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KAFI - To Know and Face Functional Illiteracy™

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GOOD PRACTISES

GUIDEBOOK

IN SUPPORT OF

FUNCTIONAL LITERACY

TEACHERS

FOR ADULTS

LA MESTA
CENTRO DE EDUCACIÓN DE ADULTOS



Brainery
ACADEMY_{APS}



WYŻSZA SZKOŁA
Biznesu i Nauk o Zdrowiu w Łodzi

EKATH
Εκπαίδευση Κατάρτιση Ανάπτυξη
Τεχνολογίες Ηπείρου Ι.Κ.Ε.

DRPDNM
Ομάδα σε επίπεδο μη-πρωτοβάθμιας εκπαίδευσης
Ηπείρου

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KAFPI

to know and face functional illiteracy

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 www.facebook.com/KAFPI
<http://kaffi-project.eu/>



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nership consists of seven countries:
Italy, Spain, Slovenia, Bulgaria, Poland, Greece and
Turkey.



PROJECT PARTNERS



Brainery Academy(IT) is offering training and in-depth opportunities on a wide range of topics based mainly on cultural demands and needs aimed at adults and at the youngest. The Association is active in planning at local, regional, national and European by participating in numerous calls concerning adult education in a non-formal context.

<https://www.braineryacademy.it/>



The main goal of Association "To Preserve the Woman"(BG) is to care for and support children, girls, women, people with disabilities and the elderly for a better quality of life, work, life and personal development.

www.woman-bg.bg



The Academy of Business and Health Sciences (PL) is one of the three biggest schools of non-public higher education in - Lodz. Currently in the Academy are studying over 1000 students.

www.wsbinoz.edu.pl



E.K.A.T.I.(GR) is a private organization of adult education and training. It is a certified training organization by the National Certification Agency for Qualifications and Career Guidance with a good ranking based on the evaluation of the Ministry of Education.

www.ekati.edu.gr/ekath-ike-en



"Društvo za razvijanje prostovoljnega dela" (Association for the Development of Voluntary Work) (SI) is a non-governmental and humanitarian organization that works in the public interest in the field of social protection, culture and youth.

www.facebook.com/DRPDNM



CEPA La Mesta is a Public Adult School located in Villanueva de la Cañada-35 km away from Madrid city center. The school has also classrooms in three other different towns around, and that is why we are called Comarcal Centres. They offer both formal and non-formal education for students over 18 years old. The staff and philosophy support values such as multiculturalism, social integration and inclusion, as well as environmental awareness and sustainability.

<https://www.educa2.madrid.org/web/centro.cepa.lamesta.villanuevadelaCanada>



The Çekmeköy Public Education Center (TR), established to meet the need for adult education, continues to cooperate with NGOs, and municipalities in the center building as well as in other places of the village and continues to provide services in various fields free of charge as public institutions.

www.cekmekeyhem.meb.k12.tr

FUNCTIONAL ILLITERACY

What is the essence of the contemporary phenomenon of illiteracy, its various types and their specificities? What are the reasons and the effects of adults' illiteracy, as well as what are the options for preventing these problems?

The term illiteracy is defined as a phenomenon which indicator is the lack of literacy and basic mathematical skills in adults (according to UNESCO criteria - above 15 years of age).

An illiterate is an adult:

- 1) unable to read and write;
- 2) figuratively: having no knowledge in the given field; ignoramus.

In modern highly developed societies, this problem is practically marginal in relation to the so-called primary illiteracy. Universality, accessibility and compulsory education eliminate this phenomenon in a fundamental way. However currently, the scale of secondary illiteracy and functional illiteracy is worrying. Mathematical illiteracy or those types of illiteracy that relate to the chosen areas of knowledge or life activity are also a huge problem.

Functional literacy is a term that refers to the ability to properly use the information and knowledge for the purposes of analyzing, arguing and effectively communicating in the processes of putting, solving and interpreting problems in various situations. Civilization illiteracy is the inability to use their rights, information, technology, cultural goods and organizational solutions. Empirical indicators are usually:

- understanding of utility texts (e.g. operating instructions, drug leaflets, timetables),
- understanding of basic concepts, regulations and orders,
- ability to use new technologies and information services, e.g. a billing program from taxes, calculating the interest rate yourself, etc.

Digital illiteracy - this term is used to describe the inability to use the opportunities offered by information technology. This type of inability must be distinguished from informative illiteracy, i.e. the lack of skills in using information when we consider a set of detached, unrelated data as information. Meanwhile, transforming data into information is the logical process of hierarchization and connection of it.



NATIONAL GROUP EXCHANGE OF BEST PRACTICES

“HOW USE NEW TECHNOLOGIES TO COMBAT FUNCTIONAL ILLITERACY”

“LOCAL SURVEY”	
TITLE	“LOCAL SURVEY”
COUNTRY, ORGANISATION:	SPAIN, CEPA LA MESTA
TARGET GROUP	The analysed population is based on CEPA La Mesta non-formal education students.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Handwriting survey. We made the statistical analysis with free software named PSPP, this program gives us data according to the variables (age, sex...). The results can be shown on tables or graphics.
OBJECTIVES	<p>Checking out how our adults deal with different aspects of everyday life in a technological and quickly changing world.</p> <ol style="list-style-type: none"> 1. Know the situation of functional illiteracy in our environment. 2. Focus our work to the aspects which are most difficult to adults’ lives
METHODOLOGIES	The questionnaire has 33 closed questions (one answer, yes /no) and they are classified in five groups.

<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>Questionnaire designed to find out the situation of Functional Illiteracy at a local level. It has questions about everyday situations in banks and bills, health, documents, communication and digital competences. It takes about 30 minutes to complete</p>
<p>EVALUATION</p>	<p>How has the activity achieved the goals in %? 95 Were the students interested in the activity? Quite interested Was the expected time fulfilled? Completely Activity assessment (from 1 to 10): 10 Number of learners involved: 160</p>
<p>LINKS</p>	<p>https://www.educa2.madrid.org/web/centro.cepa.lamesta.villanuevadelacanda/proyecto-erasmus-</p>



CLASSROOM CHALLENGES

TITLE	“CLASSROOM CHALLENGES”
COUNTRY, ORGANISATION:	SPAIN, CEPAL MESTA
TARGET GROUP	Adult people associated with a digital divide in multimedia tools
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Mobile phone, ✓ computer, laptop, software and internet connection.
OBJECTIVES	Finding out adults’ difficulties in everyday life and focusing teachers’ action.
METHODOLOGIES	Getting to know functional illiteracy through practical exercises.
DESCRIPTION OF THE PRACTICE/EXERCISE	<p>ANGLICISMS: A text is delivered in Spanish that contains some Anglicisms and through questions, we try to discover the degree of global understanding of it.</p> <p>MOBILE APPS: Install on your mobile an application that acts as a magnifying glass and learn how to use it</p> <p>ONLINE FORMS AND PURCHASE: three different activities where students will have to pay or register by internet. We have challenged them in three different situations:</p> <ul style="list-style-type: none"> - Registration in CCSE exam, which is an exam to get the Spanish nationality made by El Instituto Cervantes. - Buy and pay a cinema ticket. - Payment of a speed limit fine.

<p>EVALUATION</p>	<ul style="list-style-type: none"> • How has the activity achieved the goals in %? 90 • Were the students interested in the activity? Very interested • Was the expected time fulfilled? Time enough in all cases • Activity assessment (from 1 to 10): 9 • Number of learners involved: 160
<p>LINKS</p>	<p>https://expertclick.org/ https://play.google.com/store/apps/details?id=com.hantor.CozyMag&hl=en_US https://examen.es.cervantes.es/es/manual-ccse-2021 https://cine.entradas.com/ https://sede.dgt.gob.es/es/multas/</p>



“A FIRST APPROACH OF SUBMITTING AN ELECTRONIC APPLICATION IN ADULT LEARNING, FOR DIGITAL ILLITERATES”

TITLE	“A first approach of submitting an electronic application in adult learning, for digital illiterates”
COUNTRY, ORGANISATION:	GREECE, EKATH
TARGET GROUP	Residents of semi-rural areas.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Questionnaires; ✓ PC; ✓ Projector;
OBJECTIVES	<ul style="list-style-type: none"> • getting acquainted with online platforms • make a request online
METHODOLOGIES	<ol style="list-style-type: none"> 1. Free expression of trainees 2. Discussions- questions 3. PC- connection with web links 4. Output results: electronic and printed application
DESCRIPTION OF THE PRACTICE/EXERCISE	<p>Steps of submitting an electronic application:</p> <ul style="list-style-type: none"> • Search the page • Open the field of training • Choose the field of unemployed • Open the application form • Fill in your details • Send • Print the application

EVALUATION

The educational process of people with functional illiteracy problems is facilitated when digital technology is used in a simple and understandable way in the whole educational process.

