Interview can be used as a tool improving a talk with a team or clients (e.g. when we want to reach same goal, build new ideas using individual or group resources). Partner in a talk should feel cooperation rather than confrontation, inspiration rather than teaching, autonomy rather than inspection, exploration rather than explaining. Finding resources in an individual or in a group requires patience, active listening and being engaged in the relation with a person or group. Outcomes can be crucial, it is self-motivated and engaged individual or group, it is their will for a change and greater feeling of self-efficacy.

PHILOSOPHIES

The activities undertaken as part of the project forced reflection on many levels and areas of our work. One of them is the influence of our attitude to the process of learning oneself, another people and supporting others. If the road that we take is not compatible with our beliefs and needs, our efforts can be wasted. Is it sensible to encourage a cat to become and learn how to be a dog, the same as to encourage an "accidental" educator, pedagogue, therapist to be an empathic, interested, waking hope and building good relations professionalist? Workshops "Me – where am I going in my personal development" guided by Peter Wołkowiński, based on being active, dialogue, but mostly on compassion and asking existential questions: who am I? Where am I going? What is the quality of my life? Workshop proved, that looking for answers for these personal questions has a fundamental meaning in the process of being in relation with another person, also in the relation: educator – student, social worker – client, therapist – patient.

„Me – where am I going in my development?"

By Piotr Wołkowiński

„Me and us!" The aim of knowledge is to get to know ideas. Creativity – going above what can be known

A group of highly qualified carers and helpers from Slovakia, Poland and Denmark came to the Wandzin centre in the north of Poland specialised in treating drug dependant persons, to work on their own capacities and personal workshop, in an Erasmus programme.

(Re)discovering oneself was choosen as the opening theme, at the same time integrating the participants. Everyone's comfort zone was therefore at stake, as we don't know the future and we know that alone we cannot win every time. Who will I be working with? How will it turn out? This implies that we have to go further into ourselves, in order to improve our capacities of (re)action.
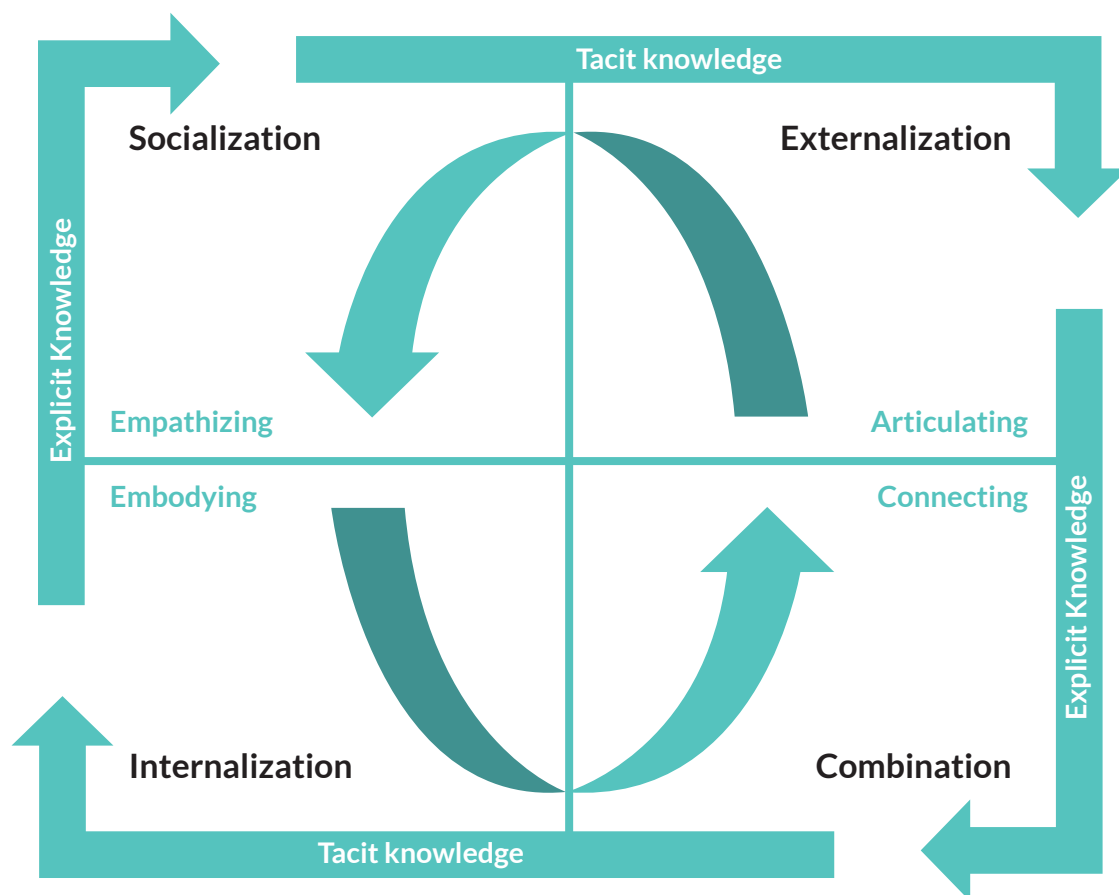
As Nonaka, the Japanese business guru shows, knowledge can be divided into two aspects:

- subjective and experiential knowledge that can not be expressed in words, sentences, numbers, or Formulas (context-specific), such as cognitive skills, which include beliefs, images, perspectives mental models or technical skills such as craft or know-how,
- objective and rational knowledge that can be expressed in words, sentences, numbers, or formulas (context-free) such as through a theoretical approach, problem solving, manuals, or database.

It is this subjective and experiential knowledge, which has the least recognition in the present world. It is composed of our emotions, likes and dislikes and needs to be brought into the forefront, as it teaches us a lot about whom we are. ▶

Socialisation:

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Exercise 1

Close your eyes and relax. Sit alone. Think about where we are, what the place is like, whether we like it? As you relax listen: to what is outside the room, inside, and then, if you can, inside yourself...your own heartbeat if you can. When totally relaxed choose in your mind one of the persons in the room. Imagine you know that person. Then open your eyes and sit in front of that person. Look into the eyes of your partner, use no words but communicate. Try and do this for as long as possible.

Then take a piece of paper and without stopping to look at that person draw her/his head or face without looking at the piece of paper. When you have finished present the drawing as a gift to the other person.

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This is typically a socialisation exercise based on mutual communication. It resembles the basics of for example dancing the tango. We all know that the tango has a commonly known sequence, each step has to be made together in pairs, that the tempo must be heard and reacted to at the same time, the balance depends on this togetherness. The eyes also play a very important role in tango, as they link the two persons together othewise than the hands and movements. But if we don't hold each other, the dance will end on the floor. In our social professions the situation, if you analyse it, is exactly the same, be it between collegues, in a team, or with clients.
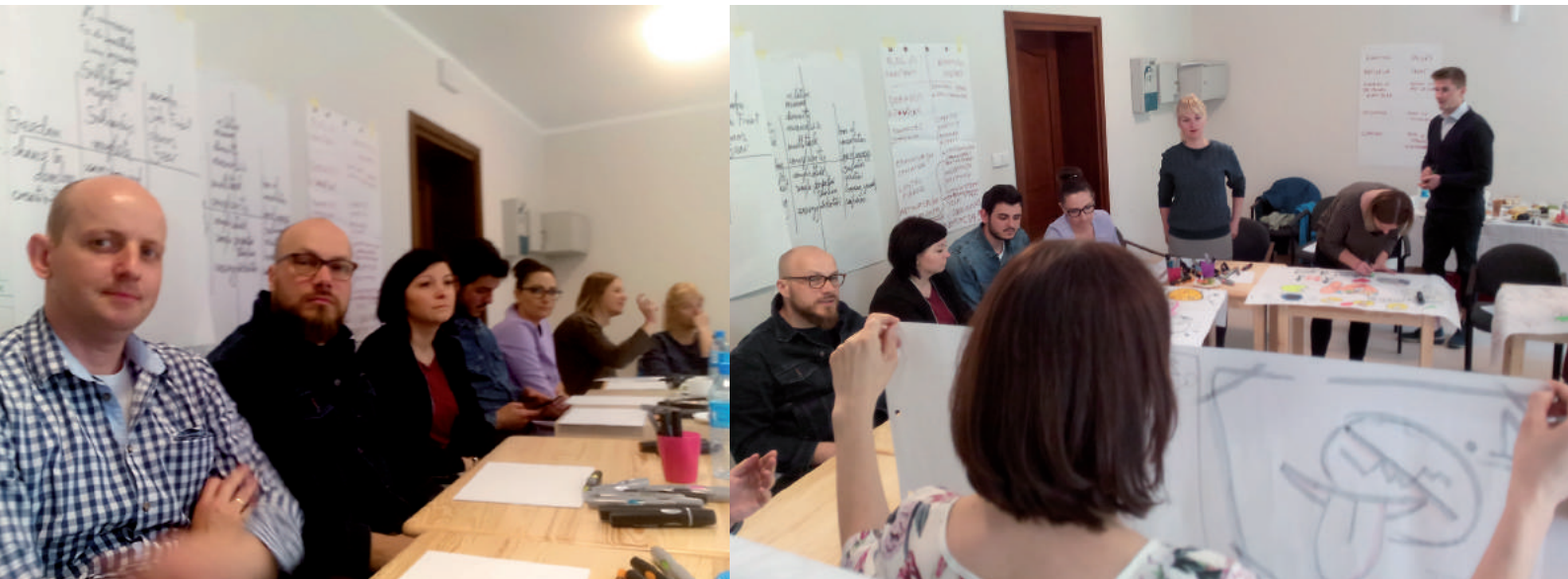
Externalisation:

If socialisation allows empathy to be the dominant factor, externalisation depends on what we want to or have to communicate. Therefore we have to come to terms with what we want to do: do I control and want to control? Do I develop and want to develop? Why am I who I am? For what reason do I like my profession? How do I feel on Friday afternoon after work?

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Exercise 2

Find a new partner. Explain to him your position on these questions (10 mins).
Find another pair, exchange (15 mins).

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However we cannot answer these questions in a "once and for all" way. Life continually produces new challenges and we should consider that externalisation will always be swaying, if not changing. This is particularly important in our attitude to change, where the following permanent features can allow us to understand more clearly what is happening;

- Stability (I do more of the same to achieve more)
- Functionning goes wrong (I do more of the same and achieve less)
- CRISIS
- Confusion (I should act differently but I don't know how?)
- Renewal (I see many possibilities to act differently – I disover them ...)
- New stability (I do differently and achieve succes once more)

Clearly a crisis contains a „liberating" potential which is useful in learning new situations.

Internalisation:

To be able to externalise, we must know what is inside us. This is the function of internalisation, which often could be said to encompass our roles and our values.

