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02 UP-SKILLING EUROPE TOOLKITS

ICT INFORMATION AND COMMUNICATION TECHNOLOGY TRAINING



01 UP-SKILLING EUROPE TOOLKIT

ICT TRAINING INFORMATION AND COMMUNICATION TECHNOLOGY

UP-SKILLING EUROPE TOOLKITS

**TOOLKIT 2: ICT
(INFORMATION AND
COMMUNICATION
TECHNOLOGIES) TRAINING**

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Preamble

In 2012, 124,5 million people (24,8% of the population) in the EU were at risk of poverty or social exclusion, compared with 24,3% in 2011 and 23,7% in 2008 (Eurostat news release 184/2013 - 5.12.2013). In this context, the Up-skilling Europe project was created to improve the employability of adults at risk of social exclusion across Europe through a process of developing and updating skills.

To achieve this, six organisations from six European countries joined forces to develop educational materials tailored to the specific needs of adults at risk of social exclusion.

The project was executed by a cross-sectoral partnership led by the Alcalá de Guadaira City Council - a Spanish public authority jointly with:

Adult education providers: Interactive English Language School (United Kingdom) and SIKXGNL (Greece) - two organisations specialised in language teaching, and Media Partners (Romania) - a private company specialised in social entrepreneurship.

Social sector organisations: Stowarzyszenie WIOSNA and Cantiere Giovani - two NGOs from Poland and Italy.

The educational materials developed by partners are 5 toolkits to provide adults at risk of social exclusion with a set of basic and transversal skills to improve their employability:

1. Toolkit for Social Entrepreneurship education.
2. Toolkit for ICT training.
3. Toolkit for English teaching.
4. Toolkit for Lifelong learning.
5. Toolkit for Learning mobility.

This project, co-funded by the European Union within the framework of the Erasmus + programme, is a stepping stone towards a fully inclusive European society where every European citizen has access to high quality education and employment.

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CHAPTER 01

Introduction on the toolkit ICT Training

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Unit 1: Introduction, instructions and recommendations on the toolkit

1. General presentation of the Toolkit

The toolkit is divided into 5 chapters.

CHAPTER 1: Introduction to Information and Communication Technologies

This chapter is the presentation of the Toolkit for ICT Training. It includes helpful information on the topic of ICT in education and training as well as instructions on how to use chapter 4 of this toolkit.

This chapter includes a definition of Information and Communication Technologies, the potential applications of Information and Communication Technologies to education and training, real life success stories regarding the use of Information and Communication Technologies for education and training as well as recommended readings.

CHAPTER 2: Introduction to Active Learning

This chapter includes a definition of Active Learning, the principles of Active Learning, recommendations on how to plan and implement educational and training activities using Active Learning, real life success stories related to the use of Active Learning as well as recommended readings.

CHAPTER 3: Working with adults at risk of social exclusion

This chapter includes a definition of what is social exclusion and who is at risk of social exclusion. It also includes an analysis of the special needs of adults at risk of social exclusion and recommendations on how to address them.

CHAPTER 4: Active Learning methods, tools, and materials for ICT training

This chapter is the core of the toolkit as it contains the set of innovative Active Learning exercises as well as all the supporting tools and materials for the implementation of these exercises. This is the main tool for the delivery of the toolkit to learners. Chapter 1 will also provide instructions and advice on the use of this chapter.

CHAPTER 5: Assessment and recognition of skills and competences

This chapter includes an introduction to the European reference framework of the eight key competences for lifelong learning and instructions, exercises, and support materials for the assessment of the learning outcomes of this toolkit using the SkillsPass.

2. Content, structure and method chapter 4 of the Toolkit for ICT Training

Chapter 4 of the ICT toolkit is based on the method of Active Learning. It has been designed to help learners take charge of their learning process and become independent learners. It was also tailored to help those delivering the training in case they are not professional ICT teachers, if they have little knowledge about ICT, etc. Every exercise is designed as a script for those delivering the training to guide the learning process of the learners.

Chapter 4 of the ICT toolkit is sub-divided into three units: Basic digital skills, Intermediate digital skills and Advanced digital skills.

Each unit is structured as follows:

Unit 1: Basic digital skills

This unit is dedicated to developing basic digital skills among participants.

At the end of this unit, participants will be able to:

- Manage basic use of a computer independently.
- Use a search engine to look for information, tutorials and work opportunities independently.
- Manage basic use of Gmail independently.
- Manage basic use of Google Drive independently.
- Manage basic use of Blogger independently.
- Manage basic use of Facebook independently

It is divided into 3 parts.

Part 1: Introduction to computers

- Introduction to computers - How to use them?
- Computer mouse
- Using programs on your computer
- Computer keyboard - Key explanations

Part 2: Introduction to search engines - How to do an online search using computers

- Introduction to the Internet

Parte 3: Introduzione a Google Apps

- Creation of a Google account
- How to use Gmail
- How to use Google Drive
- Blogging

Part 4: Social media

- Creation of a Facebook account
- Privacy settings
- Security in social media
- Add friends

Unit 2: Intermediate digital skills

This unit is dedicated to developing intermediate digital skills among participants.

At the end of this unit, participants will be able to:

- Manage basic use of Google Documents independently.
- Create a cover letter using Google Documents independently.
- Manage basic use of Google spreadsheet independently.
- Manage basic use of Google Slides independently

It is divided into 3 parts.

Part 1: Word processing using Google Docs

- Introduction to Google Docs
- Write your cover letter

Part 2: Working with spreadsheets using Google Sheets

- Introduction to Google Sheets
- How to create a database
- Basic math formulas

Part 3: How to make a presentation using Google Slides

Unit 3: Advanced digital skills

Competences delivered by this unit:

This unit is dedicated to developing advanced digital skills among participants.

At the end of this unit, participants will be able to:

- Manage basic use of YouTube independently.
- Manage basic use of YouTube Video Manager independently.
- Manage basic use of Skype independently

It is divided into 2 parts:

Part 1: Search, share and edit videos with YouTube

Part 2: Skype

3. Instructions and recommendations specific to the use of Chapter 4 of the Toolkit

→We strongly recommend that trainers test the level of ICT of the learners and to start directly with the part of the toolkit most appropriate to the level of the group. The first activities are designed for learners with no or very little knowledge about computers.

If the level between learners is too disparate, you may need to split the group in different levels.

You should always start with the activities adapted to the learners with the lowest level so that they can build on their knowledge and do not end up getting lost right from the start.

The testing of the level of the learners can be done via a questionnaire or by asking them to do a series of tasks on a computer.

→The only criteria for selecting learners should be their interest and need in improving their ICT skills. The Toolkit was designed to be used by learners from a level zero (no previous knowledge) to a more advanced level.

→We strongly recommend trainers to have a projector in order to project their computer screen on a larger screen for learners to follow all the steps.

For each activity, a Google Slide presentation is available to download. It contains the pictures from the screenshots to be projected on the screen.

→You can read to the learners all the Information/instructions which are not in italics. All the text in italics is for the trainer/teacher only.

→Each exercise includes the detailed steps to execute the tasks as well as screenshots to illustrate the steps.

→Trainers/teachers can project the screenshots when needed to illustrate in detail the steps. Whenever deemed necessary, trainers/teachers can execute the task on his/her computer (with a projector) so that learners can also see the results projected on the screen.

Unit 2: Definition of Information and Communication Technologies (ICT)

The broad spectrum covered by the topic of Information and Communication Technologies (ICTs) means there are many different definitions for ICTs which can be found. Here is a selection of a few of them which helps give an idea of what people understand by ICTs.

According to the UNESCO (2002), information and communication technology (ICT) may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology. while Informatics technology is defined as the technological applications (artifacts) of informatics in society.

The definition provided by the United Nations Development Program (UNDP, 2003) describes ICTs as “basically information-handling tools - a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the “old” ICTs of radio, television and telephone, and the “new” ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our “networked world” a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.”

While for techopedia, a website dedicated to IT education, “Information and communications technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Although ICT is often considered an extended synonym for information technology (IT), its scope is more broad.”¹

¹ *Techopedia Inc.*

Unit 3

1. The potential applications of Information and Communication Technologies to education and training.

According to J.S. Daniels, Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.²

However, when the idea of computers in the classroom first came up, the predominant conception was that students would be ‘taught’ by computers (Mevarech & Light, 1992), replacing the teacher Collis (1989) . Thankfully this did not happen, although ICT did turn out to have a role to play in education. This role can be divided into different categories.

Usha Vyasulu Reddi presents three ways in which ICT in education is currently considered. ICT education; ICT supported education, and ICT enabled education.

ICT education: In the document, it is described as the most common understanding of the field of ICTs in education. It refers to the creation of human resource to meet the IT needs of the knowledge economy.

ICT supported education: This is when distance education programmes use ICT to support the print content that they deliver to students.

ICT enabled education: Any educational programme that is purely delivered through ICTs, or with ICT delivered content as the primary backbone of the teaching-learning process, such as on line courses through the web, is ICT enabled education.³

While Syed Noor-Ul-Amin distinguishes between ICTs for Education, which refers to the development of information and communication technology specifically for teaching /learning purposes and ICTs in education which involves the adoption of general components of information and communication technologies in the teaching learning process.⁴

Regardless of the different roles they play in education, it cannot be denied that ICTs can greatly contribute to a modern approach to learning.

² Daniels J.S. (2002) “Foreword” in *Information and Communication Technology in Education—A Curriculum for Schools and Programme for Teacher Development*. Paris:UNESCO.

³ Usha Vyasulu Learning package on “Participatory adult learning, documentation and information networking (PALDIN) Reddi Course 01: Participatory Lifelong Learning and Information and Communication Technologies - Unit 13: Role of ICTs in Education and Development: Potential, Pitfalls and Challenges.

⁴ S. Noor-Ul-Amin (2008) *An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research and Experience: ICT as a change Agent for Education.* Department of Education, University of Kashmir.

The European Commission described that the potential benefits of the digital revolution in education are multiple: individuals can easily seek and acquire knowledge from sources other than their teachers and institutions, often for free; new groups of learners can be reached because learning is no longer confined to specific classroom timetables or methods and can be personalised; new education providers emerge; teachers may easily share and create content with colleagues and learners from different countries; and a much wider range of educational resources can be accessed. Open technologies allow All individuals to learn, Anywhere, Anytime, through Any device, with the support of Anyone.

This list has a lot in common with the strengths of the ICTs described by Usha Vyasulu Reddi which include the individualization of learning; the interactivity with learners able to start at any point or go back and forth in the content; the fact that ICTs help reduce the cost of education; the fact that it breaks barriers to access education: no matter where you are you can access and learn from ICTs; the fact that it can serve multiple teaching functions and diverse audiences, there is a high speed delivery, wide reach at low cost; and finally, the fact that if the content is well produced and is of good quality, the same quality can be delivered to everyone without discrimination.

However, Usha Vyasulu Reddi also highlights weaknesses in the use of ICTs, including: The financial costs to build ICT systems and to maintain them; the fact that it addresses problems in a general way, but cannot, without special effort, solve local and culturally sensitive problems; the fact that there is still not equal access to ICTs - not everyone benefits equally from the use of ICTs; the fact that it can be hard to assess the impact of learning from ICT delivered content; and finally, teachers, trainers need to learn how to use ICTs - something they sometimes resent.

This project attempts to address some of these inconveniences such as providing materials free of cost and making the materials easy to use for teachers and trainers without prior knowledge of the topics.

Furthermore, despite these inconveniences, with new technologies more and more present and widespread, it is difficult to see how to separate them from education, especially, when:

- It impacts learners by facilitating access to education or changing their approach to learning by making them more independent;
- It impacts teachers, the accessibility and multiplication of high quality materials; and/or
- It impacts the interaction between learners and teachers/ trainers and the learning process by integrating new ways of transmitting knowledge.

2. Real life success stories regarding the use of Information and Communication Technologies for education and training.

Digitalize.Me

This project aims at offering to those at risk of digital exclusion the opportunity of acquiring and developing skills and competences which allow them to fully participate in the Information Society.

It was started in October 2008 by the association Gantalcalá in Alcalá de Guadaira with the support of the City Council.

Gantalcalá's volunteers, with the collaboration of local administrations, social workers, and other NGOs, worked on reaching out to those at risk of digital exclusion to invite them to receive short training sessions delivered by the volunteers themselves.

Link to the video of the project: https://www.youtube.com/watch?v=-JMXC_9i9UU

ICT4RED – The development of rural women in education

Information and Communication Technology for Rural Education (ICT4RED) is a large-scale pilot (over 3 years) that tested the use of tablets in 26 deep rural schools in the Nciba school district in the Eastern Cape Province of South Africa. It impacted 6,500 learners, 350 teachers and 16 district officials. The overwhelming majority of teachers were female and this is their story.

ICT4RED used a scaffolded gamified approach to support the educators over the course of a year to gain the needed skills to integrate tablet technology into their personal lives, their classrooms and their teaching practice. This was so successful that in the last iteration 90% of the facilitators and ‘school champions’ were local female teachers and headmasters from the area. They have gone from technically illiterate people to online participants. They embraced Twitter and other social media platforms to share their experiences and have stood in international conferences and held their own.⁵

Digital Storytelling: Historia Do Dia

A team of digital technicians and educators work with a renowned author, a graphic artist, translators and children to prepare and publish a new digitally broadcast story in Portuguese and in English every day. These stories are used with pupils in schools across Portugal, particularly ones with strong links between ICT and literacy, to aid in children’s imaginative and creative development as well as their literacy skills and motivation in relation to reading and literature. The child-friendly format of the website and the stories makes it easy for teachers to motivate their classes to use this resource.⁶

5 UNESCO - ICT in education

6 *Shakuntala Banaji, Carlo Perrotta, Sue Cranmer - JRC 59689 (2010) Creative and Innovative Good Practices in Compulsory Education in Europe Collection and Descriptive Analysis of 10 Good Practices of Creativity and Innovation in Compulsory Education in the EU27.*

Unit 4: Recommended readings

1. Daniels J.S. (2002) “Foreword” in Information and Communication Technology in Education—A Curriculum for Schools and Programme for Teacher Development. Paris: UNESCO.

Link: <http://unesdoc.unesco.org/images/0012/001295/129538e.pdf>

2. UNESCO (2011) Unesco ICT competency framework for teachers

Link: <http://ccti.colfinder.org/toolkit/ict-toolkit/resources/Documents/UNESCO%20ICT%20CFT%20Document%20-%20Updated.pdf>

3. Usha Vyasulu Learning package on “Participatory adult learning, documentation and information networking (PALDIN) Reddi Course 01: Participatory Lifelong Learning and Information and Communication Technologies - Unit 13: Role of ICTs in Education and Development: Potential, Pitfalls and Challenges.

Link: http://www.unesco.org/education/aladin/paldin/pdf/course_01.pdf

4. E.C., Brussels, 25.9.2013 COM(2013) 654 final, Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions, Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources.

Link: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0654&from=EN>

5. S. Noor-Ul-Amin (2008) An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research and Experience: ICT as a change Agent for Education. Department of Education, University of Kashmir.

Link: <http://www.nyu.edu/classes/keefer/waoe/amins.pdf>

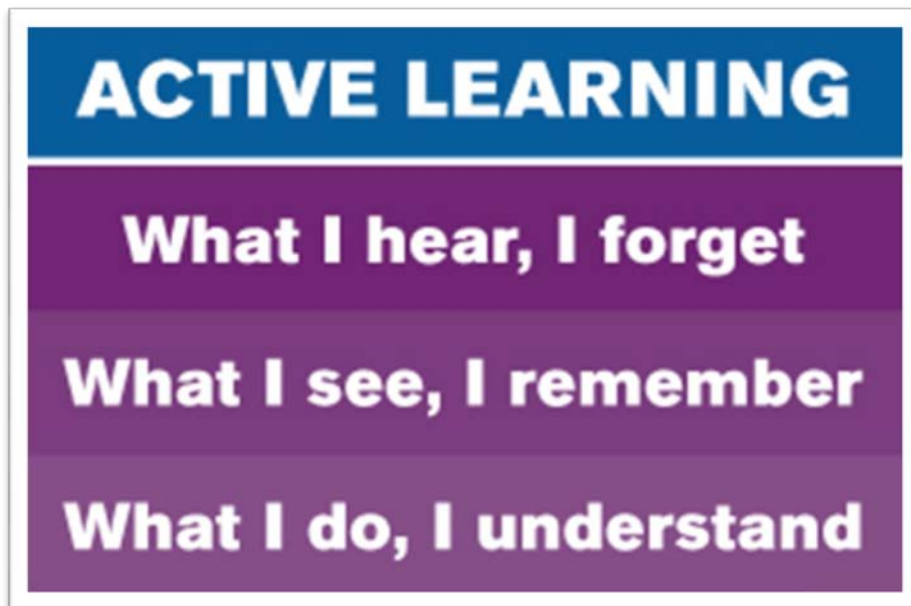
6. Nyaki Adeya, ICTs and POVERTY: A LITERATURE REVIEW.

Link: <http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan048368.pdf>

CHAPTER 02

Introduction to Active Learning

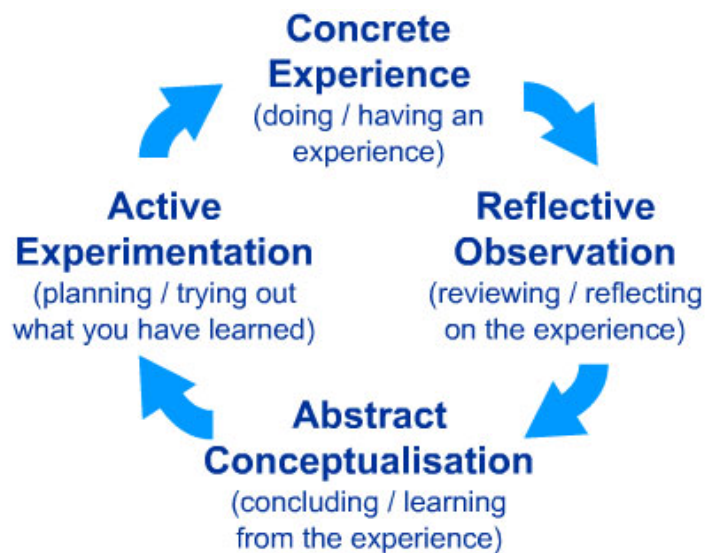
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Definition

‘Active learning’ as a movement or philosophy is broadly synonymous with ‘experiential learning’; a set of pedagogical practices based largely on the constructivist theory of learning expounded by Jean Piaget. It engages the learner in two aspects – “doing things, and thinking about the things they are doing” (Bonwell and Eison, 1991). As can be seen in the diagram below, experiential learning views the learning process as being not linear in nature but cyclical; the learner attempts to do something new, reflects on their attempt, learns something from this reflection, applies what they have learnt, and does this thing again. In children and animals it is largely an unconscious process (and an un-self-conscious process); in adults it is very much a conscious and self-conscious one. The experiential learning cycle is shown in the diagram below.

David Kolb’s Experiential Learning Cycle



However, and importantly, ‘active learning’ as a practice is as old as learning itself. Before learning was institutionalised, our ancestors learned their skills and their knowledge of the world in an active way; through trial and error. This is how our species learned to adapt to and survive in the many different environments that it colonised throughout its history. As such, ‘active learning’ is hard-wired into humans, and should not be considered as a trendy alternative to ‘traditional’ book and lecture based education.

What we learn

Consider the things listed below that we might learn, and divide them into three groups: 'knowledge', 'skills', and 'both'.

Mathematics, speaking French, playing a musical instrument, walking, the best place to eat tapas in Alcala, dancing Flamenco, Spanish grammar, the history of Spain, how hot a swimming pool is, driving a car, cooking paella.

(A possible answer is given at the end of the chapter.)

- Acquiring knowledge does not require acquiring a skill but acquiring a skill requires acquiring knowledge about that skill.
- For example, studies of feral children show that children will not learn to walk on two legs unless they see others doing so.
- Skills and knowledge are acquired in different ways, and should be taught accordingly.
- Knowledge is acquired through research.
- Skills are acquired through practice.

Think back to the four items of knowledge we saw in the earlier slide; what would be the best way to research each one?

(Some possible answers are given at the end of the chapter.)

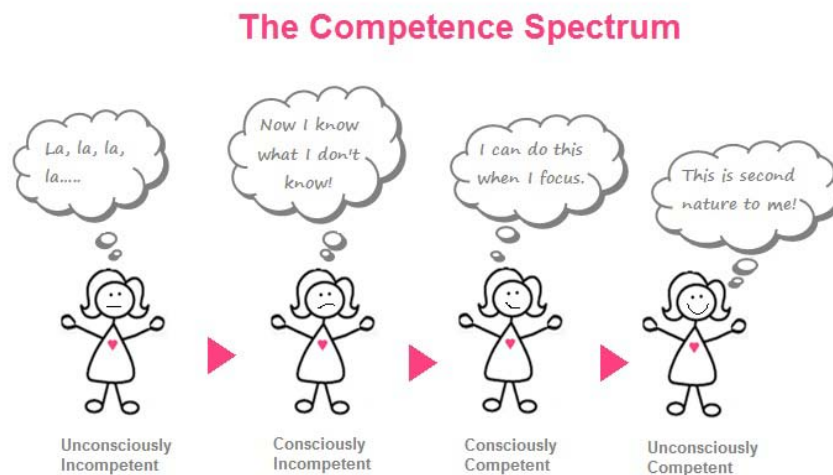
Think back to the items listed under 'both' in the earlier slide; what would be the best way to learn each of these?

(A possible answer is given at the end of the chapter.)

So, we can see that knowledge is only acquired through research, but research does not only mean reading about a subject in a book; learners can research by asking, looking, listening, smelling, and touching their environment in order to get the required information.

In addition, skills can only be acquired alongside knowledge about those skills, even those skills that we consider to be the most basic ones. A child will only walk on two feet if it learns about walking through seeing other people do it.

The competence spectrum



<http://primetimebusiness.co.uk/wp-content/uploads/2013/04/The-Competence-Spectrum.jpg>

Standard thought on the stages of learning a skill is shown in the diagram above, using the example of learning to play a musical instrument; it would go something like this:

<i>Unconsciously Incompetent</i>	I have never tried to play the guitar, but I assume it can't be that difficult.
<i>Consciously Incompetent</i>	I have tried to play the guitar, and I know that I'm not very good at it.
<i>Consciously Competent</i>	I can play the guitar if I concentrate.
<i>Unconsciously Competent</i>	I can play the guitar without thinking about it.

However, in terms of the learner, the last two stages could be transposed as follows:

<i>Unconsciously Incompetent</i>	I have never tried to play the guitar, but I assume it can't be that difficult.
<i>Consciously Incompetent</i>	I have tried to play the guitar, and I know that I'm not very good at it.
<i>Unconsciously Competent</i>	I can play the guitar quite well, but I think that I'm not very good at it.
<i>Consciously Competent</i>	I can play the guitar well, and I am aware of this.

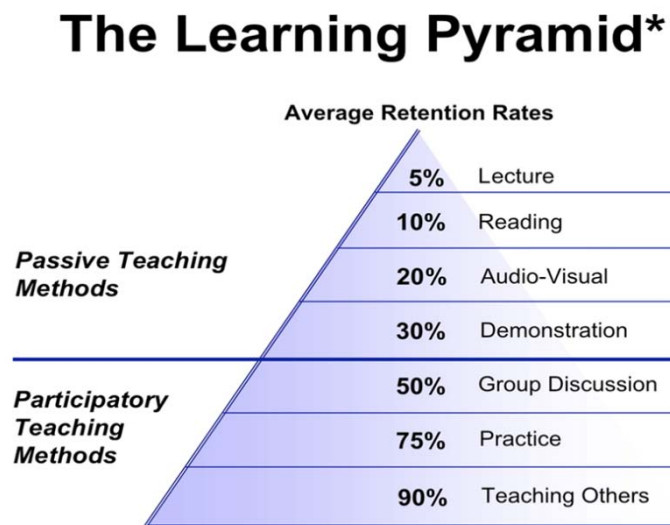
When we look at the Learning Spectrum from this perspective, one of the challenges for a learner is knowing when he or she has passed from incompetent to competent, as the second and third stages are the same in the eyes of the learner. This underlines the importance of accurate but positive feedback.

The Principles of Active Learning

It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.

The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment (Education Scotland).

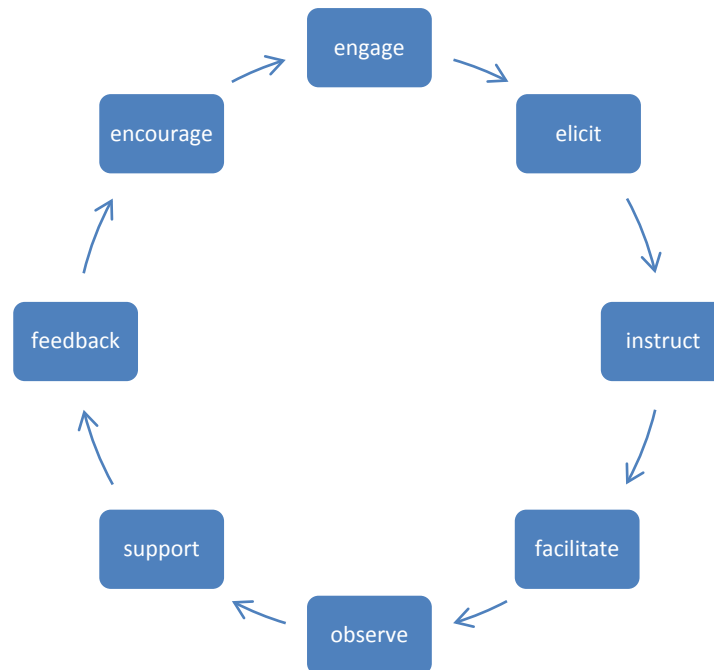
The above is from the Scottish national curriculum, and shows the importance now given to this style of teaching/learning in some Western countries. The reason that Active Learning has become so popular is the claims that have been made for the remarkable retention rates among learners who participate in this learning method; see below:



*Adapted from National Training Laboratories. Bethel, Maine

Active learning and the teacher

If there is a learning cycle, then I would suggest that there is also a teaching cycle to support the learners in their active learning.



As you can see from the diagram, there are a number of phases in the teaching process and corresponding roles for the teacher. Starting at 12 o'clock, the teacher should:

- engage the learners with the topic to be learned,
- elicit any previous knowledge the learners have,
- instruct the learners on the procedure of the activity they will engage in,
- facilitate the learners participation in the activity,
- observe the learners while they participate in the activity,
- support the learners while they perform the activity,
- give feedback on the learners' performance, and guide self-reflection by the learners on their performance,
- encourage the learners in their performance.

Let's see how this would work in practice in a lesson on basic numeracy:

1. *The teacher introduces the concept of numbers and asks the learners to think about (alone) and discuss (in small groups) contexts in which numbers are important in their lives,*

2. *The teacher conducts a realistic and engaging activity that tests the levels of numeracy of the learners (e.g. matching pictures of groups of items and numbers)*
3. *The teacher instructs the learners on the procedure of an activity that will allow the learners to produce and practice numbers in a slightly more advanced way than that tested (e.g. a shopping role-play with learners playing the roles of shop assistants and customers)*
4. *The teacher ensures that all learners can participate fully in the activity, paying special attention to any special needs of any of the learners,*
5. *The teacher observes the learners while they participate in the activity,*
6. *The teacher gives extra support to any learners that are struggling to complete the activity,*
7. *The teacher congratulates the learners on their completion of the activity and gives feedback on their performance*
8. *The teacher gives the learners encouragement to continue with their progress.*

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 & 2, and show the changes required in the roles of teachers in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role of the teacher in creating an active classroom environment.

From	To
Teacher-centred classroom.	Learner-centred classroom.
Product-centred learning.	Process-centred learning.
Teacher as a 'transmitter of knowledge'.	Teacher as an organiser of knowledge.
Subject-specific focus.	Holistic learning focus.

From teacher-centred to learner-centred classroom

In a traditional classroom, the focus of the classroom is the teacher. In an Active Learning classroom, the learners are encouraged to teach to and learn from each other, with the teacher somewhere in the background observing. Remember that the more the teacher does, the less the learners can do. The teacher will need to speak and do less and listen and observe more.

Da un apprendimento incentrato sul prodotto, a uno incentrato sul procedimento

In a traditional learning environment, the teacher will give the learners a 'model' and the learners will imitate it. In an Active Learning environment, the learners will 'brainstorm' ideas, and then use them to create one or more draft pieces of work collaboratively before creating a final piece. The teacher will need to worry less about the merits of the final product and more about how it was created.

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

In a traditional classroom, the teacher has knowledge which he gives to learners piece by piece, sometimes referred to as the 'jug and cup' teaching process. In an Active Learning classroom, the learners are encouraged

to discover their own knowledge with the guidance of the teacher. The teacher will need to dictate less and suggest more.

From subject-specific focus to holistic learning focus

Traditionally, the focus is on the learning of a particular subject, for example, Mathematics, in and of itself. In Active Learning, the focus will be broader; looking at how the skills acquired (both subject-specific skills and learning skills) can be transferred outside of the learning environment. The teacher needs to accept that his/her subject is only important if it can be used in the real world.

Active learning and the learner

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 & 2, and shows the changes required in the roles of learners in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role played by pupils in an active classroom environment

From	To
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others

I would add another shift required in the learners in an active learning environment:

Motivated to succeed	Motivated to learn
----------------------	--------------------

From being passive recipients of knowledge to active and participatory learners

Traditionally, learners are taught the knowledge and skills that their teachers, or others, believe are necessary. In Active Learning, learners are encouraged to think about what is important for them personally to learn, or to think of reasons why something that is in the curriculum could be relevant to them.

e.g.

traditional teaching	active learning
The teacher lectures the learners on the causes and effects of the Second World War.	The learners conduct research about the people and places in their families and neighbourhood that were affected by the Second World War. They can then consider how the war affected them indirectly, and how different their lives would be if there had been no war.

From focus on answering questions to asking questions

In a typical learning environment, the teacher asks a question, a learner answers it, and the teacher tells him/her if whether or not the answer is correct. In an Active Learning environment, knowing the 'what' is only part of the process, the learner also needs to ask the 'why' and 'how'?

traditional teaching	active learning
The teacher asks 'What caused World War One?'	The teacher asks 'Why do you think a Serb killing an Austrian in Yugoslavia led to a war between Germany and Belgium?'

From competing with one another to collaborating in their learning

In traditional education, learners strive to be 'top of the class', and their classmates are seen as competition to be beaten. In Active Learning, the learners work together in the creative process, developing skills that will be required of them in most working environments for which education is supposed to prepare them.

traditional teaching	active learning
The learners are each instructed to write an essay on a theme alone, they are handed in and the teacher awards them marks based on grammar and spelling.	The learners are asked to collaborate to write, illustrate, and perform a piece on a theme. The learners work according to their skill sets and learning styles. There is no formal marking of the piece, but the learners are encouraged to give feedback on the process and its outcomes.

From wanting to have their own say to actively listening to opinions of others

It is often the case in traditional learning that there is one correct answer, which can lead to learners becoming dogmatic and unwilling to listen to the beliefs of others. In Active Learning, all opinions should be considered and discussed with an open mind.

traditional teaching	active learning
The teacher tells the learners that a tomato is a fruit.	The teacher gives the learners some fruits and vegetables and asks them to divide them into 'fruits' and 'vegetables' and list all of the attributes that make them belong to each particular group. He or she then asks them to place the tomato into one group or the other depending on the attributes that it shares with the other members of the group.

From motivated to succeed to motivated to learn

Generally there are two types of motivation to learn: extrinsic motivation, and intrinsic motivation. Extrinsic motivation usually comes from a body (government, school, company, etc.) or person (parent, teacher, employer, etc.) who will reward success and punish failure, and intrinsic motivation comes from the learner him/herself. Those who are extrinsically motivated tend to focus on exams and tests at means to prove their

success to the body or person in question, and those who are intrinsically motivated are more interested in how they feel about the learning process and the skills and knowledge that they have acquired. Traditional education focuses on supplying extrinsic motivation while active learning encourages intrinsic motivation.

traditional teaching	active learning
The learners take a national examination, which they pass or fail; and if they pass, receive a certificate.	The learners reflect on their learning and write a statement regarding what they believe they have achieved, how they intend to use their learning, and how they hope to proceed.

The Practice of Active Learning

The tables above show the different role changes expected from teachers and learners in Active Learning. Now we should look at how we can implement these changes.

From teacher-centred to learner-centred classroom

The easiest way to make this change is to physically change the environment of the classroom; instead of placing the learners so that they all face the teacher and the whiteboard, seat them around tables so that they face each other. Plan learning activities so that the teacher is only required to explain the procedure, and the learners then work together to complete the activities.

Focusing on the learners' learning styles

When we make a decision to focus on the learners, then we need to consider what can help, and motivate, the learners to learn. There are a number of learning styles that have been identified, and activities should be designed to incorporate elements that appeal to more than one learning style.

- Visual: using photos, drawings, videos, colours, etc.
- Physical: using objects, the physical space of the learning environment, movement, etc.
- Aural: using sound, music, repeating aloud, etc.
- Verbal: using words, both spoken and written
- Logical: using systems and rules, looking at the 'why' behind the 'what'
- Social: encouraging the learners to cooperate and collaborate in groups
- Solitary: allowing time for individual thought and reflection

From product-centred to process-centred learning

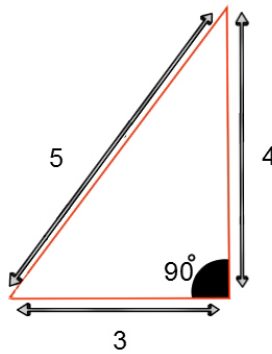
Rather than just focusing the outcome, we should encourage the learners to look at the entire process. We should not just be looking at a correct, or incorrect, answer, but at how a group can arrive at a solution together. For example, you could ask your group 'How much would it cost to paint this room white?' The learners would need to (possibly with some prompting) firstly discuss how to calculate this, then set about measuring the room to find the wall area (not forgetting to deduct the doors and windows), finding out the cost per litre of white paint (or possibly more than one variety), and the coverage (square metres per litre) of the paint(s).

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

Rather than giving explanations, the teacher could ask the learners for their suggestions as to why something is true, encouraging them to work out the answers collaboratively. Remember that it is unlikely that the learners have absolutely no knowledge of the subject or topic that they are studying, and it is important to start each activity by allowing the learners to discover for themselves their level of knowledge, and to share this with their peers. Before teaching a group the English names of some sports, for example, you could ask the learners to share with each other the names they already know. It's quite likely that at least some of them will know from satellite television.

From subject-specific focus to holistic learning focus

Activities should be designed that give learners skills and knowledge that are instantly and transparently transferable to other subjects and situations outside of the learning environment. Nothing in active learning should be purely theoretical, there must be a practical application, and that application must be clear to the learners. For example, most people learn Pythagoras' Theorem in high school but have no practical use for it; on the other hand most builders, even those who never completed their formal education, know how to make a right angle by using a ratio of 3, 4, and 5, which is an example of Pythagoras' Theorem in use.



Conclusion

Active learning, if you think about it, makes a lot of sense; it seems to have a lot of advantages over traditional teaching, especially when you are dealing with people who didn't have, or enjoy, or thrive in, formal education. Looking at a well-produced active learning class from the outside you can see a lot of activity, hear a lot of speaking, and feel an active and collaborative energy. And the teacher will be wandering around the classroom, smiling, and exchanging a few words here and there with a learner or two. It looks like everybody is having fun, and real learning is taking place.

This toolkit is designed to enable anybody with the relevant skills and knowledge in their subject, but no formal training in pedagogy, to use these techniques to promote learning in their target group in an enjoyable and cooperative environment. But there is one essential element for successful learning that is not in this toolkit, and that is motivation; only motivated learners will learn. This toolkit will supply the 'what' and the 'how', but you and your learners will have to supply the 'why'.

Answers

Things that we might learn:

Knowledge	Both
The best place to eat tapas in Alcala The history of Spain How hot a swimming pool is Spanish grammar	Mathematics Speaking French Playing a musical instrument Walking Dancing Flamenco Driving a car Cooking paella

How to acquire knowledge:

- The best place to eat tapas in Alcala: Ask someone who lives here
- The history of Spain: Read a book
- How hot a swimming pool is: Put your toe in it
- Spanish grammar: Read a book

How to acquire competences that need knowledge and skills:

E.g. walking:

1. watch others do it
2. try to copy them
3. fail
4. receive feedback (from self or others)
5. reflect on feedback
6. make changes and try again
7. repeat steps 3 to 6 until
8. succeed

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CHAPTER 03

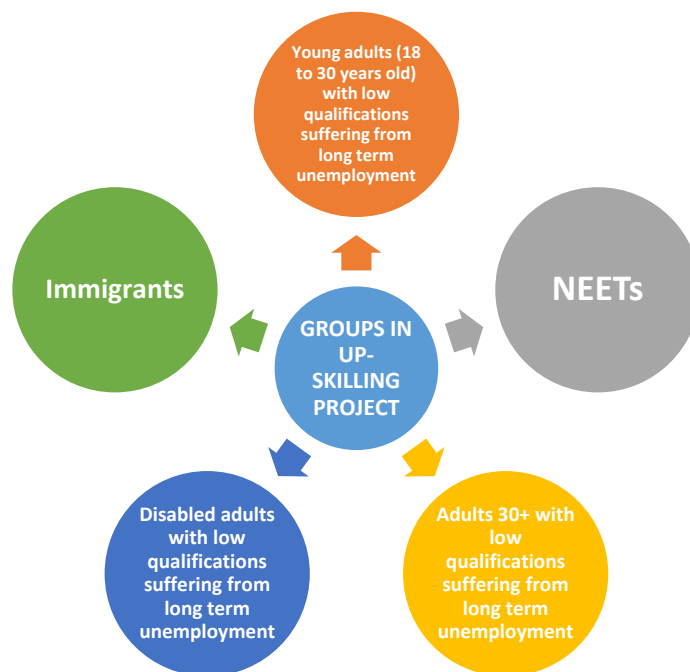
Working with adults at risk of social exclusion

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Introduction

The main target group addressed by the project Up-skilling Europe are adults at risk of social exclusion when such risk is due to their low skills and unemployment situation which create a disadvantage compared to other members of society.

Social exclusion is a much broader concept than just income poverty, in so far as there may be many other factors that leave groups of society isolated. These include such wide ranging factors as unemployment, access to education, childcare and healthcare facilities, living conditions, as well as social participation. Therefore, the terms: “adults from disadvantaged social groups” and “those at risk of social exclusion” represent a very large group of people. It may include (in this project): people with little or no education, immigrants, people with disabilities, the unemployed especially those suffering long term (adults, young adults, disabled people). These are all aspects which must be closely taken into consideration when working with such a target group to ensure a successful outcome.



This chapter is devoted to the following issues:

1. Social exclusion - definition and context.
2. Unemployment - Eurostat figures.
3. Description and analysis of the target groups in the project.
4. The rules and tips of recruitment and selection of project participants.

Social exclusion

The whole of Europe is witnessing the symptoms of growing social exclusion such as increasing long-term unemployment, male joblessness and the feminization of an increasingly casualised workforce, widening gaps in income levels, increasing disparities in educational and skill levels, deteriorating health and life expectancies for the poorest members of society. In many cities, these changes are especially visible in the spatial concentration of immigrant and ethnic minority communities and in large areas with deteriorating environmental conditions.

In 1993, Eurostat estimated that one-fifth of all children and one-sixth of all individuals in the European Union lived in poverty, that is, 58 million people (CEC 1993). This figure conceals important disparities across the Union: the whole of Greece, Portugal, Ireland, two-thirds of Spain, Italy's Mezzogiorno and most of former East Germany had incomes less than 75% of the EU average, accounting for 55 per cent of all those in poverty (CEC 1991; Atkinson 1991). Moreover, poverty affected specific groups disproportionately: young people, women, ethnic minority and immigrant groups, and the elderly.

From the Commission's perspective, the changing structure of poverty presents a substantial risk for the future of the European project:

The Community cannot be satisfied with a 'two-speed society' emerging, as it causes poverty, exclusion and frustration. The single frontier – free market and monetary union constitute growth factors for Europe as a whole, but they are also risk factors for the weakest regions and social groups and must be accompanied by more dynamic policies in the field of economic and social exclusion. (CEC 1992).

Although promoting economic and social cohesion was one of three key objectives in the 1991 Maastricht Treaty on European Union, the subsequent Action Programme to Combat Social Exclusion and to Promote Social Solidarity (CEC 1993) more directly reflects the Commission's view that the potential for social fracture threatens progress toward ever-closer union.

Recognizing that broader structural mechanisms have been set in motion by the process of European unification, the Programme focuses on those groups who have been socially excluded from education, employment, housing, health and other social services and gives special emphasis to issues of gender, culture, ethnicity and race within a multidimensional perspective.

An important implication of this description of the problem of social exclusion is that it manifests itself differently in different cities. National contexts differ. Welfare regimes in each country reflect different principles of social organization and normative bases. Different cities are differentially placed within the European economic and social space, some experiencing growth and others in long-term decline. Urban socio-spatial structures vary. In some, social exclusion and spatial segregation are virtually synonymous. Others exhibit a more fine-grained pattern of differentiation. In some places, ethnicity and race forms fundamental dividing lines in socio-spatial structures. Finally, specific patterns of local governance and welfare state provisioning affect local patterns of social exclusion.

Considerable terminological diversity characterizes almost any discussion of social exclusion. On the positive side, words in common use include (social) insertion, integration, inclusion, solidarity and cohesion. On the negative side, a wide variety of terms are used: (social) exclusion, isolation, marginalization, segregation, fracture and socially exposed. Occasionally, the words poverty and multiple deprivation turn up, usually

denoting the indicators by which those people and groups suffering from social exclusion may be identified but, more importantly, connoting a key distinguishing idea, that social exclusion (by any name) is a social process within a whole society rather than a way of categorising individuals and groups within that society. This terminological diversity generally reflects the powerful dynamism of discussions of social exclusion.

These 'linguistic' problems are generally rooted in different national political, intellectual and research traditions. What stands out is the strength of consensus that important new social phenomena are emerging across all of the European Community's member states, and that these phenomena are in some way linked with the formation of the European Union.

In considering terminology, it is important to distinguish between those uses of words which are primarily designed to identify and label an empirical phenomenon, and those uses which are designed to refer to a set of ideas about social phenomena and process. In the latter usage, Hadjimichalis and Sadler (1995a) present a set of papers which argue that marginalisation is a wider social process which includes social exclusion as one part of it. The reason for this term of argument is twofold: one is to distinguish marginality from the economists' use of the term (meaning incremental) and the second is to indicate an interest in socio-spatial phenomena. A second important approach to ideas about the phenomenon of exclusion is found in the collection of articles by Mingione (1993) which discuss 'the new urban poverty and the underclass'. Again, the aim of this collection is twofold: one is to that there are new social phenomena emerging which require theorizing, and the second is to examine the usefulness of Wilson's work on the American underclass in this context. In order to understand fully the roots of terminological diversity, it is also useful to review how the term 'social exclusion' entered the European agenda.

How the idea of social exclusion entered European dialogue

The single European Act in 1987 and the Maastricht Treaty in 1991 considerably quickened the pace of movement towards ever-closer union. Prior to the mid-1980s, European actions aimed at equity issues were relatively shallow and broad in nature, aimed either at specific countries or at particular declining sectors of industry (coal, steel, agriculture). By the mid-1980s, complex negotiations over widening and deepening the Community led to a sharpened focus on marginal social groups within each of the member states. In addition, Eurostat had by this time begun to grapple with the complex technical issues of defining and measuring poverty throughout the Community.

Not only was there growing and incontrovertible evidence that, despite modernization and the growth of competitiveness of the European economy, there were some groups who were unlikely to be in a position to benefit from these changes, but this evidence also gained political salience in the negotiations prior to the Maastricht Treaty, which was intended to be a fundamental next step towards ever-closer union.

It was in this institutional context that Jacques Delors introduced the concept of social exclusion in a set of negotiations with the social partners. The term social exclusion derives from its use in French social policy, and specifically from the political programme of the French Socialist governments of the 1980s.

When Delors introduced the term into the European Community negotiations, it took on a very different spin. First, the positive aim of combating social exclusion shifted from one of achieving insertion to one of promoting social and economic cohesion. Economic cohesion has been an aim of the Community since the early Treaties, and social cohesion entered the agenda with the Maastricht negotiations.

Effectively, there has been an important shift in perspective at the European level from a view which sees the problem of cohesion as one of relationships among the member states to one which sees the population of the Union as a whole and among whom social exclusion must be addressed wherever it occurs. At the same time,

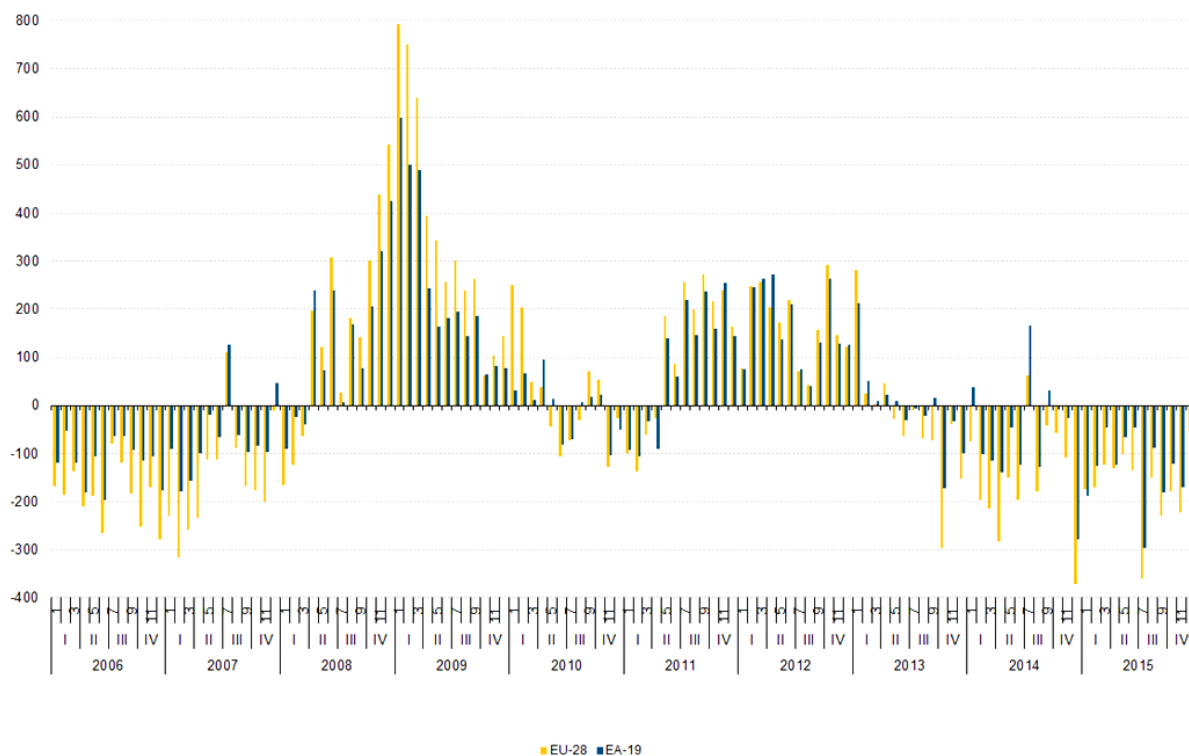
the Union's use of the concept of social exclusion implies a clear acknowledgement that there are negative effects, disadvantaging particular groups built into the dynamics of achieving ever-close union.

Thus, the Action Programme to Combat Social Exclusion and to Promote Social Solidarity is in explicit recognition of the Union's political responsibility for addressing these problems. Nevertheless, because social exclusion was seen as linked to decaying inner city areas, the implementation of the action programme was clearly located as subject to the principles of subsidiarity and proportionality and, thus, devolved to the member states, and it is this devolution which has led to terminological diversity as the idea becomes rooted in different national contexts.

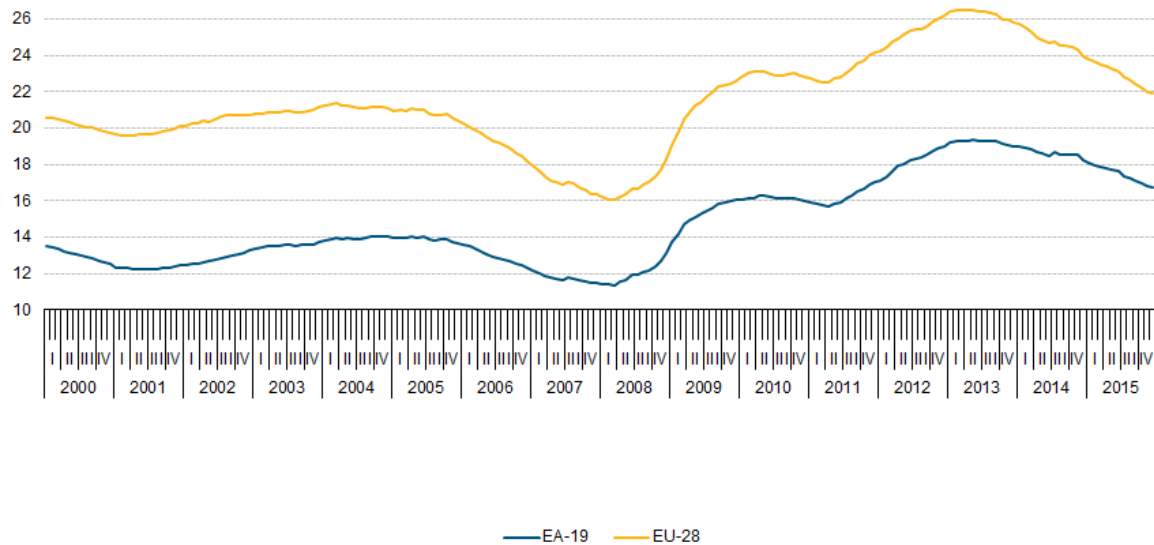
Unemployment, Eurostat figures

Eurostat estimates that 21.944 million men and women in the European Union were unemployed in December 2015. The EU-28 unemployment rate was 9.0 % in December 2015. Among the Member States, the lowest unemployment rates in December 2015 were recorded in the Czech Republic and Germany (both 4.5 %), as well as in Malta and the United Kingdom (both 5.1 %, October data for the UK). The highest rates have been observed in Greece (24.5 % in October 2015) and Spain (20.8 %). In December 2015, 4.454 million young persons (under 25) were unemployed in the EU-28, of whom 3.057 million were in the euro area, the youth unemployment rate was 19.7 % in the EU-28 and 22.0 % in the euro area. In December 2015, the lowest rates were observed in Germany (7.0 %), Denmark (10.3 %) and the Czech Republic (10.9 %), and the highest in Greece (48.6 % in October 2015), Spain (46.0 %), Croatia (44.1 % in the fourth quarter 2015) and Italy (37.9 %).

Change in the number of unemployed persons (compared to previous month, in thousands), seasonally adjusted, January 2006 - December 2015



Unemployed persons, in millions, seasonally adjusted, EU-28 and EA-19, January 2000 - December 2015 (%)



Unemployment trends

At the beginning of 2000, more than 20 million persons were unemployed in the EU-28, corresponding to 9.2 % of the total labour force. The unemployment trend at that moment was downwards. In the second quarter of 2001 the number of unemployment persons had dropped to 19.6 million and the unemployment rate to 8.7 %. A long period of increasing unemployment followed. At the end of 2004 the number of jobseekers available for work reached 21.1 million, while the unemployment rate was 9.2 %.

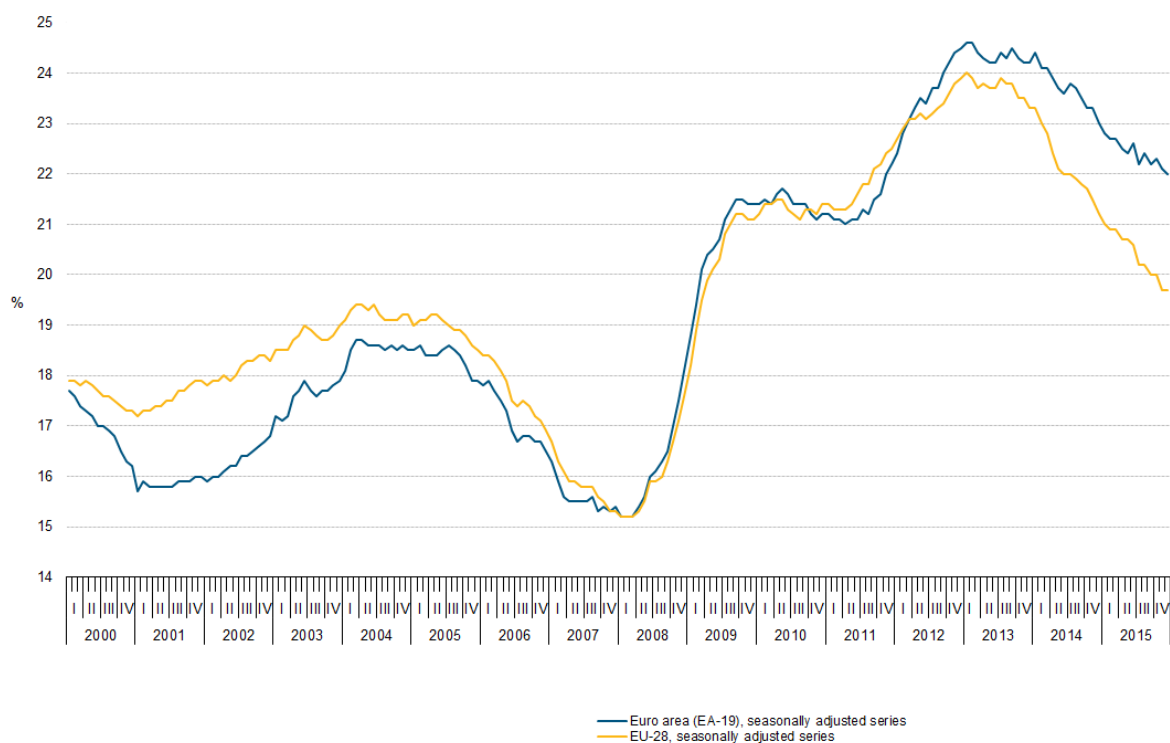
At the beginning of 2005 a period of steadily declining unemployment started, lasting until the first quarter 2008. At that time, EU-28 unemployment hit a low of 16.1 million persons (equivalent to a rate of 6.8 %) before rising sharply in the wake of the economic crisis. Between the second quarter of 2008 and mid-2010 the unemployment level went up by more than 6.6 million, taking the rate up to 9.7 %, at that time the highest value recorded since the start of the series in 2000. The decline of unemployment in the following three quarters was a deceptive sign of an end of the crisis and a steady improvement in labour market conditions in the EU-28. In fact, since the second quarter 2011 and until the first quarter of 2013 unemployment steadily and markedly increased taking it to the record level of 26.4 million, corresponding to a record rate of 10.9 %. Since then the rate has started to decrease, reaching 9.9 % at the end of 2014. The unemployment rate in the Euro area (EA-18) followed roughly the same trend as in the EU-28. However, between 2000 and the beginning of 2004 the unemployment rate in the Euro area was below that recorded in the EU-28. This pattern was subsequently reversed as, between 2005 and the beginning of 2008, unemployment declined more rapidly in the Member States which do not yet have the Euro. As in the EU-28, during the economic crisis unemployment increased at a considerable pace, with the exception of the period between mid-2010 and mid-2011 where it temporarily declined. The unemployment level peaked at 19.2 million in the second quarter of 2013, before going down in the second part of 2013 and in the course of 2014.

Youth unemployment trends

Youth unemployment rates are generally much higher, even double or more, than unemployment rates for all ages. As with the rate for the total population, the youth unemployment rate in the EU-28 sharply declined between 2005 and 2007, reaching its minimum value (15.2 %) in the first quarter 2008. The economic crisis, however, hit the young severely. From the second quarter of 2008, the youth unemployment rate followed an upward trend peaking in 23.8 % in the first quarter 2013, before receding to 21.4 % at the end of 2014. The EU-28 youth unemployment rate was systematically higher than in the Euro area between 2000 and mid-2007. From then until the third quarter of 2010 these two rates were very close. Afterwards the indicator moved more sharply in the EA-18 than in the EU-28, first downwards until mid-2011, then upwards until the end of 2012. In the middle of 2012 the Euro area youth unemployment rate overtook the EU-28 rate, and the gap increased until the end of the year. The gap became even larger in the second part of 2013 and during 2014, when the rate for the Euro area went down less than the rate for the EU-28.

High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large, as many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labour force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are also calculated according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Data show that youth unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the crisis on the labour market.

Youth unemployment rates, EU-28 and EA-19, seasonally adjusted, January 2000 - December 2015 (%)



Youth unemployment figures, 2012-2014Q4 (%)

	Youth unemployment rate				Youth unemployment ratio		
	2012	2013	2014	2014Q4*	2012	2013	2014
EU-28	23.3	23.7	22.2	21.4	9.8	9.9	9.1
Euro area	23.5	24.4	23.8	23.2	9.6	9.8	9.4
Belgium	19.8	23.7	23.2	22.4	6.2	7.3	7.0
Bulgaria	28.1	28.4	23.8	23.0	8.5	8.4	6.5
Czech Republic	19.5	18.9	15.9	14.5	6.1	6.0	5.1
Denmark	14.1	13.0	12.6	11.2	9.1	8.1	7.8
Germany	8.0	7.8	7.7	7.4	4.1	4.0	3.9
Estonia	20.9	18.7	15.0	14.4	8.5	7.4	5.9
Ireland	30.4	26.8	23.9	21.9	12.3	10.6	8.9
Greece	55.3	58.3	52.4	51.1	16.1	16.5	14.7
Spain	52.9	55.5	53.2	51.7	20.6	21.0	19.0
France	24.4	24.8	24.1	24.6	8.9	8.9	8.5
Croatia	42.1	50.0	45.5	46.3	12.7	14.9	15.3
Italy	35.3	40.0	42.7	42.0	10.1	10.9	11.6
Cyprus	27.7	38.9	35.9	33.9	10.8	14.9	14.5
Latvia	28.5	23.2	19.6	18.2	11.5	9.1	7.9
Lithuania	26.7	21.9	19.3	18.5	7.8	6.9	6.6
Luxembourg	18.0	16.9	21.2	23.5	5.0	4.0	6.0
Hungary	28.2	26.6	20.4	18.9	7.2	7.3	6.0
Malta	14.1	13.0	11.8	11.1	7.2	6.9	6.2
Netherlands	11.7	13.2	12.7	11.9	6.6	7.7	7.1
Austria	9.4	9.7	10.3	10.2	5.6	5.7	6.0
Poland	26.5	27.3	23.9	22.0	8.9	9.1	8.1
Portugal	38.0	38.1	34.7	33.3	14.1	13.3	11.9
Romania	22.6	23.7	24.0	23.6	6.9	7.1	7.1
Slovenia	20.6	21.6	20.2	19.1	7.1	7.3	6.8
Slovakia	34.0	33.7	29.7	26.9	10.4	10.4	9.2
Finland	19.0	19.9	20.5	21.1	9.8	10.3	10.7
Sweden	23.7	23.6	22.9	22.4	12.4	12.8	12.7
United Kingdom	21.2	20.7	16.9	16.1	12.4	12.1	9.8
Iceland	13.6	10.7	10.0	9.7	10.2	8.3	7.5
Norway	8.6	9.1	7.9	7.8	4.8	5.2	4.3
Switzerland	5.7	5.8	5.8
Turkey	15.8	17.1	18.0	19.2	5.9	6.6	7.3
United States	16.2	15.5	13.4	12.6
Japan	8.1	6.8	6.3

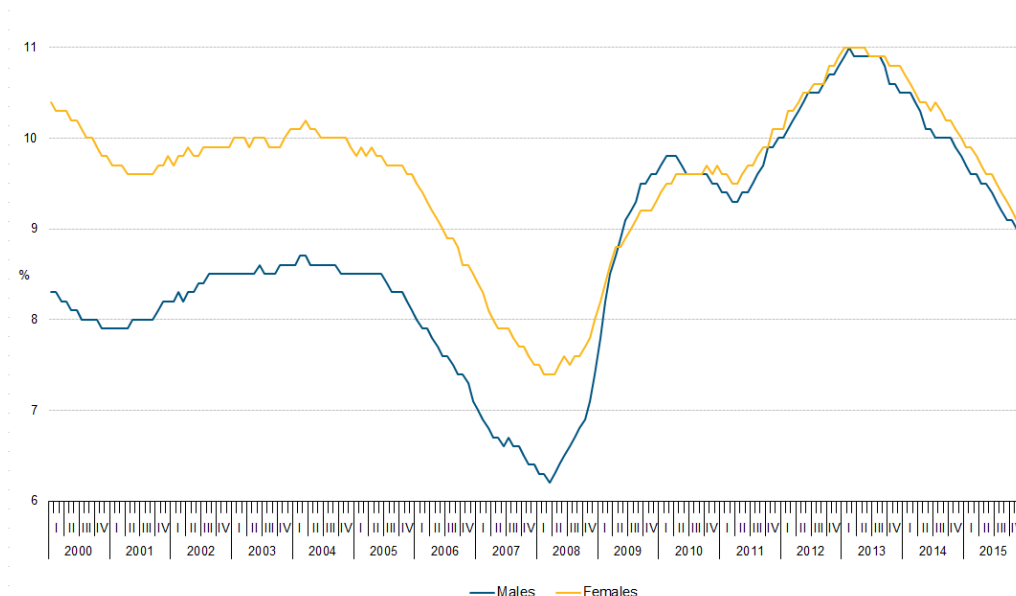
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* The quarterly youth unemployment rate is seasonally adjusted.

Male and female unemployment trends

Historically, women have been more affected by unemployment than men. In 2000, the unemployment rate for women in the EU-28 was around 10 %, while the rate for men was below 8 %. By the end of 2002, this gender gap had narrowed to around 1.5 percentage points and between 2002 and mid-2007 this gap remained more or less constant. Since the first quarter of 2008, when they were at their lowest levels of 6.3 % and 7.4 % respectively, the male and female unemployment rates in the EU-28 converged, and by the second quarter of 2009 the male unemployment rate was higher. The decline of the men's rate during 2010 and the first half of 2011 and the corresponding stability in the women's rate over the same period brought the male rate below the female one once again. Since then the two rates rose at the same pace until mid-2013, when they reached their highest value, both at 10.9 %. In the second half of 2013 as well as during the course of 2014 both the male and the female rates declined, reaching respectively 9.8 % and 10.1 % at the end of 2014.

Unemployment rates by gender, EU, seasonally adjusted, January 2000 - December 2015 (%)



A detailed look at 2014

The overall unemployment rate in the EU-28 reached 10.2 % in 2014, a decrease of 0.7 percentage points compared with 2013. This follows an increase of 0.4 percentage points between 2012 and 2013. In the United States the unemployment rate fell for the fourth year in a row, from 7.4 % in 2013 to 6.2 % in 2014.

The unemployment rate rose in 6 Member States between 2013 and 2014, dropped in 19 and remained stable in France, Croatia and Luxembourg. The increases in the annual average unemployment rates between 2013 and 2014 were recorded in Italy (+0.6 ppt), Finland (+0.5 ppt), Cyprus and Austria (both +0.2 ppt) as well as in Belgium and the Netherlands (both +0.1 ppt). The highest decreases were reported in Hungary (-2.5 ppt), Portugal (-2.3 ppt), Ireland (-1.8 ppt), Spain and Bulgaria (both -1.6 ppt) and the United Kingdom (-1.5 ppt). With 26.5 %, Greece was the country with the highest overall unemployment rate in 2014. The dispersion of unemployment across the EU-28 remained at approximately the same level as in 2013. Long-term unemployment is one of the main concerns of policymakers. Apart from its financial and social effects on personal life, long-term unemployment negatively affects social cohesion and, ultimately, may hinder economic growth. In total, 5.1 % of the labour force in the EU-28 in 2014 had been unemployed for more than one year; more than half of these, 3.1 % of the labour force, had been unemployed for more than two years. Compared to 2013, a decrease is observed in long term unemployment (from 5.2 %) while a sizeable increase (from 2.9 %) is registered among those being unemployed for two or more years.