- The evaluation results show that 87% are satisfied in relation with the adopted methodology and the goals setting.
- 93% of the trainees believe that this methodology helped them because it is theoretical and practical at the same time.



ARTICLE SHARING	
TITLE	“ARTICLE SHARING”
COUNTRY, ORGANISATION:	TURKEY / CEKMEKOY PUBLIC TRAINING CENTER
TARGET GROUP	Trainees and Educators
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Scientific Articles, ✓ Computer, ✓ Web
OBJECTIVES	Developing research skills. To create awareness about the subject of the project. To disseminate project studies at institutional level.
METHODOLOGIES	Reading, researching, discussing
DESCRIPTION OF THE PRACTICE/EXERCISE	A literature review was conducted on non-formal education and functional literacy. Articles written in Turkish and English were collected. It was distributed to the employees of the institution (10 people). Presentations were prepared from the information gathered and an information sharing meeting was held with all the employees of the institution.

EVALUATION

It is an awareness-raising exercise for trainees and educators in the context of functional literacy. Learning within the group was aimed by enabling the discussion of the findings of scientific articles. Discussion of complex articles by simplifying made the process more functional.



TRAINING OF UNEMPLOYED PEOPLE

TITLE	Training of unemployed persons in assisting / supporting professions / SA-PA / in social care services of people who are at risk of social exclusion / isolation
COUNTRY, ORGANISATION:	ASSOCIATION "TO PRESERVE THE WOMAN", BULGARIA
TARGET GROUP	The target group are economically inactive persons who are not in education and training aged 18-64. A minimum of 40 persons are covered. Adults who do not work or study, are not active and are not looking for job and opportunities for employment or inclusion in the work environment;
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ methodical materials - maps, surveys, ✓ computer, interactive white board, stationery-pen, colour sheets
OBJECTIVES	<ul style="list-style-type: none"> • Support individuals and community groups to tackle social exclusion and inequality; • Support people to participate in life-long learning, educational and training opportunities; • Support people who have the right of access to employment and self-employment; • To prevent functional illiteracy among the population; • Ensuring access to participation in the social life of the Community and the opportunity to be equal and active citizens

<p>METHODOLOGIES</p>	<ul style="list-style-type: none"> • Method of the concrete situations (case study) • Case • Brainstorming • Role plays • Situational Methods
<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>Activity and forms of training:</p> <p>1) There are monthly trainings in 2 modules in the form of lectures (theoretical / practical part);</p> <p>2) 3 types of training: frontal, group and individual training - each of the unemployed goes through each of the phases. Upon receipt of request from the person to work / care for a disabled person, she/he has to fill in application documents - a card for participation and an incoming questionnaire, determining the status of the unemployed person from which we can see educational qualification, previous experience in the field of social care, the attitude to work with a person with disabilities/ at risk, the desire to acquire additional qualifications, mobility.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • A high emotional and spiritual satisfaction of the students in the course is observed; • Midterm oral feedback; • Final feedback at the end with questionnaires'



NATIONAL GROUP EXCHANGE OF BEST PRACTICES

VERBAL COMMUNICATION

STORY OF YOUR NAME	
TITLE	“STORY OF YOUR NAME”
COUNTRY, OR- GANISATION:	EKPEDEYSI KATARTISI ANAPTYXI TECH- NOLOGIES IPIROU I.K.E - GREECE
TARGET GROUP	<ul style="list-style-type: none"> ✓ 10 adults, functional illiterate persons, 20-40 years old ✓ Duration: 30 minutes <p>Useful for : An icebreaker activity on the first day of class</p>
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ A piece of paper ✓ Pen ✓ Board ✓ 2 minutes per person to share story ✓ Good mood

<p>OBJECTIVES</p>	<ol style="list-style-type: none"> 1. To help communicating effectively utilizing verbal skills. 2. To help identifying parts of a speech. 3. To help building their communication skills through simple speaking opportunities. 4. To provide communication activities. 5. This is an activity aiming in cultivating empathy and trust amongst peers. It's a simple activity that also helps strengthen relationships between peers within the classroom stimulate the ability to express thoughts, feelings, facts and opinions orally 6. Contribute to classroom discussion 7. Receive the information and apply it in their daily lives 8. To give a sense of the variety of cultures, identities, and histories that students bring with them to the classroom 9. To help build community by having students share a name that has particular significance for them
<p>METHODOLOGIES</p>	<ul style="list-style-type: none"> ✓ One group of 10 persons ✓ Pairs of group ✓ Storytelling ✓ Discussion: Ask each group to share the most interesting story they heard.

**DESCRIPTION OF
THE PRACTICE/
EXERCISE**

Invite students to sit in a circle or in desks/tables. Introduce the activity:

- ✓ Today we will share a brief story about some aspect of our name.
- ✓ Explain that students can choose to tell the story of their first or middle name.
- ✓ Students can also invent a story about their name if they prefer. (This takes the pressure off people who do not have a story to tell.)
- ✓ Model the process by sharing the story of your name as an example.
- ✓ Next, give the students a moment to think about the story they wish to share with the larger group.
- ✓ Then, divide the group in pairs and ask each pair to choose one person to share their story first. All students share their stories at the same time.
- ✓ After two minutes ask the pairs to switch and the second person shares their story.
- ✓ After each person in the pair has shared, the full group comes back together to reflect on the activity.
- ✓ Depending on the level of comfort and time, once back in the full group each pair member can introduce their partner and share a brief description of the story they heard, or the group can move directly to reflection on the larger activity without additional sharing.

Possible Side-Coaching:

- ✓ You can share the story of any piece of your name.
- ✓ Try to be succinct in your story.
- ✓ Pay attention to the storyteller's body language. How do we look when we tell a personal story? What changes about our voice, body, and eye contact?

EVALUATION

TYPE OF EVALUATION: *at the end of the course*

DESCRIPTION: *Questionnaire*

- ✓ *What did you notice about yourself as you participated in this activity?*
- ✓ *Where do our names come from? Did we see any common themes?*
- ✓ *If you've had the chance to name (or help someone to name) a new sibling, a pet, a doll, etc. what informed the choice you made?*
- ✓ *What do names tell us? Are they important? Why or why not?*

SOCIAL STUDIES and HISTORY:

- ✓ *Explore why certain names are popular at different times. How do we name children after and why? Consider how culture, race/ethnicity, and language origin impacts the names we use.*

EQUIPMENT: PC, QUESTIONNAIRE



POETRY THERAPY

TITLE	POETRY THERAPY
COUNTRY, ORGANISATION:	BULGARIA, ASSOCIATION "TO PRESERVE THE WOMEN"
TARGET GROUP	<ul style="list-style-type: none">✓ 15 elderly women aged 64 to 90
EQUIPMENT AND FACILITIES	<ul style="list-style-type: none">✓ Paper, pencil, multimedia, computer, flipchart, indoor or outdoor
OBJECTIVES	<ul style="list-style-type: none">✓ emotional impact;✓ mental development;✓ memory training;✓ psychological resistance;✓ communication;✓ minimizing the stress;✓ creative thinking;✓ develop empathy;✓ performance;
METHODOLOGIES	<ul style="list-style-type: none">✓ individual and group work;✓ perform in front of audience;✓ famous authors meeting;✓ discussion;✓ analysing;

<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<ul style="list-style-type: none"> ✓ We work in small groups, on a preliminary given theme. ✓ Our users have to work individually at home; ✓ After that we discuss and analyse; ✓ Sometimes we make competitions and publish the best once;
<p>EVALUATION</p>	<p>TYPE OF EVALUATION: everyday/in the middle/final</p> <p>DESCRIPTION: After each session every user shares his emotion, thoughts, and feelings</p> <p>EQUIPMENT: verbal communication</p>



NON FORMAL EDUCATION PRACTISE

TITLE	NON FORMAL EDUCATION PRACTISE
COUNTRY, ORGANISATION:	ITALY - BRAINERY ACADEMY
TARGET GROUP	10 PARTICIPANTS / AGE: ANY
EQUIPMENT and FACILITIES	Nothing special
OBJECTIVES	<ol style="list-style-type: none"> 1. Improve life skills 2. Understand the needs of learners 3. Strengthen the social cohesion
METHODOLOGIES	<p>It is a flexible way to teach (the programme is constantly modified to follow the learners needs) as the centre of this teaching is the individual (student), not the programme. This methodology can apply to all school subjects and overcomes all barriers among students.</p>

DESCRIPTION OF THE PRACTICE/EXERCISE

The teacher presents the topic of the day and asks the students what they know about it. Learners give answers based on their experiences and knowledge. The teacher duty is now to order and complete the argumentation; in this way, the topic will be completely fulfilled thanks to a shared and satisfying participation of everybody.