Exercise 3

In groups describe your roles (the functions that you have) and see together on what values they are based. Each group produced two columns - functions (roles) and values.
Write up all the functions and values on flip charts and compare them between the groups.

However internalisation is not so simple. Let's try and see what it is composed of. A French philosopher Patrick Viveret has said:

„Mankind must mature to the art where it's humanism will grow...it's a cultural project, political and economic, as an answer to the radical crisis of the existing system."

The **quality of life** depends on how we live our lives and how we respond to basic challenges such as being in phase with my profession and not my work, or being in phase with the project of our life, by giving sense to our activity, by moving away from the idea of productivity...

DFor individual persons the question is: **What am I doing with my life?** In order to be able to answer we must dig deep into our values, those which in fact define us and can play a determining role in our lives. The great Mahatma Ghandi once said many years ago:

„An economic system which ignores or destroys moral values is unjust. The promulgation of the „non violence" value/law into the economic sphere signifies nothing else but taking into account moral values in the rules and regulations of international trade. "

This we can see how really important moral values are and that their lack causes really serious tensions in the world. But whatever our values are, they in themselves are not sufficient. They must be put into practice and this is done by **doing** and not **talking:**

„The basic element which shows whom we are is „our life", the doing element, the actions which transform our lives: all the rest are just declarations, only doing counts. That's all that remains." (A.Mage)

With established values and the will to do, we can however make mistakes, if we do not add the quality of being responsible for our acts. For A. Mage this is very difficult in today's world, as we have not raised our children really honestly. He says that the young cannot live on the basis of false values, which we have transmitted, they have to leave the area of consumption, which we have drawn them into, they have to realise and promote the idea that we cannot continue in the same way – eg. One person dies from tuberculosis every 30 seconds...that is unacceptable. How – asks A. Mage, creator of hospitals for AIDS victims in India - can we live knowing about this or in such a way as if we did not know this? A responsable dialogue has to come about between generations, without concessions, so as to create a common vision of our planet, he adds. ▶

Daniel Coleman, the author of "Social Intelligence" indicates, that to build responsible relations in whatever sphere, we must go into a reflexive state, in order to find out **how we are living our lives:**

*„When we contact someone face to face (voice to voice or skin to skin) our social brains get linked… the ease with which our brains link up is incredible, sowing emotions like a virus. Relations with others take on a new meaning, so we have to think about them in a radically different way than up till now. The implications are outside of all theories: they force us to judge **how we are living our lives."***

Exercise 4
Discuss these important elements, if you agree that they are important. How can you use them, put them into practice, in order to produce change, for yourselves, for and with others?

Innovation as a spiral (Socialisation, Externalisation, Combination and Internalisation):

Nonaka, in his vision of knowledge, manages to give us a the model of a never ending spiral, which starts by empathizing with the reality through actual experience (Socialization), condensing the essence of awareness into concepts (Externalization), relating the concepts and systemizing them (Combination), which creates value in the form of technology, products, software, services and experiences and embodies the knowledge (Internalization), and at the same time stimulates the emergence of new knowledge in the organization, market and environment, and spirals up to the Socialization step. ▶

Tacit →

Sharing and creating tacit knowledge through direct experience

1. Perceiving reality as it is
2. Sensing and Ephathizing with others and the envirinment
3. Transferring of tacit knowledge

Articulating tacit knowledge through dialogue and reflection

4. Articulating tacit knowledge using symbolic language
5. Translating tacit knowledge into a concept or prototype

Socialization

E
I I

Externalization

E
O I
I G I
I I
I

Tacit (vertical)

Explicit (vertical)

Learning and acquiring new tacit knowledge in practice

9. Embodying explicit knowledge through action and reflection
10. Using simulation and experiments

Systemizing and applying explicit knowledge and information

6. Gathering and integrating explicit knowledge
7. Breaking down the concept and finding relationships among the concepts
8. Editing and systemizing explicit knowledge

Internalization

I G O
E

Combination

E
G
G O G
G

← **Explicit**

I - individual, G - Group, O - Organization, E - Environment

It becomes vital for us all to appreciate and understand the Combination step, which performs strongly, if we are capable of innovating truly and basing this innovation not on one aspect, but on a multitude of threads, many of which will find answers in the changes that will be brought about.

This becomes obvious if I consider, as the reader, that my world (inside me) is linked and partially defined by the external world, with which I communicate (more or less), but it is the capacity to synthesize, innovate and bring together different elements, which allows me to peacefully accept what life offers. The trick is: do I see and appreciate this offering?
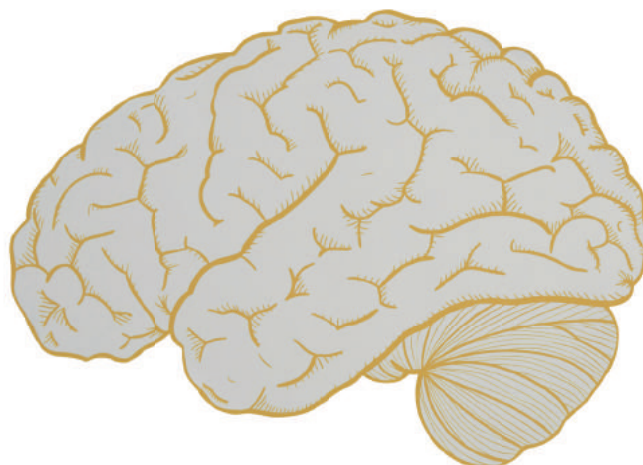
One of the ideas, that included the word self-help in the activity of the Partners in the education field was the philosophy of Kofoeds Skole, that concentrates around "help toward self-help". The idea is known for years, but during the last three years it blossomed and took root in Partnership employees thinking, being visible also in activities. Educate, support, help not to make addicted. This is not a delusion. This is a goal that we should have in mind in the long-term interaction with another person.

Help toward self-help in Kofoeds Skole
A lifeguard or a swimming instructor.

The principle of "Help toward self-help" has been the foundation of Kofoeds Skole since the beginning in 1928. The principle is built on a fundamentally humanistic approach - the ability and needs of all human beings for participation, learning, development, and inclusion. It also builds on the experience that pity might be a dangerous partner in social work.

The expression "help toward self-help" may seem a bit strange or old-fashioned. A more modern way to put it can be "help to self-management" or "to be self-reliant". Or even "empowerment". In this text I have chosen to stick to the original "help toward self-help" in an effort to maintain a central concept at Kofoeds Skole. Being a helper you need both compassion and sympathy for the help-seeker. But you also need to remember the help-seeker's need for being a person in her or his own right. Participation in and contribute to the common good is just as important as or maybe more important than receiving a meal or a shelter. Unfortunately much social work focuses on delivering services and goods to the socially exposed and not meeting the person as a fellow human being with wishes, abilities and resources.

It may be constructive to look at the person seeking help as a person wishing to make a change in her or his life. It is the first step in a new development and our job as helpers is to do our best to support the wish for change. The helper's attitude and expectations are essential for the possibility of success. Often our participants and other socially exposed persons show very little confidence in their abilities. So it is our obligation to show our strong belief in the possibility of progress and development.

At Kofoeds Skole we meet the participant with expectations and demands just as we meet our colleagues, friends and family with expectations and demands. We know that they have been living and coping with their lives before they entered the school. Maybe they can improve their coping, and we surely would like to help them with that. But our help must not leave them inactive and dependent of us.

We demand than the participants contribute in the productive workshops, in their learning and /or in coping with their obstacles and difficulties. Access to services and goods at the school are conditioned by the participant's contribution to the common good. We are well aware than the participants' abilities to contribute are dissimilar. And we carefully put different demands on different participants according to their desires for changes, their assessment of their abilities, and our judgement of the participant's personal options.

Help toward self-help is not a matter of leaving the socially exposed to solely helping themselves. Being in need of help is not – in Kofoeds Skole's view – an individual problem. During our lifetime we all need help from others: parents, friends, education institutes, heath care, financial institutions, pension institutions, unemployment benefits and others. Some need a helping hand occasionally, others need it on more sustained terms. It depends not only on your own responsibility but also on your social conditions (ex. family and upbringing), educational level, access to supportive networks, health status. Being members of society we have the right to expect help when needed in whatever form it is provided. However, we also have the right of self-determination in judging what kind of help we need and how to make use of it.

In a book written by the former principal of Kofoeds Skole, E. Geert Jørgensen, he describes his meeting with the founder, Hans Christian Kofoed, and his way of implementing the principle of help toward self-help. This description is part of our stock of anecdotes telling essential stuff about the school, historically and contemporary. ▶

"I clearly remember the evening when sacristan Kofoed told me that he had no qualms putting the lid on full pots, even if there were starving unemployed men in the dining hall, mind you, only if they were people who still had not understood or accepted the central principal of rehabilitation – first contribute, then reap the rewards. "

"The personal effort was not only work in the traditional sense of the word, but first and foremost to bathe and lauder your clothes and listen to a lecture on some topic. This trinity: personal hygiene and spiritual and physical labor, all three factors considered equally important, is simply ingenious and original – maybe not in theory – but in practice. And sacristan Kofoed was quite adamant about this issue – yes, one might even say that he exhibited a scientific approach and the scientist's rigorous execution of the experiment taking no notice of immediate emotions and cheap sentimentalities."

"It was this attitude that shocked me, because I knew many people – myself included – would give in to the temptation to be the understanding and loving helper, who would not let a distressed fellow human being walk away hungry and disappointed. It was clear to Kofoed that such action would be nothing mOre than a mock solution and he had the moral courage to reject the compromise and with the cheap role as good Samaritan. Underlying this attitude was deep understanding and true empathy for the people he wanted to help. He possessed an artist's intuitive knowledge of people and their real needs and he used it every day."

Is help toward self-help then always the right principle? Yes, according to a former member of the management team at Kofoeds Skole, with the exception of people being in a acute stage of crisis. In that case they are not able to act self-reliant.

But our help is differentiated.. We need to talk to the participants about their need for help, about their wishes, dreams, how to overcome obstacles and how to obtain their aim. We contribute with the school's offers of participation and our professional knowledge, but the decisions of what to do and what direction to go belong to the participant.

