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THE BROCHURE OF THE PROJECT

BE OPEN MINDED

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DESCRIPTION OF THE PROJECT

The aim of the project is to open up to new methods and ways of working. Partners are from Poland, Belgium, Italy, Great Britain and Greece. Every partner has experience in adult education and working with hard to reach learners

The "Be Open Minded" project is aimed at educators and trainers of adults (direct recipients).

The goals of the project are:

- raising the professional skills of educators (animal therapy, art therapy, garden therapy, phototherapy)
- exchange of experiences exploring new methods and ways of working with adults
- promoting new approaches and methods in the education sector
- improving trainers' skills
- promoting different approaches to learning and different learning environments

An indirect target group are adult learners who will benefit from the activities based on new knowledge and experience of training mobility participants as well as other educators and trainers

Project activities relate to activities at international (educators) and local (educators and students) levels. International meetings include 4 training modules and 2 TM dedicated to project management and evaluation.

The methodology includes international mobility - the host partner will present experiences related to the methods and forms in which he has experience. Then, mobility participants will share experience and knowledge at the local level and test the demand and interest to participate in activities using innovative methods.

The web site: <https://www.facebook.com/ErasmusPlusBOM>

The articles on EPAL platform: https://epale.ec.europa.eu/en/resource-centre/content/bom-be-open-minded?fbclid=IwAR3kuPPVwaVnc8Lpm-LCGiAvNcP3gpx6gUmT8uXiesMmUL--v-F9KC_nlh4

<https://epale.ec.europa.eu/pl/blog/clown-dla-doroslych>



DESCRIPTION OF THE PARTNERS

FUNDACJA BĄDŹ AKTYWNY

Web site: www.fundacijabadzaktywny.org



Fundacja Bądź Aktywny is non-governmental organisation, which was created in 2014. The objectives are:

- stimulate and encourage the participation of local communities,
- science, education, education and education of children, adolescents, adults, seniors,
- promoting the concept of lifelong learning , including vocational education and non-formal education
- organising social assistance, including assistance to people and people in difficult situations, ensuring - equal opportunities for these individuals and their families
- activities supporting the development of local communities, active in the fields of culture, art, protection of cultural heritage and traditions
- European integration and the development of contacts and cooperation between people
- supporting various forms of social activity, including volunteering

The organisation cooperates with the local stakeholders: the institutions (like Artistic Educational Centre in Piotrków Trybunalski, House of Culture in Koszęcin, etc.), with Rural Women Circles, others NGO-s (Foundation Subvenio in Łódź, Stowarzyszenie na Rzecz Szkoły w Proszeniu, etc.) and the high vocational schools in the region (powiat piotrkowski). In the cooperation we organised different kinds of activities for whole target groups (children young people, adults, seniors).



The staff are all volunteers and the organisation is non profit.

The organisation has big experience in international cooperation.

Our Erasmus+ projects:

- Mutual Share for Women Care (the coordinator: Italy, the partners: Poland, Spain, Slovenia)
- Social Inclusion through Digital Skills and Intergenerational Learning (the coordinator: Latvia, the partners: Poland, Austria, France)
- Strength Empowers Teachers' Competence in Adult Education (the coordinator: Croatia, the partners: Poland, Sweden, Lithuania, Latvia)
- Violence- Important Problem (the coordinator: Poland, the partners: Romania, Italy, Belgium)
- Role and Opportunities of the Cultural Heritage in Intergenerational Learning (the coordinator: Latvia, the partners: Poland, Austria, Czech Republic, France)
- Virtual & Augmented Reality Toolkit to Engage Seniors Brain With InTer-Generational UndErstanding (the coordinator: Spain, the partners: Poland, Romania, Turkey, Malta).

EUTOPIA

The website: www.associazioneeutopia.org



Eutopia Cultural Association is an NGO structured around five core topics: Europeanism, Solidarity, Inclusion, Transparency, Sustainability.



The services it proposes include:

- non-formal training in entrepreneurship, project design and service design;
- consultancy in developing and funding projects, products or business ideas;
- project management;
- assistance during international mobility activities, such as youth exchanges, traineeships, international seminars and conferences;
- cultural, fundraising and dissemination events management;
- research, with articles and reports published on its website.

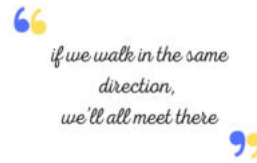
The Association is small in size: it currently has 10 effective members, having had a very strong decrease in enrolments and participation, due to the pandemic and the almost complete block of mobility and training activities during 2020.



The Board of Directors is composed of three figures (President, Vice-President and Secretary), renewed in 2019 for the three-year period 2020-2023, and is responsible for making administrative decisions and for regulating social life, while the conception and management of social activities is the responsibility of the four policy areas, to which members, collaborators and volunteers belong.

The Mission of the Association is to facilitate and support its members in identifying, investigating and seizing the many opportunities (educational, work, business, financial, etc.) promoted by the European Commission.

Its Vision is to shape a new and better way of being citizens, workers, and especially human beings, built over time with the will and efforts of all the people who inhabit this land we call Europe, following the motto “*if we walk in the same direction, we’ll all meet there*”.



ASTURIA

The website: <http://www.asturia.weebly.com/>

Asturia vzw

The Asturia vzw is an institute for adult education based in Minderhout's inner city. The centre was founded in 2014 as a leading independent, and not-for-profit professional body dedicated to promoting best practice and raising the awareness and standards of project management and coaching in adult education.



The centre has a regional scope and more than 160 part time learners. The institute is a leading and sustainable training centre in the fields of languages, Dutch for foreigners, economics, health care, vocational training (construction, electrical and woodworking professions)

and IT in Flanders, arranging part-time trainings for adults. The centre has an actively functioning national and international collaboration network, whose aim is to establish prerequisites for all the graduates for successful coping in the labour market and everyday life by unified qualitative training. The institute collaborates with other training institutions, schools of general and higher education.

Language and IT learning principles have been changing in Flanders lately and therefore it is very important to be aware of experiences and tendencies in these fields of education in Europe. Participating in ERASMUS+ projects will provide an opportunity for networking and sharing of



ideas and experiences among those working in the same field of adult education. Information and contacts with specialists in these fields are very valuable for our organization.

