



Erasmus+



Belgrade
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P D C A E

Program for Developing Competences for Autonomous Employment

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” Paulo Freire, Pedagogy of the Oppressed

Intellectual result of the strategic partnership under Erasmus+ program:
Post-YU Trilateral Bottom up Learning (PYTBUL) – Empowering Youth in the Region

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Partner organizations: Zavod Bob (Slovenia), Volunteer Center Istria (Croatia), Impact HUB Belgrade (Serbia)

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Table of Contents

1. NAME OF THE PROGRAM	3
2. RATIONALE	3
3. TARGET GROUP	4
4. OBJECTIVES OF THE PROGRAM	5
4.1 Aim and objectives	5
5. IMPLEMENTATION OF THE PROGRAM – CONTENTS AND ORGANISATION	5
5.1 MODULES OF THE PROGRAM AND OBJECTIVES BY THE MODULE	5
5.2 ORGANISATION OF THE EDUCATIONAL PROGRAM	8
5.3 DURATION OF THE PROGRAM.....	9
5.3.1 Timeframe	9
5.3.2 Annual plan.....	9
5.3.3 Weekly plan	10
5.3.4 Daily plan.....	10
6. CONDITIONS FOR PARTICIPATION IN THE PROGRAM.....	11
7. CONDITIONS FOR ADVANCEMENT AND SUCCESSFUL COMPLETION OF THE PROGRAM	11
8. PROJECT GROUP.....	12
9. FORMS AND METHODS OF WORK.....	13
9.1 PRINCIPLES OF WORK	13
9.3 METHODS OF WORK	14
10. ROLE OF THE MENTOR.....	14
REFERENCES	16
ANNEX.....	17

1. NAME OF THE PROGRAM

The program of non-formal education is called **Program for Developing Competences for Autonomous Employment, shortly PDCAE**.

2. RATIONALE

This curriculum has been developed in a strategic partnership project under the Erasmus+ programme with partner organizations from Slovenia, Croatia and Serbia. The main motivation for the search of different solutions is the situation among youth regarding gaining independency that is obviously conditioned by their ability to have paid work. Throughout the recent years we have been facing increasing number of youth unemployment. In the countries of partner organizations, Croatia and Serbia, these rates are reaching 50 %, in Slovenia towards 21 % (source: <http://data.worldbank.org/indicator/SL.UEM.1524.ZS>). The job market is saturated and the issue of youth unemployment exceeds the unemployment itself.

Young people find themselves in the situation when they have developed a so called system dependency after long years of schooling. They have been raised to believe that studying hard and getting their education will enable them to get good employment. They have been growing up in the education of competition where the best students were getting rewarded ... The reality check after holding a high school degree or even an university degree, when they find themselves with no chance of making a living for themselves, with no possibility of sustaining themselves and possibly their families etc., is degrading on a professional, not to speak of personal, level. Considering that there is a large number of unemployed youth with low or no qualifications, the situation only deteriorates. Many young people develop lack of confidence in their ability of making a living for themselves.

The issues of unemployment among youth are being reflected in many areas. We are facing very low participation of youth in solving social and political issues (including those relating to their own problems), increasing mental health problems, growing levels of various forms of addictions, etc. which is often the result of being unable to have control over one's life development and lack of positive experience while entering adulthood.

The solutions that are being suggested by public bodies do not correspond to the situation and are also very often outdated by the time of implementation. One of the reasons may be that the target groups are not being included in the processes of developing solutions. Young people are generally not being considered as capable of facing and solving problems.

We believe that this project is an opportunity to grasp the above-mentioned issues. We have created innovative approaches for youth (self)employment and developed models and tools of experiential learning through youth work in cooperation with the target group, them being a considerable stakeholder in the process. In the project we have included young people and given them the opportunity to influence the strategies being made, to build their professionalism in the sector and to co-create, develop, evaluate and upgrade the tools, methods and models in youth work targeting the issues of youth (self)employment.

By starting processes of transferring responsibilities to the target group we contribute to empowering of youth and to creating a platform for growing morals and activation among youth, also important for the sustainability of the youth sector in the region.