Including the users in the educational process

We've noticed the need of including people, that we support in the educational process during running the project on many levels. Beginning from David from Aarhus and Paweł from Wandzin, who were going out of homelessness, providing the poverty walk service, through the Self-Help Movement in Gdynia, which runs an Information Point, makes workshop and educational meetings to organization SAND from Aarhus, which is the „organizational" embodiment of the self-help idea, but also an example of including the users in the process of planning, carrying out the services and educational activities. This is significant also in the context of gained skills. Adaptation, which can take place in the known and friendly environment. Few examples below: ▶

Self-help movement in Gdynia

EX-IN – experienced involvement is a concept, which main idea is to include people who experienced mental crisis as partners and support in mental health treatment and education. Their experience is a very precious and one of a kind source of knowledge about mental illnesses. From 2016 to 2018 Municipal Center for Social Services in Gdynia ran a project "Experienced Involvement" which aim was to train people who suffered from mental illnesses to become experts able to use their own experience to help and educate others. A group of 20 people took a 12-month special course "Ex-In", which consisted of theoretical and practical training. They were also provided with professional support of counselors, psychologist and job coach. After completing the course, internship and making a portfolio, they became certified experts. During the project some of the participants, in cooperation with professionalists, started to take part in workshops educating social workers, students of humanistic studies, other patients, families. This initiative is still continued. Project participants were also involved in many events aiming to broaden the knowledge about mental health and preventing stereotype threat. After the project the participants formed a non formal self-help movement, where they share their experiences and support one another. A recent initiative is an information point where en expert works in cooperation with a professionalist. The aim is to provide information that is a combination of professional knowledge and the experience of recovery.

SAND - The Danish national organization for homeless people

SAND is a user organization for the homeless or the formerly homeless in Denmark. We speak the case of those who otherwise have nobody to speak their case. We provide a social and political platform for marginalized people, and actively support the establishment of tenants' councils in all hostels for the homeless. Representatives from the tenants' councils gather regionally in the regional SAND committees. The regional committees work on a local level and several have close connections with local politicians, and are asked for advice when decisions within our field need to be made.

SAND's board consists solely of users and all regional committees are represented. The board lay out the overall strategy of the organization in collaboration with the secretariat, and set up various working groups, e.g. women and homelessness, international issues, alternative housing etc. in which all volunteers are welcome to participate.

The secretariat is the umbrella covering all the regional units and helping out where needed. We arrange regional meetings for the committees, we kit them out with information and knowledge, and we arrange education and courses for our volunteers and other homeless people who might be interested. Furthermore we publish a monthly newsletter which is distributed to all hostels throughout the country. App. 150 presently or formerly homeless do volunteer work in SAND.

COMFORT ZONE – try to jump out !

Getting out of the comfort zone accompanied us during job shadowing and seminars. This is one of the most frequently used expressions in the area of competence development. "In order to develop, first you have to get out of your comfort zone" – said participants most often. We add a brief description of the concept, written by Lev Vygotsky.

Lev Vygotsky – Zone of proximal development (ZPD)

Comfort zone:
Can do
No learning

Discomfort zone:
Can do with guidance
Learning
ZPD

Panic zone:
Cannot do
No learning
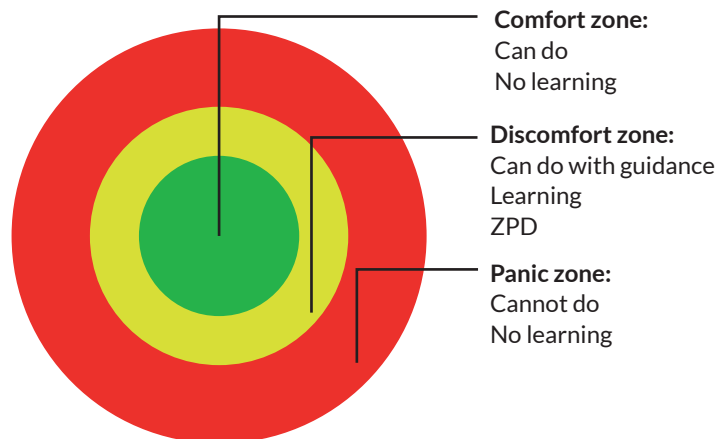
The zone of proximal development was defined by Vygotsky as... the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978, p. 86, originally Vygotsky, 1935, p. 42)

When creating space for growth and development in connection with employee exchanges, the staff leader and visitor's hosts can use Lev Vygotsky's Zone of Proximal Development as a tool They may travel alone to a foreign place and therefore it may be difficult for the participant who is in the yellow zone where everything is new and where the participant cannot draw on previous experiences
For example, conversations may occur in a foreign language and therefore extra energy must be used to decode this. Here it is important that everything practical is in place - such as a place to live, food and a transparent plan for the stay itself.

It is an advantage to set aside an expectation vote when the participant has landed. Longer in the process, it can be adjusted so that the participants can stay in yellow zone and do not land in the red zone where there is no learning. Here it is important to have a suitable disturbance that causes the participant to reflect on his practice with the new self-esteemed angle in social work.

Both before, during and after a trip, the chart can be used to take the temperature of the participant in relation to learning. The program can be adjusted according to whether the participant is in the green, yellow or red zone. When the participant returns to the workplace it is important that the manager is aware of giving room for the new learning.

That learning must be translated and adapted to the reality of the place. This can be perceived as impossible - in other words, red zone. Or as a green zone - what we already do, which does not give anything to either the participant or the workplace. Give time and space for the participant to be insecure and trying for a while until the new learning has fallen into place and become part of the work on the spot.

Keep in mind that there is a lot at stake when we are out of our comfort zone. It is in terms of personal, private and professional. It is there that we learn. Make room for this learning.

Visual thinking

The aim of the workshop "Visual thinking in communication in motivation" was to introduce the participants to the opportunity to use an additional communication channel, which is visual thinking and activation of imagination and creativity. This is necessary in this process in order to use it in everyday life.

Assumptions:
- learning about method's theory, activation of imagination and creativity
- exercising sketchnoting in order to use it in everyday life

Effects:
- getting rid of the belief, that "I cannot draw"
- hand's gymnastics - introduction to the further improvement of the drawing skills
- getting familiar with visual thinking subject
- discovering the possibility to use it in practice, for example in communication in motivation
- visual part of the brain stimulation
- learning about tricks and techniques to make visual message more attractive
- the poster with communication rules, made by particular teams

*****Sketchnoting** is a form of memorizing support by putting the information to a visual shape, by making drawings, sketches and daubs (following Mike Rohde's, the author of The Sketchnote Handbook definition it is a mixture of handwriting, drawings, handmade typography, shapes, visual elements like arrows, boxes, lines.*

If you're interested in Visual Thinking, enter the website. There you can download a free doodling course.

www.iqdoodle.com
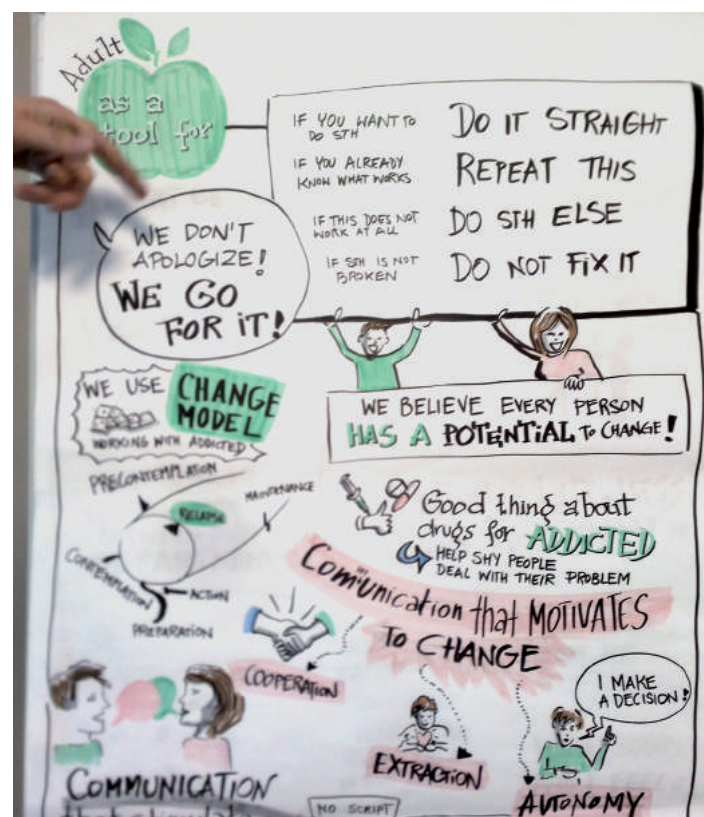
The seminar "Communication in motivation" as an example of planned educational process

The idea

Meeting new people, that don't know each other in a place, that is new to everybody, gives goosebumps. It can be excitation, concern or inspiration, or all together. The idea of Life Long Learning gives rather untypical methods of learning and conveying knowledge. Every meeting is different, because people are different.

Preparation

The process of preparing this seminar was an exceptional task, its assumptions are based on the context of participating institutions, the participants, the countries where they come from, but also on the tasks accomplished by the participants, their professions and preparation.

The preparing team decided to treat the seminar as an opportunity show the advantages of the place where it happened, treat the participants as people who come with curiosity but also limitations, but also as an opportunity to build an exceptional plan, that will respond with the participants' needs. So this event was divided in 3 layers.

The basic level includes meetings with professionalists, based on their knowledge and experience, which can be noticed and used as a separate parts of the seminar. When speaking about the workshops, there are descriptions, exercises and effects. In this way we can use them in a different situation, including the context of the whole seminar. On the next level we put the participation in the seminar, having in mind the participants' abilities. Each day was planned with consideration of following one. Each meeting was supposed to be connected with the previous one, make people familiar with the place, integrate, open to their own experiences from the communication field, deepen the relations in teams, gain knowledge about motivation and consider creating a model of motivation for further work, ending with reflective journey encouraging to exchange loose thoughts and to set experiences of the previous days in order.

The last layer was connected to Life Long Learning idea and exchanging knowledge through sharing experiences. Everyone has a right to gain and share knowledge. What seems really important in this process is to create a friendly atmosphere and space. We didn't care about the age, position at work, sex, language skills – the basic assumption is inclusiveness and creating common space to share knowledge and experiences.

So this was the story about how we got the plan, which was drawn by Jarek Józefczyk.