For the first time since the calculation of EU-28 unemployment statistics started (in 2000), the unemployment rate for women was lower than that for men in 2009, and remained so in 2010. In 2011, this effect reversed again, with female unemployment rates at 9.7 % against 9.6 % for males. The gap remained unchanged until 2013, when the two rates for the EU-28 peaked at 10.8 % for men and 10.9 % for women. In the Euro area the rate has always been higher for women than for men. In 2014 the rates stood at 11.5 % for men and at 11.8 % for women. Male unemployment rates were higher than the corresponding rates for women during 2014 in 15 out of 28 Member States. The gap between male and female unemployment rates varied from -6.5 percentage

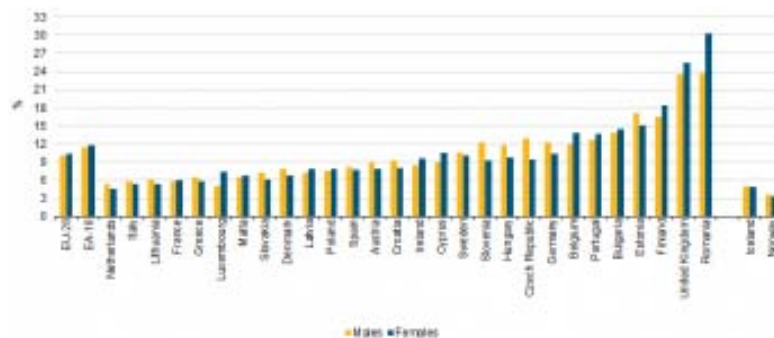
points in Greece to +3.5 percentage points in Ireland. The youth unemployment rate in the EU-28 was more than double the overall unemployment rate in 2014. At 22.2 %, more than one out of every five young persons in the labour force was not employed, but looking and available for a job. In the Euro area, the youth unemployment rate was even higher at 23.8 %. The unemployment rate among young persons was higher than the rate for those aged between 25 and 74 in all Member States. In Spain (53.2 %), Greece (52.4 %), Croatia (45.5 %), Italy (42.7 %), Cyprus (35.9 %) and Portugal (34.7 %) youth unemployment rates were particularly high. Germany (7.7 %) was the only Member State with a youth unemployment rate below 10 %.

Unemployment rate 2003-2014 (%)

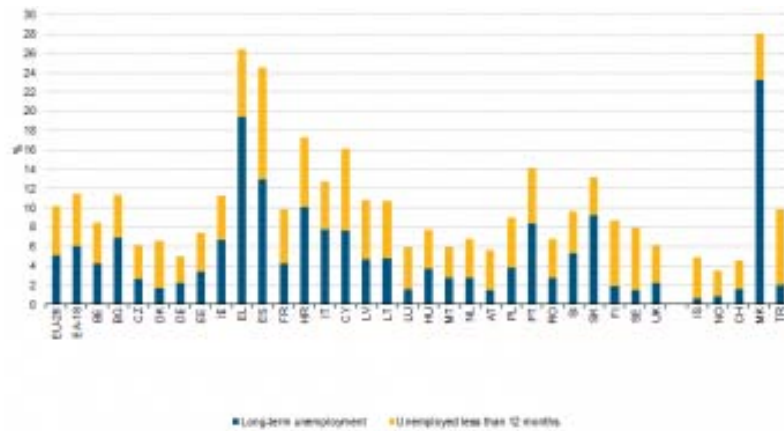
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EU-28	9.2	9.3	9.0	8.2	7.2	7.0	9.0	9.6	9.7	10.5	10.9	10.2
Euro area	8.9	9.1	9.0	8.4	7.5	7.6	9.5	10.0	10.1	11.3	12.0	11.6
Belgium	8.2	8.4	8.5	8.3	7.5	7.0	7.9	8.3	7.2	7.6	8.4	8.5
Bulgaria	13.7	12.1	10.1	9.0	6.9	5.6	6.8	10.3	11.3	12.3	13.0	11.4
Czech Republic	7.8	8.3	7.9	7.1	5.3	4.4	6.7	7.3	6.7	7.0	7.0	6.1
Denmark	5.4	5.5	4.8	3.9	3.8	3.4	6.0	7.5	7.6	7.5	7.0	6.6
Germany	9.7	10.4	11.2	10.1	8.5	7.4	7.6	7.0	5.8	5.4	5.2	5.0
Estonia	10.3	10.1	8.0	5.9	4.6	5.5	13.5	16.7	12.3	10.0	8.6	7.4
Ireland	4.6	4.5	4.4	4.5	4.7	6.4	12.0	13.9	14.7	14.7	13.1	11.3
Greece	9.7	10.6	10.0	9.0	8.4	7.8	9.6	12.7	17.9	24.5	27.5	26.5
Spain	11.5	11.0	9.2	8.5	8.2	11.3	17.9	19.9	21.4	24.8	26.1	24.5
France	8.6	8.9	8.9	8.8	8.0	7.4	9.1	9.3	9.2	9.8	10.3	10.3
Croatia	14.2	13.9	13.0	11.6	9.9	8.6	9.2	11.7	13.7	16.0	17.3	17.3
Italy	8.4	8.0	7.7	6.8	6.1	6.7	7.7	8.4	8.4	10.7	12.1	12.7
Cyprus	4.1	4.6	5.3	4.6	3.9	3.7	5.4	6.3	7.9	11.9	15.9	16.1
Latvia	11.6	11.7	10.0	7.0	6.1	7.7	17.5	19.5	16.2	15.0	11.9	10.8
Lithuania	12.4	10.9	8.3	5.8	4.3	5.8	13.8	17.8	15.4	13.4	11.8	10.7
Luxembourg	3.8	5.0	4.6	4.6	4.2	4.9	5.1	4.6	4.8	5.1	5.9	5.9
Hungary	5.8	6.1	7.2	7.5	7.4	7.8	10.0	11.2	11.0	11.0	10.2	7.7
Malta	7.7	7.2	6.9	6.8	6.5	6.0	6.9	6.9	6.4	6.3	6.4	5.9
Netherlands	4.8	5.7	5.9	5.0	4.2	3.7	4.4	5.0	5.0	5.8	7.3	7.4
Austria	4.8	5.5	5.6	5.3	4.9	4.1	5.3	4.8	4.6	4.9	5.4	5.6
Poland	19.8	19.1	17.9	13.9	9.6	7.1	8.1	9.7	9.7	10.1	10.3	9.0
Portugal	7.4	7.8	8.8	8.9	9.1	8.8	10.7	12.0	12.9	15.8	16.4	14.1
Romania	7.7	8.0	7.1	7.2	6.4	5.6	6.5	7.0	7.2	6.8	7.1	6.8
Slovenia	6.7	6.3	6.5	6.0	4.9	4.4	5.9	7.3	8.2	8.9	10.1	9.7
Slovakia	17.7	18.4	16.4	13.5	11.2	9.6	12.1	14.5	13.7	14.0	14.2	13.2
Finland	9.0	8.8	8.4	7.7	6.9	6.4	8.2	8.4	7.8	7.7	8.2	8.7
Sweden	6.6	7.4	7.7	7.1	6.1	6.2	8.3	8.6	7.8	8.0	8.0	7.9
United Kingdom	5.0	4.7	4.8	5.4	5.3	5.6	7.6	7.8	8.1	7.9	7.6	6.1
Iceland	3.3	3.1	2.6	2.9	2.3	3.0	7.2	7.6	7.1	6.0	5.4	5.0
Norway	4.2	4.3	4.5	3.4	2.5	2.5	3.2	3.6	3.3	3.2	3.5	3.5
Turkey	..	..	9.5	9.0	9.1	10.0	13.0	11.1	9.1	8.4	9.0	9.9
United States	6.0	5.5	5.1	4.6	4.6	5.8	9.3	9.6	8.9	8.1	7.4	6.2
Japan	5.3	4.7	4.4	4.1	3.8	4.0	5.1	5.0	4.6	4.3	4.0	3.6

Data not available

Unemployment rates, 2014, ranked on the average of male and female (%)



Unemployment rates by duration, 2014 (%)



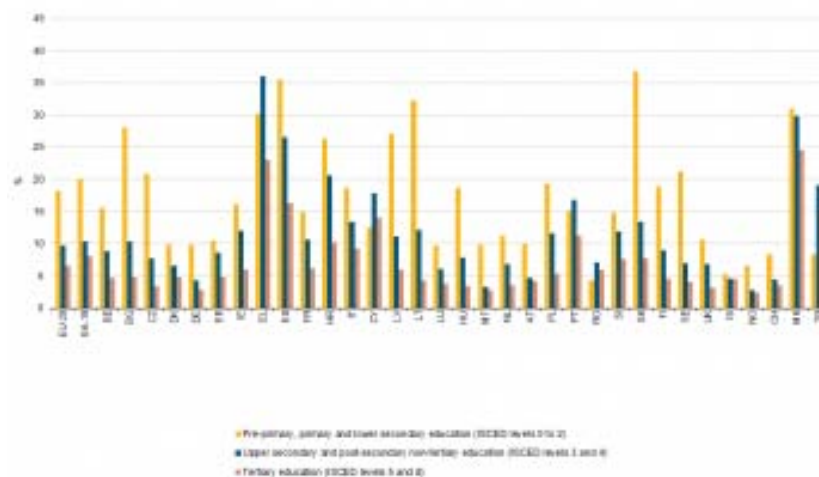
Unemployment rates by age and gender, 2007-2014 (%)

	Male		Female		< 25 years	25-74 years
	2007	2014	2007	2014	2014	2014
EU-28	6.6	10.1	7.9	10.3	22.2	9.0
Euro area	6.7	11.5	8.6	11.8	23.8	10.4
Belgium	6.7	9.0	8.5	7.9	23.2	7.3
Bulgaria	6.5	12.3	7.4	10.4	23.8	10.7
Czech Republic	4.2	5.1	6.7	7.4	15.9	5.4
Denmark	3.4	6.4	4.2	6.8	12.6	5.5
Germany	8.4	5.3	8.7	4.6	7.7	4.7
Estonia	5.4	7.9	3.8	6.8	15.0	6.7
Ireland	5.0	12.9	4.3	9.4	23.9	10.0
Greece	5.3	23.7	12.9	30.2	52.4	24.8
Spain	6.4	23.8	10.7	25.4	53.2	22.3
France	7.6	10.5	6.5	10.1	24.1	8.6
Croatia	8.8	16.5	11.4	18.3	45.5	14.6
Italy	4.9	11.9	7.8	13.8	42.7	10.6
Cyprus	3.4	17.1	4.6	15.1	35.9	14.0
Latvia	6.5	11.8	5.6	9.8	19.6	10.0
Lithuania	4.2	12.2	4.3	9.2	19.3	9.9
Luxembourg	3.4	5.9	5.1	6.0	21.2	5.0
Hungary	7.1	7.6	7.7	7.9	20.4	6.7
Malta	5.8	6.2	7.9	5.4	11.8	4.8
Netherlands	3.3	7.2	5.2	7.8	12.7	6.5
Austria	4.5	5.9	5.3	5.4	10.3	4.9
Poland	9.0	6.5	10.3	9.6	23.9	7.7
Portugal	8.7	13.8	9.6	14.5	34.7	12.5
Romania	7.2	7.3	5.2	6.1	24.0	5.5
Slovenia	4.0	9.0	5.9	10.6	20.2	6.9
Slovakia	10.0	12.8	12.8	13.6	29.7	11.8
Finland	6.5	9.3	7.2	8.0	20.5	7.0
Sweden	5.9	6.2	6.5	7.7	22.9	5.7
United Kingdom	5.5	6.4	5.0	5.8	16.9	4.4
Iceland	2.3	5.1	2.3	4.9	10.0	3.9
Norway	2.6	3.7	2.5	3.3	7.9	2.6
Turkey	-	-	-	-	18.0	8.3
United States	4.7	6.3	4.5	6.1	13.4	5.0
Japan	3.9	3.8	3.7	3.4	6.3	3.3

Unemployment rates, EU-28, 2005-2014 (%)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Male	8.4	7.6	6.6	6.6	9.0	9.7	9.6	10.4	10.8	10.1
Female	9.8	9.0	7.9	7.5	8.9	9.6	9.8	10.5	10.9	10.3
Less than 25 years	19.0	17.7	15.9	15.9	20.3	21.4	21.7	23.3	23.7	22.2
Between 25 and 74 years	7.7	7.0	6.1	5.9	7.6	8.3	8.3	9.1	9.5	9.0
Long-term unemployment rate	4.1	3.7	3.1	2.6	3.0	3.9	4.2	4.7	5.2	5.1
Male	3.8	3.5	2.9	2.4	2.9	3.9	4.2	4.7	5.2	5.1
Female	4.5	4.1	3.4	2.8	3.1	3.8	4.1	4.7	5.1	5.1
Very long-term unemployment rate	2.4	2.2	1.9	1.5	1.6	1.8	2.2	2.6	2.9	3.1

Unemployment rates (among persons aged 25-64 years) by level of educational attainment, 2014 (%)



Educational qualifications are still the best insurance against unemployment, which clearly increases the lower the level of education attained. The average unemployment rate in the EU-28 for those aged between 25 and 64 having attained at most a lower secondary education was 18.2 %, much higher than the rate of unemployment for those that had obtained a tertiary education qualification (6.6 %).

Description and analysis of the target groups in the project

All activities must be adapted to be customized to the needs of the target group when working with adults at risk of social exclusion. Most activities may not fit completely the profile of participants. Before the activity is carried out, the specific needs of the target group must be analysed.

In Up-skilling Project we have 5 groups of adults suffering or at risk of social exclusion. During the research we noticed that some of the problems are the same in each group, for example: lack of trust in others and lack of self-esteem, lack of language skills. Below we analyse the needs of all groups:

Immigrants

There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers. The scope and level of perceived barriers depends on previous experiences in domestic and international labour markets. Immigrants express huge training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market. Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training), personal abilities, presentation, communication, job searching, labour market systems and regulations, evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business).

There is a group which definitely wants to take training regardless of the subject. They are the first segment to whom training can be targeted. The basic characteristic of the group is as follows: they are less satisfied with their current job than average and more often believe that their job does not correspond to their level of education. They more often than average meet difficulties on labour market. They have less knowledge than average about where to find information about training. What seems to be the case in this group is the need for well targeted information. The message should stress that completion of the training increases the possibility of possessing better, more satisfying jobs which are more appropriate to one's education. There is also a group who do not have jobs. Surprisingly, among this group no stronger perception of barriers on labour market can be observed. What is more, among this group no stronger willingness for training can be observed. On the other hand, they do not want training less than average. What seems to be the case in this group is action aimed at realizing the importance of training. The message should stress the possibility of getting a good job after completing the training.

These training needs are similar to those expressed by other young people entering the labour market. However, they are seen differently. They should be planned to overcome barriers; lack of social, economic and legal knowledge in terms of living in foreign country. Summarizing the willingness to participate in training, it should be stated that immigrants generally want to participate in different training. They have their preferences, but the idea itself about training is rather important to them.

General conclusion about this segment: Unemployment does not seem to be a strong enough motivator for taking training. In other words, not having a job is not a sufficient argument to undertake training. Some other aspects have to be taken into consideration. This is, however, an important segment for training. Interestingly,

the training needs of immigrants and perceived barriers seem to be similar, and do not depend on their nationality and host country, which indicates the possibility to address similar training programs for immigrants in all countries involved. What is common for each module is the fact that potentially interested respondents have less knowledge of where to find information and take training. Therefore, effective channels for reaching the immigrants should be determined. Our research also demonstrates that there is a considerable portion of immigrants who may be interested in entrepreneurship/starting-own-business training.

Adults (over 30 years old) with low qualifications suffering from long term unemployment

Based on data from the completed project "50+ mature, need, competent, in which the WIOSNA Association acted as Lead Partner, emerge the following problems characterized by a person from this group: 50+ people long-term unemployed characterized by, inter alia: unhappiness and loneliness, loss of security, indecision and lack of patience in difficult situations, a sense of losing individuality and values (often hand in hand with depression) and the conflict between the expected and the real vision of self lead to negative self-esteem. On the other hand, those who remain long-term unemployed have a high opinion of their own qualifications, and experience difficulties in objective self-assessment; this dominates their behaviour, which is reactive over proactive, they are characterized by a low level of motivation and activity in search of employment, risk aversion and fear of change in their life situation. Persons 50+, as it would appear from the experience of trainers and advisers are often wary in their attitude towards any kind of support. Finally, another problem is the existing stereotypes, also autostereotypes functioning within the group. The following statements by the representatives of this group are typical: "I am not good for this work – they have got a high requires", "It's not for me," "I am too old – here is a lot of younger people, who can do it"; Based on the experience gained on the other project we have diagnosed the following barriers:

- **Educational** - low skills associated with the level of education (education is dominated by basic or lower); experience and qualifications (although long) are usually outdated or inadequate for the needs of the labour market
- **Economics** - the difficulty in finding a job (over a longer period of time) is distributed generally to financial difficulties
- **Psychological** - People 50 + have low motivation to take up the activity, low self-esteem or lack of proactive attitude
- **Health** - Persons 50 + relatively more often than younger people are receiving medical care; Moreover, there are limitations in various types of work (e.g. Work in the construction industry) connected with health
- **Social** - In addition to the abovementioned problems related to functioning in society stereotypes person 50+ as a fully-fledged employee, there is the problem of low social competence (soft skills) essential in the workplace or, finally, the low mobility of this group.

Needs and expectations of 50+

Through our research and experience you can indicate some needs and expectations of the people. The first is to gain experience and improve the professional competence through the trainee or training. It will be hard to reactivate persons 50+ without it. Another is the need for complementary actions aimed at improving qualifications and social skills (group meetings in inspirational form of workshops), which allow our participants to gain confidence and motivate to action. Help in directing career (career counselling) is also one of the

indicated needs of people who want to return to the labour market. And the last one is redirecting at work and in action, individual treatment of each participant (individual counselling, job placement and other elements tailored to the needs of each participant). Through these activities, and assistance in finding jobs tailored to the abilities of the participants a large proportion of people over 50 will have a chance to return to the labour market and avoid social exclusion.

NEETs* and Young adults (18 to 30 years old) with low qualifications suffering from long term unemployment

*Not in Education, Employment or Training' is particularly applicable as a social under-class lacking drive, motivation or ambition. In part this is due to poverty and lack of opportunity. The term NEET is used to describe young people who are not engaged in any form of employment, education or training. The term has come into the policy debate in recent years due to the disproportionate impact of the recession on young people (under 30 years old). The unemployment rate for those under thirty is nearly double the average rate. In 2011, some 14 million young people under the age of 30 years were not in employment, education or training across the EU as a whole. However, rates vary widely from around 5.5% of 15-24 year olds in the Netherlands to 22.7% in Italy.

Due to the fact that the needs of people referred to as NEET and young adults are very similar, we decided to combine the two groups and present their situation. Among this category of people there are two groups in a special situation on the labour market (long-term unemployed and people with disabilities):

Vocational school graduates who do not continue their education

In this case unemployment and inactivity affects a large percentage of graduates. Most of the time NEETs are people who were trained in basic vocational and post-secondary school, i.e. schools after which young people often choose to work. Among those who wanted only work after high school NEET's participation was the highest, which clearly indicates that youths who too narrowly orient their plans in the event of failure often go to the NEET category. Among the graduates of vocational schools, NEETs are much more often: women, people at vocational schools and post-secondary schools, persons who have completed their education in tourist and catering services, agro-processing, people from rural areas, people who have not passed the end of school exam, living in medium-sized cities and villages and people whose father had primary education.

Among those people that can be classified as inactive a common cause of not taking efforts to find work were issues not directly related with the situation on the labour market, but also with child care, attending to the house or pregnancy.

Graduates, economically inactive and continuing education / training

This group includes 1/3 of all graduates. According to data the unemployment rate in December 2014 in Poland was up 22.6%, which was nearly 3 times higher than the total unemployment rate in Poland (8.0%) and in the EU (21.4%). Graduates looking for a job do not have a significant advantage over those with secondary education. The percentage of job seekers and the structure of the employed due to the form of employment are very similar in both groups. Also, mode of study and type of schools do not have a strong influence on the probability of employment. A specific category of unemployed with higher education are people 27 y.o. Their specific situation include inter alia: numerous mental tensions, an attitude of resignation and social alienation,

inability to plan/poor time management, the feeling of being useless, the phenomenon of learned helplessness, poor concentration of attention and orientation in reality, and the deterioration of mental health (welfare).

Needs, expectations and obstacles

The internally diverse population of young adults and NEETs have a number of specific needs, expectations and barriers.

Expectations are: the development of language skills, work experience, improving professional skills - a valuable internship with clear targets and principles of cooperation, with the ability to face challenges, learn, develop and implement ideas ("Not making coffee!"), Implementation and monitoring (mentor/guardian placement on site), feedback on the placement, redirecting the work and internship, equal treatment with other workers, help in adapting, friendly atmosphere, tolerance; changing environment, intercultural integration, new growth opportunities.

Obstacles and barriers: lack of work experience (practice, internships), lack of jobs in the profession, not enough jobs, you often have to take a job below expectations just to have an income, employers expect a lot of experience/specialist courses immediately after graduation, low wages, incompetent job search, the lack of fluent foreign language, a lack of faith in their own abilities.

Little or no work experience and competencies tailored to the needs of the labour market are universal weakness of young people. In this group there are a number of problems specific to groups covered by the assistance in this project. With respect to the above-mentioned groups, there is a high demand/expectation for social programs and professional integration of the young adult and NEET with particular emphasis on activities such as:

- organization of training courses for further education, which would be tailored to the requirements of a particular employer (apprenticeship training in the workplace)
- meetings with a professional counsellor who will treat each person individually, and show interest in her progress in job search
- activating training - help with the paperwork required for employment, psychological training
- organization of training courses to enable interested parties to familiarize themselves with the process of the interview and contact with the employer
- organization of internships and apprenticeships, national and international enabling change of working environment, gain the necessary experience.

Disabled people with low qualifications suffering from long term unemployment

Based on the analysis of barriers, problems of persons with disabilities, research, in-depth interviews with a group of ultimate beneficiaries of previous projects in our Association and the evaluation reports and expertise of the projects, people from the target group indicated as key needs and expectations:

- Psychological support (reducing anxiety), to help raise self-esteem, eliminating the feeling of marginality and exclusion in social relations
- Help in finding themselves in the labour market, training to develop an action plan - help in preparing application documents to the job interview, job search
- Work experience in an internship and improving competence/professional qualifications (specialized training, workshops with support of key competences)

- Training in computer skills (low competence in this area)
- Practical information on legal issues for people with disabilities.

On the basis of the above-mentioned analysis of the needs/expectations, the best solution for this target group would be the following:

- Support for stimulating motivation, independence and activity of the participants (including individual consultation with the volunteer – specialist workshops on motivation and self-consciousness)
- Vocational counselling, psychological support and training of key competences, specialized training (new skills / competencies)
- Group meetings, a space for the exchange of concerns, as well as to inspire to action and seeking solutions, creation of new ideas.

An important aspect when it comes to motivation and self-esteem of people with disabilities is also a factor related with the other person. Often people with disabilities are not accepted by the rest of society. This is one of the reasons that leads persons with disabilities to low motivation and low evaluation of their work, skills, and competences. Especially in this group, it is important to show them how to recognize personal achievements, how to live in a society, where to find help and how to react in difficult situations. Important for this group of customers is also paying attention to the education of the public, who are not directly involved in relationships with people with disabilities, but their opinion has an impact on the self-perception of people with disabilities.

The rules and tips of recruitment and selection of project participants

The main purpose of the activities undertaken within the framework of recruitment and selection is to obtain participants in the project with appropriate potential, understood as a result of such elements as:

a) predisposition to develop key competences:

- Communication in foreign languages
- Mathematical competence and basic competences in science and technology competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

b) High motivation to participate in the project, break down barriers, and develop professionally,

c) The values on which candidate bases his life (priorities in life)

The tools used in the process of obtaining the participant

a) an initial questionnaire for the formal criteria

- name and surname
- age
- gender
- education
- confirm unemployed status
- brief description of why a person is at risk of social exclusion
- contact details

b) Curriculum Vitae of participant (a brief account of a person's education, qualifications, and previous experience, typically sent with a job application)

c) interview questionnaire consisting of 12 questions (Appendix 1)

The course of the meeting recruitment

An interview is recommended with elements of "methods competence" (behavioral) consisting of a structured interview focused on real-life situations. During the meeting, the candidate shall be asked questions aimed at checking whether the candidate was in the past in situations and demonstrated competencies and qualities required from the project participants.

The conversation is carried out with the help of an interview questionnaire (Appendix 1), taking into account the information contained in the candidate's CV, however, should be of a true encounter with another human being, in which both parties will have the chance to learn enough to be able to jointly decide whether the actions planned in the project are able to really respond to the needs and situation of a particular participant.

The interviewers should refer to the actual situation. In this way we can gain valuable information about the attitude of the candidate in the daily work of the initiative, motivation and commitment. Descriptions of specific situations will also show its attitude towards difficulties. Remember that the questionnaire is a tool and should not dominate the meeting. Please read tools and CV of the candidate before the meeting and note the additional questions that we would like to ask him and issues to deepen.

Tips for running an interview:

- Express your sincere desire to know a candidate
- Keep a friendly atmosphere during the interview
- Refer to materials /application form, CV, other
- Listen actively and follow the candidate

The method of asking questions:

a) ask the candidate questions about the situations of his past life, ask for specific examples of situations in which the candidate showed a certain competence; correct questions begin with: What did you ...? What happened ...?, and incorrect questions usually begin with the phrase: What is your opinion ...?, do you think ...?

b) ask mainly open questions that lead candidate to speak.

In response, the candidate may present facts and information, describe the situations, express feelings.

c) avoid suggesting answers to questions or expressing assumptions about the existing situation, because this encourages the candidate to give short answers "yes" or "no" (e.g. For sure ... you prefer, right?).

d) Be patient in silence, and when silence lasts too long, stop it naturally, say that you can return to the question later, ask if you need more time to consider whether he wants to go further, if the question is clear).

e) Keep control (including time) over the course of the interview. If a candidate deviates from the topic, with questions you can steer it to an interesting question.

f) The structure of interview should be 'funnel - from general to specific ": at the beginning asking open questions, and only at the end - closed questions, particularly regarding the specifics of the application.

g) At the end of the interview: ask for questions about the project - briefly and concretely answered, thank for the meeting, inform about further stages of the recruitment process.

Criteria for selecting participants for a learning mobility

Unlike other workshop activities, in a learning mobility participants live a full immersion in a different geographical and cultural context and with different people they might not have known before. Also, there will be no opportunity for participants to return to their 'personal space' or 'comfort zone' until the end of the activities. Participants therefore, before joining the project, must be made aware of the difficulties they will meet, and the organization must be able to assess whether the participant is ready and prepared to deal with such an experience.

The organization, before accepting the accession of a candidate should:

1. conduct an individual interview to understand the adaptability of each participant
2. organize a group meeting with all the candidates aimed at checking the interactional capacities/difficulties within the group.

The individual interview is to explain the type of activities, the location they will take place at, the modalities, rules of coexistence, organizational rules. More specifically:

- Explain in detail the type of activities that will take place, the accommodation and the other venues, the general conditions of the country/place of destination.
- Check the willingness of participants to adapt to living with a group of people who may have different needs, and understand and foresee what difficulties they might have.
- Agree on the willingness to accept any change that could arise along the way and to adapt to different and unpredictable contingencies
- Agree on the need to have a proactive and not recriminating approach in case of any change
- Know that the organization is not responsible for improper behaviour towards them and their inappropriate behaviour towards others.
- Know that the organization may decide, at any time, with justified reasons, to remove from the group any person who does not respect the rules of coexistence and cooperation for the success of the project
- Declare if there is any kind of impediment or physical, mental or psychological obstacle that may impede the activities (in order to see which changes must be applied in order to guarantee everyone's full participation)
- Be available to sign a contract that clarifies the points listed above

In the group meeting participants are encouraged to listen, to build relationships and cooperation within the group. The goal is to assess whether there are people with evident difficulties in interacting with others and in carrying out their tasks. Examples of group tasks may be:

- Organize a trip/visit together
- Prepare and have a lunch together, if a kitchen is available
- Play board games together
- Play one or more games of relations and cooperation which can be found easily on the internet and social networks:

<http://www.youthwork-practice.com/games/cooperation-games.html>

<http://www.peacefirst.org/digitalactivitycenter/resources/search>

<http://www.refreshleadership.com/index.php/2012/08/quick-games-engage-employees-work/>

Sources

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<http://www.eurofound.europa.eu/emcc/labourmarket/youthinfographic>

http://www.euro.centre.org/data/1201610451_25081.pdf

http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Appendix 1 Questions for an interview questionnaire recruitment	
1. Answer the question: Who am I?	Objective: The question introduces participant in the conversation, which also shows a diagram which candidate is guided by the self-assessment (eg. I am disabled)
2. How did you find out about the project?	Objective: The question discovers the sources from which participants acquired information about the project
3. Discuss your strengths/weaknesses (if this question is problematic, you can ask the participant about what he likes to do, in what types of activities he feels the best, you can refer to the 7 key competences)	Objective: This question helps to know better participant in terms of the level of key competences
4. What is the biggest challenge that you have faced in life so far?	Objective: The question to help better understand the individuality of the participant's ability and motivation to cross barriers
5. Question of the relevant barriers (health, mental, psychosocial, educational, others depending on the individual situation of the participant. In the assessment of barriers to the importance of having the same observation and conclusions of the entire course of an interview)	Objective: The diagnosis of barriers and the needs of the participant
6. What steps has the participant taken to change their situation? (e.g. I am looking for work, or took part in other projects, courses)	Objective: The question diagnoses the level of involvement of the participant and the desire to change their situation and the level of agency.
7. What would have to happen for the situation to improve/change? a) How important is it for you to work (return to work) on a scale of 1-10? b) How confident are you that if you seek work you will succeed? On a scale of 0-10? c) How do you evaluate your commitment and willingness to work? On a scale of 0-10?	Objective: Question No 7 helps diagnose how the participant has a sense of what is need to change their situation, the level of self-confidence and faith in their own abilities. Additional questions a-c diagnose the psychological attitude of the participant, the level of self-confidence, willingness to take up employment.
8. Presentation of the main activities and objectives of the project. Expectations for the project.	Purpose: to provide basic information about the project, the diagnosis of expectations in relation to the project.
9. What can you bring to the project? How do you see the project?	Obiettivo: La domanda aiuta a determinare il ruolo dei partecipanti e la loro visione del progetto.

CHAPTER 04

Workshops

Duration: 72 hrs

UNIT 1: BASIC DIGITAL SKILLS	60
UNIT 2: INTERMEDIATE DIGITAL SKILLS	167
UNIT 3: ADVANCE DIGITAL SKILLS	223

INSTRUCTIONS ON THE USE OF CHAPTER 4 OF THE ICT TOOLKIT

We strongly recommend trainers to have a projector in order to project their computer screen on a larger screen for learners to follow all the steps.

For each activity, a Google Slide presentation will be available to download with larger pictures from the screenshots to be projected on the screen.

You can read to the learners all the Information/instructions which are not in italic. All the text in italic is for the trainer/teacher only.

Each exercise will include the detailed steps to execute the tasks as well as screenshots to illustrate the steps.

Trainers/teachers can project the screenshots when needed to illustrate in detail the steps. Whenever deemed necessary, trainers/teachers can execute the task on his/her computer (with a projector) so that learners can also see the results on the screen projected.

UNIT 1: BASIC DIGITAL SKILLS

This unit is dedicated to developing basic digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills to meet the demands of everyday simple tasks (e.g. how to use a computer and other digital media to find information on employment and/or learning opportunities).

Competences delivered by this unit:

At the end of this unit, participants will be able to:

- Manage a basic use of a computer independently.
- Use a search engine to look for information, tutorials and work opportunities independently.
- Manage a basic use of Gmail independently.
- Manage a basic use of Google Drive independently.
- Manage a basic use of Blogger independently.
- Manage a basic use of Facebook independently.

PART 1: INTRODUCTION TO COMPUTERS331 min.
5,52 hrs**Lesson Draft****Duration****Activity 1: Introduction to computers - How to use them?****130
min.**

Activity 1 - slides:

<https://docs.google.com/presentation/d/1uV3jleM74bEXVnz7Z3g0mvgCeTju1yWlt1aLa5OQEfQ/edit?usp=sharing>

Exercise 1: Introduction to ICT**1: Computer**

D: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions.



After 2 minutes, if you think learners need further information, you can complement with the following definition

Device to process information and to communicate.

2: Central Processing Unit (CPU)

D: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions.



After 2 minutes, if you think learners need further information, you can complement with the following definition:

It's the brain of the computer, receiving, processing and distributing all the information received from the other parts of the computer.

3: Monitor

D: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions. *

After 2 minutes, if you think learners need further information, you can complement with the following definition:

It is the screen on which the Central Processing Unit projects the image it has generated from the information received.

4: Keyboard

D: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions.



After 2 minutes, if you think learners need further information, you can complement with the following definition:

The keyboard is the most commonly used device for direct (human) input of alphanumeric data into computers. A keyboard is a typewriter-style device with an arrangement of buttons or keys. It typically has characters engraved or printed on the keys and each press of a key typically corresponds to a single written symbol. However, to produce some symbols requires pressing and holding several keys simultaneously or in sequence. While most keyboard keys produce letters, numbers or signs (characters), other keys or simultaneous key presses can produce actions or execute computer commands.

(https://en.wikipedia.org/wiki/Typewriter#Keyboard_layouts: .22QWERTY.22 and others)

5: Mouse

D: What is this? Do you know what it's for?

2 min.

Give to the learners 2 minutes to answer the two questions. *

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A computer mouse is an input pointing device that is most often used with a personal computer. Moving a mouse along a flat surface can move the on-screen cursor to different items on the screen. Items can be moved or selected by pressing the mouse buttons (called clicking).

It is called a computer mouse because of the wire that connects the mouse to the computer. The people who designed the first computer mice thought that it looked like the tail on a mouse. Today, many computer mice use wireless technology and have no wire.

(https://simple.wikipedia.org/wiki/Computer_mouse#cite_note-1)

6: Laptop

D: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions.



After 2 minutes, if you think learners need further information, you can complement with the following definition

Portable computer: This mean that the Central Processing Unit, monitor, keyboard and pointing device are all in one unit. The pointing device is not a mouse but you can attach a mouse to your laptop as you would to a normal computer.

7: Touchpad

D: What is inside the white box? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions



After 2 minutes, if you think learners need further information, you can complement with the following definition

The touchpad is an input pointing device which plays the same role as a mouse. Fingers move over a tactile sensor to move the cursor on the screen in the same way as the hand would move the mouse. It is the pointing device which is usually integrated on a laptop.

Do you know what the following elements are?

8: Desktop

D: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions



After 2 minutes, if you think learners need further information, you can complement with the following definition

A desktop environment is a location on a personal computer that helps the user get around on the computer. The desktop itself is a place in the operating system used for short cuts to computer files and folders on the hard drive. Computer icons (small pictures) are used to represent files/folders. Clicking these icons will open or start a folder or program. The desktop is the area where the start menu is if the computer has a start menu.

Usually the desktop is the main screen on the computer. If no programs or folders are open, the computer will display the desktop.

https://simple.wikipedia.org/wiki/Desktop_environment

9: Hard Drive

D: Do you know what a Hard Drive or Hard Disk is? Do you know what it's for?

Give to the learners 2 minutes to answer the two questions.

After 2 minutes, if you think learners need further information, you can complement with the following definition

It is the device inside the Central Processing Unit that serves as the memory of the computer where all the information is stored and can be found.

10: Operating System

D: What is an Operating System? Q: Do you know what it's for?

Give to the learners 2 minutes to answer the two questions.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

An operating system (also called an OS) is a piece of software that is needed to run the programs on a computer or a mobile device.

https://simple.wikipedia.org/wiki/Operating_system

The OS takes care of the management on your computer, linking hardware with software.

Depending on your Operating System on your device (computer, laptop, mobile phone, tablet...) the presentation will be different.

Most of the images for this toolkit are from a computer using Windows 7 Operating System. if you have a different Operating System, the presentation can be different.

D: Do you know examples of Operating System?

Give to the learners 2 minutes to answer the question.

A: Linux, Microsoft Windows, Android (The Operating system for mobile devices from Google), IOS (The Operating system for Apple mobile devices: iPhone, iPad...)

11: Hardware

D: What is the hardware of a computer? Q: Do you know what it's for?

Give to the learners 2 minutes to answer the questions.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

Computer hardware or hardware means the physical parts that make up a computer

https://simple.wikipedia.org/wiki/Computer_hardware.

Some hardware is inside the Central Processing Unit and therefore are hidden from sight, others like the mouse are visible and can easily be touched.

A hardware device needs a software to tell it what to do. Without a software, the hardware cannot be used.

Q: Do you know examples of hardware?

Give to the learners 2 minutes to answer the question.

A: Hard drive, USB drive, external hard drive, mouse, monitor, keyboard...

12: Software

D: What is the software of a computer? Q: Do you know what it's for?

Give to the learners 2 minutes to answer the questions.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

Computer software or software is any set of machine-readable instructions that directs a computer's processor to perform specific operations.

Computer hardware and software require each other and neither can be realistically used without the other. Using a musical analogy, hardware is like a musical instrument and software is like the notes played on that instrument.

<https://en.wikipedia.org/wiki/Software>

D: Do you know examples of Software?

Give to the learners 2 minutes to answer the question.

A: Windows 7 Operating system, Microsoft Word processor, Internet Explorer...

13: Computer File

D: What is a computer file? Q: Do you know what it's for?

Give to the learners 2 minutes to answer the questions.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

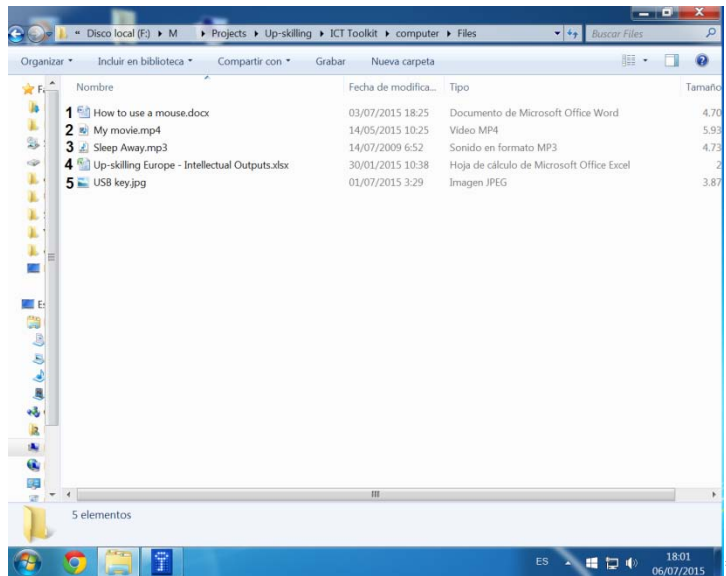
A computer file is a mean to store information that belongs together. Computer files can be opened (read and written) by computer programs. Usually they are stored on some kind of file system.

There are different kinds of computer files that hold different kinds of data (information): Text files, Audio files (e.g. for songs, voice recordings), Video files (e.g. for movies), Images (pictures), Other binary data.

https://simple.wikipedia.org/wiki/Computer_file

D: Can you identify the different examples of computer file on this picture?

Give to the learners 2 minutes to answer the questions.



After 2 minutes, you can give the answer:

- 1- Word document
- 2- A video file (a short movie)
- 3- An audio file (A song)
- 4- A Microsoft Excel File (spreadsheet)
- 5- An image (picture)

14: Folder

D: What are these?

A: Computer folder

Q: Do you know what they are for?

Give to the learners 2 minutes to answer the question.



After 2 minutes, if you think learners need further information, you can complement with the following definition:

Computer folders are a way of organising your computer files on your hard-drive. This is the same as organising your belongings in boxes in real life. For example, you can create a box (folder) for your music where you put all your songs together just like you would put all your CD's in one box.

However, on a computer you can create smaller boxes (folders) inside a large box (folder). For

example, you can have a large box (folder) named My Music and inside smaller boxes (folders) organised by types of music: Classic, Jazz, Hip-Hop...

You can create as many folders inside each folder. Folders can be laid out like a tree. The folders inside folders are like branches and sub-branches off the tree trunk.

([https://simple.wikipedia.org/wiki/Folder_\(computing\)](https://simple.wikipedia.org/wiki/Folder_(computing)))

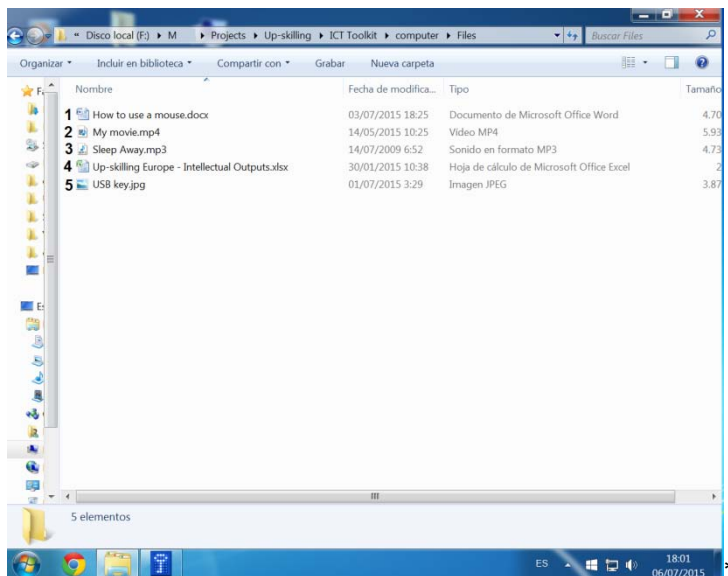
Also, inside each folder you can mix the types of files it contains. As in real life you can have box for all your winter stuff which would contain warm jumpers, scarves, hats, gloves, winter shoes, ... you can do the same with your computer folders.

Folder directory:

Earlier we have shown a picture of a list of computer files. These files were contained in a single folder called files.

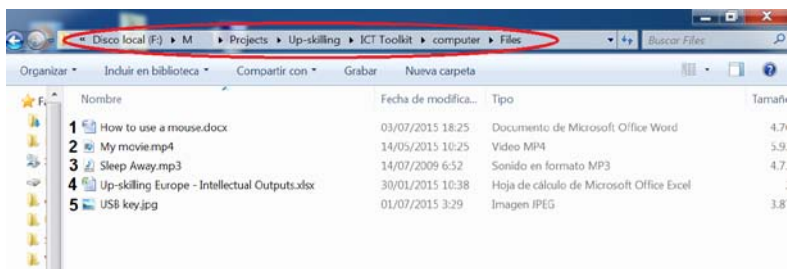
D: Can you tell from this picture where the files are stored on the computer?

Give to the learners 2 minutes to answer the question



After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: You can find where the files are stored on the computer in the top bar



You can follow the directory in the red circle: To find these files on the computer of the person who took that picture the person would have to:

1- Open the Hard Drive named (F:), then

2- Open the folder M

3- Inside the M folder, Open the folder Projects

4- Inside the folder Projects, Open the folder Up-skilling

5- Inside the folder Up-skilling, Open the folder ICT Toolkit

6- Inside the folder ICT Toolkit, Open the folder computer

7- Inside the folder computer, open the folder Files where you would find the 5 computer files.

You can move the folders and the files inside as you wish to organise them.

If the files, folders are on the hard-drive inside your computer/laptop, you will need the same computer/laptop to access them in the future.

15: Icons

D: What is this?



A: They are all examples of Icons

Q: Do you know what they are for?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

An icon is a picture which usually stands for a computer program, computer file, folder, or an action for a program to do.

Icons are used in many places on a computer. The desktop contains icons as shortcuts - clicking on these icons opens up the file, folder, or application that they stand for. For example in Microsoft Windows the desktop will often have an icon for the Recycle Bin, and the icon usually looks like a trash can.

Shortcut icons also show up in other places such as folders and the start menu. These icons work the same as on the desktop.

https://simple.wikipedia.org/wiki/Computer_icon

D: Can you tell what these icons on this Desktop are for (white circle)?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:



A: These are the icons of the software currently used by the person on this computer

Q: Can you tell what these icons on this Desktop are for (white circle)?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:



A: These are the icons on the desktop giving a shortcut to some of the software programs installed on this computer.

Extra information: Some of these shortcuts are created by default : for example, the “Trash Can” shortcut (second icon in the third column) comes by default with the Windows operating system and the Skype shortcut is created when Skype is installed on the computer (first icon in the third column). Other shortcut can be added by the user of this computer because they are software he or she uses often and it is convenient to have a shortcut on the desktop.

Q: Can you tell what these icons on this Desktop are for (white circle)?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:



A: These are files icons. This gives a shortcut to the files without having to open the folder in which they are held. (these are the same files as the files seen in the folder directory earlier)

Q: Can you tell what these icons on this Desktop are for (white circle)?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

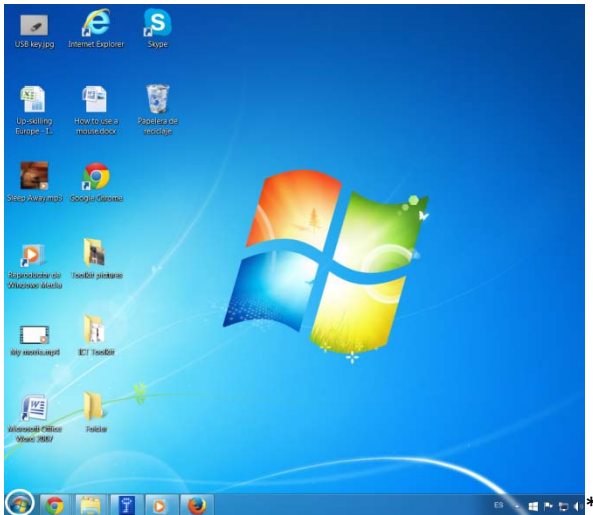


A: These are folder icons. This gives a shortcut to the folder to be able to access it faster or in order not to have to open the folder in which they are held. (Remember a folder can be held in another folder).

16: Start

D: What is the icon in a circle?

Give to the learners 2 minutes to answer the question



After 2 minutes, you can give the answer:

A: It's the icon of the start menu.

Q: Do you know what it's for?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

If you click on this icon, you will access the start menu.

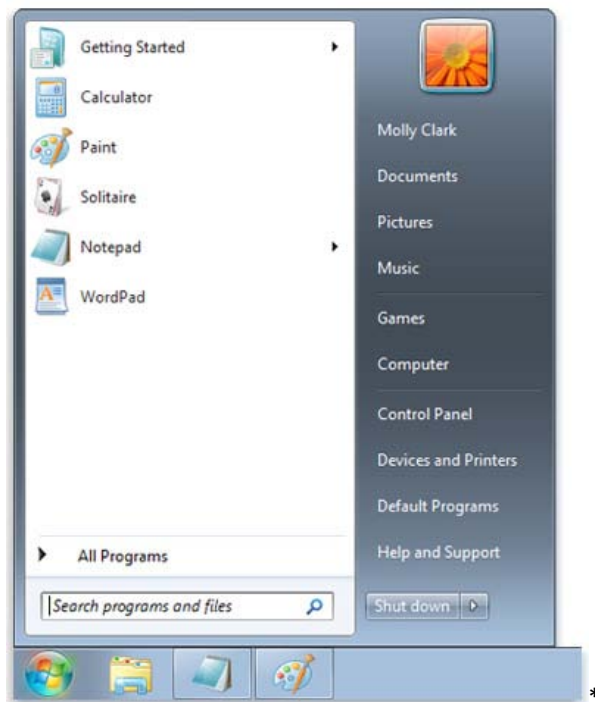
Q: Do you know what the start menu is?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: The Start menu is a user interface element used in Microsoft Windows and in some other operating systems.

Here's an example of a Start menu from Windows 7. A lot of the options in this menu would be available with other operating systems but not all and the presentation will differ.



With the Start menu you can access your computer's programs, folders, and settings. It's called a menu because it provides a list of choices, just as a restaurant menu does. And as "start" implies, it's often the place that you'll go to start or open things.

<http://windows.microsoft.com/en-us/windows/start-menu-overview#1TC=windows-7>

D: What can you use the Start menu for?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: You can use the Start menu to do these common activities:

- Start programs
- Open commonly used folders
- Search for files, folders, and programs
- Adjust computer settings
- Get help with the Windows operating system
- Turn off the computer
- Log off from Windows or switch to a different user account

<http://windows.microsoft.com/en-us/windows/start-menu-overview#1TC=windows-7>

D: Can you tell what the different parts of the Start menu are and what they are for?

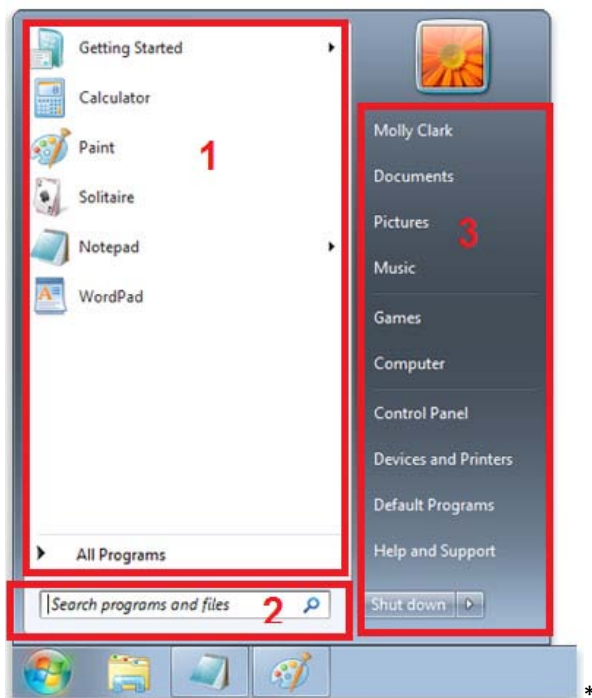
Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: The Start menu has three basic parts:

- The large left panel shows a short list of programs on your computer. Your computer manufacturer can customize this list, so its exact appearance will vary. Clicking All Programs displays a complete list of programs (more on this later).
- At the bottom of the left panel is the search box, which allows you to look for programs and files on your computer by typing in search terms.
- The right panel provides access to commonly used folders, files, settings, and features. It's also where you go to log off from Windows or turn off your computer.

<http://windows.microsoft.com/en-us/windows/start-menu-overview#1TC=windows-7>



D: What's in the right pane (part 3)?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: The right panel of the Start menu contains links to parts of Windows that you're likely to use frequently. Here they are, from top to bottom:

- **Personal folder.** Opens your personal folder, which is named for whoever is currently logged on to Windows. For example, if the current user is Molly Clark, the folder will be named Molly Clark. This folder, in turn, contains user-specific files, including the My Documents, My Music, My Pictures, and My Videos folders.
- **Documents.** Opens the Documents library, where you can access and open text files, spreadsheets, presentations, and other kinds of documents.
- **Pictures.** Opens the Pictures library, where you can access and view digital pictures and graphics files.
- **Music.** Opens the Music library, where you can access and play music and other audio files.

- **Games.** Opens the Games folder, where you can access all of the games on your computer.
- **Computer.** Opens a window where you can access disk drives, cameras, printers, scanners, and other hardware connected to your computer.
- **Control Panel.** Opens Control Panel, where you can customize the appearance and functionality of your computer, install or uninstall programs, set up network connections, and manage user accounts.
- **Devices and Printers.** Opens a window where you can view information about the printer, mouse, and other devices installed on your computer.
- **Default Programs.** Opens a window where you can choose which program you want Windows to use for activities such as web browsing.
- **Help and Support.** Opens Windows Help and Support, where you can browse and search Help topics about using Windows and your computer.

<http://windows.microsoft.com/en-us/windows/start-menu-overview#1TC=windows-7>

17: Physical External data storage

D: What are these? Do you know what they are for?



Give to the learners 2 minutes to answer the question.



After 2 minutes, if you think learners need further information, you can complement with the following definition:

These two devices are two types of physical External data storage. The 1st is a picture of a USB Flash Drive and the second is an external hard drive. Both can be used to store data and can be used to transfer data from one computer/laptop to another device.

The amount of data that you can store depends on the size of the memory of the device.

For example, USB Flash Drives have less memory than an external hard drive.

Q: Do you where you attach your USB Flash Drive or External Hard Drive on your

computer/laptop?

Give to the learners 2 minutes to answer the question. *

A: USB port

You can attach it to any port with this shape and / or with this logo.

Q: Can you give other examples of other Physical External data storage?

Give to the learners 2 minutes to answer the question.

A: CD, DVD, Memory card (the one you can find in a smart phone or picture camera).

18: Printer

Q: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the questions.

After 2 minutes, if you think learners need further information, you can complement with the following definition

A printer is a machine which can be linked to a computer/laptop and enables the user to put on paper what he/she has on the screen.

Q: Do you know the difference between a printer and a scanner?

Give to the learners 2 minutes to answer the questions.

A: While the printer puts on paper what is on the screen, a scanner copies in a computer file a document which is on paper. The computer file can then be viewed on the screen.

Some printers also integrate a scanner. This allows the user to both scan and print.

Exercise 2: Turn on/off the computer

Part 1: Turn on the computer

Q: What is this? Do you know what it's for?

Give to the learners 2 minutes to answer the questions.



After 2 minutes, you can give the answer:

This is the Power button symbol.

Q: Can you find it on your computer/laptop?

Give to the learners 2 minutes to answer the questions.

After 2 minutes, ask if everyone has found it.

Press it once to turn on the computer.

Once your computer is on, a light will appear either next to the power sign or on the power sign itself.



You should also switch on the monitor of the computer until the light is on (unnecessary for laptops).

Once your computer/ laptop is on, the screen will light up.

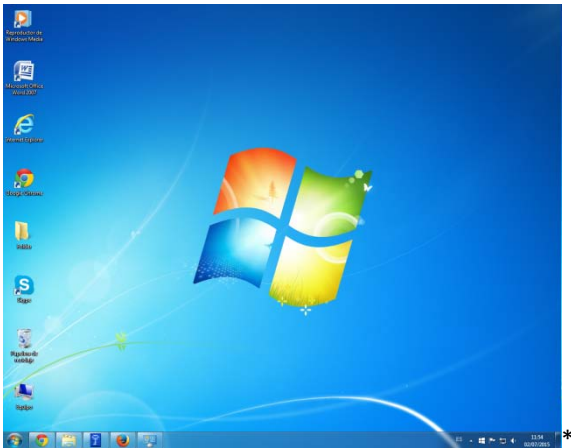
Q:Who has managed to switch on the computer and monitor?

Give to the learners 2 minutes to answer the questions.

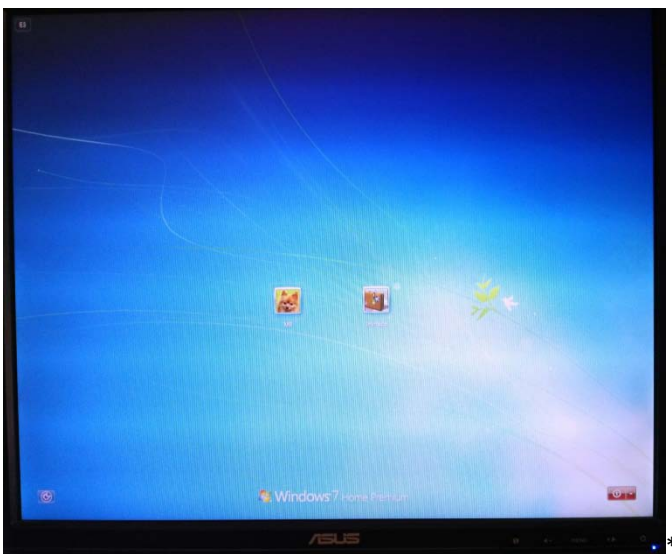


Once your computer is switched on, there are two possible scenarios:

Option one, you go straight to the desktop

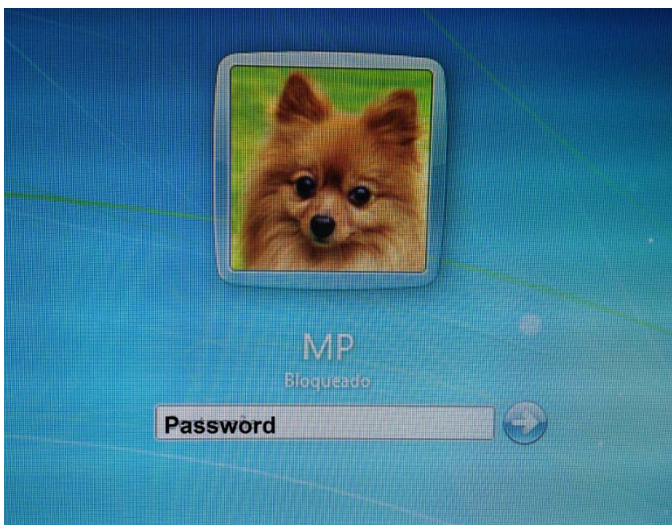


Option two, there are several accounts on the computer and you must select one.



In the case of option 2, give the instructions to the learners on how to log in the right account.

Click on the Picture/name. If this account is protected by a password, when the following image appears click on the password box and enter the password given to you.



Once you have entered the password, press the white arrow in a blue circle.

Once logged in you will arrive to the Desktop.

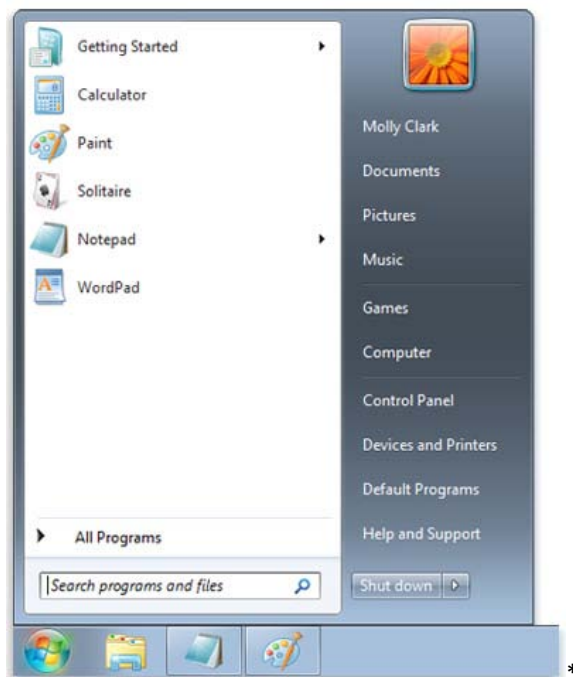
Part 2: Turn off the computer/laptop

During the introduction exercise, it was mentioned where to go to switch off the computer.

Q: Who knows where to go to switch off the computer/laptop?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if no one has the answer. show the start menu on the screen and ask if anyone know what it is.

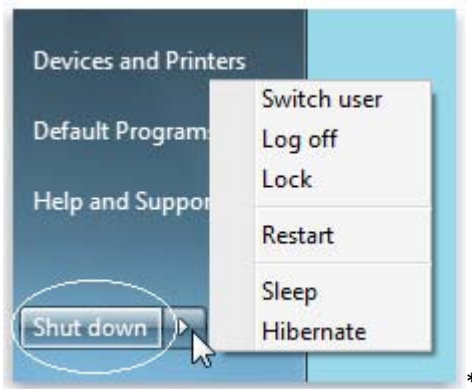


A: The Start menu.

Q: Who can say where to go in the start menu to turn off the computer?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:



A: Bottom right of the Start menu

If another option than Shut down appears on the Start menu. Click on the white arrow to see the further options which should include Shut Down.

If you have another Operative system from Windows which is not Windows 7. The Shut down button will be at the bottom of the Start menu but will have a different appearance and/or name.

Q: Who has managed to find where to go in the start menu to turn off the computer?

Activity 2: Computer mouse

28 min.

Preparatory work for the trainer (to do before the training session):

Select the mouse exercises you want your learners to practice and open the websites on their computers.

Activity 2 - slides:

<https://docs.google.com/presentation/d/1j92JMYLICmHOW7HQNHRfrf1rZi04LnMciPeiEGWfK4/edit?usp=sharing>

Introduction

Q: Do you remember what a mouse is for?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: A computer mouse is an input pointing device that is most often used with a personal computer. Moving a mouse along a flat surface can move the on-screen cursor to different items on the screen. Items can be moved or selected by pressing the mouse buttons (called clicking).

It is called a computer mouse because of the wire that connects the mouse to the computer. The people who designed the first computer mice thought that it looked like the tail on a mouse. Today, many computer mice use wireless technology and have no wire.

https://simple.wikipedia.org/wiki/Computer_mouse#cite_note-1

Cursor

Q: What is the cursor?

Give to the learners 2 minutes to answer the question.

A: It's a small symbol that is used to indicate the position on a screen and target an action.

The cursor can change shape depending on where it is placed.

Here are some of the shapes your cursor can take.

Q: Can you tell what each symbol indicates?








Give to the learners 2 minutes to answer the question.



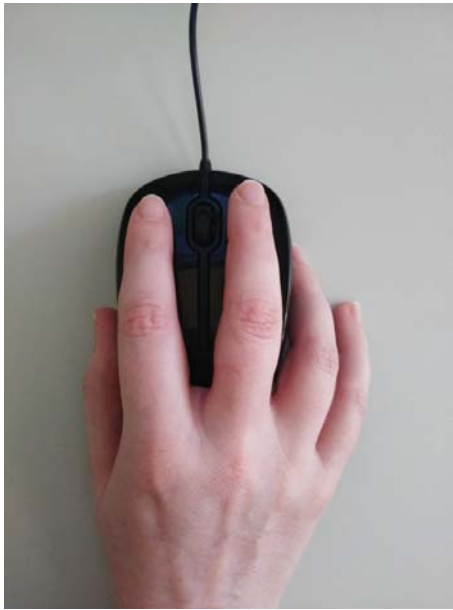
*

After 2 minutes, if you think learners need further information, you can complement with the following definitions:

A:

Arrow or pointer		The most common symbol. It is used to click over your target
I- beam		Appears when you hover the cursor over a text that you can select or edit.
Hand		This symbol appears when you hover the cursor over a link.
Not available		This symbol appears when the action you are trying to do is not possible.
Timer		This symbol appears when the computer is busy and therefore cannot respond to more commands for the moment.
Spinner		This symbol has the same meaning as the Timer. The symbol that will appear depends on your computer.
Double arrows		Double arrows appear on the frame of pictures or windows and are used for re-sizing.

How to hold the mouse



There are two main buttons on a mouse. Sometimes you can find a small wheel in between.

Task: Place your index finger on the left button and the middle finger on the right button. Rest your palm on the back part of the mouse.

Give 2 minutes to learners to practice holding the mouse.

How to move the cursor on the screen

Your mouse must be placed on the flat surface of your desk next to you. Often it is placed on a mouse pad (A soft square or round surface).

Task: Move the mouse towards the right and you will see how the cursor moves to the right. Do the same, moving it up this time.

Give 2 minutes to learners to practice moving the mouse

When you run out of physical space of your mouse pad or desk surface, but you still need to move the cursor on the screen in the same direction (for example towards the right: lift your mouse with your hand and move it in the opposite direction (towards the left). By lifting your mouse you have suspended the movement of the cursor on the screen. Place back the mouse on the surface to resume movement on the screen. You now have space again to physically move your mouse in the direction you want (towards the right) and therefore moving the cursor on the screen towards the right.

Give 2 minutes to learners to practice moving the mouse

Mouse commands:

There are different ways to give a command to the computer using a mouse.

- **Left click:** This is the basic command of the mouse. Use your index finger and press and release the left button of the mouse in an instant.
- **Right click:** Use your middle finger and press and release the right button of the mouse in

an instant.

- **Double click:** Sometimes to open something (a folder, file, ...) you need to double click. Use your index finger and press and release the left button of the mouse twice in a row. The repetition has to be fast enough for the computer to register it.
- **Drag and drop:** This action is to move an object across the screen. Use your index finger and press without releasing it the left button of the mouse over the object of your choice. Move the mouse while still pressing the button to move the object. Release your finger from the left button to drop the object in its new position.
- **Select text:** Just as the drag and drop. Place the cursor before the text you wish to select. Use your index finger and press without releasing it the left button of the mouse. Move the mouse while still pressing the button to select the text. Release your finger from the left button to stop selecting text. The text selected will be highlighted in a different colour.

Practice the click, double-click, drag and drop ...

<http://www.seniornet.org/howto/mouseexercises/mousepractice.html>

<http://www.minimouse.us/>

<http://www.gcflearnfree.org/mousetutorial>

<http://www.skillfulsenior.com/skills/mouse/index.php>

<http://www.mouseprogram.com/>

http://www.gamdar.com/Kids_Games/Basic-Mouse-Skills

<http://www.investintech.com/content/freemouseexercises/>

Using the touch pad

On a laptop, you can use a touchpad as an alternative to the mouse. In the white box on the picture.



There are three main areas on a touchpad:

- 1- Equivalent to the left button of the mouse
- 2- Equivalent to the right button of the mouse
- 3- By moving your finger on this surface, you will move the cursor on the screen in the same fashion as when you move the mouse physically on your desk surface..

Learners can practice during 5 using the touchpad using most of the exercises provided above for the computer mouse.

Activity 3: Using programs on your computer

36 min.

Necessary skills participants must already have to complete this session:

- Basic computer knowledge as seen in activity 1 of this unit (introduction to computers)
- Basic knowledge on how to use the mouse

Activity 3 - slides:

https://docs.google.com/presentation/d/1E42_QJ_BRffao7WltAM68q0jxOpMzgLrO6-kgtfWKiU/edit?usp=sharing

Exercise 1: Finding and opening a software / program file

Your task will be to look for and open the software / program called “Notepad”.

Q: Can you tell what this software is for just with its name?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following information

A: A real notepad is a block of paper on which to write down notes. The Notepad software / program is a virtual block of paper on which you can write down and save the content on your computer so you do not lose it.