The partnerships can give valuable opportunities to learn from one another, to develop ideas and to transfer the best practices in the field to other countries. The Asturia vzw has a good overview of the whole of language and IT learning in the region Kempen and also knows the problems, which need to be solved in Flanders. The institute hopes to find some solutions by participation in ERASMUS+ projects. Especially - how to raise interest and motivation and how to support adults in the field of language and IT learning. New knowledge and practical experiences are very valuable and will contribute to giving an European dimension to the centre for adult education. Carrying out successful international experiences will raise the management and teaching quality of learning process in the centre, learners' motivation and making educational processes efficient for adult learners. On the other hand: the institute has experiences that might be of interest and of value to others European colleagues participating in the projects. The organisation's key persons involved in the projects have been working in the adult education field for 20 years, including 15 years in the field of practical education in language and IT learning.

ACHAIKO INSTITUTO EKPEDEFSIS ENILIKON-

(Achaia Adult Education Institute)

The website: <https://www.facebook.com/groups/128175310614668>



Our **motto**: Adult Education is based on the principle not to teach Adults, but to make them able to have their own “voice” (Rogers).

Our aims are:

- To promote the European dimension of lifelong learning through transnational



cooperation.

- To increase adults' capacity to play an active role in the society, developing their intercultural awareness, being active European citizens.
- To promote innovation & improve accessibility-quality of Educational provision for adults by means of European cooperation.
- To promote the idea of volunteering in the community for our local adults.
- To develop cooperation, as this would lead to a better education and culture for adults.
- To plan, promote and implement innovating projects, courses and seminars for all citizens– the youth and adults- aiming at the promotion of Democracy, Peace, Solidarity & better Education.

Cooperation: with Prefecture of Achaia, Municipality of Patras, the European Information Center Patras, Hellenic Open University, the Prefectural Training Centre of Achaia (NELE), the Directorate of Primary and Secondary Education of Achaia and the Scientific Centre of Patras.

Our members are citizens- youngsters and adults- from all social backgrounds, aged 18-80. They are mainly but not exclusively from the area of western Greece and there are about 700 members.

Our **target groups** are local community young people, young volunteers, senior citizens, adult learners, pension aged learners, women of all ages, immigrants, adults with special needs in basic education and qualifications.

As Patras is a city, northwest of Greece, with a lot of unemployed people, refugees, immigrants, senior citizens and pensioned women because of the crisis, it is obvious the need to offer them ways of education to motivate them and a positive approach to ageing issues in order to increase solidarity between generations.



Our Institute is **offering Education packages** of non-formal learning to the citizens of Patras and youngsters: English, Russian, Spanish, Italian language courses and Greek language courses to immigrants, basically on a volunteer basis from our Educators - trainers.

Hand-Craft courses: Jewellery courses, creative painting, silk painting, painting on T-shirts, craft workshops for creating soap and Wax, craft workshops with leather.

Workshops on consulting, training language teachers and social workers on intercultural competences, courses on team work, Book Club, collaborative teaching methods, courses on CLIL Methodology in teaching English language and seminars on voluntarism.



We have also implemented **European projects** such as Youth in Action, Grundtvig, Erasmus+. We act as sending organisation, being partners in youth exchanges, training courses in Europe, since 2008. We contribute to a better quality life of our co-citizens giving them, chances of education,

personal development and evolution. Our organisation has a long experience on projects working with youth and adults for 12 years, offering courses, seminars and workshops of non formal education to the local citizens of Patras in order to be active European citizens and trying to give European Dimension to our activities, courses and to our work. We try to give to the citizens meaning in life after retirement, make them responsible, with their own voice and contributing to the evolution of their personality.

We also offer to our volunteers chances and opportunities, to develop themselves, obtaining many skills and competencies, participating in Erasmus + Youth projects, youth exchanges or training courses.

GROWING RURAL ENTERPRISE Ltd, The WELLIES Project



The website: <https://growingruralenterprise.co.uk/>

Growing Rural Enterprise helps rural businesses to start, develop and grow. This includes care farming businesses where people go onto farms for therapeutic activities.

There is a sister organisation, Staffordshire Care Farming Development CIC.



The main activities of Growing Rural Enterprise are the WELLIES Project which offers therapeutic learning activities with animals, plants, creativity and the countryside for people recovering from poor mental health.

WELLIES stands for Wellness, Education, Learning, Laughter, Inspiration, Environment and Skills.

It aims to improve people's confidence and self-esteem and take them further towards being able to have meaningful and happy lives. Many participants go on to volunteer or go back to work.



It aims to improve the lives of their learners through being well networked at a local, regional and national level.

The organisation is a not for profit Community Interest Company and has three directors, seven teaching staff and twenty volunteers. These volunteers are highly trained and take part in ongoing professional development opportunities. Most are people who have been through the project as participants themselves and have been able to progress onto volunteering to help others.

THE NEW METHODS OF THE WORK WITH ADULTS

ART THERAPY

The term “Art” is related to the Latin word “ars” meaning, art, skill, or craft. The first known use of the word comes from 13th-century manuscripts. However, the word art and its many variants (artem, eart, etc.) have probably existed since the founding of Rome.



Working with groups is by definition a creative adventure and the arts can be the greatest ally. In this professional development training, you will gain a framework for using arts-based practices to strengthen your effectiveness as a facilitator. Working with groups is by definition a creative adventure and the arts can be your greatest ally. A creative facilitator is able to design a learning environment that is rich in three central

characteristics: psychological safety, shared leadership among adults.



We want to develop set of competences for adults educators in field of using improvisation theatre methodology for English teaching.