We have planned the process of creating this programme curriculum so that the youth will all be involved in all the phases of the project:

- project planning (content, logistics, administration and coordination, involving relevant stakeholders, promotional activities etc.),
- project implementation (generating ideas and materials, forming the contents of the planned outcomes, networking, exchanging good practices on local and international level, testing, evaluating and improving the models, promotional activities,...),
- evaluating the project activities,
- public presentations of project results and dissemination activities.

The methodology of the programme provides and facilitates the integration of all individuals, regardless of the features or limitations. We use various methods of informal learning such as: methods for the establishment of group dynamics (team building), counselling, individual research work, work in small groups, the use of information and communication technologies, practical work, methods of creative thinking, public presentations, brainstorming, case studies, methods of Theatre of the Oppressed, street animation, methods of intercultural learning, reflections etc. Throughout the whole process the participants have mentor support and guidance. They have an essential role in evaluating and giving feedback on the implementation of activities and of course in proposing upgrades and improvements in the process itself.

3. TARGET GROUP

The program includes unemployed youth between 18 and 29 years old, regardless the topic or level of their studies and whether they have finished their education process or not. In line with the objectives of the program we expect participants to implement tasks connected with the citizens' legal capacity gained at the age of 18, which is why this is the minimum envisaged age.

The target group of the program are as mentioned youth regardless the topic or level of their studies; youth who have never been employed or have unsystematic and short-term work experience, or they are first job seekers. We also include long-term unemployed youth and young NEETs (young people Not in Education, Employment or Training).

We expect that most of the participants in the program have never been regularly employed. As a rule they can sign up as first job seekers after leaving school. Participants with previous work experience are expected to have unsystematic and short-term work experience (casual or part-time work, usually undeclared/illegal).

4. OBJECTIVES OF THE PROGRAM

4.1 Aim and objectives

The aim of the program is to offer participants support at recognition and development of their personal resources with the purpose of creating possible ways of (self)employment, as well as encouraging other ways of self-realisation for active solving of their unemployment and social exclusion problems. Through various forms of participatory learning and with mentor support, participants in the program develop and realise their project ideas (products, services, other initiatives).

The main objectives of participation in the programme are:

- work/employment (project) activation of participants,
- recognition, development and strengthening of knowledge, skills, abilities and relations (KSAR) to create employment possibilities independent from the labour market (the so-called autonomous or self-employment),
- encouragement of self-initiative, creativity and entrepreneurship, creation of tangible opportunities for self-employment and employment,
- recognition, development and strengthening of KSAR to improve possibilities of integration to the labour market (raising employment prospects),
- raising awareness about the importance of social activation and active citizenship, establishment and empowerment of social networks,
- intellectual emancipation of participants, strengthening the key KSAR needed for shaping their own independent life goals,
- linking personal missions of participants with their career paths.

5. IMPLEMENTATION OF THE PROGRAM – CONTENTS AND ORGANISATION

5.1 MODULES OF THE PROGRAM AND OBJECTIVES BY THE MODULE

The content of the educational program is organised in four program actions called modules, followed by a continuous mentor support after the 4th module.

TABLE: Contents of the PDCAE program by each program module

DURATION	CONTENTS	OBJECTIVES
MODULE 1: 2 weeks	INDIVIDUAL WORK Defining the initial baseline state of the individual (motivation, needs, values), forming the individual agreement with a mentor. GROUP WORK Icebreaking activities; needs and values of the group, forming a group agreement; learning about the activities of the implementing organisation; forming a personal mission and vision (values, personal resources, passions of the individual, etc.).	<u>Participants:</u> test and evaluate tools for identifying their values, strengths, personal resources, and for establishing roles of individuals within a group; practice participation in a group; identify their own values, needs, wishes; develop a personal project ambition; are familiar with the work of the coordinating organisation. <u>Project group:</u> forms the group agreement; establishes new acquaintances and develops interpersonal connections; creates a communication agreement.
MODULE 2: 4 weeks	INTENSIVE TEAM BUILDING WITH A PRACTICAL ACTION IN THE ENVIRONMENT Weeklong group activity in an environment outside of the home environment; planning and implementation of a short project in the environment where the team building takes place; reflection/transfer of the experience to the second phase of the module. WORK IN THE SELECTED LOCAL ENVIRONMENT Networking (analysis of the situation, defining needs, research). PROJECT PLANNING Searching for intersections between the personal mission and the results of networking; defining values of the project group and the group mission; forming a project idea (a conceptual plan for a product or service); identifying personal resources in the group. INDIVIDUAL PART Participants monitor their development; they identify how self-realisation can contribute to a broader impact than just to satisfy their own needs.	<u>Participants:</u> recognize and know how to use tools and methods to analyse the situation in a selected environment; have a practical and reflected experience with planning and implementation of a project idea into the specific local environment; develop resources for solving their own challenges; develop a solution-oriented approach; know how to respond to the challenges of their communities with their personal resources; create opportunities for realisation of personal and professional ambitions through the process of project planning. <u>Project group:</u> recognizes individual personal resources within the group; recognizes and uses tools and methods to analyse the situation in a selected environment; recognizes the needs of a selected environment; knows potential stakeholders in the environment.
MODULE 3: 4 weeks	EDUCATIONAL CONTENTS (with external co-workers) Project planning;	<u>Participants:</u> Recognize and use the principles of sustainability;