Graphic: Jarosław Józefczyk
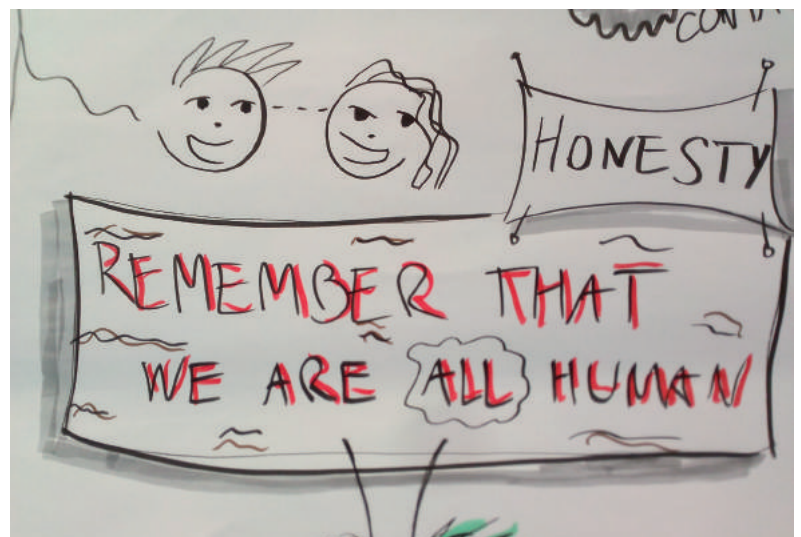
And how did it go? ▶

Wandzin tour

The first point on the schedule was getting some information about the Association Solidarni Plus. Our guide in Wandzin was volunteer Paweł. We could learn about the specific educational activities for people addicted to alcohol and psychoactive substances

Good practices

Workshops began with presentation of good practices

Who am I? session

After the presentation an exchange of experiences we were ready for first workshop session, moderated by Piotr Wołkowiński: "Dialogue and communication toward motivation to change", based on being active, dialogue, but mostly compassion and asking existential questions: who am I? Where am I going? What is the quality of my life? The first session opened the space for finding answers to these important questions in a personal perspective, being ready to and motivated to cooperate.

"Me and us!"
The aim of knowledge is to get to know ideas. Creativity – going above what can be known.
Erasmus seminar Wandzin-Poland
Piotr Wołkowiński
15/05/2017
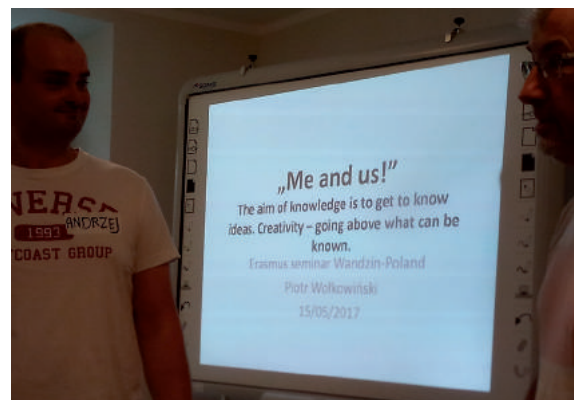
Visual coaching

Visual coaching method and its role in communication is another workshop held by Anna Szczepkowska. During the workshops we paid attention to usefulness and effectiveness of picture communication, which is often useful in the planning tasks with colleagues, clients or students. The participants improved in the art of picture writing, learned mind mapping and expressing themselves though drawings.

Communication farming

If you need to consider something, think that it might be worth to act. That's why after two exhausting days we organized a field game, which connected physical and intellectual activity in a sensible way. Making it short: not only heads "were on", but also legs. Communication farming consists of 3 tasks, which include motivational dialogue, cooperation, building relations and community spirit. Making totems, motivating a stranger met in the woods, common poem writing, saving an egg from a view point – what does it have in common? Finally we overcame difficulties, that stood in our way to effective cooperation to finish the game.

In the end all three groups made food together, in Master Chef style. We didn't have scallops and controversial dainties Foie gras, but cooperation, a lot of laughter, salads, kebabs, and the common meal listening to a music band ZOL Band.

Motivation in organization
The next day Bartek Karcz made a big piece of good work, running an interactive workshop, reffering to cooperation and empowering motivation in organization. Personal experiences were filtered through communication and motivation models.

Reflection trip
Our brain need space to arrange and tidy up knowledge. So a bicycle trip to the Bory Tucholskie forest was a great occasion to give our brains the space to work on streams of consciousness and knowledge, that appeared between our heads. Besides, it was a great introduction to evaluation and drawing conclusions from the common meeting.
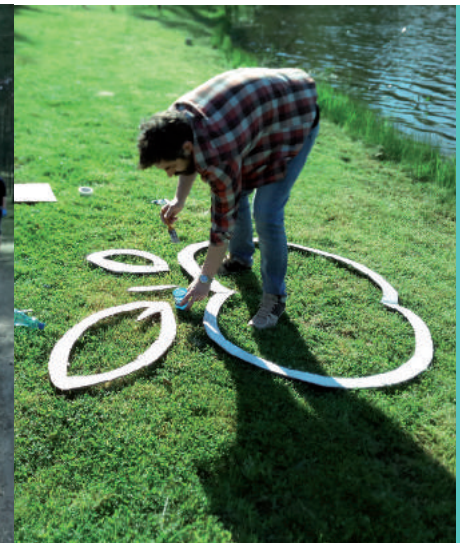
The last day was to sum up.
Conversation is the basis. We all left glad about the time we spent together on learning, exchange of knowledge and experiences in the area of communication in motivation, both between employees, but also educators and services' receivers. Seminar "Communication in motivation – theory and everyday practice in the process of social inclusion" is finished. Three terrific moderators – Peter Wołkowiński, Anna Szczepkowska and Bartek Karcz, several engaged participants, 50 hours of workshops combined with theoretical introduction, gulf of knowledge, sea of experiences and ocean of questions, which we don't entirely try to find answers to both in personal and professional life. And above all, a solid plan.

**Performance
– the art of common creation**
How to find motivation to work at midnight? Set the common goal. We found it by working on the campaign popularizing our meeting in Wandzin. We worked on big logotype from cardboards and painted it until midnight.

The history and how it all began

A Living Library (known also as Human Library) is a specific type of discussion that aims to break down prejudices and negative stereotypes. The concept of living libraries originated in Denmark, where the NGO „Stop the Violence" organized its first living library during the Roskilde 2000 festival, which ist the largest Danish music festival. This action had quite a big response among festival visitors and the positive experience has not gone unnoticed. The Youth Center at the Council of Europe in Budapest has agreed with the organizers of the Sziget 2001 festival (the main and most famous festival in Hungary) on organizing another festival living library. Since then, the living library project has become part of many public events and major festivals all over the Europe.

According to the concept of the first organizers of living libraries, books are represented by diverse people who can contribute to promoting tolerance and acceptance from different perspectives. With the gradual spread of this method, we can also observe organizing theme-oriented living libraries (for example topics like immigrants, gender equality, imprisonment, Roma community, religious tolerance...).

Roles in living libraries

The Living Libraries method uses the specific terminology inspired by regular libraries. Roles of every living library include living books, readers and librarians. Living books are people with strong personal stories and experiences who are willing to share their experiences. The role of living books is to tell their personal story or life experience to readers in non-formal discussion. The discussions are conducted in small groups and in open way. The ideal scenario is a discussion between one living book and one reader, respectively a smaller group of readers. It is the very possibility of direct discussion between people who would either have never met or have not had the opportunity to get to know each other, that enables mutual understanding and has the potential to influence the formation of values of accepting of otherness and empathy for the problems of other people. The crucial factor is that this method is not a lecture to a larger number of people or a monologue, but that librarians are trying to create an atmosphere favorable to the most open conversations where the books tell their story and readers have the opportunity to ask what interests them. Readers are people who come to the library and are interested to hear the stories of living books. The readers are expected to respect the rules of living libraries and to be interested in the stories of living books. Librarians have the role of coaches preparing the living books for meeting with readers and they also have the role of event organizers and ongoing living library coordinators.

Course of Living Library

Living library consists of three phases - living books training, living library itself,meaning actual „rading" the books by readers and evaluation. The very meeting of readers and books is preceded by training, i.e. the preparation of living books. Books must learn to tell their stories in a fetching way and in time limit, they have to be prepared to answer different types of questions by readers and they must be emotionally resilient, but that does not mean that they do not involve emotions into their talking. On the contrary, it is emotions that give their narration a power of authenticity and truth. However, living books must be able to control their emotions, manage their own, perhaps even traumatic memories, and handle various situations that readers can cause, including intentional or unintentional attacks against them or groups of people they represent. What helps the living books within the preparatory phase, is the realization of their life milestones that shaped them, and the narration of their story to other participants in the training and their feedback. At the end of the training, the living books make a poster with self-presentation and eventually also with photographs. Posters serve to allow librarians to present living books to readers before reading the book. In addition, living books, along with librarians, will prepare the rules of a living library to guide readers' behavior.

Upon opening a living library, librarians familiarize incoming readers with the rules of the library, require explicit readers' consent to follow the rules, and present living books to readers through posters and the information they have received from living books during training sessions.

What follows is the the actual „reading" of living book by readers, meaning their meeting and discussion. During reading, librarians monitor whether readers follow the rules of the library, especially whether they treat the book in a decent and nice way book or do not engage in verbal attacks on books. After the reading, readers can leave a written note for the the book they have read, or they can fill in a questionnaire on what feelings they have encountered while reading the living book. Likewise, a living book can record the key moments from a meeting with readers. ▶

After the reading, readers can leave a written note for the the book they have read, or they can fill in a questionnaire on what feelings they have encountered while reading the living book. Likewise, a living book can record the key moments from a meeting with readers.

After the end of the living library, it is worthwhile to evaluate a living library with readers and also separately with other living books. The role of experienced librarians is to lead the reflection so that the experience with the living library is enriching for everyone involved. It can help the readers get to know intersting people and their interesting life stories, develop their sensitivity in relevant topics, avoid hostile expression ... Living books can benefit from participating in this type of discussion in reflecting their own experiences, in empowering themselves and in receiving a feeling of acceptance by the majority, which is especially valuable for marginalized and socially excluded people.

Forum Theatre as an educational method

By Jarek Rebeliński

When I've worked with various groups for the last 20 years, I was always interested in what opinion and fears have the participants of classes, working on the role, performance, etude, improvisations. How do they react while working with their bodies, emotions? How do they cope with difficulties, where do they find the strength to overcome it. The subject of strength and power became an exit point to understand what theatre is during working on oneself. It is not just an art. It does not just improve competences and skills. It always leaves a mark in participants. This mark creates a space to inner dialogue on who I am, what I can or what I fear.

Augusto Boal sacrificed all his adult life to the concept of giving the strength to change. Creating the Theatre of the Opressed, and consequently Forum Theatre, he asked, what to do if you cannot be who you want, you cannot do what you want. How do you react in the oppressive situation? Aren't you accidentally oppressor for yourself? Since I've been running workshops and making "forum" performances, I have a clear example, that participants learn to be stronger in situations, where they become offers. This happened when I worked on a performance with teenagers from primary school no 16[1] .

We talked about peer violence, which resulted in, that a person who experienced it left the role of the offer and became the opressor. Understanding those mechanisms by the young people helped to break the chain of events. Where to find strength/power to oppose.

