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Belgrade Mobility Applied Learning Guide

Real-World Practices and Transferable Adult Learning Methods

(Erasmus+ KA122-ADU –
Short-term projects for mobility of learners and staff in adult education)

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Marketing Gate

About the Authors

This Open Educational Resource (OER) was created collaboratively by three participants of the SMART-AI job-shadowing mobility in Belgrade (2025): Panche Jovanovski, Daniel Stankovski and Zivka Gjosevska. The content reflects their direct observations, shadowing insights and applied learning outcomes gained during the mobility.

Project Context

This OER is part of the SMART-AI learning package and is produced free of charge for educators and learners. It documents real-world practices observed at BAPUSS and provides guidance for adapting these methods to adult education in North Macedonia. The material is openly accessible under the Creative Commons licence provided on the final page.

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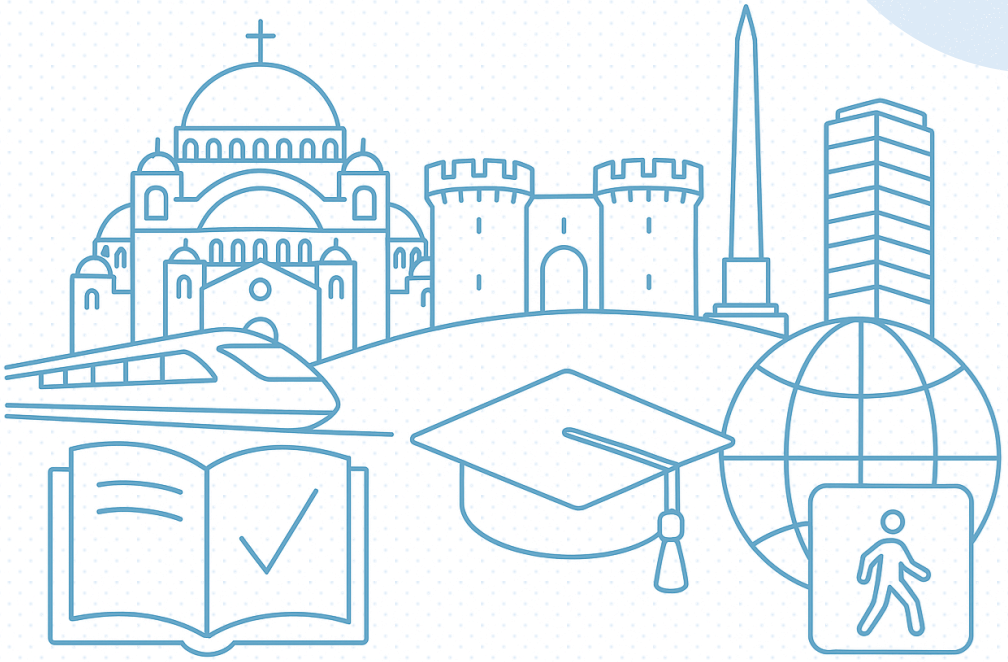

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Introduction

The Belgrade Mobility Applied Learning Guide was developed within the framework of the Erasmus+ KA122-ADU project SMART-AI: Strengthening Digital and Environmental Competences through AI-Driven Storytelling, coordinated by Marketing Gate with the ambition to modernise adult education practices through innovative digital and green learning approaches. The project aims to support adult educators and organisations in North Macedonia in enhancing their capacity to integrate artificial intelligence, creative storytelling, environmental awareness and learner-centred methodologies into their training programmes. As adult education increasingly requires flexible, relevant and technology-enhanced learning, SMART-AI places special emphasis on practical competence development, real-world observation and the transfer of effective European practices into local educational settings.

Within this broader vision, the job-shadowing mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS) represents a central component of the project. The mobility was not merely a study visit—it was a structured, hands-on professional learning experience designed to expose participants to authentic teaching environments, real classroom dynamics and concrete adult-learning methodologies applied in a higher-education institution with extensive experience in professional training and applied studies. BAPUSS provided an ideal setting for this learning purpose: its institutional culture integrates traditional teaching values with modern pedagogical approaches, digital tools, applied learning models and interdisciplinary cooperation.

The purpose of this guide is to document, consolidate and translate the applied learning gained at BAPUSS into a structured resource that adult education providers in North Macedonia can use, adapt and implement. Through direct observation, shadowing of instructors, participation in practical sessions, reflection discussions and engagement with digital tools—including several AI-assisted practices—participants were able to gain insights that extend far beyond theoretical understanding. This OER therefore captures how teaching happens in practice: how educators facilitate learning, motivate adult learners, introduce practical tasks, integrate technology, support inclusion and manage learning dynamics in diverse groups.

The mobility at BAPUSS contributed to several key objectives of the SMART-AI project:

- strengthening digital competences of educators through exposure to real teaching practices and digital tools used in classrooms;
- enhancing environmental awareness and connecting sustainability topics to storytelling, communication and applied learning;

- observing adult-education models that prioritise engagement, clarity, hands-on learning and structured progression;
- learning how AI can be introduced in simple, accessible and meaningful ways for adult learners;
- experiencing how a higher-education institution operationalises European educational priorities such as inclusion, digitalisation and green competences.

These objectives align with the overarching SMART-AI project framework, which aims to equip adult educators with methods that are not only innovative but also realistic, transferable and adaptable to different learning contexts.

This guide transforms these experiences into a practical, user-friendly learning resource. It is not a theoretical report; it is an applied manual that illustrates how observed practices from BAPUSS can be integrated into the everyday work of adult-education organisations in North Macedonia. Each section offers concrete descriptions, practical insights, actionable methods and examples of how educators can replicate or adapt the observed techniques in their own programmes. The guide also supports broader project goals by ensuring that learning from mobility remains accessible to future educators, partners and stakeholders beyond the duration of the mobility itself.

By documenting the applied learning from Belgrade in a structured, open-access format, this OER reinforces one of the core values of Erasmus+: the long-term sharing, reuse and multiplication of knowledge. The insights gained at BAPUSS have the potential to strengthen local educational practices, inform new training initiatives and support the ongoing digital and environmental transformation of adult education in North Macedonia. This guide ensures that the impact of mobility extends beyond the participants and becomes a lasting resource for the broader community.

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Chapter 1 – Understanding the BAPUSS Learning Environment

The Belgrade Business and Arts Academy of Applied Studies (BAPUSS) offers a learning environment that combines academic structure with applied professional practice, creating a context ideally suited for adult learners and practitioners seeking to modernise their educational methods. During the SMART-AI mobility, participants had the opportunity to observe how BAPUSS operationalises contemporary pedagogical principles within higher education while maintaining a learning culture rooted in accessibility, relevance and active engagement. Understanding this environment is essential, as it provides the foundation upon which the shadowing insights and transferable practices presented in this guide are built.