The Notepad software is default software on Microsoft operating system which means it comes automatically with the operative system so you do not have to purchase it.

Note for the trainer: If the learners’ computer is in a language different than English, you will have to give them the name of the software in the language of the computer.

In the following pictures Notepad will be referred to as “Bloc de notas” which is the name of the Notepad software in Spanish.

Q: Do you remember where to go to search for software/a program on your computer?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: Start menu.

Click on the start button to open the menu.

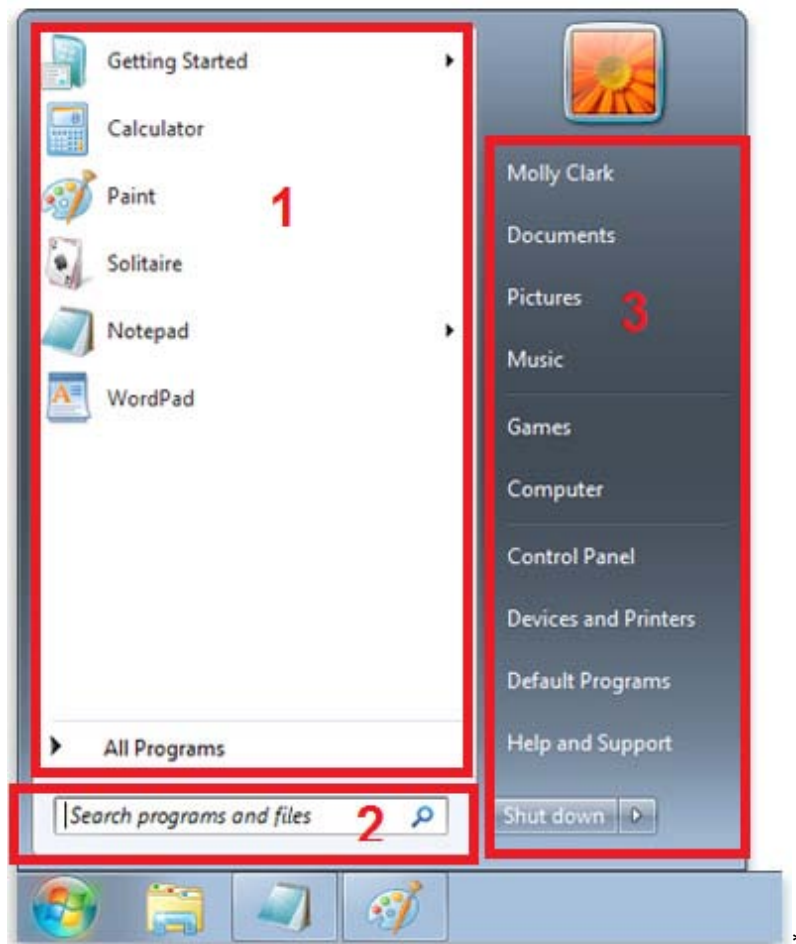


Q: Where in the start menu should you go to search for software/a programme?

Show the picture below on the screen or the start menu of your computer

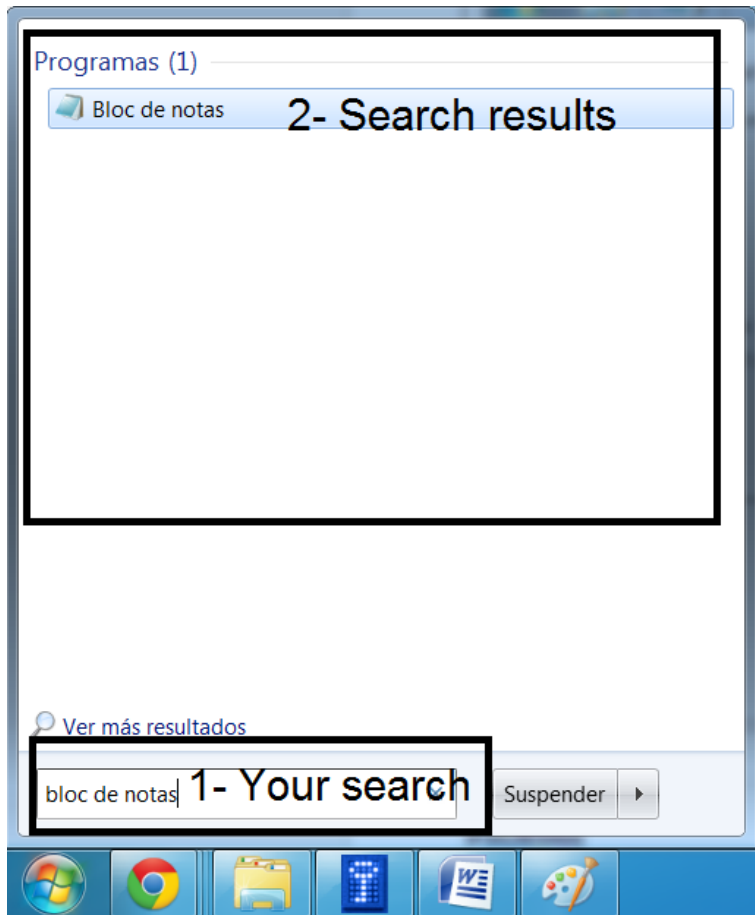
Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:



A: part 2 Search programs and files

Task: Click on the "Search programs and files" box and type the name of the program: Notepad (1) (as shown on the picture below)



From the list of results that will appear (2), click-left once on Notepad result which is easily identifiable with its icon:



The Notepad program will open.

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not go again through the different steps.

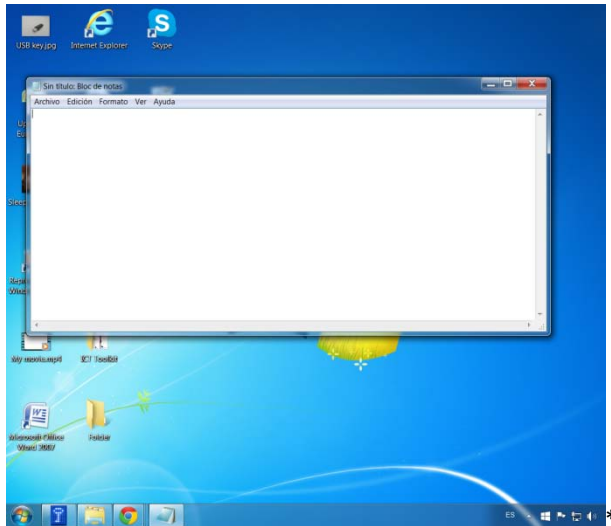
Exercise 2: Managing opened programs

Q: Can you tell where to find the opened programs on this picture and how many there are?

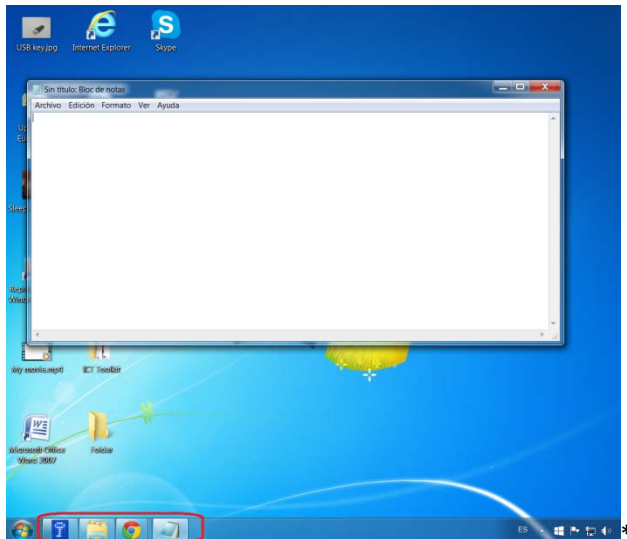
Give to the learners 2 minutes to answer the question.

Show the picture below on the screen or the start menu of your computer.

After 2 minutes, you can give the answer:

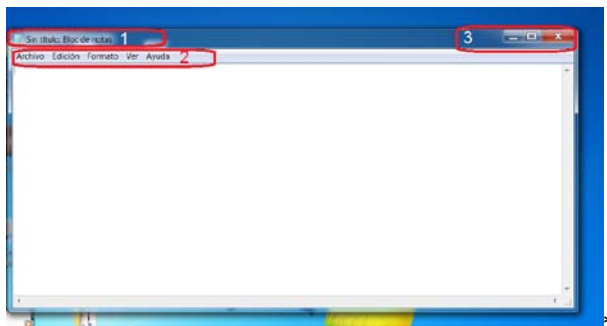


A: 4 different programs are opened however only Notepad is showing on the screen. (as shown in the red box below)



When showing on the screen, opened programs will have a similar structure:

- 1- The logo and name of the program. Sometimes, the title of the document.
- 2- The menu bar
- 3- The tools to manage the appearance of the opened program on your screen.



D: Can you guess what these three buttons are for?



1- Starting with the one on the right (red cross). Can you guess what this button is for?

Give to the learners 2 minutes to answer the question.

If you do not know the answer, click-left on it to see what happens.

After 2 minutes, you can give the answer:

A: Click left on the cross to close the program.

Tip for learners: the presentation can differ sometimes but if there is a cross or a red box in a corner, it's very likely that this will be the tool to close the page, box, program...

If you haven't done so yet, click-left on the cross to close the program.

Before moving to the next step, you will need to open again the Notepad.

2- Can you guess what the middle button is for?

Give to the learners 2 minutes to answer the question.

If you do not know the answer, click-left on it to see what happens.

After 2 minutes, you can give the answer:

A- Maximize button: It changes the appearance to full-screen so that this is the only programme you will see.

If you haven't done so yet, click-left on the maximise button.

Q: Can you notice what has changed in the top-right corner?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: The middle button has changed appearance.

Then show the picture below



Q: Can you guess what the middle button is now for?

Give to the learners 2 minutes to answer the question.

If you do not know the answer, click-left on it to see what happens.

After 2 minutes, you can give the answer:

A- Restore button: It reduces the appearance to move out of the full-screen mode.

If you haven't done so yet, click-left on the restore button.

3- Can you guess what the left button is for?

Give to the learners 2 minutes to answer the question.

If you do not know the answer, click-left on it to see what happens.

After 2 minutes, you can give the answer:

A- Minimize button: The program will disappear from your screen but it will not be closed.

If you haven't done so yet, click-left on the minimize button.

Q: Do you know where the Notepad program has gone and how you can retrieve it?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: Look in the taskbar at the bottom of your screen and look for the Notepad icon.



Click-left on the icon to restore the program on the screen.

Activity 4: Computer keyboard - Key explanations

**137
min.**

Necessary skills participants must already have to complete this session:

- Basic computer knowledge as seen in activity 1 of this unit (introduction to computers)
- Basic knowledge on how to use the mouse
- To know how to open the "Notepad" Program (as see in activity 3 of this unit)

Activity 4 - slides:

https://docs.google.com/presentation/d/1xwV13hls35fv_eXSqontekQhTxhAwK-SmBVdObAt9Os/edit?usp=sharing

Exercise 1: Introduction

Computer keys can be divided into two large groups:

Group 1: Letters (a,b,C,d,E,f,g,...), numbers (1,2,3,4,5,...) and characters (! ? * = + / & _ ; % ...)

Group 2: keys to produce an action or a command. They do not produce a symbol, character unless combined with a key from group one.

The keys from Group 2 are very much the same on every keyboards although they can be placed in different locations.

The keys from Group 1 will vary to adapt to the language of the country as some characters (accents and punctuation) or letters may be different. For example some languages do not use the Latin alphabet (a, b, c, d...) but use a different alphabet (Greek alphabet, Arabic alphabet, amongst many others).

However, there is one keyboard which displays the Latin alphabet which is the most used worldwide. It's called the QWERTY keyboard. Some countries will use the QWERTY but with an adapted layout to their language.

Here's a picture of a QWERTY Spanish keyboard.

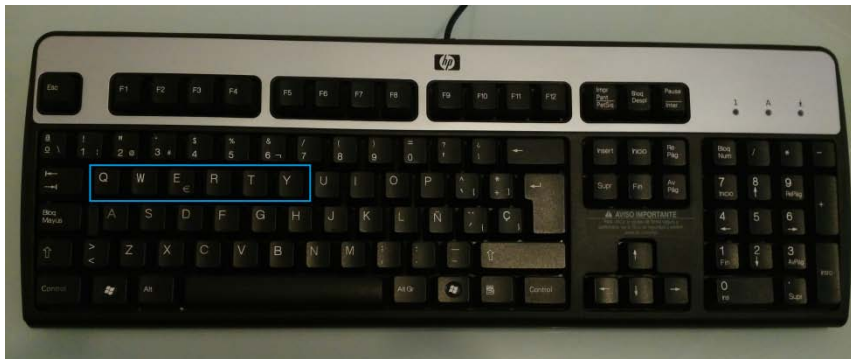
Show the picture below on the screen



Q: Can you tell why it's called a QWERTY keyboard?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:



Q: Is the keyboard used in your country a QWERTY keyboard?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

Going back to the first picture, you can see why it is adapted to the Spanish language as it has a letter and punctuation signs specific to the Spanish language. (an n with a wave on top ñ and an exclamation point and interrogation point upside down ¡ and ¿)

Q: Do you have characters specific to your language which are not on this keyboard?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer.

Q: This keyboard layout is similar to the QWERTY but it is used in countries such as France. Can you tell its name:

Show the picture below on the screen. After 1 minutes, you can give the answer.



Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer.

A: AZERTY.

The layout looks very similar but if you look closely you will see that the letters and symbols are organised differently than on the previous keyboard.

Q: The layout of the Alphabet is one only one of the things that can change in a keyboard. Can you tell the difference between these three QWERTY keyboards?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer.

Show the three pictures below on the screen. After 2 minutes, you can give the answer



*

A:

1- This is the type of keyboard normally used with a desktop computer. It is larger and has more keys displayed.

2- This is the keyboard of a laptop. The size of the keyboard of a laptop will depend of the size of the screen: The larger the screen, the more the keyboard will look like the keyboard of a desktop computer.



3- This is a tactile keyboard from a smartphone. There are far less options as the screen is significantly smaller than a laptop or tablet.

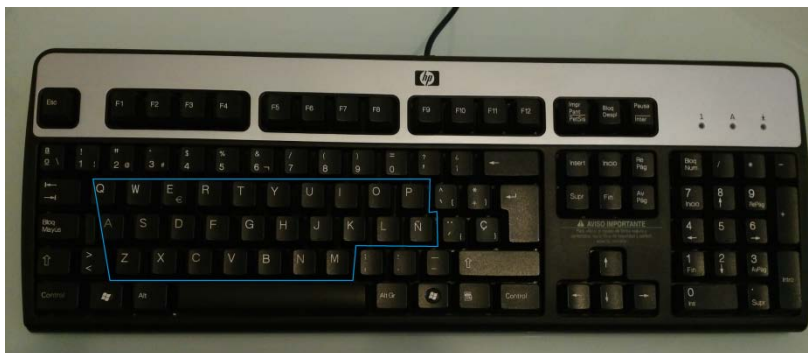
Tactile means that you touch the image on the screen to make the character appear.

Exercise 2: Key types from Group 1

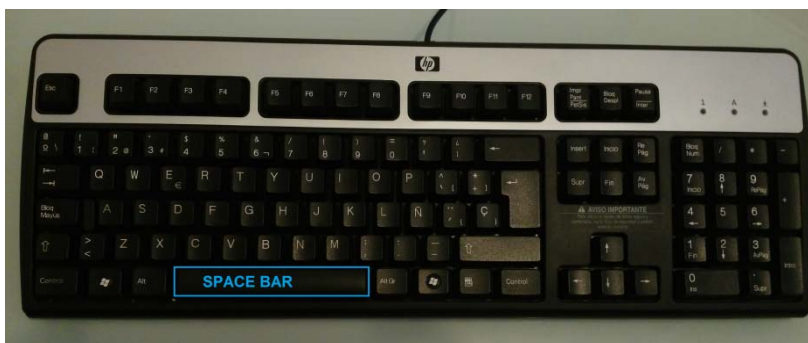
*Reminder: Group 1: Letters (a,b,c,d,e,f,g,...), numbers (1,2,3,4,5,...) and characters (! ? * = + / & _ ; % ...).*

When pressing one of these keys, you will enter the symbol of the key on the screen.

Part 1: Alphabetical keys



To form words, you must click on the letters and click on the spacebar to mark the separation between words.



Task - Practice typing letters into a Notepad document

Go to the notepad default programme of your computer: Open Notepad by clicking the Start button.



In the search box, type Notepad, and then, in the list of results, click Notepad (as detailed in Activity 3: Using programs on your computer).

Once the Notepad program is open, Practice typing letters by entering the following:

my dog is in the garden (*)

You have 5 minutes to do so.

It can be replaced by a sentence of your choice with no capital or characters apart from letters.

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Part 2: Numeric keys

Numbers can be found in two places on this keyboard.



On most laptops, tablets,..you will not find the numeric keypad which is the square on the right of the keyboard.

When there are more than one character on one key such as on this one:



The character which will appear on your screen will be the one in the bottom left corner. In the case of this key, number 2 will appear.



Task - Practice typing into a Notepad document.

Practice typing by entering the following:

1 2 3 4 5 once i caught a fish alive (*)

You have 5 minutes to do so.

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Part 3: Punctuation and other symbols keys

These keys can be found mainly on the row over the alphabet and on the right of the alphabet.



Most of the punctuation and other symbols characters are either on the top or bottom right of the keys which means they will not appear on the screen if you press the key.

If we take our previous example, if you press this key number 2 will appear and not the @ symbol or the quotation mark “.



To make these symbol appear we will need to combine this key with another from group 2.

Exercise 3: Key types from Group 2

Reminder: Group 2: keys to produce an action or a command. They do not produce a symbol,

character unless combined with a key from group one.

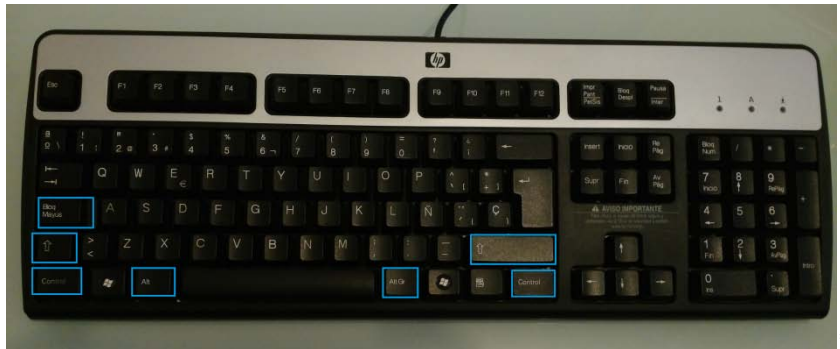
Part 1: Modifier keys

Modifiers keys are the keys which temporarily modify the normal action of another key when pressed together. By themselves, modifier keys usually do nothing; that is, pressing any of the Shift, Alt, or Ctrl keys alone does not (generally) trigger any action from the computer.

(https://en.wikipedia.org/wiki/Modifier_key)

The most common modifiers keys are Shift, Alt (Alternate), Alt GR (Alternate Graphic) and Ctrl (Control). The FN (Function) is present on small keyboards. For example on laptop computers.

The main Modifier keys on the keyboard are located as follows:



Now we will see the actions of some of these keys in details

Shift ↑

Q: Can you guess what happens if you combine the shift key ↑ (1) with any of the keys marked in the blue boxes on this picture (ignore Box Nr.2)?

Give to the learners 2 minutes to answer the question.



After 2 minutes, if you think learners need further information, you can complement with the following information

A: If you press shift key ↑ (1) at the same time as you press any other key marked in the blue boxes (except the box Nr. 2) the top character of the key will appear. For example, the quotation mark will appear:



Q: What if you press shift key ↑ (1) at the same time as you press any letter of the alphabet?

Task - Practice typing into a Notepad document.

Try in the notepad to press shift key ↑ (1) at the same time as you press any letter of the alphabet.

You have 2 minutes to do so.

After 2 minutes, ask:

Q: What happened?

Give to the learners 2 minutes to answer the question

After 2 minutes, you can give the answer:

A: The letter appears in Capital instead of in Lower-case.

For example: A instead of a; B instead of b; F instead of f, M instead of m ... (*)

Q: Going back to the picture, do you know the role of the key marked with 2 (in blue)?

Give to the learners 2 minutes to answer the question.



Task - Practice typing into a Notepad document

Try in the notepad to press once the key marked with 2 (in blue). Then write again my dog is in the garden (*).

You have 5 minutes to do so.

After 5 minutes, ask:

Q: What happened?

Give to the learners 2 minutes to answer the question.

After 2 minutes, you can give the answer:

A: this time it should appear

MY DOG IS IN THE GARDEN (*)

This is because of the Cap lock key. It acts as if the shift key was being held all the time. That way you do not have to keep pressing the shift key if you must write more than one letter in capital.

Don't forget to press the Cap lock key again to stop writing in capital (a little light often appears on the keyboard when the Cap lock is on).

Alt Gr

Note that the Alt Gr key is far less used on QWERTY keyboards from the UK or US as there are a lot less or no characters placed on the bottom left corner of the keys.

Q: Can you guess what happens if you combine the Alt GR key with any of the keys marked on this picture?

Give to the learners 2 minutes to answer the question.

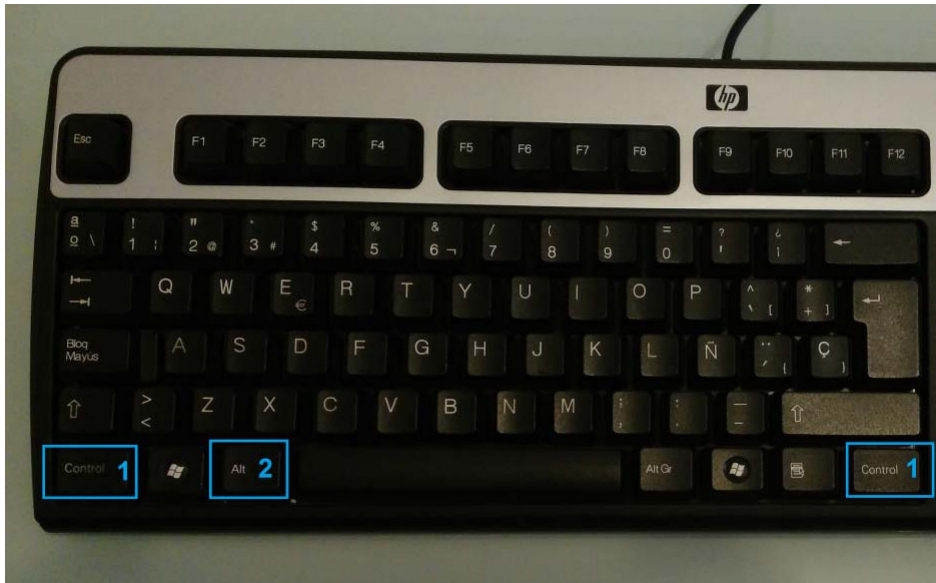


After 2 minutes, if you think learners need further information, you can complement with the following information

A: If you press Alt Gr at the same time as you press any other key marked in the blue boxes the bottom right character of the key will appear on your screen. For example, the at-sign @ will appear:



Part 2: other modifier keys: Alt and Ctrl



Either Ctrl (Control) (1) or Alt (2) when combined with another key will create an action. They will not make a character appear on the screen. They are used to send a command to the computer in a faster/ more convenient way.

Part 3: Other useful Special keys



Enter ↵

Similar to the space bar in the sense that it will create a separation between characters. However, this time it will move the cursor to the beginning of the next line.

Backspace

The backspace key deletes the character that is before the cursor. It moves back from right to left clearing one character at a time and enables you to delete a mistake.

Delete

The Delete Key deletes the character that is placed after the cursor. It moves from left to right clearing one character at a time and enables you to delete a mistake

Task - Practice the “enter”, “backspace” and “delete” key into a Notepad document.

Take your previous entry in the Notepad and practice the three keys to see how they work for yourself.

Press Enter after the word DOG

After 2 minutes,

Use the Delete key to delete the words IS

After 2 minutes,

Place the cursor before the word GARDEN

After 2 minutes,

Use the Backspace key to delete the words IN THE

A: The result should be the following:

MY DOG

GARDEN (*)

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not go through each step again and type on your computer to project it on the screen.

Exercise 4: Final typing practice

Here's a short Nursery rhyme in English. Type what you see on the screen in your Notepad. When you see the red enter sign:



press the enter key (*).

You have 15 minutes to do so.

Don't forget to reproduce: the number, the capital letters and the punctuation: commas (,), full-stop (.) and Interrogation points (?).

1, 2, 3, 4, 5, ↵

Once I caught a fish alive, ↵

6, 7, 8, 9, 10, ↵

Then I let it go again. ↵

↵

Why did you let it go? ↵

Because it bit my finger so. ↵

Which finger did it bite? ↵

This little finger on the right. ↵ (*)

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Added bonus: link to the Youtube video of the Nursery rhyme and comment it with the learners.

https://www.youtube.com/watch?v=sov5qM_FvpY



Unit 1: Basic digital skills

This unit is dedicated to developing basic digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills to meet the demands of everyday simple tasks (e.g. how to use a computer and other digital media to find information on employment and/or learning opportunities).

PART 2: INTRODUCTION TO SEARCH ENGINES - HOW TO DO AN ONLINE SEARCH USING COMPUTERS

282 min.
4,7 hrs

Lesson Draft	Duration
<p>Activity 5: Introduction to the Internet</p> <p>Activity 5 - slides: https://docs.google.com/presentation/d/1mpb-k_hJOVd-9gWeEasNGFrzkWrbe-fJ2wd6Mz1iVc/edit?usp=sharing</p> <p>Necessary skills participants must already have to complete this session:</p> <ul style="list-style-type: none"> • Basic computer knowledge (ICT, mouse, keyboard,...) • Preparatory work for the Trainer (to do before the training session) <p><i>We recommend reading CHAPTER 2: Introduction to Active Learning from this toolkit to explain briefly what is active learning to the learners.</i></p> <p>Exercise 1: Introduction</p> <p>Q (Question): Do you know what the Internet is?</p> <p>Give 2 minutes to the learners to answer this question.</p> <p>After 2 minutes, if you think learners need further information, you can complement with the following definition:</p> <p>A: The Internet is a large group of computers that are connected to each other. The Internet is used to send information quickly between computers around the world.</p> <p>The Internet is used for many things, such as electronic mail, online chat, file transfer, and the interlinked web pages and other documents of the World Wide Web.</p> <p>The most used service on the Internet is the World Wide Web (which is also called the "Web").</p> <p>https://simple.wikipedia.org/wiki/Internet</p> <p>Q: Do you know what the World Wide Web is?</p> <p>Give 2 minutes to the learners to answer this question.</p> <p>After 2 minutes, if you think learners need further information, you can complement with the</p>	<p>282 min.</p>

following definition:

A: The World Wide Web ("WWW" or "The Web") is the part of the Internet that contains websites, blogs and web pages. Web pages on the Internet can be seen and read by anyone (unless the page needs a password, or it is blocked).

In order to see the World Wide Web one needs a computer and a connection to the Internet.

https://simple.wikipedia.org/wiki/World_Wide_Web

Q: Do you know how to access the Internet?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: In your home, you will need to get an Internet Service Provider (ISP) to provide you with Internet access. This usually requires the payment of a monthly fee.

https://simple.wikipedia.org/wiki/Internet_service_provider

You will also need to have a device from which to connect to the Internet (computer, laptop, smartphone...).

You can also have access to the Internet from places offering it for free such as public libraries, youth centres, coffee places... Some of these places will offer you both the possibility to use their own devices (computers) while in other places such as coffee places you will have to bring your own device (tablet, laptop, smartphone).

Q: Do you know what an E-Mail is?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: Electronic mail (or e-mail or email) is an Internet service that allows those people who have an e-mail address (accounts) to send and receive electronic letters. Those are much like postal letters, except that they are delivered much faster, and are usually free.

To send or receive an email in the traditional way, you need a device (computer, smartphone, etc.) connected to the Internet and an e-mail program (simply called mailer).

Some companies let you send and receive emails for free from a remote website. Gmail, Hotmail and Yahoo! are among the many that do this kind of service, which is known as "web mail".

The advantage of Webmail:

You can access/check your emails from any device connected to the Internet program by visiting the website of your webmail provider and entering your password.

<https://simple.wikipedia.org/wiki/E-mail>

Q: Do you know what a web-browser is?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: A web browser is a computer program application found on all modern computers. They are also now a common feature of smartphones or other mobile devices and tablet computers like the iPad or Android tablets.

Web browsers are used by people to visit the World Wide Web on the Internet. Many different web browsers are available for free.

Here are some of the most popular web-browsers available:

- Internet Explorer
- Google Chrome
- Mozilla Firefox
- Opera
- Safari

https://simple.wikipedia.org/wiki/Web_browser

Q: Do you know what a search engine is?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A web search engine is a type of website that helps a computer user find information on the Internet. It does this by looking through other web pages for the text the user wants to find. The software that does this is known as a search engine.

To use a search engine you must enter at least one keyword into the search box. Usually an on-screen button must be clicked on to submit the search. The search engine looks for matches between the keyword(s) entered and its database of websites and words.

Quickly after a search is submitted the results appear on the screen. This is called a search engine results page (SERP). The SERP is a list of webpages that contain matches to the keywords that were searched. The SERP usually shows web pages names, short descriptions and a link for each matching web page. The user can click on any of the links to go to one of the websites. The most popular or highest quality web pages will be near the top of the list.

https://simple.wikipedia.org/wiki/Search_engine

Q: Do you know any search engine?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following examples:

A: Google, Yahoo!, Ask.com, Forestle and Bing are popular search-engine websites.

https://simple.wikipedia.org/wiki/Search_engine

Exercise 2: Visit the World Wide Web

Q: Do you know what you need to access the World Wide Web?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can give the answer:

A:

1- A device from which to connect to the Internet (computer, laptop, smartphone, tablet...)

2- Access to the Internet

3- A web-browser.

You have with you a device from which to connect to the Internet and access to the Internet.

Now you need to open a web-browser program on your device.

Note to the trainer: You should instruct learners to use one of the web-browsers installed on the device you will be using for this activity (Google Chrome, Mozilla Firefox, Internet Explorer,...). The screenshots below have been done using Mozilla Firefox but the location of the address bar is the same on almost any web-browser.

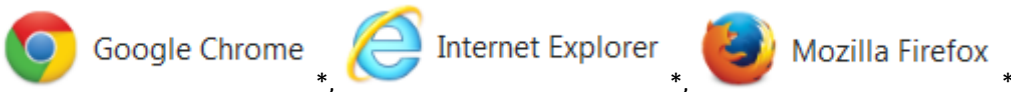
Task - Finding and opening the web-browser program

Click on the start button to open the menu.



Click on the "Search programs and files" box and type the name of the program: Google Chrome, Mozilla Firefox, Internet Explorer,....

From the list of results that will appear, click-left once on the web-browser program you searched for



...

The web-browser program will open. What appears on the first page is irrelevant.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

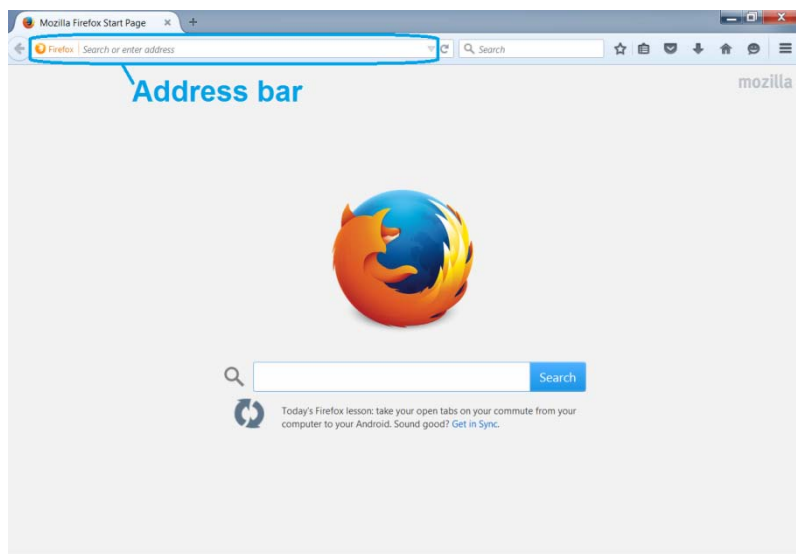
There are two ways to find what you are looking for on the World Wide Web:

1- You are already in possession of the web address of the website you want to visit.

As often, the vocabulary is inspired from real life and explains what the term means:

A website is a site or a place in the virtual World Wide Web and a web address is the virtual address of this place as a postal address would be in real life. If you have the address, you know where the place is.

For example, you want to visit the news website of the Up-skilling Europe project and you know the address of the site www.upskillingeurope.eu you can go to this place directly by writing the address in the address bar.



2- You do not know the web address of the website you want to visit OR you are looking for some information, data, etc., but you do not know which website you should visit to retrieve such information, data, etc.

Q: Do you remember which tool can help you find information on the Internet?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: A search engine

There may be a search engine already available with the web-browser you have opened but we are going to use the most popular search engine which is Google.

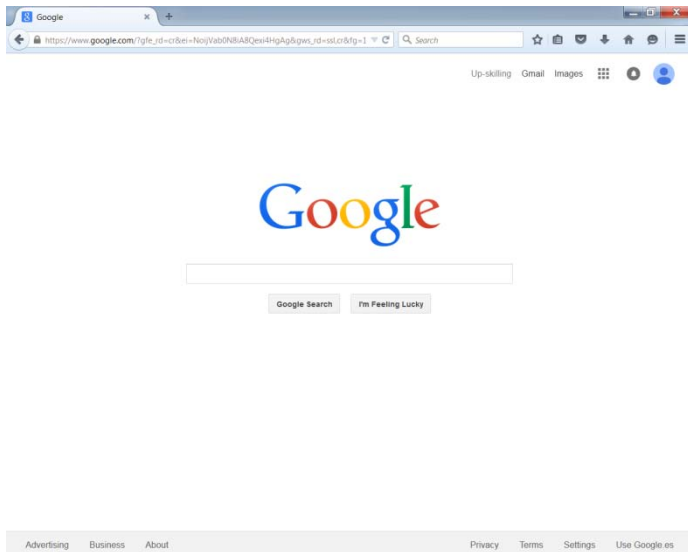
Q: Do you know how to go to Google search engine?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need it, you can provide them with the following answer:

A: Enter www.google.com (*) into the address bar of your web browser and press enter.

This will take you to the website of the google search engine.



Exercise 3: Using a search engine - Basic search

Once you have opened the Google search engine website, the steps to do an Internet search are easy. All you need are the keywords of what you are looking for.

Step 1- Selecting the keyword

Choose a topic of interest of yours and select the keyword representing that topic. For example, we like kittens so our keywords for our search will be Kitten.

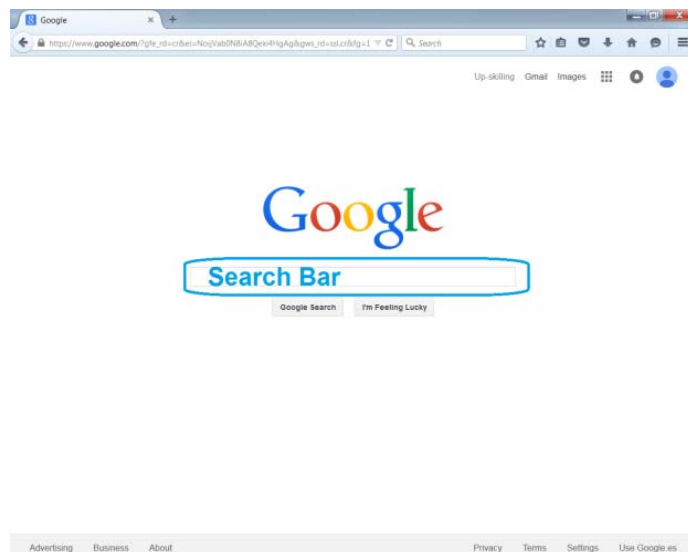
Write down your chosen keywords on a piece of paper.

You have 10 minutes to do so.

Step 2- Typing the keyword in the Search bar

Type one of your keywords in the search bar.

You have 2 minutes to do so.

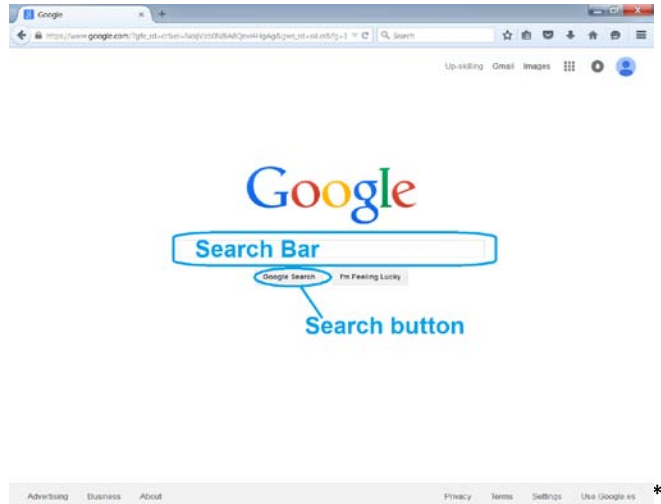


We typed in the Word “Kitten”.

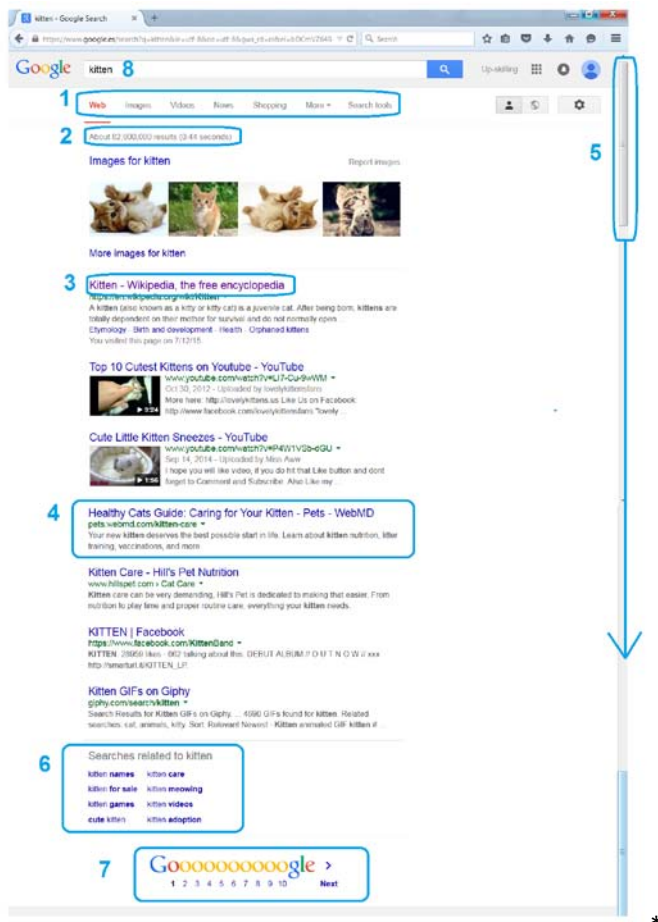
Step 3- Launch the search

Press the Search button or the key “enter” to launch the search.

You have 2 minutes to do so.



Once we pressed Google Search, the results will appear.



Now we have a list of results on the topic of our choice.

Here are how the results are organised (*as seen on the above picture*)

(1) On the picture, the web results category is selected. However, you can have your results organised differently. For example, if you are looking for videos, click-left once on the tab named “videos” to see only videos related to your search.

(2) Here we can see that there are about 82,000,000 results found by the search engine.

(3) and **(4)** Both points are two different results that came out from the search.

Q: These two results are slightly different, can you tell why?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need it, you can provide them with the following answer:

A: The link (3) is in a different colour (purple instead of blue). It means the person using this computer has clicked on this result and visited this webpage before.

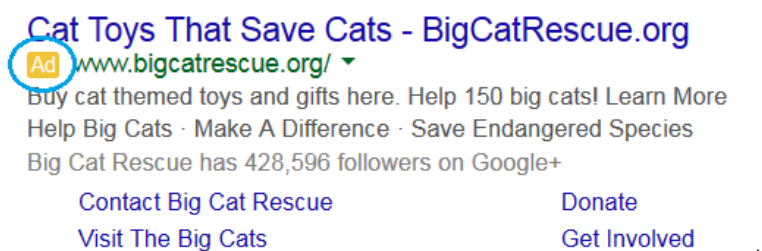
(4) This is a standard web result. It includes: the title of the page, the web address and a short summary.

(5) Drag and drop the scroll bar towards the bottom of the page for more results.

(6) Search suggestions on your topic: This is a list of other keywords people searching for kittens usually associate with.

(7) This is to visit the different pages of results in case you did not find what you are looking for on the first page.

Ads - sponsored results. They can appear at the beginning, end or side of the results. As small sign will indicate that the organisation appearing has paid to have their webpage listed in the results when some keywords appear.



Step 4: Reducing the search

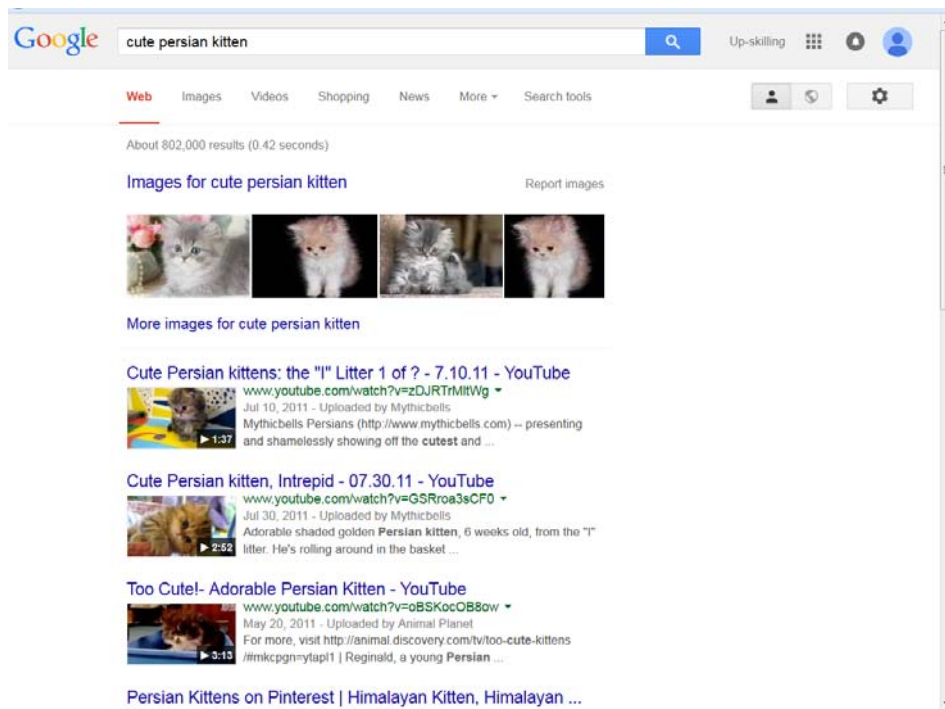
59,400,000 results is a lot of results and if we want our search to be efficient we may want to reduce that number.

In order to do so we have to be more specific in our search. One way to do so is to combine our keyword with others in order to reduce the number of webpages fulfilling the criteria we entered.

For example, we like kittens but more specifically cute kittens. Also, our favourite breed of cats is Persian cats.

We modified our search by clicking (left) in the search bar which is now at the top of the

screen (8) by entering the keywords “cute Persian” in front of kitten.



There are now about 802,000 results. That’s 80 times less results than with the previous keywords. This also means that the results list will be more adapted to what we are looking for.

Look at your paper with your list of keywords

Q: Can you combine the keyword from your search with other keywords from your list to make your search more precise and reduce the number of results? If not, try to think of any other word that you can combine with your initial keyword.

You have 10 minutes to try to do the task.

After 10 minutes,

Q: Who managed to reduce the number of results from their search?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

Have learners explain to the others what was their original search and what keywords they added to make their search more precise and reduce the number of results.

Exercise 4: Introduction to Active Learning*: Searching for tutorials and information.

To the trainer: We recommend reading CHAPTER 2: Introduction to Active Learning from this

toolkit to explain briefly what is active learning to the learners.

Internet search is an essential part of Active Learning as it enables you to look for the information you need.

We have given you the basics to do an Internet search but there are many more tricks which can help you make an efficient search.

Task - Find 5 tips and tricks on how to do an Internet search (*)

To find such tips you can read text documents and watch tutorial videos.

To fulfil this task you must open and read through 2 web pages and watch 2 short tutorial videos of less than 5 minutes.

Look for the keywords in the instructions given to you to help you select the keywords for your search.

Words of advice:

- It's not because it is on the Internet that it is the truth.
- It's not because it is on the Internet that the information is up-to-date.

Double-check information by visiting more than one page or check if the source is reliable: if it's the opening hours of a restaurant and you are visiting the website of the restaurant, the risk of mistake is very low.

You have 45 minutes to complete this task before presenting your results to the others.

After 45 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

A: Here are some tips and tricks to help you search the internet. However, it is not an exhaustive list:

- Use quotation marks to search for exact sentences or group of words
- Avoid using alone words which can apply to different context
- You can formulate short questions when looking for a specific answer to that question. For example, how to put up wall paper
- By placing a minus sign in front of a word to exclude pages with this word and therefore narrowing the search.
- Small words such and or, but, also... will usually be ignored by the search engine
- If you can't find what you're looking for using one search engine, try another one
- The most interesting results are likely to be in the first pages if you have selected your keywords right. There is no need to go through 50 pages of search results. Try modifying your search instead.
- If there is a spelling mistake, you will find it harder to have a successful search.

Exercise 5: Practice searching the web - Looking for work opportunities.

Task: Using the knowledge acquired so far and the tips shared with each other find 3 job offers using an Internet search (*)

Step 1:

On a piece of paper write down:

The job title you would like to have if you were/are looking for a job (bartender, electrician, sales assistant, ...)

The area(s) where you would like to work

You have 15 minutes to do so.

After 15 minutes, move on to step 2.

Step 2:

Open your web browser and search engine and use the terms you have listed on your paper to select the keywords for your search.

You have 10 minutes to do so.

After 10 minutes, move on to step 3.

Step 3:

Use the search engine and the keywords you have selected to find 3 job offers.

Tip: If you cannot find job offers with these terms try broadening the job category or the area of your search.

You have 30 minutes to do so.

After 30 minutes, move on to step 4

Step 4:

Present to the learners the job offers you have found and how you managed to find them.

You have no more than 5 minutes to present your results to the others.

Unit 1: Basic digital skills

This unit is dedicated to developing basic digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills to meet the demands of everyday simple tasks (e.g. how to use a computer and other digital media to find information on employment and/or learning opportunities).

Part 3: Introduction to Google Apps

962 min.
16,03 hrs

Lesson Draft	Duration
<p>Activity 1: Creation of a Google account</p> <p>Necessary skills participants must already have to complete this session:</p> <ul style="list-style-type: none"> • Basic computer knowledge (mouse, keyboard,...). • Basic use of a web-browser and a search engine. <p>Activity 1 - Slides:</p> <p>https://docs.google.com/presentation/d/1V-jLcQTrWKacFb0bWpBwaLkeExkQCePiuIVPft-LfvE/edit?usp=sharing</p> <p>Q (Question): Do you know what a Google Accounts?</p> <p>Give to the learners 2 minutes to answer the question.</p> <p>After 2 minutes, if you think learners need further information, you can complement with the following information.</p> <p>A Google Account gives you access to Google products with a single username and password. A Google Account gives you a Gmail account, Google+ account, YouTube account and Blogger with one password. You can also use apps such as Calendar, Drive and all the office suite components (Documents, Spreadsheets, Slides,...)</p> <p>The steps to create your accounts:</p> <p>Step 1: Go to the following link to create a Google account: https://accounts.google.com/signup (*)</p> <p>Step 2: Complete the questionnaire.</p> <p>Here are a few tips to complete the information:</p> <ul style="list-style-type: none"> - You do not have to create a Gmail account to use Google apps, you can use another email account. However, for the purpose of the next activity please select create a Gmail address. 	<p>77 min.</p>

- **Create a strong password:**

Q: Do you know how to create a strong password?

Using what you have learned in activity 2 of this unit, do a quick search to find tips for creating a safe password. You have 5 minutes to look for this information on Internet.

After 5 minutes, repeat the question and start a 5 minutes group discussion about it.

What is the result of your search: What should your password have and what should you avoid?:

After 5 minutes, if you think learners need further information, you can complement with the following information.

A:

- Avoid using always the same password.
- Avoid passwords such as 0000 or 1234 or password
- Length: at least 8 characters
- Mix letters with numbers, symbols found on the keyboard (;!@) and uppercase letters (A, B, G...)
- Instead of using something obvious like a petname, transform it into a sentence and create an acronym. My dog's name is Stella → md'sniSt3!!@

For Google tips on how to create a strong password:

<https://support.google.com/accounts/answer/32040>

Task: Insert your chosen password in the online form.

You have 2 minutes to do so.

Q: Does Google think your password is strong enough?

Collect the answers from the learners.

if 20% of the group has been successful in getting a strong password ask them to help the others. If not give a little more time to the whole group.

Create your Google Account

One account is all you need
A single username and password gets you into everything Google.

Take it all with you
Switch between devices, and pick up where you left off.

Password strength: Strong
Use at least 8 characters. Don't use a password from another site, or something too obvious like your pet's name. Why?

Name
First Last

Choose your username
upskilling ICT @gmail.com
I prefer to use my current email address

Create a password
Confirm your password

Birthday
April 27 1994

Gender
Other

Mobile phone
+34

Your current email address
name.parkinson@phon.co.uk

Prove you're not a robot
Skip this verification (phone verification may be required)

Location
Spain (Madrid)

I agree to the Google Terms of Service and

Choose your username

Task: Choose a username and Insert it in the online form.

You have 5 minutes to do so.

After 5 minutes instruct learners to click on another box randomly.

Q: Does the sentence “Someone already has that username. Try another?” appear in red under the username box?

If yes, you must modify your username to find one that is not taken.

You have 5 minutes to find a username that is not taken

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Compulsory personal information to provide

The compulsory personal information you must provide are:

- The name and surname box
- The birthday box
- The Gender box
- The current email address box

Task: Complete those boxes with the compulsory personal information.

You do not have to give your mobile number. However, it is useful to help make your account more secure.

You have 5 minutes to do so.

To know why such information is needed you can click on the link in the section “Learn more about why we ask for this information”:

<https://support.google.com/accounts/answer/1733224?hl=en>

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Once all the learners have completed the information, move to step 3.

Step 3: Prove you’re not a robot

Task: Read what is written on the picture and write it down in the box below

You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

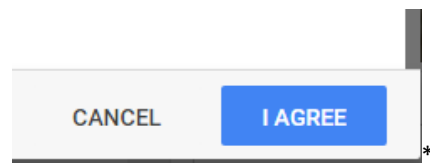
if 20% of the group has been successful ask them to help the others. If not give a little more time.

Once all the learners have completed the information, move to step 4.

Step 4: Once all the information is complete, click on the “Next step” box at the bottom.

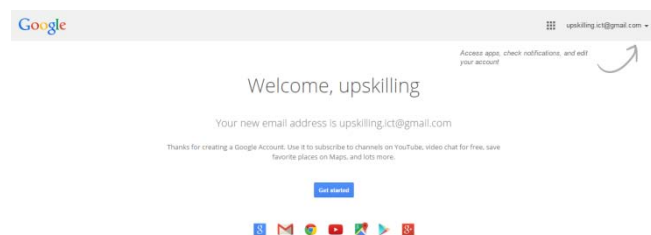
Step 5: The terms and conditions box will pop-up (appear automatically).

Task : Drag and drop the scroll bar towards the bottom of the page and click on “I agree” once the box is blue.



YOU NOW HAVE A GOOGLE ACCOUNT.

Don't forget your username and password!



Additional information: If you are going to use this account to store personal information or if you are going to use this Gmail address to send and receive emails, it is strongly recommended to enter a mobile phone number and select the 2-step security verification.

Even a strong password is not 100% safe. With the 2-step verification system, when you log-in on a new device, you will be sent a code by text or voice message on your mobile phone. You will have to enter that code to be able to access your account.

If you want to set up this verification system. After clicking on get started, you will be taken to the account settings. There click on 2-step verification. (N.B. you can always set this up at a later date by going in your account settings).

Activity 2: How to use Gmail

303 min.

Necessary skills participants must already have to complete this session:

- Basic computer knowledge (mouse, keyboard,...)
- Knowledge on how to do an online search

- Basic use of Google Apps : to have a google account

Activity 2 - Slides:

<https://docs.google.com/presentation/d/1mQ3keA-Ow32OFJCFn3Iwrnz9c64IgJWLQKXmAmVXgBc/edit?usp=sharing>

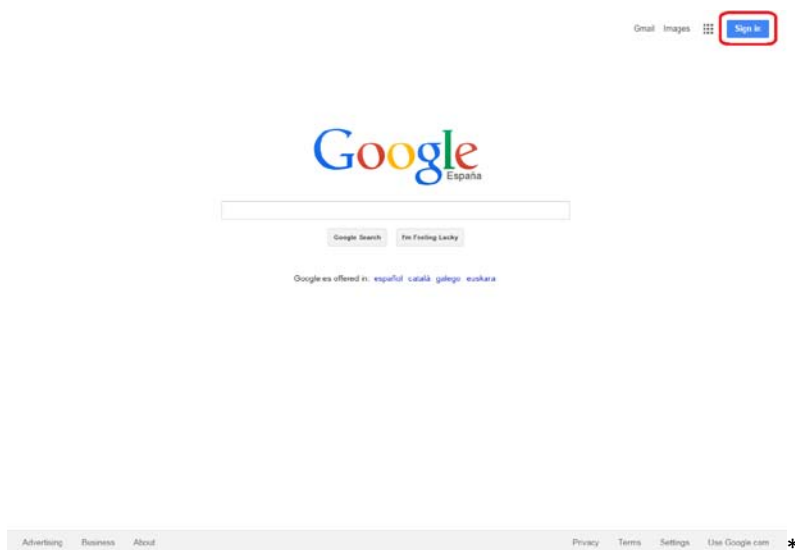
Introduction: sign- in your Google account and open Gmail

Sign-in your Google account.

Task:

Go to www.google.com.

Look in the top-right corner for the sign-in box.



Follow the steps by complete the information asked for: your email address and your password. Then click on sign in.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Open Gmail

Once you are signed-in your Google account, the easiest way to open one of the apps is to look for the Google Apps icon (9 dots in a square).



Click on it and look for the gmail



icon in the Google map menu. Then click on it.

Gmail will now open.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Exercise 1: Send an email

Your task (*) is to share your new Gmail address with your trainer by sending an Email to him/her. You should complete the following fields as follows:

To:	"Insert the email of the Trainer"
Subject:	"email - your name and surname"
Body of the email: Write a short email to your trainer, saying you want to share this email address with him/her and add one or two lines presenting yourself briefly. Finally sign with your name.	

To execute this task you will need to look up in the Help section.

Instructions to use the Help section of Gmail:

Click on "settings" icon

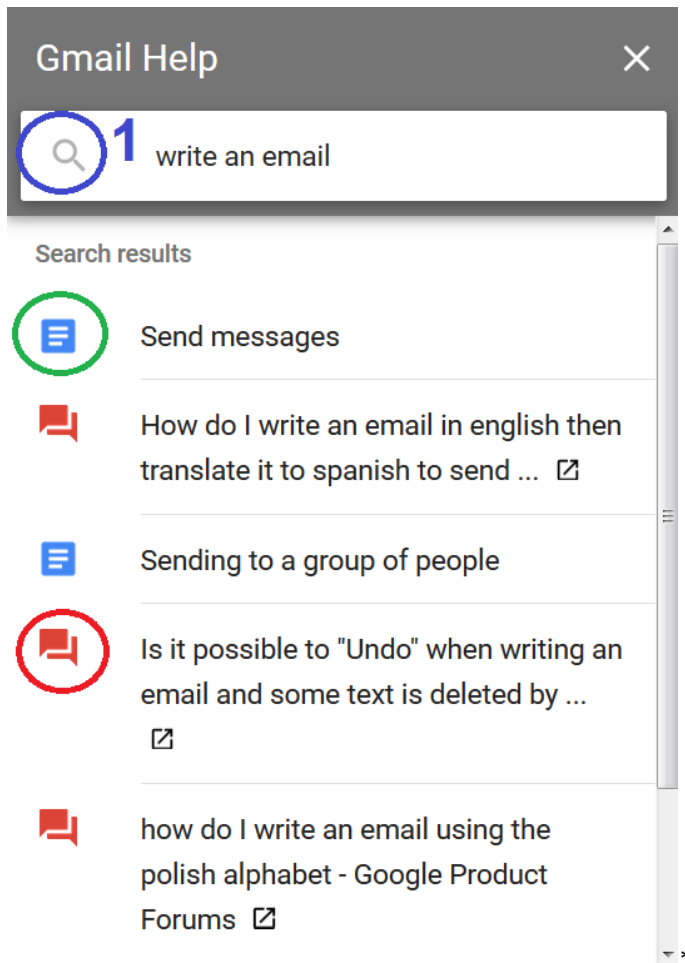


and look for "Help". Click once on "Help" to open the help section.

Q: Who managed to open the help section?

if 20% of the group has been successful ask them to help the others. If not go through the steps and give a little more time to the learners.

Here's how to use the help section.



Go to point 1. Enter the keywords for your search as if you were doing an Internet search. Then click on the magnifying glass symbol circled in blue.

Look for answers preceded by the symbol circled in green. Avoid the ones circled in red unless you cannot find your answers as this will take you to the forum.

Click on the one you think will provide you with the answers you need. For example, click on “Send messages”. Is this the answer you were looking for? If not, go back one step and try opening a different answer or enter a new search.

You have 10 minutes to search the help section on how to send an email.

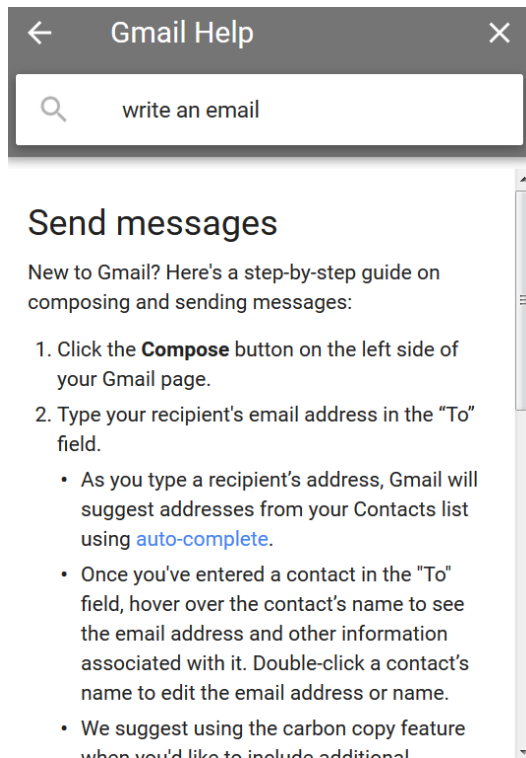
After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others what the answer you have found is?

Once you have your answer, follow the steps indicated in the help section in order to complete your task.



You have 15 minutes to try to do the task.

After 15 minutes,

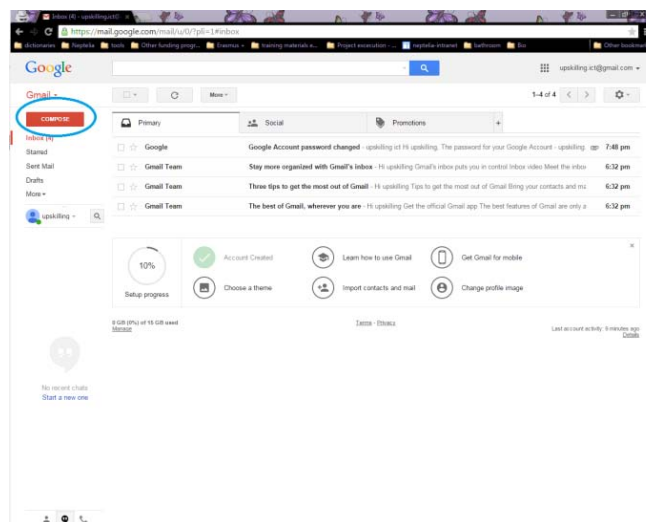
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

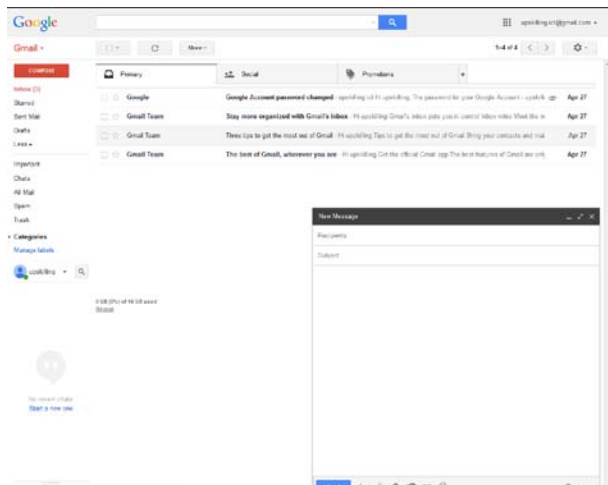
Q: Can you explain to the others how you did it?

A:

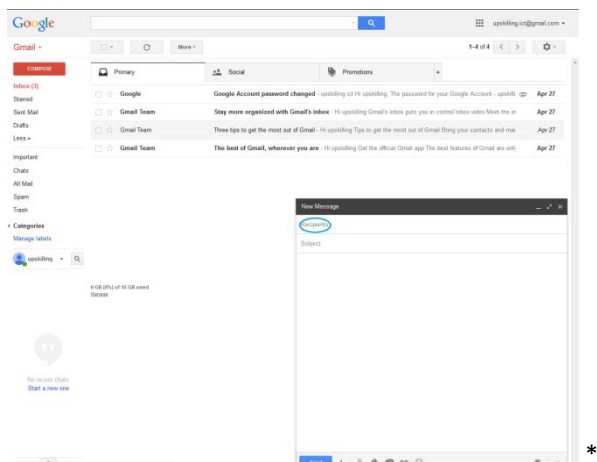
1. click on compose (top left corner).



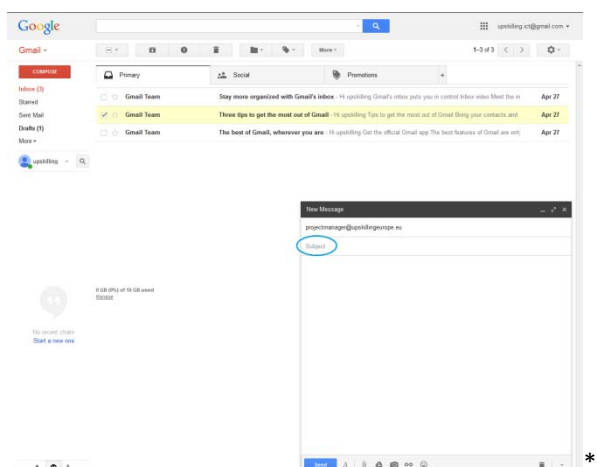
The new message window will open.



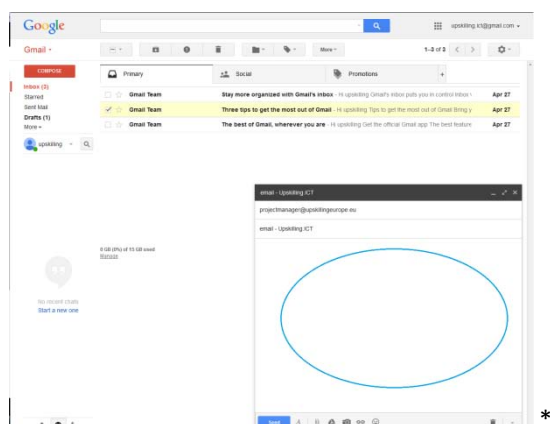
2. Click on “recipients”, the word “To” will appear. Enter the email address of the recipient.



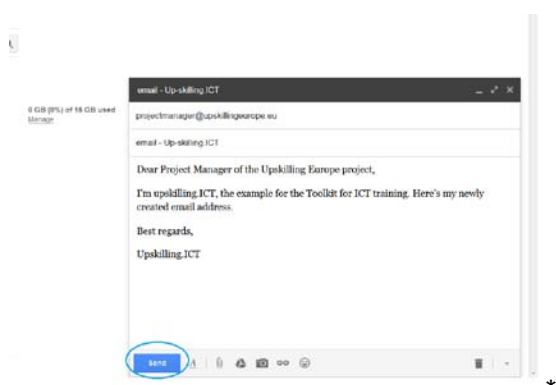
3. The subject section is to indicate the topic of your email. Click on “Subject” and write down the subject of your email.