Objectives:

- Increasing the competences of participants by using theatrical improvisation as an educational method
- Increasing the competences of how to design, develop and implement non-formal educational activities for English teaching based on theatrical improvisation

- Learning about the improve theatre its pros and cons in usage for educational background
- Learning from implementing the workshops developed by participants and learning from feedback and experience
- Developing intercultural learning competences in an international environment
- Developing the competences of adults educators and supporting their personal and professional development
- Developing the network between participants at personal and professional level
- Giving participants opportunity to learn from each other, about different cultures, religions, traditions

THEATRE

The Theatre was born in Greece, is the same era, when Democracy was Founded in Athens on the 5th Century B.C. Therefore, theatre is the mature child of the direct democracy of ancient Greece. "I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another; the sense of what it is to be a human being." (Oscar Wilde)



What is theatre? What could it offer to all of us? The theatre consists a cradle of culture but also a way of escape in a world full of fantasies and dreams. A world that aims at the presentation and emergence of the everyday and the realistic, but with its main goal to create a better tomorrow. The theatre was created for the first time in Ancient Athens, as an evolution of dithyramb. The evolution of theatre as a space is directly

related to the course of theatrical literature. Theatre is a very special art form that includes others. The word itself means space, people, action, preparation, technique. Of course, the most important meaning it hides is that of the experiential revelation of the "mysteries" of life. In the theatre, time and distance are catalyzed and within this context, the realization of development and change is allowed. And this is an opportunity that every person who experiences things has, either externally as a spectator or internally as an active part of the creative process. The value of the theatre is great. It is a gift given to us at some point in human history.



Theatre has the power to touch every person more intensely and deeply than any other art. With a immediacy unique, unrepeatable, for any spectator, in any space and time. It is magical and admirable how many things can fit in a play: The facts, the thoughts, the ideas, the problems, the excitement, the frustration, the poverty, the friendship, the love, the war, the peace, the serious, the ridiculous, the comic, the dramatic, the greatness, the insanity, the good, the bad, the homeland, the moon, the science, the stupidity,

the intelligence, the wealth, the loneliness, the happiness, the family, the loneliness, children, logic, morality, lewd, beautiful, ugly, old age, youth, life and death, all of the above can be transferred from the board to the square in a flash, to shock the viewer and to definitely direct him where the author is aiming. With a unique and unsurpassed medium, a perfect instrument and a perfect instrument operator, the actor, the body and the senses of the actor. That is why it is unsurpassed in the centuries.

Theatre's role as a mean for psychological support, in the last decades, has been recognised internationally. **Theatre** is being used as a **tool** in many co-operative actions, for children, teens, seniors and in other special groups. The gifts it could offer to its age group are unique and equally important actions.



Especially for **the adults**, the value of theatre is unlimited. The adults' group aims towards the presentation of a theatre play with its own powers.

Usually, the group itself writes the theatrical play that they will present. It's also common to include memories of the adult citizens or live experiences or comments of the modern age.

Sometimes, the group of adults manages to present a well known play. In any case, **the group no matter their age activates** on the following:



Writes the text of the play, analyses the matter, shares the roles, rehearses and manages to perform it on stage.



This is the hardest of all, but the majority of the groups have made it. Surely, the participation of the group of seniors is very important at the attendance of theatre plays. In the majority of European countries the attendance of a theatre play is a privilege of the upper classes while in Greece it is an all-

class habit. In the most common cases, the groups of the adults process theatre plays, classical or modern, discuss on the topics that come up, study historical and social matters, compare ages and refer to their own lives.

The great classical plays of all ages, from ancient Greece till today, include characters of seniors. The great writers refer to the societies of the three generations equally. In any case, theatre either as a discussion or as a play, is part of a great teaching and great activity.

We believe that every form of theatre is a healthy way of expression.

Theatre offers, except from emotional joy, spiritual freedom and intellectual thinking, knowledge of the human experience and the human relationships, the passions and the triumphs of humanity.

Benefits:

- in connection and communication with the body
- in increasing our self confidence
- in creation of either a theatrical piece or a memory
- to the proper management of free time
- in learning correctly the value of art in the most direct way
- in creating the spirit of trust



- in broadening our horizons through new experiences, adventures and explorations
- in helps us releasing negative emotions and concentration
- in the discovery of rhythm
- to activate all our senses
- in developing team spirit and finally, theater leads that a person

PET THERAPY

During the 1960s, the first formal research involving animal therapy began.

Dr. Boris Levinson found that his dog had a positive effect on mentally impaired young patients. Specifically, he discovered that these patients were more comfortable and likely to socialise with his dog than with other humans. It wasn't until Freud's findings were translated and published years after his death that Levinson's findings were considered valid. This demonstrates the controversy surrounding the topic of formalised animal therapy and makes it even more impressive that today it is so extensive.



Pet therapy is a broad term that includes animal-assisted therapy and other animal-assisted activities. Animal-assisted therapy is a growing field that uses dogs or other animals to help people recover from or better cope with health problems, such as heart disease, cancer and mental health disorders.

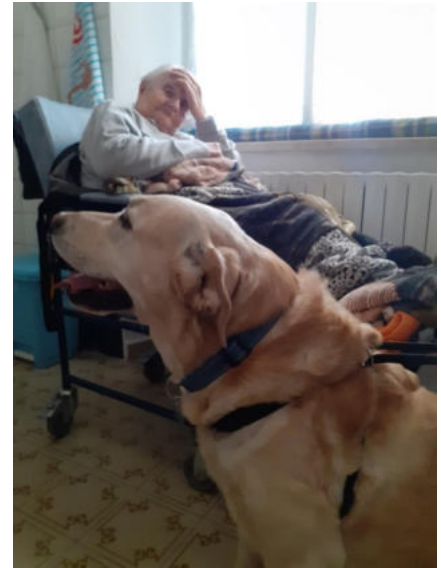
Animal-assisted activities, on the other hand, have a more general purpose, such as providing comfort and enjoyment.

Who can benefit from animal-assisted therapy?

Pet therapy can significantly improve the conditions of people with a wide range of health problems:



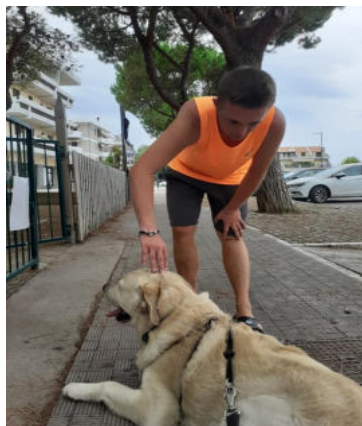
- People receiving cancer treatment
- People in long-term care facilities
- People with cardiovascular diseases
- People with dementia
- Veterans with post-traumatic stress disorder
- People with anxiety



And it's not only people with health problems who reap the benefits. Family members and friends who sit in on animal visits say they feel better, too.