One of the defining characteristics of BAPUSS is its emphasis on *applied learning*. Instead of focusing solely on theoretical instruction, educators consistently integrate practical tasks, real-world examples, demonstrations and collaborative work. This approach ensures that learners not only understand concepts but also know how to apply them in workplace and community contexts. For adult learners—who frequently bring prior experience, expectations and responsibilities—this blend of theory and practice creates a dynamic and motivating educational experience. The mobility participants were able to observe how instructors design learning sessions around relevance, ensuring that every activity leads to a tangible skill or competence.

Another important element of the BAPUSS environment is the *structured but flexible classroom culture*. Instructors establish clear expectations and learning objectives at the beginning of each session, ensuring learners understand the purpose and direction of the lesson. However, the teaching approach remains adaptable, allowing space for learners' questions, reflections and needs. Educators often adjust pacing or modify activities in response to classroom dynamics. This presents an important model for adult education organisations in North Macedonia, where many programmes face challenges in balancing structure with learner-centred flexibility. BAPUSS demonstrates that both dimensions can coexist effectively when guided by clear facilitation practices.

Digital tools also play a meaningful role in the learning environment. Although technology is not introduced as an end in itself, it is used strategically to support clarity, engagement and practical demonstration. During the mobility, participants observed the use of multimedia presentations, online resources, interactive materials and introductory AI-supported tools. These practices help adult learners process information through multiple channels while

encouraging experimentation with digital competencies. The BAPUSS approach shows that digitalisation does not have to be complicated or intimidating; instead, it should serve as a tool for enhancing accessibility and understanding, particularly for learners with varying levels of digital literacy.

Equally significant is the *institutional culture of openness and support*. Staff members at BAPUSS collaborate closely, communicate transparently and maintain a welcoming atmosphere for learners and visitors. Participants experienced first-hand how educators and administrative staff contribute to a consistent learner-centred environment, ensuring that adult learners receive guidance, encouragement and practical assistance. This culture of support is a key factor in learner retention and motivation—areas that adult education providers in North Macedonia continue to strengthen. The experience in Belgrade demonstrates how supportive institutional practices can reinforce the quality and continuity of learning.

Finally, the physical and organisational structure of BAPUSS provides an enabling environment for applied learning. Classrooms are arranged to support interaction and visibility, with equipment that facilitates demonstrations and group work. Timetables are organised to prevent overcrowding and to allow educators enough time to prepare quality lessons. The administrative processes behind the scenes, including scheduling, communication and documentation, operate smoothly and contribute to an overall sense of reliability and stability, which is highly valued by adult learners.

Understanding the BAPUSS learning environment is essential for contextualising the lessons presented in subsequent chapters. It shows that effective adult education does not depend solely on specific tools or activities, but on a broader pedagogical ecosystem where structure, responsiveness, digital openness, applied learning and institutional culture work together. By analysing and reflecting on these dimensions, educators in North Macedonia can draw inspiration for strengthening their own environments in ways that support digital transformation, environmental awareness and AI-enabled teaching approaches.

Chapter 2 – Shadowing Insights: What Was Observed in Practice

The job-shadowing mobility at BAPUSS provided participants with a direct and immersive view into the daily realities of adult education in a higher-education setting. Unlike traditional training or theoretical workshops, shadowing allowed participants to observe teaching and facilitation as it unfolded in real time, revealing the subtleties of instructional behaviour, classroom dynamics and educator decision-making. This chapter synthesises the most significant insights gained through observation of lessons, workshops, mentoring sessions and informal interactions, offering a foundation for understanding how effective adult learning is facilitated in practice.

One of the most striking observations was the deliberate structure with which educators organised their teaching. Each session began with a transparent outline of the learning objectives, followed by a clear explanation of how activities would support the acquisition of targeted skills. This intentionality created coherence and predictability for adult learners, who often benefit from understanding not only *what* they are learning but *why* it matters. The clarity with which instructors communicated the purpose of each activity helped reduce anxiety among learners with varying competencies and strengthened their engagement from the start of each session.

During the shadowing, participants observed a consistent use of applied teaching. Rather than long theoretical explanations, instructors incorporated examples drawn from industry practice, real projects, and case-based learning situations. Learners were encouraged to analyse real scenarios, test ideas, and reflect on their relevance to professional or community contexts. This approach aligns closely with the SMART-AI project's emphasis on practical competence-building and demonstrates that learning becomes more meaningful when it addresses authentic challenges and opportunities. Participants noted how instructors shifted fluidly between theory and practice, ensuring that learners remained engaged while gaining both conceptual understanding and actionable skills.

Another key insight from the shadowing process was the use of dialogic teaching. Educators at BAPUSS frequently engaged learners in discussion, prompting them to express opinions, challenge assumptions and connect new knowledge to their own experiences. This approach was especially effective with adult learners who bring diverse backgrounds, prior learning and contextual knowledge. Instead of functioning as passive recipients of information, learners became contributors to the learning process, shaping classroom discourse and influencing the depth of exploration. Participants recognised the potential of

this approach for encouraging motivation and fostering a sense of ownership, particularly in community-based adult education programmes in North Macedonia.

Classroom management practices also stood out during the observation. Instructors balanced structure and flexibility, allowing learners to work at different paces while still guiding the session toward its intended outcomes. When learners encountered difficulties, instructors provided immediate clarification or modified the explanation without interrupting the wider learning flow. This nuanced balance is essential in adult education, where participants often differ in digital readiness, formal education backgrounds, and confidence levels. The mobility participants identified this as a key transferable practice that could significantly improve learner satisfaction and progress in local adult-learning contexts.

Digital tools, including introductory AI-supported methods, were integrated in ways that felt natural and supportive rather than forced or overly technical. Educators used technology to visualise concepts, provide alternative explanations and demonstrate tasks, helping learners connect abstract ideas to tangible examples. Participants noted that even simple tools, when used purposefully, can enhance adult-learning experiences. The shadowing reinforced the SMART-AI principle that AI does not need to be complex to be useful; even basic AI-supported visualisation or text analysis exercises can support learner understanding when introduced thoughtfully.

In addition to observing teaching practices, participants also witnessed how educators offered ongoing formative feedback. Instead of waiting for end-of-module evaluations, instructors frequently checked understanding throughout the session and provided individualised guidance when necessary. This continuous feedback loop proved crucial for maintaining learner momentum and avoiding gaps in understanding—especially relevant for adult learners returning to formal learning after long periods.