EVALUATION

TYPE OF EVALUATION: everyday
DESCRIPTION: subjective evaluation



REPORTER - MAKING INTERVIEW

TITLE	REPORTER - MAKING INTERVIEW
COUNTRY, ORGANISATION:	WSBINOZ , POLAND
TARGET GROUP	<ul style="list-style-type: none">✓ About 20 participants, working in pairs, age - 15 years old +
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ paper, pencil✓ electronic device (laptop, mobile phone etc.) - in case of on-line action
OBJECTIVES	<ul style="list-style-type: none">✓ training of active listening,✓ training of asking questions,✓ training of collecting information,✓ training of building the relation with interlocutor
METHODOLOGIES	<ul style="list-style-type: none">✓ working in pairs
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul style="list-style-type: none">✓ The task is to make an interview with each other.✓ One person in the pair is a reporter. The task of the reporter is to gain as much as possible interesting information about their interlocutor. They have time for preparation of questions and defining the topics of the conversation. The time for the interview can be limited for example - 10 minutes.

<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<ul style="list-style-type: none"> ✓ The time for the interview can be limited for example - 10 minutes. ✓ In the next phase, the people in pairs are exchanging their roles, so the second one is a reporter and is making an interview. ✓ After finishing the interviews all reporters present the people with whom they were talking to, to the whole group and share with them interesting information they have obtained. ✓ Final discussion: Was it difficult for you to define the areas for conversation and questions? Would you ask about something different now? Would you change something in the way you ask questions? Are you satisfied with your work? Etc. <p>Alternative version:</p> <ul style="list-style-type: none"> ✓ The reporter can make an interview with a person in a specific role e.g. according to the profession of social role. Or on a specific topic e.g. on-line learning.
<p>EVALUATION</p>	<p>DESCRIPTION: each participant has a white paper stick on the back and the others are writing positive information for/about them</p> <p>COMMENTS: If you want you can share it in the group, or you can just save for yourself. If you want, you can guess who wrote you some positive sentences.</p> <p>EQUIPMENT: paper (white paper, sticky notes etc.), something to write (colourful markers).</p>

COMMUNICATION ORIGAMI

TITLE	COMMUNICATION ORIGAMI
COUNTRY, ORGANISATION:	DRPD, SLOVENIA
TARGET GROUP	✓ 10 participants, between 20-35
EQUIPMENT and FACILITIES	✓ paper, pen
OBJECTIVES	✓ Develop more empathy, consider other perspectives, build their communication and negotiation skills.
METHODOLOGIES	✓ group working
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul style="list-style-type: none">✓ Give one sheet of standard-sized paper (8.5 x 11 inches) to each participant.✓ Tell your participants that you will be giving them step-by-step instructions on how to fold their piece of paper into an origami shape.✓ Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions.✓ Give the group your instructions on how to fold the paper into the origami shape of your choice.

DESCRIPTION OF THE PRACTICE/EXERCISE

- ✓ Once all the instructions have been given, everyone has to open their eyes and compare their shape with the intended shape. You will likely find that each shape is a little bit different! To hit the point home, refer to these discussion points and questions:
- ✓ Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?
- ✓ Ask the group if you think the results would have been better if they kept their eyes open or were allowed to ask questions.

EVALUATION

TYPE OF EVALUATION: at the end of the workshop

DESCRIPTION: because this workshop works on developing empathy, there will be a scale where they would measure how they felt during the workshop emotionally and listening and trusting the verbal direction, how clear and guidable they were

EQUIPMENT: white board, marker, or paper and pen

DISCUSSING ON DIFFERENT TOPICS

TITLE	DISCUSSING ON DIFFERENT TOPICS
COUNTRY, ORGANISATION:	ÇEKMEKÖY PUBLIC TRAINING CENTER - TURKEY
TARGET GROUP	✓ 30-55 ages teacher and trainees
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Topic book ✓ zoom meeting
OBJECTIVES	<ul style="list-style-type: none"> ✓ Improving speaking and empathy skills ✓ active listening ✓ being part community
METHODOLOGIES	<ul style="list-style-type: none"> ✓ discussion, question and answer
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul style="list-style-type: none"> ✓ twice in week on Thursday and Sunday online meeting ✓ choose a topic in book and discuss it ✓ reading and listening ✓ participants express their own ideas
EVALUATION	<p>TYPE OF EVALUATION: every week</p> <p>DESCRIPTION: reading and discuss it</p> <p>COMMENTS: it is so useful and funny</p>



GUESS WHO I AM

TITLE	GUESS WHO I AM - adapted to the contents of the topic that we are working with the students.
COUNTRY, ORGANISATION:	SPAIN - CEPA LA MESTA
TARGET GROUP	<ul style="list-style-type: none">✓ All participants / the whole class divided into groups.✓ Age: from 7 to 99 years old.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ Indoor/outdoor - both places are suitable for this activity.✓ Small flashcards/tape to attach it to the forehead/Post-it.
OBJECTIVES	<ul style="list-style-type: none">✓ To have fun while learning and developing/improving the verbal skills (oral communication).✓ To extend the vocabulary of the topic.✓ To choose appropriate vocabulary to describe each card taking into account the rules and limitations of the game.✓ To fix the grammar structure of the interrogative form.✓ To enhance social skills.✓ Better communication / socialization

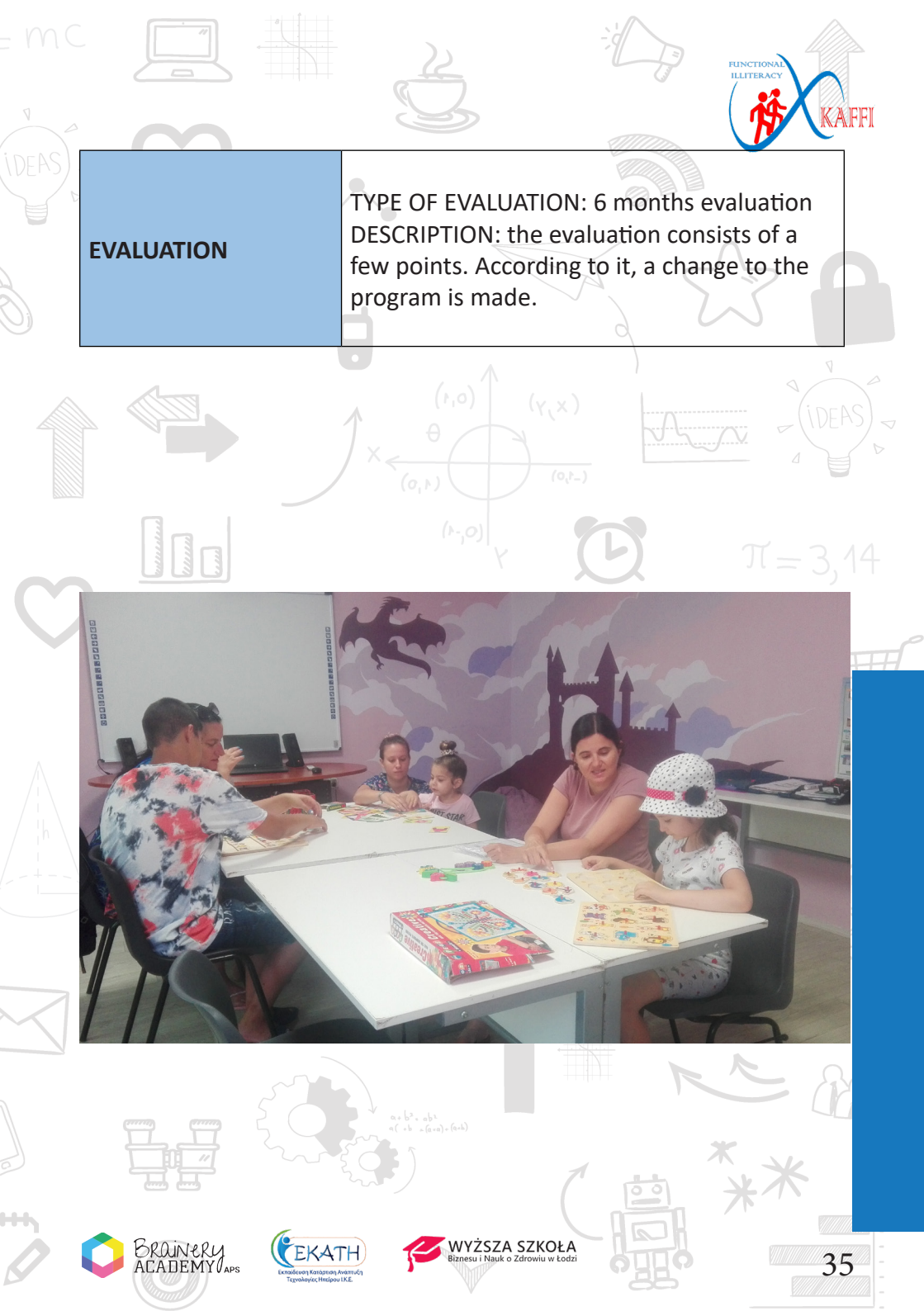
<p>METHODOLOGIES</p>	<ul style="list-style-type: none"> ✓ pair work ✓ speaking activities
<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<ul style="list-style-type: none"> ✓ The teacher explains to the class that they are going to carry out an activity to work out the speaking skills. ✓ The activity is named “Guess Who Am I” and it is an adaptation of the game “Who is Who/Taboo”. ✓ The class is divided into pairs. The teacher gives out to each pair 2 cards so each group has got a pair of cards with a word or picture. Then they have to put or place the card on his/her forehead but he/she cannot see the word/picture but has to guess the meaning. ✓ The student can only ask YES/NO/ CLOSED QUESTIONS at a time in order to guess if he/she is an object, animal, famous person, etc. ✓ The student has a limited time (2 min.) ✓ The less questions made and the sooner who guess the card building the questions
<p>EVALUATION</p>	<p>TYPE OF EVALUATION: During the activity and by the end of the activity.</p> <p>DESCRIPTION: Rubric scaled from 1 to 4 describing each item and performance of each situation.</p> <p>COMMENTS:</p> <p>EQUIPMENT: Rubric sheet. Laptop.</p>



