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Viewpoint (KilátóSáv): Adult Learning Program In Difficult Life Situation
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Viewpoint: Training Program for Adults in Difficult Life Situations

Training Program

Type: Blended learning

Duration: 60 hours

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Objectives of the Training Program

The aim of the training is to support social and labor market reintegration and to contribute to the development of participants' personal, social, and digital competences. The program focuses on strengthening self-awareness, resilience, and emotional intelligence, as well as other key and transversal competences that promote independent and balanced life management, responsible decision-making, and effective problem-solving. Throughout the training, participants will develop a complex set of life management, communication, learning, and employability skills, while learning to mobilize their internal and external resources to cope with change and achieve personal goals. One of the key objectives of the program is to enhance digital competences, reinforce reflective and self-directed learning, and make the learning process engaging and experiential. Participants are supported in designing their own career and life paths, discovering new perspectives, and, if needed, reconnecting with formal education.

Overall, the goal of the training is to make learning a tool for strengthening self-confidence, improving quality of life, and increasing social participation, helping participants to consciously and responsibly shape their own lives in a changing environment.

Competences Acquired During the Training

The overall objective of the training is to support the development of participants' personal, social, learning, and employability competences. The development process is built around four main areas: Self-awareness and emotional competences, Social and communication competences, Learning and digital competences, Life management and employability competences.

Competences Acquired During the Training

Competence Area	Developed Skills and Learning Outcomes
Self-awareness and Emotional Competences	Development of self-awareness, self-regulation, and self-efficacy; deepening self-reflection and self-assessment. Awareness of one's own functioning, emotions, and motivations. Recognition and activation of inner resources to support change. Identification of stress and change situations and development of appropriate coping strategies. Strengthening resilience and emotional stability.
Social and Communication Competences	Navigating social environments, consciously building relationships, and recognizing social influences. Awareness and adaptation of one's communication style to the situation. Identification, expansion, and application of conflict management techniques. Practicing assertive, empathetic, and effective communication in everyday situations. Understanding the foundations of helping relationships and developing a helping attitude and social responsibility.
Learning and Digital Competences	Learning and applying the most effective learning methods and techniques in everyday life. Developing reflective and self-directed



	learning – learning how to learn. Preventing digital exclusion and consciously using online learning environments. Developing the ability for independent knowledge acquisition and self-assessment.
Life Management and Employability Competences	Developing problem-solving and decision-making skills through conscious methods. Recognizing and becoming aware of personal goals, values, traits, and abilities. Strengthening career and life planning skills and acquiring the knowledge necessary for employment. Exploring opportunities within helping professions. Enhancing adaptability to change and independence in life management.

Development of Digital Competences

During the training, digital competences are primarily developed indirectly. Although the training materials and related digital learning resources include topics addressing digital literacy, the main tool for development is the blended learning format itself. Through the use of digital materials, online platforms, and interactive tools, participants gradually acquire the skills needed for using digital technologies, searching for information, and engaging in independent online learning. Thus, digital competence is not treated as a separate subject area but is integrated naturally into the learning process, supporting self-directed learning and adaptation to the digital learning environments of the 21st century.

Digital Learning Environment and Support

Digital Tool	Function in the Training	Mode of Use
Gamma.app	Display of learning materials, interactive tasks	Independent online learning, support for blended modules
Padlet / Redmenta / LearningApps	Supplementary exercises, self-assessment	Used during individual and group learning activities
Mentoring Platform / E-mail	Personal feedback and support	Continuous communication and progress monitoring

Target Group of the Training

The training is intended for adults who face social or labor market disadvantages, or who need support in reorganizing their lives or making a new start. However, the training program and materials can also be beneficial for anyone wishing to develop their personal, social, learning, or life management competences, or for those seeking new directions in their careers or professional paths.



Target Group and Development Needs

Target Group	Typical Situation / Development Needs
Individuals released from closed institutions or persons currently in detention	Social and labor market reintegration represents a significant challenge; they require a supportive environment for learning and personal development.
Marginalized or disadvantaged adults	They have limited access to education, employment, and community participation; the training promotes equal opportunities and inclusion.
Individuals affected by or recovering from addiction	They work on strengthening personal stability, self-control, and life management skills; learning serves as a supportive resource in this process.
Members of other vulnerable social groups	They have experienced stagnation, loss, or the need for life reorientation; the program supports their process of change and new beginnings.