Pet therapy is also being used in nonmedical settings, such as universities and community programs, to help people deal with anxiety and stress.

What are the risks of pet therapy?



Some of the biggest risks of pet therapy involve safety and sanitation. People who are allergic to animal dander may have reactions during pet therapy. Animals in pet therapy programs are typically screened for behaviour and health. An animal's owner and handler must also undergo training and an evaluation to help ensure a positive experience.

While uncommon, human injury can occur when unsuitable animals are used. Animals may also suffer injury or abuse when handled inappropriately. In some cases, people may become possessive of the animals helping them and be reluctant to give them up after a session. This can result in low self-esteem and depression.

And what about the benefits?



Pet therapy has been shown to improve patient satisfaction, energy levels, self-esteem, and mood, as well as decrease depression. Additional benefits include increased motor skills and movement, improved social skills and verbal communication, decreased boredom, and a more positive outlook.

Pet therapy can promote social interaction and encourage exercise and playfulness.

It may also have a beneficial effect on physiologic processes, such as reducing cardiovascular disease and stroke risk. Research has shown that children who interacted with animals in the healthcare environment were able to participate in procedures such as an MRI without the need for anesthesia. The reduction of medications such as anesthesia can have a beneficial effect on patients.



Pet therapy can also be beneficial for family members and other visitors. Family members and visitors, like patients, are under a significant amount of stress. The implementation of pet therapy programmes may help to address their stress in addition to the patient's stress.

Not only does pet therapy positively affect patients and their visitors, it's also been shown to decrease stress levels for staff members who interact with the animals, including nurses.

The effect of pet therapy on healthcare workers should be considered when implementing these programs in healthcare settings. Although research has been conducted

on the effects of pet therapy on family members, visitors, and healthcare workers, more research needs to be conducted.

CLOWN THERAPY



Born in the 1970s, clown therapy became known above all thanks to the film inspired by the American doctor Hunter PATCH ADAMS (played by Robin Williams), one of the first to address the topic of laughter therapy. In Europe, the first clown doctors appeared in France,

thanks to the commitment of the "Le Rire Medecin" Foundation. Today there are dozens of Italian institutes that use "smile therapy" and clown therapy".

"Thousands of studies, documents, researches" - explained the famous Patch Adams – *"now demonstrate the enormous importance of humour for health"*. Researchers have found an important relationship: when we are happy in our organism, chemical reactions take place: an increase in endorphins and catecholamines and a decrease in the secretion of colozol (bad cholesterol) are produced. That is, laughter is a stimulant for the immune system and has many positive effects on the heart and lungs.

Research shows that medical clowns are not just a nice extra. Rather, they are highly trained professionals who play a vital role in the treatment of children and adults who are hospitalized or in other healthcare facilities – helping the patients, their families, and the medical staff working with them. Employed properly, medical clowns can serve as important members of medical teams in a wide variety of health care settings.

What is Clown Therapy about?

Clown therapy is a particular type of assistance in the field of health care: some techniques taken from circus and street theater are used with the aim of transforming the department or

the hospital room in a magical setting, where laughter can relieve suffering and stimulate dialogue.



The Clown Doctor in his/her formation receives, in addition to art techniques, some notions of psychology (in particular about Developmental and Relational Psychology), in order to be able to make his/her intervention targeted on the patient as much as possible. Moreover, the Clown Doctor tries to establish a human relationship of trust and confidence with the bystanders,

able to make them forget the daily routine of hospital life, for the benefit of fantasy and imagination.

The importance of this figure is directed not only to the patient but to his whole family, just because patient's improvements are lived and shared by those around him with love and affection.

What are the benefits?

The use of clowning in health care settings has increased in the past 15 years, thanks in part to several studies evaluating the effectiveness of this practice in improving the psychological and physical health of hospitalized children, especially those who have had to undergo painful procedures, by reducing iatrogenic effects such as anxiety and pain.



Research shows that anxiety related to invasive medical procedures can lead to behavioural problems, increased analgesic consumption, and general anxiety. Moreover, the memory of painful procedures can increase anxiety about subsequent procedures by influencing the patient's perceived pain.

Precisely, medical clowns have a significant positive impact on adults in a range of settings



and situations:

- They improve the well-being and behaviours of adults with dementia and Alzheimer's disease, increasing their responsiveness and happiness and decreasing their agitation and other negative behaviors
- They improve the quality of life of patients in outpatient oncology and dialysis wards, also relieving the burdens of family members and assisting medical staff
- They help adults in psychiatric wards, increasing positive attitudes and reducing disruptive behaviours
- For women undergoing in vitro fertilization and embryo transfer treatment, interactions with medical clowns significantly improved pregnancy rates



To sum up:

- 1) clown intervention induces positive emotions, thereby enhancing the patient's well-being, reduces psychological symptoms and emotional reactivity, and prompts a decrease in negative emotions
- 2) clown specialists are also well-perceived by relatives and healthcare staff and their presence appears to be useful in creating a lighter atmosphere in the health setting



PHOTO VOICE



Photography is playing an important role in our world. We can't say that it substitutes painting. Now it's separate field of art. It can be used as a method of work with people as a therapy through photography. There are more and more scientific sources on this topic. The most famous institution is the PhotoTherapy Centre Founded in 1982 by Judy Weiser. The Centre in Vancouver, Canada, serves as the worldwide resource base for PhotoTherapy and related

fields, such as PhotoArt-Therapy, Therapeutic Photography, VideoTherapy, and Therapeutic Videography (Film-making).

Photography can be used in many types of the activities. The photovoice is one of them.

Photovoice is a participatory method, defined by its creators Wang and Burris 1997 as a “process by which people can identify, represent and enhance their community through a specific photographic technique” (Wang and Burris, 1997).