After the premiere of the performance, under the information about the event, I found a comment, which I would like to quote here. It is the best summary of what we achieved: ▶

[1.] More information about performance: www.gdansk.pl/wiadomosci/inna-warsztaty-teatralne-w-gak,a,95426

„I think that something exceptional happened today, during "The Other" premiere. I don't know how to put it in words yet, but I can only say, that educational work against discrimination because of ethnic background got into a new age of sustainable change of attitudes as a result of participating method, where everyone takes responsibility for inner change (including parents and younger siblings of the teenagers)." [2]

Each session of Forum Theatre is divided in two parts. There is the performance in the first one, like in the ordinary theatre. The main character – a person with features similar to the audience, tries ineffectively to solve his or her problems and conflicts, and the audience watches passively what happens. It should be an actual problem for a particular group or community, for teenagers it will be the pressure of the peers, for people with disabilities – difficulties in finding a job. Usually everybody agrees, that the problem exists, it is commonly known, but there is no idea how to solve it. When the performance ends, we meet Joker – a person running forum who asks the audience: "What we've just seen ended unsuccessfully – what can we do to help the main character? How can we change the course of events?" This is how the second part of the forum starts. Performance is played again, but the audience is asked to stop the plot in these moments, where they can find alternative behavior of the main character, which can lead to solve the problem. When somebody says "Stop", Joker asks him to come to the stage and show their idea – viewer becomes an actor.

And here we come to the most important element of Forum Theatre. The viewer is on stage and wants to help the main character, by playing his or her role. The greatest power and therapeutic impact of this process is the opportunity for the viewer to decide what to do. How to help the protagonist. It's not just a statement. The viewer can experience his or her opposition to attitude of the others, who cannot change their attitudes so easily. The viewer-actor learns new things and looks for the solutions at the same time.

Forum Theatre has enormous therapeutic, educational, and creative opportunities. It gives the chance to be in the experience, to gain the skills to be able to solve the problem, look for the opportunities and to choose what is closest to a person. It gives the power and strength to change.

Motivation in organization – workshop

By Bartosz Karcz – SWPS University of Social Sciences and Humanities, Municipal Center for Social Services in Gdynia

Aim of the workshop: broadening knowledge concerning motivation at work, creating motivational model in team, learning about motivational communication style.

Gathering group of different environments, departments or positions in institution is an opportunity to present unique experiences and knowledge about motivation at work. Meeting's aim is: to gain basic knowledge about communication and motivation, exchange of good practices in group, deepening knowledge about challenges, which are ahead of the individual, team or group in different moments of work or cooperation.

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Exercise 1: I am for, and even against

</div>

Exercise's aim: developing relations in the group, insight in one's motives of work, training communication competences

Duration: 40 min

Preparation: empty space in the middle of the class, chairs standing under the walls, sheets of paper with statements: I definitely agree, I definitely disagree, I rather agree, I rather disagree.

Content: Leading Person (LP) conveys information: as you can see, in 4 parts of the class there are sheets of paper with text (I definitely agree, I definitely disagree, I rather agree, I rather disagree) - they will be your attitudes. You will be responding to the statements during the exercise – statements concern motivation in a broader context. When I show you and read the statement, I will ask each person to consider individually, which attitude he or she decides on, concerning the particular statement. ▶

[2] The comment: www.facebook.com/search/top/?q=spektakl%20inna&epa=SEARCH_BOX

Don't talk to each other unless I say we can consult with each other.When you take the particular attitude towards the statement, I would like you to move to the part of the class with the sheet of paper with your attitude. Every person has to choose a place. You can always change your mind, a place – like in our lives – we also change opinions. When we are sure that no one moves and everybody has chosen their place, we begin to discuss why each person stands/sits on this particular spot. You are allowed to change places during the discussion. We speak individually, we do not force anyone to speak and we do not ask other people – we speak only for ourselves.

The game can be more or less dynamic, depending on how long LP will encourage the Participants (P) to discuss.

Questions:
How did you feel during the exercise?
Did you change your minds during the exercise?
What did surprise you during the exercise?

Summing up:
LP collects opinions and impressions of P and gives feedback - about communication (how important is listening and argumentation), about judgments (without deepened knowledge it's easy to judge someone), about insight (potential of one's knowledge and experience).
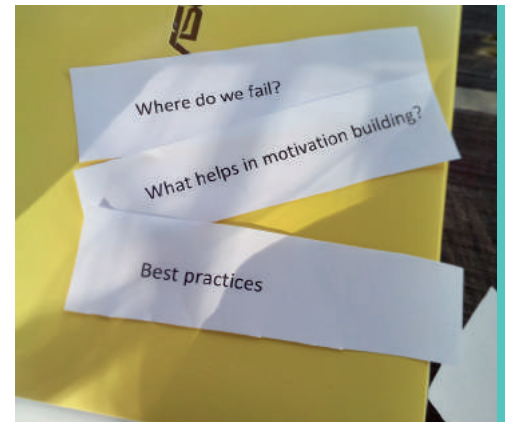
Exercise 2: Motivation as a key to act

Exercise's aim: deepening knowledge on the subject of one's own motivation and motivational policy of the institution/team.

Content: LP encourages P to look for a person who up to this moment he or she got to know the least. The pair's task is to sit in front of each other, answer following questions and then discuss them.
Is there a motivational policy at my work?
What motivates me to work?
What motivates my team?
What can be controlled by me (if there is something like this)
What benefits do I have from my job?
Do I do it independently?
Are my needs satisfied?

Questions:
What are your impressions after the discussion?
What did you learn about your job?
Was there something that surprised you during the discussion?

Summing up:
Sometimes we need a longer moment to think about one's own position at work and what motivates us to do our profession. Insight in one's own motivation enables to plan future activities keeping our will for future work.

Exercise 3: Communication through playing

Exercise's aim: deepening knowledge about the communication in the team

Content: LP asks P to grab a rope (about 6 meters). LP waits for 3 volunteers, who will go out individually from the circle. P will have to inform the team about a task to do (1st person informs about making a rectangle with clipped corner, 2nd person – regular hexagon, 3rd person – isosceles cross), the volunteer gets only the look of the figure to create and pass the task to the team. The group usually follows the instructions, questions can appear after some time, the task's goal is told (what figure is to be made). During the exercise we pay attention to the way the team communicates and in the discussion afterwards P is encouraged to share what supported accomplishing the task and what limited it.

Supporting and limiting factors are written on flipchart to become an indication to team's activity in the future – rules of cooperation in the team.

Feedback Informed Treatment (FIT)

The American psychiatrist, Scott Miller, and his team has developed FIT as a tool to improve the outcome of their treatment efforts. From the psychiatry branch the method has spread to the area of social work, e.g. in Denmark.

Scott Miller's description of his findings, methods and results:

"Feedback-informed treatment or FIT is based on several well-established findings from the outcome literature. The first is: psychotherapy works. Studies dating back over 35 years document that the average treated person is better off than 80% of the untreated sample in most studies Second, the general trajectory of change in successful treatment is predictable, with the majority of measured progress occurring earlier rather than later. Third, despite the prove in both the engagement in and outcome of individual episodes of care. With regard to the former, for example, available evidence indicates that as many as 50% of those who initiate treatment drop out before achieving a reliable improvement in functioning. With regard to the latter, significant differences in outcome exist between practitioners. Indeed, a large body of evidence shows that "who" provides a treatment contributes 8 to 9 times more to outcome than "what" particular treatment is offered. Such findings indicate that people seeking treatment would do well to choose their provider carefully as it is the therapist – not the treatment approach—that matters most in terms of results. Fourth, and finally, a sizable portion of the variability in outcome among clinicians is attributable to the therapeutic alliance. For example, in a study involving 80 clinicians and 331 clients, reported that it was therapist variability in the alliance, rather than client variability, that predicted outcome. In other words, therapists who on average, formed stronger alliances, performed better than therapists who did not form as strong a therapeutic engagement with their clients.

Taken together, the foregoing findings indicate that real-time monitoring and utilization of outcome and alliance data can maximize the "fit" between client, therapist, and treatment. With so many factors at play influencing outcome at the time of service delivery, it is practically impossible to know a priori what treatment or treatments delivered by a particular therapist will reliably work with a specific client. Regardless of discipline or theoretical orientation, clinicians must determine if the services being offered are working and adjust accordingly.

Two simple scales that have proven useful for monitoring the status of the relationship and progress in care are the Session Rating Scale (SRS), and the Outcome Rating Scale (ORS). The SRS and ORS measure alliance and outcome, respectively. Both scales are short, 4-item, self-report instruments that have been tested in numerous studies and shown to have solid reliability and validity Most importantly perhaps, the brevity of the two measures insures they are also feasible for use in everyday clinical practice. After having experimented with other tools, the developers, along with others, found that any measure or combination of measures that take more than five minutes to complete, score, and interpret are not considered feasible by the majority of clinicians, Indeed, available evidence indicates that routine use of the ORS and SRS is high compared to other, longer measures (e.g., 99% utilization rates of the ORS & SRS, versus 25% utilization rate of the Outcome Questionnaire-45).

Administering and scoring the measures is simple and straightforward. The ORS is administered at the beginning of the session. The scale asks consumers of therapeutic services to think back over the prior week (or since the last visit) and place a hash mark (or "x") on four different lines, each representing a different area of functioning (e.g., individual, interpersonal, social, and overall well being). The SRS, by contrast, is completed at the end of each visit. Here again, the consumer places a hash mark on four different lines, each corresponding to a different and important quality of the therapeutic alliance (e.g., relationship, goals and tasks, approach and method, and overall)." ▶

Learn more:
www.scottdmiller.com
www.youtube.com/watch?v=PjW6310SmjE

Graphic drawing from seminar in SORO
by Jarek Józefczyk

FIT at Kofoeds Skole

The FIT approach suits our fundamental method of self toward self-help in its focus on the necessity of supporting the participant in being an active subject in decision making concerning the given support. Our human approach states that
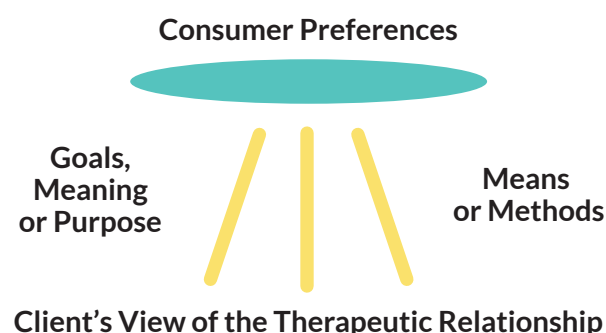
- Individuals are experts in their own lives and processes. The social workers starting point is the persons own definition of the problem. The starting point for our conversation is always the student's definition of need. We do not "force" the student a conversation, they do not want or are ready to have.
  A fundamental element of our interaction/ conversation with the students is holistic –the analysis and clarification of the individuals multi-faceted life. What roles and in what systems does the student move around? Which resources are we able to find - both internally and in the students' network? How can we specifically advise the student in relation to the systems, that they exist in. Karen Blixen once wrote something like: You are free when you are able to understand and love the laws of which one's existence is subject to.

