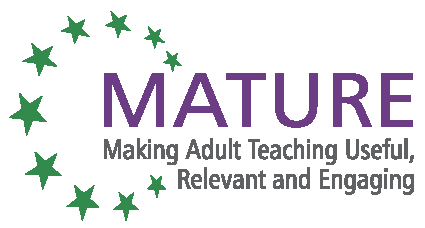
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**The MATURE training programme**

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| ***UNIT TITLE AND NUMBER: 9. TOWARDS SELF-ORGANISATION*** | |
| **INTRODUCTION**:  Self-organisation is held as a value in educational theories throughout EU. (for an overview see: <http://iec.psih.uaic.ro/ciea/file/2010/5%20maciuc%20stefan.pdf>, with references to EU-projects)  But at the same time it is clear that self-organisation cannot be expected to function well without training, either for the participants or for the teacher. It has to be discussed, tried, improved, rearranged and adapted to the needs and competences of all people engaged in this process.  Even in non-formal settings, there is an organisational frame with rules and regulations, much more so in formal learning. That means that self-organisation will find its limits when facing these regulations.  Teachers working with older adults, especially older adults with disadvantages, have to keep in mind that self-organisation is not an end result but a process. Each step towards self-organisation results in learning that enables learners to be a fully accepted member of their respective societies regardless of age or culture or educational background. | |
| **LEARNING OUTCOMES**:  After studying this unit, participants will be able to:   * understand the value of self-organisation for participants * understand the role changes they as a teacher have to face * know how to facilitate the group with self-organisational approaches * know how to relate target group specifics to the topic of self-organisation * plan the first steps towards self-organisation | |
| **UNIT CONTENT**: |  |
| Icebreaker/warm up: “four corners” with theme-related questions (Annex 1)  My role- the role of “learners”: short film (3 minutes), analysing the roles of teacher/ learners in groups of 3, results written down on cards, collection on white board (Examples for films see Annex 3)  Living in a complex world: what is needed from citizens to cope with the demands of everyday life? (see LARA- literacies <http://www.laraproject.net/images/stories/lara/pdf/trainingpackage/en-lara-toolkit.pdf> for the structure)  Aims of self-organisation within AE , 3 work groups with different tasks: For the learners, for the teachers/organisation, for the society  Plenary presentation  Short break  Steps towards self-organisation:   * Introductory exercise (see Annex 2) * The 5 steps towards self-organisation (Annex 4) * Case Study: what step is that? (one example for a case study see Annex 5)   The learners: what do we know about their abilities? Storytelling time (partner work: each trainer talks about one learner from their experience, focussing on “unexpected” abilities observed, writing these down on cards, collection in plenary session  Putting it to practice: what would I like to change?   * Consequences for my role * Consequences for my work style (preparation, steering) * Consequences for the learners * Are there limits?   Method: World Café: 4 groups prepare aspects and present them to the others.  Reflection: What is it I want to do? What are my next steps? (individual phase, see attach 5)  Feedback:   * levels of involvement   + - Levels of self-organisation     - Levels of satisfaction     - Levels of practical support (see attach 6) |  |

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