4. Body of the email: To access the body of the email (main content) just click on it (blue circle).



5. Once your email is ready to be sent. Click on the send icon. Your email will then be saved in the Sent mail folder.



To the trainer: You should check your email to see if you have received an email from all the participants.

Exercise 2: Forward an email and Carbon Copy feature

Q: Do you know what the Carbon Copy feature is?

If you do not know the answer yet. Look for it in the help section.

You have 10 minutes to do so.

After 10 minutes,

Q: Who found the answer?

If you think learners need further information, you can complement with the following information:

This is to enable you to send a copy of this email to one or more persons. They will see who is/are the main recipient and that they are not the main recipient. You use it when you'd like to include additional recipients whose responses are welcome but not required.

Q: Do you know what it means to forward an email?

If you do not know the answer yet. Look for it in the help section.

You have 10 minutes to do so.

After 10 minutes,

Q: Who found the answer?

if you think learners need further information, you can complement with the following definition:

Forwarding an email means taking an email that you have already sent to someone or that you have received from someone and you resend it to another recipient.

Task 1: In pairs, exchange each other's email addresses.

Then go in the Sent Mail folder.

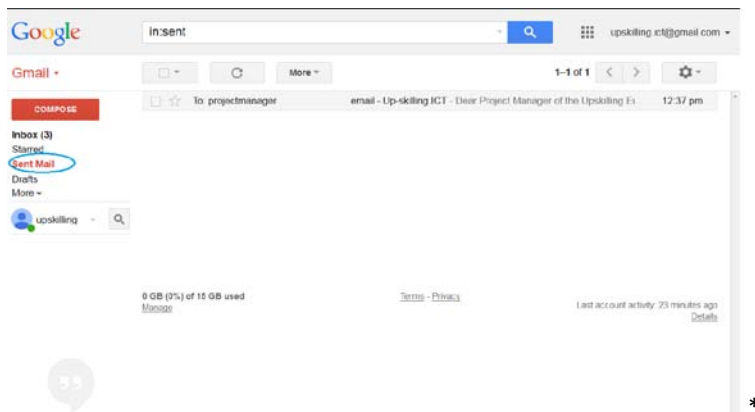
Click once on the message you have sent to your trainer in the previous exercise. This will open the email.

You have 10 minutes to do the task.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.



Task 2:

Your task (*) is to forward this email, previously sent to your trainer, to the other learner you are paired with.

You should complete the following fields as follows:

To: "Insert email of the learner you are paired with"

Cc (Carbon Copy): insert the email address of your trainer

Body of the email: Write a short email to your the learner you are paired with.

Use the Help section to assist you in this task. You have 15 minutes to do so.

After 15 minutes,

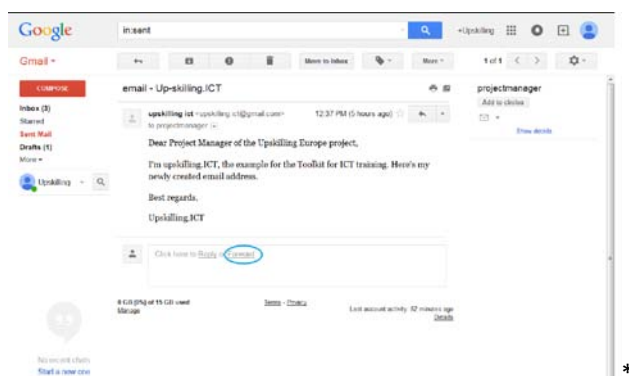
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

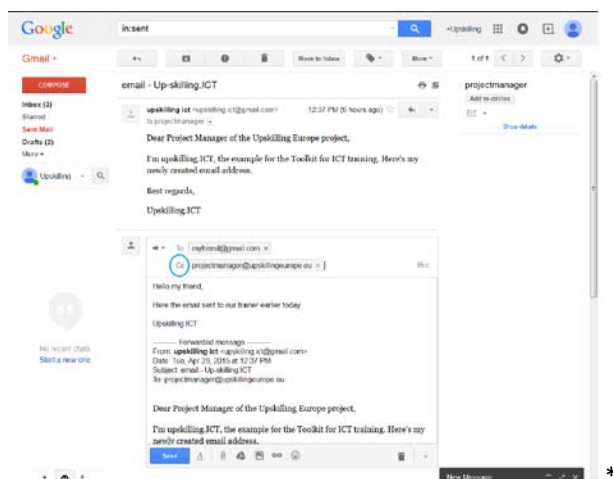
Q: Can you explain to the others how you did it?

A:

1. Below the body of the email previously sent you can find a box with the message “Click here to Reply or Forward”. Click on the word “Forward”.



1. Next to “To” insert the email of the learner you are paired with.
2. Click on Cc and insert the email address of your trainer in order to add your trainer in copy.
3. Click on the body of the email and write a small message.



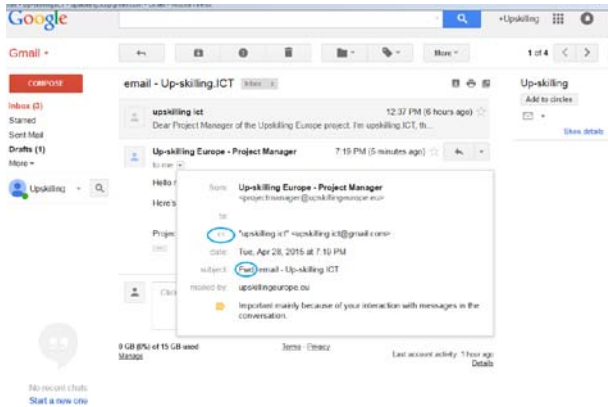
To see if you have received the email from your friend, click on “Inbox” in the left-side menu.

Q: Can you see how you can tell when an email has been forwarded?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

You can see if the email received was forwarded to you thanks to the letters Fwd: in the subject:



*

Exercise 3: Reply/Reply to all

Click on the email that you have just received from the other learner to open it. Below the body of the email sent to you can find a box with the message “Click here to Reply, Reply to all, or Forward”.



This gives you three options:

Q: Can you explain what the 3 options are and what each of them will do?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can complement with the following information:

A:

1. Reply: You will answer to the sender of the original email: in this case the learner you are paired with.
2. Reply to all: You will answer to the email and your answer will be sent to the original sender. Those in copy will be kept in copy of the email: in this case the email will be sent to the learner you are paired with and the trainer will be in copy.
3. Forward: The email will be forwarded to a new recipient. You will need to enter the email address of the new recipient following the steps from exercise 2.

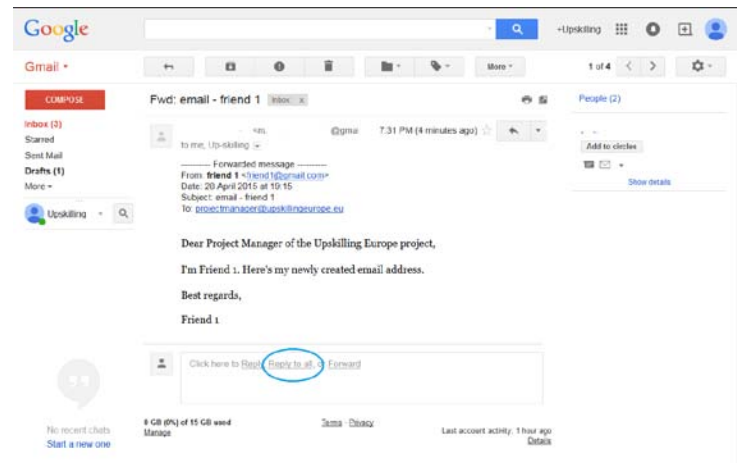
Task:

Your task is to thank the person who forwarded the message to you adding your trainer in copy.

Q: Which of the three options should you choose?

Give to the learners 2 minutes to answer the question

A: Choose the option or reply to all



You now have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

A: Click on Reply to all. You can see that your trainer is automatically kept in copy of the message. Write a thank you note in the body of the email and press send.

Exercise 4. Send an email with an attachment and Blind Carbon Copy Feature

Introduction:

Q: Do you know what an attachment is?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

A: Attachments are the files you attach to your email in order to share them with your recipient. They can be documents, pictures, videos... However there is often a size limit to the files that you can send in an email.

Q: Can you guess what the Blind Carbon Copy feature is and how it's different from the Carbon Copy feature?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can complement with the following definition:

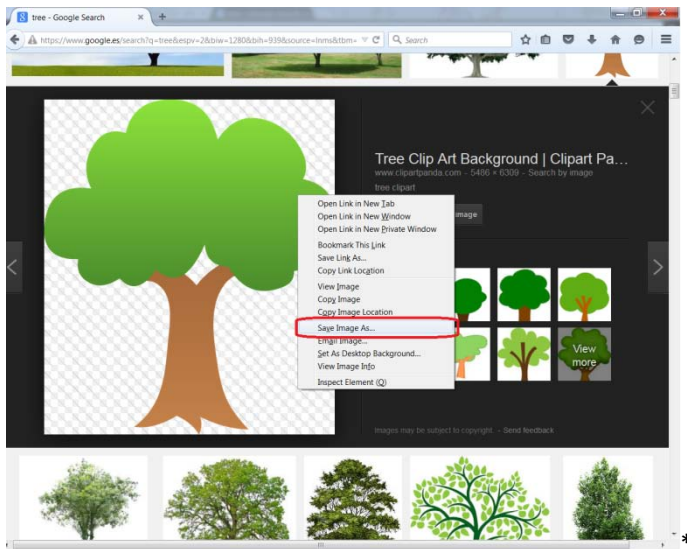
This is to enable you to send a copy of this email to one or more people. They will see who is/are the main recipient and that they are not the main recipient. However, the main recipient(s) won't see the person in hidden copy.

Task 1: To download a picture from the Internet

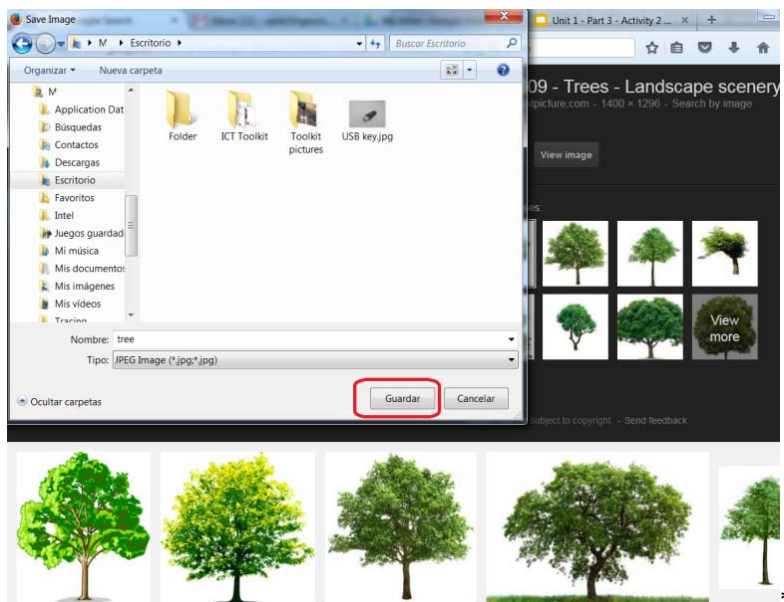
Step 1: Do a quick Internet search to find an image or picture you believe is representative of your personality.

Step 2: Download the picture on your desktop:

Once you have found such image or picture, click right on it and select the option : “Save Image As ...”. /picture on your desktop.



You will be asked where to save the picture on the computer. Once the pop-up window of your computer opens automatically. Select where on your hard drive you want to save the picture: For example the download folder or your desktop. Remember what you selected and click on “Save”.



You have 15 minutes to complete this task.

After 15 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

Task 2: Email the chosen picture / image

Keep the same pairs as for exercise 2 or, in new pairs, exchange each others email addresses.

Prepare to create a new email.

Start composing the new email as done previously.

Your task (*) is to send an email to the other learner you are paired with. In this email you must attach the image or picture downloaded in the previous task.

You should complete the following fields as follows:

To: "Insert email of the learner you are paired with"

Bc (Blind carbon copy): insert the email address of your trainer

Subject: "My image / picture and your name"

Body of the email: indicate to your recipient why you believe this image or picture is representative of your personality (one or two lines).

Use the Help section to assist you in this task, in particular on how to attach a file. You have 30 minutes to do so.

After 30 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

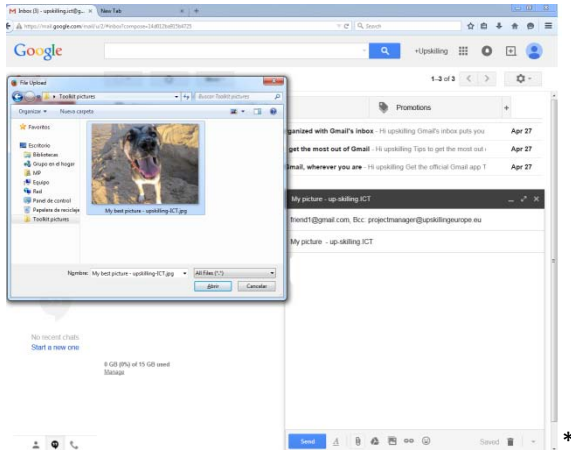
A:

1. Click on compose (top left corner). The new message window will open.
2. Click on "recipients", the word "To" will appear. Enter the email address of the recipient.
3. Click on Bc and insert the email address of your trainer in order to add your trainer in hidden copy.
4. Click on "Subject" and write down the subject of your email.
5. Click on the body of the email and write a small message.
6. Now to attach a file:
7. Click on the icon

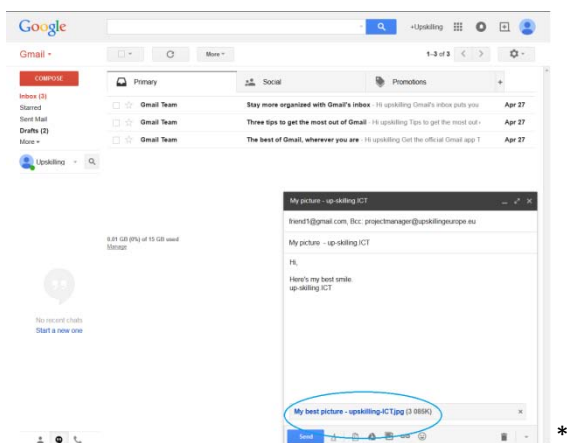


The File upload tool will open. Look for your picture on your hard drive.

Select by clicking on the file (in this case a picture) and click on open.



Once the file is uploaded, you can see it at the bottom of your email.



Exercise 5: Receive an email with an attachment

Keep the same pairs as for exercise 4.

To see if you have received the email from the learner you were paired with in exercise 4, click on "Inbox" in the left-side menu.

Open the email you have received. This time you will not be able to see the trainer in copy.

Task:

Your task (*) is to download the image or picture attached to the email.

Use the Help section to assist you in this task, in particular on how to attach a file. You have 15 minutes to do so.

After 15 minutes,

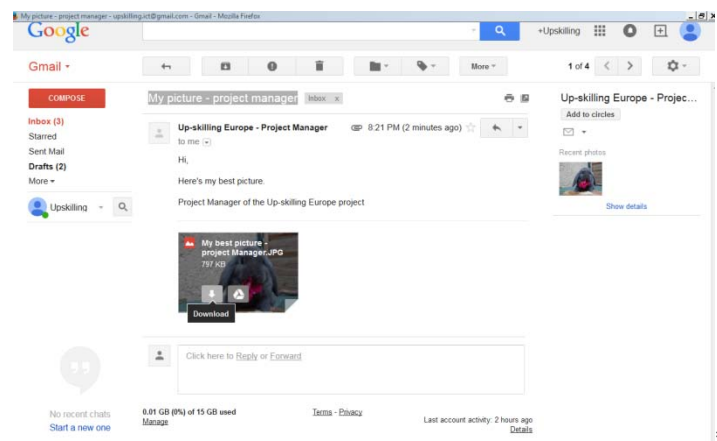
Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

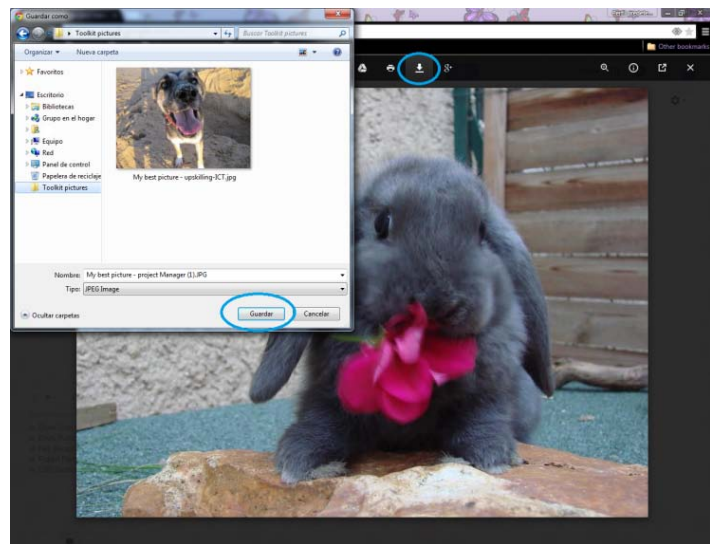
A: To download an image file, put the cursor on the picture and look for the download icon



Click on it. You can also click on the picture to see it full screen before downloading. You will find the same download icon on the top of the image.



You will be asked where to save the picture on the computer. Go to your desktop and click on save.



Security tip: do not download an attachment from an unknown sender as it may contain a virus. You can Google the name of the attachment or the subject of the email. It's likely that if it is a virus people will have commented on it.

Activity 3: How to use Google Drive

Necessary skills participants must already have to complete this session:

- Basic computer knowledge (mouse, keyboard,...)
- Knowledge on how to do an online search
- Google Apps: Creation of a Google account and basic use of Gmail.

Preparatory work for the Trainer (to do before the training session):

- *Save a picture on your Google Drive and share it with your learners (make sure to select "can edit")*. A picture you can use:
https://drive.google.com/file/d/0BzsQ8_F4wIXTMS1xSiNLNHBKYnc/view?usp=sharing
- *Save a different picture on your Google Drive and share it with your learners but this time select "can view" instead of "can edit"*. A picture you can use:
https://drive.google.com/file/d/0BzsQ8_F4wIXTVWgwQkQ3SHdGclU/view?usp=sharing
- Look on Google "what is Google Drive?" and read about it so you are prepare to answer the learners' questions.

Activity 3 - Slides:

<https://docs.google.com/presentation/d/1ey4wDRoRoj-vwu2ZFEfyVHtkR9utrC8P9cMFxwNENk/edit?usp=sharing>

Introduction: What is Google Drive?

Q (Question): Do you know what Google Drive is?

If you don't know what it is, you have 5 minutes to look for this information on Internet.

After 5 minutes, repeat the same question "Do you know what is Google Drive?" and start a 15 minutes group discussion about it.

The 4 questions below are to help you guide the group discussion, if needed.

Q: What can you do with Google Drive?

A (Answers):

- You can store and organize all your files as you would on your hard drive (Word documents, pdf, pictures, films...).
- You can easily share those files with others and choose what they can do with them: view, comment, or edit.
- You can also choose to synchronise your computer desktop with your files stored on Google Drive.
- You can install the app on your mobile or tablet to access your files from there.

Q: Do you know what cloud storage is?

A: Cloud storage is similar to physical storage facilities except it works for digital content. It is basically a place to store your files, pictures... online (on the web) instead of on a external hard

drive, USB memory stick, computer...

Q: What are the advantages of storing files on the cloud (ex. Google Drive)?

A: If something happens to your computer, hard drive... , you won't lose your files. You can also access to your online storage from any device as long as you have access to Internet (handy when you've forgotten your USB key at home).

However Google offers limited free storage. You get 15 GB of free storage across Google Drive, Gmail, and Google+ Photos.

Q: Do you know other examples of cloud storage available online?

A: Dropbox, OneDrive, etc. however, not all these services are free.

Q: Do you know what safety measures you should take when using Google Drive or other cloud storage solutions?

You have 10 minutes to look for this information on Internet.

After 10 minutes, repeat the question and start a 10 minutes group discussion about it.

Security advice for the learners:

In case your account gets hacked, avoid storing very sensitive information such as a document with all your passwords, your bank or credit card details...

For this part we will focus only on Google Drive on the web and we will not see Google Drive on smartphones and tablets.

Exercise 1: Manage a file on Google Drive (Part 1)

Preparatory work for the trainer: Save a picture on your Google Drive and share it with your learners (make sure to select "can edit")

1. Log in your Google Account
2. Go to www.google.com.
3. Look for the Google Apps icon



* (Top Right Corner).

Once you found it, click left to open and look for the Google Drive icon

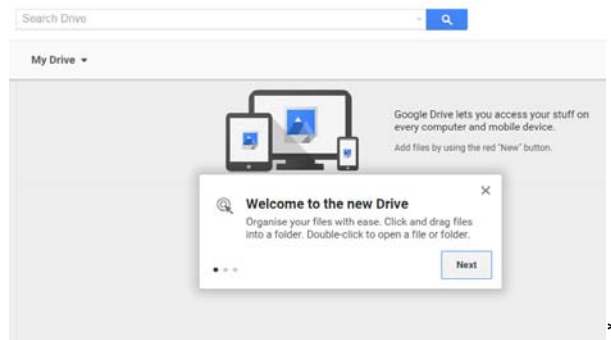


Drive *. Once you found it, click left on it.

You are now in Google Drive.

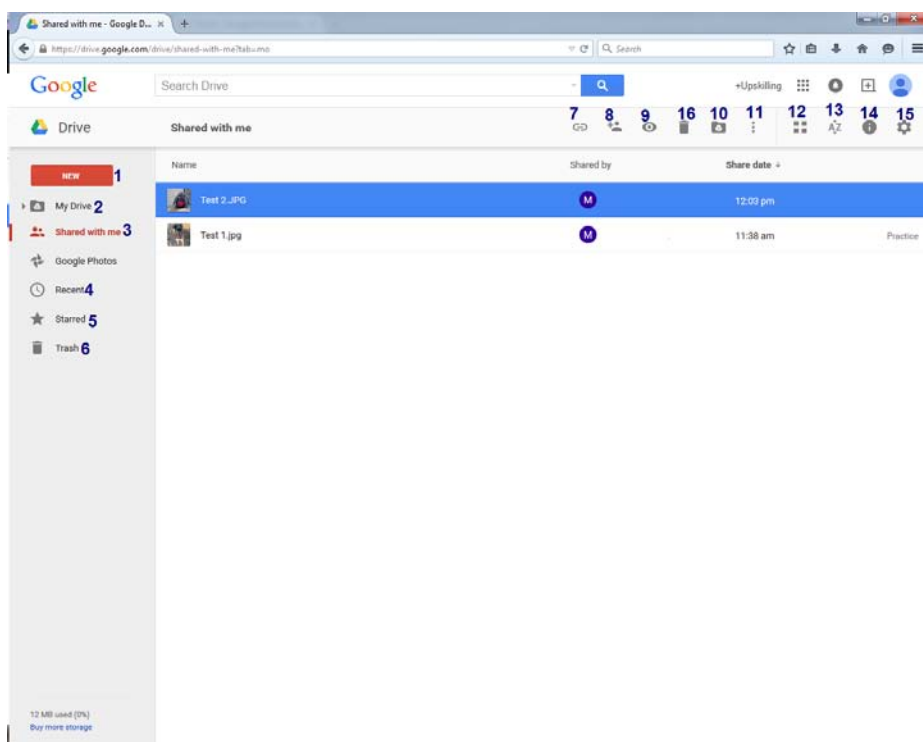
Potreste visualizzare una finestra pop-up se è la prima volta che accedete a Google Drive. Per lo scopo di questa attività, potete anche chiuderla. Tuttavia, questa finestra viene visualizzata quando si accede ad una nuova applicazione. È utile se è la prima volta che utilizzate questa

applicazione da soli.



(Pop-up example)

Here are the main buttons on Google Drive *



I (the trainer) have shared a file with you. In this case a picture. The file is not yet in your Drive (If you clicked on Point 2, you wouldn't be able to find it). To find the picture, look at the different points and see if you can guess which one you have to go to.

A: click on point 3 "Shared with me" to find the file.

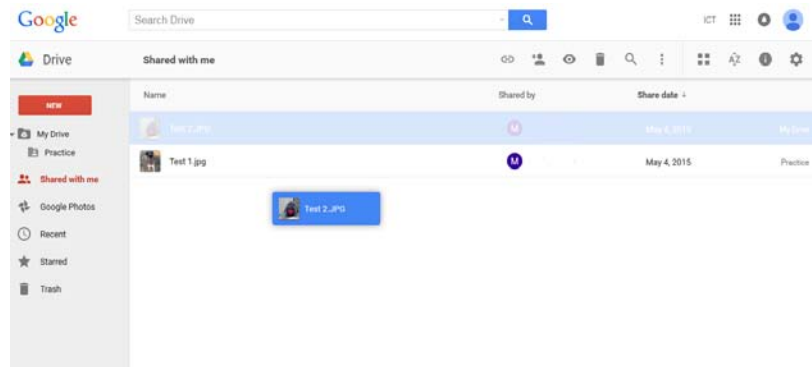
You should now see the file I have shared with you.

Tip 1: To select a file, click left once on the file.

Tip 2: There are two ways to view the files: gridview and listview. Click on point 12 to see which view you prefer.

For the purpose of this activity we'll use list view throughout so as to have the files presented in a similar way as on the screen *.

Tip 3: Throughout this activity you may need to “drag” a file from one place to another. Try to click left but don’t let your finger go. Hold the click and try to see if you can move the file.



Now let’s practice a little the difference buttons before moving on to the different tasks: Select the file and check what all the 16 points are for. Except point 16 because that would delete your file. You have 5 minutes.

Q: Can you tell what the different points are for?

Note: to save time you do not have to go through all the 16 points, you can select just a few as most of these commands will be seen in detail during the next tasks.

A:

Point 1- Add or create a new folder, document, sheet, presentation...

Point 2- View the content of “My Drive”.

Point 3- View files and folders,... shared with me.

Point 4- View files which have been modified in chronological order (your files and the ones shared with you).

Point 5- You can star files which are important to you. Click on starred to view the files which have been starred by you.

Point 6- Click on this logo to retrieve files from the trash.

Point 7- Click here to get a link of the file or folder in order to share it with others.

Point 8- Click on this button to view the shared settings of a folder or file and to give/remove/modify accesses to a folder or file.

Point 9- Preview of a file.

Point 10- Add to Drive a file or folder shared with you. (This button disappears once the file is in your Drive).

Point 11- More actions: Very helpful. It will give you similar options as when you click right on a file or folder. The options offered depends on the type of file. Some of the most common ones are to download, rename, move folder, add a star or convert a file into a Google format.

Point 12- Change the way you view the files as a list or as icons.

Point 13- To sort out in which order the files/folders are organised.

Point 14- To view the details and history of activity of a file.

Point 15- To access the settings and helpdesk of Drive and to download the full content of your Drive.

Point 16- To delete a folder or a file.

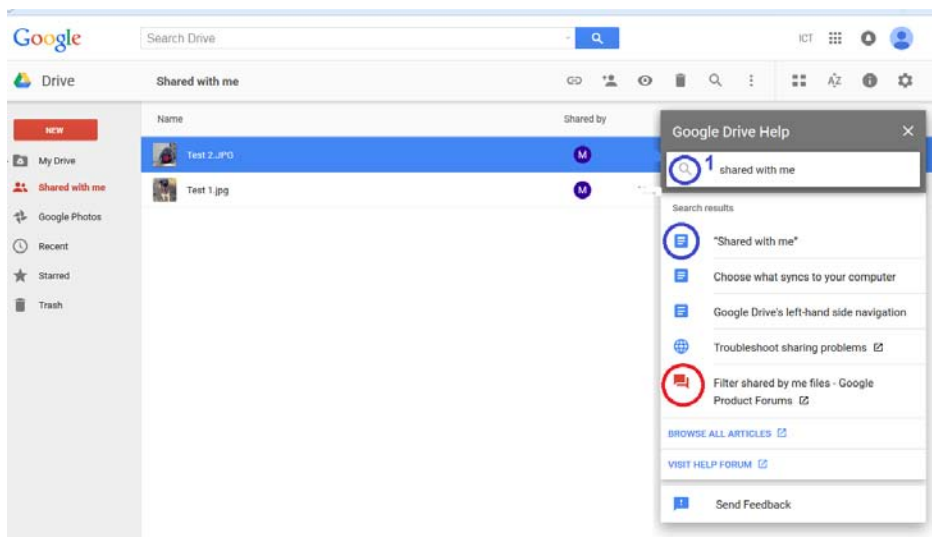
Now that you have a basic understanding of the different buttons, click on point 15 and find the help section.

In the help section you will find the detailed steps on how to do each task. There are often more than one way to achieve one task. See for each task if you can find how to do it yourself with the help section.

Task 1 - Move the file from “Shared with me” into “My Drive”.

To execute this task you will need to look up in the Help section (point 15).

Here’s how to use the help section.



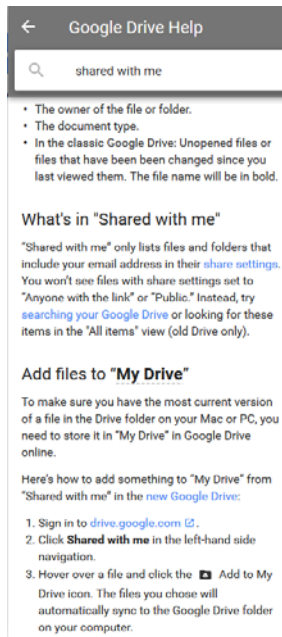
Go to point 1. Enter the keywords for your search as if you were doing an Internet search. Then click on the magnifying glass symbol.

Look for answers preceded by the symbol circled in blue. Avoid the ones circled in red unless you cannot find your answers as this will take you to the forum.

Click on the one you think will provide you with the answers you need. Is this the answer you were looking for? If not, go back one step and try opening a different answer or enter a new search.

Find how to do this task using the Google Drive Help.

Once you have your answer, follow the steps indicated in the help section.



You have 15 minutes to try to do the task.

After 15 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Click and drag the picture into My Drive (2) on the left.

Option 2: Click left once on the picture to select it, more action button (point 11) and select "Add to my Drive"

Option 3: Click right on the picture and click on "Add to my Drive"

Option 4: Click on the picture once and click on the "Add to my Drive logo" (point nr.10)



So far, if the person who shared the picture with you deletes it from its Drive or remove your right to access you won't be able to access the file any more.

To avoid this you need to make a copy of the file.

Task 2: Make a copy of a file

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Click once on the file, more action button (point 11) and "Make a copy"

Option 2: Click right on the file and select "Make a copy"

Q: Can you tell who the owner of the original file is and who the owner of the copy is. You must be in list view to see this (point 12).

A: The trainer is the owner of the original file and the learner the owner of the copy.

N:B: If this is not possible, check if you have given the learners access to view instead of edit.

Task 3 - Rename your copy of the file to "Practice - your name* (name and surname of the learner)"

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Click right and click on Rename.

Option 2: Select the picture and select more action button (point 11) and Rename.

Task 4 - In "My Drive" create a folder entitled "Practice - your name* (name and surname of the learner)".

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Click on New (button point 1) and click on folder

Option 2: click right in the empty space and select "new folder"

Task 5 - Move the picture into your new folder.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Drag the file into the new folder (on the left or in the main space)

Option 2: Click once on the file, more action button (point 11) and “move to”

Option 3: Click right and click on “Move to”

Task 6 - Share the folder (and therefore all the files inside) with your trainer and select “can view” instead of “can edit”.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

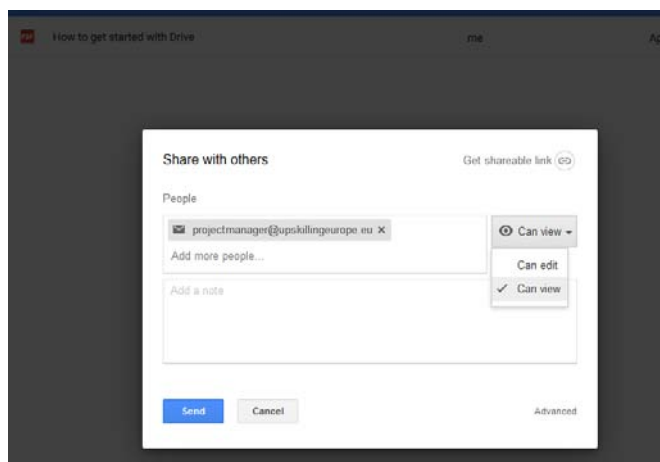
if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Click once on the folder and click on the shared button (point 8). Then select “can view” instead of “can edit”, enter the email address.

Option 2: Click right on the folder and click on “share...”. Then select “can view” instead of “can edit”, enter the email address.



Exercise 2: Manage a file on Google Drive (Part 1)

Preparatory work for the trainer: Save a different picture on your Google Drive and share it with your learners but this time select “can view” instead of “can edit”

To learners: Go to “shared with me” to find a new file shared by myself with you and attempt the following tasks with this new file. Write down which tasks you cannot do this time. If you can’t do it, just move on to the next task:

- Task 1 - Move the file from “Shared with me” into “My Drive”.
- Task 2: Make a copy of a file.
- Task 3 - Rename your copy of the file to “Practice - your name (name and surname of the learner)”.
- Task 4 - Move the file into your new folder.

You have 20 minutes to do this.

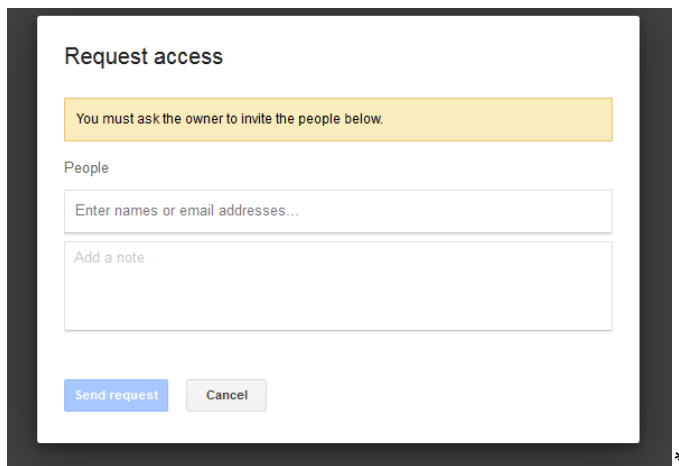
Q: What tasks were you able to complete?

A: Tasks 2 (Make a copy of a file) and task 3 (Rename the file) cannot be executed.

Q: Instead of sharing the folder (task 6), can you share just the new file?

A: You can’t. You will be asked to ask the owner of the file to share the file.

Here’s the message you will get.



Q: Why do you think you could not perform some of the tasks?

A: This is because of the shared settings: Just like I (the trainer) have limited access to the folder you shared with me as you selected “can view” instead of “can edit”.

Exercise 3: Upload a file from your computer to Google Drive.

Using the picture from Exercise 3 of “How to use Gmail” activity. (If you haven’t done this exercise with your learners, ask them to do a quick Internet search to find an image/picture

representing themselves and to download it on the desktop of the computer).

If the learners don't have the picture on the desktop, ask them to search for it in their sent Mail box and to download it as practiced with the "Gmail" activity.

Once they have located the picture on their computer, ask them to go back to Google Drive.

Task - Upload a file from your computer into your Practice folder.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Can you explain to the others how you did it?

A:

Option 1: Click on New button (Point 1) and select upload files.

Option 2; Click right in the empty space and select upload files.

Option 3: Drag and drop in the empty space the file from your computer into Google Drive.

Exercise 4: Sharing a file stored in Google Drive by email

Task: Click on the picture you have uploaded from your computer. Find the different ways to get a link to share with others so they can view without giving them a personalized access.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Can you explain to the others how you did it?

A:

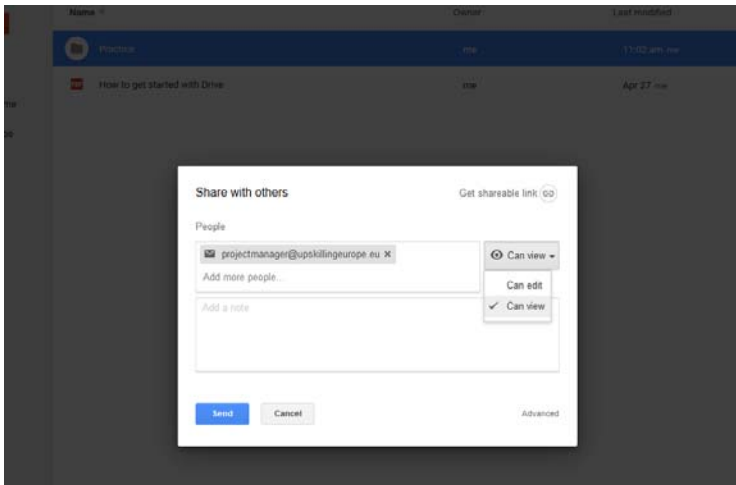
Option 1: Click on point 7 and click on sharing setting to select "anyone with the link can view"

Option 2: Click once on the picture and click on the shared button (point 8). Then click on "Get shareable link" and select anyone with the link can view.

Option 3: click right on the picture and click on "share..." then Get shareable link" and select anyone with the link can view.

Once you have a link of the picture. Go to Gmail, start a new email and copy the link in the

body of the email. Send the email to your trainer with the subject “Practice”.



Exercise 5: Sending a file stored in Google Drive using Gmail

Task: Find the way to send a file stored in Google Drive using Gmail.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

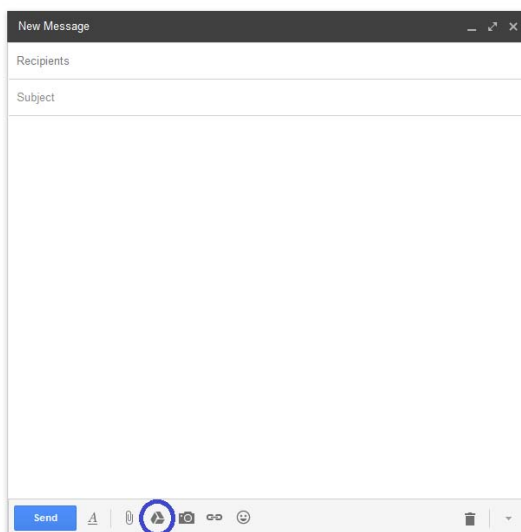
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Can you explain to the others how you did it?

A:

Start a new email. Click on the Google Drive attachment Icon:

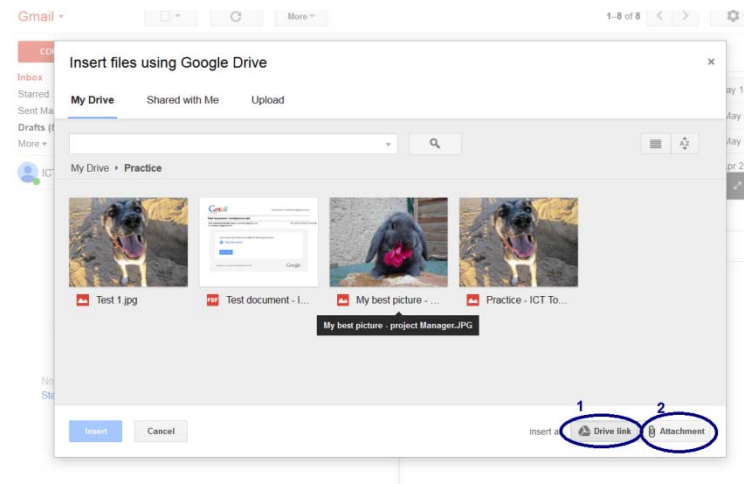


Look for your picture:

Here you have two options: To insert as Drive link (1) and to insert as an attachment (2).

The result will be the same as for method 1: From Drive. You have to make sure your recipient has access to the document (see point 8 to view who has access).

The picture will be attached to your email.



Select option 2 as an attachment and send it to your trainer with the subject “Practice 2”.

Exercise 6: Save an attachment into Drive.

Trainer: Send by email to the learners a pdf document.

Practice pdf you can use:

<https://drive.google.com/file/d/0B4e9JsGmqmUjVWVYdjBiaHZVQW8/view?usp=sharing>

Task: Find the way to save an attachment into Google Drive.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

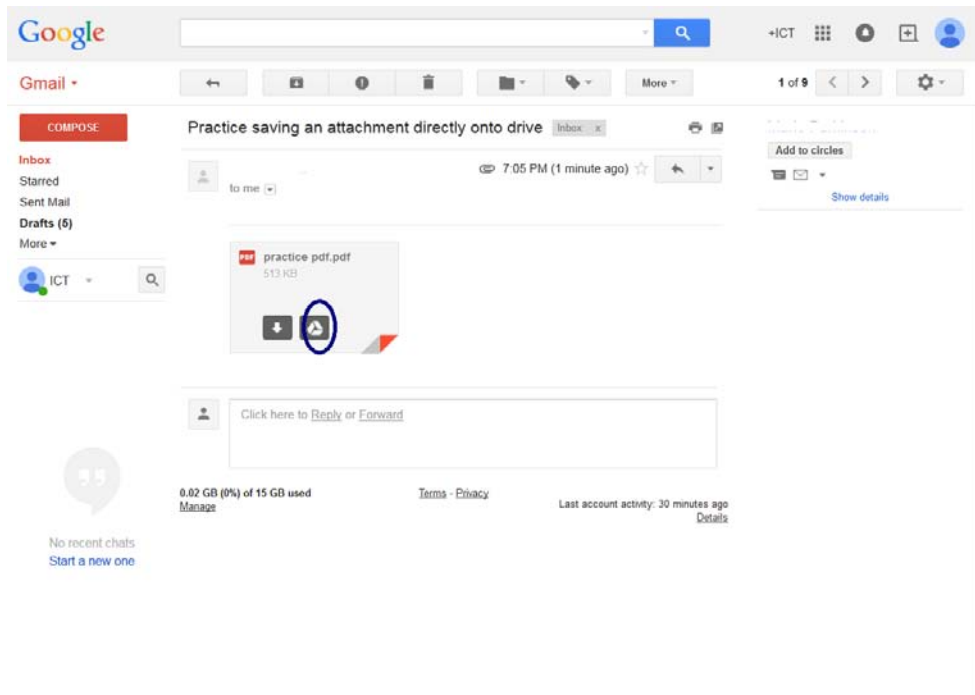
Can you explain to the others how you did it?

A:

To save the attachment in Drive put the cursor on the pdf document and look for the Drive icon



Click on it. Select your folder “Practice” and click on Move.



Go to your drive and open your folder.

Can you find the document?

Activity 4: Blogging

245 min

Necessary skills participants must already have to complete this session:

- Knowledge on how to do an online search
- Google Apps: Creation of a Google account and Gmail

Activity 4 - Slides:

<https://docs.google.com/presentation/d/1dtZmUt7jv30bhyOHquv-I5FKQ0shqJCGqqrYkfBSmpg/edit?usp=sharing>

Introduction: What is blogging?

Q (Question): Do you know what a blog is or what blogging means?

If you don't know what it is, you have 15 minutes to look for this information on Internet. After 15 minutes, repeat the same question "Do you know what is a blog or what does blogging means?" and start a 10 minutes group discussion about it.

Exercise 1: Create your Blog

Go to www.google.com

Look for the Google Apps icon

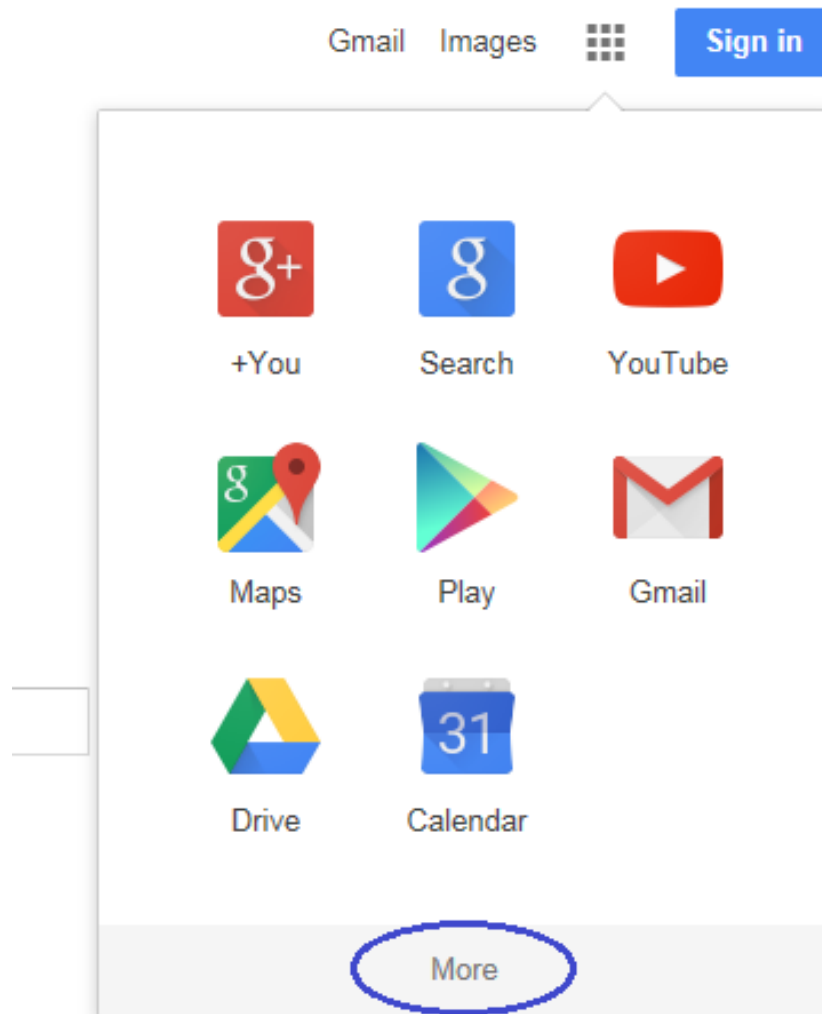


* (Top Right Corner).

Once you found it, click left to open and look for the Blogger icon.



If you cannot find it, click on “More” to view more icons.



Once you found it, click left on it.

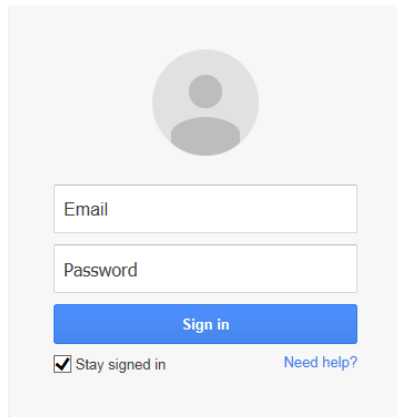
If you are not logged in your Google account, you will be asked to sign in.

Enter your email and password and click on “Sign in”.

Google

One account. All of Google.

Sign in to continue to Blogger



A sign-in form with a grey circular profile picture placeholder. Below it are two input fields: 'Email' and 'Password'. A blue 'Sign in' button is positioned below the password field. At the bottom left, there is a checked checkbox labeled 'Stay signed in' and a blue link 'Need help?' at the bottom right.

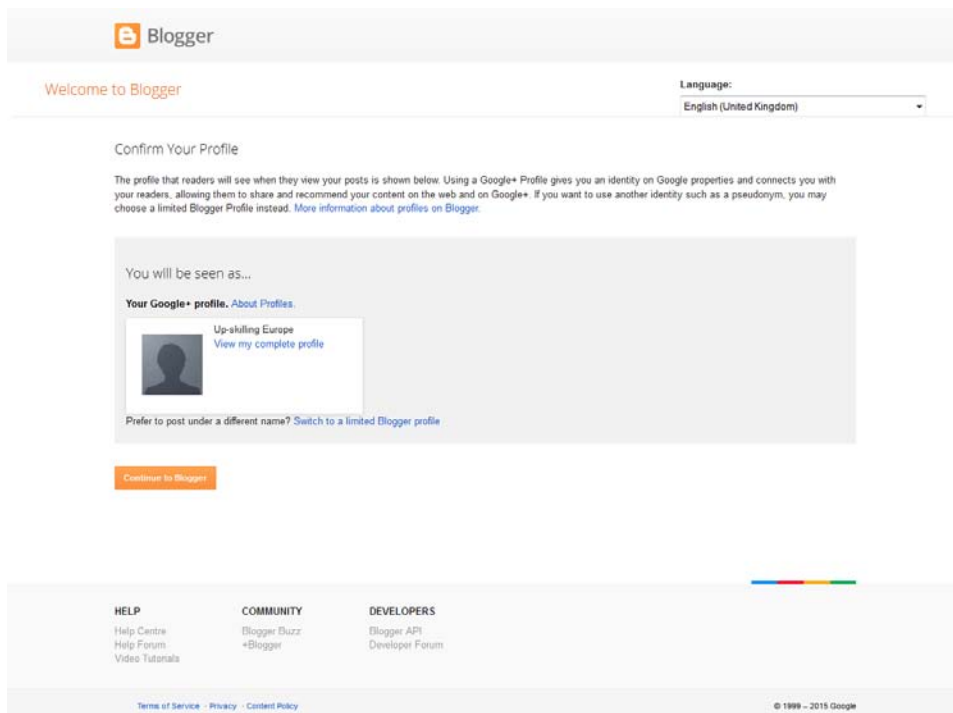
[Create an account](#)

One Google Account for everything Google



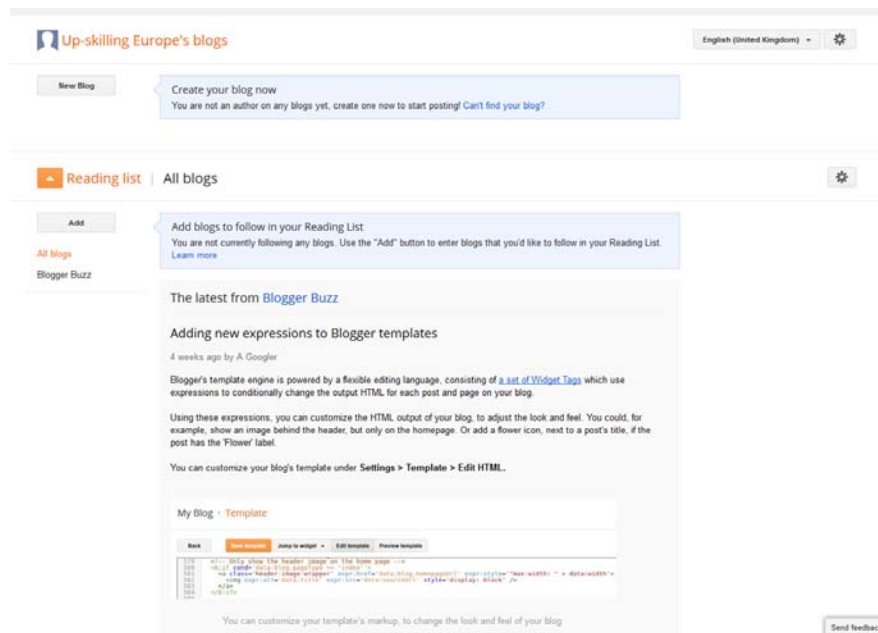
Once you are logged in, you will enter Blogger automatically.

if this is your first time in blogger, you can get the following screen:



The Blogger interface shows the 'Blogger' logo and 'Welcome to Blogger' message. A language dropdown menu is set to 'English (United Kingdom)'. The main section is titled 'Confirm Your Profile' and explains that a Google+ profile is used for identity. It shows a preview of the profile with the name 'Up-skilling Europe' and a link to 'View my complete profile'. Below the preview, there is a link to 'Switch to a limited Blogger profile' for those who prefer to post under a different name. An orange 'Continue to Blogger' button is at the bottom. The footer contains links for 'HELP', 'COMMUNITY', and 'DEVELOPERS', along with 'Terms of Service', 'Privacy', and 'Content Policy'.

Click on continue to Blogger. If not you will go directly to your Blogger home page called “Dashboard”.

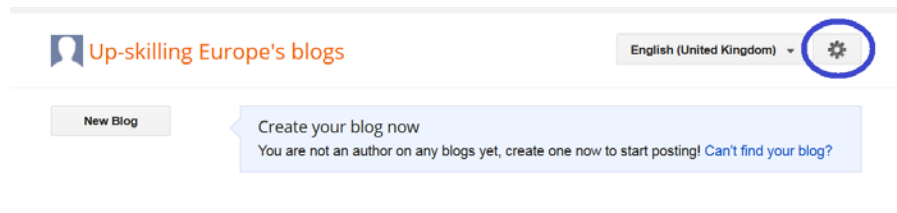


Part 1 - Create your blog

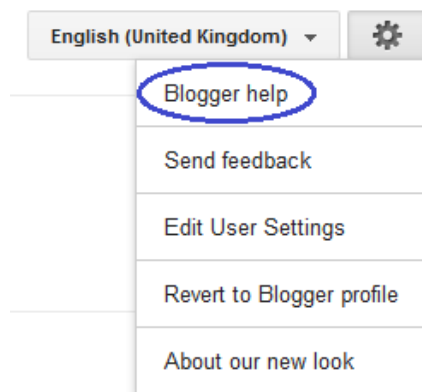
In “your name’s blogs” section look for the Blogger’s options icon



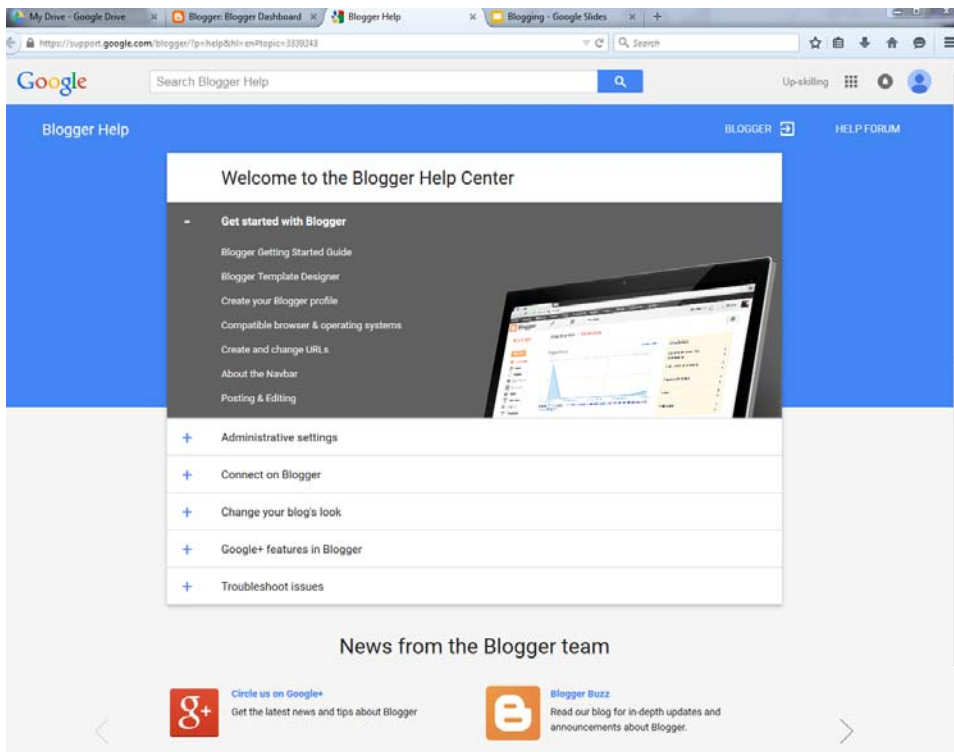
and click left on it.



Look for the “Blogger Help” section.



When you click left on “Blogger help”, a new tab will open to bring you to the Blogger Help Center.



Select the Blogger Getting Started Guide and read the different sections to familiarise yourself. You have 15 minutes for this.

Task 1 - Create a blog

The theme of your blog will be to present yourself, your country, local area, local community and culture.

You have 15 minutes to try to do the task.

After 15 minutes,

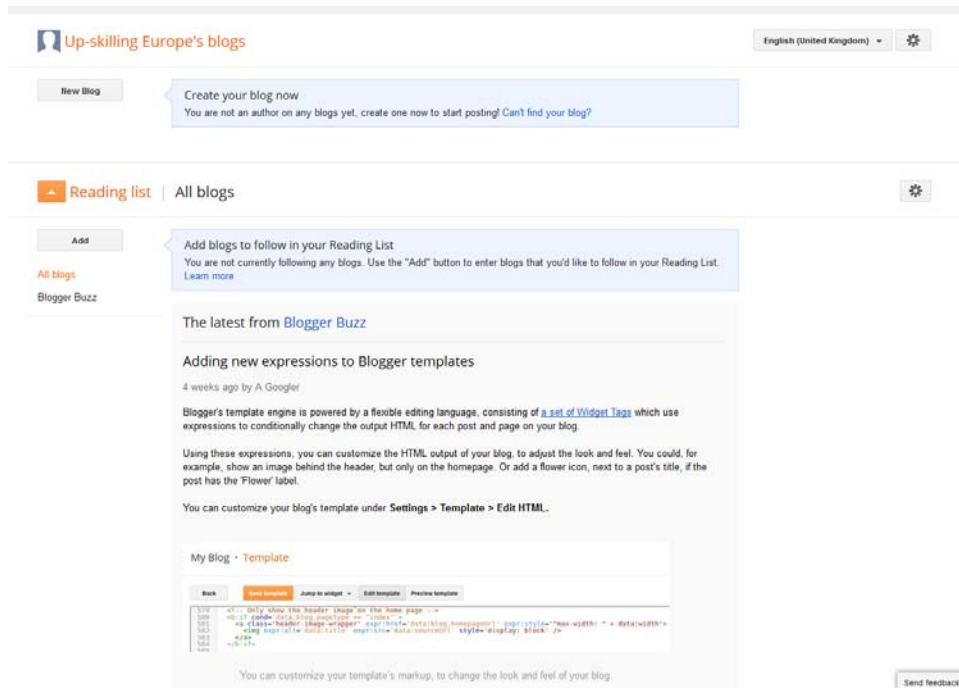
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Select “new blog” in the Dashboard



Step 1: Choose a title of your blog

Step 2: enter an address for your blog. If the address is valid you will see : “This blog address is available”

Step 3. Select a template by left-clicking once on one of the options. You can change templates later on.

Step 4: Left-click on the “Create blog” button

Blogs List > Create a new blog

Title

Address 2 ✓

This blog address is available.

Template 3

Simple

Dynamic Views

Picture Window

Awesome, Inc.

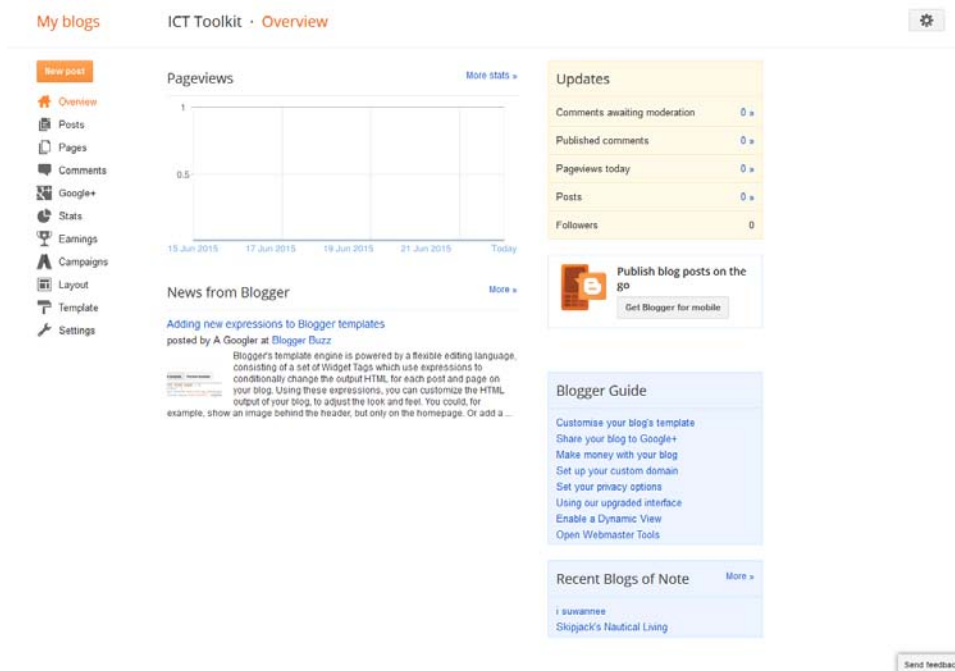
Watermark

Ethereal

You can browse many more templates and customise your blog later.

4
Create blog!
Cancel

You now have a blog. You will be brought to the home page of your blog.



This page menu will give you all the access to personalise the presentation of your blog, review statistics on the number of visitors. Add posts and set the pages.

Task 2 - personalise your blog

Go to Blogger help section and select the “Blogger Template Designer section”

read through this section to learn more about changing the presentation of your blog. You have 15 minutes for this.

- Select the background image and main colour theme
- Adjust widths
- Change the layout (choose a simple layout as you can add columns later if you want to add a lot of gadgets)

You have 10 minutes to try to do the task.

