



Welcome to the 2nd newsletter prepared by the partnership of NEUROANDRAGOGY AGAINST EXCLUSION project

NEUROANDRAGOGY AGAINST EXCLUSION PROJECT promotes the idea of using the latest knowledge on neurodidactics in adult education addressed to disadvantaged groups of people

Main beneficiaries of the project are adult people from disadvantaged groups (including the unemployed, the inactive, the 50+, the disabled, immigrants, low-skilled people, people from less urbanised areas, etc.) threatened or affected by social exclusion, teachers, educators, trainers working with adult learners or cooperating with anti-exclusion institutions and organizations, as well as educational institutions dealing with adult education.

The Neuroandragogy Against Exclusion project reached its final point.

Over the past 2 years partners have worked intensively on developing the project outputs - didactic materials on how to include neurosciences in adults' education.

We developed the training program and materials for educators working with adult learners - "Neuroandragogy in the education of adults from groups at risk of exclusion" - the two main products that were tested during the first phase of the pilot training. An interactive educational platform "Neuroandragogy against exclusion" was designed to support the participants of pilot training in self learning.

Moreover the partnership developed the project publication titled: **Neuroandragogy against exclusion. Strategy, Recommendations and Good Practices**, containing the experiences gained during project lifetime e.g relations from persons who ran training with our target group. The publication is based on the achievements of neuroscience in the education of adults who are at risk of social exclusion. The

publication is addressed to teachers, educators, trainers, vocational instructors, social workers working with adult learners. We collected numerous interactive activities and acquiring knowledge about the brain and the way it works, and our lesson learned during pilot phase of the project. We hope this could be inspiration for effective education and training activities for adult learners, helping them overcome difficulties resulting from social exclusion.

Creation of Training materials

All the partners created the **Training Materials** for workshops participants: adult learners from groups at risk of exclusion (IO3). The purpose of creation of this training material was to motivate and increase the effectiveness of learning of adults from groups at risk of exclusion using assumptions of neuroandragogy.

The IO3 Training material consists of six modules with theory and exercises:

- 1: How the brain learns?
- 2: From necessity to pleasure – how to build self-motivation for development?
- 3: How to recognize one's own needs and predispositions for learning?
- 4: How to organise learning so that it brings better results?
- 5: How to learn efficiently – how to choose work methods and techniques?
- 6: How to use one's own experience and skills in learning?

The training material was tested in all partner countries (Poland, Austria, Czech Republic, Greece, United Kingdom, and Hungary).

The participants used in addition to the traditional educational teaching model the Moodle e-learning platform during the pilot training.

Testing of the IO3:

Training Materials for Disadvantaged Adults

Between March and May 2019 all project partners tested the Training Materials. 85 people from groups in risk of exclusion were involved. The target groups varied from school drop-outs (older and younger ones), 50+, long-time unemployed, young adults with learning difficulties, NEETs, mothers taking care of young children, migrants, deprived adults. 12 trainers who already tested the outputs 1 and 2 conducted workshops. In general, the testing was a great success in all countries. Feedback received from a young woman from Austria who managed to establish a new habit can be an example of a successful implementation of the knowledge gained during the Material testing. Her goal was to ensure having at least one warm and healthy meal each day. Usually she mainly eats fast food and snacks, less to no fruits or vegetables. With help of the exercise she could break down this individual very big goal into small steps and this was enough to motivate herself every day to stay on track since the daily set goals were achievable and thus easy to reach. Success came quickly and that in turn gave new motivation.

The testing (and the project in general) targeted different groups but the neuroscientific approach and the developed methods fit for all of them and are easy to adopt when needed.

Assessment of workshop piloting

The scope of the training was to verify the quality and effectiveness of the workshop along with the appropriateness, the feasibility, and possible impact of the used didactic material. Both trainers and trainees have used the Neuroandragogy Moodle platform where the IO 3 material was prepared in national versions, so as to be supported during the face to face workshop activities.

At the end of the training both trainers and trainees have been asked to fill in an evaluation sheet with close and open questions so as to assess the quality of the action and in particular of the didactic material (included the platform used during the educational activity) thus inferring what might be needed, on behalf of the consortium, to ameliorate the final products as much as possible, thus fitting them to the needs of both, the trainers using this material and the final beneficiaries using it in their educational process.

There was an overall positive welcome of this workshop and a good appreciation of the educational material on behalf of both trainers and learners. Actually, trainers seem to be

slightly more demanding than the adult learners, but with no major complaints.