The shadowing experience also shed light on the institutional culture that surrounds teaching at BAPUSS. Educators collaborate closely, share resources and communicate openly about challenges and successes. This collective mindset strengthens teaching quality and fosters an environment where continuous improvement is part of daily practice. Participants recognised the significance of this collaborative ethos and its value for adult education organisations that aim to strengthen staff capacity while building a supportive learning community.

Taking together, these insights illustrate that effective adult education relies not only on methodology, but on a holistic combination of pedagogical intent, responsive facilitation, relevant content, structured openness and institutional support. By observing these elements in practice, mobility participants gained a deeper understanding of how adult learning can be delivered with clarity, engagement and practical value. These shadowing insights serve as the analytical backbone of this guide and provide a strong foundation for the applied practices described in the following chapters.

Chapter 3 – Models and Techniques for Adult Learning Observed at BAPUSS

The observation period at BAPUSS provided a rich opportunity to examine how contemporary adult-learning models are implemented within an academic institution that combines applied studies with professional practice. The teaching approaches observed during the mobility reflect a balanced integration of traditional pedagogical principles and modern, learner-centred techniques. This chapter synthesises those models and techniques, drawing out the elements that hold particular value for adult educators seeking to enhance the quality, relevance and inclusiveness of their programmes.

A central feature of the BAPUSS approach is the deliberate use of **competence-based learning**, where teaching is structured around the development of practical, measurable and transferable outcomes. Instructors consistently framed lessons in terms of the competencies learners were expected to acquire—whether related to communication, digital skills, problem-solving or professional behaviour. This approach gives adult learners a clear sense of purpose, especially valuable for those who are focused on improving employability or applying new skills directly in professional environments. Competence-based learning also provides a foundation for formative assessment, enabling educators to adjust their teaching based on learner progress.

Another significant model observed was **experiential learning**, rooted in the principle that adults learn best by doing. In many sessions, instructors presented concepts briefly and then moved quickly to activities through which learners could test, apply or challenge the ideas presented. This practical orientation—ranging from short group exercises to industry-related problem-solving—enabled learners to engage with content in a meaningful way. The mobility participants noted that experiential tasks were often designed to be simple in structure but rich in cognitive demand, making them highly adaptable for adult education organisations in North Macedonia that may have diverse groups with varied levels of prior knowledge.

The mobility also revealed a powerful use of **guided practice and modelling** as instructional techniques. Instructors frequently demonstrated processes, analytical steps or examples before asking learners to complete similar tasks. This method reduces uncertainty, particularly for learners who may lack confidence in digital or conceptual areas. Shadowing demonstrated how modelling can be used to break down complex concepts into manageable steps, gradually leading learners towards independent performance. For adult

educators, this offers a practical strategy for supporting learners with mixed readiness levels while maintaining high expectations.

During several teaching sessions, participants observed the implementation of **scaffolded learning**, where tasks and responsibilities increased gradually as learners gained competence. Educators provided initial support through explanation, examples or structured instructions, and then gradually withdrew assistance as learners developed autonomy. This technique is particularly relevant for adult education programmes that aim to build digital skills or introduce AI-supported tools, since learners often benefit from structured progression before engaging in independent experimentation. The BAPUSS experience demonstrated that scaffolding does not require complex resources; rather, it depends on thoughtful sequencing and responsive facilitation.

The shadowing process also highlighted the integration of **collaborative learning**, a method that leverages peer interaction, shared problem-solving and co-construction of knowledge. Adult learners were frequently encouraged to discuss, compare approaches and work in small groups. These collaborative moments created a sense of community and mutual support, contributing to higher motivation and engagement. Participants observed that collaborative learning often led to richer discussions and deeper understanding, as learners brought diverse experiences to the table. This approach is especially useful in North Macedonian adult education settings, where groups are often heterogeneous in age, background and motivation.

In addition to these models, the mobility provided insight into the subtle but effective use of **micro-reflection** as a teaching practice. Instructors occasionally paused to ask learners to summarise what they had understood, identify uncertainties or link new information to previous knowledge. These short reflective moments ensured that learning remained anchored and reinforced, preventing misunderstandings from accumulating. Micro-reflection is a technique with high transferability and minimal resource requirements, making it ideal for organisations seeking to strengthen learner engagement and self-directed learning.

Furthermore, several sessions illustrated how BAPUSS educators integrated **digital augmentation** into traditional teaching. Digital tools—multimedia, online resources, introductory AI-assisted elements—were used not as replacements for teaching but as mechanisms that enhanced clarity and interaction. Digital augmentation encouraged learners to visualise abstract ideas, compare interpretations and revisit materials as

needed. For adult education organisations in North Macedonia, this approach showcases a realistic and accessible way to introduce digitalisation without overwhelming learners or educators.

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Across all these techniques, a consistent theme emerged: **the educator's role as facilitator**. Instructors at BAPUSS maintained strong presence, direction and support, but avoided dominating the learning process. They guided discussions, clarified concepts, provided examples and ensured that learning progressed at an appropriate pace, but they left space for learners to contribute meaningfully. This facilitative stance is essential for adult learners, who value autonomy, personal experience and relevance. The mobility experience confirmed that effective adult education emerges not from rigid instruction but from a balanced facilitation that respects learners' agency while providing structure.

In summary, the models and techniques observed at BAPUSS illustrate a holistic and mature approach to adult learning. They demonstrate that high-quality adult education is built through a convergence of competence-based design, experiential engagement, careful scaffolding, collaborative learning, reflective practice and thoughtful integration of digital tools. These elements form a strong foundation for adapting and innovating adult education in North Macedonia, particularly in the context of digital transformation and AI-enabled learning—goals central to the SMART-AI project. The next chapter explores how these models can be transferred into practical implementation within local adult education programmes.

Chapter 4 – AI Tools Demonstrated at BAPUSS and Their Educational Value

The job-shadowing experience at BAPUSS offered participants a practical opportunity to observe how artificial intelligence can be integrated into everyday teaching and learning situations in a way that is realistic, accessible and aligned with the needs of adult learners. Although the institution does not position AI as a central element of its curricula, its educators demonstrated how digital tools—including introductory AI-supported functionalities—can support comprehension, creativity, visualisation and learner engagement. This approach reflects the SMART-AI philosophy that AI should serve as a supportive instrument rather than a complex technological barrier. The observations made in Belgrade highlight a series of AI tools and practices that hold significant value for adult education in North Macedonia.

One of the most relevant insights was the use of AI-assisted visualisation tools to simplify complex concepts and make them more accessible to learners with diverse backgrounds. Instructors occasionally incorporated AI-generated illustrations, diagrams or simplified explanatory visuals to introduce new ideas or clarify abstract topics. These tools allowed learners to see relationships, processes or scenarios that would otherwise require lengthy explanations. Participants noted that such visualisation supports learners who may not respond well to text-heavy materials, thereby strengthening inclusiveness. The value of this approach lies in its simplicity: educators do not need advanced AI knowledge to generate helpful visuals—they only need clear learning goals and well-formulated prompts.