- Relating is the primary element of our work. Confidence and trust are essential elements in the dialogue, where we put reflective questions. Many students are not used to dialogue or reflection on their own thoughts and actions, which is why dialogue can often be vulnerable.

- People develop through interaction. Identity is contextual and man is an active creator of his own life. The individual has his own ability to interpret and innovate. We consider giving the students identity value, one of the most important tasks we have. To reflect on the different roles with the student. To seek new roles, or to add good roles more weight. This can only be done in cooperation with the rest of the school / community. External awareness inspires individuals to discover new opportunities in their own lives.

- The social worker helps to realize the possibilities for self-determination within the given social framework. We work with an unusually wide range of people. This leads to an even greater need for neutrality and relativity. We can not - professionally - allow ourselves to have attitudes on cultural and social values. We must focus on the student and his or her individual journey. We do not have an authority role. We aim -through dialogue -to create appropriate movements of the individual who wishes change. This often happens over time. We are loyal to reality / systems, but seek to "exploit" the existing system to the fullest. This requires solid knowledge of legislation and opportunities.

Our experiences with the FIT method.

The team of social workers at Kofoeds Skole, Copenhagen made a pilot project aiming at gathering new knowledge of how to work with FIT. We saw it as a good opportunity to measure how the participants accepts our counseling and whether this makes a significant difference.

The first results after a rather short period of working according to the FIT methods are that our colleagues appreciated our effort to work in a systematic way (everybody likes documentation of results). Our team meetings gained in quality because we were working according to a common foundation, and we are able to take part in debates with other social organizations working according to the same foundation. When we introduced the FIT to the participants, a majority did not seem to understand the point of it and asked for "ordinary" counseling. We had connected the use of the FIT to a series of talks (8-10) in order to get more data on the pilot project. So maybe some of the participants turned our proposal down because they did not want to take part in more talks.

So we needed to adapt the method a bit. We have chosen to build relation with the participant before we introduce the FI. This is actually contrary to Steve Miller's guide. We will work on our introduction to the participant, and how we inform our colleagues of our wishes to build a stronger culture of feedback. And we will continuously use the feedback from the participants to work systematically in our learning as a team.

Consumer Preferences

Goals, Meaning or Purpose

Means or Methods

Client's View of the Therapeutic Relationship

The wheel of change (transtheoretical model of change) is an integral part of the philosophy in Wandzin. Using this method can enable to make changes in various life areas, but it's also very effective in working with addiction. Thanks to this approach in therapy, clients can easily verify their defense mechanisms, which supported the addiction. This means that these people can make a conscious decision about the change in their lives.

The method states, that everybody is able to change. What each person needs is their own motivation and tools gained in the therapy process. Looking at the particular levels causes a reflection about one's own ability and responsibility for one's own decisions. These two features enable to see oneself and one's situation in a new perspective with many possibilities. To use this knowledge, a person needs tools, which are made from experience – trying new things, new ways to act. In Wandzin clients learn how to cope with various challenges and check which way is the best one for them.

The wheel of change was created from the need to understand how can an addicted person be convinced to change his or her behavior. The change is enabled by communication, where the client talks about the reasons of considering change: disadvantages of present situation, advantages of change, optimism connected with change and one's own possibilities and the intention to make the change.

The stages of change are useful when a person wants to make the change without help, but also when help of therapist or psychologist is available. No matter if we talk about therapy or a change on one's own, everybody goes through similar phases. Motivation is a current state of a person in this model, it has also influence on stages of change, which the client is currently in.

Precontempletion is connected with lack of consciousness, so at this stage we work on better understanding of oneself, which means that together with the clients we look at their situation and accompanying mechanisms, emotions, beliefs, thoughts and behavior. We make their look more realistic without the evaluation of what is right and what is wrong. It is often connected with education about what addiction is, what are the symptoms and consequences. Afterwards a person has to decide, whether he or she has a problem or not.

On the complementation stage we help the client to decide, if he or she wants to make the change. Continuously, we broaden consciousness by looking at the function of the illness in client's life. We encourage to consider future advantages and disadvantages of not making, but also making the change. When a client makes this balance, it is easier to make a decision which can be considered as best for him or her and not exactly for the therapist. ▶
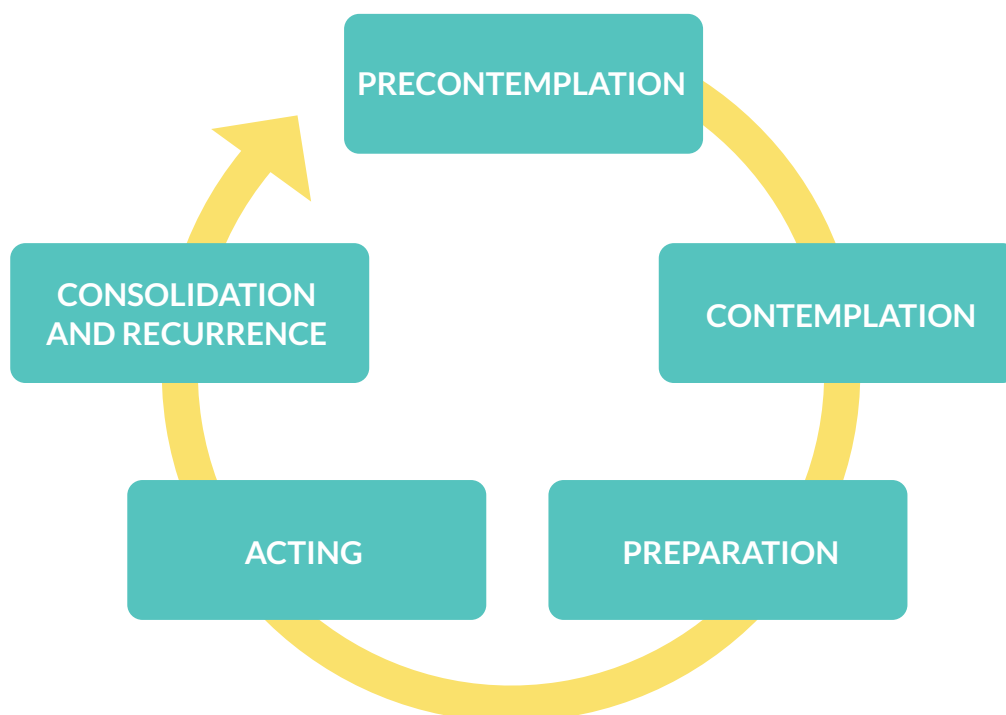
The stages of preparation appear when the client is ready to make changes. We create a map of difficulties and decide, what has to be taken care of in the first place. We build a plan of behavior change divided into smaller stages. The therapist has to support clients independence and the ability to take up decisions, but sometimes we correct unrealistic or unreasonable plans so that the client can achieve goal. The most important is to empower client's motivation and faith that change is possible.

The phase of acting is about learning new behaviors through trial and error method. Client is motivated to work on problematic behaviors, but also, what is very important, learn new behaviors. In the stage of acting very significant is to learn new behaviors, change of conditioning, rewarding and supporting relations.

Maintaining is the last stage, where it is very important to maintain and strengthen the changed behavior and uphold the new schemes (for example behaviors, skills, emotional reactions) and to prevent recurrence. We encourage the clients to experience and take care of the change. But also to shape the younger participants of the community. This stage means keeping high level of engagement, controlling the surroundings, period analysis of advantages and disadvantages of change, realistic evaluation and empowering one's sense of effectiveness.

The solution is the final goal of every change. At this stage problematic behavior is not a difficulty, a temptation or threat anymore. Person who made the change is sure, that the problematic behavior will not come back and it does not need any effort.

We have to remember about recurrence, which can appear at every stage of change. This can mean, that some of the stages are not entirely finished. To continue the process, it is worth to go back to this particular stage, have a closer look and find areas to work on. Working again on a stage which was not completely finished can help to move through another stages more effectively and continue the process of change.

Coaching as a method

Coaching has traditionally been associated with sports. Every top athlete has a coach. In the last few years, coaching has become applicable in every area, in business and in every aspect of life as well as sport.

Now, it is quite normal for someone to see a coach to help them achieve their goals in their life and work. Coaching is a partnership between coach and client. The coach helps the client to achieve their personal best and to produce the results they want in their personal and professional lives. Coaching ensures the client can give their best, learn and develop in the way they wish. The coach need not be an expert in their clients' field of work.

Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to more general goals or overall development.

Put simply, coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future.

International Coach Federation defines coaching as: „Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential"

There is a huge difference between teaching someone and helping them to learn. In coaching, fundamentally, the coach is helping the individual to improve their own performance: in other words, helping them to learn. The essence of coaching is:

- to help a person change in the way they wish and helping them go in the direction they want to go.
- to support a person at every level in becoming who they want to be.
- to build awareness empowers choice and leads to change.

It unlocks a person's potential to maximise their performance. Coaching helps them to learn rather than teaching them.

Learning by playing – farming game in Wandzin

The educational process should consists of various methods, that can make it more attractive and enable to include participants in activities. During our journeys, we saw social gardens in Gdynia, green vegetable gardens with beehives in Kofoeds Skole, we planned and ran a farming game during the seminar in Wandzin. The description is below.

Farming game

Participants are divided into four groups. There are four tasks to accomplish. 30 min for each task. Groups draw the sequence of tasks. After finishing all tasks groups met by the lake to take one more special task at the same time.

TASK 1
Artistic workshop: We can use various materials: clay, wood, easel, paints, tools. The task is to make a sculpture or painting picturing the group.

TASK 2
The group has to reach a view point going through ecological path. During the way, there will be some difficult tasks to make, for example catch a fish in the lake or take picture of beaver or crane, make head wreath for everybody in the group. The are patients in disguise on the way – they can advise or disturb. You can communicate with them, but without using words. And maybe one more task on the view point?

TASK 3
A patient needing help, met on the path, who left the resort and stopped therapy or he or she wants to start but he or she is not motivated, ill, unhappy, it's hard to communicate with him/her – the task is to encourage the patient to follow the group and start therapy.

TASK 4
The group is surrounded by forest people. In order to set free, the group has to make three geometrical figures with closed eyes and using the ropes.

FINAL TASK FOR ALL - MASTERCHEF
We set the tables by the lake with the same groceries in baskets. Groups have to prepare food, which we will all try during the barbecue after the game.

Social campaign „Change your head – schizophrenia – do not judge "

"Change your head, change your mind" campaign is aimed to change the way of thinking about people suffering from mental illnesses. It invites to drop the stereotypes in order to understand that people suffering from mental illnesses are the same. The metaphor of "changed head" is a symbol of understanding and tolerance towards people who experienced mental health problems, based on reliable knowledge. The key to above is understanding that people suffering from mental illnesses are like us and the threat of having a mental crisis concerns all of us. Remember: one of four of us had or will have mental health problems!