	<p>sustainability; principles of cooperative work, social entrepreneurship and other forms of socially responsible business.</p> <p>PROJECT PLANNING (independent team work with mentor support) Creating a detailed project plan (defining and planning of project phases); adapting the project idea to the principles of sustainability; preparation for the realisation (logistics, content, human resources, public relations, etc.).</p> <p>INDIVIDUAL PART Participants monitor their development. Participants are co-creators of the learning process. They explore the most appropriate personal learning styles, adapting them to suit each participant and the entire project team.</p>	<p>are familiar with the process of project planning (tools, methods); develop independence, proactive behaviour, solidarity (focus towards community development); find their own place within the project group and the social environment (community); recognise their own value (improve self-esteem, assertiveness); acquire the ability to reflect individual elements of the work process; develop the ability to adjust and work within the project group; get to know different ways of project management (project work); identify and define different roles in project work.</p> <p><u>Project team:</u> creates a project plan for a practical intervention in the environment; defines resources and stakeholders necessary for the realisation of the project idea.</p>
<p>MODULE 4: 6 weeks</p>	<p>REALISATION of the project plan, EVALUATION (group and individual), CELEBRATION (public presentation).</p>	<p><u>Participants:</u> gain real experience with implementation of project ideas; use this experience to plan their own life path; create opportunities for autonomous employment; are familiar with the tools for evaluation of the process and its results; participate actively in the shaping of social reality; recognise the importance of celebration; recognise the possibility to transfer results into other environments; acquire and use skills of organisation of public events, public speaking, etc.</p>
<p>CONTINUOUS MENTOR SUPPORT 8 weeks</p>	<p>Mentor support includes working with project groups in the process of realisation of project ideas and support in setting up the organisational structure and other formal conditions. This ensures that both the individual and/or the project group aren't forced to seek institutional frameworks of action in the most sensitive development phase of the project; rather, they can decide on the most appropriate form of legal entity for the project upon independence of the project (upon autonomous further implementation).</p>	<p>Participants and project group: develop competences for independent planning and co-ordination of different activities; motivate young people towards active citizenship and develop support systems for activities of young people; support the creative potential of young people from vulnerable target groups; ensure sustainable results of the program.</p>

5.2 ORGANISATION OF THE EDUCATIONAL PROGRAM

Educational plan of the PDCAE program is open, which means that the implementation of contents is customised and regularly adjusted to the circumstances. These circumstances include abilities, motivation, prior knowledge and experience of the participants as well as the needs that arise in the process of implementation of the program. Participants are actively involved in planning, co-creation of the content of the program and in evaluation (Kroflič, 1997).

The educational program is organised in three parts:

- four educational program modules

Modules are program actions that are implemented together. Their content is defined, but the timing is merely recommended. In practice this means that the modules can be interchanged if necessary for the dynamics of the activities.

- continuous mentor support

Continuous mentor support is organised weekly in concordance between participants and mentors and takes place after or during the realisation of the project plan.

- individual part

Individual work with participants is organised as a parallel activity with the above parts to facilitate the process of self-evaluation and to offer mentor support to participants in monitoring the achievement of program objectives.

The coordinating organisations anticipate informal learning environments such as youth centres and other youth organisations working in the youth sector, defined according to the Public Interest in Youth Sector Act (ZJIMS):

- they regularly carry out youth programs/programs for youth described in the 4th article of this act,
- they show significant achievements in development and integration of youth work,
- they have the required material and human resources for implementing youth programs.