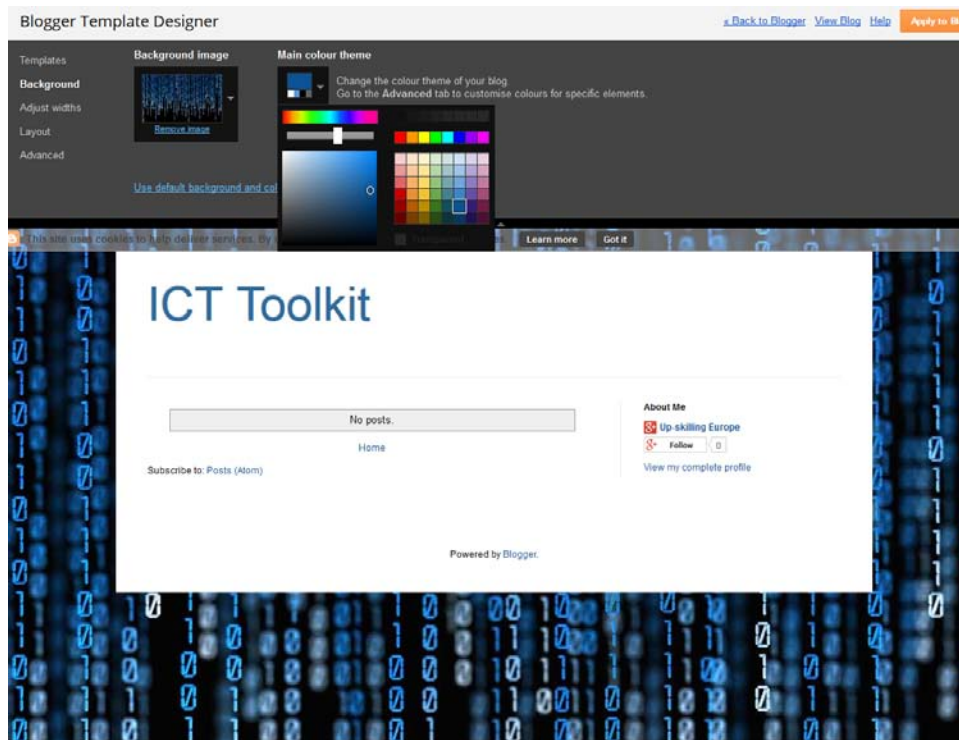
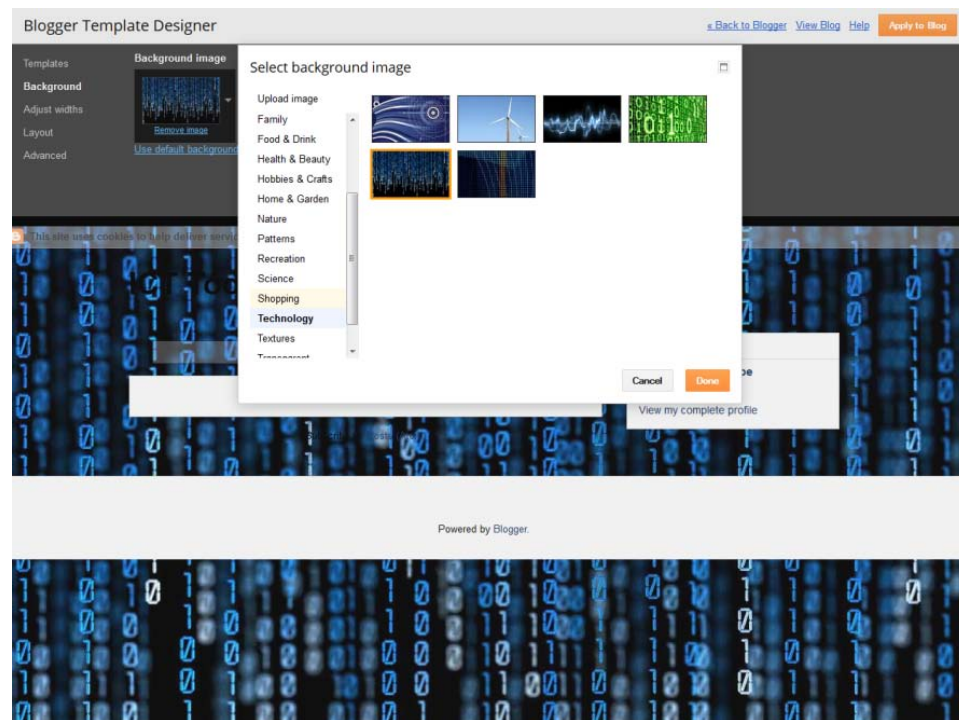
After 10 minutes,

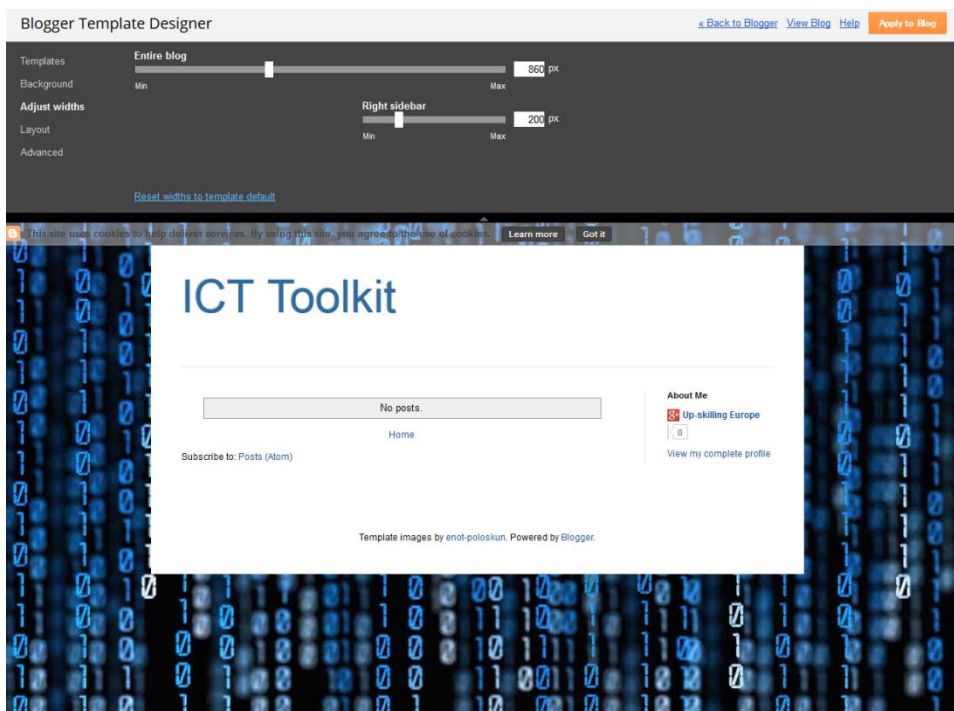
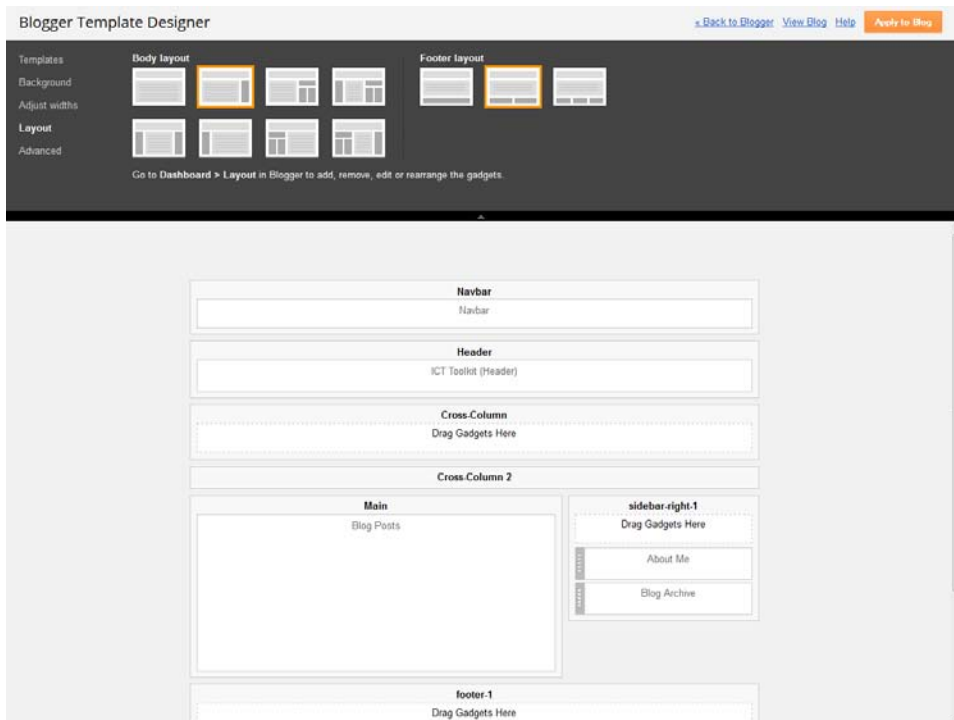
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:





Don't forget to click on Apply to blog to save changes.

Task 2 - Add pages to your blog

Go to Blogger help section and select the “Posting and Editing” section. Then select the section “Add pages to your blog”. Read through this section to learn more about changing the

presentation of your blog. Unlike what is said in the Blogger help section.

1) create a page:

Start by creating a page before adding a page gadget. You have 15 minutes for this.

After 15 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

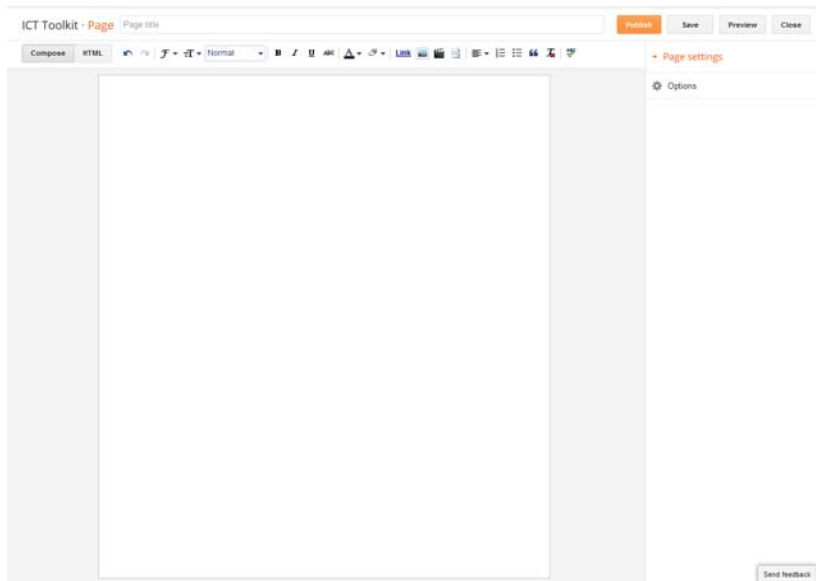
A:

Select the “Pages” section (click-left once) from your blog homepage.

The top screenshot shows the Blogger 'Overview' page. The left sidebar contains a list of navigation links: Overview, Posts, Pages, Comments, Google+, Stats, Earnings, Campaigns, Layout, Template, and Settings. The 'Pages' link is circled in blue. The main content area shows a 'Pageviews' chart and a 'News from Blogger' section.

The bottom screenshot shows the 'Pages' section of the Blogger interface. The breadcrumb trail at the top reads 'My blogs > ICT Toolkit > Pages > All'. Below the sidebar, there is a 'New page' button and a message that says 'There are no pages. Create a new page'.

Click on new page



2) Add a “pages gadget”. Without this your pages will not show on your blog.

You have 15 minutes to try to do the task.

After 15 minutes,

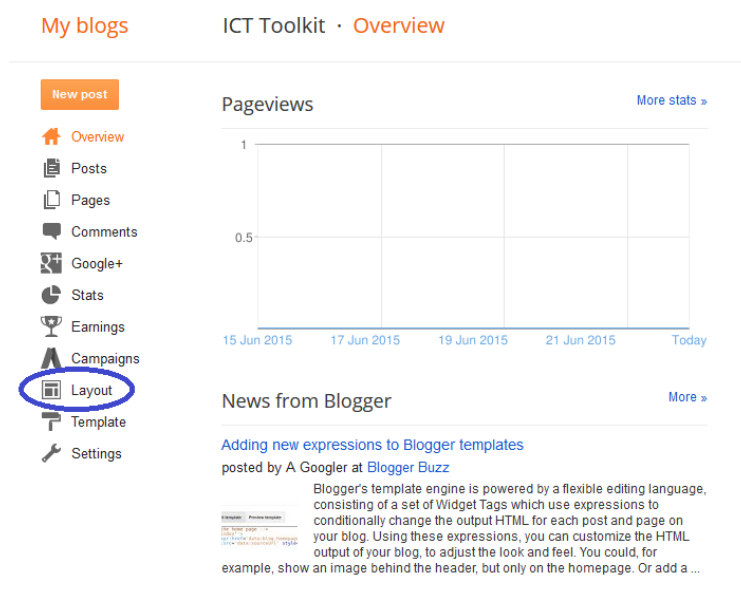
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

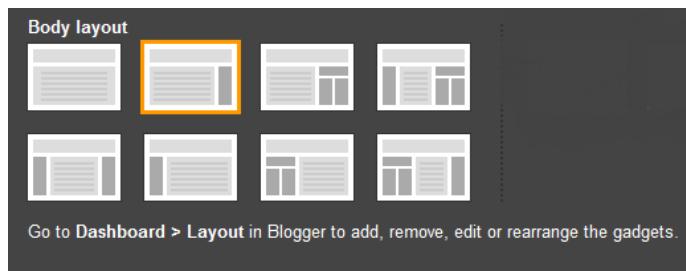
Q: Can you explain to the others how you did it?

A:

Select the Layout section (click-left once) from your blog homepage.



Where you can add your gadgets, depends on the layout you have chosen in the previous step.

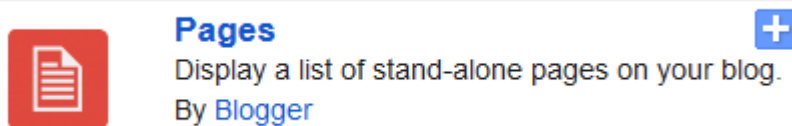


For example, if you have chosen one of the first 3 options, you will not be able to insert your gadget on the left side of the screen. However, with the option we have chosen, we can add the gadget on the top or on the right.

Note that most webpages, blogs,... will have the page menu on the top or on the left side.

Once in the layout section, select where you want to add the page menu gadget and click on Add a Gadget. We will add it to the top bar. "Cross-Column".

A new window will open with all the Gadgets you can add. Look for the one titled "Pages"



Click-left once on the blue box with white cross symbol to add.

Once the "Configure Page List" window opens,

- 1- Select the pages to appear
- 2- Drag and drop to change the order of the pages
- 3- Click on Save once you are done
- 4- Click on Remove to remove the Gadget from your blog

Task 3 - Post on your blog

Go to Blogger help section and select the “Blogger Getting Started Guide” section. Then read the sections “Write your post” and “Add an image”. Read through this section to learn more about how to make your first post of your blog. You have 15 minutes for this.

Start by choosing a theme for your first post and add pictures to illustrate your post.

Add one or more labels.

Preview your post.

Publish once satisfied.

You have 30 minutes to try to do the task.

After 30 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

Unit 1: Basic digital skills

This unit is dedicated to developing basic digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills to meet the demands of everyday simple tasks (e.g. how to use a computer and other digital media to find information on employment and/or learning opportunities).

PART 4: SOCIAL MEDIA

5,25 hrs
315 min.

Lesson Draft

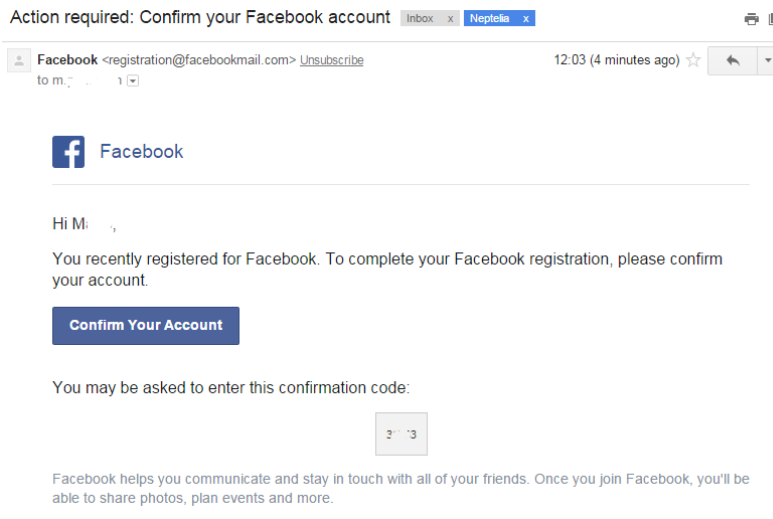
Duration

Activity 1: Creation of a Facebook account

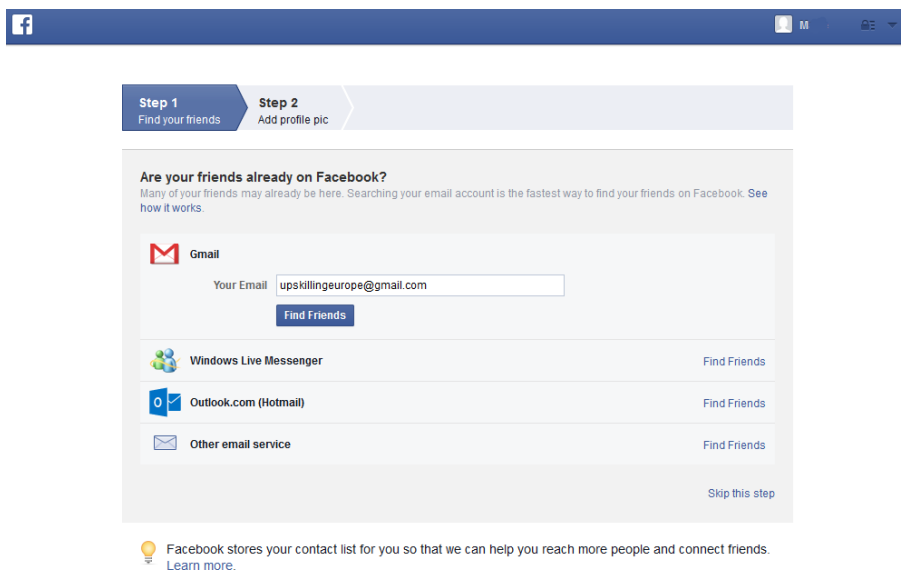
20 min.

Go to www.facebook.com. On the facebook home page, focus on the part “Create an account”.

Complete the registration questionnaire. You may be asked to confirm your Email Address.



Otherwise, you will be brought directly to your new account.



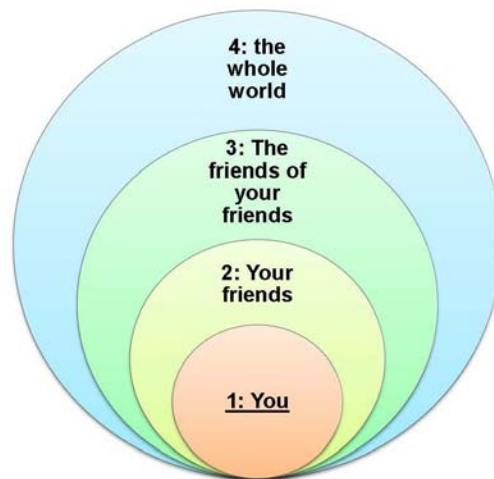
Once this is done, you now have a facebook account.

Activity 2: Privacy settings

90 min.

The most delicate part of using facebook is getting the right settings that work for you, particularly privacy settings.

There are different levels of access you can be allow regarding your information, posts, pictures...



You must think about the information you wish to share. The more personal, the stricter you should be with your privacy settings. Before uploading or posting anything on Facebook, ask yourself: who do I want to share this with? Can someone be offended by my post (words, picture...)?

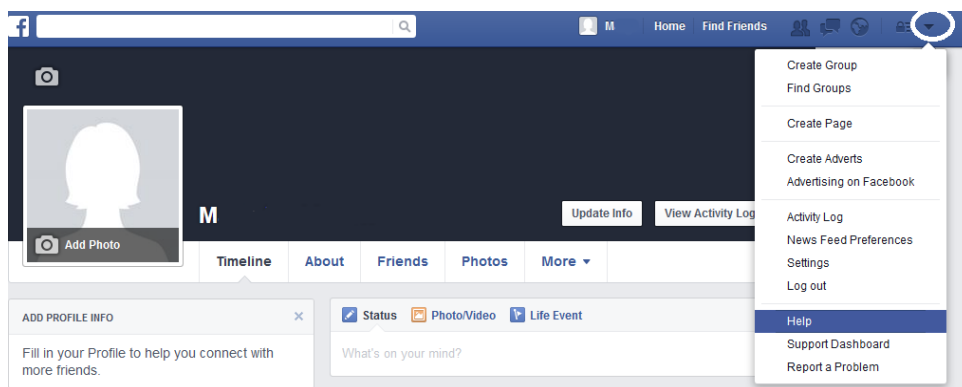
Level 1: The information can only be seen by yourself

Level 2: Your friends

Level 3: The friends of your friends. Some information may appear on the newsfeed of people who are not your friends but are on the friends list of your friends. If your friend is tagged his/her friend may be able to see the post.

Level 4: The whole world. This is accessible when the information is made public to everyone.

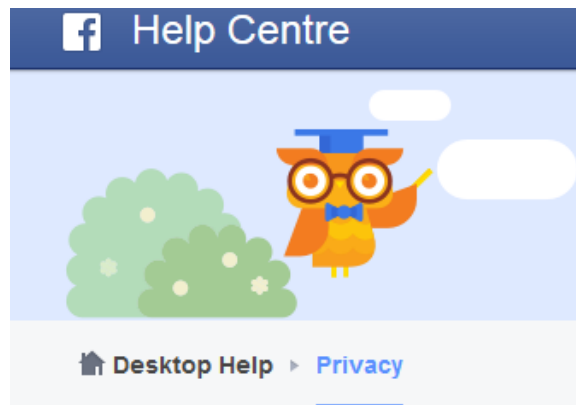
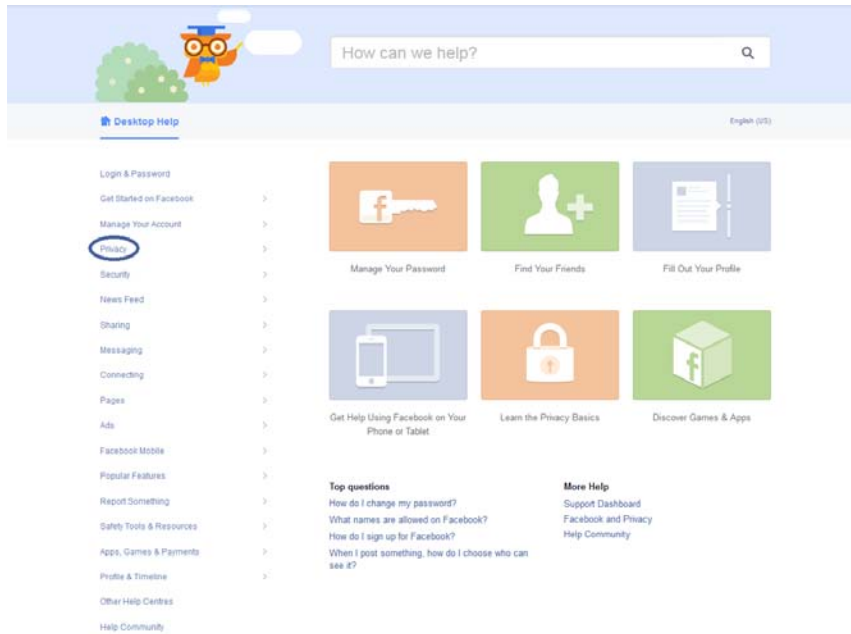
Go to the Desktop Help of Facebook from your profile.



Once in the Help Centre, Select privacy in the left menu and Basics. Read through the different sections to help you understand how to protect your privacy.

Read also the Troubleshoot Privacy Issues section.

You have 20 minutes for this.

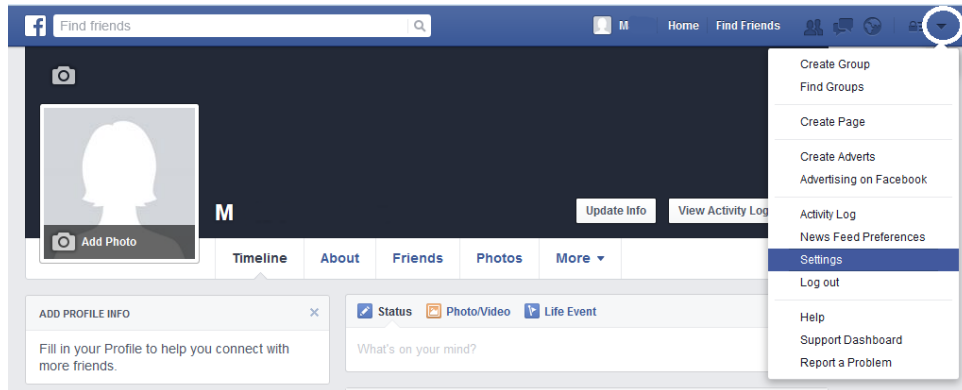


- [Basics](#) >
- [Controlling Who Can Find You](#) >
- [Troubleshoot Privacy Issues](#)
- [Accessing Your Facebook Data](#)
- [Minors & Privacy](#)
- [Safety](#) >
- [Questions About Our Privacy Policy](#)
- [Explore Your Activity Log](#)
- [Back](#) <

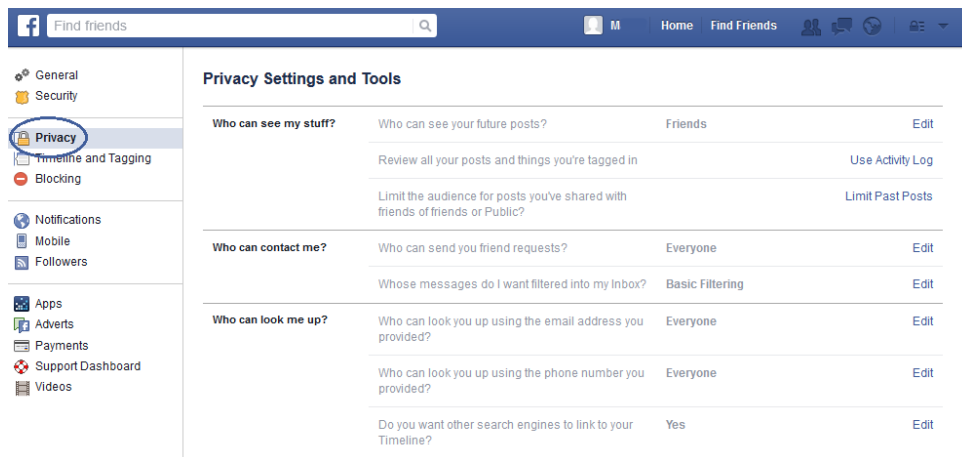
Task:

Set up your privacy settings following the steps shown on the projector.

Go to the settings.



Select Privacy in the left menu to go to the Privacy Settings and tools to set up your privacy preferences.



General
Security
Privacy
Timeline and Tagging
Blocking
Notifications
Mobile
Followers
Apps
Adverts
Payments
Support Dashboard
Videos

Privacy Settings and Tools

Who can see my stuff?

Who can see your future posts? Close

You can manage the privacy of things you share by using the audience selector **right where you post**. This control remembers your selection so future posts will be shared with the same audience unless you change it.

What's on your mind?

Review all your posts and things you're tagged in

Limit the audience for posts you've shared with friends of friends or Public?

Who can contact me?

Who can send you friend requests?

Whose messages do I want filtered into my Inbox?

Who can look me up?

Who can look you up using the email address you provided?

Who can look you up using the phone number you provided?

Do you want other search engines to link to your Timeline?

General
Security
Privacy
Timeline and Tagging
Blocking
Notifications
Mobile
Followers
Apps
Adverts
Payments
Support Dashboard
Videos

Privacy Settings and Tools

Who can see my stuff?	Who can see your future posts?	Friends	Edit
	Review all your posts and things you're tagged in		Use Activity Log
	Limit the audience for posts you've shared with friends of friends or Public?		Limit Past Posts
Who can contact me?	Who can send you friend requests?	Everyone	Edit
	Whose messages do I want filtered into my Inbox?	Basic Filtering	Edit
Who can look me up?	Who can look you up using the email address you provided?	Everyone	Edit
	Who can look you up using the phone number you provided? Close		
	This applies to people who can't already see your phone number.		
	Who can look you up using the phone number you provided?	Everyone	Edit

You have 20 minutes to set up your privacy settings.

Q: Can you explain your choices for your Privacy settings?

Do the same task for the Timeline and Tagging Settings

You have 20 minutes.

General
Security
Privacy
Timeline and Tagging
Blocking
Notifications
Mobile
Followers
Apps
Adverts
Payments
Support Dashboard
Videos

Timeline and Tagging Settings

Who can add things to my timeline?	Who can post on your timeline?	Friends	Edit
	Review posts that friends tag you in before they appear on your Timeline?	Off	Edit
Who can see things on my timeline?	Review what other people see on your timeline		View As
	Who can see posts you've been tagged in on your timeline?	Friends of friends	Edit
	Who can see what others post on your timeline?	Friends	Edit
How can I manage tags people add and tagging suggestions?	Review tags people add to your own posts before the tags appear on Facebook?	Off	Edit
	When you're tagged in a post, who do you want to add to the audience if they aren't already in it?	Friends	Edit
	Who sees tag suggestions when photos that look like you are uploaded? (this is not yet available to you)	Unavailable	

Q: Can you explain your choices for your Timeline and Tagging Settings?

Activity 3: Security in social media

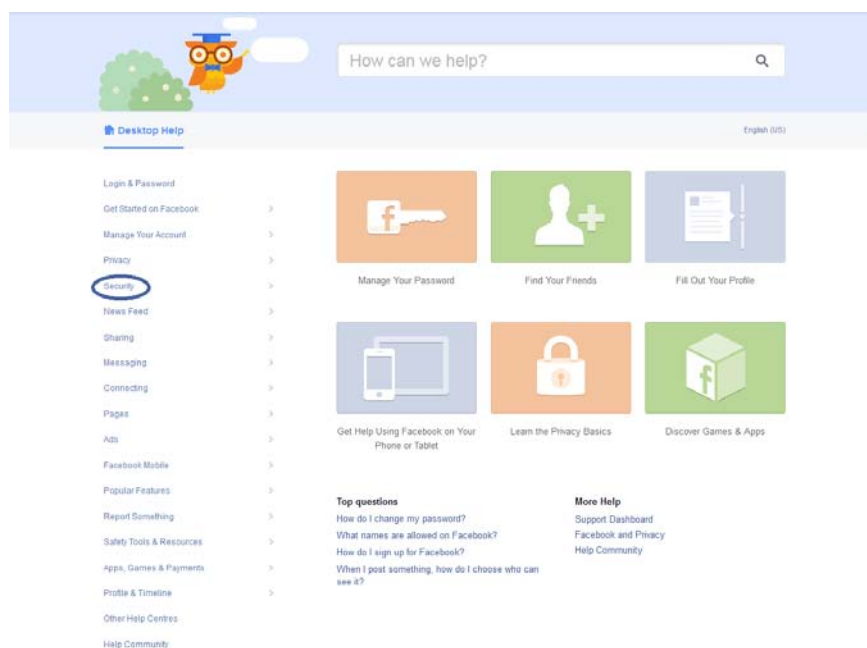
50 min.

Task 2 - Security

Go to the Facebook Help Centre

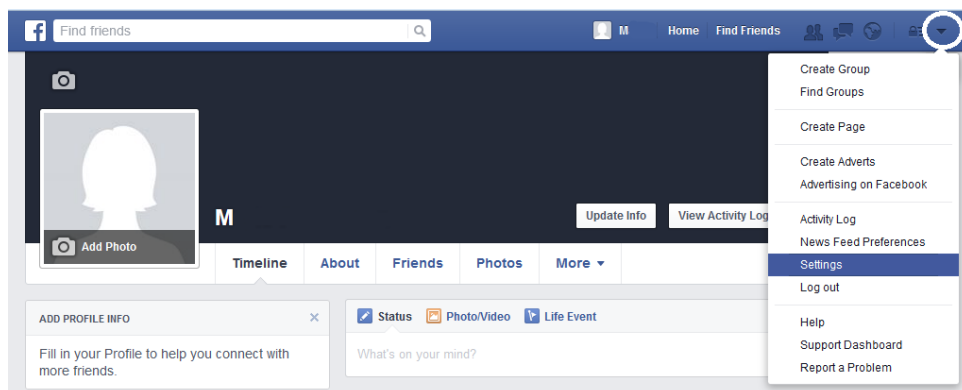
Once in the Help Centre, Select security in the left menu. Read through the different sections to help you understand how to secure your account.

You have 20 minutes for this.



Task:

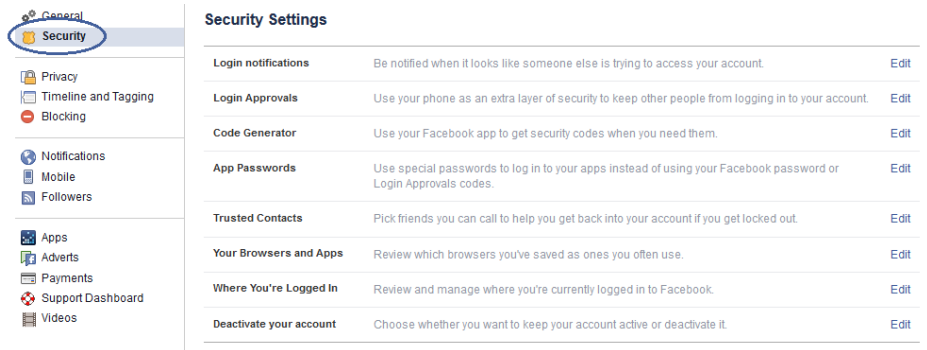
Set up your security settings following the steps on the projector.



20 min.

10 min.

Select Security in the left menu to go to the Security Settings to set up your security preferences.



Click on Edit to open each Security Settings, read what it is about. Then select the option best for you and read through the others as you may need them in the future.

You have 20 minutes to set up your security settings.

Q: Can you explain your choices for your Security Settings?

Activity 4: Personalise your facebook profile

95 min.

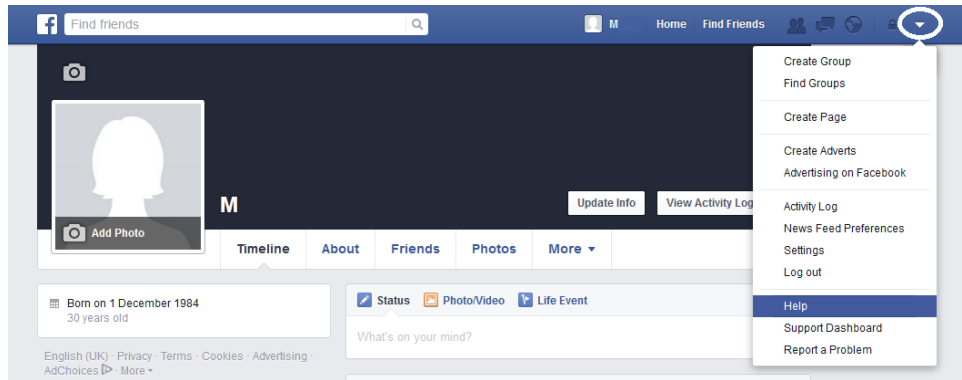
Task 1 - Change your profile picture, following the steps below:

- Profile picture and Cover photo: Both will always be public so you must choose pictures which you are comfortable sharing with the whole world.
- Profile pictures are very helpful for your friends to find you so you if you choose one where your face cannot be seen then this can make it more difficult for them. It is up to you to decide if this is an issue or not.

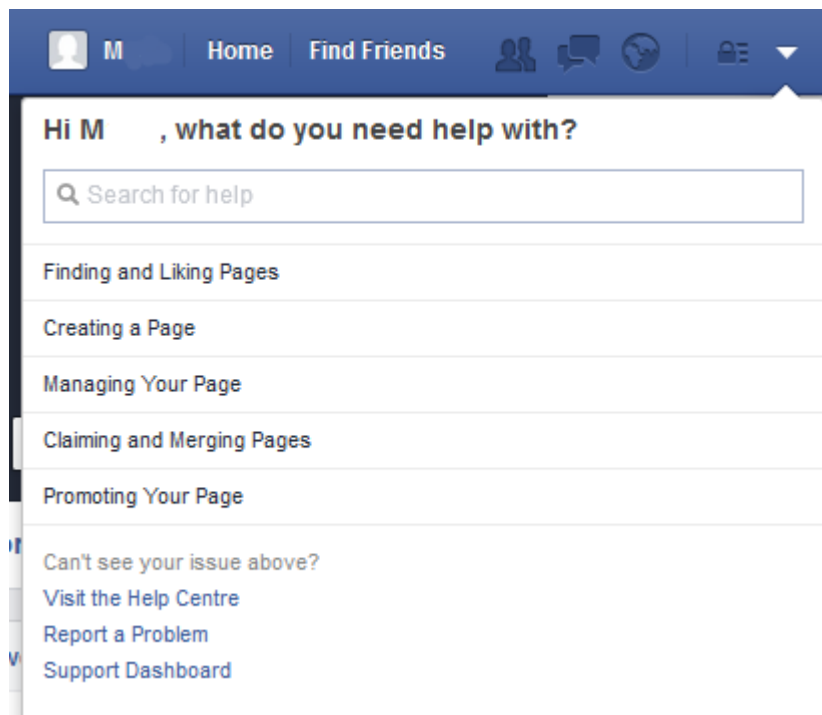
Go to your profile by clicking on your name in the blue bar on top.



To execute this task you will need to look up in the Help section but instead of going to the Help Center, just use the help search option.



Once you click on Help, the following box will appear:



Go to “Search for help”. Enter the keywords for your search as if you were doing an Internet search, a list of potential answers will appear. Click on the one you think will provide you with the answers you need. Is this the answer you were looking for? If not, go back one step and try opening a different answer or enter a new search.

Use the help section to find out how to change your profile picture. Use the search words “Profile picture” and select “how do I add or change my profile picture”

A: Click on Add Photo

Your profile picture helps people recognize you on Facebook. To add a profile picture or change your current profile picture:

1. Go to your profile and hover over your profile picture.
2. Click Update Profile Picture.

3. You can:

- Select a photo you've already uploaded or one you're tagged in.
- Upload a photo from your computer.
- Take a new photo

4. Crop your photo and click **Crop and Save**. If you don't want to crop your photo, click **Skip Cropping** in the bottom left, then click **Save Profile Picture**.

You have 20 minutes for this task.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Task 2 - Change your cover photo using the help section.

You have 15 minutes for this task.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time and instruct the learners to look how to do it in the help section as for task 1 (Search words: Add cover photo).

A cover photo is the larger photo at the top of your profile, above your profile picture. Like your profile picture, cover photos are public which means anyone visiting your profile will be able to see them.

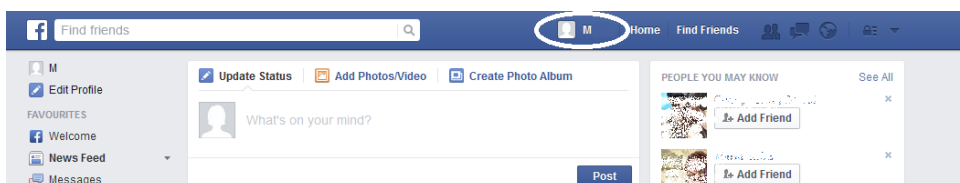
To add or change your cover photo:

1. Go to your profile
2. Click Add Cover Photo, or hover over your current cover photo and click Update Cover Photo
3. Choose whether you want to upload a new photo or pick a photo from one of your existing photo albums
4. Once you choose a photo, you can reposition it by clicking the image and dragging it up or down
5. Click Save

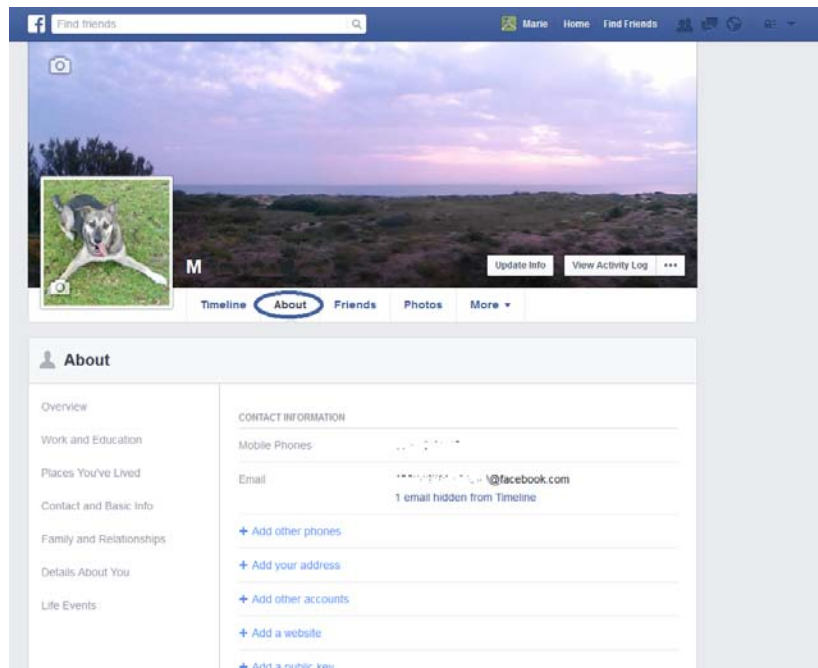
Note: Your cover image has to be at least 720 pixels wide.

Task 3 - Personalise your profile information following the steps below:

Go to your profile by clicking on your name in the blue bar on top.



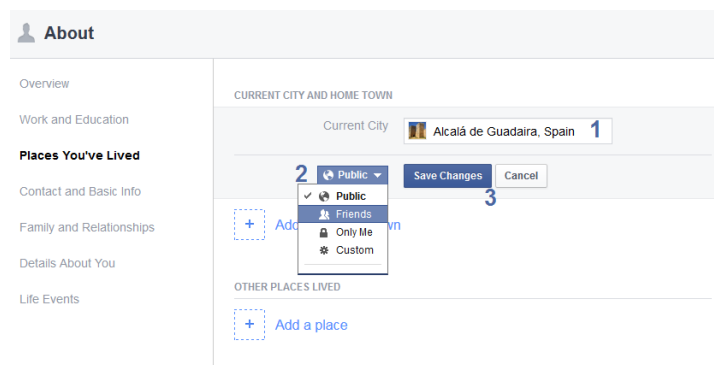
Once in your profile page, click on “About” in the menu bar under your cover photo.



Once you are in the about section, Click on the “+ Add...” signs in blue to add the information you want to share.

As an example, add your Current City by clicking on “Add your current city”. Then follow those 3 steps:

- step 1: Insert the name of your current city
- step 2: Select with whom you want to share the information
- step 3: Save your changes



Add three other pieces of information about yourself on your facebook profile.

You have 15 minutes for this task.

Q: Who managed to do it?

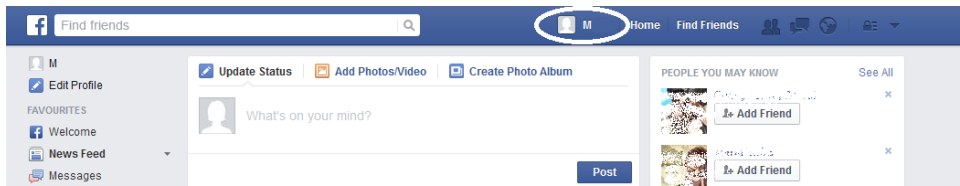
If 20% of the group has been successful ask them to help the others. If not give a little more time.

Activity 5: Add friends

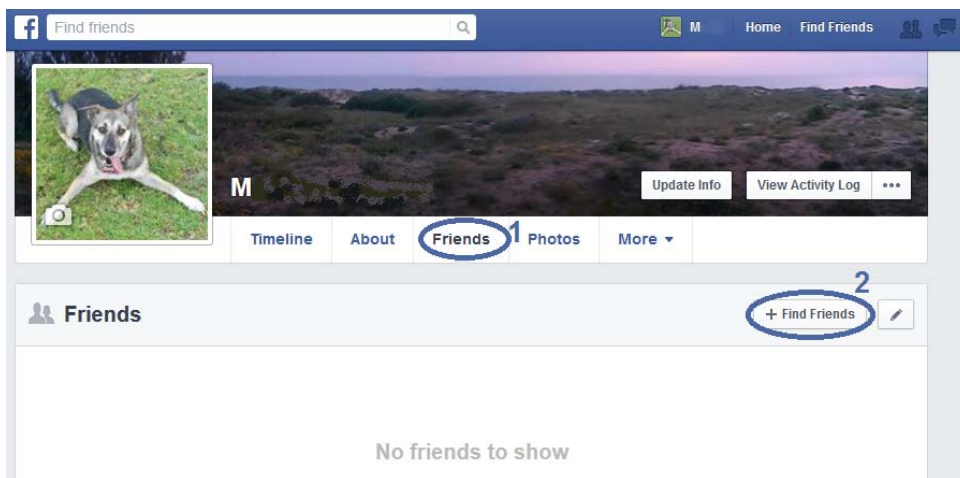
60 min.

Task: Invite friends following the steps below:

Go to your profile by clicking on your name in the blue bar on top.



Once in your profile page, click on “Friends” (19 in the menu bar under your cover photo. Then click on + Find Friends (2).



4 Tools are at your disposition to find your friends:

1. People you may know
2. Add personal Contacts
3. Search for Friends
4. Invite Your Friends

The first tool are suggestions made by facebook of people from your area or Friends of Friends that might be known to you.

For the 3 other tools, look in the help section (Key words: “Find Friends”)

After you join Facebook, there are a few ways to find your friends or invite them to join:

Search for friends

You can search for your friends by typing their names or email addresses in the search bar. Learn more about adding friends.

Import your contacts

You can import your list of contacts from other places (ex: your email account, your phone) and we'll find your friends for you. After Facebook imports your contacts, you'll have the option to send a friend request to any of your friends that already have a Facebook account or send an

invitation to friends who aren't on Facebook. Learn more about importing.

Invite friends individually

You can also invite your friends individually from the Invite page. Enter the email addresses of anyone you want to invite and add a personal message (optional).

Note: When you invite friends to join Facebook, we'll save a list of those contacts so you can see who you invited and send reminders. You can always manage and control the invitations and reminders those friends receive.

Once you have found someone you want to add, look in the help section on how to do so. (key words: "Add friends")

You have 30 minutes for this task.

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

How do I add a friend?

You can add friends by importing. You can also add friends from their profiles:

1. Enter your friend's name or email in the search bar at the top of any Facebook page.
2. Select their name to go to their profile.
3. Click the Add Friend button. You might not see this button on some people's profiles, depending on their privacy settings.

Once this person accepts your request, they'll show up in your Facebook friends list.

Note: If you've been temporarily blocked, you'll need to wait until the block is removed before you can add friends again.

UNIT 2: INTERMEDIATE DIGITAL SKILLS

This unit is dedicated to developing intermediate digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills necessary to perform work related tasks (e.g. word-processing, spreadsheets, presentation tools, etc.).

Competences delivered by this unit:

At the end of this unit, participants will be able to:

- Manage basic use of Google Documents independently.
- Create a cover letter using Google Documents independently.
- Manage basic use of Google spreadsheet independently.
- Manage basic use of Google Slides independently.

Part 1: Word processing using Google Docs

848 min.
14,13 hrs

Lesson Draft	Duration
<p>Part 1 - slides:</p> <p>https://docs.google.com/presentation/d/1fcplp5HmRywIm4YvNddrXUEiii6mqVjpawwWRGaAsMg/edit?usp=sharing</p> <p><i>Necessary skills participants must already have to complete this session:</i></p> <ul style="list-style-type: none"> • Basic computer knowledge (mouse, keyboard...) • Basic use of search engines. • Basic use of Google Apps (to have a Google account, how to use Google Drive, Gmail and Google Help). <p>Activity 1:</p> <p><i>Download the word document and send it by email to the learners before starting the exercise 1.</i></p> <p>https://drive.google.com/file/d/0B4e9JsGmqmUjRmt6NmxDmzhpVEU/view?usp=sharing</p> <p>Activity 2: Write your cover letter</p> <p><i>Preparatory activity for the trainer - Different approaches for this activity:</i></p> <p><i>You and your learners have gone through the activity from unit one of this toolkit (Looking for work and education opportunities). Then your participants should have looked for job offers. Ask them to bring them for this activity.</i></p> <p><i>You and your participants have not gone through the activity from unit one of this toolkit. Then you have two options:</i></p> <ul style="list-style-type: none"> • You can ask them to look for a job advertisement that they could reply to • You can bring a job ad or a selection of them for the group. (There is an example provided) • You can ask them to write a letter applying for their “dream job” at their “dream organisation”. <p><i>Having a good “draft cover letter” ready makes it easier to adapt later on when answering a job offer, as starting from scratch is the hardest part.</i></p>	
<p>Activity 1: Introduction to Google Docs</p> <p>Introduzione:</p> <p>Q : Who knows what a word processor is? Has anybody used this tool before?</p> <p>If you don't know what it is, you have 10 minutes to look for this information on the Internet.</p> <p>After 10 minutes, repeat the same questions “Who knows what a word processor is? Has anybody used this tool before?” and start a 5 minute group discussion about it.</p>	<p>534 min.</p>

A (Answer):

A word processor is an electronic device or computer software application that performs the task of composing, editing, formatting, and sometimes printing of documents.

https://en.wikipedia.org/wiki/Word_processor

Q (Question): Who knows what Google Docs is? Has anybody used this tool before?

If you don't know what it is, you have 10 minutes to look for this information on Internet.

After 10 minutes, repeat the same question and start a 5 minute group discussion about it.

A (Answer): It is a Web-based word processors similar to Microsoft Word.

Q: How do Google Drive Documents compare to Microsoft Word Office?

Give 2 minutes to the learners to answer this question.

After 2 minutes, if you think learners need further information, you can complement with the following information:

A:

Google Drive Documents (As a web-based processor)	
+	-
<ul style="list-style-type: none"> - It's free - It's simple and easy to use - It synchronises automatically so you can never lose anything or forget to save it - it's stored on the cloud so you can access the document from any computer/tablet/smartphone by signing in your Google Account. - You can go back in time with the history in case you have deleted something by mistake or liked the previous version better - You can share the document with other users - collaborative editing: Two or more users can use the document simultaneously - Users can live chat on the document - Users can get an email alert if a comment is left on a document by another user. - It's compatible with Microsoft Word office (you can convert a Google Doc into a Microsoft Word Document and vice versa) 	<ul style="list-style-type: none"> - There are less options than with other Word Processors especially for complex editing

Microsoft Word Office (As a traditional processor)	
+	-
- It has more formatting options	<ul style="list-style-type: none"> - Buying the license of the software can be expensive - If your computer crashes and your document is not saved on cloud based storage, it's lost - If something happens and you haven't clicked on save for a while, your latest work is lost

Note that other Online office software exists with different options (including Microsoft Office 365 plans) however some may not be free.

Exercise 1: Convert from a Microsoft format to a Google format

Send by email the word document to the learners.

Download the Word document attached to the email directly into Google Drive in a new folder entitled "Practice Google Documents". (See activities from unit 2 on Gmail and Google Drive).

Once the word document is in your Drive.

Task: Convert the Microsoft Word document into a Google doc.

Use the Help section from Google Drive to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Click left once on the word document to select it, click on the more action button (point 11) and then move the mouse onto "Open with..." and then select "Google Docs".

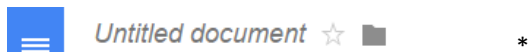
Option 2: Click right on the Word document, then move the mouse onto "Open with..." and select "Google Docs".

The document will automatically open with Google Docs.

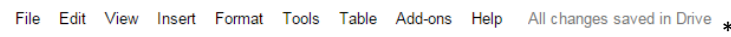
Tips:

All the tools that you will need for the following exercises are contained in:

Title line:



Menu line 1:



Menu line 2:



Q: Can you spot them in Google Docs?

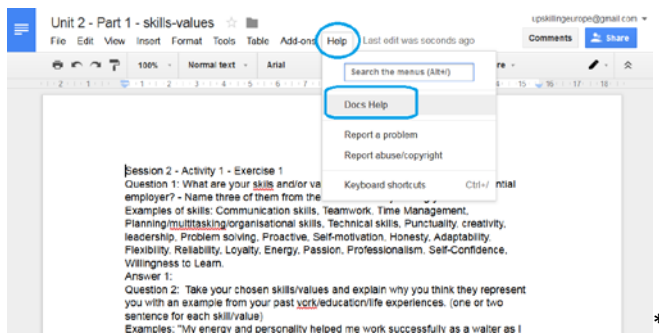
Give learners 2 minutes.

Q: Who managed to spot the three lines?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Help section: For the following exercises, you should use the help section of Google Docs whenever you need to.

To access the help section in Google Docs: Go to menu line 1, select help , then click on “Docs Help”. The help section will open.



You have 2 minutes to try to open the help section.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Exercise 2: Edit and format a Google document

Once it has been converted into a Google Drive document you should perform the following tasks. Use the help section to find out how to do it yourself:

Task 1: Read the document.

You have 5 minutes to do so.

After 5 minutes, move to the next task.

Task 2: Rename the document (change its title) by adding your name to it.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1 : Title line click on the name of the document to modify it. If it has no title yet it will show “Untitled document”.

Tip: untitled documents are still saved on your drive but are harder to find later on.

Option 2: Menu line 1 - File and select “rename”

Task 3: Select the full document and make the following changes:

Use the Help section to assist you in this task.

Change the appearance of the letters by changing the “Font”: from “Arial” to “Times New Roman”

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

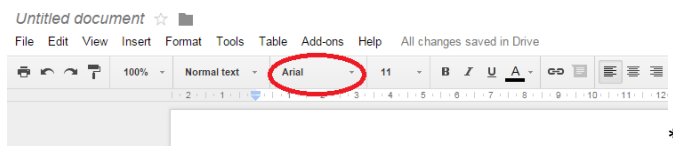
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Answer: Menu line 22



Change the alignment of the text by selecting the Justify icon.

Q: Can you find which of the four circled symbol is the Justify icon?



Give 5 minutes to the learners to answer this question.

After 5 minutes, you can give the answer:

A: The last one on the right

Q: How can you find out the role of each symbol without using the help section?

After 5 minutes, you can give the answer:

A: If you pass the cursor on the symbols, the name of the action will appear.

Change the space between the lines and between paragraphs.

The line spacing should be of 1.15 and you should select “Add space after paragraph” for the full document.

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

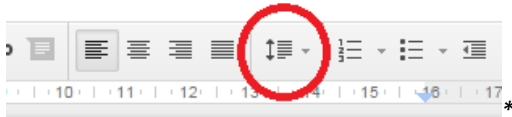
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

A: Answer: Menu line 2



Task 4: Change the format of the question 1: Change the size of the font (size of the letters) to 14 and select Bold.

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Answer: Menu line 2

able Add-ons Help



Task 5: Change the format of question 2 so that it has the same format as question 1 using the “Paint format” tool (little brush).

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Select question 1 with the correct format then click on the little brush symbol. Then select question 2. It should take up the format of question 1.

Answer: Menu line 2



Task 6: Change the format of the examples of skills from question 1: Select the full paragraph and click on the “Italic icon”. The text should bend on the side.

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Answer: Menu line 2



Task 7: Using the Paint Format Tool (brush icon): Change the format of the examples under question 2 so that the format is the same to the format of the examples of skills.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A: The steps are identical as for Task 5

Select the examples under question 1 with the correct format then click on the little brush symbol. Then select the examples under question 2. It should take up the format of the examples under question 1.

Answer: Menu line 2



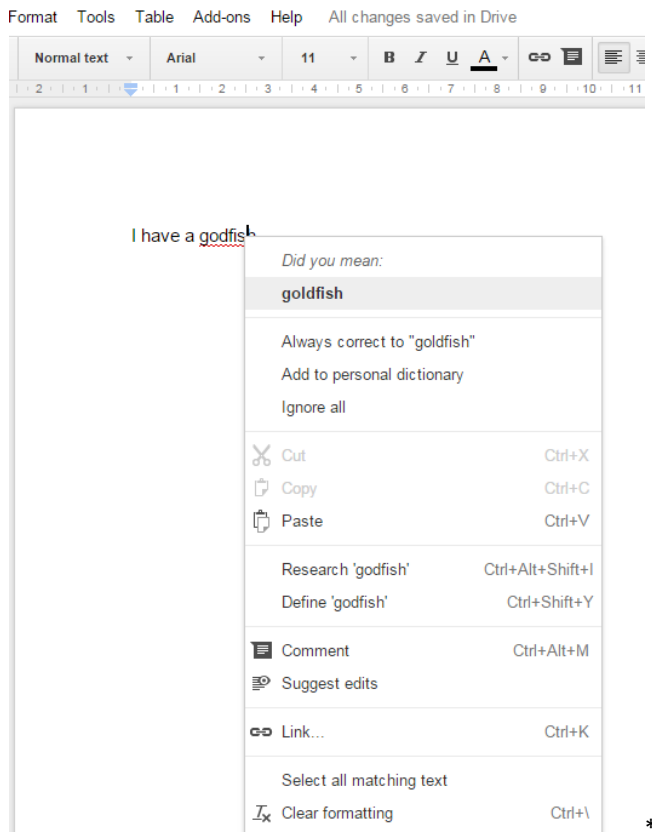
Task 8: Correct the spelling mistakes

Q:How can you spot the mistakes?

After 5 minutes, you can give the answer:

A: The mistake will be shown by a wavy red line under the word.

Example:



Correct the spelling mistakes in question 1 and 2

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

A: Right clicking on the word and select the correct option.

Task 9: Answer question 1 and press enter after each of your skills. Format: Times New Roman - 11

You have 10 minutes to do so.

After 10 minutes, move to the next task.

Task 10: Answer question 2 and press enter after each example. Format: Times New Roman - 11

You have 20 minutes to do so.

After 20 minutes, move to the next task.

Task 11: Insert a bullet point before each paragraph of Answer 1 and Answer 2.

Bullet point before each skill/value of answer 1

Bullet point before each example of answer 2 should be preceded by a bullet point.

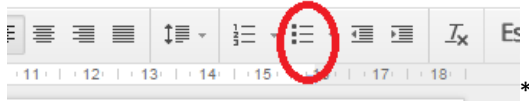
You have 10 minutes to do so using the help section if necessary.

After 10 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

A: Select Answer 1 and click on the Bullet Icon.



Each paragraph should get a bullet point at the beginning

Repeat the process with Answer 2.

Task 12: Highlight in the colour of your choice the text of answer 1

You have 10 minutes to do so using the help section if necessary.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

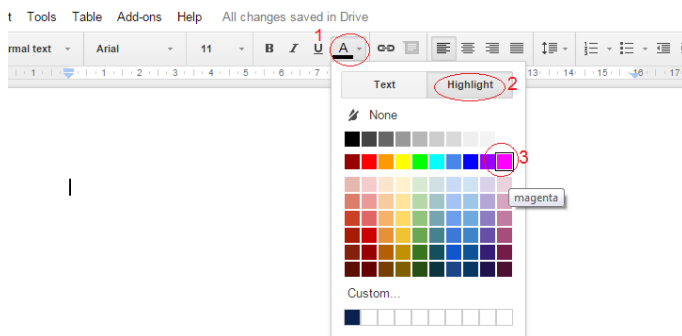
A:

Select the text and then,

click on the symbol "Text colour" in Menu line 2,

click on highlight,

choose a colour.



Now check if your work has the same format as the final result on the screen.

You have 5 minutes to do so.

Unit 2 - Activity 1 - Exercise two (Final result)

https://docs.google.com/document/d/1RDoMDzAc0sFs7b2wwytHsfqqoF0fyVm_Tz6ALRcCf10/edit?usp=sharing

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and help learners see where it has gone wrong.

Exercise 3: Useful shortcuts and creating a table

In this exercise you will practice using shortcuts to see how they work and learn how to create a basic table (for more complex database tables it's best to use a spreadsheet):

Here are some of the most useful shortcuts (*).

Ctrl+C: Copy

Ctrl+V: Paste

Ctrl+Shift+V: Paste without formatting: the text will take the formatting of the paragraph where you are pasting instead of bring the formatting of the paragraph where the copy/cut originated . This stops from having to modify the format after pasting

Ctrl+Z: Undo action

Ctrl+Y: Redo action

Ctrl+A: Select all

Ctrl+B Bold

Ctrl+I Italic

Ctrl+U

Right Align (Ctrl+shift+R).

Left Align (Ctrl+shift+L)

Centre Align (Ctrl+shift+E)

Justify (Ctrl+shift+J)

For the purpose of these tasks, you will use the same practice Google document as in the previous exercise.

Task 1 - Creating a table

Using the menu line 1, insert a table in your document with as many columns/lines.

You have 10 minutes to do so using the help section if necessary.

After 10 minutes,

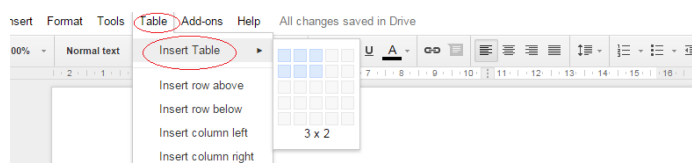
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Answer: Menu line 1



*

Tip: Here are the column and line number we will be using (*)

column 1 - Line 1	column 2 - Line 1
column 1 - Line 2	column 2 - Line 2
column 1 - Line 3	column 2 - Line 3

*

Task 2: Select, copy (Ctrl+C) the words “skills and/or values” from question 1. Paste (Ctrl+V) the words in column 1 - line 1.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Q: What happened to the format of the text?

Give 2 minutes to the learners to answer this question.

After 2 minutes, you can give the answer:

A: You can see that the format of the question was kept and brought to the table.

Task 3: Press Ctrl+Z once

You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step and give a little more time.

Q: What was the consequence of pressing Ctrl+Z

Give 2 minutes to the learners to answer this question.

After 2 minutes, you can give the answer:

A: It undid what you did last.

Task 4: Press Ctrl+Shift+V once

You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step and give a little more time.

Q: What was the consequence of pressing Ctrl+Shift+V

Give 2 minutes to the learners to answer this question.

After 2 minutes, you can give the answer:

A: You can see that the format of the question was kept. The question took the format of the table.

Task 5: Select, copy (Ctrl+C) one by one your skills/values from question 1. and paste using Ctrl+Shift+V as follows: skill 1 in column 1 - line 2; skill 2 in column 1 - line 3; skill 3 in column 1

- line 4.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 6: In column 2: Write in line 1 the word Explanations

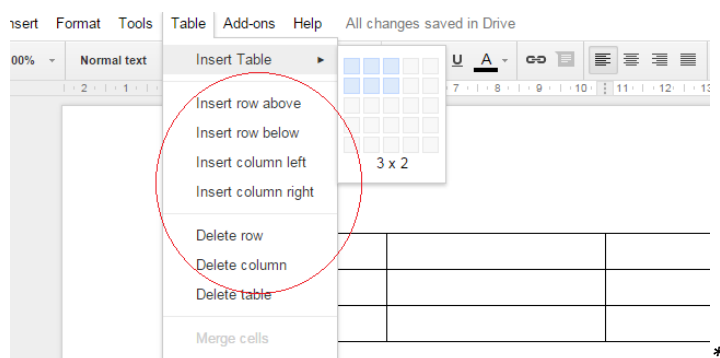
In line 2 to 4, copy and paste the sentences corresponding to each of your skills/values as described above.

You have 10 minutes to do so.

Q: Are you missing lines or columns to do the task?

If yes, add as many of you need using the table section of the menu or by click right and selecting "insert row/column below/above"

Answer: Menu line 1



You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Q: Are you missing lines or columns to do the task? If yes, how can you delete the extra lines or columns?

Give 5 minutes to the learners to answer this question.

After 5 minutes, you can give the answer:

A: Select the line(s) or column(s) you want to delete by passing the cursor on top of it. Delete using Menu line 1 - Table or by click right and selecting "delete row/column"

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 7: Select the content of line 1 and press Ctrl+U then press Ctrl+B.

You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the step and give a little more time.

Q: What was the consequence of pressing Ctrl+U? What was the consequence of pressing Ctrl+B?

Give 2 minutes to the learners to answer this question.

After 2 minutes, you can give the answer:

A:

- Ctrl+U will underline the text
- Ctrl+B will put it in bold

Task 8: The sizes of the columns/lines are not right. You can change them by placing the cursor on the column/line you wish to modify. Once you see the two arrow symbol, click and drag the line.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 9: History

Step 1: Select the whole document using Ctrl+A.

Step 2: Then press delete or enter...

Oops, you have just deleted your work by accident.

You could use Ctrl+Z to undo but instead this time you will use the history.

In the history you can find there all the changes you have made this the document was created by you.

Step 3: Use the history to restore your work

You have 10 minutes to do so using the help section if necessary.

After 10 minutes,

Q: Who managed to do it?

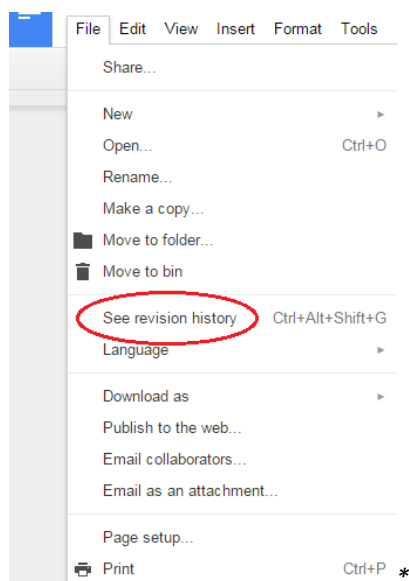
if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Go to the menu line 1: "file" and then history.

Answer: Menu line 1



Select the version where the content has not been deleted and click on restore this version.

Congratulations, you got your work back.

Now check if your work has the same format as the final result on the screen

You have 5 minutes to do so.

Unit 2 - Activity 1 - Exercise two (Final result)

https://docs.google.com/document/d/1Kydgq1UWCRkvEFSV5Eqiet5TvAwmxaxYcID_zv3dUs/edit?usp=sharing

Q: Does your final result have a format (presentation) similar to the one of the screen?

Get learners who have successfully done the activity to help those you need help.

Task 11: Check for spelling mistakes

Before sharing the document, you must check the document for spelling mistakes.

You have 5 minutes to do so using the help section if necessary.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Click on "Tools" from Menu - Line 1

Click on "Spelling...".

Correct any mistakes.

Tip: Remember, no spell-checker is 100% reliable so you will also have to proofread yourself.

Task 11: Check the result of your work

Now check if your work has the same format as the final result on the screen

You have 5 minutes to do so.

Unit 2 - Activity 1 - Exercise three (Final result)

https://docs.google.com/document/d/1Kydgq1UWCRkvEFSV5Eqiet5TvAwmxaxYcID_zv3dUs/e/dit?usp=sharing

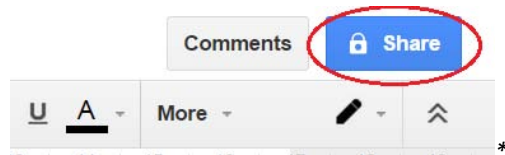
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and help learners see where it has gone wrong.

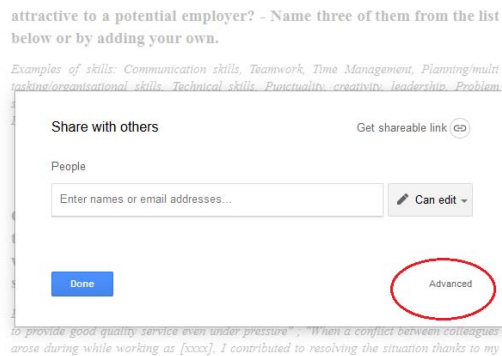
Task 12: Share your work with your trainer.