The main slogan of the campaign is:

**„Odmień swoją głowę – schizofrenia – nie oceniaj!
Learn more: www.otwartebramy.org"**

As a part of campaign, we planned some informative-educational events aimed to Pomerania citizens:

Solidarity Days with People Suffering from Mental Illnesses
Where we pay attention to mental illnesses issues and the need to include suffering people in the local communities. We planned an outdoor events, workshops, open days at institutions and organizations, conference "Open the gates of tolerance" dedicated to promote the community mental health model of support.

First Pomeranian Service Users Involvement Forum for People Suffering from Mental Illnesses
The aim of forum is to exchange the experience of service user involvement organizations in Poland. We would like to invite people who experienced mental illnesses, professionals, students and academic teachers. Forum is created by Tricity service users involvement movement: Experienced Involvement Project, Saint Valentine Association

"The world seen by the Other" – workshops and the "Testimony" lectures
Their aim is to change the existing stereotypes about people suffering from mental illnesses. Dedicated mainly to the youth. A "Testimony" lecture is given by a person who experienced mental crisis.

"Pin" workshops
Art therapy workshops for people suffering from mental illnesses and their families. There will be an opportunity to make your own pin with the campaign motto "Change your head, change your mind".

Tricity Information Point
Aimed to broaden information about support opportunities for people suffering from mental illnesses and their families, running an informative-educational site www.otwartebramy.org, running the campaign

# The world seen by the Other – workshops for educators

One of the tools we resulted in during 3 years work was a workshop concerning mental health within a campaign "Change your head –schizophrenia – do not judge – learn more on: www.otwartebramy.org". The aim of this workshop was to introduce the subject of mental illnesses and disorders, changing the stereotypes concerning evaluation of social usefulness of the mentally ill and building the true picture of people experiencing mental crisis.

The workshop was aimed to everybody, who is interested in the mental health area, pro-social activities toward people experiencing mental crisis, including students, teachers, social workers.

Workshops were planned to last approximately 3 hours and consisted of:

- Introduction – mental illnesses and disorders in figures
- Testimonies – the presentation of a person who suffered from mental crisis. Questions and answers.
- Simulation game - the process of mental illness
- Photo session – "Change your head"
- Evaluation of the meeting and inviting to take part in a competition

The workshops were run by professionalists: a psychologist and therapist and expert by experience – a person with a mental crisis experience.
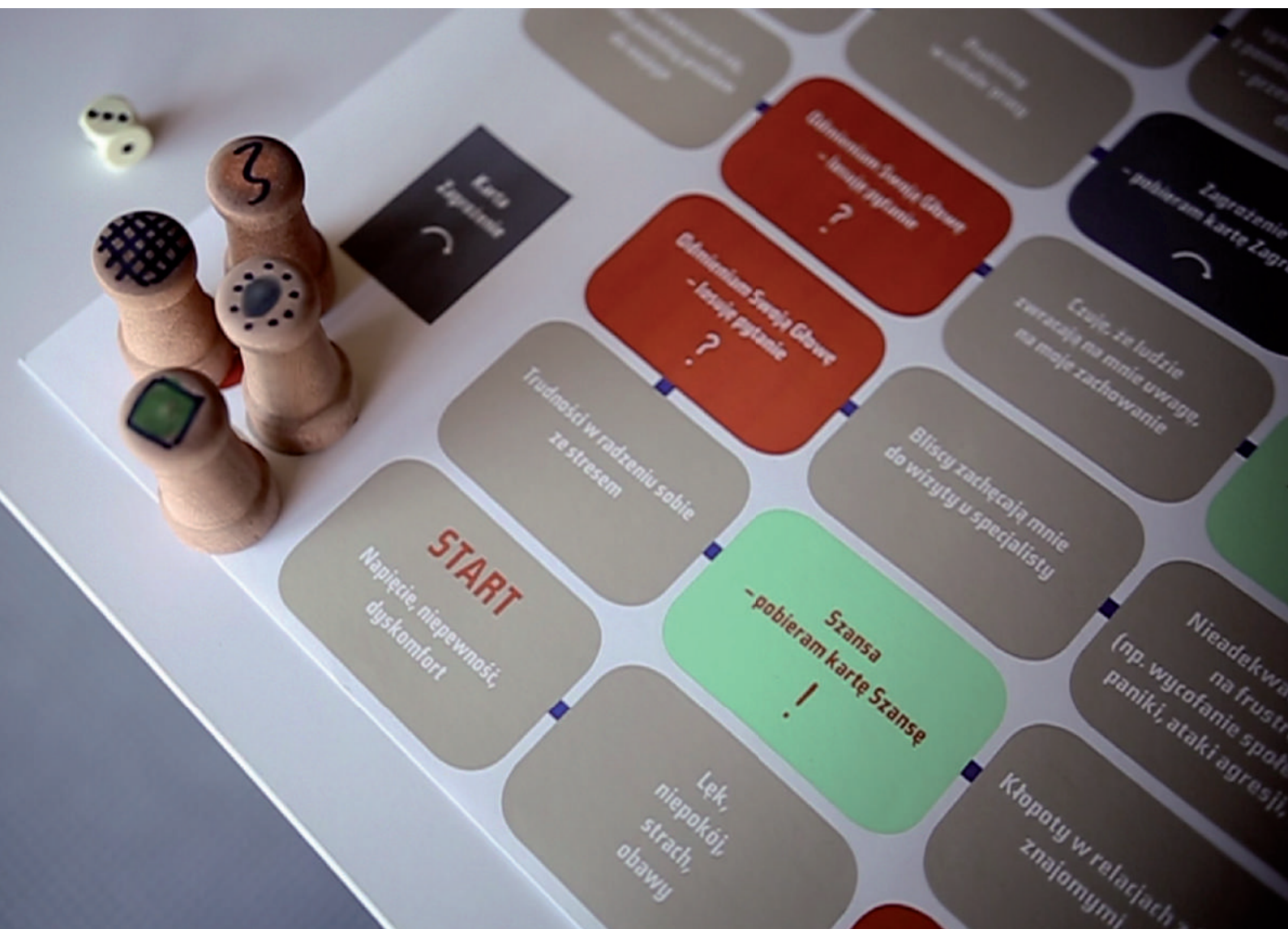
What is Poverywalk?

Poverty Walk is a service which enables to take a walk with a city guide around Aarhus, following the path of institutions and places significant for people threatened with marginalization in Aarhus. The tour lasts around two hours. The tour guide is a homeless person, who shows round places providing services for the homeless from a personal perspective. A participant of Poverty Walk has many opportunities to ask questions coming into mind during the walk. There are few shelters both in the centre and the outskirts of Aarhus. The participants of the project had the opportunity to visit some of them. We were showed round by David. The tours can vary from one another, as well as the tour guides do.

Association's Oplysning om gadeliv aims are:

- Spreading knowledge and information about the excluded by visiting the city with a tour guide, lectures, presentations in primary schools, educational institutions, associations;
- Recruiting and training tour guides and educators among the users of the support system;
- Offering training services in following subjects: IT, Danish, local history and practical skills;
- Enabling the excluded to organize concerts, festivals, sport events, etc.;
- Enabling the homeless and addicted people to state their opinions and solutions in   social debate.

Non – formal education of Roma community

There are several national and ethnic minorities in Slovakia. The Roma ethnic minority is in many ways unique. Roma people do not have their own state. Roma people are subject to social and economic exclusion which stems from prejudices and status they bore since feudalism and from constantly persisting strong prejudice against them.

Part of Roma minority in Slovakia is integrated but majority live in separated and segregated camps with no basic infrastructure (e.g. running water or sanitation). Following the introduction of market economy and new labor market rules, the unemployment rate in marginalized Roma communities is close to 100%. Dependence on social support and the poverty rate, together with all its typical manifestations, is therefore very high. The educational level of the Roma people is low. Children and youth are stigmatized and they lack positive role models. Both the family and the community have no support in education, both material and factual. Parents do not only not provide school supplies for children, but, and that is the main problem, they can not help with the learning process because they themselves have no knowledge about topics children learn.

Despite the enormous effort and governmental and non-governmental programs, these long-lasting issues are difficult to be solved. Non-formal and also experiential education which are aimed to cherish soft skills have therefore significant importance for development and integration not only at the level of individual but at the level of whole comunities as well.

To have the successful integration of Roma people, we need to work in both directions: a) to strengthen and develop Roma communities, to educate Roma people and to develop their professional and personal capacities and competencies, and b) to influence the majority in society and to help it accept the Roma people without prejudices and discriminatory manifestations. In both of these cases, non-formal education, aimed at developing specific skills, attitudes and values, has an irreplaceable role.

It's worth to learn foreign language, for example English, sign, Danish, Slovak, Polish and Ukrainian. We learn foreign languages everyday. They enable us to contact and communicate effectively with another person. During the project it turned out, that MOPS employees perceive their language skills as insufficient. In this situation we decided to organize language classes for people, who would like to improve their language skills in social work area.

The idea of the project was to encourage the participants to use English in conversations with other people or exercising presentation skills in English.

The classes were held only in English, two times in a month, to encourage the participants to use the language in everyday work. They made a social work dictionary in English. Each participant should prepare one term and present it during the classes. The course consisted mainly of facilitative conversations, where psychologist encouraged to being active and monitored the meeting. The subjects included social relations, assertiveness, solving conflicts, coping with stress and (auto) presentation skills.

English classes for social workers were met with interest, part of the group stayed while the others left or skipped classes because of the amount of work. The participants were satisfied and wait for the continuation of meetings to enrich their vocabulary and knowledge of English. They are more eager to participate in classes concerning their work than just learn "ordinary" English. Learning new things concerning work or deepening knowledge seems motivating. Participants expect higher frequency of meetings, engagement from the other participants (presence) and more people in the group.

Open place for dialogue, education and social activities' practice.

Club 1,2,3

Where? How big? Physical characteristics
ul. Warszawska 42, Gdynia – Działki Leśne. It has been operating since June 2011. The Club has a total area of approximately 70 m2 that comprises: three large rooms, an office room, a kitchen annex, a bathroom.

What does it offer: psychological help combined with the social activation of adults that suffered from psychological crises and diseases, and an information point on available forms of support for people suffering from psychological crises and their families. The Club primarily functions as a meeting place. Participants may actively participate in psychoeducational activities and moderated discussions on current or relevant issues. A large part of the Club's offer is comprised by workshops, socializing events and regular occupational therapy that provides an opportunity to not only have conversations, but alsoacquire specific skills, get actively involved in the creative process or learn. Apart from all fixed elements of the Club's offer, participants also have time for self-realization and to organize own space, i.e. to converse, listen to music or use the Internet.