Wang and Burris used this method to assess women's health and socioeconomic needs, in an effort to support improved reproductive health outcomes. They explain that the purpose of photovoice “was to promote a process of women's participation that would be analytical, proactive, and empowering.” We can use the method:

- to show that we can see different things when we observe the same things
- to tell about the photos we present our personality
- to show that mood, experiences have impact on our photos
- to recognize what it's important for the participants

During the training in Poland, we presented the method. The whole training was divided into 5 phases.

- Phase 1: Initial Interview (explanation of the method, presentation the examples)



- Phase 2: Taking the Photographs (taking photos during the walk through Łódź, observation the street life, different places).
- Phase 3: Follow-up Interview (talking during the walk, collect the information about the city, places)
- Phase 4: Summarising the Participants' Key Photographs (choosing the photos, writing the descriptions)
- Phase 5: Presentation or Display of the Photographs (presentation on the meeting and preparation the online exhibition)



During the workshop it is helpful to choose the topic of the photography. It depends on the aims of the activities and it helps the participants to focus on the field which we want to discover.

During the training in Poland we proposed two topics: "Life means..." or "A man and his environment". It's easier for the participants if they know the activities beforehand and what problems they will possibly face. During the first phase we presented a few questions, for example:

- Could you describe what it is in the photo?
- Why did you choose the element?
- What is the impact of the photo on your life?

The result of the training was the virtual exhibition.



Mark



- Life's a growing journey through time and space with fun and freedom just a bicycle ride away

Chris



- The hanging swimming pool is the best architectural way to depict the fast movement of time. An old textiles factory has had gone through the metamorphosis into a playfull and relaxed futuristic area.

If it's possible it's good to organise during the first or the second phase some activities with a professional photographer. The workshop of photo voice can be the opportunity to improve the technical skills of the participants. What is more, this kind of the activity can motivate them to be more open and active.



The definition of art therapy and phototherapy differs widely across different countries and sometimes even within them. The most important for us in the project was to show that we can use photovoice to work with adults, to popularise the using photography in the non-formal education. The well prepared activity let us to know more about the participants, their view of the world, their feelings, things important for them.

Source:

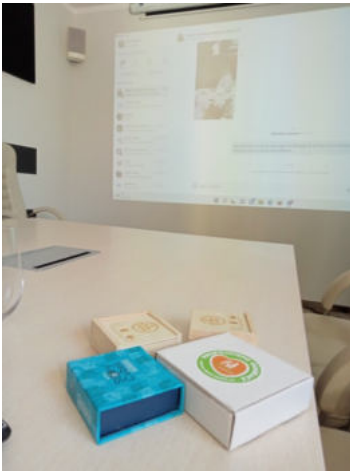
1. C. Wang, M.A. Burris, "Photovoice: concept, methodology, and use for participatory needs assessment", 1997
2. <https://phototherapy-centre.com/biography/>

GAMES

When we talk about games, usually we think it's activities just good for children. Adult learners are different from children, because they have life experiences they draw from and make decisions on what's important and how to apply this information. This needs to be taken into consideration



when teaching or working with adults.



Different kinds of games are very useful in senior citizens lives. Senior citizens should be encouraged to take part in mind games. They should solve puzzles like crosswords, brain teasers and sudoku focus on doing mathematical calculations. These are very beneficial for exercising the mind (UV Kiran) Babasaheb Bhimrao Ambedkar University, Lucknow). Games are very important in the work with seniors. Games that engage senior minds can help maintain cognitive abilities and slow the onset of Alzheimer's and dementia.

The benefits of play often make a noticeable difference in a short period of time. Games are also a great way to connect and share, which is vital for those suffering from the effects of social isolation, which is a problem all too common among older adults.

In the adult education the games are always useful like an ice-breaker. Adults learn best and are most receptive when they are comfortable with the people around them.

Ice breaking activities are a very important part of the training activities, especially if the group haven't met before and it's bigger than 4 persons. The aims of the kind activities are:

- Learn the names
- To let know people one another better and more quickly
- To boost energy before a meeting or activity,
- To create better team work
- To be more open
- To have good fun and create good mood.

Effective icebreakers can function as introductions, warm-ups, or even test prep.

Here are a few propositions of the games, which can be using like ice-breaking activities, but they can improve others skills (like perceptivity, memory, reaction speed, memory, creativity).



Memory



It's many kinds of the game. The rules is find 2 the same pictures. Whoever has the most at the end is the winner. In our project we used the game prepared by Czech NGO Mezi nami. It's the good example of intergenerational activities. Children draw pictures with the heroes of popular tales. The pictures were used like the cards in memory game. This way, the participants can practice their perceptiveness and remind the tales.

Cubes

It's many ways to using cubes in education. In work with adults Story Cubes are very useful. It's a few kinds of cubes (different numbers of blocks in one box, different pictures- it depends on the purpose of the game). Usually this is a collection of nine dice with images printed on each side of the dice. The participant rolls the cubes and then he must link all the pictures together through the use of a spontaneous story. Rather than using all 9 cubes, every person can choose one and create and short story (2-3 sentences) and the next participant continues the story with one of the picture of his cube.



The game lets the participants use their imagination, experiences of their life, new words (it's important in learning languages). The cubes can by used in the therapy, in all ages groups. This kind of the activity can identifies emotions and issues such as bullying, peer pressure, self-esteem, family dynamics, problems with drugs and alcohol, in locations such as home, school and other areas of life.

GARDEN THERAPY

Being outdoors in the fresh air and growing things is naturally good for wellbeing as people 'lose themselves' and forget their troubles. We use gardening to bring about positive changes in the lives of people living with disabilities or ill health, or who are isolated, disadvantaged or vulnerable.



People come to the WELLIES Project to take part in a range of activities with animals, plants, creativity and the countryside. This includes gardening and activities that make things for the garden or use things from the garden.

Very often these are linked and participants will grow things and use them in cookery or make art with them. They might photograph them, write poems about them and use them as a space to socialise, sit and think, relax or socialise. It is much more than growing and cultivation.

There are people who are trained horticultural therapists or social and therapeutic horticulture practitioners. They use gardening, plants, and horticulture to help individuals develop personally and socially, and to gain confidence, independence and a sense of wellbeing.

More often those who lead therapeutic horticulture project aren't formally trained. They just have a love of nature, growing things, being outdoors and encouraging people to enjoy the moment and take part.