Another practical application observed at BAPUSS was the use of AI-based text enhancement tools for writing assistance, idea generation and structured explanations. During several sessions, educators demonstrated how learners could use AI to reformulate unclear text, summarise key concepts or generate examples for assignments. Adult learners benefited from this tool-supported guidance, especially those with lower confidence in academic writing or those unfamiliar with specialised terminology. The shadowing participants recognised the potential of these tools for bridging language gaps, supporting learners with fewer opportunities and facilitating a more inclusive learning environment—elements that align strongly with Erasmus+ priorities.

A particularly interesting technique observed during the mobility was the use of AI for micro-story creation to stimulate reflection and creative thinking. Instructors encouraged learners

to generate short narratives or mini-scenarios using simple prompts. These AI-generated stories functioned as discussion starters, enabling learners to analyse different viewpoints, identify underlying assumptions or explore alternative outcomes. This method demonstrated the potential of AI tools not just for content generation, but for expanding learners' interpretative abilities. Such practices are deeply relevant for adult learners in North Macedonia, especially within training programmes focused on communication, environmental education or community action.

The mobility also highlighted the role of AI in supporting inquiry-based learning. Educators occasionally modelled how learners could use AI to explore a topic by asking guiding questions, seeking clarifications or uncovering additional perspectives. Instead of memorising factual information, learners engaged in active exploration and comparison, developing critical-thinking skills and digital competence simultaneously. Shadowing participants remarked that this approach encouraged curiosity and fostered autonomy—key characteristics of effective adult learning. Importantly, the educators emphasised that AI responses should always be verified, teaching learners responsibility and reflective judgement in their use of digital tools.

Although the use of AI at BAPUSS was not intensive or technical, the mobility demonstrated that meaningful integration does not require advanced infrastructure or specialised laboratories. Instructors made effective use of mainstream tools—visual generators, writing assistants, text simplifiers and prompt-based exploration—to enrich their lessons. This reinforced the SMART-AI project's guiding principle: digitalisation in adult education should be practical, achievable and supportive of learning goals, rather than overwhelming. For North Macedonian institutions that may face resource constraints, the BAPUSS model offers a realistic blueprint for introducing AI tools in ways that are sustainable and pedagogically sound.

The shadowing also revealed that AI tools can play a valuable role in enhancing learner motivation. When learners saw how quickly AI could produce visual examples, reformulate text or propose creative ideas, they became more willing to experiment and engage. This aligns with broader findings in adult education, where motivational triggers often lead to greater persistence and higher levels of participation. By observing these reactions in Belgrade, mobility participants developed a clearer understanding of how AI tools can support engagement—even among learners who initially express uncertainty or resistance toward digital technologies.

Finally, the mobility underscored an essential principle: the educator remains central in AI-supported learning. The BAPUSS instructors consistently framed AI as a complement to human facilitation. They provided context, guided interpretation, ensured accuracy and encouraged reflection. This educator-led integration is crucial for adult learners, who often rely on facilitation to navigate complex or unfamiliar technologies. The shadowing experience illustrated that AI, when used thoughtfully, can strengthen the educator's role rather than replace it—an insight that should inform future digitalisation strategies in North Macedonia's adult education sector.

In conclusion, the AI tools demonstrated at BAPUSS represent a realistic and accessible pathway for enhancing adult learning. They support visualisation, creativity, communication, inquiry and motivation, while remaining easy to implement and scale. These insights form a strong foundation for the reapplication strategies presented in the next chapter, where the lessons from Belgrade are adapted into practical methods for local adult-education programmes.

Chapter 5 – Reapplying the Belgrade Methods in North Macedonia

The mobility experience at BAPUSS provided participants with a rich foundation of pedagogical models, digital practices and facilitation techniques that can be transferred into adult education settings in North Macedonia. However, transferability is not a simple matter of replication. It requires careful adaptation, contextualisation and alignment with the realities of local organisations, learner profiles and capacity levels. The observations made in Belgrade become valuable only when transformed into concrete and realistic actions that educators can implement within their own programmes. This chapter focuses precisely on that process: how the methods, tools and insights observed at BAPUSS can be reinterpreted, scaled and adapted in North Macedonia in ways that are meaningful, sustainable and aligned with the SMART-AI project's objectives.

One of the first lessons from Belgrade concerns the importance of structured lesson design based on clearly defined competencies. The BAPUSS model demonstrated how setting explicit learning objectives at the beginning of each session contributes to learner motivation, transparency and trust. In North Macedonia, where adult learners often juggle employment, family duties and irregular learning habits, clarity of expectations is essential. Adult education providers can adopt this practice by framing each session around a small number of achievable, practical outcomes, explained in simple language. This does not require additional resources—it requires a shift in planning mindset. Establishing competence-based session design allows educators to speak to learners' needs more directly and to demonstrate progress in tangible ways.

Another transferable method is the use of experiential learning to reinforce understanding. The applied tasks observed at BAPUSS can be recreated using local examples, community issues or workplace scenarios familiar to North Macedonian learners. Training organisations often assume that experiential learning requires special equipment or elaborate activities; the mobility showed that it does not. Even short five-minute tasks, quick reflections or small group discussions grounded in real-life problems can significantly enhance engagement. This approach is especially relevant for learners with fewer opportunities or lower confidence, as it enables them to connect new knowledge with lived experiences. The key is not to replicate the exact content from Belgrade, but to replicate the logic of learning-by-doing.

The guided practice and modelling techniques observed in Belgrade offer another meaningful opportunity for transfer. North Macedonian adult learners often experience

hesitation when facing new digital tools, academic tasks or unfamiliar language. Demonstrating a process step-by-step—whether it is writing an argument, navigating a platform or generating a visual using AI—reduces anxiety and builds autonomy. Adult education centres can integrate modelling into their teaching simply by demonstrating first, inviting learners to follow second and gradually shifting responsibility toward more independent application. This transformation does not require major curricular change; it requires educators to become more intentional and explicit in how they introduce processes.

Scaffolded learning proved to be particularly useful for integrating digital or AI-supported tasks. North Macedonia's digital literacy levels remain uneven, especially among adults aged 35 and above. The Belgrade mobility showed that learners respond well to small, incremental steps with clearly defined transitions toward independence. Adult educators can adapt this method by dividing digital tasks into manageable stages, providing temporary support and gradually reducing it as learners grow more competent. This approach aligns with the SMART-AI project's broader goal of strengthening digital confidence and ensuring that AI tools are introduced responsibly and without cognitive overload.