For whom is it intended: people suffering from psychological crises and diseases, not necessarily with a determined level of disability; the RADAR information point is dedicated to people suffering from diseases, but also to their families and friends

Access conditions: a person wishing to use the services offered by the Club does not bear any costs in relation to their participation and does not need to have a medical certificate; the only requirement is for the interested person to have an individual meeting with a psychologist during which the future participant may talk about his life situation, what motivated him to use the services offered by the Club, and his expectations; the Club is open five days a week between 10:00–18:00 (on Tue, Wed and Thu) and between 12:00–18:00 (on Mon and Fri)

Role / function / unique characteristics

A relevant resource of institutional support in Gdynia for people who suffered from crises or psychological diseases. The Club's role is to provide widely understood support to people suffering from crises and psychological diseases through activation and integration meetings and appointments with a psychologist, among others. Participation in the Club's activities is completely voluntary and internally motivated. Particularly important and unique characteristics of the Club is that it does not require signing agreements or contracts with participants, there are no requirements regarding medical certificates, and that regardless of attendance or level of engagement during offered activities, each participant may use the Club's services in the same way. Apart from supporting the social activation of people with mental disorders, the Club also acts as the so-called catalyst for change. Some participants of services offered by the Club often decide to undertake employment or attend psychotherapy sessions

Club of Teetotaller Crocus

The club offers free psychological help and mental support for addicted people and for their families. In the club you can get individual therapy and also you can be a member of self – help group.

Purpose of functioning:
- providing therapy and support for people addicted to alcohol, gambling and eating
- providing therapy and support for family of addicted person
- providing therapy and support for people with syndrome DDA (adult children of alcoholic)

Forms of offered support:
- consultation and therapy with a psychologist and a psychotherapist
- consultation with a sexologist
- self – help group
- marathon of group workshops

Adult education activity/ workshops topics:
first aid, assertiveness, coping with stress, coping with anger, spirituality, communication, relationships – me as a partner, masculinity and femininity.

Characteristic of users:
- people addicted to alcohol, gambling, eating and sometimes with another mental disorder
- people living with addicted people in a close relation
- adult children of alcoholic
- experiencing violence in connection with an addiction of a family member

Office of Personal Things Theater

Social Theater Office of Personal Things was founded in 1998 as a part of an association that support people with intellectual disabilities. The team performs therapeutic and rehabilitation tasks using theatrical techniques aimed to improve physical and mental condition of the disabled to the maximum level. The actors of the Theater are people with intellectual disabilities having psychophysical abilities, that enable to shape and develop skills from the plastic theater area. Developing these features results in improvement in everyday tasks, personal resourcefulness, but also prepares the disabled to professional activity and social-professional promotion. By participating in educational and artistic Theater projects, actors develop the skills to fulfill social roles so they become also more active.

The Theater initiates events concerning organizing performances, concerts, camps and other events. This results in cooperation and exchange of experience on the artistic field by people coming from various surroundings.

Open Theater

Open Theater has been working since 2005 at The Environmental Self-Help House in Gdynia. The actors are adults suffering from mental illnesses. Participation in the classes enables actors to express their emotions, communicate problems and find creative solutions. The main subject of the performances is problems in human relations and looking for solutions. In the newest performance "Quiz" Open Theater used Forum Theater method to look at the same situation from different perspectives.

"Quiz" is about manipulation, which concerns the clients of companies specializing in selling products "on exceptionally good terms".

The main character, 60-year old Staszek gives up active social life. He feels powerless inside, his family and friends don't understand him anymore. He becomes engaged in things which deepen his isolation and neglects family relations. Looking for new interests , Staszek runs into technology world. Unexpected win in a competition opens new opportunities ahead of him, at least that is what he thinks…

Grenesminde

Grennessminde is a NGO which provides education for youngsters with special needs. Grennessminde runs workshops in catering, growing vegetables, domestic animals, wood and metals. They run shelters for young people in combination with participation in day activities in workshops. They offer formal educations for students with special needs, called STU. The students will gain a certificate and the Danish government recognizes STU as a formal education. The aim is to help young people to formal education and on the job training. And to establish contact to enterprises outside Grennessminde to create jobs for the participants.

Grennessminde works as a socio-economic enterprise and delivers products to restaurants, cafes and private customers. It runs a catering, a bakery, a horticulture, green service and more cafes. As a new activity they recently opened Copenhagen Dome as a center of Knowledge of Social Economy

Website:
www.gminde.dk
Contact:
info@gminde.dk

FO w Aarhus

FO – Free Education Association – is one of The Danish education associations operating under the Public Enlightenments Act of 1991. FO is a NGO partly funded by the local authority. They provide non-formal education in fundamentals skills like Danish and foreign languages, mathematics, history, and music. But also in understanding the society we live in, computer and digital technology, intercultural understanding.

FO works in accordance with the public enlightenment concept based on the ideas of the Danish Popular High Schools as laid down by the founder Grundtvig to create self-confidence and possibilities of knowledge, capability and action as a participating citizen in a democratic society. The first high school was established in 1844 and today app. 70 are in operation.
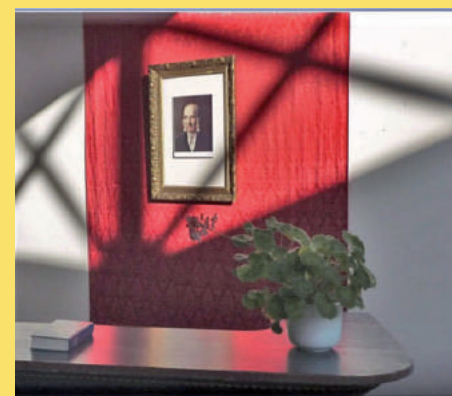
The educations in FO are mainly organized as evening and weekend classes to enable participants in the labor marked to attend. FO runs a folk high school, called Gimle named after the gold heavenly hall of the ancient Norse gods. Gimle provides day courses for unemployed participants. FO runs special courses for refugees and immigrants and special courses for underprivileged students.

More on:
www.fo-aarhus.dk/fo-aarhus/
om-fo-aarhus/in-english/

Fountain House

The history of Fountain House goes back to the 1940s, when a group of former patients in psychiatric care formed a club. Today the Fountain House-model is operating around the globe in app. 320 houses. They operate according to common standards agreed upon by all members of Clubhouse International (learn more: http://clubhouse-intl.org/resources/quality-standards/). In Denmark Fountain House has 7 houses.

Fountain House provides day activities for people with mental problems. The aim is to help members of the house (participants in activities are called members) having an everyday life with suitable activities containing work, structure, and community. The basic idea is that everybody are able to recover and have a life with meaningful relations, communities, work and education

More on:
www.fountain-house.dk/
om-fountain-house

Lunik IX

The Roma people have been living on the edge of the majority society since their arrival in Central Europe. In feudal times, they weren´t allowed to to live or stay among the city walls. Spatial and social marginalization of the Roma has persisted in many ways to until these days. This is also valid for the sadly known Košice housing district of Luník IX.

The construction of this housing district was followed by the build of housing districts Lunik I - VIII in the late 70's of the 20th century. All of these housing district are made up of residential panel flats. What was different about Lunik IX, was the fact that at the time of its origin, it was situated in a nice natural environment on the outskirts of Košice and it was planned that the apartments will be allocated mainly to members of the army, police and Roma citizens. From the beginning, there was an above average concentration of Roma population. Problematic co-existence led to gradual leaving of the solvent majority population. After 1995 the city of Košice started to expel debtors and non-impoverished citizens from other urban areas to Lunik IX. Lunik IX has become a separated and segregated community composed almost exclusively of the Roma people and it´s been showing typical features of excluded settlements, in terms of unemployment rate, demographic data (life expectancy, achieved education, health status), social habits and behavior (not paing the rent , addiction, dependence on social benefits, devastation of dwellings, indebtedness, alcohol dependence) and reproductive behavior (multiple families, low age of primiparas). It is very difficult for the local residents to break out of the circle of poverty, to find a job with decent income and to move away from this part of city.

Luník IX. has the status of an urban part with its own elected territorial self-government. In addition to a local authority, police department and a basic supermarket, there is kindergarten and elementary school, community center, and social workers working under public administration and non-governmental organizations. The most active and longest-acting organization in Lunik IX. are the Salezians who have built their own community premises, including a sports hall and a chapel. Public transport buses arrive and stop at the edge of the housing district, they do not have their route within housing district itself. Other infrastructure (shopping centers, hospital, playgrounds, sports areas ...) is not built here.

ReSocia Center

NGO ReSocia is a resocialization centre base in a small village of Petrovce in the very eastern part of Slovakia.. ReSocia was established to provide socially beneficial and public services:

- provision of health care,
- providing social and humanitarian aid,
- creation, development, protection, restoration and presentation of spiritual and cultural values,
- education and development of physical culture,
- support of regional development and employment,
- providing housing.

The vision of a non-profit organization is to ensure the efficient provision of public services (housing, education, employment) for people after having undergone treatment for addiction to psychoactive substances, especially from the eastern regions of Slovakia, in accordance with European standards.
The mission is to create conditions for the inclusion of people in active citizenship (work, family, interests) after having undergone treatment of addiction to psychoactive substances. The main pillars of this organization are assistance, backup, support and help.

The main motto of organization is a simple foreign word „bellum". The word "bellum" is used by Indonesians instead of our "yes" or "no". They avoid black and white assessment, because this word includes a constant possibility. "Not yet" would be an appropriate tranlastion as socialization and resocialization is never ending process.

Kofoeds School in Aarhus

We create room for growth and development – Core Task

Kofoeds School is a school primarily reserved for the socially vulnerable. Our job at the school is to help them in order to help themselves. We label ourselves as a school, because you're actually able to learn stuff at a graspable level, despite the fact it's a school without your typical type of curriculum. That's the reason why we consider the attendees as student of Kofoeds School. The school teaches educational preparations, socializing, urgent help and support with personal development as well as home training.

Through its efforts, the school wishes to help the individual student to develop increased resources and skills in order to live a good social and personal life as an integrated citizen in society.

This is the starting point for Kofoeds School's work with society's most disadvantaged groups of socially vulnerable people, including those who are marginalized in the broad sense. The school communicates its experiences and working methods that can be used in social work elsewhere. Kofoeds School will be a diverse offer for a diverse and inclusive society.

As a school we're pretty convinced that every persons joy flourishes as they get the opportunity to sculpture and take full responsibility of their own life. At Kofoeds School's workshops the students cooperate with pedagogical workers towards a mutual goal and thereby gaining new.

Adult education as a tool for social inclusion