NATIONAL GROUP EXCHANGE OF BEST PRACTICES

NON-VERBAL COMMUNICATION

PECS SYSTEM	
TITLE	Non-verbal people with autism disorders are using PECS system (system with pictures)
COUNTRY, ORGANISATION:	ASSOCIATION "TO PRESERVE THE WOMAN", BULGARIA
TARGET GROUP	<ul style="list-style-type: none"> ✓ children from 4 up till 18 years old, children with autism disorders, individual approach
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ pictures with different activities, emotions, professions, objects
OBJECTIVES	<ul style="list-style-type: none"> ✓ better communication, socialization,
METHODOLOGIES	<ul style="list-style-type: none"> ✓ PECS system, individual approach
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul style="list-style-type: none"> ✓ First, we show the picture, pronounce it, repeat it and expect the picture to be used in a particular situation. ✓ Example: when the child is thirsty show the picture with a glass of water.



EVALUATION

TYPE OF EVALUATION: 6 months evaluation
DESCRIPTION: the evaluation consists of a few points. According to it, a change to the program is made.



IDENTIFICATION

TITLE	<ul style="list-style-type: none"> - “GUESS THE EMOTION” ACTIVITY - “ EXPLORING POSTURE” ACTIVITY
COUNTRY, OR- GANISATION:	EKPEDEYSI KATARTISI ANAPTYXI TECHNOLOGIES IPIROU I.K.E (GREECE)
TARGET GROUP	✓ 20 adults, functional illiterate persons
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ indoor or outdoor activity ✓ table, box, packet of cards with emotions ✓ Good mood!
OBJECTIVES	<ul style="list-style-type: none"> ✓ To enhance/improve the ability of the students to perform or act out the different actions. ✓ To develop non-verbal communication. ✓ To help them recognise non-verbal communication that come from other partners. ✓ To identify and recognise the vocabulary (emotions; body gestures; etc.) ✓ To help and allow the students to express and develop their feelings, increase their vocabulary, verbs, etc.
DESCRIPTION OF THE PRACTICE/EX- ERCISE	<p><i>“Guess the emotion” activity</i></p> <ol style="list-style-type: none"> 1. Divide the group into two teams. 2. Place on a table a packet of cards, each of which has a particular emotion typed on it. 3. Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two). 4. If the emotion is guessed correctly by Group A, they receive ten points.

<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<ol style="list-style-type: none"> 5. Now have a participant from Group B act out an emotion; award points as appropriate. 6. Rotate the acting opportunities between the two groups. 7. After 20 to 30 minutes of acting and guessing, call time and announce the winning team based on its point total. 8. If you have a particularly competitive group, consider giving a prize to the winning team! <p><i>“Exploring posture” activity</i></p> <p>The players are asked to walk around the room. Every half a minute or so, the game leader suggests a posture the players have to take on. For example, they could ‘walk as a turtle’ or ‘stand like a shrimp’. Ask the players to pay attention to how the different postures make them feel.</p> <p>Afterwards, reflect on the postures by asking questions like: ‘which posture made you feel very scared?’ or ‘which one made you feel the most powerful?’ etc.</p>
<p>EVALUATION</p>	<p>TYPE OF EVALUATION: in the end of the activities</p> <p>DESCRIPTION: questionnaire</p> <p>COMMENTS: We can also ask for sharing feedback i.e. in one sentence.</p> <p>EQUIPMENT: PC, Google form questionnaire</p>
<p>METHODOLOGIES</p>	<ul style="list-style-type: none"> ✓ 2 divided groups for the first activity ✓ storytelling ✓ pantomime ✓ roleplay; gestures

DEBATE	
TITLE	DEBATE
COUNTRY/ ORGANISATION	ITALY -BRAINERY ACADEMY
TARGET GROUP	The activity was created for a project, the participants were the partners of it. 12 people attended the activity. They were 50 years old +
EQUIPMENT and FA- CILITIES	✓ nothing special
OBJECTIVES	✓ The main goal is to show the importance of the critical thought.
METHODOLOGIES	✓ Discussion, brainstorming
DESCRIPTION OF THE PRACTICE/EXERCISE	The “teacher” will give a theme/sentence/piece of news. The participants will be divided into 2 groups (they will voluntarily choose their group). The groups will be expressing opposite ideas. The attendants (students) will study and search for information to support their arguments (time will be given to the research) and they will discuss among them the results of the researches and they will decide how to present them. There will be judges (teacher) to evaluate the debate and to give/check the participation time.

EVALUATION

TYPE OF EVALUATION: established numeric/marks evaluation

DESCRIPTION: The evaluation will consider the presentation style, the correctness of the topics and the ideas, the language used (its effectiveness and the persuasion ability).



NON-VERBAL COMMUNICATION WITH MIGRANTS

TITLE	Non-verbal communication with migrants
COUNTRY, ORGANISATION:	SLOVENIA, DRPD
TARGET GROUP	<ul style="list-style-type: none">✓ 8-12(40-60) group work, individual, primary school students, coming from a country that has no language similarities
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ Picture cards, gestures, mimics, hand gestures, drawing...✓ Material: paper, pen, picture cards...
OBJECTIVES	<ul style="list-style-type: none">✓ giving information✓ trying to communicate your thoughts and needs✓ step towards learning language even faster✓ creating positive atmosphere✓ they feel welcomed with our smiles and showing effort to help them
METHODOLOGIES	<ul style="list-style-type: none">✓ group work or individual work✓ creative workshops (drawings on a certain topic that can show their opinion about it)✓ photography workshops

DESCRIPTION OF THE PRACTICE/EXERCISE

- ✓ 1 step-prepare picture cards
 - ✓ 2 step-show them to your users
 - ✓ 3 step-ask them to tell you what it means in their language
 - ✓ 4 step-tell them what it means in the language that they are learning and then imitate that specific verb or a noun
- make sure that it is an interesting came and relaxing, too

EVALUATION

TYPE OF EVALUATION: every day because it is a learning a new language and using it in a daily communication

DESCRIPTION: we give them written words and ask them to draw them or to show them (checking understanding)

COMMENTS: this way we check if they understood the lesson, and know how to use the knowledge in daily life.