The collaborative learning approach observed at BAPUSS is also well-suited for adaptation. In many North Macedonian adult-learning contexts, group cohesion can be challenging due to diverse backgrounds, uneven participation and limited time. However, the Belgrade model demonstrated that collaboration does not require extensive group work; even short peer interactions, structured dialogues or cooperative problem-solving moments can create social support and shared learning. Organisations can adopt this method by integrating simple peer activities into existing lessons—such as pair reflections, short comparative tasks or collaborative interpretation of AI-generated content. Such practices increase interaction and reduce the hierarchical dynamic that sometimes characterises traditional teaching models.

The introduction of AI-supported tools offers one of the most promising areas for reapplication. The Belgrade mobility showed that AI can be used effectively without technical complexity and without overwhelming learners. North Macedonian organisations can begin by integrating AI in small, targeted ways: visualisation for environmental concepts, text assistance for learners with lower writing skills, micro-story generation for reflection, or prompt-based exploration to stimulate curiosity. These practices require minimal resources and are fully aligned with the SMART-AI project's objectives for digital transformation. The

essential element is that educators guide the process, ensuring ethical use, critical interpretation and relevance to learning goals.

Institutional culture is another dimension where transfer is possible, though more gradually. The mobility showed that support, cooperation and open communication among staff significantly enhance the teaching environment. While structural change may take time, organisations in North Macedonia can begin by establishing regular educator meetings, resource-sharing practices, or peer-observation opportunities. These small steps nurture a supportive environment that mirrors the collaborative ethos participants experienced in Belgrade. Over time, such practices can lead to higher teaching quality, more innovation and stronger organisational capacity.

Finally, the Belgrade mobility underscored the importance of integrating reflection into learning. North Macedonian adult learners often benefit from brief structured reflection moments that help them consolidate understanding and link content to their personal and professional contexts. Educators can implement this by introducing short reflective pauses, quick written responses or guided questions at the end of each session. Reflection strengthens learner ownership and reinforces the lifelong learning mindset that is central to both the SMART-AI project and the Erasmus+ programme.

In essence, the methods observed at BAPUSS are highly adaptable to the North Macedonian context because they are rooted not in resources but in pedagogy. Their transferability lies in their simplicity, intentionality and human-centred approach. By adopting and contextualising these practices, adult education providers in North Macedonia can enhance teaching quality, strengthen digital and environmental competences and build learning experiences that reflect European standards while addressing the needs of local communities. The reapplication strategies outlined in this chapter provide the bridge between mobility-derived insights and long-term educational improvement—ensuring that the impact of the Belgrade experience is sustainable, scalable and meaningful.

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Chapter 6 – Practical Steps and Implementation Scenarios for Local Centres

The insights and methods observed during the mobility at BAPUSS acquire their true value only when integrated into the everyday work of adult-education organisations in North Macedonia. While the local context may differ from the institutional environment in Belgrade, the principles behind the observed practices are fully transferable. This chapter provides a set of practical steps and realistic implementation scenarios that local centres can adopt to strengthen their digital capacity, enhance learner engagement, introduce AI-supported learning and modernise pedagogical processes. These approaches require neither extensive funding nor complex infrastructure; rather, they depend on thoughtful planning, structured facilitation, and gradual institutional transformation.

A first practical step concerns the introduction of competence-based lesson planning. Local centres can begin by redesigning their existing training units so that each session contains a clearly stated competence goal aligned with learner needs. This does not imply a complete curriculum overhaul. Instead, educators can add a short "learning purpose statement" at the beginning of each session, mirroring the clarity observed at BAPUSS. This small adjustment helps adult learners understand expectations, track progress and maintain motivation, especially those who re-enter learning after long breaks.

A second step involves integrating experiential tasks into regular teaching activities. Centres can adapt simple hands-on exercises inspired by the Belgrade model—short simulations, scenario-based work, community-focused examples or short problem-solving challenges. These tasks require minimal preparation but have high educational value. For example, environmental training sessions can include local cases of waste management, energy-saving habits or public-space challenges. Digital skills sessions can include everyday tasks such as writing a short message, reformulating text or using a simple AI tool to visualise an idea. By grounding learning in local circumstances, educators create relevance and ownership.

The mobility also demonstrated the feasibility of using guided practice and modelling to support adult learners with varying confidence levels. Centres can implement this by incorporating live demonstrations into lessons: the educator performs a task first (e.g., creating an AI-generated visual, analysing text, navigating a platform), while learners observe. In the next step, learners repeat the process with support. Over time, the support

gradually decreases. This approach, observed at BAPUSS, is particularly effective for building digital confidence and strengthening problem-solving skills among adult learners.

Scaffolded learning is another technique that can be introduced without significant structural change. Local centres can divide complex tasks into smaller stages, such as "observe – try – apply – reflect". This supports learners with low digital literacy and reduces anxiety when learning AI-supported tasks. An example would be introducing environmental storytelling: first, showing a visual example; next, prompting learners to experiment with a simple version; and only afterwards asking them to generate their own content. This staged approach helps maintain motivation and reduces cognitive overload.

Digital augmentation—the strategic use of technology to support rather than dominate teaching—can also be implemented easily. Local centres can begin with basic digital tools already familiar to educators: PowerPoint, Canva, simple AI writing assistants, or introductory visual generator tools. The key is purposeful integration. Instead of using technology for its own sake, educators can apply digital tools at moments where learners benefit most: visual explanation of a concept, quick clarification, creation of examples or micro-story prompts. This mirrors the practical use observed at BAPUSS and supports the SMART-AI project's digital and environmental learning goals.

In addition to classroom-level practices, local centres can adopt organisational steps that strengthen teaching quality. One practical scenario is to introduce short peer-observation sessions, where educators observe each other for 10–15 minutes and exchange feedback. This practice mirrors the collaborative ethos observed in Belgrade and is highly effective for building internal capacity. Another scenario involves establishing short monthly meetings where educators share methods, challenges or digital tools they have tried. Over time, such practices foster a culture of continuous improvement and shared responsibility.

Implementation can also include structured use of reflection. Local centres can incorporate micro-reflection moments into training: asking learners to summarise what they understood, articulate questions or link content to their personal experiences. These reflective moments require no additional resources but significantly strengthen learning retention and learner ownership. They also align with Erasmus+ priorities to promote lifelong learning habits and metacognitive skills.

Finally, local centres can begin integrating AI-supported learning scenarios in specific programme areas. For example, environmental modules can use AI for generating visual

prompts, alternative scenarios or interpretations of community issues. Communication modules can rely on AI for reformulating text, evaluating tone or producing micro-narratives for discussion. Creativity-focused programmes can use AI for storyboarding, idea generation or symbolic visualisations. Each of these small applications mirrors what was observed in Belgrade: simple, accessible and facilitator-led integration that supports learning without creating technological barriers.