Implementation of the week-long intensive team building in Module 2 is intended outside the home environment, in an environment that allows group accommodation and organisation of everyday life. The tasks and responsibilities for the smooth running of activities are defined by participants and mentors together.

Involvement of different stakeholders in the local environment within the sector (youth and educational organisations) and outside (real sector, schools, non-governmental organisations operating in different sectors) as well as communication with the wider community is planned for the implementation of program activities. We place great importance on cooperation with public professional organisations such as Employment Service of Slovenia (ESS), Centres for social work, as well as university faculties, institutes, cultural institutions, etc., and

policymakers (Ministry of Education, Science and Sport, ESS). We also involve individual experts in specific fields.

5.3 DURATION OF THE PROGRAM

5.3.1 Timeframe

Organised educational work in the program is implemented in a minimum of 400 hours in the following timeframe:

- 16 weeks (4 months) for the implementation of the four Modules, 25 hours/week.

After the implementation of the four educational modules, 60 additional hours are intended for Continuous mentor support to participants in the following timeframe:

- 4 weeks (first month after the organised educational work) for Continuous mentor support, 10 hours/week;
- 4 weeks (second month after the organised educational work) for Continuous mentor support, 5 hours/week.

5.3.2 Annual plan

In terms of the organisation conducting the program, the educational program can take place twice in one calendar year:

- autumn implementation of the program (from the beginning of September to the end of February)

Organised educational work in the four modules runs from 1.September to 31.December, continuous mentor support takes place in January and February.

The preparations as well as animation and admission of participants for the spring implementation of the program take place in January and February

- spring implementation of the program (from the beginning of March to the end of August)

Organised educational work in the four modules runs from 1.March to 31. June, continuous mentor support takes place in July and August.

The preparations as well as animation and admission of participants for the autumn implementation of the program take place in July and August.

Free days within the four modules are linked to public holidays in the country.

Evaluation of the achieved results of the program is intended after each implementation of the program.

5.3.3 Weekly plan

Activities of the organised education work in four modules are usually held five days per week, from Monday to Friday. 25 hours/week are intended for this part of the program, allocated reasonably by mentors and participants according to the work dynamics in each module.

10 hours/week in the first month and 5 hours/week in the second month are intended for continuous mentor support. Mentors and participants agree on the time and date depending on availability and the need for mentor support.

Continuous mentor support can be individual or group depending on the planned direction of (self)employment of project groups and/or individuals.

5.3.4 Daily plan

Daily activities take place every weekday (Monday to Friday) for a maximum of 5 hours during the organised educational work.

Daily organisation of work in the program includes the following activities:

- energiser, an activity designed for team building and for physical and mental awakening at the start of the daily activities;
- the main activity, the content and methodology of which the program module is based on;
- reflection, where the course of the day is reflected upon with the aim of getting an insight into the well-being of the individuals and the importance and scope of activities that were carried out during the day.

Mentors and participants arrange the daily plan sensibly, depending on the nature of the activities or because of fieldwork, etc.

TABLE: Daily timetable in the PDCAE program

Duration	Activity
30 min	ENERGISER
90 min	ACTIVITY
30 min	BREAK
120 min	ACTIVITY
30 min	REFLECTION

6. CONDITIONS FOR PARTICIPATION IN THE PROGRAM

The program is intended for young people who:

- are between 18-29 years old;
- are unemployed or don't have a legal employment status.

Other conditions for participation are not foreseen. However, during the admission process it is recommended to pay attention to some parameters that are important for formation of project groups in the second and third module of the program:

- balance of the group according to gender, direction and level of education, age, non-formal work experience (student and voluntary work);
- priority should be given to young people with no work experience (first job seekers);
- motivation of participants, the expressed desire for change;
- motivation of participants towards social responsibility.

Participants are chosen based on the introductory interview, the content and methodology of which should be linked to the implementation of the program. Participants in the interview should have the opportunity to express themselves in various ways (verbal, visual, sound, movement). It is recommended that the interview takes place in a non-hierarchical structure, so that the mentor-candidate dialogue can be comprehensive, with the mentor creating a 'space' for the candidate to give an answer to the given challenge. An example of an introductory interview from the pilot implementation of the program in 2016 is published in Annex 1 of this document.