It's a good lesson in things not needing to be perfect and things not always going to plan. It helps to build resilience and manage emotions. Gardening can be exciting when something grows well and disappointing when it doesn't. It can help to develop problem solving skills.

Many people don't have access to a garden and live in urban areas where they are frightened to go outside. To be part of a gardening project encourages:

- Teamwork
- Friendships and the development of social capital
- People feeling less lonely and isolated
- Gentle exercise
- Being in the fresh air and getting natural vitamin D
- Creativity



- Positive feelings
- Learning new skills
- Confidence and self esteem



The reward of gardening activities releases the feel good hormone dopamine. The release of serotonin, which is a natural antidepressant and immune system strengthened, is also triggered during gardening.

Engagement in gardening has shown to have both immediate and long-term effects on mental health outcomes. Just

gardening for several hours provides instantaneous reductions in depression and anxiety symptoms, while gardening daily is associated with reduced stress and increased life satisfaction.

Community Gardens and allotments

Sometimes people, particularly if they are not well can feel overwhelmed by gardening alone. Community Gardens are a great way to alleviate that and to encourage people to get fit, socialise with others and enjoy the positive effects on their wellbeing by seeing seeds germinate, cuttings rooting and growing and things they've planted flowering and fruiting.

They also encourage multigenerational learning and communication.

Gardens can become a vehicle for other learning activities such as art, cookery, science, maths, photography and many other things. They can become venues for groups or families to enjoy story telling, poetry readings, picnics and barbecues.

The picture below shows a range of things that have been made for the garden in the wood shed if the WELLIES Project.

Food from the garden

Participants in garden related projects can grow crops to cook and take part in 'grow it, cook it eat it' activities.



Participants are encouraged to cook healthy, inexpensive, seasonal dishes to share and eat together. The 'Eat Well Plate' is a visual representation of healthy meal and its good practice to compare your plate to this to see how you're doing. We aim for one third fruit and vegetables.

People can learn to make healthy soups and interesting salads. They love activities like lifting potatoes from the ground and picking tomatoes and fruit then making jam. It provides a connection between the soil and the food produced and encourages people to think about provenance.



Skills for enterprise and employment

Garden related projects can be used to encourage people to gain skills for employment and enterprise. Our project is recovery focused and we aim to get people moving towards being more socially connected in their own communities. Wherever possible we give them skills to go on to volunteering or work.

These skills include:

- Teamwork and communication
- Timekeeping
- Reliability
- Resilience
- Health and Safety awareness
- Practical growing skills
- Preparing for an activity and planning
- Tidying up and putting away



- First Aid
- Food safety
- Problem solving

The garden is a therapeutic space for healing, growth and development. If it is imaginatively used it has a wealth of scope.



THE EVALUATION

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

QUALITY ASSURANCE STRATEGY

The '*Be Open Minded*' Quality Assurance Strategy aims at tracking, monitoring and guaranteeing the successful implementation of all project activities.

Its objectives are:

- To develop and deliver innovative teaching methods and support adult educators in using the materials with adult learners from disadvantaged groups in order to improve their intercultural awareness.
- To foster intercultural dialogue between adult educators and learners from different EU countries.



- To promote cultural exchange and sharing experiences and good practices related to common European cultural values.
- To improve foreign language skills of adult learners by developing easy to use methods:
 - a) culture and heritage and
 - b) language skills.
- To learn through learning-by-doing during 4 short staff training sessions about what makes each region/country particular and individual.

The quality assessment board consists of one representative from each partner organisation. The board deals with quality assessment and evaluation issue through meetings and/or emails.

Organisation	Responsible	Contact details
Asturia	Gert	gert.hurkmans@telenet.be
Fundacja Bądź Aktywny	Ewa	biuro@fundacjabadzaktywny.org
Associazione Culturale EUTOPIA	Alessandro	Info@eutopia.org
Growing Rural Enterprise	Julie	Julie@growingruralenterprise.co.uk
Achaia Adult Education Institute	Sandy	sandyvamvaka@gmail.com

For the qualitative assessment there is a minimum expected of 70% of positive evaluation of all items rated as “good” and “excellent”. Within the instruments used for the evaluation there are:

- self-reflection forms and written feedback

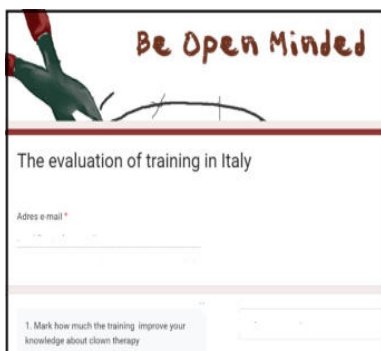


- questionnaires
- online and printed forms
- workshops
- face-to-face meetings and interviews with end users
- online and face-to-face partner meetings.

For the quantitative assessment there is a minimum expected of 70% of positive evaluation of all items. Within the instruments used for the evaluation there are:

- checklists
- questionnaires
- online forms
- number of participants/users of the materials/visitors of website, etc.

There are different evaluations for the different activities developed throughout the project:



- Evaluation of Transnational Meetings: questionnaire of the participants' expectations and meeting evaluation questionnaire
- Evaluation of Short-term staff training sessions: questionnaire of participants' satisfaction, interviews with participants
- Evaluation of the Dissemination Activities - together with Dissemination Coordinator

- Evaluation of Project Management: regular online meetings, interviews, monitoring questionnaire at the end of each reporting period,
- Evaluation of Training Activity: a questionnaire of participants' satisfaction, interviews
- Evaluation of Workshops: questionnaires and interviews with educators and learners

There are different performance indicators depending on the project activity assessed.

For the Transnational Meetings, the performance indicators are the relevance of agenda and themes addressed; adequacy and appropriateness of dates and duration; achievement of meeting objectives; extent of contribution from partners; and clarity of roles and tasks.