These implementation scenarios demonstrate how the Belgrade mobility can become a catalyst for practical improvements across adult-education centres in North Macedonia. They show that innovation does not require large-scale investment but rather thoughtful adaptation and consistent pedagogical intention. By gradually introducing structured planning, experiential learning, guided practice, digital augmentation, reflective habits and introductory AI use, organisations can modernise their practices, build staff confidence and deliver richer learning experiences aligned with European standards.

The practical steps outlined in this chapter serve as an actionable roadmap, connecting the insights gained during the mobility to meaningful, sustainable changes within local adult education environments. Their success depends on continuous reflection, educator engagement and organisational support—elements that are central to the SMART-AI vision of strengthening digital and environmental competences through applied, accessible and human-centred learning.

Chapter 7 – Detailed Case Examples from BAPUSS Lessons

(Mini Case Studies from the Mobility Experience)

Case Example 1 – Structuring an Applied Marketing Lesson (Shadowing Session – Classroom A3)

One of the most illustrative sessions observed during the mobility took place during an applied marketing class attended primarily by adult learners combining employment with part-time studies. This session provided valuable insight into how BAPUSS educators structure complex content in a way that remains practical, accessible and engaging. The lesson began with the instructor presenting a short, clearly stated objective: to understand how emotional narratives influence brand perception and customer behaviour. While the topic could easily become abstract, the educator grounded it by referencing real examples familiar to the learners, such as regional brands and everyday consumer choices.

The instructor demonstrated a model of progressive knowledge-building. Instead of beginning with definitions, she opened with a short scenario describing a customer deciding between two similar products. The narrative contained emotional cues, values and subtle environmental messaging. Learners were asked to identify what influenced the customer's decision. This moment immediately activated prior knowledge and created a practical anchor for the theory to come. Shadowing participants observed how the educator used silence strategically, giving learners enough time to articulate their thoughts, thereby encouraging participation without pressure.

After gathering a range of learner responses, the instructor transitioned smoothly into the conceptual foundation. She introduced key terms such as "emotional framing," "value-based messaging" and "implicit associations," linking each concept to the learner-generated examples. This teaching moment reflected the BAPUSS principle of integrating learner experience into the content progression. Rather than imposing theory from above, the educator constructed it together with the group, creating shared ownership of the learning process.

A central part of the lesson involved experiential work. Learners were divided into pairs and asked to rewrite a short marketing message using different emotional tones—optimistic, urgent, environmentally responsible and neutral. The shadowing participants noted that the educator circulated the room, offering short personalised prompts, modelling sentence

structures when needed and guiding learners to reflect on the effect of each tone. This exercise reflected the Belgrade approach to experiential and scaffolded learning: short tasks, immediate feedback, and clear connection to real-life professional contexts.

Digital augmentation also played a small but effective role in the session. The instructor displayed AI-generated visual prompts that reflected different emotional moods. Instead of using technology for its own sake, she used it as a visual anchor to enrich understanding. Learners informally commented that the images helped them "see" the tone they were trying to create. Shadowing participants recognised this as an important demonstration of purposeful use of AI tools without overwhelming the learners.

The final part of the lesson involved collective reflection. The educator invited several learners to read their rewritten messages aloud and facilitated a discussion about the emotional impact each one had. This reflective process strengthened understanding and demonstrated how the same factual content can produce different responses depending on narrative framing. She ended the lesson by returning to the initial scenario from the beginning of the class, asking learners to apply their improved understanding and reinterpret the customer's decision with the new knowledge gained.

For the mobility participants, this session offered a clear example of how to combine narrative learning, experiential activities, digital augmentation and reflection in a structured, coherent way. It illustrated the pedagogical sequence that BAPUSS educators frequently use: practical anchor → collaborative exploration → theory → application → reflection. This case serves as a transferable model for adult education in North Macedonia, especially in training areas that require communication skills, environmental storytelling or digital literacy.

Case Example 2 – Digital Competence and Real-Time Demonstration (IT Laboratory B2)

The second notable session observed took place in a computer laboratory setting, where learners were introduced to digital tools used for applied tasks in communication and design. Unlike the marketing example, this session centred more on practical demonstration and guided experimentation. The instructor began the class with a simple but effective message: digital confidence grows through small, achievable steps. This framing set a reassuring tone for adult learners who often carry apprehension regarding technology.

The session started with the educator modelling a process on the projector: how to use a basic design platform to create a simple visual layout. She narrated her actions clearly, explaining not only *what* she was doing but *why* each step mattered. The mobility participants observed how this transparency reduced uncertainty among learners and provided a mental roadmap that made the upcoming hands-on work more manageable. After the demonstration, learners were instructed to replicate the basic layout on their own devices.

As learners worked, the instructor provided immediate feedback, guiding them through obstacles without taking over their tasks. This approach encouraged autonomy while offering safety for those who struggled. Importantly, the educator integrated AI-supported features—such as automatic colour palette suggestions and auto-layout recommendations—using them as helpful tools rather than focal points. This practical, low-barrier integration of AI demonstrated that digital augmentation can be meaningful even with basic tools.

Midway through the session, the instructor introduced a short micro-experiment: learners were asked to create two versions of the same visual—one generated manually, and one generated with AI-assisted functions. The goal was not to compare "human versus AI," but to illustrate how tools can support efficiency and creative exploration. Learners were then invited to reflect on the differences, challenges and preferences. The mobility participants noted that this reflective comparison helped learners understand technology as an ally rather than a threat.

The session concluded with a structured debrief, during which the instructor highlighted not only the technical skills gained but also the underlying competences: decision-making, digital navigation, problem-solving and visual communication. By naming these competences explicitly, she strengthened the connection between activity and learning outcomes, reinforcing confidence and self-efficacy among the adult learners.

For the visitors from North Macedonia, this class provided a concrete model for introducing digital and AI-assisted tools in a low-stress, high-support environment—a scenario directly transferable to local adult education programmes.

Case Example 3 – Integrating Environmental Themes Through Micro-Storytelling

(Classroom C1 – Applied Communication Session)

A particularly relevant session for the SMART-AI project was an applied communication lesson in which the instructor demonstrated how environmental themes can be embedded into micro-storytelling exercises. This class offered an exemplary view of how abstract sustainability concepts—often perceived as distant or overly technical by adult learners—can be translated into short, accessible narrative forms that stimulate engagement, reflection and critical thinking.

The session began with the educator projecting a simple scenario: a neighbourhood faced with increasing waste accumulation and declining green spaces. Instead of presenting statistics or technical explanations, she framed the issue through a short human-centred narrative. The story followed an elderly resident who noticed gradual environmental changes and began discussing them with neighbours. This narrative approach grounded the environmental topic in everyday life, allowing learners to relate to the situation through empathy rather than technical detail.