EQUIPMENT: paper, pen and everyday objects



BACK TO THE BOARD

TITLE	BACK TO THE BOARD – Guessing Game
COUNTRY, ORGANISATION:	SPAIN - CEPA LA MESTA
TARGET GROUP	<ul style="list-style-type: none">✓ Depending on the number of the students, we can make groups of 3-4 people up to 5-6. The range of ages span +18 – 99 years old.
EQUIPMENT AND FACILITIES	<ul style="list-style-type: none">✓ A whiteboard/Blackboard/Smart board to display the flashcards.✓ Chairs and table.
OBJECTIVES	<ul style="list-style-type: none">✓ To develop non-verbal communication.✓ To identify and recognise the vocabulary (emotions; body gestures; etc.)✓ To help them recognise non-verbal communication that come from other partners.✓ To enhance/improve the ability of the students to perform or act out the different actions.✓ To help and allow the students to express and develop their feelings, increase their vocabulary, verbs, etc.
METHODOLOGIES	<ul style="list-style-type: none">✓ Small group working✓ drama/role-play✓ gestures - mime

DESCRIPTION OF THE PRACTICE / EXERCISE

- ✓ There are several groups distributed in the classroom. One of the students from each group is turned back to the blackboard so the student cannot see the blackboard. The teacher (who has previously prepared a set of flashcards, which contains emoji, pictures that describe body gestures and different situations etc.) put on or displays on the blackboard the flashcard (e.g. sadness) so the group has to:
 - ✓ 1st: recognise, identify and guess what feeling/word/etc. is being displayed on the board.
 - ✓ 2nd: Start to express and acting-out/performing with mime and gestures (no words and sounds are allowed) what is on the flashcard so the student who is turned back to board can guess the word/meaning/content of the flashcard previously shown.

EVALUATION

TYPE OF EVALUATION: during the activity; while the students are carrying out the tasks.
DESCRIPTION: through direct observation; a questionnaire like Google form or similar after they have finished the activity to gather the opinions to improve the activity itself.
EQUIPMENT: Laptop / Google form /

VACCINE LITERACY PRESENTATION

TITLE	VACCINE LITERACY PRESENTATION
COUNTRY, ORGANISATION:	TURKEY- ÇEKMEKÖY PUBLIC CENTER
TARGET GROUP	✓ between 18-65 ages- all courses
EQUIPMENT and FACILITIES	✓ web2 applications
OBJECTIVES	<ul style="list-style-type: none"> ✓ less healthy choices, ✓ riskier behaviour, ✓ poorer health, ✓ less self-management, ✓ more hospitalization. ✓ consequent risk of social inequalities and ✓ higher health costs. ✓ It is planned to prepare information cards and share them online in order to contribute to our trainees in overcoming the possible negativities due to the lack of health and vaccination literacy. For this, our teachers, first of all. <p>- In addition, an online discussion can be organized with the project partners on access to vaccines on an ethical basis within the scope of health and vaccine literacy.</p>

<p>METHODOLOGIES</p>	<p>✓ group workshop- online discussing</p>
<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>✓ A presentation on vaccine literacy was made using PPT. A preliminary preparedness has been established. It is aimed to create word cards on vaccine literacy using web 2 tools. He gained information about health and vaccination literacy through flashcards</p>
<p>EVALUATION</p>	<p>✓ By using flash cards every participants collect point and this way they had chance to evaluate themselves and other.</p>



NON-VERBAL GOSSIP	
TITLE	NON-VERBAL GOSSIP
COUNTRY, ORGANISATION	POLAND, WSBINOZ
TARGET GROUP	<ul style="list-style-type: none"> ✓ Every age group - 7 years old + ✓ Between 4 and 10 participants ✓ Depending on time, the number of participants can be limited.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Indoor/outdoor activity ✓ No special equipment is needed.
OBJECTIVES	<ul style="list-style-type: none"> ✓ developing of non-verbal communication ✓ recognising of elements of non-verbal communication ✓ developing of observation skills ✓ disturbances in the process of (non-verbal) communication
METHODOLOGIES	<ul style="list-style-type: none"> ✓ role-playing ✓ group working
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul style="list-style-type: none"> ✓ The participants are standing in the row - one after another - with faces directed to the back of the person in front of them. ✓ The first person is given the activity (e.g. riding a motorcycle: getting on a motorcycle, starting the motorcycle etc.) to perform to the second person in the row.

DESCRIPTION OF THE PRACTICE/EXERCISE

- ✓ The second person is showing this activity as it was remembered by her/him to the third person. And so on, until the last person.
- ✓ The last person should present the activity to the group and explain with words every action he/she is doing.
- ✓ The first person is showing the whole activity one more time)
- ✓ The group compares the first and last activity and discusses the results, any differences (if some) and the reason of the differences.
- ✓ The group leader can ask about what mechanism/process in the communication, which is illustrated by this exercise - creating gossip.
- ✓ In the discussion the leader can focus on an important aspect in communication - what the person would like to express, pay attention to the other person and her/his intention.

EVALUATION

Sticky notes on the board.

In younger groups, we can ask participants for sharing information if they liked the activity or not by drawing a simple face on a sticky note.

In the other groups, we can ask for sharing some comments and feedback for example in one sentence.



NATIONAL GROUP EXCHANGE OF BEST PRACTICES

“CREATIVE TRAINING FOR THE DEVELOPMENT OF KNOWLEDGE AND SKILLS”

“PEER-TO-PEER EDUCATION ”	
TITLE	<ol style="list-style-type: none"> 1. Methodologies and Good practices -Peer to peer education with young people 2. Implementation of Peer-to-Peer education in practice.
COUNTRY, ORGANISATION:	EKPEDEYSI KATARTISI ANAPTYXI TECHNOLOGIES IPIROU I.K.E - GREECE
TARGET GROUP	<ul style="list-style-type: none"> • 4 Training Programs for people with few qualifications, unemployed and fewer learning opportunities (Thematic units of programs were ICT and Sustainable Develop Goals) • 15-20 young people (functional illiterates) participated in each program
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Educational Power Points ✓ Videos

OBJECTIVES

The main concept & the goals:

- Training young people at risk of exclusion, with diminished educational qualifications, through a non-formal teaching approach and a methodology for social innovation, education for entrepreneurship (peer to peer education).
- Emphasis is given on training and the comprehension of basic grammars, digital and social terms, which are necessary elements for the acquiring of life skills, that enrich young people with optimism and self-confidence.
- Our goal is the possibility of approaching employment and improving living conditions.
- Motivation of young people with a new methodology and to realize the importance of education, training and the importance of skills and abilities at all levels, including language skills, digital literacy and entrepreneurship for their future.

METHODOLOGIES

Teaching methods to be adopted in the framework of Peer-to-peer education are:

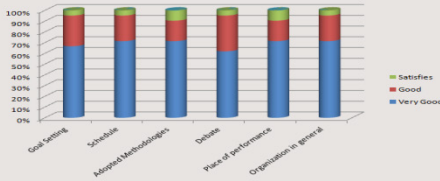
1. Role Play
2. Guided discussion
3. Simulation
4. Observation
5. Brainstorming
6. Case studies
7. Collaborative learning
8. Games

	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Use a reward system 2. Emphasize confidentiality, positive reinforcement and adequate response time. 3. Use group strategies 4. Emphasize the importance of active learning 5. Feedback 6. Allow trainees to be teachers 7. Partnerships with other groups 8. Select students 9. Active learning
<p>DESCRIPTION OF THE PRACTICE/ EXERCISE</p>	<ul style="list-style-type: none"> • 1st Step: We present the Peer-to-Peer method and discuss about with the trainees. • 2nd Step: Two programs selected to used extra Peer-to-Peer education (30% of time). • 3rd Step: Two young participants from each program were selected as facilitators and received additional training. • 4th Step: Each program has been discussed with the Facilitators about the thematic unit <p>1st Peer-to-Peer Program; Digital Marketing:</p> <ul style="list-style-type: none"> - The facilitators presented the tools of digital marketing and trained the young about them <p>2nd Peer-to-Peer Program; Sustainable Develop Goals:</p> <ul style="list-style-type: none"> - After a dialogue between the participants and with the guidance of the mediators, Goal 10: Reduce inequality was selected. <p>Cooperation between the two programs:</p> <ul style="list-style-type: none"> - The most interesting part of the implementation was the collaboration between the two programs in order to create and present together the material they learned and produced.

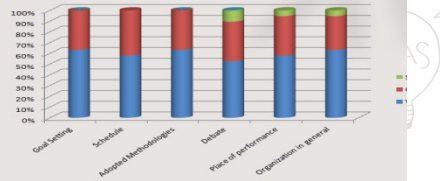
EVALUATION

Feedback

Peer-to-Peer Program: Digital Marketing



Peer-to-Peer Program: Sustainable Develop Goals



MIND MAPS

TITLE	MIND MAPS
COUNTRY, OR- GANISATION:	WSBINOZ , POLAND
TARGET GROUP	<ul style="list-style-type: none"> • Participants using this method can represent different age groups: • Adults • Youth • Children • It can be done individually or as a team-work.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ This method may be use in traditional way or by using multimedia applications. ✓ For traditional use you need: <ul style="list-style-type: none"> • A paper sheet (preferably at least A3 size or bigger if you work in a team. Smaller paper sheets – A4 – can be used for individual work. ✓ • Colour crayons, markers or pens ✓ • Table or any other flat space that allows writing ✓ • Rather indoor, but also outdoor if the weather conditions are good and you have some flat space
OBJECTIVES	<p>The aims of creating mind maps are:</p> <ul style="list-style-type: none"> •as note-taking techniques, •in preparing, organizing and presenting knowl- edge, •a method of remembering / learning (e-learning), •problem solving techniques, •keeping a diary, •planning, •developing creative thinking.