(5 minutes to go step by step)

Step 1: Click on share

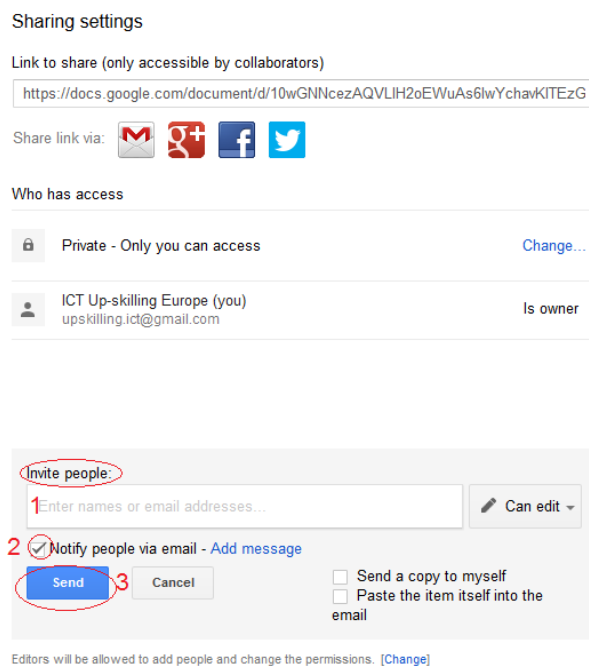


Step 2: Select advanced on the bottom right corner of the box.



Step 3: Click in the section Invite people to enter the email address of your trainer (1).

Select Notify people via email (2) and click on send (3).



Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step and give a little more time.

Now you have the basic skills to use this word processor with more complex document.

Activity 2: Write your cover letter

314 min.

Preparatory activity for the trainer - Different approaches for this activity:

- *You and your learners have gone through the activity from unit one of this toolkit (Looking for work and education opportunities). Then your participants should have looked from job offers. Ask them to bring them for this activity.*
- *You and your participants have not gone through the activity from unit one of this toolkit. Then you have two options:*
 - *You can ask them to look for a job advertisement that they could reply to*
 - *You can bring a job ad or a selection of them for the group. (There is an example provided)*
 - *You can ask them to write a letter applying for their “dream job” at their “dream organisation”.*

Having a good “draft cover letter” ready makes it easier to adapt later on when answering a job offer, as starting from scratch is the hardest part.

Example of a job advertisement:

<https://docs.google.com/document/d/191jJmx81-7ENZxFu5n5EZezFqAnozypzZE5x8K7496Y/edit?usp=sharing>

Introduction:

15 min.

Cover letter tips:

- Your letter should fit on an A4 page
- The letter must be tailored to the job ad: What the recruiters are looking for and how you fit the profile.
- Pay attention to detail, proofread yourself or ask someone to do it for you: don't forget to change the name of the person/organisation - there is nothing worse for a potential employer to receive a letter addressed to another organisation. Spelling mistakes and typos also give a negative impression.
- Don't repeat what is in your CV but show how your experiences (qualifications, life experiences) have given you the right skills for the job
- Keep it simple, straightforward and to the point: short paragraphs and short sentences.
- Show yourself in your best light but be honest: inventing things about yourself will only make you look bad if it shows up at the interview stage or during the probation period (and it often does)
- Make it clear which position you are applying for and make reference to how you heard about the job, as this helps with a company's marketing and it may be a small plus for you that you mentioned it.

Creating your cover letter:

Task 1: Create a new Google document.

Go to www.google.com

Log in your Google Account if you are not already logged in.

Look for the Google Apps icon



* (Top Right Corner).

Once you found it, click left to open and look for the Google Drive icon



Drive *. Once you have found it, click left on it.

Once you are in Google Drive, look for the logo



*.

Then look for the Google Docs logo,



Google Docs

*

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 2: Font and Line Spacing

Select all (Ctrl+A) and select the following for your document:

The font: Choosing the right font: unless you are applying for a creative job, choose a traditional font (Arial or Times New Roman are safe choices).

The font size (between 10 and 12)

The space between lines: 1.15pts. Select also “add space after paragraph”. Finally, select the Justify box or use the shortcut Ctrl+shift+J.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 3: Your name and address

Insert Your name and address on the top right corner using Right Align (Ctrl+shift+R).



Place the cursor on your name, select the line spacing “single” and remove “add space after paragraph”.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter once

Task 4: Information of the recipient

Insert the information of the recipient as follows:

Line 1: Name of the recipient

(It's best if you can address it to the person handling job applications otherwise you can try to find the name of the head of the HR department)

Line 2: Title of the addressee or department

(for example Head of Human Resources Department or Human Resources Department)

Line 3: Name of the organisation

Line 4: Address of the organisation

Tip: If the ad doesn't specify who to address the letter to, then try doing a little internet research to find out the name of the Head of the Human Resources Department.

Select Line 1 to 4 and click on Left Align (Ctrl+shift+L).

Select Line 1 to 3 and choose the single spacing and remove “add space after paragraph”.

You have 15 minutes to do so.

After 15 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter twice

Task 5: Date

Write the date in this format: 5th December 2015.

For the numbers (first, second, third, fourth, thirtieth....) to be in the right format, the letters st, nd, rd or th must be modified.

Select the letters next to the number (for example 8th) and go to the menu-Line 1. Open

format and click on superscript or use the shortcut ctrl +. to get this result: 8th.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter once

Task 6: Recipient

Option 1: You know the name of the recipient: write Dear Mr/Mrs/Miss/Ms before the last name of recipient.

Tips:

- Mr. is for men
- Mrs. is for married women
- Miss is for unmarried women.
- Ms. is for when the status is unknown. When in doubt, it's the best one to use for women.

Option 2: You do not know who to address the letter to: write Dear Sir/Madam.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter once

Task 7: Subject of your letter (optional)

Big organisations may have more than one job offer. If your job ad has a reference, you can indicate it here.

For example: Infojob.net: Job offer Nr.XXX

Select the subject of your letter and put it in bold.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter once

Task 8: First paragraph

This paragraph should be short and to the point.

Write down:

the position you are applying for,

if you are being referred by someone for this position.

Example: " I am writing to apply for the [Name the position] position advertised on your website/ on the infojob.net website..."

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter once

Task 9: Second and third paragraph (Press enter once between each paragraph)

Here are some points you can highlight in these paragraphs:

- Why you are interested in the post/type of work
- Why you're interested in working for this organisation
- What is your added value: Show how your skills match the job description.

Examples of sentences you can use and adapt:

"Having worked within the industry for over [INSERT YEARS EXPERIENCE], I have developed a wide range of skills that I believe would meet the expectations for the role."

During my career/studies/life I have had many achievements, including [INSERT KEY ACHIEVEMENT], and would relish the opportunity to immediately bring this level of success to your company.

I believe I possess the key characteristics for success in this position. (list the skills and link them to your experiences).

I would like to draw your attention to my most relevant qualification and experience: (list your most relevant qualification and experience for the job you are applying to

Since [date] I have been working as [name the position] to gain practical experience [name the experience]. This experience has been invaluable in [...].

In particular I have learned For example, illustrate with an example.

My previous employment in [...] helped me develop strong [...]skills (communication skills, interpersonal skill, multitasking skills...). Name an example

thanks to my volunteer work as [...] I increased my capacity to [...]. Name an example

My skills were put in practice when

During my previous employment, I found that I have the ability to ...

You have 45 minutes to do so.

After 45 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps

and give a little more time.

Press enter once.

Task 10: Fourth paragraph (it is possible to add a fifth paragraph)

In this paragraph you should mention any dates that you won't be available for interview or that you won't be able to be contacted by phone/email...

Thank the employer and say you look forward to hearing from them soon.

Examples of sentences you can use and adapt:

Please find my CV attached. I would be grateful if you would consider me for any suitable positions. I am available for interview at any time and look forward to hearing from you.

Please see my CV for additional information on my experience. I can be reached at any time by email at xxxxxx@gmail.com or by phone, 0xxxxxx55.

Please find my CV attached. I would be grateful if you would consider me for any suitable positions. I am available for interview at any time and look forward to hearing from you.

I am looking forward to hearing from you, and would be pleased to provide you with any further information you may require

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

You have 20 minutes to do so.

After 20 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter twice

Task 11: Closing line

Write a closing line such as "Yours sincerely"

You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Press enter once

Task 12: Signature

Write “Your Name” to sign off the letter

Note: If you are going to use normal post to send the letter, add your signature after printing the letter.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 13: Check for spelling mistakes

Before sharing the document, you must check the document for spelling mistakes.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Tip: Remember, no spell-checker is 100% reliable so you will also have to proofread yourself.

Task 14: Check the result of your work

Now check if your work has the same format as the final result on the screen

You have 5 minutes to do so.

Template Cover letter:

<https://docs.google.com/document/d/1VOXOYbeEED1dcRe-JNy80B96JFaQd8hM73NjldFXbQ4/edit?usp=sharing>

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and help learners see where it has gone wrong.

Task 15: Share your work with your trainer.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Ask learners to present their final result to the others.

Unit 2: Intermediate digital skills

This unit is dedicated to developing intermediate digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills necessary to perform work related tasks (e.g. word-processing, spreadsheets, presentation tools, etc.).

PART 2: WORKING WITH SPREADSHEETS USING GOOGLE SHEETS

662 min.
11,03 hrs

Lesson Draft	Duration
<p>Part 2 - slides:</p> <p>https://docs.google.com/presentation/d/1ZdqHgfZLc15skpkGdiFiro0vjKxMeVb-vt4ILD_5rEQ/edit?usp=sharing</p> <p>Necessary skills participants must already have to complete this session:</p> <ul style="list-style-type: none"> • Basic computer knowledge (mouse, keyboard,...) • Basic use of Google Apps (to have a google account, how to use Google Drive) <p>Activity 1: Introduction to Google Sheets</p> <p>Exercise 1: Introduction</p> <p>Question: Who knows what are spreadsheet? Has anybody used this tool before?</p> <p>If you don't know what it is, you have 15 minutes to look for this information on Internet.</p> <p>After 15 minutes, repeat the same question "Do you know what are Google spreadsheets?" and start a 5 minutes group discussion about it.</p> <p>A (Answer):</p> <p>A Spreadsheet is a computer program that imitates a paper worksheet. It shows a large sheet (like a sheet of paper) that has many cells in a grid of rows and columns. Users can put words or numbers into the cells, to make headings and store information (usually numbers). The primary reason most people use spreadsheets is for automatic calculations.</p> <p>https://simple.wikipedia.org/wiki/Spreadsheet</p> <p>Q: Who knows what are Google Sheets? Has anybody used this tool before?</p> <p>Give 10 minutes to the learners to find information on Internet.</p> <p>After 5 minutes, if you think learners need further information, you can complement with the following information:</p> <p>A: It is a Web-based program similar to Microsoft Excel.</p> <p>Q: How do Google Sheets compare to Microsoft Excel?</p> <p>Give 10 minutes to the learners to find information on Internet.</p>	<p>227 min.</p>

After 10 minutes, if you think learners need further information, you can complement with the following information:

Google Sheets (As a web-based spreadsheet program)	
+	-
<ul style="list-style-type: none"> - It's free - It's simple and easy to use - It synchronises automatically so you can never lose anything or forget to save it - it's stored on a cloud so you can access the document from any computer/tablet/smartphone by signing in your Google Account. - You can go back in time with the history in case you have deleted something by mistake or liked the previous version better - You can share the spreadsheet with other users - collaborative editing: Two or more users can use the document simultaneously - Users can live chat on the document - Users can get an email alert if a comment is left on a document by another user. - It's compatible with Microsoft Excel (you can convert a Google Sheets into a Microsoft Excel spreadsheet and vice versa). 	<ul style="list-style-type: none"> - There are less options than with other Spreadsheets especially for complex editing and formulas - There is a limit to the number of formulas which can be introduced
Microsoft Excel (As a traditional spreadsheet program)	
+	-
<ul style="list-style-type: none"> - It has more formatting, formula options. 	<ul style="list-style-type: none"> - Buying the license of the software can be expensive - If your computer crash and your document is not saved on a cloud based storage, it's lost - If something happens and you haven't clicked on saved for a while, your latest work is lost.

Note that other Online office softwares exist with different options (including Microsoft Office 365 plans) however some may not be free.

Exercise 2: Google Sheets tips and practice

Task 1: Open a Google Sheets Document from Drive.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Go to www.google.com.

Log in your Google Account if you are not already logged in.

Look for the Google Apps icon



*,

look for the Google Drive icon



Drive *

then click on it.

Once you are in Google Drive, look for the logo



*,

Then look for the Google Sheets logo.



Google Sheets *

Follow each step of the tasks below to practice working with a spreadsheet.

Task 2: Click once on a cell to select it

Step 1: Select cell D8 by clicking once on the cell.

Tip: A blue frame appears when a cell is selected.

	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 3: Double click on a cell to open it and start typing

Step 1 : Double click cell D8 and type in random characters on your keyboard.

	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8				% f ?	
9					
10					
11					
12					
13					
14					

You have 2 minutes to do so.

After 2 minutes,

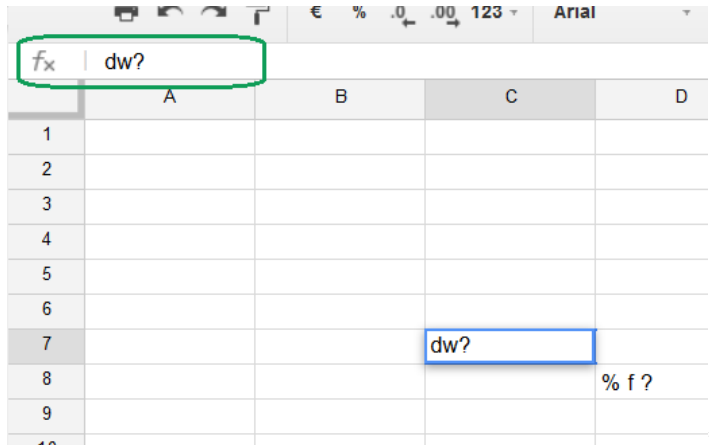
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 4: Typing directly in the formula bar

Steps:

- Click once on cell C7 to select the cell.
- Click once on the Formula bar (bar starting with sign).
- Type in random characters on your keyboard.



You have 2 minutes to do so.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

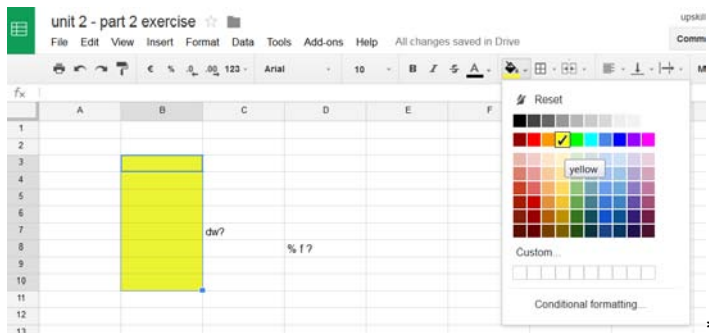
Task 5: Select more than one cell when they are continuous (horizontally or vertically)

To select more than one cell when they are continuous use the drag and drop with your mouse over the desired cells.

Steps: With the mouse drag and drop from cell B3 to B10 to select a group of cells vertically. Once selected, click on “fill colour”



(menu line 2) and colour the cells in yellow.



You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

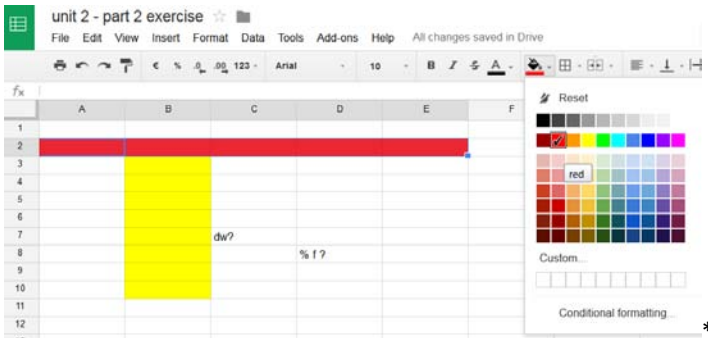
if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Steps:

With the mouse drag and drop from cell B3 to B10 to select a group of cells vertically. Once selected, click on “fill colour”



(menu line 2) and colour the cells in red.



You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

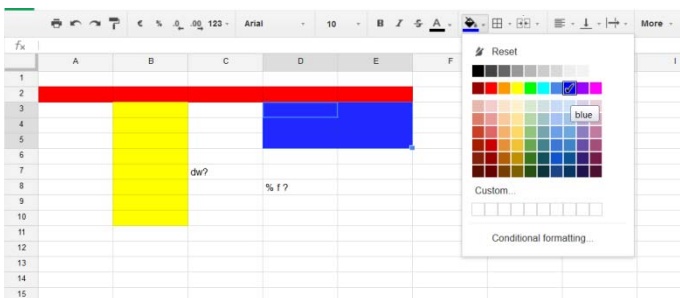
Both can be mixed so as to select contiguous cells horizontally and vertically.

Steps:

With the mouse drag and drop to select all the cells inside D3 to E3 and from D5 to E5. Once selected, click on “fill colour”



(menu line 2) and colour the cells in blue.



You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 6: Select more than one cell when they are not located next to each other.

To select more than one cell when they are not located next to each other you must click once on each cell while holding the Control (Ctrl) key of the keyboard.

Steps:

Click once holding the Ctrl key of the keyboard on cell A4, C5 and D8 to select the 3 cells

together.

Once selected, click on “fill colour”



(menu line 2).

Colour the cells in green.

	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7			dw?		
8				% f ?	
9					
10					
11					

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 7: Select all the cells in one column

To select all the cells in one column you must click on the letter of the column and to select all the cells in one row click on the number of the row.

Steps:

Click once on number 1 to select all the cells in row 1.

Once selected, click on “fill colour”



(menu line 2)

Colour the cells in orange.

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7			dw?							
8				% f ?						
9										
10										
11										
12										
13										
14										

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 8: Select continuous columns or rows

To do so you must use the same drag and drop method to select continuous columns or rows

Steps:

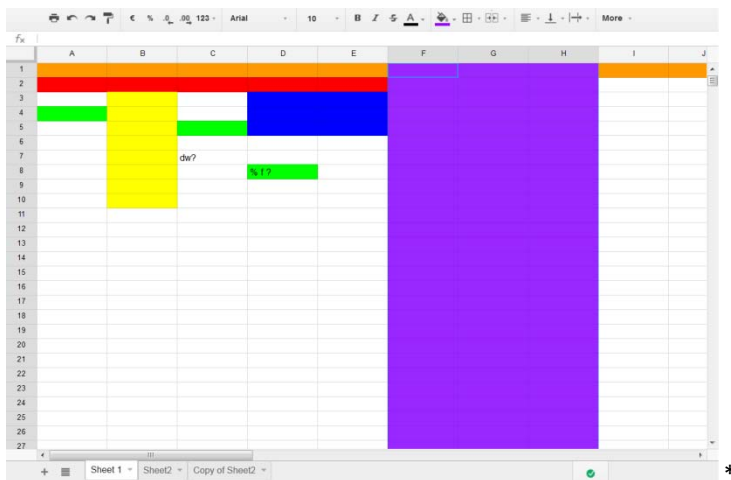
Drag and drop from letter F to letter H to select all the cells in column F, G and H.

Once selected, click on “fill colour”



(menu line 2).

Colour the cells in purple.



You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 9: Select several columns or rows which are not located next to each other.

To do so you must use the left click and Ctrl key of the keyboard method.

Steps:

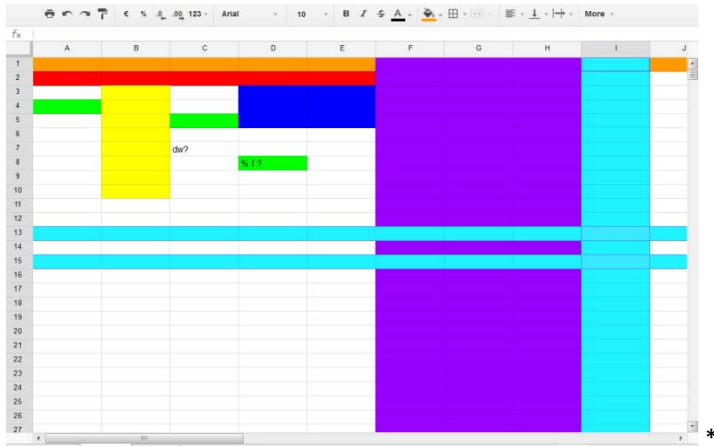
Click once holding the Ctrl key of the keyboard on row 11, 13 and column I to select the 2 rows and 1 column together.

Once selected, click on “fill colour”



(menu line 2).

Colour the cells in cyan (clear blue).



You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 10: Enter versus ctrl+Enter

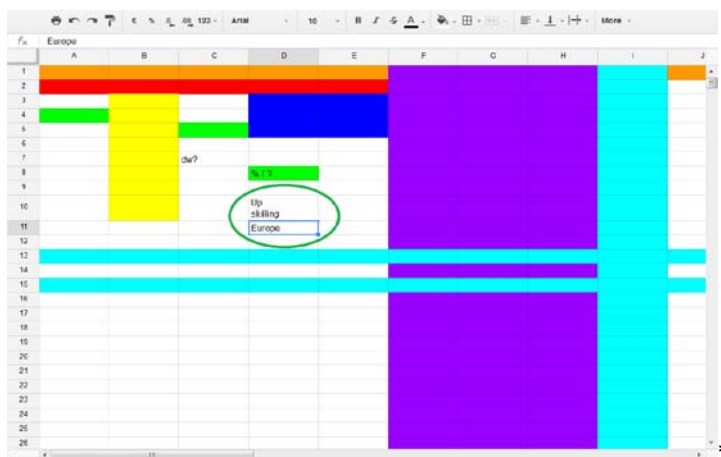
If you press enter while you are writing, you will move to the next cell. To start a new paragraph inside a cell: hold the Control (ctrl) key of the keyboard while pressing enter.

Steps:

Double click on cell D10.

Start typing one word of your choice then hold the Control (ctrl) key of the keyboard while pressing enter before typing another word.

Next, press enter to start typing in the cell below (D11).



You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others.

If not review the step(s) and give a little more time.

Task 14: Check the result of your work

Now check if your work is identical to the final result on the screen.

You have 5 minutes to do so.

Final result:

https://docs.google.com/spreadsheets/d/1sE2tWFtIYD_pKozGv_3cW8GeX8uDtAkM3zp0a6DqCZs/edit#gid=1678016877

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and help learners see where it has gone wrong.

Activity 2: How to create a database**115 min.****Introduction:**

Q: What is a database?

You have 10 minutes to find information on Internet.

After 10 minutes start a 5 minutes debate with the group about this question and the information they have found on Internet. If needed, you can complete the information they have found with the following definition:

A database is a collection of information presented in an organised way.

Task 1: Open a new Google Sheets file.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Task 2: Rename the document (change its title) by adding your name to it.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Option 1: Title line click on the name of the document to modify it. If it has no title yet it will show "Untitled document".

Tip: untitled documents are still saved on your drive but are made harder to find later on.

Option 2: Menu line 1 - File and select "rename"

Task 3: Changing automatic formatting

Google Sheets is set up so that when entering some data and pressing enter, the program will format the cell automatically.

Part 1:

Example, select a cell and type in the name of the month (April) and the year 2015. Press enter and see how the format changes.

fx	march 2015	
	A	B
1		march 2015
2		



fx	01/03/2015	
	A	B
1		01/03/2015
2		

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Part 2:

Steps:

Delete your entry and select the whole sheet. To do so: click on the top right corner box

fx	march 2015	
	A	B
1		march 2015
2		

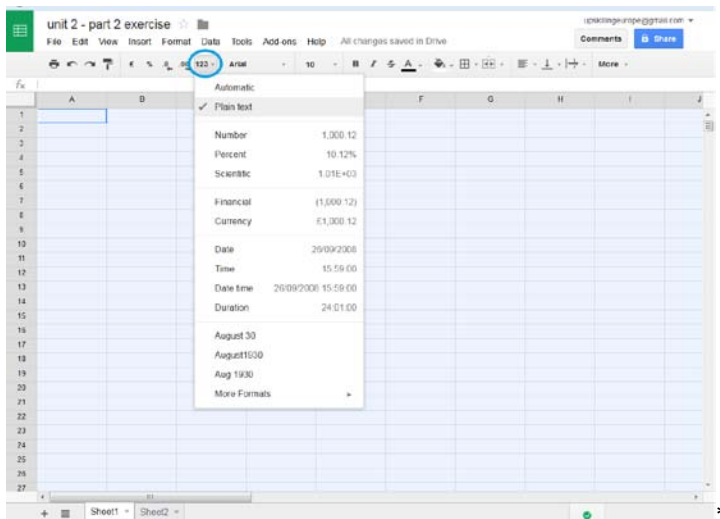
or use shortcut CTRL+A.

Once the whole sheet is selected, select the “More format” button



in Menu line.

Select plain text instead of automatic.



This removes the automatic formatting of the cells so that it keeps what you have written as it is.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 4: Entering data

Reproduce the table on the screen using the tips from the practice exercise in the introduction and the skills learned in the Word processing activities.

	January 2014	February 2014	March 2014
Groceries			
	55.58	11.48	43.05
	33	50	23.31
	40.15	14.50	10.00
	14		12.79
	6.79		
Clothing			
	29.35	38.29	52.29
	30	46.76	
		27.35	
Bills			
	140	52	85
	71	117	46.5
	65	99	92
Total			
Average			
Max			
Min			
count			

Table to be reproduced:

https://docs.google.com/spreadsheets/d/1sE2tWfTlYD_pKozGv_3cW8GeX8uDtAkM3zp0a6DqCZs/edit#gid=521680407

You have 25 minutes to do so.

After 25 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s)

and give a little more time.

This table will serve as the basis for the next activity.

Activity 3: Basic math formulas

320 min.

You will need the same spreadsheet as the one used in Activity 2.

Task 1: Change format

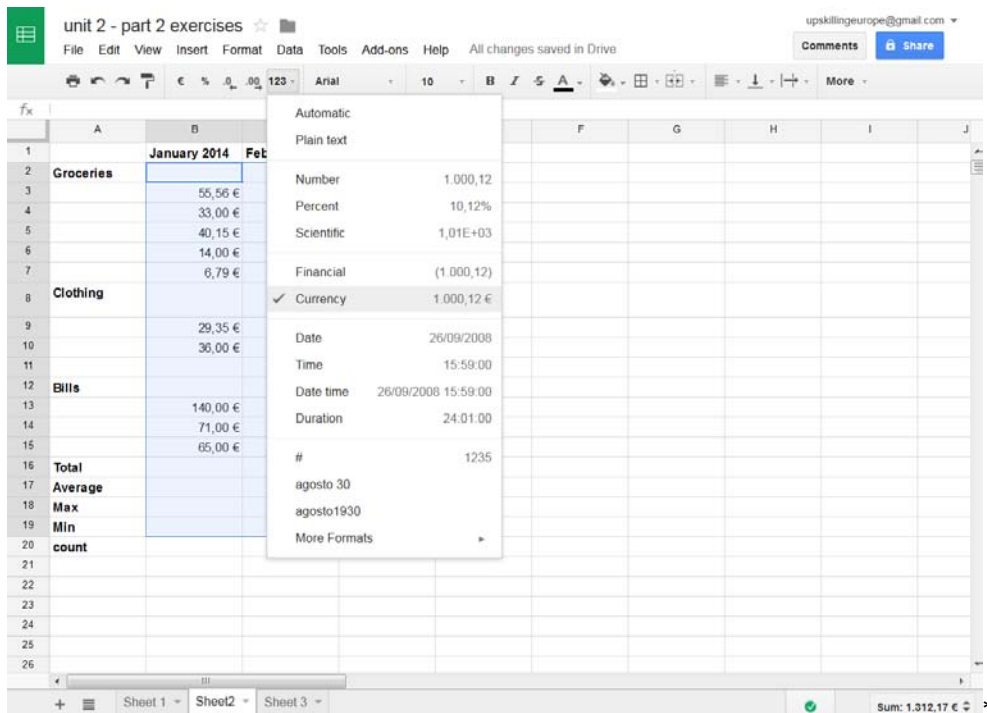
Steps:

- Select all the cells inside B2,B19, D2, D19.
- Click on the “More format” button

123 ▾

in Menu line 2.

- Click on “Currency”.



These cells will now take the format of numbers in your currency.

Note: if your currency settings are in Pounds or Dollars for example you will have to enter the figures with a full stop instead of a comma: for example one thousand pounds and fifty two pence : £ 1,000.52 instead of one thousand Euros and fifty two cents: 1.00,52€

- See File (menu line 1) then Spreadsheet settings and locate to see the standard location which affects things like dates and currency. You can change the location to your country to use your standard practices)

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 2: Calculate the total (sum)

Q: Do you know what is the sum function?

Give to the learners 5 minutes to answer the question.

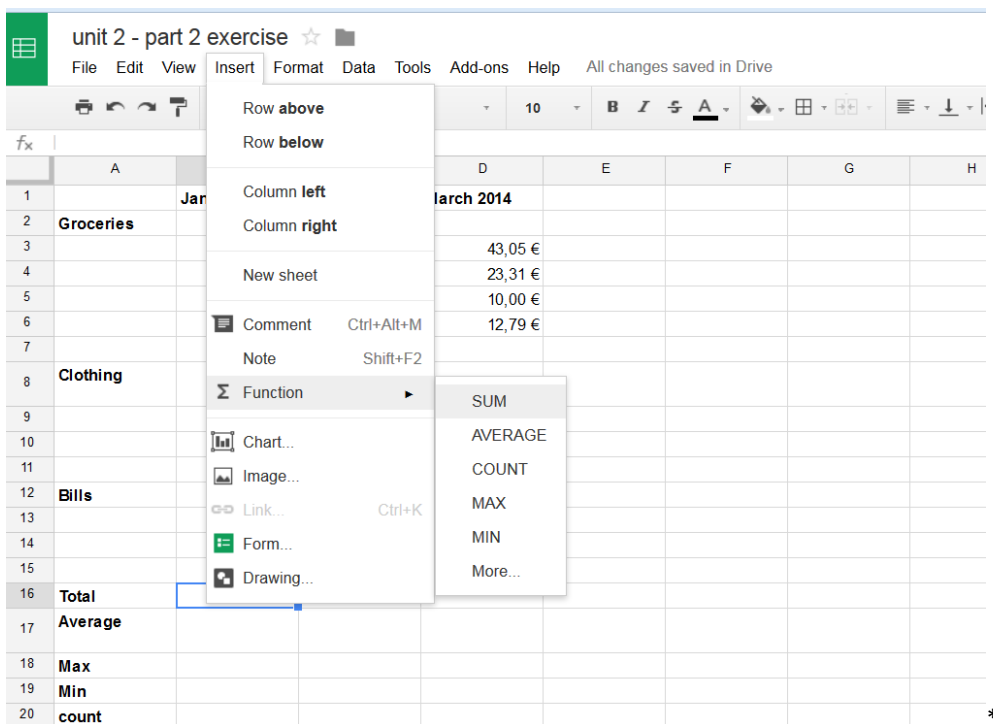
After 10 minutes, if you think learners need further information, you can complement with the following explanation:

The sum function will enable us to add the value of all the amounts in the cells selected.

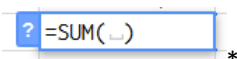
Steps:

You will need 10 minutes to go through the steps with the learners.

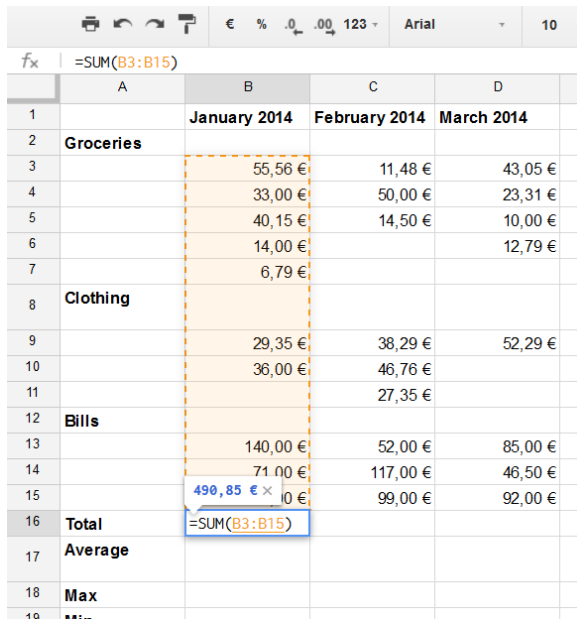
- Select cell B16.
- Insert the Sum function by clicking on the “Insert” tab in menu line 1.
- Then, click on - Σ Function.
- Then click on SUM.



The following will appear in the cell:



Click on B3 and drag from B3 to B15, selecting all the cells along the way.



	A	B	C	D
		January 2014	February 2014	March 2014
1				
2	Groceries			
3		55,56 €	11,48 €	43,05 €
4		33,00 €	50,00 €	23,31 €
5		40,15 €	14,50 €	10,00 €
6		14,00 €		12,79 €
7		6,79 €		
8	Clothing			
9		29,35 €	38,29 €	52,29 €
10		36,00 €	46,76 €	
11			27,35 €	
12	Bills			
13		140,00 €	52,00 €	85,00 €
14		71,00 €	117,00 €	46,50 €
15		490,85 €	99,00 €	92,00 €
16	Total	=SUM(B3:B15)		
17	Average			
18	Max			
19				

Once this is done let go of the mouse and press enter.

The total sum of all the expenses for January will appear in the cell B16.

Remember: For the SUM function to work, all the values selected must be numbers.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 3: Dragging a formula onto the next cell.

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select B16.
- Move the cursor of the mouse to the bottom right corner of the cell until the cursor changes to this shape:



- Once this shape appears click and drag the cursor over cell C16.
- Once both B16 and C16 are selected, let go of the mouse: the total sum of all the expenses for February will appear in the cell C16. The spreadsheet program automatically paste the formula to the cell.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Steps:

You will need 5 minutes to go through the steps with the learners.

- Click on cell C16 and look in the formula bar.

- Click on cell B16 and look in the formula bar.

Q: Can you notice how the program has adapted the formula when pasting it to adapt to the new cell?

Give to the learners 5 minutes to answer the question.

C16:

	A	B	C	D
1		January 2014	February 2014	March 2014
2	Groceries			
3		55,56 €	11,48 €	43,05 €
4		33,00 €	50,00 €	23,31 €
5		40,15 €	14,50 €	10,00 €
6		14,00 €		12,79 €
7		6,79 €		
8	Clothing			
9		29,35 €	38,29 €	52,29 €
10		36,00 €	46,76 €	
11			27,35 €	
12	Bills			
13		140,00 €	52,00 €	85,00 €
14		71,00 €	117,00 €	46,50 €
15		65,00 €	99,00 €	92,00 €
16	Total	490,85 €	456,38 €	

B16:

	A	B	C	D
1		January 2014	February 2014	March 2014
2	Groceries			
3		55,56 €	11,48 €	43,05 €
4		33,00 €	50,00 €	23,31 €
5		40,15 €	14,50 €	10,00 €
6		14,00 €		12,79 €
7		6,79 €		
8	Clothing			
9		29,35 €	38,29 €	52,29 €
10		36,00 €	46,76 €	
11			27,35 €	
12	Bills			
13		140,00 €	52,00 €	85,00 €
14		71,00 €	117,00 €	46,50 €
15		65,00 €	99,00 €	92,00 €
16	Total	490,85 €	456,38 €	

After 5 minutes, if you think learners need further information, you can complement with the answer:

A: The values selected in cell C16 are the values from cell C3 to C15 while The values selected in cell B16 are the values from cell B3 to B15.

Task 4: Other method to calculate a sum.

Steps:

You will need 10 minutes to go through the steps with the learners.

- Double click on the cell D16 to open the cell.
- Look for the equal sign on your keyboard = and type the equal sign in the cell.
- Click on the first cell for which you want to select the value (D3)
- Enter the + sign
- Click once on the next cell you wish to select (D4).
- Enter again the + sign and repeat the process until you have selected all the other cells with a value from the D column (D5, D6, D9, D13, D14, D15). The result will be: =D3+D4+D5+D6+D9+D13+D14+D15.
- Once this is done, press ENTER.

The total sum of all the expenses for march will appear in the cell D16

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

We will skip row 17 for now and move to completing row 18.

Task 5: Finding the Maximum value

Q: Do you know what is the Max function?

Give to the learners 10 minutes to answer the question.

After 10 minutes, if you think learners need further information, you can complement with the following explanation:

A: It tells you what is the highest value within your selection of values.

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select cell B18.
- To insert the MAX function: Select Insert menu line 1 - Σ Function - then MAX. The function will appear in the cell.
- Click on B3 and drag from B3 to B15, selecting all the cells along the way.
- Once this is done let go of the mouse and press enter.

The maximum value of all the expenses for January will appear in the cell B18.

Remember: For the MAX function to work, all the values selected must be numbers.

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the step(s)

and give a little more time.

Task 6: Dragging a formula onto the next cell

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select B18.
- Move the cursor of the mouse to the bottom right corner of the cell until the cursor changes shape.
- Click and drag the cursor over cell C18 and D18.
- Once the cells B18, C18 and D18 are selected, let go of the mouse.

The maximum value of all the expenses for February will appear in the cell C18 and the maximum value of all the expenses for March will appear in the cell D18.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 5: Finding the minimum value

Q: Do you know what is the MIN function?

Give to the learners 10 minutes to answer the question.

After 10 minutes, if you think learners need further information, you can complement with the following explanation:

A: It tells you what is the lowest value within your selection of values.

Repeat the same steps as for the maximum value.

Q: Can you find the Minimum values of the expenses for January (B19), February (C19) and March (D19) using the MIN function?

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A: Insert the MIN function in B19 then drag the formula to C19 and D19.

Task 6: Count function

Q: Do you know what is the count function?

Give to the learners 10 minutes to answer the question.

After 10 minutes, if you think learners need further information, you can complement with the following explanation:

A: It tells you how many numeric values you have in your selection.

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select cell B20.
- To insert the COUNT function by clicking on the “Insert” tab in menu line 1.
- Then, click on Σ Function.
- Then click on COUNT.
- Once the COUNT function appears in the cell B20, click on B3 and drag from B3 to B15, selecting all the cells along the way.
- Once this is done let go of the mouse and press enter.

The number of values, equivalent to the number of expenses for January will appear in the cell B20.

Remember: *The COUNT function will ignore all the values selected which are not numbers.*

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 7: Dragging a formula onto the next cell

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select B20.
- Move the cursor of the mouse to the bottom right corner of the cell until the cursor changes shape.
- Click and drag the cursor over cell C20 and D20.
- Once the cells B20, C20 and D20 are selected, let go of the mouse:

The number of values, equivalent to the number of expenses for February will appear in the cell C20 and number of values, equivalent to the number of expenses for January will appear in the cell D20.

Row 20 should still be set up as Plain text as you should not have included in the Currency format in the previous exercise. Therefore, the results must be plain numbers and not marked with a currency.

For the next task we will go back to row 17.

Task 8: Calculating the average amount - Method 1: Using the average function.

Q: Do you know what is an average?

Give to the learners 10 minutes to answer the question.

After 10 minutes, if you think learners need further information, you can complement with the following explanation:

A: The average is the sum of a list of numbers divided by the number of numbers in the list.

Q: Do you know what is the AVERAGE function?

Give to the learners 10 minutes to answer the question.

After 10 minutes, if you think learners need further information, you can complement with the

following explanation:

A: It's the function to calculate the average.

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select cell B17.
- To insert the AVERAGE function: Select Insert menu line 1 - Function - then AVERAGE .
- The function will appear in the cell.
- Click on B3 and drag from B3 to B15, selecting all the cells along the way.
- Once this is done let go of the mouse and press enter.

The average amount of all the expenses for January will appear in the cell B17.

Remember: *The AVERAGE function will ignore all the values selected which are not numbers.*

Task 9: Calculating the average amount - Method 2: Division

This time we will use the total for February expenses which is the sum of all the expenses divided by the number of expenses in the February column.

Steps:

You will need 5 minutes to go through the steps with the learners.

- Double click on the cell C17.
- Look for the equal sign on your keyboard = and type the equal sign in the cell.
- Click on the total for the February column (cell C 16)
- Enter the division sign /
- Click once on the count cell for the February column (C20). In the cell, it should appear =C16/C20
- once this is done, press ENTER.

The average for the expenses for February will appear in the cell C17

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 10: Dragging a formula onto the next cell

Steps:

You will need 10 minutes to go through the steps with the learners.

- Select C17.
- Move the cursor of the mouse to the bottom right corner of the cell until the cursor changes shape.
- Click and drag the cursor over cell C17 and D17.
- Once the cells C17 and D17 are selected, let go of the mouse:

The average of all the expenses for March will appear in the cell D17.

Task 11: Check the result of your work

Now check if your work is identical to the final result on the screen.

You have 5 minutes to do so.

	A	B	C	D	E	F	G	H	I	J
	January 2014	February 2014	March 2014							
2	Groceries									
3		55,56 €	11,48 €	43,05 €						
4		33,00 €	50,00 €	23,31 €						
5		40,15 €	14,50 €	10,00 €						
6		14,00 €		12,79 €						
7		6,79 €								
8	Clothing									
9		29,35 €	38,29 €	52,29 €						
10		38,00 €	48,78 €							
11			27,35 €							
12	Bills									
13		140,00 €	52,00 €	85,00 €						
14		71,00 €	117,00 €	46,50 €						
15		65,00 €	99,00 €	92,00 €						
16	Total	490,85 €	456,38 €	364,94 €						
17	Average	49,09 €	50,71 €	45,62 €						
18	Max	140,00 €	117,00 €	92,00 €						
19	Min	6,79 €	11,48 €	10,00 €						
20	count	10	9	8						

Final result:

https://docs.google.com/spreadsheets/d/1sE2tWFtIYD_pKozGv_3cW8GeX8uDtAkM3zp0a6DqCZs/edit#gid=1154258353

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the steps and help learners see where it has gone wrong.

Task 12: Share your work with your trainer.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Unit 2: Intermediate digital skills

This unit is dedicated to developing intermediate digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills necessary to perform work related tasks (e.g. word-processing, spreadsheets, presentation tools, etc.).

Part 3: How to make a presentation using Google Slides

325 min.
5,42 hrs

Lesson Draft	Duration
<p><i>Part 3 - slides:</i></p> <p>https://docs.google.com/presentation/d/1oTQdbW8TJJ4BO23uBy7wuSK7FtLVnioB0Jrkf4ktuVE/edit?usp=sharing</p> <p>Necessary skills participants must already have to complete this session:</p> <ul style="list-style-type: none"> • Basic computer knowledge (mouse, keyboard,...) • Knowledge on how to do an online search • Google Apps: Creation of a Google account and Gmail • Word processing <p>Preparatory work for the Trainer (to do before the training session):</p> <p><u>Exercise 2</u></p> <p><i>Option 1: Ask learners to retrieve the image or picture representative of their personality which they downloaded and saved as part of Unit 1 - Part 3 - Activity 2: How to use gmail</i></p> <p><i>Option 2: Ask learner to bring a digitalized picture of themselves</i></p> <p><i>Option 3: Send random pictures to them</i></p> <p><i>The picture must be on their computer hard drive or on their Google Drive before the beginning of this exercise.</i></p> <p>Exercise 1: Introduction to Google Slides</p> <p>Q (Question): Do you know what Google Slides are? Has anybody used this tool before?</p> <p>If you don't know what it is, you have 10 minutes to look for this information on Internet.</p> <p>After 10 minutes, repeat the same question "Do you know what Google Slides are?" and start a 5 minute group discussion about it.</p> <p>A (Answer):</p> <p>It is a Web-based presentation programme which is part of Google Drive's office suite components. The programme has similar functions as Microsoft PowerPoint. With a presentation programme you can make presentations composed by series of slides. The slides can include text, pictures, videos and animations.</p> <p>It has similar advantages/disadvantages as Google Drive documents with Microsoft Words.</p>	

Exercise 2: Present your basic personal information on a slide.

Task 1: Open a Google Slides Document from Drive.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Go to www.google.com.

Log in your Google Account if you are not already logged in.

Look for the Google Apps icon



(Top Right Corner).

Once you found it, click left to open and look for the Google Drive icon.



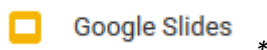
Drive *.

Once you found it, click left on it.

Once you are in Google Drive, look for the logo

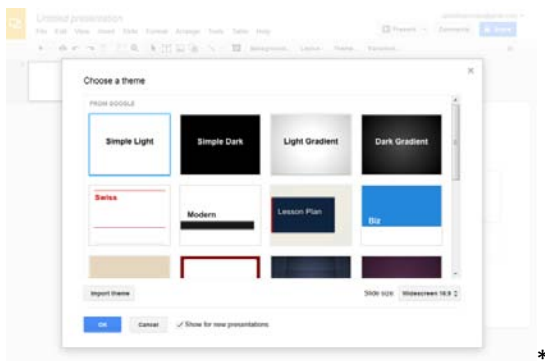


Then look for the Google Slide logo.



Task 2: Choose a theme

When opening a new Slides document, you will be asked to choose a theme. As on the picture below.



Select Simple Light (the most basic theme) and click on “ok”

You have 5 minutes to do so.

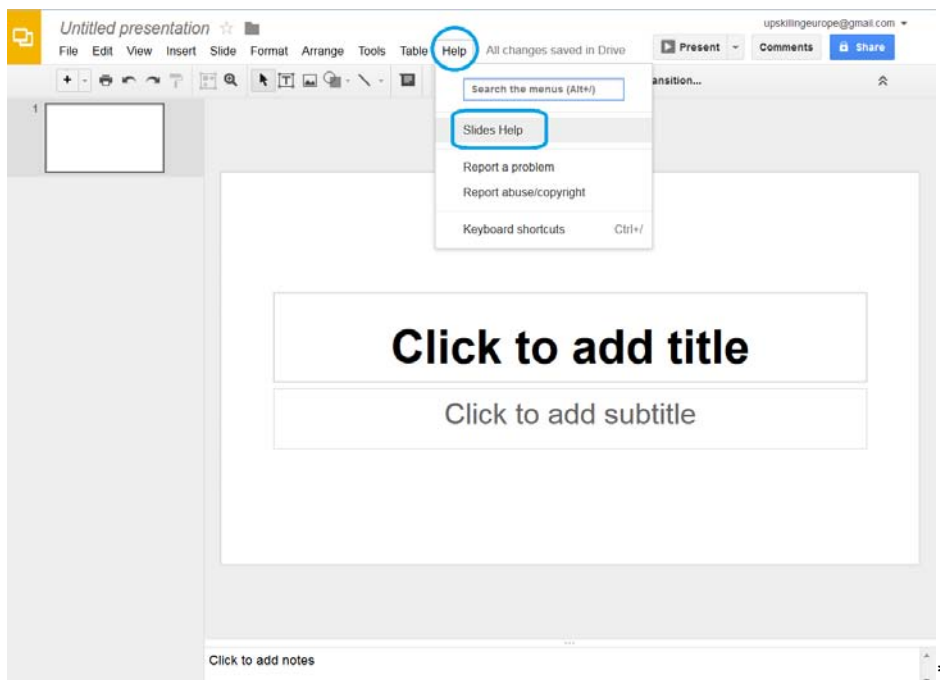
After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 3: Open Google Slide help section

To access the help section in Google slide. Go to menu line 1, select help, then click on “Slides Help”. The help section will open.



You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 3: Change the layout from “Title Slide” to “Blank”.

You have 5 minutes to do so using the “Layout” option in menu line 2.

After 5 minutes,

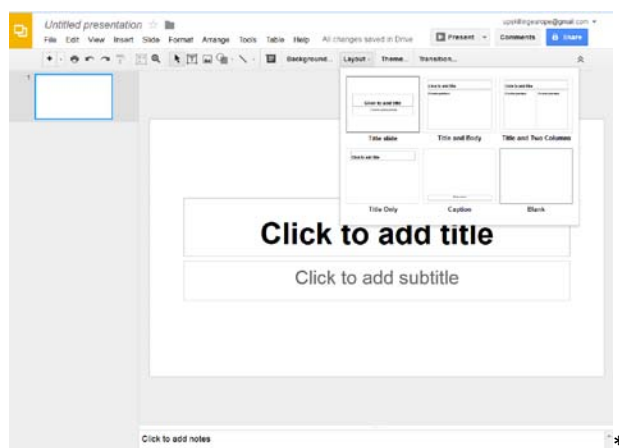
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others.

Q: Can you explain to the others how you did it?

A:

Click on “Layout” then click on the “Blank” option.



Task 4: Insert picture

Preparatory work:

- Option 1: Ask learners to retrieve the image or picture representative of their personality which they downloaded and saved as part of Unit 1 - Part 3 - Activity 2: How to use gmail
- Option 2: Ask learner to bring a digitalized picture of themselves
- Option 3: Send random pictures to them

The picture must be on their computer hard drive or on their Google Drive before the beginning of this exercise

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

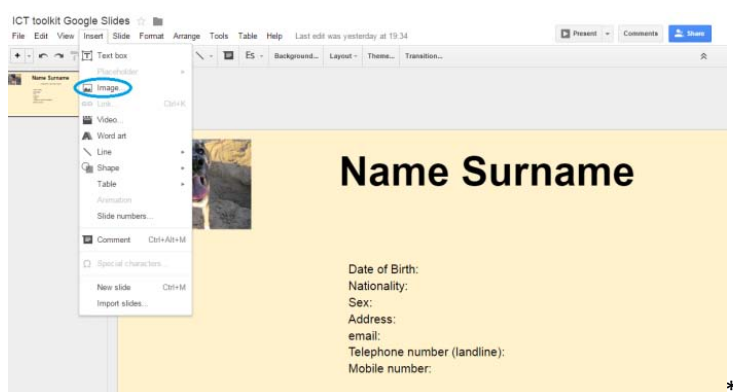
Q: Can you explain to the others how you did it?

A:

Menu line 1: click on Insert. Select Image.

Go to Upload and choose an image to upload to get an image from your hard drive

Go to Google Drive to upload an image saved on your drive.



Task 5: Move and resize the image and place it in the top left corner.

Use the Help section to assist you in this task. You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

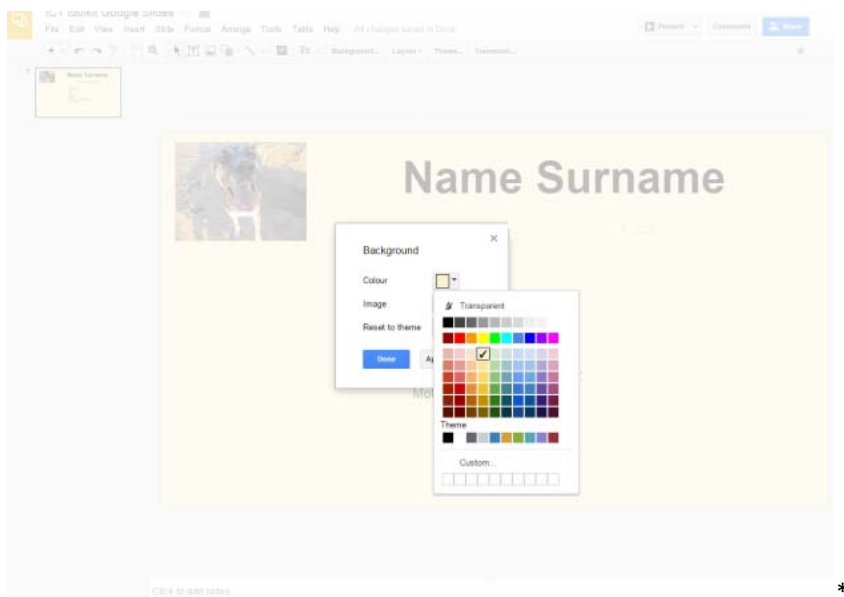
A:

To move the image: Click on it to select it, then drag it with your mouse.

Resize the image: Click on it to select it, go to one of the corners until the double-arrow appears. Once you have the double-arrow on the screen, click and drag to make the image smaller or bigger.

Task 6: Change the Background colour.

To do so click on Background in the second line of the menu. Select the colour light yellow as on the picture below:



You have 10 minutes to do this task.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Task 7: Insert text boxes

You have 10 minutes to search the help section on how to Insert text boxes.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

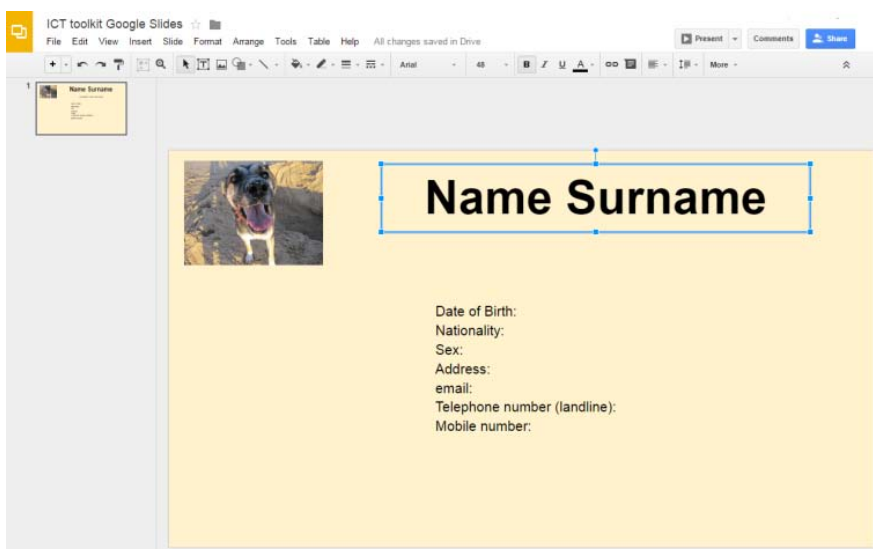
Q: Can you explain to the others what is the answer you have found?

A:

- Click on “Insert” in menu - line 1.
- Click on “Text box”
- Click where you want the box to appear and drag the “Text box” to the size you want

Once you have the answer, follow the steps indicated in the help section in order to complete your task.

Your task will be to insert and complete to text boxes in the correct format. The two boxes should be placed roughly as on the picture below:



Box 1:

Insert a Text box and type in your name and surname.

The format of the text must be Arial - 48 - bold - Align Centre

Tip: To go back to editing text, just click back on the box.

Box 2:

Insert a Text box and type and complete:

- “Date of Birth:
- Nationality:
- Sex:
- Address:
- email:
- Telephone number (landline):
- Mobile number:”

The format of the text must be Arial - 14 - Align Left - Line spacing: 1.15

For more formatting options: click on More in Menu - Line 2

Exercise 3: Present your work experience, education and hobbies on a slide.

Task 1: Duplicate a slide

In order to keep the background colour and picture on the new slide we will duplicate slide 1 to avoid having to start again from scratch with slide 2.

This time WITHOUT the help section, try to find a way to Duplicate Slide 1 in order to have 2 identical slides.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

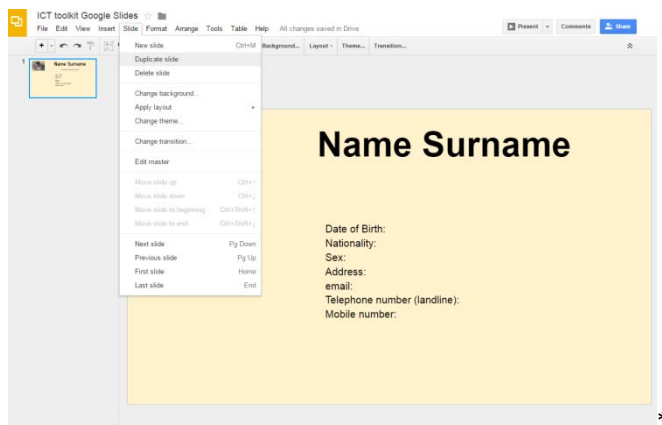
Q: Can you explain to the others how you did it?

A:

Start by selecting Slide 1 in the sidebar (a blue line appears around the selected slide).

Option 1: Use Ctrl+X and Ctrl+V shortcuts with your keyboard.

Option 2: Go to “Slide” in Menu - Line 1 and select Duplicate as on picture below:



Task 2: Remove the “text box 2”

WITHOUT the help section, try to find a way to remove text box 2 from Slide 2 in order to have only the picture and your name left on the slide.

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Start by selecting “text box 2” by clicking once on it

Option 1: Press delete on your keyboard.

Option 2: Go to “Edit” in Menu - Line 1 and click on “Delete”.

Task 3: Insert a table of 2 columns and 3 lines using your knowledge acquired in the Google Document exercises, insert a table of 2 columns and 3 lines.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

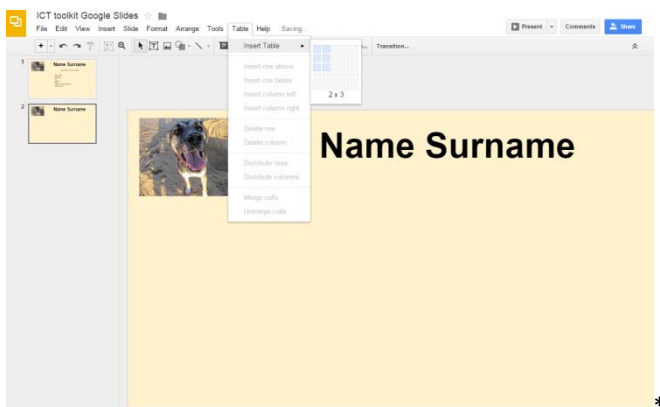
Q: Can you explain to the others how you did it?

A:

Menu - Line 1 : Table

Click on “Insert Table”

Select the number of column and lines (2 columns and 3 lines)



Resize the table, its lines and columns to make it more presentable.

You have 5 minutes for this.

Task 4: Complete column 1 and 2

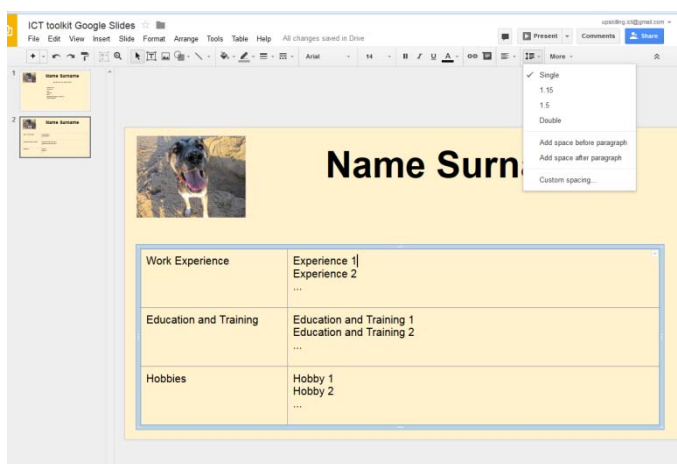
Insert the following text in column 1:

- Line 1: Work experience
- Line 2: Education and Training
- Line 3: Hobbies

Complete column 2 accordingly.

Format for the text of the table:

Arial - front 14 - Align Left and line spacing : single



The table can be divided over 2 or 3 slides (for this you just need to duplicate slide 2.

You have 15 minutes to do so.

After 15 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Exercise 4: Insert an introductory slide to your presentation

Task 1: Insert a “Title Slide”

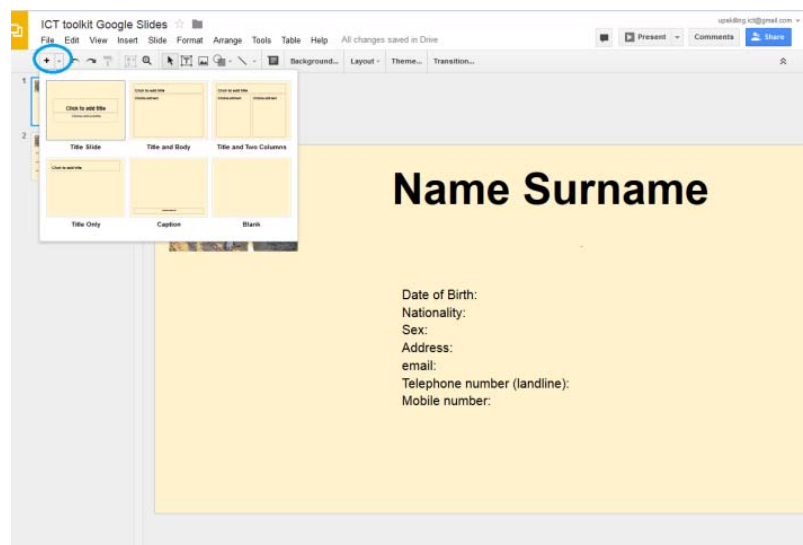
Insert a new slide to introduce your presentation by clicking on the + logo (menu - Line 2) - Select “title slide”

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.



Task 2: Insert the title : “MY PRESENTATION”.

WITHOUT the help section, introduce the title “MY PRESENTATION” in the new slide.

You have 5 minutes to do so.

After minutes,

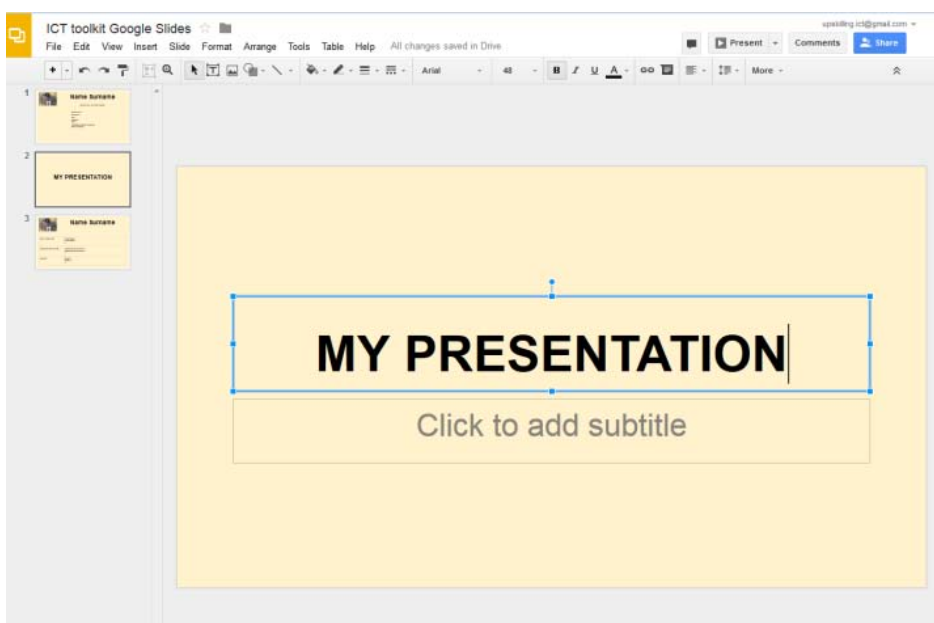
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Click where it says “Click to add title” and type.

**Task 3: Move the slide to be in position 1**

WITHOUT the help section, try to find a way to move the new slide to be in position 1.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

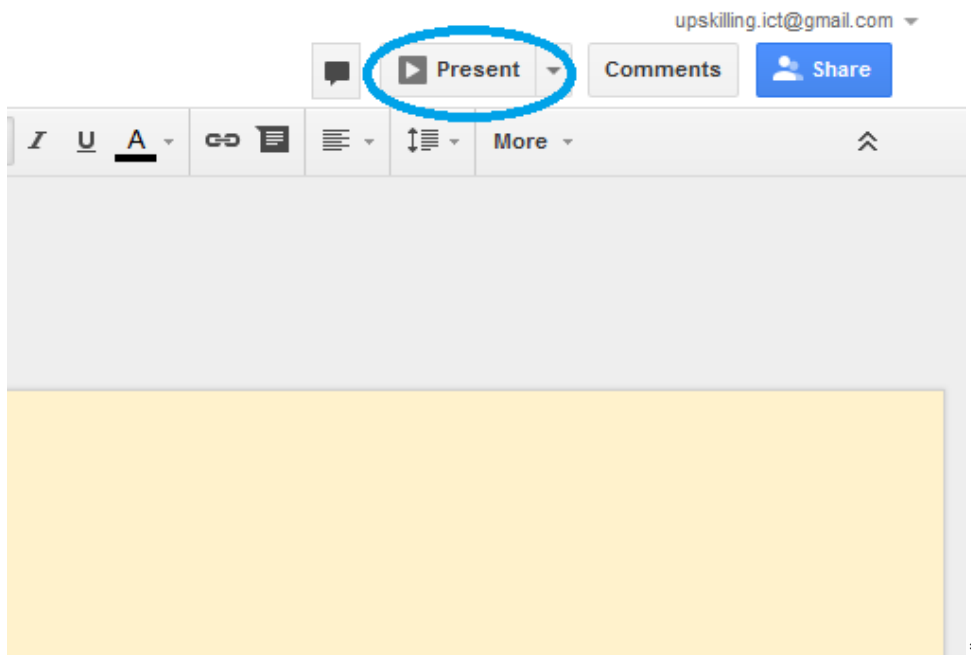
Start by selecting the Slide in the sidebar (a blue line appears around the selected slide)

Option 1: Click and drag to position one the left bar

Option 2: Go to “Slide” in Menu - Line 1 and select “move to the beginning”.

Conclusion: View the presentation

Click on present and then play to see your presentation being played.



Task 4: Check the result of your work

Now check if your work is similar to the final result on the screen.

You have 5 minutes to do so.

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the steps and help learners see where it has gone wrong.

Task 5: Share your work with your trainer

You have 5 minutes to do so.

After 5 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the steps and give a little more time.