7. CONDITIONS FOR ADVANCEMENT AND SUCCESSFUL COMPLETION OF THE PROGRAM

The program is structured as a program of non-formal education with a negotiating curriculum. Participants and mentors monitor the progress of individuals and the group based on objectives set for each module of the program. Progress is evaluated through monitoring the learning outcomes set for each module of the program. There are no other conditions for advancement and completion of the educational part of the program implementation.

There are defined attendance-based conditions for advancement and completion of the program. The participants have to prove:

- 85% attendance at each of the four modules of the organised educational part,
- attendance at the weeklong intensive team building activity with the practical intervention in the environment as defined in the first part of the second module of the program.

As a rule, an individual can be included in the program once. In exceptional cases a second participation in the program can be granted based on the expressed need of the participant and on the mentor assessment of the reasonableness of another inclusion.

8. PROJECT GROUP

The basic unit of the program is a project group which progresses towards the achievement of project objectives with the development of a project idea. The project team consists of three to five participants, accompanied by one mentor throughout the program and the project implementation.

One or more project groups can be included in a single implementation of the program, but no more than three; 9 to 15 participants accompanied by three mentors.

The program includes unemployed youth with different levels of education (from unemployed youth with incomplete education to university graduates) as well students who are still in the process of planning their careers. Thus the project groups are educationally mixed. As such, it is expected that participants will be able to get employed at different levels of implementation of the tasks in the projects, which they will plan and test in the program.

External co-workers are involved in the educational process for the implementation of content that surpasses the knowledge and experience of mentors; experts in different fields depending on the needs of each content block. Their knowledge and expertise is not predetermined because the need for their involvement is defined based on the project idea that is designed and developed by the participants.

TABLE: The number of mentors and external co-workers

Number of project groups (participants)	Number of mentors	Proportion of involvement of external expert
One (3 – 5 participants)	One mentor	0,25 – 0,5
Two (6 – 10 participants)	Two mentors	0,5 – 0,75
Three (9 – 15 participants)	Three mentors	0,75 – 1

9. FORMS AND METHODS OF WORK

9.1 PRINCIPLES OF WORK

Program activities explore exclusion of young adults from the decision-making process, the feeling of helplessness of the individual at controlling their life course and the massive 'by-standing' - among youth and in society in general. The common thread of the activities is the process of developing competences that give the individual (or a group) the possibility to expand their influence and to use personal resources - for themselves, for support of other participants and/or for social action.

Participants are active creators of the learning content, which is based on their fields of interest. Learning is based on clearly defined objectives, which makes it functional and meaningful for the participants. Participants co-create the content, activities and the implementation process itself. Through a variety of methodological approaches they improve their knowledge, skills, abilities and human relations, gain practical experience, and reflect on and implement the results of activities.

Selection and design of work methods is based on three core principles:

1. Active participation

In our cooperation in partnerships and in direct work with target groups we find that realisation of the principle of active participation as a foundation of our work is of utmost importance - at the level of a) employees, b) co-workers, c) participants and d) partnerships and network members. Only in this way we can achieve optimal involvement and motivation of all stakeholders in the development and implementation of programs. Active participation is the highest motivation of an individual to gain new competences, as well as an encouragement to discover their own personal resources. Above all, it is the path of success towards increasing the awareness of knowledge that the individual gains in non-formal education and with informal learning.

2. Mentoring, institutional and administrative support with forming as well as realisation of project ideas, which is the most sensitive development phase of the project.

Mentor support is a fundamental feature of the program; activity mentors are neutral by principle and use the selected methodologies to enable a safe space for discussion of the content. This support offers participants the possibility to recognise and strengthen their personal resources. The experience gained in the program can be defined as long-lasting knowledge, which participants achieve through a reflected learning experience, even though the content and objectives of learning are defined in advance.

3. Sustainability

The program with its objectives and in line with the objectives of sustainable development contributes to quality education. It is based on a supportive working and learning environment, strengthens the quality of interpersonal relationships, develops social competences (non-violence, tolerance, cooperation, respect, etc.) and contributes to the development of a healthy self-esteem and self-confidence in the participants. Program activities encourage creativity and active participation, respect for common human values and care for nature conservation and environmental protection

(environmental awareness and responsibility); great emphasis is placed on quality leisure time and familiarisation with different cultural areas.