METHODOLOGIES

Mind mapping is a note-taking and pictorial information technique developed by psychologist, mathematician and human brain researcher Tony Buzan. Over time, it turned out that this technique can be used not only for taking notes.

The mind map method basically takes into account the fact that the two halves of the human brain perform different tasks. While the left side is mainly responsible for logic, words, arithmetic, linearity, sequences, analysis, letters, the right side of the brain mainly performs tasks such as multidimensionality, imagination, emotions, color, rhythm, shapes, geometry, synthesis. Mind mapping uses both sides of the brain, enables them to work together, and thus increases productivity and memory retention. This is achieved by depicting logical structures with an artistic spatial image that the individual creates.

Thus, mind mapping connects imagination with structure and images with logic.

While using the mind maps it is suggested to:

1. Make short introduction to the users what is the purpose to use this methodology.
2. Presentation of the mind maps (lots of examples can be found in Internet)
3. Preparation of one mind map with the group following all steps and important rules of creating mind maps.
4. Individual or group work with the participants.

DESCRIPTION OF THE PRACTICE/EXERCISE

There are some basic more important elements in mind mapping development:

- Use a large sheet of paper - the larger the format, the greater the possibilities of work. |
- Place the topic of the mind map in the middle - in the central part of the map, write the topic of the map - we present it in the form of a picture symbol or a word.
- From the topic, draw the main branches for each of the main ideas related to the topic – from the main topic we lead lines like a tree branch to the related keywords. It can be just words or a picture.
- Key words representing the main ideas should be entered directly in the lines.
- Starting with the major branches, you can draw more lines (sub-branches) for secondary ideas (sub-topics) and so on.
- From the entered words, icons, successive links can be drawn to successive key words, etc. Each of the "sub-branches" may develop to a different degree.
- Additional links (arrows) can be created between different areas of the map.

STEPS OF CREATING MIND MAPS:

STEP 1 -> Define the main topic of the mind map -the main topic is the issue we want to map. It is the starting point for the entire mind map. It can be a thought, an idea, a keyword, a question, a problem.

STEP 2 - Add major branches to your mind map. On the branches that come out of the central theme / image there should be the main keywords, the topics you want to map.

	<p>STEP 3 -Add more keywords. After writing down the most general keys, attach further information, keywords, associations around the central topic (the so-called sub-branch).</p> <p>STEP 4 - Maintain a hierarchy of concepts on your mind map. The farther we move away from the central topic, the more detailed information should be found on individual branches.</p> <p>STEP 5 - Try to 'liven up' your mind map by adding color. Colors enliven the mind map and make the information on it more attractive.</p> <p>STEP 6 - Complete the map with simple drawings, graphics, symbols and icons. Adding simple drawings to a mind map is a valuable element of information processing.</p>
<p>EVALUATION</p>	<p>The evaluation method should be chosen according to the group you are working with. With children you can ask if they liked the method or not, with adults you can use a suitcase and bin method.</p> <p>Place on the board a paper with drawn suitcase and bin. Next give the participants small sticky notes in two different colours (for example: yellow and pink). On yellow ones they should write what they liked and was positive in the method on pink ones they should write what they didn't like or what is negative in the proposed method. Give them 2-3 minutes to think about it. After that time ask them to stick the notes on the board (yellow – positive, pink – negative). Make short summary of what the participants thought are about the proposed method.</p>

IMPROVING THE DIGITAL AND MEDIA LITERACY WITH EXPERIENTIAL LEARNING AND THE USE OF THE DIGITAL TOOLS	
TITLE	Improving the digital and media literacy with experiential learning and the use of the digital tools
COUNTRY, ORGANISATION:	SLOVENIA, DRPD NOVO MESTO
TARGET GROUP	Younger adults and adults
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Computer, ✓ camera, ✓ internet, ✓ smartphones and mobile apps
OBJECTIVES	Learn what media literacy is, how to achieve it and how to recognize fake news. The use of digital tools to improve digital literacy
METHODOLOGIES	<ul style="list-style-type: none"> ✓ Experiential Learning, ✓ Use of Digital Tools in the Education

DESCRIPTION OF THE PRACTICE/EXERCISE

Experiential learning

The method stems from the claim that we are media literate only then when we can create media messages in various forms. So, when we grow from purely selective recipients of media messages to participatory and critical creators. We have shown a few short entertaining films made by our students on how the process of media literacy takes place through the creation of media products. The films are entirely their work, from the script to the preparation for filming, they shot films themselves, acted in them, then edited them and did the entire post-production.

Digital tools in the education

The method is used mainly to diversify the educational process. Digital tools (like Socrative, Mentimeter, QR code, interactive pdf or other tools from Padagogy Wheel (SAMR Model) are used for introductory motivation or to check the acquired knowledge.

EVALUATION

Experiential learning and digital tools:

The method is useful for enriching education, but it should not be used too often, more as a "spice". Participants accept it as a desirable diversification, as it brings dynamism to education.

CULTURAL GYMKHANA THROUGHOUT MADRID CITY CENTRE

TITLE	Cultural gymkhana throughout Madrid city centre
COUNTRY, ORGANISATION:	SPAIN. CEPA LA MESTA
TARGET GROUP	Secondary Education students
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ Plastic cards with the eight challenges✓ Plastic cards with de puzzle tokens (eight copies)✓ Mobile phones. Transport to Madrid city centre
OBJECTIVES	Getting to know some literature, history and architecture related to the cultural route from Colón Square to Atocha Square.
METHODOLOGIES	Different teams are created to compete in order to success in the eight challenges in the shortest time possible.
DESCRIPTION OF THE PRACTICE/EXERCISE	Each team has a spokesperson. He or she gets the corresponding card with the challenge. Teams have 15 minutes to solve the challenge as soon as possible. There are 8 challenges spread along the Paseo del Prado related to writers, historical buildings and mythology. The winner is the team with more challenges solved successfully in the shortest time.

EVALUATION

Students are motivated because they get involved in the activity easily as it is considered a game and a competition. At the end of the activity, some spots with cultural value have been visited and everyone has the feeling of having a good time while learning.



A COGNITIVE METHOD: DISCUSSION

TITLE	"A cognitive method: discussion"
COUNTRY, ORGANISATION:	TURKEY, CEKMEKOY PUBLIC TRAINING CENTRE
TARGET GROUP	Educators and Trainees
EQUIPMENT and FACILITIES	Articles, Essays, Online meeting programmes
OBJECTIVES	<p>This method is being used to provide the learners with context that is supported, elaborated, explained, or expanded. Collaborative exchange of ideas among the trainees and, between the trainers and the trainees</p> <p>Reflecting on ideas in an effort to build knowledge, understanding, or interpretation of the matter at hand.</p>
METHODOLOGIES	Research, discussion, group learning
DESCRIPTION OF THE PRACTICE/EXERCISE	<p>A topic is determined. Key words related to the subject are given. With the instructions of the trainer, the participants are provided to discuss the relevant topic. The results are shared in writing.</p>
EVALUATION	<p>While determining the discussion topics, topics that are included in adult life should be selected. Considering the importance of experience transfer in the discussions, it is possible to give examples from daily life.</p>

ORGANIZATION, OPTIMIZATION AND EFFICIENCY WORKSHOP

TITLE	ORGANIZATION, OPTIMIZATION AND EFFICIENCY WORKSHOP
COUNTRY, ORGANISATION:	ASSOCIATION “TO PRESERVE THE WOMAN”, BULGARIA
TARGET GROUP	Adult people
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ PowerPoint presentation✓ Rules cards✓ PC and projector.
OBJECTIVES	To improve the ability to concentrate single-mindedly on our most important task, to do it well and to finish it completely. This is the key to great success, respect, achievement and happiness.
METHODOLOGIES	Presentation, Discussion method Team work
DESCRIPTION OF THE PRACTICE/EXERCISE	We conducted several trainings based on the Brian Tracy’s book “Eat that Frog” which contains 21 principles on personal effectiveness. Every idea is focused on increasing our overall levels of productivity, performance and output on making us more valuable in whatever we do.
EVALUATION	Learning within the group to be organized and effective. Evaluation through a card game on different rules and principles on personal effectiveness. : Questionnaire and discussion.