Final result:

<https://docs.google.com/presentation/d/1RhTsRDeZmzeEWLJnq4i9imWrZeLOUOGR3P3MR0S1dS8/edit?usp=sharing>

UNIT 3: ADVANCE DIGITAL SKILLS


This unit is dedicated to developing advance digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills to construct and create new knowledge, technology, and media, engaging in value adding activities.

Competences delivered by this unit:

At the end of this unit, participants will be able to:

- Manage a basic use of YouTube independently.
- Manage a basic use of YouTube Video Manager independently.
- Manage a basic use of Skype independently.

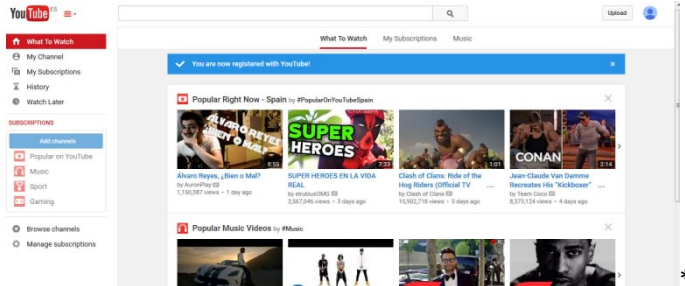
PART 1: SEARCH, SHARE AND EDIT VIDEOS WITH YOUTUBE524 min.
8,73 hrs

Lesson Draft	Duration
<p>Part 1 - slides:</p> <p>https://docs.google.com/presentation/d/155U0dGx66UhQ9vdQFvp9LkTHo4tdXGif4BCqmKYKhug/edit?usp=sharing</p> <p><i>Preparatory work for the Trainer (to do before the training session):</i></p> <p><i>Exercise 3: For the purpose of this exercise, learners need a video with no sound. You must share a video with them either by email or via Google Drive.</i></p> <p><i>Here's a video you can download and share with the learners:</i></p> <p>https://drive.google.com/file/d/0BzsQ8_F4wIXTQkVZdXcxeEtyWVvk/view?usp=sharing</p> <p>Introduction:</p> <p>Question: Do you know what YouTube is? Has anybody used this tool before?</p> <p>If you don't know what it is, you have 10 minutes to look for this information on Internet.</p> <p>After 10 minutes, repeat the same question "Do you know what is YouTube?" and start a 5 minutes group discussion about it.</p> <p>A:</p> <p>YouTube is a free video sharing website that lets people upload, view, and share videos. Videos can be rated, and the number of times a video has been watched is put on the site.</p> <p>https://simple.wikipedia.org/wiki/YouTube</p> <p>Exercise 1: Search a video on YouTube</p> <p>Task 1: Open YouTube using the Google Apps icon.</p> <p>You have 5 minutes to do so.</p> <p>After 5 minutes,</p> <p>Q: Who managed to do it?</p> <p>if 20% of the group has been successful ask them to help the others. If not give a little more time.</p> <p>Q: Can you explain to the others how you did it?</p> <p>A:</p> <p>Go to www.google.com.</p> <p>Log in your Google Account if you are not already logged in.</p> <p>Look for the Google Apps icon</p>  <p>,</p> <p>look for the YouTube icon</p>	



then click on it.

The YouTube home page will open:



Q: What other way can you use to access the YouTube website?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A:

- Search Google for YouTube. One of the first results will be the YouTube website
- Type the web-address of YouTube: www.youtube.com

Task 2: Search for a video

Steps:

- The video you find must be related to your country, area or hometown (landscapes, monuments, popular events...). Select the topic of the video you want to search for.

You have 5 minutes to do choose a topic.

- Enter the keywords related to the topic of your choice in the search bar of YouTube as if you were doing an Internet search. Then click on the magnifying glass symbol.

A list of video results will appear in a way similar to doing a search on Google.

You have 5 minutes to do so.

- Watch the videos you believe you are closest to the what you are looking for.

You have 20 minutes to find the best video related to your topic.

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Exercise 2: Share a video

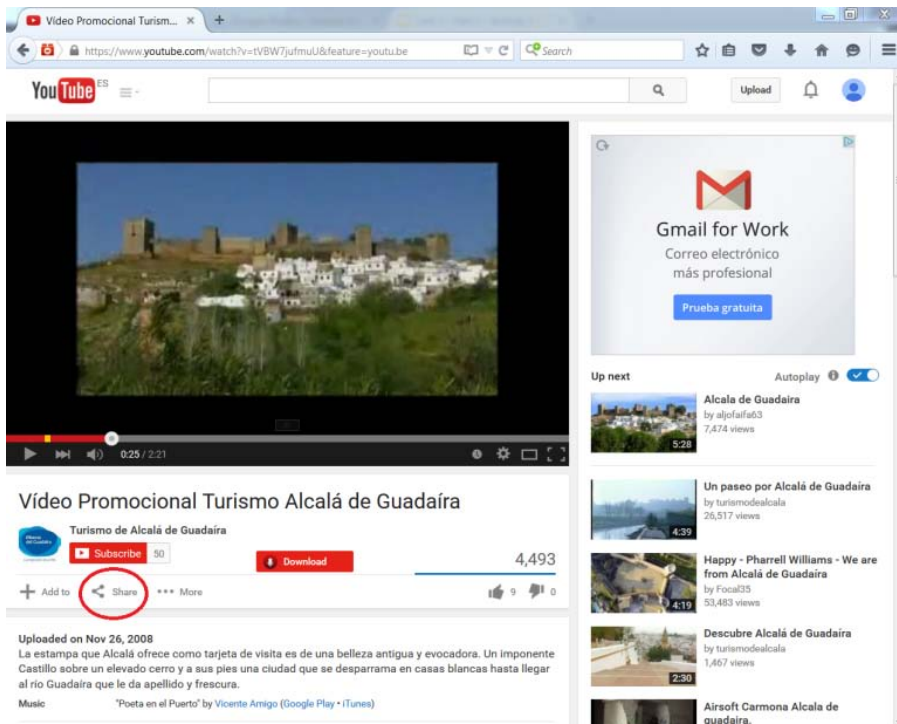
Now that you have selected a video, you are going to share it with others.

Q: Who can spot the tool to share videos with others?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A: The tool to share the video is located under the video.



Task 1:

Your task is to Share the video using the “Share Tool” of YouTube”:

- with your trainer by email.
- on your facebook profile

You can use the help section of YouTube.

You have 15 minutes to do so.

After 15 minutes,

Q: Who managed to do it?

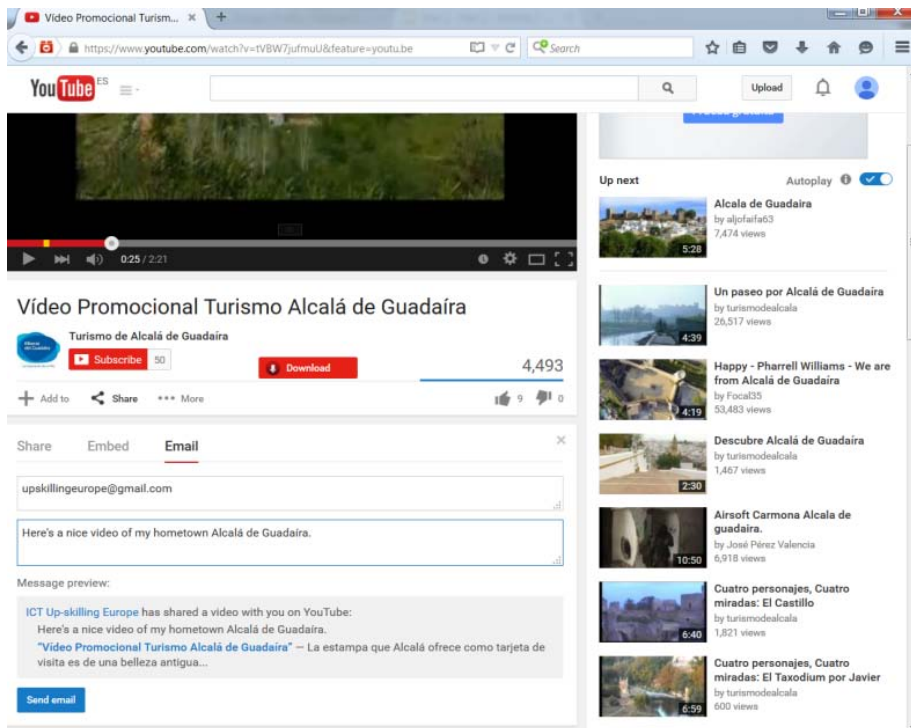
if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

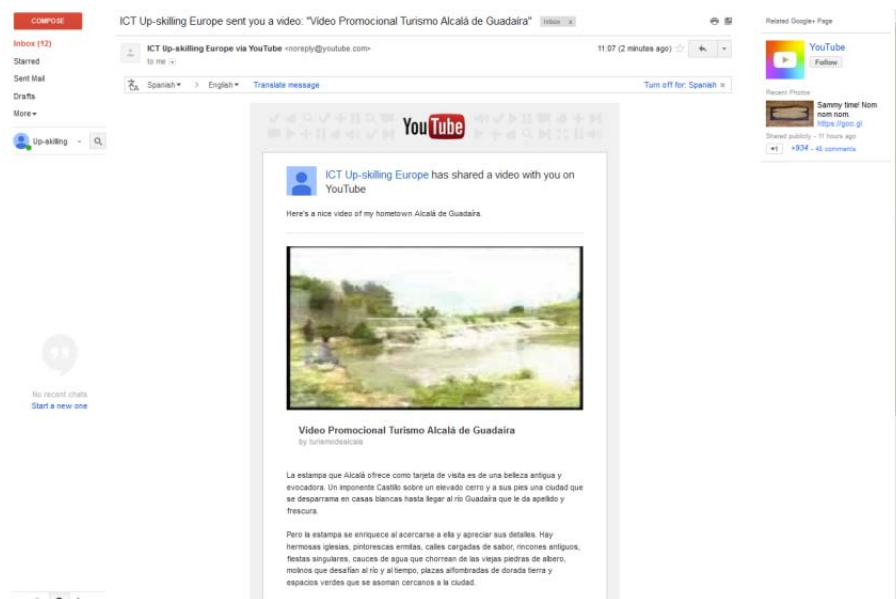
A:

To share by email the steps are:

- Click on share
- Click on Email
- Write the email address of the recipient and eventually a short message
- Click on Send email

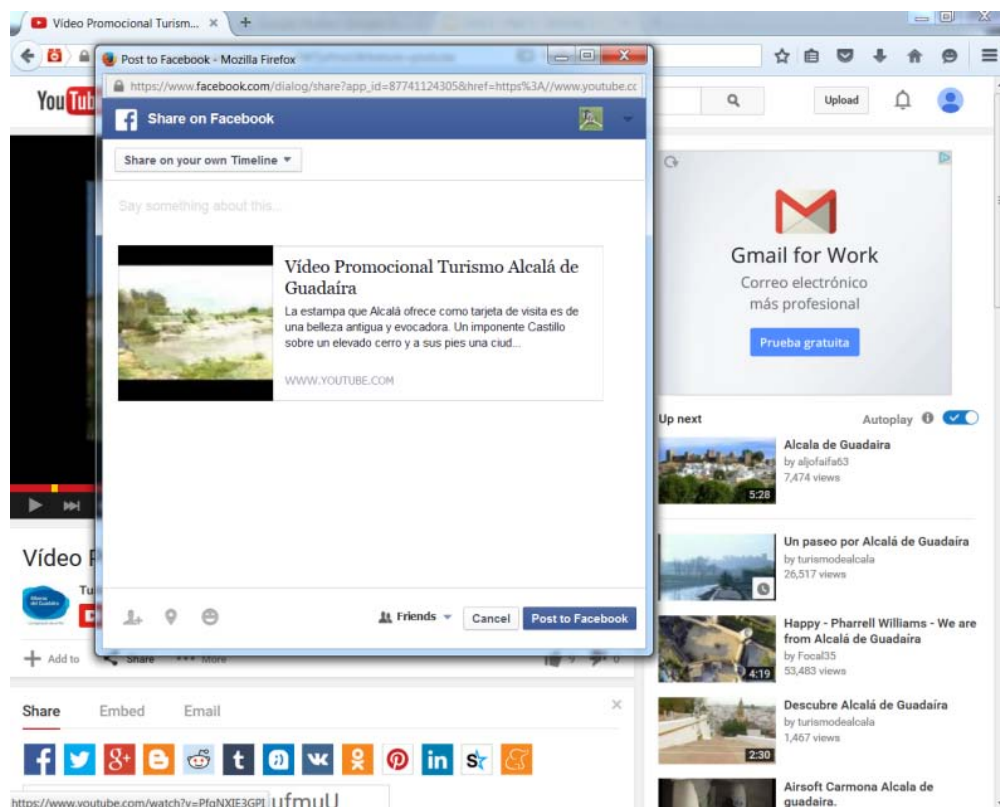


As the trainer you should receive a similar email:



To share by Facebook the steps are:

- Click on share
- Click on the Facebook logo
- Select Share on your own Timeline
- Click on "Post to Facebook"



Task 2: Log in to facebook to find your video

You have 5 minutes to do so.

After 5 minutes,

Q: Who has been successful in posting the video?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Exercise 3: Adding subtitles to a video

Preparatory work for the Trainer (to do before the training session):

Exercise 3: For the purpose of this exercise, learners need a video with the option for subtitles. You must share a video with them by email. The video should be in a language different from their native language. Here's a video in Spanish with the option for subtitles that you share with learners: <https://www.youtube.com/watch?v=0evWba4qLYM>

Task 1: Introduce subtitles

Now I will share a video with you via email. Once you have received the email, open it and click on the link to open the video. You can pause the video once it starts playing.



Q: Who can spot where to click to get subtitles?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A:

You can click on the



button on the bottom right of the video.



With this option, the subtitles will appear automatically.



Task 2: Change the language of the subtitles

The subtitles appearing on the video are in the language of the video. Maybe you do not understand the language of the video and you want the subtitles to be in your language.

To change the language of the subtitles, you must use the settings button on the bottom right of the video.



Your task is to change the language of the subtitles.

You have 5 minutes to do so.

After 5 minutes,

Q: Who has been successful in changing the language of the subtitles?

If 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Steps:

- Click on the settings button



on the bottom right of the video.

- Click on Subtitles/CC (1)



- When the next menu appears, click on Auto-translate:



- When the next menu appears, look for your language in alphabetic order and click on it.



- The subtitles will then appear in your language.



Warning: When the words “Auto- generated” or “auto translate” appear this mean that the subtitles and/or their translation have been generated by a computer. This means that it can contain errors and some sentences may sound “strange”. However, this tool should be enough to give you a good understanding of what is talked about in the video.

Task 3: Change the colour of the font of the subtitles

Sometimes the colour, size, etc. can make it difficult to read the subtitles but there are options

to change these so you can adapt them to your needs.

To practice this, your task is to change the colour of the font of the subtitles to green.

You have 5 minutes to do so.

After 5 minutes,

Q: Who has been successful in changing the colour of the font of the subtitles from white to green?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Steps:

- Click on the settings button



on the bottom right of the video.

- Click on Subtitles/CC (1)



- When the next menu appears, click on Option



- When the next menu appears, click on Font colour:



- When the next menu appears, click on the new colour. In this case, green.



You can now take 5 minutes to explore the other options available to personalise your subtitles apart from the colour of the font.

Exercise 4: Upload a video on YouTube

Preparatory work for the Trainer (to do before the training session):

Exercise 4: For the purpose of this exercise, learners need a video with no sound. You must share a video with either by email or via Google Drive.

Here's a video you can download and share with learners:

https://drive.google.com/file/d/0BzsQ8_F4wIXTQkVZdXcxeEtyWVvk/view?usp=sharing

Introduction to YouTube channel:

With just your Google Account, you can watch, like and subscribe to videos on YouTube.

Google Accounts don't come with a YouTube channel by default.

To upload, comment or make playlists, you have to create a public YouTube channel.

The channel is public but you can upload videos that are private or share videos with just a few people.

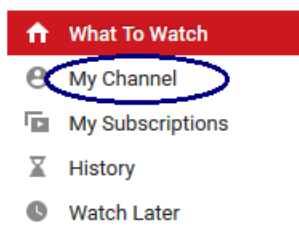
In order to upload a video, we must therefore create a YouTube channel.

Task 1: Create a YouTube channel

Steps:


You will need 15 minutes to go through the steps with the learners.

- Look for the “My channel” section in the menu on the left.



- The following screen will appear automatically.

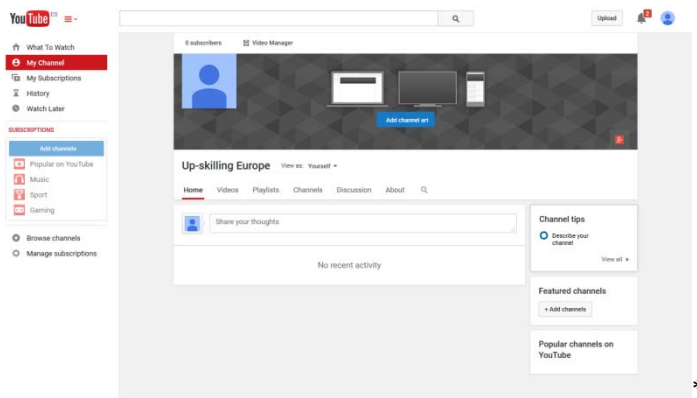
Set up your channel on YouTube

<p>How you'll appear</p> <div>  <div> <input type="text" value="Upskilling"/> <input type="text" value="Europe"/> </div> <p><small>To use a business or other name, click here.</small></p> </div> <p>Gender</p> <p><small>Decline to state</small></p> <p>Birthday ⓘ</p> <p>Day <input type="text"/> Month <input type="text"/></p> <p><input checked="" type="checkbox"/> I understand the changes to Picasa Web Albums when I create a profile.</p> <p> <input type="button" value="Cancel"/> <input type="button" value="Continue"/> </p>	<p>What you'll get</p> <p> A YouTube channel</p> <p>Your name will appear on your YouTube channel along with your public videos and playlists. Learn more.</p> <p> A Google+ profile</p> <p>Your channel comes with a public Google+ profile. It helps friends find your videos and other content you share on Google. Learn more.</p> <p>Picasa users, note:</p> <p>People that you've shared albums with will see those pictures on your profile and in their Google search results. Your name will show up on your photos, comments and tags instead of your Picasa nickname. Anyone that you share an album with can see who else it's been shared with and reshare it, unless you lock the album. Learn more.</p>
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- Introduce a name (it doesn't have to be your real name). You have no more than 5 minutes to choose a name
- click on continue.

Your channel is now created. If you click again on “my channel” on the left menu you will go straight to your channel.

Example:



Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Additional information:

You can personalise further your channel but it won't be necessary for the purpose of this exercise.

Also, if your Google account is not verified through a mobile number, the features of your channel will be more limited (for example videos are limited to 15 minutes). However, the two main features that you need for this exercise will be available:

- unlisted and private videos
- video editor

Task 2: Download on your computer the video shared with you by your trainer.

Inform learners how you have shared the video with them.

You have 10 minutes to download and save the video shared with you.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Task 3: Watch the short video

You have 5 minutes to open and watch the video on your computer.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Task 4: Upload the video

Q: Who can spot the tool to upload a video?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A: The tool to upload a video is located in the top right corner:

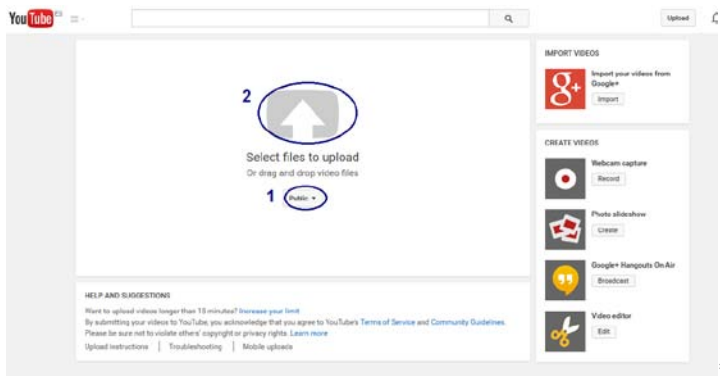


Steps:

You will need 15 minutes to go through the steps with the learners.

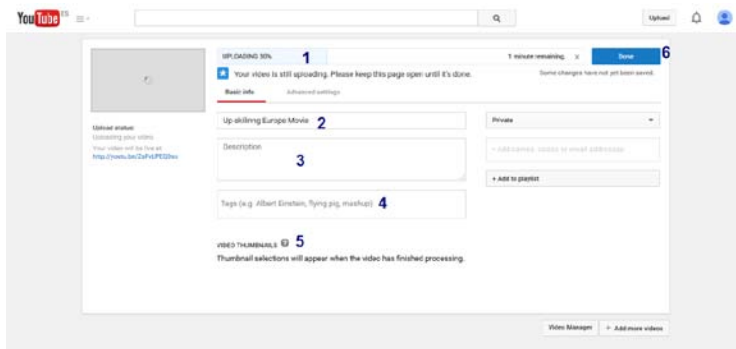
- Click on “Upload”

The following page will appear:



- Change Public from Private so your video will not yet be shared with the public.
- Click on the arrow to upload your video.

The following screen will appear when the video starts uploading. Point 1 indicates the progress of your upload. There is also an estimation of the time it will take to upload your video. Point 1 will tell you when the video has finished uploading itself.



Q: Who managed to do it?

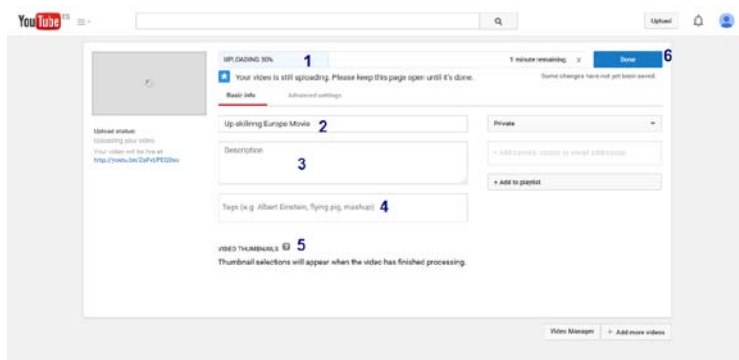
if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time..

Task 5: Personalise the settings before saving the video on your channel.

Steps:

You will need around 25 minutes to go through the steps with the learners.

The main tools to personalise the settings of your video are indicated on the picture below:



The main tools are:

- (2) The title of your video: Personalise the Title with a title of your choice.
You have 5 minutes to do so.
- (3) Add a short description to the video.
You have 5 minutes to do so.
- (4) Tags

Q:Do you know what Tags are?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A: Tags are keywords that help people find your video if you make it public.

Task: Add 2 tags (keywords) of your choice to the video.

You have 5 minutes to do so.

- (5) Thumbnail

Q:Do you know what is a Thumbnail?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

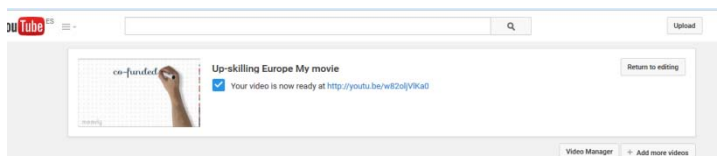
A: Thumbnail is the picture that best represents your video.

Task: Choose a thumbnail that represents this video.

- (6) Click on Done once you have completed the above-information and the video has finished being uploaded in order to save your changes.

You have 2 minutes to do so.

Your video is now ready to be edited.



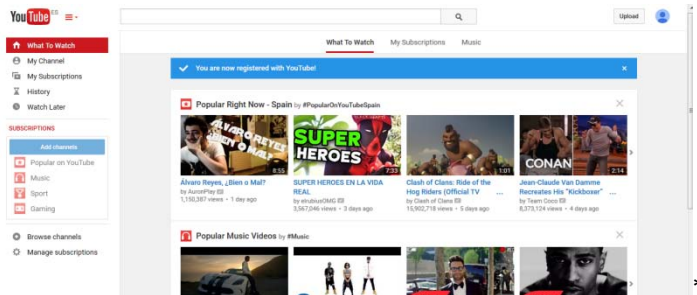
Exercise 5: Edit your video

Task 1: Open the Editing options of your video.

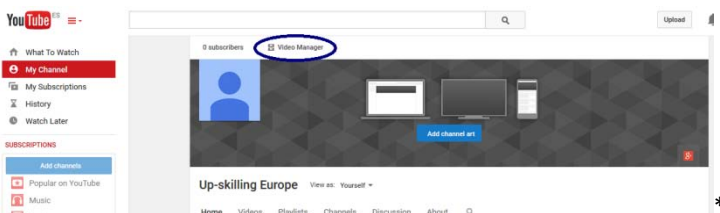
Steps:

You will need around 10 minutes to go through the steps with the learners.

- Go to YouTube main page and click on “my Channel” (left menu)

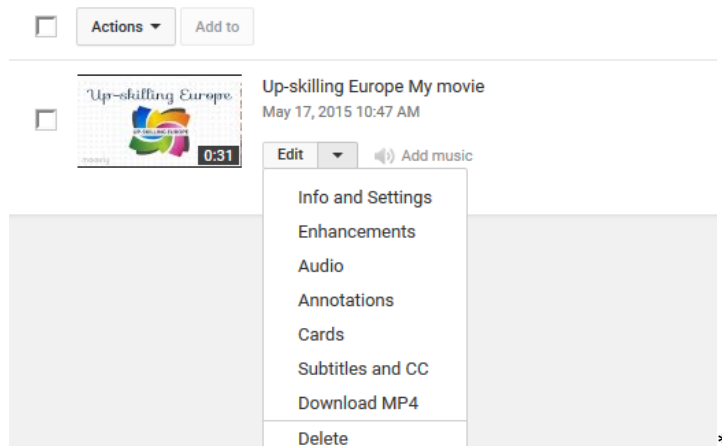


- Select the video manager



- Next to your video, click on the arrow next to “edit”. You can see the menu of the editing option from your video.

Videos 1



Task 2: info and settings

Click on info and Settings. Go through both “Basic info” and “Advanced settings” to check what this option offers.

You have 5 minutes to do so.

After 5 minutes,

As you can see you can modify the information that you have introduced when first uploading the video.

Steps:

You will need 5 minutes to go through the steps with the learners.

- In “advanced settings”:

Go to “comments” and change “Allow comments” from “All” to “Approved”.

Q: Who can guess what this will do?

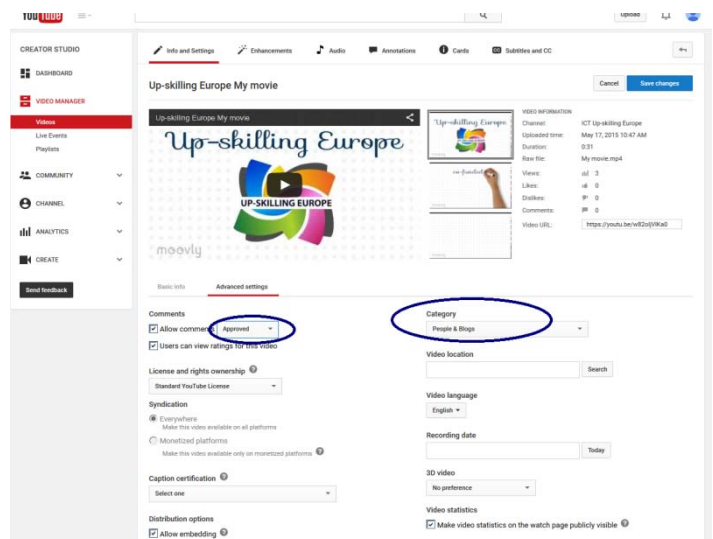
Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A: If you make this video accessible to others they will be able to comment. However, the comments will only appear under the video if you approve them.

Q: Who managed to do it?

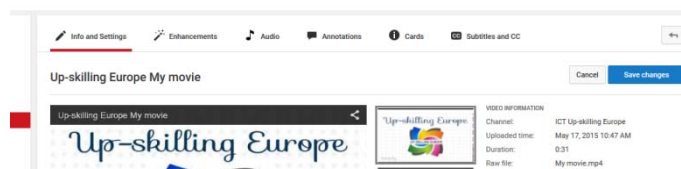
if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.



Don't forget to Save changes when you are done.

Task 3: Enhancements

In the top bar menu, click on the “Enhancements” tab.



Look through the three sections “Quick fixes”, “Filters” and “Special effects” to see what these sections have to offer.

You have 10 minutes to do so.

After 10 minutes,

Once you have gone through them all select “Filters” and change your video to black and white. Save it as a new video.

Q: Can you find out how to change your video into black and white?

You have 10 minutes to try to do this.

After 10 minutes,

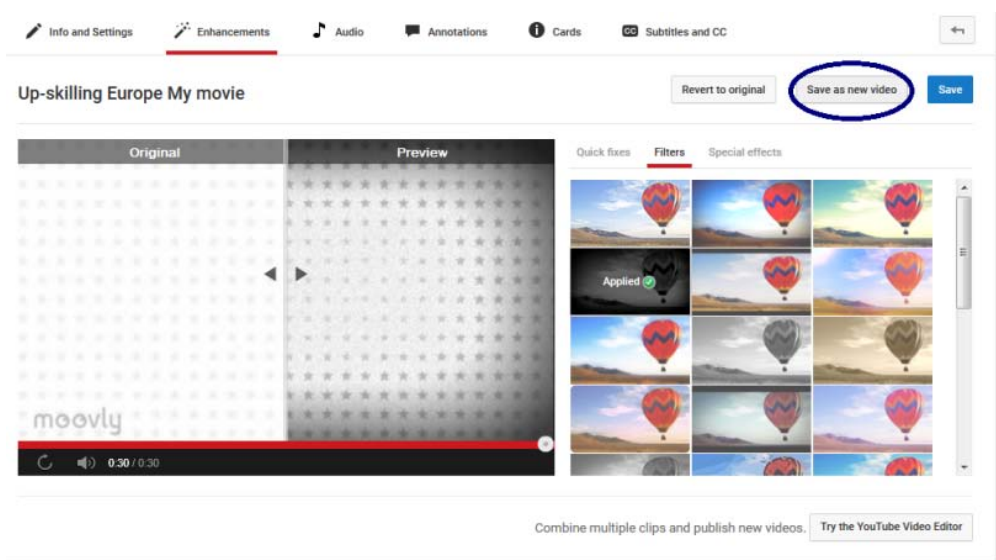
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

- select “Filters” and change your video to black and white.
- This time save the video using the option “Save as new video”.



Task 5: Go back to “Video Manager”

You have 5 minutes to try to do this.

After 5 minutes,

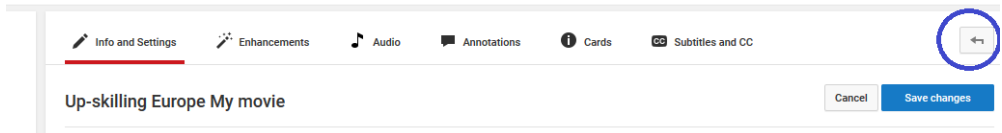
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

You can use the same steps as before but it’s easier to use the top-right arrow to go back to your previous step.



Q: How many videos do you have in your “video manager”?

Give to the learners 2 minutes to answer the question.

After 2 minutes,

A: You should have 2 videos: The original one you uploaded (video 1) and the copy in black and white.

Task 6: Audio - Adding music to your video without violating copyrights

Copyrights.

Q: Who knows what Copyrights are?

If you don't know what it is, you have 10 minutes to look for this information on Internet.

After 10 minutes, repeat the same question “Do you know what are Google spreadsheets?” and start a 5 minutes group discussion about it.

A:

A copyright is a law that gives the owner of a written document, musical composition, book, picture, or other creative work, the right to decide what other people can do with it. Because of copyright, a work can only be copied if the owner of the copyright gives permission.

<https://simple.wikipedia.org/wiki/Copyright>

Q: How does this impact on the audio I choose to add to my video?

You have 10 minutes to look for this information on Internet.

After 10 minutes, if you think learners need further information, you can complement with the following information:

If you want to add background music to your video and then publish it online you have to make sure that you are not violating any copyrights. Otherwise, a platform like YouTube will likely take down your video.

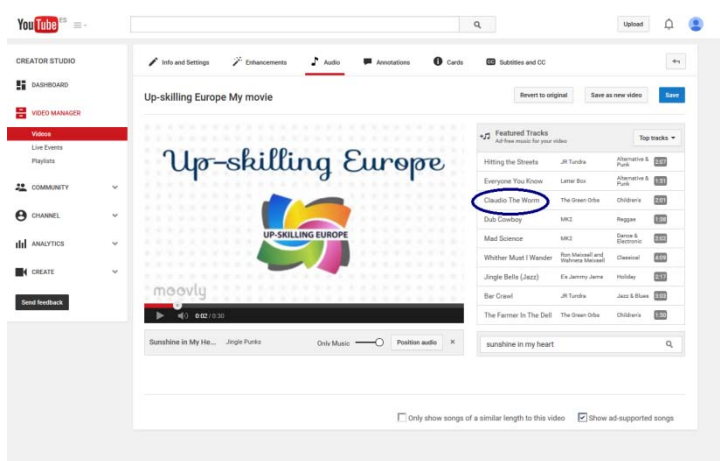
There is a solution: YouTube has created a tool to help you add background music that is free of Intellectual Property Rights.

We will use the Featured Tracks to add music to our video without infringing any copyrights. This music also means that there will be no ads other users play your video.

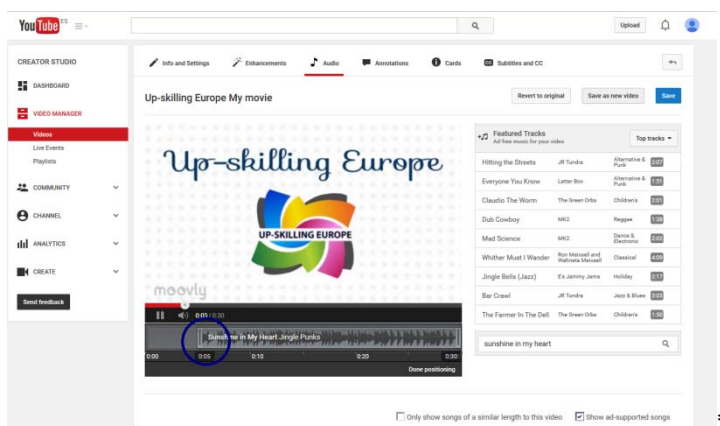
Steps:

You will need 20 minutes to go through the steps with the learners.

- Next to the original video (video 1), click on the arrow next to “edit” and click on “Audio”.
- *Select a Featured Track to add to your video by clicking on the track that you want (on the right).*



- Change when the audio starts/stops on your video by selecting “Position Audio” (next to your selected track under your video).
- Move the song so that it starts 0.05 minutes (5 seconds) after the video has started by dragging the line to the right.



Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

- Save the video using the option “Save as new video”.

Task 7: Go back to “Video Manager”

You have 2 minutes to try to do this.

After 2 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: How many videos do you now have in your “video manager”?

Give to the learners 2 minutes to answer the question.

After 2 minutes,

A: You should have 3 videos: The original one you uploaded (video 1) and the copy in black and

white (video 2) and the video with audio (video 3).

Task 7: Download MP4

Q: Do you know what MP4 is?

If you don't know what it is, you have 10 minutes to look for this information on Internet.

After 10 minutes, if you think learners need further information, you can complement with the following explanation:

A: It's a format for videos. Just like MP3 is a format for music or jpeg is a format for pictures.

Your task is to download the video with the audio (video 3) on your computer using the edit menu.

You have 10 minutes to try to do this.

After 10 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Next to the video with the audio (video 3), click on the arrow next to "edit" and click on "download MP4".

Save the video on your computer.

Task 8: Change the privacy settings of video 3 from "private" to "Unlisted"

You have 10 minutes to try to do this.

After 10 minutes,

Q: Who managed to do it?

If 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

- Go to "Edit" and Click on "info and Settings."
- In "Basic info" modify from "Private" to "Unlisted".

Once this is done, select "Save changes"

Q: Do you know what "Unlisted" means?

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can complement with the following explanation:

A: It means your video will be online and anyone with the link will be able to view it. However

it will not appear on YouTube list of videos unlike the public option.

Save changes.

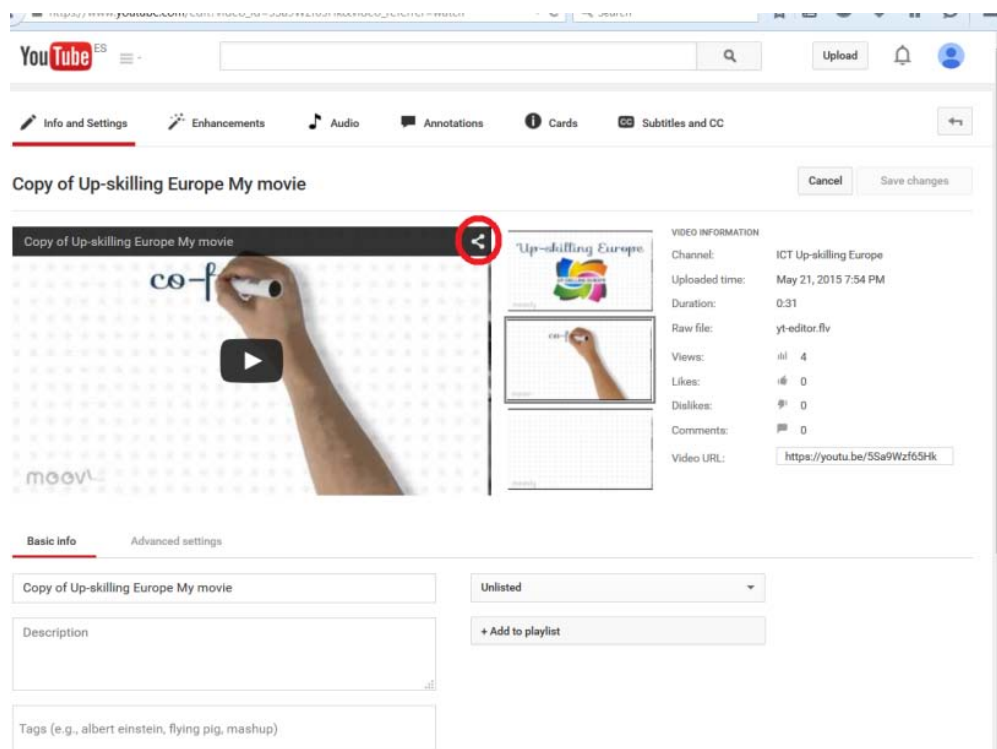
Task 9: Share the video with your trainer

Q: Who can spot the “Share” tool without leaving the Info and Settings section.

Give to the learners 5 minutes to answer the question.

After 5 minutes, if you think learners need further information, you can give the answer:

A: The “Share” tool logo is in the top-right corner of the video.



Using this logo, share the link of the video to your trainer by email.

You have 10 minutes to do so.

After 10 minutes,

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

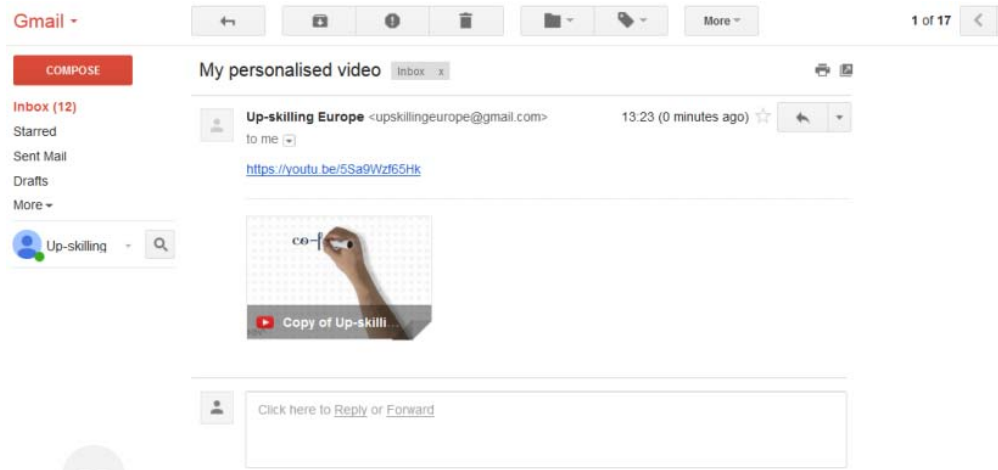
A:

To share by email the steps are:

- Click on the “share” logo
- Copy the link of the video
- Go to Gmail and start a new email
- Paste the link of your personalised video in the body of the email

- Personalise the subject of your email
- Introduce the email of your trainer
- Send the email

Your trainer should receive a similar email:



Task 10: Delete your black and white video

You have 10 minutes to try to find the delete option for the black and white video (video 2).

After 10 minutes,

Q: Who managed to find it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how to find it?

A:

- Go back to "Video Manager"
- Next to the black and white video (video 2), click on the arrow next to "edit"
- Click on Delete.

Unit 3: Advance digital skills

This unit is dedicated to developing advance digital skills among participants. It will include innovative Active Learning methods, tools, and materials for the development of digital technical skills and digital information processing skills to construct and create new knowledge, technology, and media, engaging in value adding activities.

PART 2: SKYPE

269 min.
4,48 hrs

Lesson Draft	Duration
<p>Part 2 - Slides: https://docs.google.com/presentation/d/1L998XKado8ewP6_kuT2uFXg65aYFWTjsDd6eSGvNe_rA/edit?usp=sharing</p> <p><i>Preparatory work for the Trainer (to do before the training session):</i></p> <p><u>Exercise 2</u></p> <p><i>Option 1: Ask learners to retrieve the image or picture representative of their personality which they downloaded and saved as part of Unit 1 - Part 3 - Activity 2: How to use Gmail.</i></p> <p><i>Option 2: Ask learners to bring a digitalized picture of themselves.</i></p> <p><i>Option 3: Send random pictures to them.</i></p> <p><i>The picture must be on their computer hard drive or on their Google Drive before the beginning of this exercise.</i></p> <p>Introduction: What is Skype?</p> <p>Q (Question): Do you know what Skype is?</p> <p>If you don't know what it is, you have 10 minutes to look for this information on Internet.</p> <p>After 10 minutes, repeat the same question "Do you know what is Skype?" and start a 10 minutes group discussion about it.</p> <p>A (Answers): It's an online communication tool (you need Internet to use it). It can be used to message (by text), speak or see another person who is also signed in to Skype via another device (computer, smartphone or tablet). You can connect 2 or more devices to one conversation. To speak to another person you will need a microphone. To see another person and for that person to see you, you will both need a camera (webcam).</p> <p>Exercise 1: Install Skype on your device</p> <p>Task 1: Download the Skype program on your device</p> <p>Go to www.skype.com and try to Download the Skype program on your device.</p> <p>You have 10 minutes for this.</p>	

After 10 minutes,

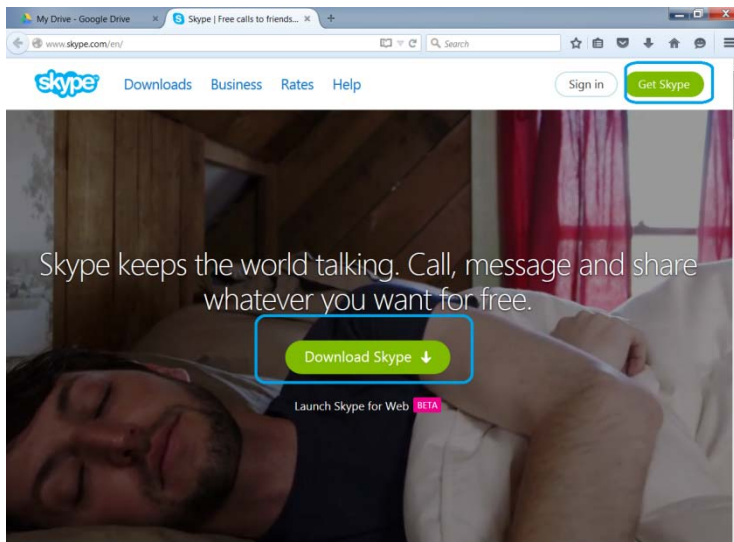
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Click on Get Skype or Download Skype.



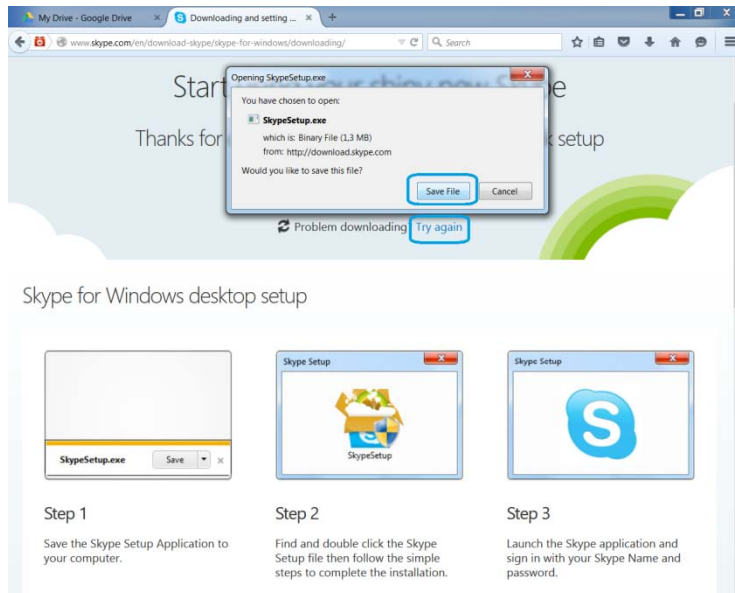
Select the device on which you want to download the program (here for a computer) and click on the Get Skype button (here Get Skype for Windows desktop)



A pop-up window will open automatically asking you to save the file. If the pop-up window does not open. Click on Problem downloading "Try again" link.

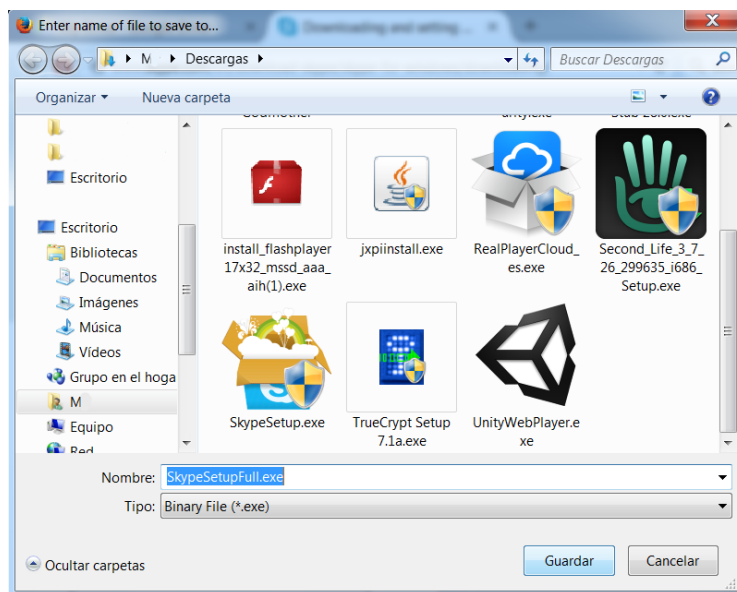
This is to save on your device the file that will set-up the program on the same device. Click on

“Save file”.



A new pop-up window will open, this time from your computer, to ask you where to save the file on your hard drive. Select, for example, your desktop or the download folder as a place to download the file.

Once you are sure of the location, select save. The file will begin to download on your device.



Task 2: Install the Skype program on your computer.

Step 1:

Q: Can you find the file that has been downloaded on your computer?

You have 5 minutes to find it.

After 5 minutes,

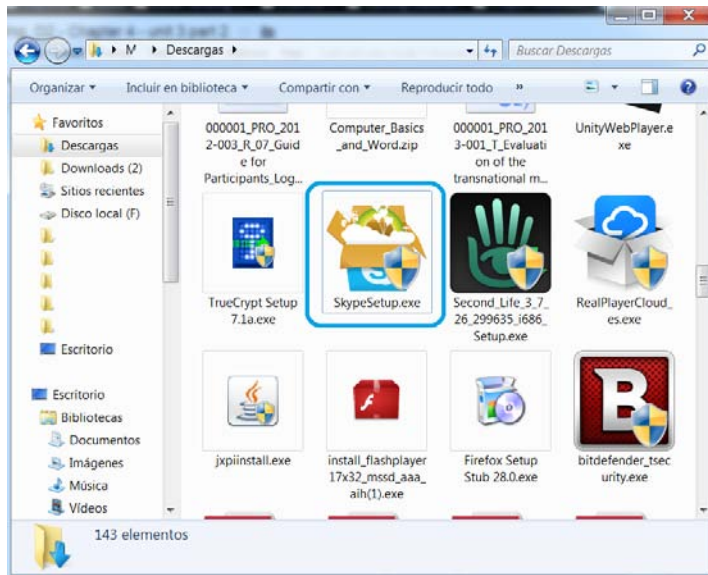
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A: There are two options:

- Option 1: Look for the file on your device

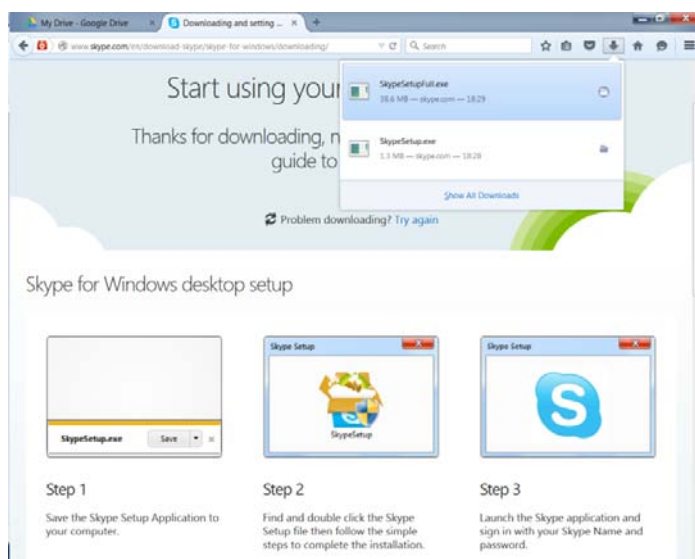


- Option 2:

Look for the downloaded file in the window of the web-browser.

With Google Chrome and Internet Explorer the file will appear in a bar at the bottom of the window.

With Mozilla, you can access the downloaded files by clicking on the down arrow ↓.

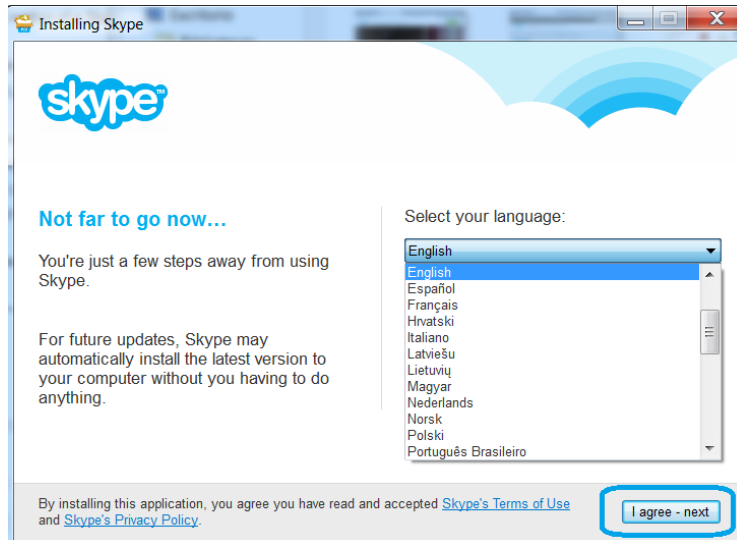


Step 2:

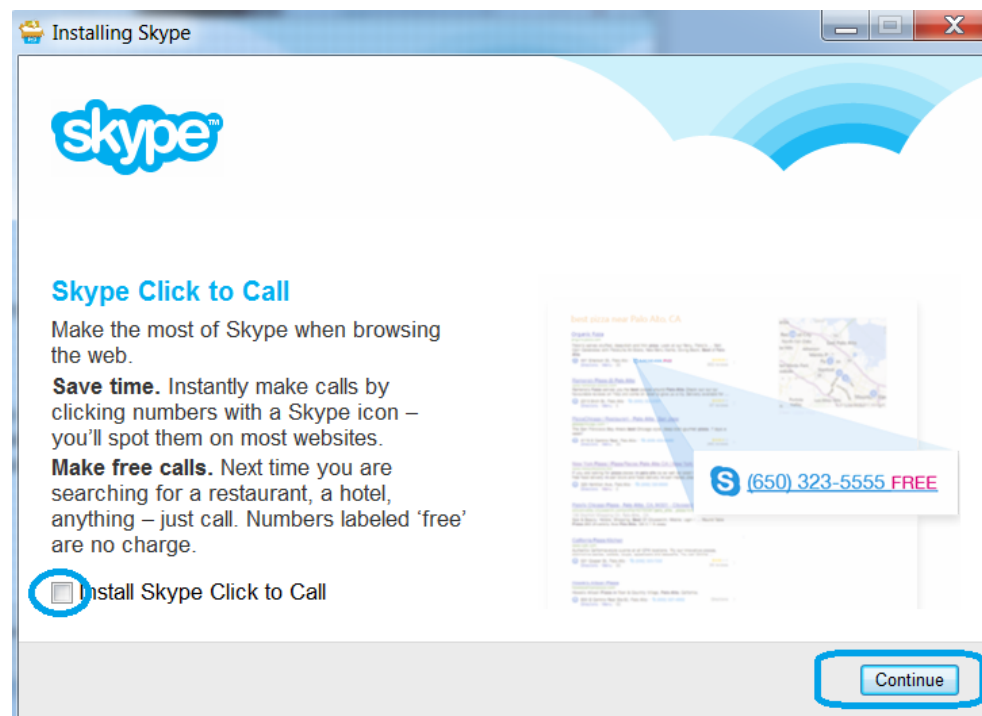
Once you have located the setup file, double click on it and follow the installation steps.

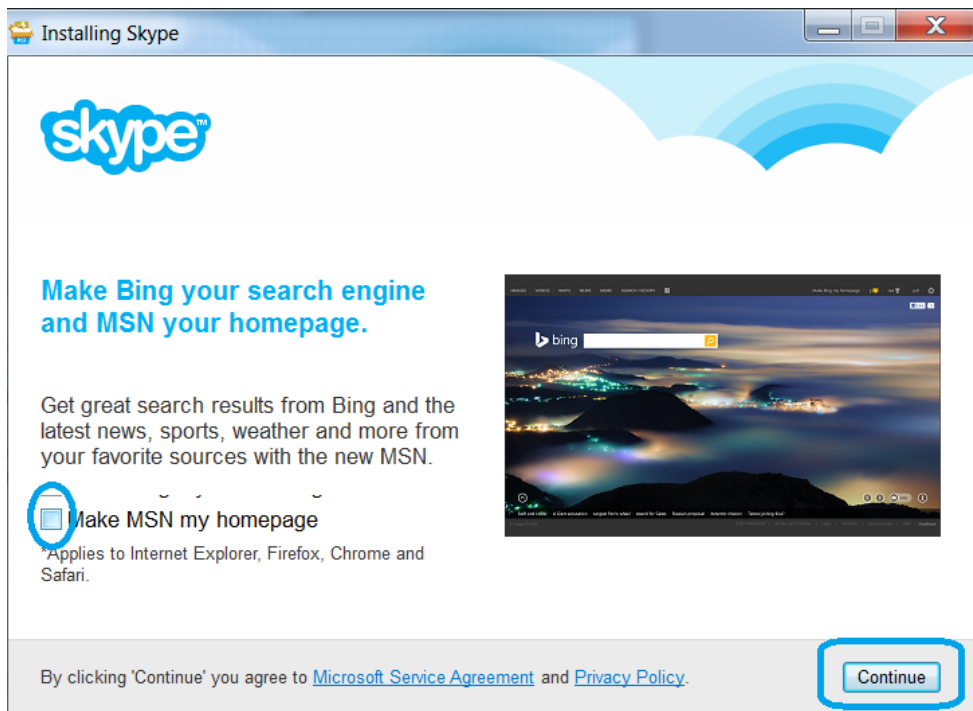
You will need 15 minutes to go through the steps with the learners.

- Select the language of the program and press I agree:

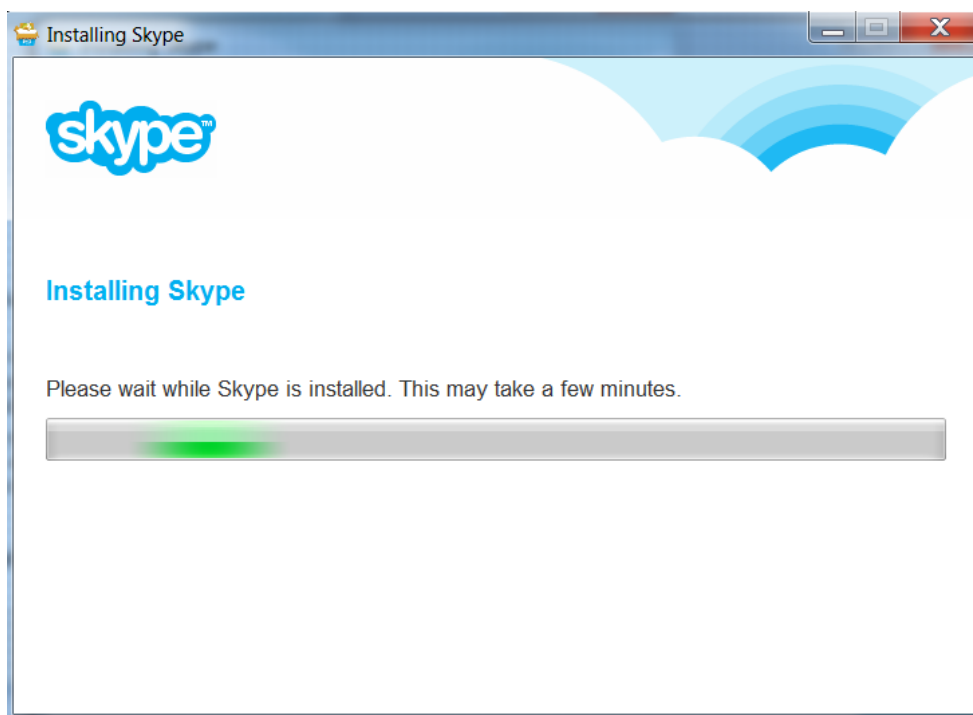


- Un-select the extra options Skype wants to install on your device that are unnecessary to the basic good functioning of Skype: Skype Click to Call, Bing, MSN...
- Click on the boxes to un-select the option before pressing continue.

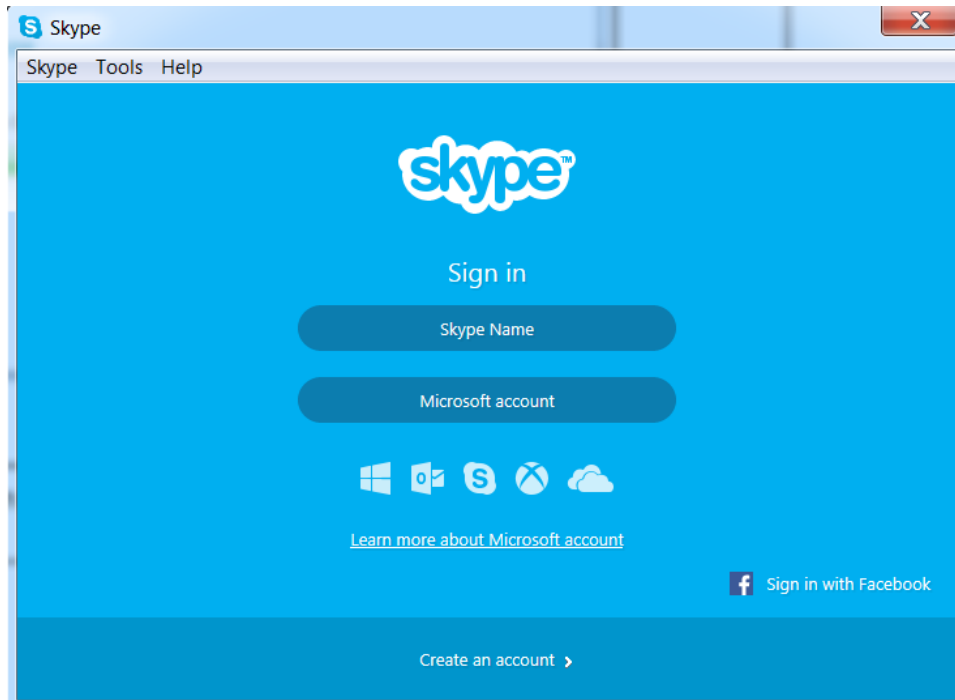




Once you have gone through all the step, Skype will start installing the program automatically.



Once this is done, the home window of Skype will automatically open:



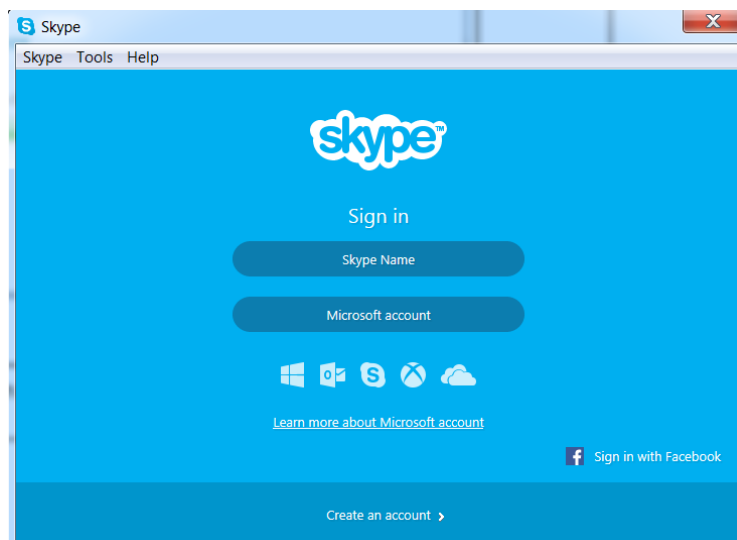
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Skype is now installed on your computer.

Exercise 2: Sign-in Skype

Q: Looking at the Home Window of Skype, can you tell what the options to sign-in Skype are?



Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can give the answer:

You have 3 possibilities to sign in:

1. Sign in with your Facebook account
2. Create and sign in with a Skype account
3. Sign in with a Microsoft account (we are not going to go through this option)

To the trainer, It is possible to go through only one of the options presented below by going through only task 1 or task 2.

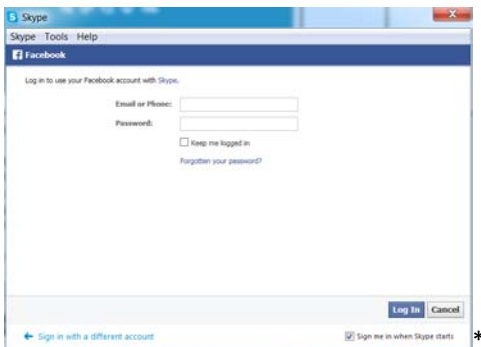
Task 1: Sign in with Facebook

With this option you can sign in directly with your facebook account details and password.

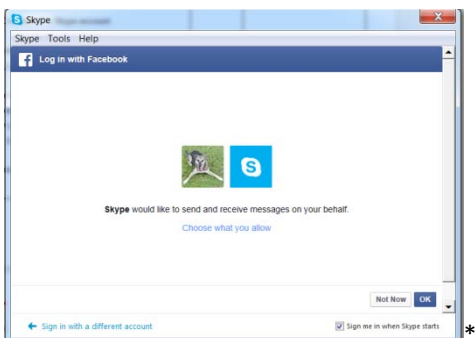
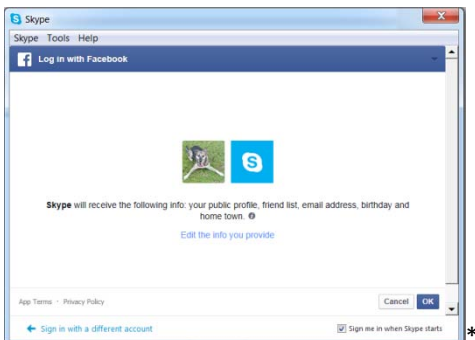
Steps:

You will need 30 minutes to go through the steps with the learners.

- Click on “Sign in with Facebook”
- Log in with your facebook account details and password.