The instructor then asked learners to identify emotional elements, motivations and environmental cues within the narrative. The mobility participants observed how the educator subtly guided learners toward recognising the interplay between factual environmental issues and personal values. This exercise mirrored the SMART-AI emphasis on connecting storytelling with environmental awareness, demonstrating how narratives can make sustainability education more accessible to diverse adult learners.

During the experiential part of the session, learners were tasked with rewriting the same narrative from a different perspective—such as a young parent, a local shop owner or a community volunteer. This activity required them to retain the environmental core while adjusting tone, focus and personal concerns. As learners worked, the instructor modelled small transformations and comments that helped them maintain narrative coherence. This scaffolded process supported learners with weaker writing skills and helped build confidence in self-expression.

AI integration was introduced at this stage in a subtle but effective way. The instructor demonstrated how a simple AI assistant could propose alternative narrative angles, emotional tones or environmental metaphors. She framed the AI not as a narrative generator but as a brainstorming partner—an approach that reduced resistance among learners who were unfamiliar with AI tools. Shadowing participants noted that the learners responded positively, seeing AI as a supportive resource rather than a threat to creativity.

The session concluded with a structured reflection. Learners discussed the impact of narrative framing on environmental engagement and how different personal perspectives change the perception of the same issue. This reflective moment reinforced an important pedagogical insight: storytelling can be a powerful vehicle for environmental awareness, especially when learners actively reshape narratives through their own lived experiences.

For the mobility participants, this session illustrated a practical, easily transferable model for integrating sustainability themes into communication training. The exercise requires minimal resources, supports inclusion, demonstrates purposeful AI integration and aligns perfectly with the SMART-AI competence framework.

Case Example 4 – Facilitating Learner Reflection and Self-Evaluation

(Workshop Room B4 – Adult Pedagogy Seminar)**

A fourth key observation came from an adult pedagogy workshop in which the instructor facilitated a structured reflection process designed to strengthen metacognitive awareness and personal responsibility for learning. This session provided a valuable demonstration of how reflective practice can be integrated into adult education in a way that is simple, scalable and deeply empowering.

The workshop began with the instructor inviting learners to identify one concept or skill from a previous session that they found challenging. Instead of immediately offering clarification, she asked learners to articulate *why* the concept felt unclear. This shift from content to metacognition allowed learners to express their thought processes, barriers and assumptions. Mobility participants observed how this initial step encouraged openness and created a psychologically safe environment in which learners felt comfortable acknowledging difficulties—an essential precondition for effective adult learning.

The instructor then introduced a short guided-reflection template consisting of four prompts:

1. *What did I learn?*
2. *What is still unclear?*
3. *What helps me understand this better?*
4. *What will I try next?*

Although the prompts appear simple, their pedagogical impact proved significant. Learners engaged in short written reflections, and the instructor circulated to offer clarifying questions rather than direct answers. This helped learners deepen their own reasoning and identify personal strategies for tackling uncertainty.

A notable part of the session involved small-group dialogue. Learners shared their reflections in pairs and collaboratively explored alternative interpretations or solutions. The educator facilitated the process without dominating it, demonstrating a facilitative stance in which learners supported each other's development. For the mobility participants, this peer-reflection dynamic illustrated how collaborative learning can strengthen understanding while building interpersonal confidence—an approach highly relevant for North Macedonian adult-education groups where learners often feel hesitant to speak in large groups.

AI integration was introduced toward the end of the workshop in a thoughtful and non-intrusive manner. The instructor showed how a basic AI tool can be used to reformulate unclear concepts, generate simple explanatory examples, or provide alternative ways of expressing an idea. Instead of relying on AI for answers, she demonstrated how learners can use AI to compare explanations and identify which versions make the most sense to them. This positioned AI as a reflective support tool rather than an authoritative source, strengthening digital competence and critical evaluation skills.

The session concluded with a collective discussion in which learners shared insights about the reflection process itself. Many reported that articulating confusion made the learning feel "lighter" and less intimidating. Others noted that discovering their own strategies boosted confidence and motivation. For the mobility participants, this workshop offered a clear and transferable model for embedding reflective practices into adult education programmes in North Macedonia. The techniques require no special equipment, align with inclusion principles and support the development of independent, confident learners—key goals within the SMART-AI framework.

Chapter 8 – Mapping Mobility Learning Outcomes to the SMART-AI Competence Framework

The SMART-AI project is built on a multidimensional competence framework that aims to advance adult educators' skills in three intertwined domains: **digital competence**, **environmental literacy and green communication**, and **AI-supported creative and pedagogical practice**.

The mobility at BAPUSS served as a catalyst for strengthening each of these domains in distinct yet interconnected ways. Mapping the observed learning outcomes to the SMART-AI framework helps clarify the strategic value of the mobility and demonstrates how experience-based learning contributes to sustained institutional development in North Macedonia.

Digital Competence Dimension

Throughout the mobility, participants witnessed how digital tools were woven into the pedagogical fabric of BAPUSS in realistic, purposeful and non-intrusive ways.

Digitalisation was not presented as a complex challenge or high barrier, but as a natural extension of effective teaching. Instructors used visuals, short multimedia elements, design interfaces and introductory AI-based enhancements to support clarity of explanation, reinforce learner understanding and stimulate motivation. This direct modelling served as a live demonstration of how digital tools can foster accessibility and support learners who might otherwise feel overwhelmed by text-heavy or abstract content.

Additionally, participants observed how educators encouraged learners to interact with technology in progressive steps, offering reassurance and guidance throughout the process. This gradual digital scaffolding corresponds directly to the **DigComp 2.2** competence areas of information and data literacy, communication and collaboration, digital content creation, and problem-solving.

Participants gained both practical and pedagogical understanding of how to integrate digital instruments consistently, efficiently and ethically into adult-learning programmes. This supports the SMART-AI objective of strengthening educators' digital confidence—a core requirement for successful curriculum modernisation in adult education settings across North Macedonia.

Environmental Awareness & Green Communication Dimension

Environmental awareness, though not the primary focus of all observed sessions, was strongly embedded within the narrative and communication-oriented lessons. By observing the use of micro-storytelling, emotional framing and scenario-based sustainability discussions, participants experienced how environmental topics can be effectively communicated through relatable narratives rather than abstract data.

The approach demonstrated at BAPUSS aligns with SMART-AI's goal of promoting **green competences through communication**, showing that sustainability education becomes more impactful when learners connect environmental topics to personal values, community contexts and everyday experiences. The instructors' ability to facilitate discussions where learners reflected on their lived environments, responsibilities and roles illustrated a pedagogical approach that supports behavioural awareness rather than superficial knowledge acquisition.