NATIONAL GROUP EXCHANGE OF BEST PRACTICES

“THE USE OF AUTOBIOGRAPHY AS A TOOL FOR TEACHING AND LEARNING IN LIFELONG EDUCATION WITHIN THE SCOPE OF FUNCTIONAL LITERACY AND NON-FORMAL EDUCATION”

LIVING LIBRARY	
TITLE	LIVING LIBRARY
COUNTRY, ORGANISATION:	SLOVENIJA - DPRDNM
TARGET GROUP	Living Library is a good and interesting form of non-formal learning, especially for people, who can already clearly understand the topics Living books are talking about.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ a seating area, ✓ a person who is a living book ✓ readers of a living book
OBJECTIVES	The Living Library is a tool that seeks to challenge prejudice and discrimination.
METHODOLOGIES	<ul style="list-style-type: none"> • Visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time. • After reading, they return the book to the library and, if they want, borrow another. • Readers can ask the book whatever they wish but they need to show respect and not be offensive towards the book!

<p>DESCRIPTION OF THE PRACTICE/ EXERCISE</p>	<p>While talking face-to-face with the books readers learn first hand about our common past, which is important. Only by knowing the past we can draw the direction of our future.</p> <p>The younger generations are impressed by the elderly that shared their story and learned a lot from them - about history, about differences and open mindfulness.</p>
<p>EVALUATION</p>	<p>Living Library is very effective method, because each of us has a story to tell, that means we all can be Living books, and readers can learn from each of us, and on the other hand, a Living book can also learn something new with its narration.</p>



“USING DIGITAL STORYTELLING AS A SOURCE OF EMPOWERMENT AND ENGAGEMENT”

TITLE	“Using digital storytelling as a source of empowerment and engagement”
COUNTRY, ORGANISATION:	GREECE, EKATH
TARGET GROUP	<p>15 participants recruited from local unemployment records and found eligible for a community work program, participated in this action.</p> <p>The workshop was completed after 6 sessions of 5 hours each.</p>
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ Duration: 6 sessions of 5 hours each(20min/participant/session) ✓ Tools: Room,Pens,A4 paper sheet, projector, PC
OBJECTIVES	<ul style="list-style-type: none"> • To counter emotional illiteracy • To enhance motivation, resilience and engagement in community work • To develop digital skills and linguistic skills (write and read their story) • To gain presentation skills and collaboration skills • To inspire lifelong learning despite the misfortune, persistence, sacrifice, targeting, teamwork and goal setting. <p>Workshop’s goal in relation to the myth:</p> <ul style="list-style-type: none"> • This myth was being uniquely relatable to participants, who have been challenged with socioeconomic hardship

<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • The myth adventurously unfolds a person-centered (non transcendental) philosophy of resilience enacted by a crew of people who set out to achieve a goal • The myth is also particularly appropriate to empower the participants who are met in the precise time of their lives where they meet the opportunity to engage in a community work program
<p>METHODOLOGIES</p>	<p>We present a case study where the theory is applied in a real educational process and we briefly present the results of such an educational approach.</p>
<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>Workshop's name "What it takes to become an Argonaut"</p> <p>Explore qualities, skills and dispositions the Argonauts needed to put to use in order to deal with a challenge on their quest to retrieve the Golden Fleece.</p> <p><u>Session 1:</u></p> <p>1st challenge: the challenge the Argonauts dealt with when they reached the Isle of Lemnos.</p> <p>Questions triggering storytelling:</p> <ul style="list-style-type: none"> • How does resistance to distractions help the Argonauts in this particular challenge? • Was there a situation (real or imagined) when this quality helped you personally deal with a challenge? <p>Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.</p>

**DESCRIPTION OF
THE PRACTICE/EX-
ERCISE**

Session 2:

2nd challenge: the challenge the Argonauts dealt with when they encountered Cyzicus.

Questions triggering storytelling :

- How does dealing with confusion and losses (pick the one which is more telling and interesting for you) helps the Argonauts in this particular challenge?
- Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.

Session 3:

3rd challenge: the challenge the Argonauts dealt with when they encountered Phineus and the harpies.

Questions triggering storytelling :

- How does leading by service, giving before receiving, being grateful (pick the one which is more telling and interesting for you) help the Argonauts in this particular challenge?
- Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.

**DESCRIPTION OF
THE PRACTICE/EX-
ERCISE**

Session 4:

4th challenge: the challenge the Argonauts dealt with when they reached the Symplegades.

Questions triggering storytelling :

- How does putting to good use helps information or direction (pick the one which is more telling and interesting for you) help the Argonauts in this particular challenge?
- Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.

Session 5:

5th challenge: The challenge the Argonauts dealt with when they encountered the Khalkotauri and the Golden Fleece's guardian.

Questions triggering storytelling :

- How balancing the use of mental and physical strengths helps the Argonauts in this particular challenge?
- Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.

DESCRIPTION OF THE PRACTICE/EXERCISE

Session 6:

6th challenge: the challenge the Argonauts dealt with when they encountered the Sirens. Questions triggering storytelling :

- What are your thoughts on focus on how balancing hard skills and soft skills (i.e. art, music) helps the Argonauts in this particular challenge?
- Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.

During the last part of this final session participants self-reflected on how challenges need to be dealt as an opportunity to strengthen resilience.

EVALUATION

Outcomes:

zero drop-out rate during this recapitulative session

Participants gave feedback after the end of the workshop in bullet points.

The 4 more frequent responses were:

- Underlining that both soft and hard skills are useful
- Using story telling as a preparation phase for formal training and work placement because it is a creative and stress reducing activity that I much enjoyed

- Emphasizing how both relating to others through teamwork and staying focused on specific goals is a manageable option

- Breaking down competences by using scenarios and empowering resilience (using the right competences based on context personality and team composition)

Conclusion:

- The "Autobiography" method facilitates the effort to liberate the trainees and stimulate self-confidence and self-action. Important for their equal participation in society.

- The educational process of people with functional illiteracy problems is facilitated when digital technology is used in a simple and understandable way in the whole educational process.

- Storytelling can be used in a number of ways in an adult learning context, as a pedagogical tool.

- The storytelling workshop was successful and could be use in the future in similar workshops or courses promoting the integration of at-risk groups.



PERSONAL HERITAGE	
TITLE	PERSONAL HERITAGE
COUNTRY, ORGANISATION:	SPAIN – CEPA LA MESTA
TARGET GROUP	Adult people from 18 on
EQUIPMENT and FACILITIES	<ul style="list-style-type: none"> ✓ A large classroom with enough space to place/distribute the students around. ✓ A ball of wool. Some sheets of paper, pencils/pens to write if it was necessary. ✓ Flashcards with pictures of different objects. ✓ Text cards with a description of each object (its origin or story) with the explanation of its meaning -according to the person or model given who lived it- as an example or model guide to our students. ✓ A computer o laptop with internet connection -where possible- alongside a digital smartboard or whiteboard with a projector.
OBJECTIVES	<ul style="list-style-type: none"> ✓ To enhance and improve the oral and written skills within a communicative competence, setting teaching-learning situations with this activity. ✓ To recognise and identify verbal and non-verbal messages.

<p>OBJECTIVES</p>	<ul style="list-style-type: none"> ✓ To introduce to our students, the concept, meaning and importance of CULTURAL and PERSONAL HERITAGE as a tool that can help in their personal and academic growing, evolution and progress when learning and how interest and emotions influences in this process. ✓ To discover, be conscious and know what Cultural and Personal heritage (both material/in-material) concept means. ✓ To reflect on Who we are, where we come from, what are the memories we share and what unites us as individuals in society. ✓ To provide different scenarios or teaching-learning activities to generate and share experiences and memories that are important for our students –both as individual and as a member that take part of society– developing positive attitudes in our student’s interactions, contributing to shorter different gaps among them, establishing common links in base to their experiences told. ✓ To contribute to reinforce the respect about other student’s experiences. ✓ To use intangible heritage as a tool to promote participatory processes and community life, creating spaces and building up collaborations.
<p>METHODOLOGIES</p>	<p>Active and Participative. Collaborative (Cooperative learning). Thinking based learning. Conferences, workshops, discussions</p>

DESCRIPTION OF THE PRACTICE/EXERCISE

In this activity, each student has to bring to the class an object –or a picture of it- that had an essential meaning and value.