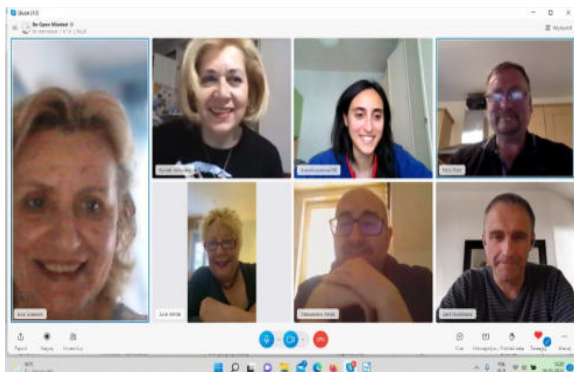


For the Project Management and Communication, the performance indicators are the level of partner satisfaction with management/coordination arrangements; the appropriateness of management methods; the accuracy and clarity of tasks; the suitability of deadlines and potential for achievement; the depth of consideration of partners' ideas, inputs and recommendations; the efficiency of partners in meeting the agreed deadlines; the quality of partners' input and achievements; and the depth of partner collaboration and communication within the project.

For the Training Activities, the performance indicators are the appropriateness of delivery methodology; the depth of understanding of information /topic; the level of collaboration among participants; the perceived improvements in knowledge or competences; the suitability of event organisation and management; and the overall effectiveness of delivered training.

SUMMARY OF TRANSNATIONAL MEETING 1 IN BELGIUM

On the 29th of July 2021 Asturia hosted online, the 1st transnational meeting of the “BOM” partnership. After the completion of the meeting, the participants were asked to provide their feedback on different aspects of the meeting. This report summarises the evaluation results.



Seven people filled in the questionnaire. From those, there was a representative of each organisation: 1 person was from Asturia vzw , 1 person from the Greece, 1 person from Poland, 2 persons from UK and 2 persons from Italy.

The questionnaire was built around the issues related to the meeting, its preparation and organisation as well as the expectations and overall impression of the participants.

At the beginning of the questionnaire, the respondents were asked if the information received before the meeting was sufficient. 100% of the respondents answered that they were given detailed information by the hosting organisation for a correct and successful development of the meeting.

Connected to the previous question about the work previous to the meeting, the respondents had to answer a question about the repartition of tasks and their assignation to the partners, which got 100% of positive responses.



After the assignation of the tasks, the participants had work to do themselves. It brought to the next question, to which all the participants in the meeting answered that they prepared the required tasks on time for the meeting as they were asked to.

There were questions concerning the meeting, such as if the meeting had reached its objective, to which 100% of the respondents answered that the meeting was very successful.

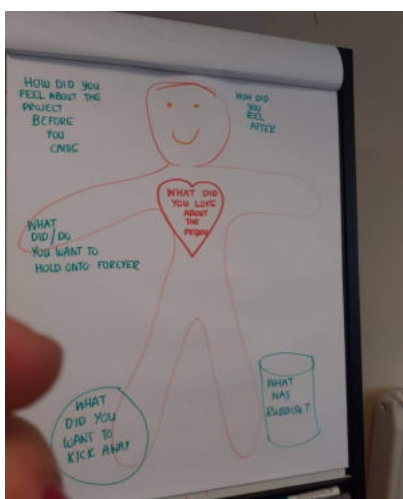
On the same line, the respondents were asked about the discussions and the decision making process, which brought 100% of the respondents showing their satisfaction about the discussions and decision-making process.

Answering the question if there is anything they would change, the participants stated that mostly there was nothing to be changed, just asked for a more active participation from the partners. In general, all the partners showed their satisfaction with the meeting.

As the working environment is important, there was a question about it in the questionnaire, to which 100% of the respondents agreed that it was very good.

Concerning the logistics information provided by the hosting organisation, all the respondents agreed that the information given was sufficient.

Regarding to the meeting, the respondents were asked whether the participation of the partners had been active in the discussions, to which 100% agreed that it has been active.



Having a clear and realistic timetable to develop the different contents in the next months is crucial. For that reason, the partners were asked whether it was realistic or not and all of them agreed that the work was proportional to the time they have to complete their tasks. The totality of them agreed that it was well structured to finish on time. Finally, the respondents were asked whether they had understood their tasks and duties for the next months until the second meeting, to which all of them answered positively.

The overall impression of the meeting was that it was brilliant and successful, with no problems among the participants and an active participation. Every participant understood and approved the

timetable scheduled for the activities in the project, as well as they all agreed that the arrangements made by the hosting organisation ensured a correct development of the meeting, making it very useful for the participants.

SUMMARY OF TRANSNATIONAL MEETING 2 IN BELGIUM

The last meeting was devoted to summarise the activities in the project, analyse the budget of the partners and the project and disseminate the results. It was on 7-8 July 2022. It was 2 months before the end. This way, the project's team has more time to plan dissemination the results on local, national and international level. The partners plan to continue the cooperation. One of the most important profit of Erasmus+ program is creation the network of organisations in Europe.

TRANSNATIONAL MEETINGS

Before each transnational meeting, the partners were asked by mail on their expectations for the meeting as well as comments regarding the development of the project so far. In that way, the opinions and expectations of the different partners could be taken into account.



After each meeting the partners filled in an online evaluation questionnaire, with the questions to which extent the meeting fulfilled their expectations. Furthermore, the questionnaire contained questions regarding the satisfaction of the partners with the different aspects of the meeting (agenda, presentations and discussion, effectiveness, relevance, contribution from partners etc.).

The partners also got the chance to give suggestions for the next transnational meeting as well as in general for the successful implementation of the project.

The evaluations show that the partners are VERY SATISFIED with the meeting and the different aspects of them. All aspects are rated between VERY GOOD and GOOD and most aspects have a weighted average of over 4,8 (out of 5). Also the understanding of the project after each meeting was rated very high, all partners stated that they have a very clear picture of their activities, deadlines and other aspects of the project.



SUMMARIES OF SHORT-TERM STAFF TRAININGS (C1, C2, C3 & C4)

During this project the partnership organised 4 short-term staff training sessions. When the meeting was finished, the participants were asked to provide their feedback on different aspects of the meeting. This report summarises the evaluation results. All participants filled in the questionnaires. From those, 1 person was from Belgium, 3 persons from Poland, 2 persons from UK and 2 persons from Italy.

The questionnaire was built on the issues related to the meeting, its preparation and organisation as well as the expectations and overall impression of the participants.

