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ALLIANCE

SOCIAL PROACTIVE AWARENESS TRAINING PROCESS

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“Homines discent dicent”

The Latins claimed that man teaching learns. An ancient way of saying or proverb that in itself contains a philosophy of life or, if we want to contextualize it to modern concepts of learning, a radical approach to teaching and learning completely different in which opposite concepts and pillars meet first and then they are reversed.

The current fundamental base

Conventionally, in the formative processes two blocks are created in which the learner and the trainer interact. In fact, the learner consequently assumes a passive position in which it is the subject who receives the formative contents, while the trainer is the one who transmits them. Depending on the training methodology applied, this process can be more or less interactive.

The current fundamental base

A good trainer, in addition to possessing a high professional qualification and high-level of training contents, is committed to ensuring that the learner enters into close relationship with the course and can therefore learn the highest level of content and information. But despite the good skills of the trainer and the applied teaching methodology, there is always a gap between the two "blocks", with a consequent negative impact on the learning process.

The current fundamental base

This situation is accentuated in the training courses dedicated to transferring communication skills to learners coming from disadvantaged groups, like people with disabilities or people with social gaps or handicaps.

Usually a training course aims at motivating the learner to learn and to work in work groups, where the propensity of individuals to learn and to work in groups does not depend on their quality or personal skills but must be sought in the cultural background of the individual subjects.

Social Barriers: The starting point

Every individual, with particular reference to those ones coming from disadvantaged groups, grows and develops its own abilities, its behavioural attitudes in relation to multiple internal or external factors, including its social status, its family, its life experiences but above all its external environment.

Social Barriers: The starting point

In this context, when working with disadvantaged people, an excellent trainer, even he/she possesses innovative and high-level training contents, will not be able to obtain the same learning outcomes in learners if he/she uses the same training methodology in different contents.

Social Barriers: The starting point

Even when the learners have different cultural background, the trainer can face the same challenges. if this trainer will have for example a class of German learners and then another of Spanish or Italian learners and then yet another of Turkish learners and finally one composed of Swedish learners, he/she certainly will not be able to use the same training methodology, the same approaches and methods of communication and interaction with those learners

Social Barriers: Conclusions

“A man should look for what is, and not for what he thinks should be.” ALBERT EINSTEIN

The training contents will certainly be the same but the methodology that must be used to guarantee a high transfer must be different. At this point, what is the secret of the success of this transfer of knowledge? Simply cultural contextualization, the ability to contextualize one's own approach and training methodology in the learners' own culture and social background.

The Social Proactive Awareness Training Process

“The value of a person lies in what he is capable of giving and not in what he is capable of taking.”

ALBERT EINSTEIN

This training and learning process aims to convey a completely different and innovative methodology, which, in its experimental phase, has found greater confirmation and appreciation especially in some training contexts related to communication, management and social inclusion and development of social enterprises.

The Social Proactive Awareness Training Process

***Time and space are modes by which we think and not conditions
in which we live***

Albert Einstein

In the PATP the learner becomes an actor of the training path, creating the conditions so that he/she can be considered as the protagonist of the course and not only as a passive recipient of the information contents. In this sense, the trainer will interface with the learners taking on the role of facilitator, motivating them not only to understand and acquire an intimate awareness of the topics covered but also to stimulate them to take a different role, projected to understand first and experiment then the interconnection between them and the subjects covered by the training and their close correlation with the other participants.

The Social Proactive Awareness Training Process

"In the theory of relativity there is no a single absolute time, but every single individual has his own personal measure of time, which depends on where he is and how he is moving."

STEPHEN HAWKING

In general, a lesson in the classroom with learners will present different teaching moments:

- A phase dedicated to explaining the topic of the day;
- A phase intended instead for a greater involvement of the participants, through the application of one of the different expected interactive methods;
- A phase dedicated to motivate the learners to express its own understanding, personal abilities and focusing on putting in evidence their awareness of their weakness and strengths.

The Social Proactive Awareness Training Process

The PATP will allow a continuous self-directed education, based on the reciprocity of action between trainer and learner, where the learner is encouraged to intervene, expressing opinions, suggestions, explanatory hypotheses etc., such as the use of problem solving sections.

The proposed methodology focuses both on individual and group activities, aimed at facilitating the free expression of ideas, with the aim of making ideas emerge spontaneously without carrying out evaluation or criticism.

The Social Proactive Awareness Training Process

The PATP teaching methodology involves the application of interactive and engaging methods, using and combining theoretical teaching activities with project works, role-playing games, brainstorming, simulations and other typical Team Building activities.

The trainer will follow a trace, a path defined only broadly which, depending on the specificity and type of participants, will adapt to their needs, expectations and their overall mental and cultural structure. As a result, each path in itself is unique and unrepeatable.

The Social Proactive Awareness Training Process

There is no closed educational program with a schedule of activities to be followed strictly but, rather, something that is created and adapted each time according to the learners. The trainer will in turn contextualize its methodological approach and the related training contents to the specific scenario that will be found in front of him/her.

The Social Proactive Awareness Training Process

The proposed interactive method has a strong social value and makes it possible to build fruitful relationships among employees, so that the most expert can pass on their knowledge to new people in a simple and engaging way. In this context, the trainer does not teach but shares and actually sharing he/she teaches.

This is an approach that aims to stimulate the learner to acquire a greater awareness of one's own being, of one's abilities and even of one's own limits and then learn how to overcome them.

The Social Proactive Awareness Training Process

In the execution of the educational program and during the implementation of the various activities and simulations, the trainer will call time to time call each participant to first become aware of his or her own inherent abilities and to integrate into the lesson as a leading actor, passing from the role of learner to that of teacher. This process will obviously be calibrated, adapted and used according to the evolution of the specific individual and group dynamics of the training course.

The Social Proactive Awareness Training Process

This process fosters and facilitate the acquisition by the learners of specific abilities that can be identified in the **C.A.L.L.** (Creative, Acting, Lovely Learning). Thus is an approach within the learning process that stimulates the learner to use its inner potentialities to be creative even when he/she learns. So, being creative then the learner acts and acting he/she can reach a special condition or status where he/she can learn, guided by a lovely feeling.

The Social Proactive Awareness Training Process

- ***The learning process*** in itself and consequently the behaviours that the individual has, is determined by the model of thinking or facing a specific theme or context. If this model turns out to be limiting or evasive, or individualistic or restricted to a too linear vision, despite the value of the training contents that are transmitted, the learning process will certainly be a failure.
- ***Replacing or structuring*** new models of thinking, interacting or approaching a specific context is undoubtedly a long path that requires a lot of commitment, attention and dedication but, above all, full awareness of what one is, where one starts and where one wants to arrive.

The Social Proactive Awareness Training Process

The impacts and results that can be achieved by applying the PATP teaching methodology can be summarized in the following points:

- The development of the ability of learners to interact with others and to work in groups and to share common results, acquiring a new thinking model focused on sharing common goals.
- Increase the motivation level of the learners to collaborate with their colleagues to share and reach a specific goal together.
- Acquire a greater awareness of one's abilities and skills, laying the ideal foundations for overcoming one's psychological and mental limits in putting new knowledge into practice, increasing one's sense of self-esteem and self-mastery.
- Learning new knowledge in an active way, becoming the master of the acquired knowledge from the beginning and integrating new knowledge into one's personal background.
- Supporting learners to open up new horizons for personal development, making the best of their abilities, improving their own ability to observe themselves and their internal and external events.



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Thank you for the Attention

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