A student (who previously we will attach a string of the ball of wool) starts showing the chosen object or its picture and begins to describe it, telling the story behind and explaining why is it important for him/her. When finished, if there is anybody among the class who thinks or feels that he/she identifies himself/herself with that story raises his/her hand up so the teacher can attach the wool string around his/her wrist connecting both students. Then, it is his/her turn to repeat the process (show the picture/object; describe it explaining the story, meaning and value that it has got) waiting for other student's that feel linked with his/her example in order to continue connecting people throughout the wool yarn, in such a way that a map is drawn or traced through all the object's stories or people memories in order to reflect on and found out the importance of our experiences, memories and learnings that connect to each other with an invisible string, creating a shared space of common interest.

EVALUATION

On one hand the teacher or person in charge will guide and control the whole process, collecting all the necessary information throughout the direct observation, the active participation of the student, etc.

EVALUATION

On the other hand, we will check if the student has completed/finished the activity (He/She brought an object or picture to the class and explained his/her memories, feelings –or other interesting information about it- sharing with the group the story and what does the object mean for him/her placing it or organising it according to its dimension, origin, type, etc.

To use of a Rubric to evaluate the completion of the activity, including a description of each task's performance of the student, where all the situations of teaching-learning and practice are collected.

To record (whenever and wherever possible) all student testimonies through videos, audios or any other available resource, keeping them classified and organized, in order to check and evaluate the degree of participation in the activities as well as their completion in order to verify the achievement of the planned objectives.



AUTOBIOGRAPHY WRITING STEPS

TITLE	Autobiography Writing Steps
COUNTRY, ORGANISATION:	TURKEY, CEKMEKOY PUBLIC TRAINING CENTRE
TARGET GROUP	Trainees and Educators
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ Paper,✓ pen,✓ PowerPoint,✓ computer
OBJECTIVES	<p>Contributing to the self-evaluation of individuals by going beyond their routine habits. Enabling individuals to evaluate themselves in a critical context.</p> <p>Deep critical appraisal of themselves and their lives.</p> <p>Enabling individuals to deal with the life they lead with an in-depth analysis.</p>
METHODOLOGIES	Cyclic autobiography writing method, Team work, Discussion method

<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>"Steps of Autobiography Writing" is an activity that facilitates the autobiography writing process for the participants. In this sense, it is aimed that all participants create their own autobiographies.</p> <p>Participants write their own stories based on their life experiences. With the cyclical autobiography writing method, the participants are provided to create a schematic autobiography. At the end of the study, a concrete autobiography example is shown and the study is concluded.</p>
<p>EVALUATION</p>	<p>In the autobiography writing process, it is important that participants choose events that are key to their lives. Not only events, but also individuals should be included in the circular schema that is created.</p>



IDENTIFICATION	
TITLE	Find your story
COUNTRY, ORGANISATION:	WSBINOZ , POLAND
TARGET GROUP	<p>Number of participants, age, features, etc.:</p> <ul style="list-style-type: none"> • Adult, youth; • 15-30, depending on the size of the room and equipment you have, however it is suggested to do it in smaller or medium sized groups (max. 20 participants)
EQUIPMENT and FACILITIES	<p>Mention the equipment you may need while using the method/exercise (paper, pencil, blanket, room, indoor/outdoor activity)</p> <ul style="list-style-type: none"> • You will need a cartoon person; you can make it by yourself or you can use the available template/pattern; • Pencil or pen; • Colour crayons or markers; • Indoor activity.
OBJECTIVES	<p>Storytelling is particularly useful in working with individuals who represent groups experiencing communication problems at very basic levels - situations where they cannot communicate in a common language, lack a common cultural heritage or shared experiences.</p> <p>These barriers prevent them from meeting others in the way they would like.</p> <p>Obstacles, which are mainly barriers to verbal communication, can be overcome with the help of images - photos, videos, gestures or movements.</p>

OBJECTIVES

Depending on the specific group we can expect the development of skills and abilities:

- ✓ the ability to work in a group or individually and dialogue with others to express their own intentions and needs;
- ✓ ability to deal with one's own emotions and difficult experiences;
- ✓ self-evaluation, self-esteem, independence of thought, openness, autonomy in decision making, self-analysis;
- ✓ self-reflection allowing for greater awareness of oneself;
- ✓ precision and clarity in communication, logical thinking;
- ✓ self-management - planning the work process, setting goals and planning actions to achieve them;
- ✓ narrative techniques;
- ✓ manual skills, such as those needed to make and animate puppets;
- ✓ language skills;
- ✓ communication through visual expression, both directly and indirectly (symbolic, metaphorical);
- ✓ skills in using digital technology for a specific purpose - devices such as computers, smartphones, cameras, audio recorders, etc;
- ✓ creativity and innovation.

METHODOLOGIES

During this workshops we will use storytelling, as the way to share the information about the character. This can be done as: group working, individual working and work in pairs. STEPS of the activity:

Prepare your character and at the back side of the cartoon - introduce your character:

- firstly, choose 3 to 5 people that are important in your life;
- next, write down 3 to 5 qualities that make you who you are;
- mention 3 to 5 places that have shaped you;
- think about 3 to 5 experiences that have made you do what you do and write them on the cartoon;
- then look at the list you have created and mark only three points from above mentioned that deserve to be told in a story.
- Over the next 10 minutes, jot down associations and memories that will form the basis for your story.

When creating a story of your character you can do it by using the axis of the Kenn Adams:

- ✓ Once upon a time... We introduce a Hero character, time and place.
- ✓ Every day... We show the Hero's daily life.
- ✓ One day... Something happened; a problem and a goal arises.
- ✓ Because of this... We introduce obstacles as a consequence of a disrupted routine.
- ✓ Because of this... More obstacles, adventures and problems.
- ✓ Until finally... The story ends with a solution.
- ✓ Since then... We tell what has changed in the Hero's life or in his surroundings

	<ul style="list-style-type: none"> • After you will finish to write your story draw your character and make it alive, by telling the story.
<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>Description of the chosen practice, instructions for the teacher/trainer/educator/:</p> <ul style="list-style-type: none"> •Short information about the storytelling •How to create the story, what expressions can be used •Delivery of the cartoons (A4 or ready cartoon characters), colour pencils or markers.
<p>EVALUATION</p>	<p>Final -TALKING WALL</p> <p>On the poster-format sheets (flipcharts) attached to the wall (but also on the tables or even on the floor), participants can write (or stick their statements written on posts). The posters have titles that highlight issues on which participants can form their views.</p> <p>For example the titles of the poster headers could be:</p> <p>During the training, I learned / found out that...</p> <p>The most interesting for me was ...</p> <p>The most useful thing for me was ...</p> <p>The least interesting for me was ...</p> <p>The least useful for me was ...</p> <p>During the training, I was able to get in touch with ...</p> <p>There should not be too many posters - 4-5 topics that will provide the organizers and trainers with the most useful information. Topics may outline the perspective of using knowledge and skills, or identify further training needs. This form forces the participants to move away from the tables, changes the perspective, allows them to reflect and confront the opinions of others.</p> <p>EQUIPMENT: white board, sticky notes, pen or markers</p>

AUTOBIOGRAPHY AS A TOOL FOR PERSONAL DEVELOPMENT WORKSHOP

TITLE	AUTOBIOGRAPHY AS A TOOL FOR PERSONAL DEVELOPMENT WORKSHOP
COUNTRY, ORGANISATION:	ASSOCIATION “TO PRESERVE THE WOMAN”, BULGARIA
TARGET GROUP	Adult unemployed people.
EQUIPMENT and FACILITIES	<ul style="list-style-type: none">✓ PowerPoint presentation✓ Rules cards✓ PC and projector.
OBJECTIVES	<p>Training young people at risk of exclusion to know how to present themselves in front of an employer to increase the chance to be hired.</p> <p>The functional literacy is linked directly with the personal possibility to create own career plan and part of the process is writing the relevant autobiography.</p>
METHODOLOGIES	<p>Presentation Team work Discussion method</p>

<p>DESCRIPTION OF THE PRACTICE/EXERCISE</p>	<p>Several trainings were held on different topics: the ability to present yourself, to write a successful autobiography, to increase the chance to be hired. How to present your skills and competences clearly and logically, so that your advantages stand out.</p>
<p>EVALUATION</p>	<p>Evaluation with questionnaire and practical exercises. Practical increased the level of hired people.</p>

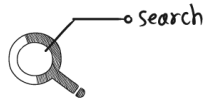


Remember!

The mind becomes stunted if it is not exercised!



The good idea is like the first rooster crowing in the early morning ...
Immediately after that the other roosters start crowing.



Identify the problem, look for the causes, find the solution.



Your own knowledge is the only thing that belongs to you.