Another important learning outcome was the recognition that environmental themes can be integrated across subject areas—marketing, communication, digital literacy—when the educator uses storytelling, visual metaphors and reflective questions. Participants observed how sustainability messaging can be embedded naturally in lessons, without requiring dedicated environmental modules. This insight allows North Macedonian adult-learning centres to introduce green competences gradually and organically into existing programmes.

AI-Supported Creative and Pedagogical Skills Dimension

One of the most significant outcomes of the mobility was a deeper, more nuanced understanding of how AI can serve as a supportive, facilitator-led tool in adult learning. The application of AI tools at BAPUSS—ranging from visual generation to writing enhancement and scenario exploration—provided participants with real examples of low-barrier, high-impact AI integration. Instead of presenting AI as advanced technology requiring specialised knowledge, instructors positioned it as an accessible pedagogical assistant that helps learners explore ideas, clarify explanations and visualise abstract concepts.

Participants observed how carefully chosen AI tools can enhance creativity, stimulate reflection, strengthen communication skills and support learners with fewer opportunities. Importantly, educators demonstrated responsible use of AI: they emphasised verifying AI-

generated content, encouraged critical thinking and modelled ethical engagement with digital tools. This approach directly aligns with SMART-AI's prioritisation of **responsible AI**, ensuring that learners not only use AI but also understand its limitations and the importance of human judgment.

Cross-Cutting Competence Development

In addition to the three primary domains, the mobility strengthened several cross-cutting competences essential for modern adult educators:

- reflective practice,
- communication clarity,
- facilitation rather than traditional instruction,
- adaptability to learners' needs,
- learner-centred guidance,
- constructive feedback techniques, and
- confidence in mediating digital experiences.

These transversal competences bind the SMART-AI framework together and represent the core capacities required for replicating the Belgrade practices in North Macedonian contexts.

Strategic Impact of the Mobility

Mapping the learning outcomes shows that the mobility contributed not only to individual competence development but also to organisational capacity-building. By understanding how teaching methodologies, digital tools and AI-supported elements interact in an applied learning environment, participants gained insight into how adult learning can evolve in ways that are scalable and sustainable.

The alignment between mobility outcomes and the SMART-AI framework ensures that lessons from Belgrade are embedded into broader project goals and transformed into long-term educational improvements rather than short-lived experiences. This mapping guarantees coherence, strategic relevance and demonstrable value—three elements essential for Erasmus+ impact.

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Conclusion

The Belgrade Mobility Applied Learning Guide stands as a comprehensive, practice-based reflection of the knowledge, insights and transformative educational experiences gained through the SMART-AI mobility at BAPUSS. By documenting how adult education functions in a real European applied-studies environment—and by translating these observations into accessible, adaptable models—this OER provides a meaningful contribution to the development of adult education capacity in North Macedonia.

The mobility offered participants a unique opportunity to witness how contemporary pedagogical approaches take shape in everyday teaching situations. Rather than focusing on theory alone, the mobility revealed how educators structure their lessons, interact with learners, facilitate engagement and integrate digital and environmental themes in ways that feel organic and supportive. This real-world exposure helped participants understand the subtle but powerful difference between knowing a method and observing it in action.

A central insight from the mobility is the principle that **innovation in adult education does not require advanced technology or specialised expertise**. Instead, it requires intention: clarity of learning outcomes, thoughtful design, facilitative teaching, sensitive pacing, reflective dialogue and ethical use of digital tools. These classroom practices—seen repeatedly across lessons, workshops and informal interactions—form the backbone of high-quality adult learning. The mobility confirmed that even modest digital tools, simple AI-supported exercises and small-scale experiential tasks can transform the learning experience when used purposefully.

This guide also reinforces the belief that adult educators are catalysts of change. Their behaviour, attitudes and facilitation choices shape the quality of learning environments far more than infrastructural conditions. Through observing the pedagogical culture at BAPUSS, participants witnessed the value of cooperation among educators, the importance of shared responsibility for learner progress and the strength of open, professional communication. These insights highlight pathways through which adult-education centres in North Macedonia can evolve: by cultivating collaborative environments, building staff confidence, encouraging reflective habits and adopting gradual, realistic digitalisation strategies.

The OER ensures that the mobility's impact extends beyond the immediate participants. By transforming lived experiences into structured pedagogical knowledge, the guide becomes an openly accessible resource for educators, trainers, organisations and community

programmes. It allows others—who may not have taken part in the mobility—to benefit from its lessons, thereby multiplying the value of Erasmus+ investment. This open sharing aligns fully with the ethos of Erasmus+, which sees mobility not as a standalone event but as a mechanism for long-term improvement, cooperation and empowerment across Europe.

Ultimately, the SMART-AI mobility in Belgrade has demonstrated how adult education can respond to contemporary challenges—digital transition, environmental awareness, AI integration—without compromising inclusion, relevance or learner-centredness. It showed that innovation can be simple, scalable and deeply human. The practices documented in this OER embody that principle, offering a practical roadmap for institutions seeking to modernise their teaching and build stronger, more future-ready learning communities.

This guide marks not the end, but the beginning of a longer process of adaptation, experimentation and educational growth. Its insights will continue to shape future trainings, organisational development efforts and digital-environmental initiatives within the SMART-AI framework. By grounding innovation in real-world practice and making knowledge openly accessible, the guide contributes meaningfully to a more modern, resilient and learner-centred adult education system.

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About This Open Educational Resource (OER)

This Open Educational Resource (OER) was developed within the Erasmus+ KA122-ADU project **SMART-AI: Strengthening Digital and Environmental Competences through AI-Driven Storytelling**, coordinated by *Marketing Gate*. The guide is based on direct shadowing activities, observations, classroom participation and applied learning during the job-shadowing mobility at **Belgrade Business and Arts Academy of Applied Studies (BAPUSS)** in 2025.
Its purpose is to support adult educators, trainers and organisations in North Macedonia and across Europe in adapting modern, learner-centred and digitally supported teaching practices.

Authors

This OER was written by participants of the SMART-AI mobility in Belgrade: **Panche Jovanovski, Daniel Stankovski, Zivka Gjosevska**. The content reflects their applied learning experience and direct engagement in the mobility programme.

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This OER is provided **free of charge**, in line with Erasmus+ principles of openness, knowledge sharing and capacity building in adult education. It may be included in training materials, organisational development plans and professional learning activities.

Contact

For questions, feedback or requests related to adaptation or translation of this OER, please contact: *Marketing Gate – Association for Research, Education and Development*
Email: *marketingporta@gmail.com*

Website: www.*smart4green.eu*

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