Training Methods

Methodological Element	Description / Application	Proportion / Nature
Theoretical and Practical Training	In addition to the transfer of theoretical knowledge, learning is based on practical, experiential activities through situational exercises and group work.	40% theory – 60% practice
Individual and Group Learning	The training alternates between individual and group learning forms, promoting self-reflection and the development of social skills.	Combined
In-person and Online Sessions	The blended format ensures a balance between personal experience and digital flexibility.	50% in-person – 50% online
Digital Materials and Content	Developed interactive materials and online platforms support self-directed learning and the improvement of digital competences.	Integrated
Experiential Learning	Participants test the methods through their own experiences, thereby strengthening reflective learning.	Continuous
Mentoring and Support	Occasional individual mentoring sessions or consultations assist participants in the learning process, goal setting, and tracking progress.	Accompanying element throughout the entire training



Learning Support Services / Mentoring Support

Type of Support	Format / Frequency	Purpose
Mentoring Session	Individual, as needed (approx. 1 hour)	Clarifying personal development goals
Group Reflection	At the end of each module	Community-based learning and feedback
Online Availability	E-mail, closed group	Continuous professional and emotional support

Learning Outcomes

Type of Learning Outcome	The Participant Will Be Able To...
Knowledge	Identify their own resources, values, and motivations; understand the psychological effects of change.
Skill	Apply acquired communication and conflict management techniques; independently set goals and plan actions.
Attitude	Approach others openly and empathetically; take responsibility for their own learning and development process.

Structure of the Training Program

The training program is modular in structure, implemented over a total of 60 hours in a blended learning format (a combination of in-person and online sessions). The thematic structure is based on the *Viewpoint* training material, which integrates the interconnected yet independently applicable areas of self-awareness, mental well-being, personal development, social relationships, and labor market integration.

The modules complement each other and together ensure:

- the development of personal and social competences,
- the strengthening of mental health and resilience,
- the expansion of digital and learning skills, and
- the acquisition of practical knowledge supporting labor market participation.

The blended format allows participants to progress not only through in-person sessions but also through independent online learning. The developed digital learning materials were designed to be used independently of the full training program, supporting self-directed learning, knowledge acquisition, and personal growth. In each module, theoretical content is complemented by experiential, reflective, and practical exercises, which help participants apply what they have learned in real-life situations and integrate it into their everyday lives.



Module	Main Topics and Content Elements	Developed Areas / Competences	Learning Format (In-person / Online)	Duration
1. Self-awareness (Psychology and Social Psychology)	Psychological and social-psychological foundations, self-evaluation and self-assertion, communication, conflict management, recognizing and managing emotions, adapting to change.	Self-awareness, self-reflection, emotional intelligence, self-efficacy, resilience, communication skills.	6 hours in-person / 6 hours online	12 hours
2. Basics of Mental Hygiene	The concept of mental health and well-being, stress, crisis, and coping; relaxation and stress management techniques; art therapy methods (IKIGAI, CBT, drama pedagogy, psychodrama).	Stress management, mental well-being, self-regulation, emotional stability, awareness of internal resources.	7 hours in-person / 5 hours online	12 hours
3. Goal Setting, Planning, and Self-direction – How We Move Forward on the Path of Change	Goal setting, decision-making, motivation, time management, gamification, narrative and bibliotherapy, self-development and life awareness, problem-solving and thinking strategies, learning.	Goal orientation, planning, self-direction, perseverance, reflective thinking, creative expression.	5 hours in-person / 7 hours online	12 hours
4. Helping Work – Why It Matters, How It Helps, and How It Connects to Our Own Change	Helping professions, empathy, cooperation, conflict management, helping attitude and social responsibility, active listening.	Social competences, assertive communication, cooperation, social sensitivity, helping mindset.	6 hours in-person / 6 hours online	12 hours
5. The World of Work	Basics of the labor market, job search techniques, motivation letter, CV, interview, job coaching, workplace integration.	Employability competences, career planning, self-confidence, self-management, decision-making, digital self-representation.	5 hours in-person / 7 hours online	12 hours



Use of Digital Learning Materials and Development Applications

As part of the Viewpoint project, several digital platforms and development tools were tested during the creation of the training materials. The goal was to make the learning process as interactive, engaging, and responsive to the needs of the target group as possible. As a result of the development and testing process, the Gamma.app platform became the primary tool for creating and displaying digital learning materials, due to its clean visual design, customizable interface, and full compatibility with the project's professional, pedagogical, and communication requirements. In addition, several supplementary online tools and applications (e.g. *Redmenta*, *Padlet*, *Wordwall*, *Canva*, *LearningApps*) were integrated into the training materials. These were not always used as standalone digital courses, but rather as learning support tools in the form of visual or interactive tasks, especially effective in online learning environments. Therefore, the final version of the training materials includes only pedagogically and visually appropriate, validated digital content. At the same time, the experiences gained from other tested tools contributed to refining the development process and provide guidance for future digital content creation and blended learning program design.

Development Applications (non-exhaustive list):

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| - PowerPoint (ppt) | - LearningApps |
| - Prezi | - Quizlet |
| - Menti | - Lucidpress |
| - Redmenta | - MakeBeliefsComix |
| - Kahoot | - PhotoPeach |
| - Wordart | - Plickers |
| - JasonDavies | - Padlet |