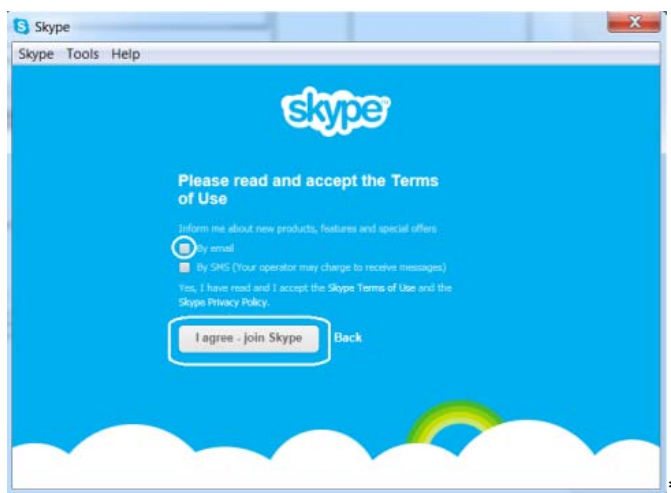
- Authorise Skype to access information from your facebook account by pressing ok.



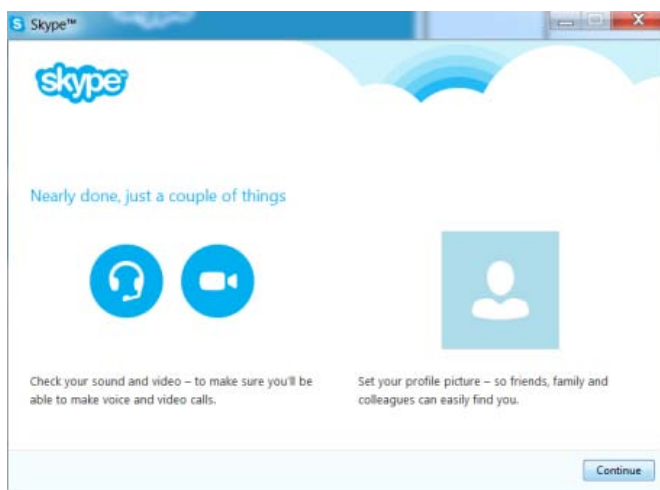
- Select I'm new to Skype



- Un-select "Inform me about new products, features and special offers by email" so as to have the box empty and select "I agree - join Skype".



- Click on "Check your sound and video".

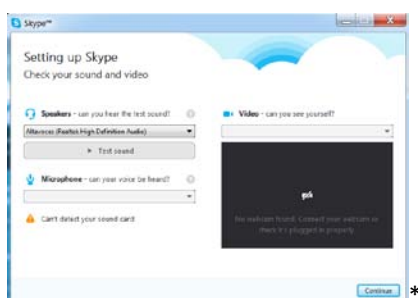


- Check if your speakers, Microphone and webcam are connected. You can use Skype without a webcam but you will need headset or speakers and a microphone.

In the picture below, no microphone or webcam were connected to the computer.

- Check if the sound of your speaker / headset is working.
- Check if your microphone works by seeing how the green lights move when you

speak.



You have 5 minutes to do so.

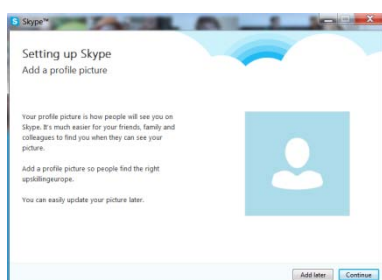
After 5 minutes,

Q: Who managed to do it (step 7)?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

You should also assist learners who are finding technical difficulties.

- Once this is done, click on continue.
- In the next page, Click on continue.



- Choose a profile picture.

Preparatory work:

Option 1: Ask learners to retrieve the image or picture representative of their personality which they downloaded and saved as part of Unit 1 - Part 3 - Activity 2:

How to use Gmail

Option 2: Ask learner to bring a digitalized picture of themselves

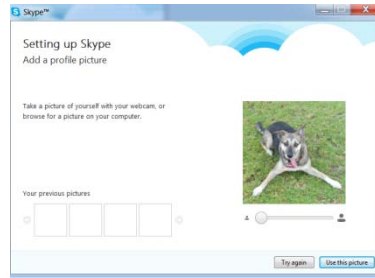
Option 3: Send random pictures to them

The picture must be on their computer hard drive or on their Google Drive before the beginning of this exercise

Option 1: Add a profile picture by uploading a picture from your computer

Option 2: Take a picture of yourself with your webcam (if you have one on your computer).

Once you are ready, click on "Use this picture".



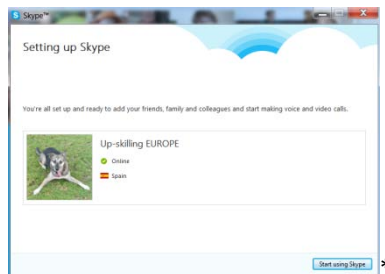
You have 10 minutes add a profile picture.

After 10 minutes,

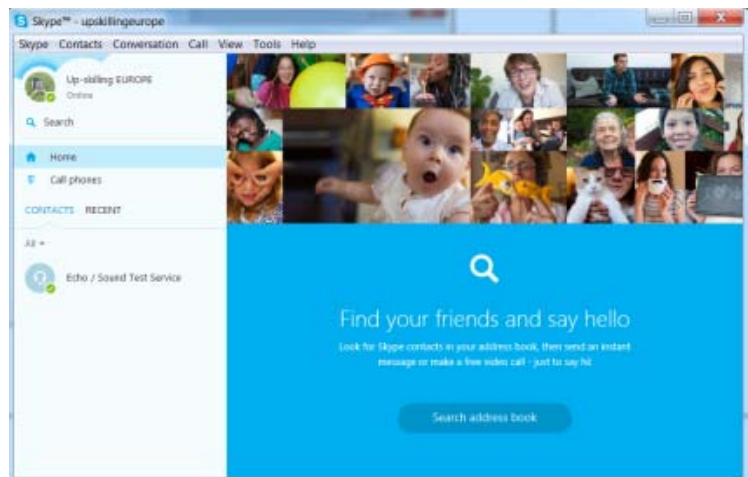
Q: Who managed to do it (step 8)?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Then, click on “start using Skype”



This will bring you to the Skype homepage.



Task 2: Sign out of your account

Steps:

You will need 5 minutes to go through the steps with the learners.

- Go to the menu and click on tab “Skype”
- Click on “Sign Out”

You will go back to the Skype home window.



Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 3: Create a Skype account

Steps:

You will need 20 minutes to go through the steps with the learners.

- Click on Create an account.

Your web-browser will open at the Skype web page to create the account.

Completing this information is similar to creating a Google account. Don't forget your new username and password.

Once it is completed click on the green button at the bottom of the page.

You have 10 minutes to do so.

Q: Who managed to do it?

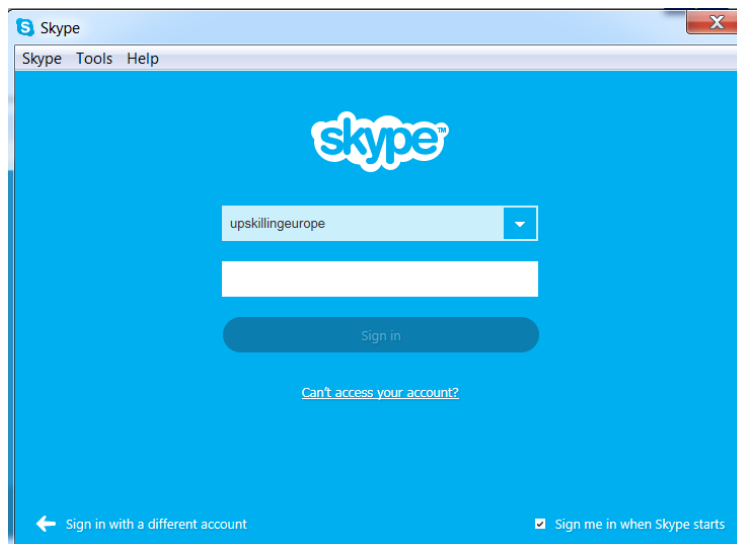
if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Task 4: Log-in for the first time

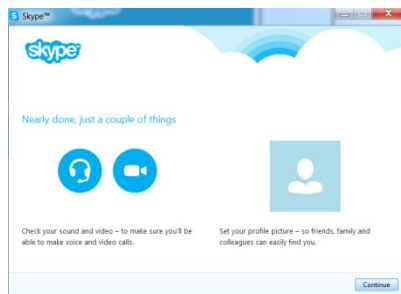
Steps:

You will need 25 minutes to go through the steps with the learners.

- Go back to the Skype program home window
- Click under sign in on "Skype name"



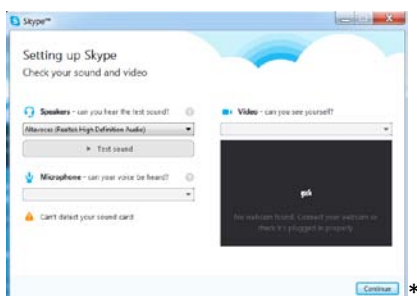
- Enter your username and password before clicking on Sign in.
- Click on "Check your sound and video"



- Check if your speakers, Microphone and webcam are connected. You can use Skype without a webcam but you will need headset or speakers and a microphone.

In the picture below, no microphone or webcam were connected to the computer.

- Check if the sound of your speaker / headset is working.
- Check if your microphone works by seeing how the green lights move when you speak.



You have 5 minutes to do so.

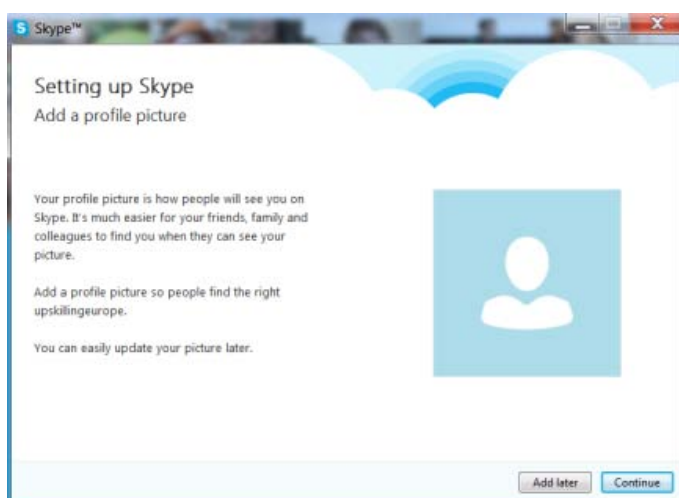
After 5 minutes,

Q: Who managed to do it (step 7)?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

You should also assist learners who are finding technical difficulties.

- Once this is done, click on continue.
- In the next page, Click on continue.



- Choose a profile picture.

Preparatory work:

Option 1: Ask learners to retrieve the image or picture representative of their personality which they downloaded and saved as part of Unit 1 - Part 3 - Activity 2: How to use Gmail

Option 2: Ask learner to bring a digitalized picture of themselves

Option 3: Send random pictures to them

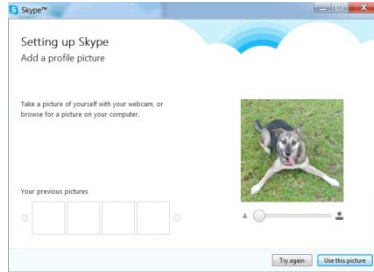
The picture must be on their computer hard drive or on their Google Drive before the beginning

of this exercise

Option 1: Add a profile picture by uploading a picture from your computer

Option 2: Take a picture of yourself with your webcam (if you have one on your computer).

Once you are ready, click on “Use this picture”.



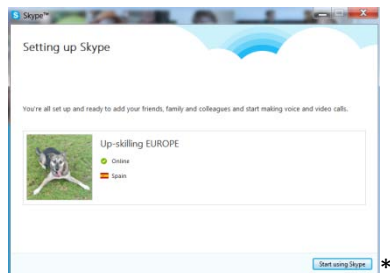
You have 10 minutes add a profile picture.

After 10 minutes,

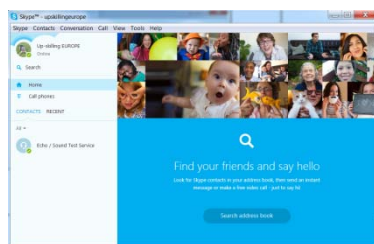
Q: Who managed to do it (step 8)?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

- Then, click on “start using Skype”



This will bring you to the Skype homepage



Exercise 3: Finding contacts and accepting contact requests

Task 1: Get in pairs and exchange each other's Skype username

You have 5 minutes to do so.

One of you should be learner A. The other learner B.

After 5 minutes,

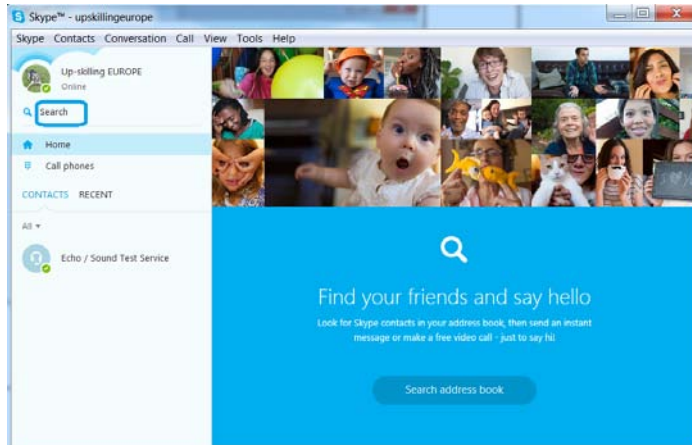
Task 2: Find a contact

For this task you should work in pairs with Learner A's device.

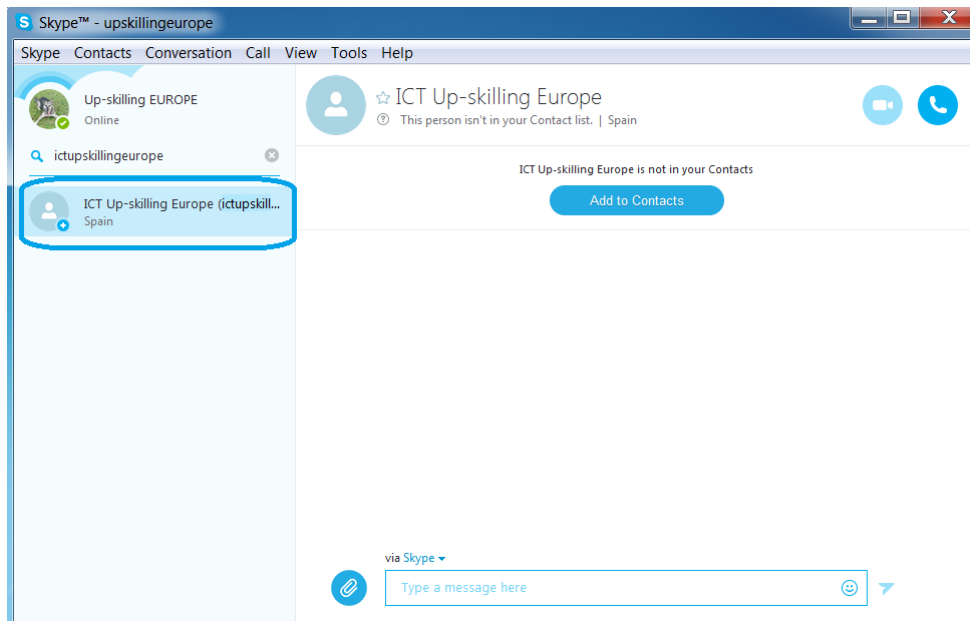
Steps:

You will need 10 minutes to go through the steps with the learners.

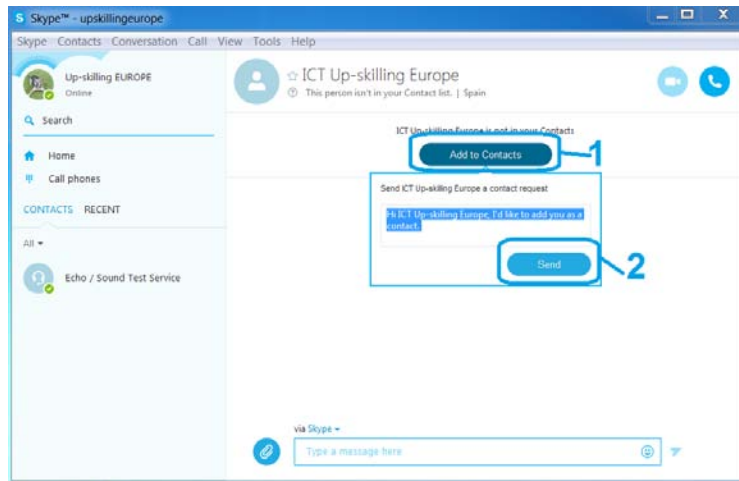
- Click on search and enter the name or username of Learner B.



- Once you find your contact in the list of result, click left once on the name. The contact appears on the right part of the screen.



- Click-left (1) on add to contact.
- Change the message should you wish for, then click-left on send (2).



The contact request will be sent to your friend and now you must wait for your contact request to be accepted.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

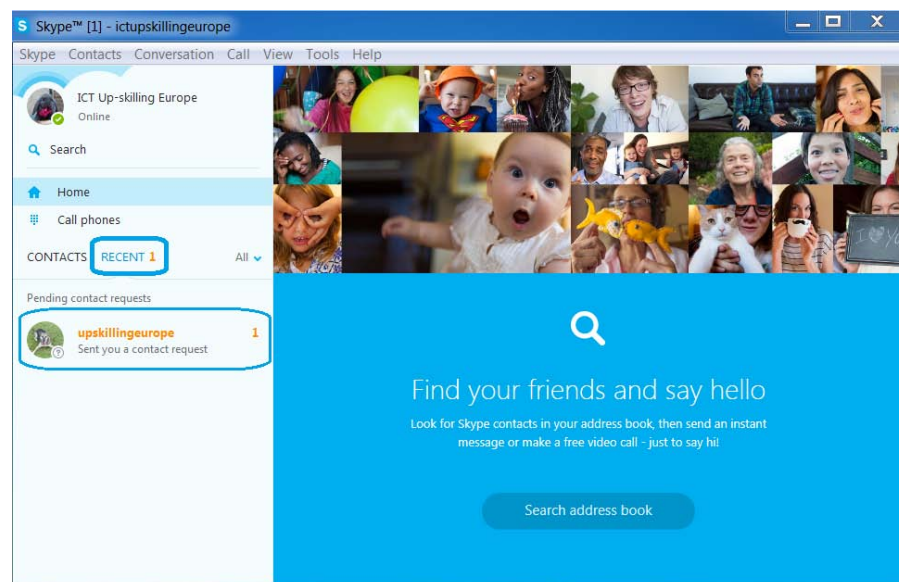
Task 3: Accept a contact request

For this task you should work in pairs with Learner B's device.

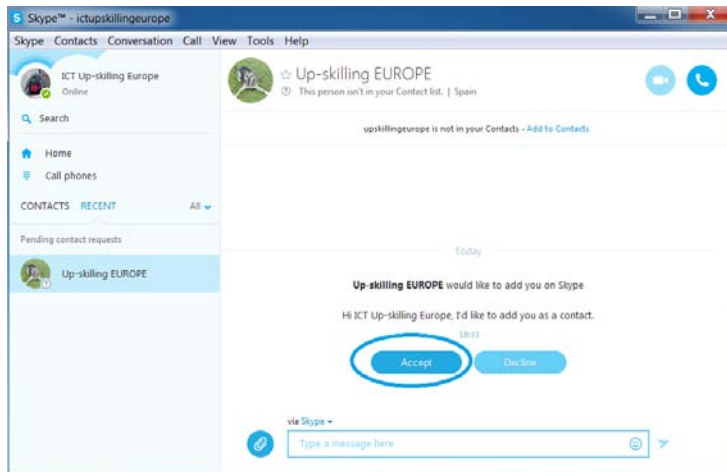
Steps:

You will need 10 minutes to go through the steps with the learners.

- Click on "Recent" in the home page to view the contact request you have received
- Click on the name



- When the contact request appears on the right of the window, click left once on "Accept".



Both Learner A and B will now see the other in the contact section of the home page. This will include seeing when the other is connected and available for communication.

Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not review the step(s) and give a little more time.

Exercise 4: Communicating with contacts

For the purpose of this task you should keep the same pairs as previously or add each other as contacts before the beginning of the exercise.

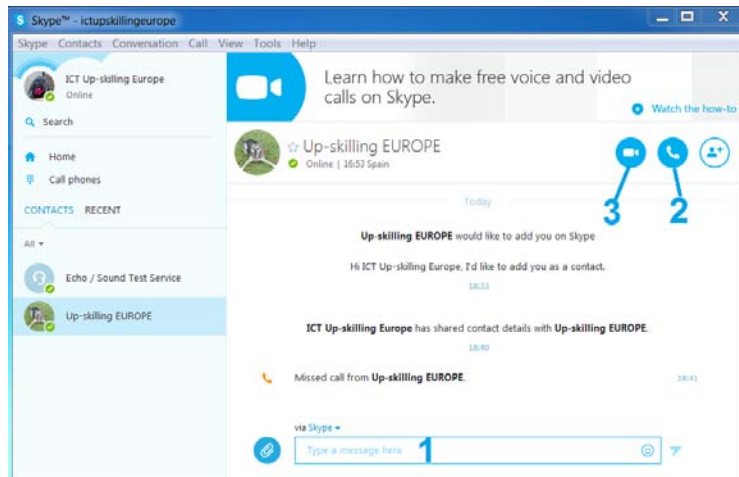
Q: Once you are in each other's contact list it is very easy to communicate. There are three possible options. Can you tell what they are?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can give the answer:

A:

- by message / chat
- by call
- by video call



Task 1: Send a message to your contact

Your task is for Learner A to write a message to Learner B and for learner B to answer back.

You have 10 minutes to complete this task.

After 10 minutes,

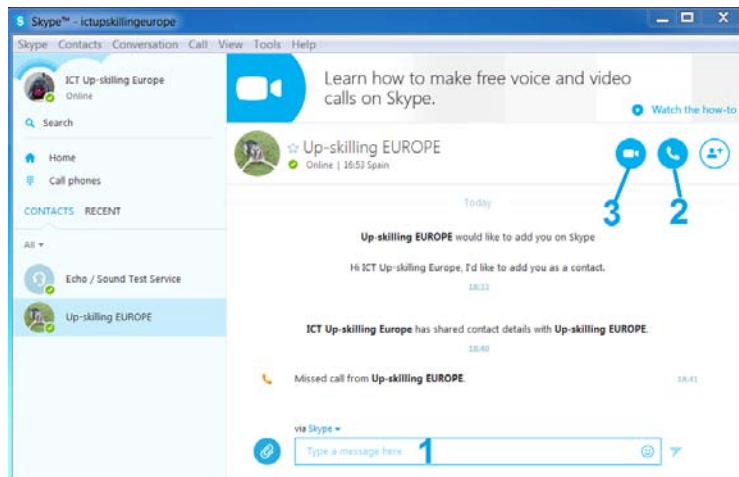
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Just type in the box "type message here and press enter to send your message (1).



Task 2: Call your contact

Your task is for Learner B to call Learner A and for learner A to accept the call.

During the phone call, find out about each others:

- Favourite food
- Favourite place to go out for a meal

- Best childhood memory
- Favourite activity in their free time

You have 10 minutes to complete this task.

After 10 minutes,

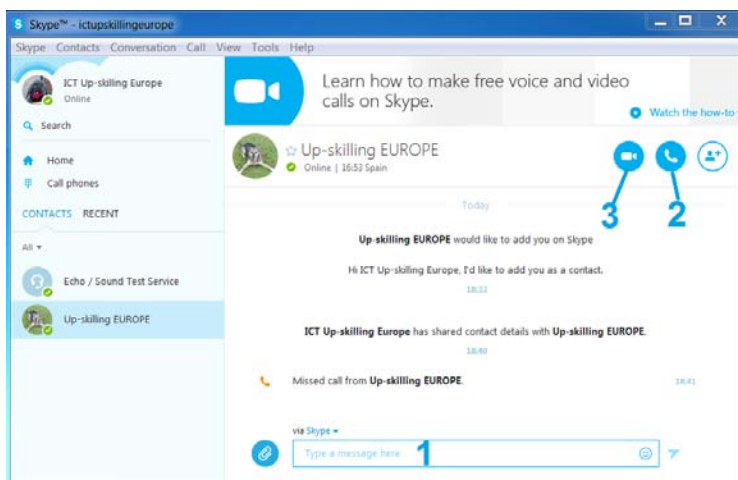
Q: Who managed to do it?

if 20% of the group has been successful ask them to help the others. If not give a little more time.

Q: Can you explain to the others how you did it?

A:

Click once on the phone logo to call your contact (2).



To the trainer: Take 5 minutes to ask different learners what they have learned from the person they were paired with.

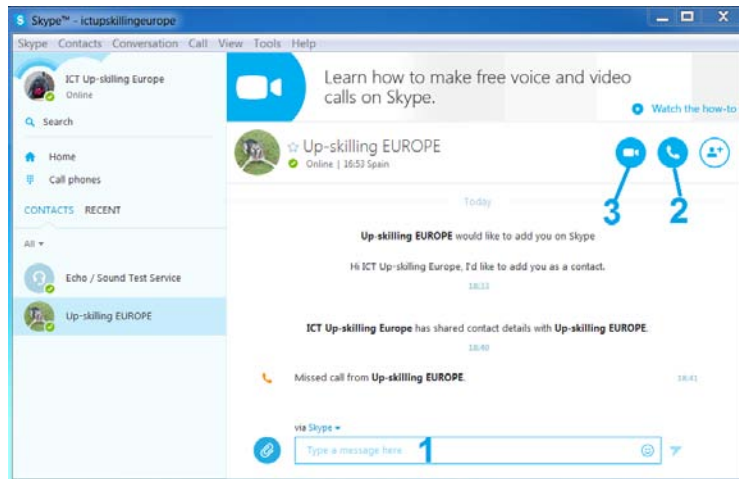
Q: What would you have done if you wanted to make a video call instead of a normal call?

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can give the answer:

A:

Click once on the video call logo (3).



Q: What happens if you do not have a webcam?

If you do not have a connected webcam, the logo will be show differently.

Give to the learners 2 minutes to answer the question.

After 2 minutes, if you think learners need further information, you can give the answer:

Logo when the webcam is not available:



CHAPTER 05

Assessment and Recognition of Skills and Competences. SKILLPASS

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Introduction

Skill Pass is the certification of a learning process for adults. In particular, an innovative tool for the recognition and validation of learning outcomes acquired by adults at risk of social exclusion.

In line with the strategy of the European Commission to encourage the recognition of non-formal education, Skill Pass refers to the instrument of the Youth Pass, the program of "Life Long Learning" and in particular the 8 European KEY COMPETENCES.

These 8 competences, promoted by the European Union, arise from the demand to identify and combine knowledges, skills and attitudes in order to better adapt to the constant changes in the society.

Having acquired these skills, participants will be able to analyze and communicate in an effective way when they have to face and to interpret problems in different fields. At the same time, KEY COMPETENCES are those which everybody needs for personal development, active citizenship, social inclusion and employment.

In addition, as the participants are adults at risk of social exclusion, the Skill Pass tries to consider specific difficulties that may arise, such as learning disabilities, relational and motivation issues etc. Regarding the above, the Skill Pass has identified a series of exercises that, contextually to the certification of the skills acquired with the exercises of the Toolkit, can help to recognize and implement relational and co-operational skills, as well as resourcefulness.

The idea is to provide a tool which accompanies participants step by step in recognising the different possible progress of educational development.

Attending a training course in group, it activates different processes and dynamics which foster not only cognitive learning, but also emotional, relational, and cooperative learning. Especially for people with fewer opportunities, or at risk of social exclusion, it is important to bring out and enhance all possible progress related both to cognitive and cross-cutting learning.

The method is based on cooperative learning in which each participant is encouraged to take responsibility for his or her own learning, and to work collaboratively in group activities. Cooperative learning determines a higher level of reasoning, a more frequent development of new ideas and solutions and a greater transfer of what is learned in relation to the context. The Skill Pass aims at going beyond the certification of knowledge, it tries to bring out and enhance the skills related to: how to do, how to listen, how to be together, how to cooperate and be able to propose and take initiatives.

The structure is based on a set of tools that can be used before, during and after the activities described in each toolkit. The first 4 tools are essential to fill the Skill Pass in its entirety. The other 8 tools are optional and the trainer can choose those which fit best with the specific needs of the group. In this way, it is possible to follow the process of learning, consider the individual difficulties, and share the results achieved.

The tools to successfully fill a Skill Pass are:

- INITIAL SELF-ASSESSMENT
- FINAL SELF-ASSESSMENT
- SELF-EVALUATION OF 8 KEY COMPETENCES
- GROUP FEEDBACK

However, as the Toolkits refer to people with fewer opportunities or at risk of social exclusion, a list of further tools is suggested to support the management and learning process within the group. These tools will be chosen by the trainer, from time to time, in order to better adapt to the needs arising from the group.

Even if optional, they can be used by trainers to monitor and support participants in learning, promoting their inclusion and integration, in preventing and managing conflicts and in stimulating participation and collaboration. The goal is to have a set of support tools to help participants in the acquisition of the skills related to the activities:

- INDIVIDUAL DEVELOPMENT PLAN
- SMART LEARNING AIMS
- RATING SCALE FOR THE BASIC SKILL AREAS
- BRIDGE DRAW
- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISE
- FEEDBACK INTERVIEW

8 Key Competences and the 3 Basic Skills Areas

As mentioned above, the 8 key competences combine knowledge, skills and attitudes to better adapt to the constant changes in modern societies. However, not all people at risk of social exclusion always have effective access to opportunities for improvement of the 8 key competences.

This difficulty concerns in particular those people who live in contexts and in conditions of social disadvantage, in other words the personal, relational, situational malaise (due to the context, the environment, the times of life) and social malaise (linked to the difficulty cooperating to perform tasks aimed at the community) that may affect a person.

To allow those people at risk of social exclusion to participate and to benefit from opportunities that can implement their competences, they must be accompanied in paths of recognition and relational growth. They must be empowered to cooperate with the others and must be supported in initiatives that actively involve them.

In order to simplify the 8 KEY COMPETENCES, and to make the assessment path more effective and feasible, especially in the case of adults at risk of social exclusion, we proposed also a further classification of 8 competencies divided in 3 BASIC SKILLS AREAS: relational, cooperative and resourcefulness. According to the most reliable theories of pedagogy of learning, we believe that all learning mechanisms must be relational and it must develop into an informal and non-formal dimension. They must emphasize all participants/learners and the interaction among each member of the group and between the group and the trainer

We can't isolate the individual, his cognitive abilities and his performance, from the relational context in which he is engaged, and therefore the most important skill is definitely to interact with themselves, with the other "different from himself/herself", and with the community/region where they live and with those whom they interact. So the fundamental steps are: 1. to get make first contact with others, to develop a relationship based on group cooperation in order to achieve common goals; 2. To interact with each other; 3. to evolve from the vision of the group to that of community, from research of the advantage of few to a collective advantage, gaining the awareness of being able to influence at the collective level, becoming promoters of projects and actions of citizenship, in other words, becoming empowered and empowering

For these reasons, we trust it is crucial to make people, who are in social exclusion conditions, who are normally disempowered, empowered. They need to acquire those basic and transversal skills (here grouped in 3 basic skills areas) that facilitate this access. These 3 areas are: Relation, Cooperation and Resourcefulness.

Below are the descriptions of the 8 KEY COMPETENCES and the 3 basic skills, with the connection to subsequent tools that will be used to fill the SKILLPASS.

8 KEY COMPETENCES

This description of the skills will be helpful to the trainer to better explain the 8 key skills to the participants and be able to compile the following tools such as: SELF-ASSESSMENT, SELF-EVALUATION OF 8 KEY COMPETENCES and SKILLPASS.

This framework defines KEY COMPETENCES and describes the essential knowledge, skills and attitudes related to each of these:

Communication in the mother tongue₂, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;

Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;

Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);

Learning to learn is related to learning, the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;

Social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

These KEY COMPETENCES are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

“Key competences in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labor market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because they should be acquired by everyone, this recommendation proposes a reference tool for European Union (EU) countries to ensure that these key competences are fully integrated into their strategies and infrastructures, particularly in the context of lifelong learning.”

(Source: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>)

THE 3 BASIC SKILLS AREAS

This description will help the trainer to explain the 3 Basic Skills, to fill out the tool Feedback Group and the SKILLPASS.

Starting from these three areas, it is possible to measure and evaluate the progress of adults at risk of social exclusion in terms of access to opportunities and development of the 8 KEY COMPETENCES. This is because the three basic skills areas are directly related and they support the 8 KEY COMPETENCES. In the diagram below we identify the predominant connection to the 8 key competences.

Relation

Self-recognition in relation to the other (communicative competence in relational approaches for social inclusion), namely: ability to communicate (also through social networks), interact, socialise and entertain; ability to express and interpret one's own culture; willingness to adapt to the rules of civil coexistence, to cultural diversity and different contexts. The relational skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, social and civic competences, cultural awareness and expression.

Cooperation

Recognition of oneself in relation to the group (cooperation competence in group situations); to enhance the level of participation in group life, the following skills should be considered: the capacity to recognize others, other cultures and traditions and to work in groups; decide together and respect times, roles, rules and chosen tasks; mediation skills and conflict management; willingness to listen and to change; ability for critical and constructive dialogue. The cooperation skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology. But also digital competence, social and civic competences, sense of initiative and entrepreneurship.

Resourcefulness

Self-recognition in relation to the community at large (use of one's own socio-political power, namely to undertake initiatives for social change in the community, playing an active role in the life of community); focusing on the enhancement of the level of active citizenship, the aim is to certify: the sense of initiative and proactivity; organizational skills in group activities, also using ICT (Information and Communication Technology); level of involvement and autonomy in the activities that will be carried out; inventiveness, determination and perseverance in carrying out defined tasks; level of interest and active engagement in public life; solidarity and interest in the community; recognition of strengths and limits; acquisition of technical-scientific skills. It is a form of empowerment, in particular of the individual psychological level. The resourcefulness skills area is mostly related to the following key competences: mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship.

Explanation and instruction to implement the exercise

In order to assess and to best describe the competencies acquired within the SKILLPASS, we must start from optimal conditions. The best conditions are:

- Complete at least 70 hours of activity
- To involve at least 10 people for each activity
- Try to use three different methods within the planned activity;
 - theoretical activity (give information)
 - practical activity with the preparation of some product (to share and to cooperate)
 - activity of direct involvement with local community through a final event (to participate and get involved)

Nevertheless, it is possible to use SKILLPASS also to certify the outcomes of shorter activities, involving fewer participants.

In fact, as the toolkit is divided into several units for certification of competences, it is possible to focus on some of the 3 basic skills and 8 key competencies to fill the SKILLPASS.

The trainer will have available, in addition to the tools needed to compile for the SKILLPASS, a set of optional tools. These optional tools may be chosen by the trainer from time to time to better respond to specific needs as they emerge.

The tools needed to fill the SKILLPASS are:

- The INITIAL SELF-ASSESSMENT, to be filled at the beginning of each Unit, introduces participants to the skills they are going to acquire. It is useful for the trainer as well to gauge what kind of knowledge and interest the participants have in the topic.
- The FINAL SELFASSESSMENT, at the end of each unit, evaluates which skills have been acquired and to what degree. This tool allows the assessment of the learning outcomes for the participant in relation to each competence that can be acquired through the activities carried out.
- The SELFEVALUATION OF 8 KEY COMPETENCES, at the end of the activities of the toolkit, compares the skills acquired by participants with the 8 key competences of the European Union. This tool allows assessment of which of the 8 competences have been acquired, and to deepen and evaluate which kind of knowledge, skill and competence have been acquired.,
- The GROUP FEEDBACK, to perform at the end of the activities of the toolkit, allows participants to evaluate the experience of living in a group, to reflect on the process of cooperative learning and on its usefulness. The goal of this tool is to bring out relational, co-operational and resourcefulness skills.

The following optional tools will be used by the trainer according to different needs and requirements related to specific situations. The needs may be related to several factors such as:

to monitor and support the participants in facilitating learning, promote inclusion and integration, prevent and/or manage conflicts and to stimulate the participation and collaboration of the individual and the group. Therefore, here below are listed the optional exercises with an explanation of the utility of each of them:

- **INDIVIDUAL DEVELOPMENT PLAN**, useful for participants with low level of education and with major learning difficulties. It has to be completed before starting the activities, to recognize the participants' gaps and increase their motivation.
- **SMART LEARNING AIMS**, useful if there are participants in the group with little motivation or low self-esteem. It has to be completed before starting the activities, to stimulate participants' active participation.
- **RATING SCALE FOR BASIC SKILL AREAS**, useful for individuals or groups of participants with low self-esteem, less education and/or people living in difficult situations. It has to be completed at the beginning and at the end of each activity, in order to focus on the capabilities and developments of each participant in the field of relational, co-operational and resourcefulness learning
- **BRIDGE DRAW**, useful to bring out individual hardship or latent conflicts and to promote cooperation. It can be used several times during the activities. The trainer can monitor the level of involvement of the participants.
- **IN-BASKET TESTS**, It should be used when the group need to increase cooperative and troubleshooting capabilities for the achievement of the objectives. It has to be completed during the activities.
- **ROLE PLAYING**, It should be used when the group needs to be more involved in ongoing activities. During the activities, role playing helps to stimulate creative processes
- **GROUP EXERCISE**, useful when there is mistrust leading to low levels of collaboration inside the group. It has to be used during the activities to encourage participants to cooperate and support each other.
- **FEEDBACK INTERVIEW**: useful to monitor the level of involvement of the group. It has to be completed at the end of activities and facilitates better interaction and sharing of the results achieved, and the trainer as well gets information on the degree of effectiveness and appreciation of his work.

A) Exercise at the beginning of the activity

INITIAL SELF-ASSESSMENT

The initial self-assessment is the only essential tool to fill the SKILLPASS. You could use one of the following optional tools before the beginning of the activity, according to the shape of the group of participants. In the beginning of each Unit you need to copy the specific competences table of the toolkit activities in the columns on the left. On the right, with yes or no, choose which of the competences you know or at least feel to know and what you are interested to learn. Below you can add, if it suits you, other similar competences which you did not already find written in the grid.

SELF-ASSESSMENT FOR LEARNERS

At the beginning of each unit

Name and surname	Country
------------------	---------

Competences	Can I? / Am I able to?		Am I interesting in being able to do this?	
	YES	NO	YES	NO
Are you interested in acquiring any additional competences to those listed above?				

INDIVIDUAL DEVELOPMENT PLAN

Before starting any activities, a very useful tool is writing an individual Development Plan. This instrument aims to develop awareness about personal learning gaps, limits and expectations, motivation and interests and identify achievable short and long-terms goals of learning. It provides more sense of ownership and initiative because participants reflect about what they have to learn, how they are going to learn and why it needs to learn to achieve their objectives. A schedule of some questions that investigate motivations and goals, strengths and development opportunities, future perspective.

INDIVIDUAL DEVELOPMENT PLAN	
Name and surname	Date
Name activity	

LEARNING GOALS/MOTIVATIONS

What are my learning goals?

How do I think these goals can best be met in this activity?

TALENTS OR STRENGTHS TO USE MORE (Give at least 3-5 answers) What are my talents and strengths?	DEVELOPMENT OPPORTUNITIES (Give at least 1-2 answers) What knowledge or skills do I need to enhance?
FUTURE PERSPECTIVE How could this activity help me for my future goals?	

SMART LEARNING AIMS (General instruments)

Another schedule, which develops from and enhances the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer invites participants to ask themselves question and to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?).

SMART LEARNING AIMS	
Name and surname	Date

What <i>I want to be able to ...</i>	When do you hope to achieve them? Do you have a time- schedule?	How could you measure the success?	Do you have the abilities to achieve them?	How do you need these abilities in general for your life?

BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

BRIDGE DRAW



Name

TABLES FOR THE ASSESSMENT SCALE

At the beginning of the activities, it is advisable to ask participants to complete a questionnaire, based on an evaluation scale (semantic differential) of attitude.

Attitude is a component of competences, it is defined as a state of mental readiness, and it is organized through experience that exercises a direct or a dynamic influence on the response of the individual against any object or situation to which it relates. It is a lifelong guidance to respond favorably or unfavorably to various incentives, including a heightened emotional dimension.

This questionnaire will help us to understand and recognize participants' strength and weakness points and the gaps to be filled. The main aim is to investigate how to develop and value the competences; there are no value judgments of participants.

This skills measurement is extremely useful both for participants and the trainer/organization:

Participants:

- to take stock of personal skills, weakness points and clarify personal objectives
- to build on and to empower personal abilities to react to and face positively the change that the new experience brings

Trainer/Organization:

- to better know the participants, the available potential and transferrable skills
- to ease the convergence between participants' needs and organization perspective, optimizing the use of resources.

N.B. The following forms should be filled by participants, supported by trainers when needed.

Through the evaluation tables below, and a final group reflection, we encourage and ease the self-assessment of the attitude (which is an essential component of competence).

The questionnaire with the differential scale is proposed to participants before and after the activities, to make them able to assess their attitude within the 3 BASIC SKILLS AREAS, and how it changed all along the learning experience and the skills acquired.

There are two tables, the first is linked to relational skills and cooperation, the second table is for analyzing the level of resourcefulness of the participant.

TABLE 1

Based on competences of relation i.e. an attitude of openness towards others, cooperation as a means of achieving common goals and personal growth, open attitude to conflict mediation.

Thinking about how did you behave until now in your relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "v" have a score.

	1	2	3	4	5	6	
A) Shy	—	—	—	—	—	—	Expansive
B) Competitive	—	—	—	—	—	—	Cooperative
C) Reserved	—	—	—	—	—	—	Sociable
D) Mistrustful	—	—	—	—	—	—	Trustful
E) Aggressive	—	—	—	—	—	—	Peaceful
F) Provocative	—	—	—	—	—	—	Conciliator
G) Destructive	—	—	—	—	—	—	Constructive
H) Self-controlled	—	—	—	—	—	—	Spontaneous

Relational skills Area

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude not open nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competences of resourcefulness: being aware of their ability to act, bringing a change in a problematic situation and ability to take initiatives on their own, feeling responsible for their own territory/community. It is a form of empowerment, in particular of the individual psychological level.

Thinking about how you behaved until now in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

	1	2	3	4	5	6	
I) Irresolute	—	—	—	—	—	—	Perseverant
L) Cautious	—	—	—	—	—	—	Enterprising
M) Indecisive	—	—	—	—	—	—	Decisive
N) Indifferent	—	—	—	—	—	—	Involved
O) Uninformed	—	—	—	—	—	—	Informed
P) Uninterested	—	—	—	—	—	—	Curious
Q) Static	—	—	—	—	—	—	Dynamic

Resource fullness Skills Area

Now, add the scores:

From 6 to 18 points: You are not actively involved in your community, and for you it is easier to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform given tasks, on the other hand you are prone to acting independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

B) Exercise during the activity

Here are some listed tasks useful to control the group, the degree of involvement of each participant, with the aim to emerge conflicts and to encourage participants to be more involved in the activity.

With these tasks it is important to try to analyze the involvement and participation in the activities; assess and analyze the cooperation and negotiation in the group dynamics.

In parallel with the activities held, and with competences linked to cooperation, different tools maybe used:

- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISES (TEAM BUILDING)

IN-BASKET TEST

An in-basket test or an in-basket exercise is a test often used by companies and governments in hiring and promoting employees. During the test, participants receive a number of inputs (e.g. documents and memos, email, calls etc.). They then have a limited period of time to set priorities, organize their working schedule accordingly and respond to mail and phone calls.

In this case, participants have a complex situation that requires an immediate solution using information provided in a text. It allows participants to evaluate basic organizational skills, sensitivity to problems, abilities and models to solve them. It investigates the area of problem solving, modalities and interest in taking decisions.

Example of IN-BASKET TEST

The participants are divided into two groups (A and B).

Groups A and B have to decide their ten main group rules (for example: don't interrupt others, don't smoke in the room, et cetera).

They have 20 minutes. When 20 minutes are finished, group A meets group B. They have to share their group rules, and to decide together the first five main rules.

ROLE PLAY

Role play is a simulation of real situations with given roles. It is linked with "spontaneity theatre" and psychodrama, and lays on the idea that dramatization allows behaviors and attitudes that normally stay hidden to emerge, by encouraging participants to address a problem in a creative way, reacting spontaneously and based on impulse.

Role play is a learning technique, useful not only to the actors who perform a role defined by a preconditioned set, but also for the "observers", those who do not act directly but observe the relational dynamics, verbal and non-verbal communication and then, at the end of the interaction, share their observations.

This technique is both a mode of evaluation and monitoring, and a mode of participation, which offers the opportunity to experiment with new attitudes, to emphasize different points of view and to receive a feedback on their behavior. The characteristics of this method provide multiple incentives in learning through imitation and action, through the observation of the others behavior and the comments received on its own, through the analysis of the entire process.

Example of ROLE PLAY

The participants are divided into two groups (A and B).

A member of each group plays a foreign customer. Other group members play the staff of a shop. They have to serve the customer speaking in English. (Time: 10').

GROUP EXERCISES

Group exercise (or team building), is a tool that allows you to put in place processes of decision making at minimal risk, it aims at creating relationships, to increase collaboration, to increase the level of confidence in teammates, to motivate the team and to create cohesion and integration.

Team building activities also facilitate communication, stimulate creativity, bring out leadership qualities, and elicit the division of tasks and to working to meet targets, to develop the ability to listen, to evaluate the potential and talents of individuals.

The setting corresponds to a preparation in which the risk is minimized. The goal is that through "play" the subjects are tested in a simulated situation, and the learned abilities are transferable into reality. This evaluation approach is used to explore the interpersonal characteristics of the subjects, their participation in the discussion and the quality of interventions.

Example of TEAM BUILDING

Participants are divided into two groups (A and B).

A member of each group is blindfolded; another member of his/her group directs his/her movements in the space with obstacles.

In the following guidelines, there are several links marked where you can find examples of other exercises In Basket tests, Role playing and Team Building.

c) Exercise at the end of the activity

At the end of the achieved activities and before starting the tools that support the compilation of SKILLPASS, it is recommended to share an index test with closed answers as the following feedback interview to enable immediate review of the experience just made.

FEEDBACK INTERVIEW

The FEEDBACK INTERVIEW is a tool that also allows the trainer and the organization to have elements to monitor and assess the degree of satisfaction of the participants, and think about the changes you can make to ensure greater efficiency in the development of future activities.

FEEDBACK INTERVIEW				
Satisfaction of your expectations				
:|	:(	:|	:)	:D

Degree of involvement				
:(	:(	:|	:)	:D
Opinion about the work of the trainer(s)				
:(	:(	:|	:)	:D
Degree of interest in the treated subject				
:(	:(	:|	:)	:D
How is the feeling of the participant during the activity				
:(	:(	:|	:)	:D
Rating of the place where the activity is held				
:(	:(	:|	:)	:D
An overall opinion about the activity				
:(	:(	:|	:)	:D
Would you improve something?				
YES		NO		
If yes, what?				

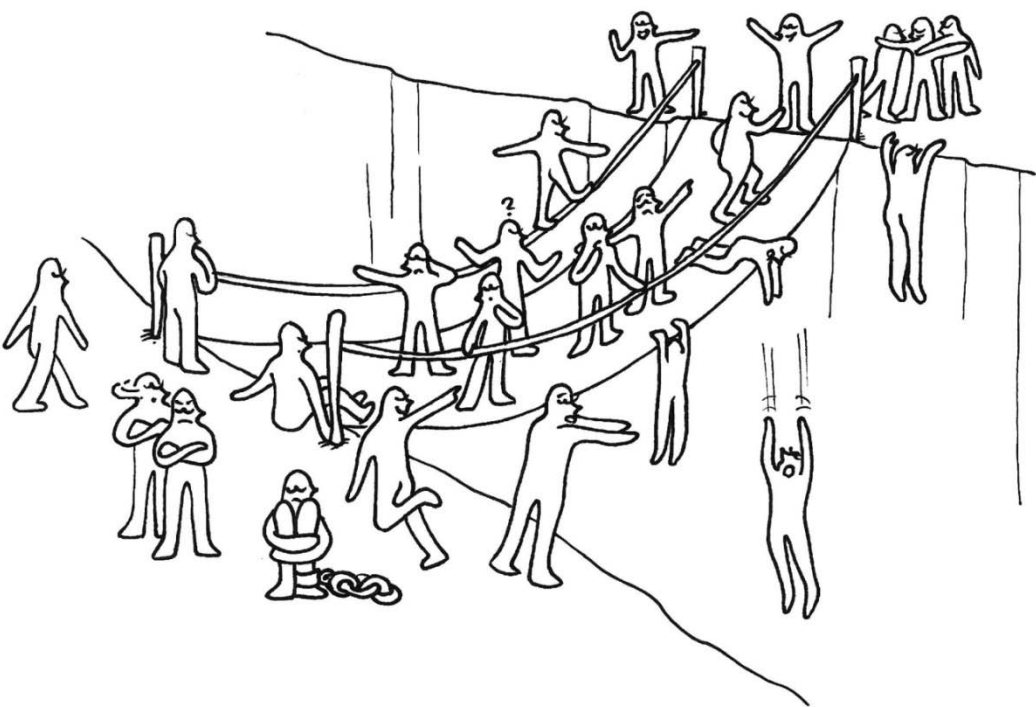
BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

BRIDGE DRAW	
	
Name	

RATING SCALE FOR THE BASIC SKILL AREAS

Use the same tables from the beginning, reminding participants that this time they should refer to the activities carried out.

TABLE 1

Thinking about how you behaved during the activities in relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "v" have a score.

	1	2	3	4	5	6	
A) Shy	—	—	—	—	—	—	Expansive
B) Competitive	—	—	—	—	—	—	Cooperative
C) Reserved	—	—	—	—	—	—	Sociable
D) Mistrustful	—	—	—	—	—	—	Trustful
E) Aggressive	—	—	—	—	—	—	Peaceful
F) Provocative	—	—	—	—	—	—	Conciliator
G) Destructive	—	—	—	—	—	—	Constructive
H) Self-controlled	—	—	—	—	—	—	Spontaneous

Relational skills Area

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude nor opened nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competence of resourcefulness: being aware of their ability to act, bring about change in a problematic situation and ability to take initiatives on their own, taking responsibility for their own territory/community. It is a form of empowerment, in particular at the individual psychological level.

Thinking about how you behaved during the activities in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

	1	2	3	4	5	6	
I) Irresolute	–	–	–	–	–	–	Perseverant
L) Cautious	–	–	–	–	–	–	Enterprising
M) Indecisive	–	–	–	–	–	–	Decisive
N) Indifferent	–	–	–	–	–	–	Involved
O) Uninformed	–	–	–	–	–	–	Informed
P) Uninterested	–	–	–	–	–	–	Curious
Q) Static	–	–	–	–	–	–	Dynamic

Resourcefulness skills area

Now, add the scores:

From 6 to 18 points: You prefer to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform tasks, in the other hand you are prone to act independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

AFTER SELF-ASSESSMENT

In this tool you copy, in the column on the left the skills that are at the beginning of each unit of the Toolkit. On the right, with an X, the participant marks from 1 to 5 the level of skill that he/she feels that he or she has acquired in each specific competence indicated. If appropriate, the participant can add other skills.

SELF-ASSESSMENT FOR LEARNERS after each unit					
Name and surname			Country		
How would you rate the level of competences acquired throughout this unit?					
Competences	1	2	3	4	5
	<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>

Are you interested in acquiring any additional competences to those listed above?					

Exercises to conduct after the activity to fulfill the SKILLPASS

Before completing the SKILLPASS together, at the end of the activities and after a few days to allow time for reflection, the participants are invited to an evaluation meeting, during which they will fill out again the assessment scale based on the training experience.

With the guidance of the trainer, they will be supported in the contrast between the assessment scale completed initially and the one just completed, understanding the differences and recognizing the progress made.

For the next two instruments, THE SELF-EVALUATION and the GROUP FEEDBACK, we must refer to paragraph 2 of this document, in which the 8 KEY COMPETENCES and 3 BASIC SKILL AREAS are explained. Regarding the feedback the trainer must ensure that the participants are aware of these competences so that they can use all of the content they consider appropriate for completing the SELF-EVALUATION and the GROUP FEEDBACK.

SELF-EVALUATION of 8 key competences

SELF-EVALUATION OF 8 KEY COMPETENCES

Describe your learning outcomes in terms of 8 KEY COMPETENCES, but also including other unexpected learning that might have happened.

During the self-assessment, you may wish to use these unfinished sentences:

I feel more comfortable now...

I found out...

I learned...

I feel confident...

I made progress...

I am able to...

I no know how...

I developed...

I have clear view now...

I want to explore further...

Communication in mother tongue

Communication in foreign languages

Mathematical competence and basic competence in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression

GROUP FEEDBACK for the 3 basic skill areas

Right after we propose an activity to get a feedback from the group about everyone's attitude: attitude is indeed an essential part of the skills. Each participant has a form with two questions:

GROUP FEEDBACK FOR THE 3 BASIC SKILL AREAS
What have you learned in the interaction with new people?
Can you mention a situation to illustrate the answer above?

The answers are briefly shared in small groups of 4-5.

Then the trainer writes on three posters the definitions of the 3 BASIC SKILLS AREAS and explains them in detail. It is important that every mentioned competence is related to a situation/episode where they have learnt it:

- First poster: RELATION
- Second poster: COOPERATION
- Third poster: RESOURCEFULNESS

Participants, with the guidance of the facilitator, discuss in plenary these 3 BASIC SKILLS AREAS and their importance for the development of the 8 KEY COMPETENCES. After this reflection, back in groups of 4-5, participants collaborate to categorize what they have learned within one of the 3 BASIC SKILLS AREAS. They write down what they answered to the question "what I have learnt in the interaction with new people" on a post-it and stick them on the relevant poster. In this phase on post it notes and sticking them on bill boards. All together they will have a final moment that allows reflection on the categorization, which then facilitates the completion of the SKILLPASS.

SKILLPASS form

Before completing the SKILLPASS, complete the exercises INITIAL and FINAL SELF-ASSESSMENT and after the activities the SELF-EVALUATION of 8 KEY COMPETENCES and the GROUP FEEDBACK for the 3 BASIC SKILL AREAS.

From these exercises will emerge the necessary content to certify the competences acquired by the participant due to the realized activities.

HOW TO COMPLETE IT

Ideally, complete it using a PC and maintain the margin of two pages so that you can print front and back and therefore have a single sheet as a certificate.

Also, it is important to insert the content that certifies the real competences acquired, sharing with the participants the meaning and usefulness of including certain content. This is to ensure that, if they need to show the certificate for any future opportunities, the participants are able to verify their acquired competences and give credibility to the instrument.

In the first part complete the personal data, place the X corresponding to the Toolkit of the activities carried out, and insert the X with the relevant skills, basic skills and key competences. It is important that the skills marked with an X are then explained in the following areas. In the first panel, Learning Activity Description, describe briefly all activities related to the Toolkit, time and duration. In the second frame, relative to the Basic Skill Area, put the contents revealed in the exercise of GROUP FEEDBACK. In the third box, relative to the developed competences in relation to the 8 key competences, you can expect to include the content emerging from the exercise of SELF-EVALUATION realized. At the end, the SKILLPASS is signed by the participant, the trainer and the responsible organization.

SKILLPASS

The SKILLPASS is a certification of a learning process for adults, an innovative tool for the recognition and validation of results of learning by adults, in line with the strategy of the European Commission and the European 8.

Name and surname	Born on
Participated in	
From/to	In

TOOLKIT		BASIC SKILL AREAS	
	Social Entrepreneurship Education		Relational
	ICT Training		Cooperational
	English		Resourcefulness
	Lifelong learning		
	Learning Mobility		

8 KEY COMPETENCES	
	Communication in the mother tongue
	Communication in foreign languages
	Mathematical competence and basic competences in science and technology
	Digital competence
	Learning to learn
	Social and civic competences
	Sense of initiative and entrepreneurship
	Cultural awareness and expression.

LEARNING ACTIVITY DESCRIPTION Describe the activities carried out and learn from those marked in the BEGINNING SELF-ASSESSMENT
--

BASIC SKILL AREAS Indicate the competences acquired by the exercise marked in the Group Feedback
--

DESCRIPTION OF THE DEVELOPED COMPETENCES IN RELATION TO THE 8 KEY COMPETENCES Indicate the description of the developed competences as referred to in the SELF-EVALUATION corresponding to the 8 Key Competences
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Date	Participant	Facilitator	Organization
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Guidelines for trainers

EXERCISES REQUIRED TO FULFILL THE SKILLPASS

2 hrs

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
<p>INITIAL SELF-ASSESSMENT</p> <p>This exercise will be done at the beginning of each Unit.</p> <p>Each Unit contains specific competences that have to be entered in this tool.</p> <p>The tool is filled out directly by the participant with the possible help of the trainer.</p> <p>Collect the completed forms and store them.</p> <p>Compare these forms, at the end of the Unit, with those completed for the FINAL SELF-ASSESSMENT.</p>	15 min	<p><i>Use the attached file for this exercise. (see annex 1)</i></p> <p><i>Before fulfilling the tool, insert the competences that are at the beginning of each Unit corresponding.</i></p>
<p>FINAL SELF-ASSESSMENT</p> <p>This exercise will be done after each Unit.</p> <p>Each Unit contains specific competences that have to be entered in this tool.</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer.</p> <p>Compare the completed forms with the BEGINNING SELF-ASSESSMENT forms. Use the results to complete SELF-EVALUATION and the GROUP FEEDBACK.</p>	45 min	<p><i>Use the attached file for this exercise. (see annex 2)</i></p> <p><i>Before completing the card, insert the skills that are at the beginning of each Unit corresponding.</i></p>
<p>SELF-EVALUATION</p> <p>This exercise will be fulfilled at the end of the activities of the toolkit. Preferably a few days after the end of the activities. In the second paragraph of this chapter there is the description of the 8 KEY COMPETENCES, show this information to the participants and compare it with the results emerging from the AFTERASSESSMENT.</p> <p>Each participant will try to connect the skills acquired with the 8 Key Competences and transcribe within the SELF-EVALUATION.</p> <p>In describing the competences he/she may refer to the questions suggested in the initial section of this tool.</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer.</p>	30 min	<p><i>Use the attached file for this exercise. (see annex 3)</i></p> <p><i>Along with this tool, deliver to the participants information about the 8 KEY COMPETENCES that can be found in the second paragraph of this chapter, or attached. (see annex 4).</i></p>

GROUP FEEDBACK

This exercise will be done in groups and at the end of the toolkit activities. Preferably a few days after the end of the activities.

Fill out the form of the feedback group, with two answers: one to the question "What have you learned in the interaction with new people?" And the other as a consequence "Tell us about an episode in which you have learned what you have said?" In this way, participants identify a learning situation and the situation that produced it.

In the second paragraph of this chapter there is the description of the 3 basic skill areas, show this information to participants and compare them with results of the AFTERASSESSMENT .

It is advisable to bring together the participants in groups of 4-5.

Each group will fill out 3 of this tool: one dealing with relational skills, one for those of cooperation and one for resourcefulness.

The different groups compare the emerged results and try to trace the profile of the 3 basic skills to be included within the SKILLPASS.

The tool is filled out directly by the participant, with the facilitation of the trainer.

30 min

Use the attached file for this exercise. (see annex 5)

Along with this tool deliver to the participants information about the 3 BASIC SKILL AREAS that are found in the second paragraph of this chapter, or attached.

(see annex 6)

Necessary material: three posters, three markers.

OPTIONAL EXERCISES

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
BEFORE BEGINNING ACTIVITIES	1 hr 20 min	
Individual Development Plan The tool is filled out directly by the participant, with the possible help of the trainer. This instrument aims to develop awareness of personal learning gaps, limits and expectations, motivation and interests and individuate achievable short and long-terms goals of learning.	30 min	<i>Use the model attached (see annex 7)</i>
Smart Learning Aims Another schedule, that is a deepening of the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer	20 min	<i>Use the model attached (see annex 8)</i>

invites participants to do question to themselves and after to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?)		
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After each participant has identified the character that represents himself the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and sharing among participants about their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	10 min	<i>use the model attached. (see annex 9)</i>
Rating Scale for the 3 Basic Skill Areas The tool is filled out directly by the participant, with the possible help of the trainer. Following the result grid, a group presentation is organized starting from individual results to highlight strong points and those in need of improvement for each participant. Hold on to the forms because they will be reused at the end of the activities and compared with the results from the beginning.	20 min	<i>Use the model Attached (see annex 11 - 12)</i> <i>This tool is specific for the 3 basic skills.</i>
AFTER THE STUDY ACTIVITY AND BEFORE THE PRACTICAL ACTIVITY	1 hr 30 min	
Phases	Duration	Auxiliary material
It is advised to carry out two of the three following activities and proposals. Try to connect them, if possible, to the specific activities of the Tool Kit. In-Basket Test In basket test simulates a working situation similar, more or less, to the practical activity suggested. Participants are asked to evaluate a given situation and to explain, written or oral, which behavior he/she would assume in order to solve the problems arising from the simulation. Time for this activity is usually short (30 minutes). Object of the evaluation are the skills of selecting useful information	30 min	<i>Two scenarios</i> <i>- use the example of the exercise described above</i> <i>- use the links:</i> http://www.google.it/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0CFIQFjAG&url=http%3A%2F%2Fwww.hr.ubc

from a huge amount of given ones, the decisional ability (choice of set up, planning...), skill in managing the stress and logical ability to motivate the decision taken (and how much reasonable the decision itself is).		http://nature.berkeley.edu/ucc/e50/ag-labor/7labor/b001.htm http://www.ms-project2007.com/tutorials/inbasket3.html#top
Role Playing Role playing is a training tool that simulates a real situation, with given roles, aimed at making participants know, through practical experience, the relations present in an activity characterized by an important communication process. Participants become in this way aware of their behaviors and feelings, are involved in their subjective dimension and the ways they move into relations and communication. The characteristics of this method give to participants many inputs to learn by acting and imitating, by the observation of others' behavior and comments received on their own and through a reflection on the whole process.	30 min	Two scenarios - use the example of the exercise inserted in this chapter - use the links: https://serc.carleton.edu/introgeo/roleplaying/howto.html http://www.darkshire.net/jhkim/rpg/whatis/ https://www.youtube.com/watch?v=leOK1GsDM08 http://www.businessballs.com/teambuildinggames.htm
Team Building Activities These activities teach the components of the group to better know themselves, their "team mates" and to understand the deep meaning of being a team. Besides the recreational dimension, each exercise develops a specific phase of the process of building a team (knowledge of others, exiting the comfort zone, trust in the team mates...). Participants will start considering the group as an organic entity oriented to the results to achieve, in which the lymph is composed by alchemy of different competencies, communication, reciprocal trust and attitude to cooperation.	30 min	Two scenarios - use the example of the exercise inserted in this chapter - use the links: https://www.huddle.com/blog/team-building-activities/ http://tweakyourbiz.com/management/2013/10/06/15-fun-team-building-exercises-cooperative-excellence/ http://vorkspace.com/blog/index.php/13-top-team-building-activities/
AFTER PRACTICAL ACTIVITY	1 hr 20 min	
Phases	Duration	Auxiliary material
Feedback interview It has a double aim: to reflect on the experience lived and to give/receive feedback/input on the activity carried out. Participants contribute to improve the process and the methodologies applied, while trainers have the chance of discovering the difficulties had by participants through the	20'	Two hypotheses: Two scenarios - use the feedback interview attached (See annex 13) - use the links to have more info and examples of feedback

path and evaluate strength and weakness points of the activity.		<i>interview:</i> http://www.cal.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After that each participant has identified the character that represents himself, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and share with participants their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	20 min	Use the model Attached (see annex 9)
Rating Scale for the 3 Basic Skill Areas Redo the same forms already used at the beginning of the activities. This time the participants refer to the experience during the training activities. Using the data obtained and comparing the two filled out forms a reflection is started on their improvements or found difficulties.	40 min	Use the model questionnaire Attached (see annex 11-12) This tool is specific for the 3 basic skills.

COMPLETING THE SKILLPASS

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
The final SKILLPASS certificate The Skill Pass certificate will be filled out by the participants along with the trainer who has followed the activities. The areas to be filled are: -In the header of the SKILLPASS insert: name, surname and date of birth, type of activity toolkit made, duration and location of the activity. -Table, toolkit, basic skills area and 8 KEY COMPETENCES, indicate on which tool kit you worked, the basic skill areas that were increased and connecting the European KEY COMPETENCES. - Table of the learning activity description, describe the type	40 min	Fill the model of SKILLPASS attached (see annex 14) Ideally fulfill it using the PC and try to print your file compiled front/back, in order to have a final certificate consisting of a single sheet.

of activities carried out, the general objectives and the duration in hours

- Table of the Basic Skill Areas, describe the contents that emerged from the exercise of GROUP FEEDBACK done

-Table of the description of the developed competences, describe what you wrote in the SELF-EVALUATION exercise.

-final data, enter: date of the SKILLPASS compilation, participant's signature, trainer's signature, the signature of the responsible from the organization that organized the activity and the stamp.

ICT - INFORMATION AND COMMUNICATION TECHNOLOGY TRAINING

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