9.3 METHODS OF WORK

Project work and project-based learning, where those involved in the process solve practical problems together. Practical problems are based on mutually agreed project content that is interesting for everyone. Project-based learning is a learning method of non-formal education, in which we learn through active participation in the project.

Workshops are similar to project work. Individuals put into practice theoretical knowledge, which results in new skills, insights, products or additional knowledge.

Action learning is an integral part of an activity or action. It can take place in an artificially prepared situation (by simulation) or in real environment. It is often an integral part of a program of collective actions in an environment or a local community and is connected with meeting the needs of that community.

Dialogic learning takes place in a group of young people who share a similar environment and as such similar experiences. The key to this is training in primary groups of young people.

Open Space is a non-formal and democratic way of sharing personal experiences and views on a selected theme. Participants shape the contents (i.e. specific topics for discussion) themselves as well as facilitate the whole process.

Anthropological exploration or direct observation by participation is combined with formal methods of obtaining data, such as semi-structured interviews.

Discussion is expressing and arguing one's views on a controversial topic. The main objective of participants is to find common ground.

Brainstorming is a method of team work with four rules which are put in place to facilitate creation of new ideas and to reduce barriers that arise in groups. Following these rules should lead to synergy which enhances the creativity of the group.

Fieldwork always includes exploration of the field and detecting the needs in the environment. There are three areas of fieldwork: street-based, home-based and within the frame of other services.

In addition to the presented methods we also use other methods such as study groups, action research, conversation and discussion, case studies, role play, observation, sensory perception, etc.

10. ROLE OF THE MENTOR

Mentor support to the participants is a fundamental feature of the program. Participants are given support in the realisation of their project ideas and encouraged to participate on a personal and societal level. The mentor ensures a safe space for discussion of the content. The used methodologies challenge participants towards active participation and cooperation. The created content is a product of the participants, depends on their contribution and arises from their needs,

abilities and interests.

With the mentor support, participants identify their values, learning needs and wishes, and shape the course of their learning on the basis of these insights. Participants co-create the learning process and seek the most appropriate learning styles together with the mentor. The mentor monitors the learning process and gives feedback. Thus, the mentor encourages the comprehensive development of the participants, creates opportunities for learning, offers participants challenges where they can assume responsibility, gives feedback on strong and weak areas of the participants, offers support with finding answers to questions and is available for conversation. It is important that the mentor offers participants support in collecting relevant information and with establishing a network of social contacts.

By participating in the program, participants develop and test practical project ideas to solve their life situations in the long term in order to prevent their return to the state of unemployment and social exclusion. It is the mentor's task to establish the conditions for reflection so that the process and the experience have a learning outcome that is transferrable to other areas of engagement of participants regardless of the success or failure of the challenge.

The mentor ensures equal, non-hierarchical, inclusive, trusting and respectful relationships. Both the mentor and the participant achieve self-realisation through the mentoring process. Mentoring is based on realisation of equality or intellectual emancipation, a term coined by Rancière in his work *The Ignorant Schoolmaster* (Rancière, 2005). The mentor's role is to place questions and challenges, which provokes and encourages the formation and expression of the views of all participants. In doing so, the mentor seeks the same answers and asks himself/herself the same questions, thus there is no difference in the behaviour of the mentor and of the participants.

The key aspect of this process is dialogue, in which everyone included creates content, learning moments and new insights together, which means that in terms of knowledge everyone is on equal footing. Brazilian educator Paulo Freire (Freire, 1971) described dialogic learning as a tool for emancipation and participation. In dialogic learning the content is produced through dialogue. The teacher (or mentor in this case) doesn't put himself/herself above the student (or participant in this case) and doesn't create content to be adopted by the student. Neither the teacher nor the student aren't authors by themselves, but produce the content together. Dialogue is an art of creation and co-creation that connects reflection and the experience of participants.

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ANNEX

ANNEX 1: Sheet: Activity planning

TITLE OF THE ACTIVITY (content)	
Duration (in minutes)	
Description of the activity (implementation of the activity)	
Aim and objectives of the activity	
Expected outcomes	
Reflection	
Notes (participant feedback, monitoring of the process, etc.)	