It can be stated that the professional role of trainers and the desire of expected achievement for the learners to whom they refer makes them slightly more “severe” with what the educational material could offer, though in a context of highly positive appreciation. On the other side, learners seemed not to suffer from these aspects, actually they consider the experience as a strong and positive one, playing a positive role on their motivation to learn, and with the consciousness that the material was highly understandable, thus appreciated.

The indications which the partnership has collected for an improvement of the workshop relate to a wiser approach on the timing of the workshop and the necessity of a simple/shorter explanation/instruction of the activities thus enabling a lighter approach and giving priority to the action rather than to the theoretical part.

The Moodle

NEUROANDRAGOGY EDUCATIONAL PLATFORM

The project **e-learning platform** efficiently complemented face-to-face programme and offer the participants the opportunity to study from home.

Learners who participated in the pilot phase appreciated the possibility of using distance learning, which is increasingly popular in today's hectic times. It allows participants to recall the knowledge they gained during the face-to-face programme. They can study additional exercises and extra materials to deepen what they learnt.

For the online training we chose the Moodle platform, which is also popular at a number of colleges and universities. Each partner country has its own Moodle section, which is filled with content and exercises based on the needs of their students. The on-line content is founded on a common theoretical basis, which is available to students in addition to English language in Polish, Hungarian, Czech, Greek and German. This theoretical content is then complemented by each partner country with relevant exercises or other activities.

The Moodle environment allows those who are interested in neuroandragogy topics to enter the course as a guest, without the need to register. “Host” students can see all the content, but they can no longer use the communication channels or send the exercises to the lecturer for review. The participants of the pilot workshops therefore worked in the role of a “Student”.

In order to make full use of the possibility of communication with the trainer. After registering, trainers can create and expand course content, open discussion forums, add links to other supplementary materials, and communicate with their students.

A well-arranged user manual was prepared for students and trainers in the languages of all participating partner organizations. It summarizes, in screenshots and brief instructions, the functions offered by the course in Moodle. The handbook was obtained by all students of the pilot courses in the printed version and it is available to other interested parties on the website of the project Neuroandragogy against exclusion.

Final Publication

New discoveries about the brain have caused great excitement and eye-catching changes in disciplines that have applied the new findings. Many of the old beliefs have now been proven to be myths and new research results compel us to think differently about our brain and how it functions. Some of the findings are so revolutionary that give scientists new hope regarding recovery of brain dementia and new ideas have developed relating to human learning and memory. This new model grasps optimistic discoveries that identify pictures of the aging brain's capacity to repair, maintain and adapt. It proclaims the conception that there are ways to compensate for aging. Neuroandragogy is one of the main contributors to this new branch of science and the direction of breaking. It draws attention to new advances in brain research. Much of these new research contents confirm what teachers of adults have been saying for years. Neuroandragogy includes research that confirms ways adults can boost their IQ and make their intellect and creative thinking sharper even into old age. This is possible because "brain plasticity" still happens late in life. Even more interesting is the fact that we may even be able to experience neurogenesis (new brain cell growth) through life if we continue to learn new things and live within a brain stimulating environment. The framework of neuroandragogy focuses on the adult brain, its cognitive functions and its graduation, all in relationship to the education of the adult and the adult's learning habits. In this short article we summarize the principles and doctrines of neuroandragogy. You can read more information in our publication [Neuroandragogy against exclusion. Strategy, Recommendations and Good Practices.](#)

The partnership of Neuroandragogy Against Exclusion project hopes that results of our project will be the input for new approach to education. Project outputs, including Moodle platform will enable to obtain knowledge from the new field which is neuroandragogy. It was designed for self-learning which is a new trend in teachers' training. The materials for teachers could be used in everyday work with adult learners from disadvantaged groups, the final publication contains the main tips/guidance on the importance of the creation of new approach to teaching and learning, how new knowledge about functioning of human brain can be used in teaching and creation of new strategies for education.

More information can be found on the project website:
<http://www.neuroandragogy.eu/>

Detailed information on activities in respective countries can be obtained from project partners:

SPOŁECZNA AKADEMIA NAUK w Łodzi (POLSKA) – project coordinator <https://san.edu.pl/>

LEBENSILFHE Soziale Dienste GmbH (AUSTRIA)
<https://www.lebenshilfen-sd.at/>

EDUcentrum (CZECH REPUBLIC) <http://www.educentrum.eu/>

KALAMATA SECOND CHANCE SCHOOL (GREECE)

<http://sde-kalam.mes.sch.gr/>

YOUTH AND LIFELONG LEARNING FOUNDATION (GREECE)

<https://www.inedivim.gr/en>

BRIDGES TO THE FUTURE (UK)

<http://www.bridgingtothefuture.co.uk/>



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