At the beginning of the questionnaire, the respondents were asked if the information received before the meeting was sufficient. 100% of the respondents answered that they



were given detailed information by the hosting organisation for a correct and successful development of the meeting.

Continuing with the work previous to the meeting, the respondents had to answer a question about the distribution of the tasks among all the partners and their assignment, which led to 100% of positive responses:

After the tasks were assigned, the participants had to prepare them on their own. It led to the next question, to which 100% of the participants in the meeting answered that they prepared the tasks as they were asked to, completing them on time before the meeting.

Among the questions, there were some related to the meeting more specifically, such as if the meeting had reached its objective, to which 100% of the respondents answered that they consider that it has been very successful.

Continuing with the questions concerning the meeting, the respondents were asked about the discussions and the decision making process, which led to a total positive response. A 100% of the respondents answered that they were very satisfied about the discussions and decision-making process.



Answering the question if there is anything they would like to change, the participants stated that there was nothing to change because the meeting was perfect. In general, all the partners were very satisfied about the meeting.

The working environment is an important issue to be taken into account. For that reason, there was a question about it in the questionnaire, to which all of the respondents answered positively.

In the same line, the respondents were asked if there had been any frictions or bad behaviour among the participants, to which all the participants answered that everything was perfect, with no tensions nor bad thoughts against the other participants.

The logistics as well as the food and the accommodation are important issues to be considered. For that reason, the respondents were asked about their satisfaction about it, to which 100% answered that they were very satisfied with it.

The contribution and active participation of the partners is crucial for the successful development of the meeting. For that reason, the respondents of the questionnaire were asked about it and their responses revealed that 87.5% believed to be very active during the meeting.

After the meeting there is work to do, and during the meeting next deadlines and timetables have been set. The respondents were asked whether the future timetable was realistic enough to follow it the next months, to which 100% of the respondents answered positively.

On the same line, the respondents were asked whether the tasks assigned were reasonable and clear, and 100% of the meeting participants answered this question positively.

At the end of the questionnaire, the respondents were asked to provide any additional comment if they wanted to. All the comments were addressed to thanking the hosting organisation for their work, the useful meeting and enjoyable time.

As a final conclusion, the meeting was very useful, with a good job done before, during, and after the meeting, which led to a good development of the meeting. All of the respondents have a very positive image of the meeting.

The project' progress and process have been monitored since the start of the project in December 2020 until the end of June 2022. It has been done based on the Quality Assurance and Evaluation



Plan prepared by the Coordinator of Quality Assessment and Evaluation of the partnership, the Belgian partner Asturia, and approved by the partners at the initial stage of the project. At the kick off meeting, the Quality Assessment Board was created with 1 representative from each partner organisation. The Board have checked the progress and development of the project against the aims and objectives set out in the application during the face-to-face and online meetings. All the findings have been analysed and evaluated using different tools: discussions during meetings and via e-mail; evaluation questionnaires after meetings/training and regarding the project management and partnership.

EVALUATION OF PROJECT MANAGEMENT AND PARTNERSHIP

During the TM2 in Belgium the partners were asked to evaluate the project management and the partnership. Answering the question to what extent their expectations for the project have been met so far, the partners stated that their expectations have been MET TO A FULL EXTENT or were exceeded. In general, the management of the project is seen as very good, effective and well organised. The partners are very satisfied with all aspects of the project management with ratings up to 5 of the weighted average. Furthermore, the partners stated that the quality of partners' work is very high, there is a good support between partners and the communication and collaboration among the partnership is very good, also thanks to the good coordination.

The partners are also very satisfied with the different aspects of the partnership as well as with the communication rating 4.8 (out of 5). Asked about the three most positive aspects of the project so far the partners mentioned: good team and cooperation; good communication among partners; partners' commitment; creative atmosphere.

EVALUATION OF THE TRAININGS

The participants of the training were also asked to evaluate different aspects of the training, referring to the general logistics, the sessions/workshops, the cultural visits, the agenda and timing, the meeting venue, the catering and the accommodation. The results in all these aspects are positive - either good or excellent - being the meeting venue the most excellent rated. The catering, as well as agenda and timing are also good and excellent rated.

The participants also shared their overall impression of the training and stated that it was well organised and interesting, with the specific appraisal of the hosting team as kind and helpful at all times.



We have the opportunity to present our project during the online international congress in Antalya and have good feedback of our results, experiences and impressions. The congress was after all the trainings so during the preparation the materials and presentation we can evaluate our new knowledge, skills and team work.

The project's team is going to share the knowledge, experience, promote the cooperation in EU.





BE OPEN MINDED

Erasmus+ project 2020-1-PL01-
KA204-081435

The aims of the project

- to raise the professional skills of educators (on animal therapy, art therapy, garden therapy, phototherapy)
- to exchange experiences exploring new methods and ways of working with adults,
- to popularize new approaches and methods in the education sector,
- to improve the trainers' skills
- to promote different learning approaches and environments

THE PARTNERS

Growing
Business
Enterprise Ltd

Fundacja
Bądź
Aktywny

Asturia vzw

EUtopia

INSTITUTE
ASTORIA

Co-funded by the
Erasmus+ Programme
of the European Union



THE NEW METHODS OF WORK WITH ADULTS

DRAMA:

- to connect and communicate with the body
- to increase self confidence
- to manage free time
- to learn the value of art
- to create a spirit of trust
- to release negative emotions and improve concentration
- to discover rhythm
- to activate all senses
- to develop team spirit

PET THERAPY

- to improve patient satisfaction, energy levels, self-esteem, and mood;
- to increase motor skills and movement;
- to improve social skills and verbal communication;
- to decrease boredom;
- to reduce cardiovascular disease and stress levels.

PHOTO THERAPY

- to access and communicate feelings and memories
- to explore emotional impacts
- to enhance people's self-care and community interaction
- to increase the potential for reminiscence
- to visualise inner sentiments and perspectives

GARDEN THERAPY

- to improve physical fitness and sleep quality
- to develop fine motor skills
- to increase stamina and hand-eye coordination
- to boost a sense of independence and control
- to augment concentration
- to reduce stress, agitation and anxiety

<https://www.facebook.com/ErasmusPlusBOM>