UP-SKILLING EUROPE

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04 UP-SKILLING EUROPE TOOLKITS

LIFELONG LEARNING

Ayuntamiento de Alcalá de Guadaíra · INTERACTIVE ENGLISH LANGUAGE SCHOOL · Ν. ΛΑΡΙΣΗΣ 1974 · STOWARZYSZENIE WIQSNA · cantiere.giovani · media PARTNERS INSTITUIRE ŞI CONSULTANŢĂ ÎN AFACERI

LIFELONG LEARNING

UP-SKILLING EUROPE TOOLKITS

TOOLKIT 4: LIFELONG LEARNING

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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 Guadaíra 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.

General Summary

CHAPTER 01
Introduction to Lifelong Learning

Lifelong Learning as a concept

The idea of lifelong education had already appeared in the early twentieth century. However, as a universal and humanistic concept was formed in the 70s with the participation of UNESCO. It assumed that "everyone has the right and should learn throughout their lives." But then came the economic crisis and the idea revived only in the 90s (UNESCO publication). Then announced the Lisbon Strategy, which gives a precise definition of the Life Long Learning: "any act of learning throughout life, to improve the level of knowledge, skills and competences for perspective personal, civic, social and / or employment-related.".

The idea of Lifelong Learning refers both to personal development and the development of social skills in all forms and contexts, in the system of formal and informal. The emphasis is on encouraging lifelong learning, from early childhood. Described concept is almost identical to continuing training, which is understood as a complex of educational processes: formal, informal and incidental, which allow to supplement education.

Lifelong Learning and European Union

The concept of Lifelong Learning is the leading element of the Lisbon Strategy, announced in 2000 by the European Union. According to its content, education is one of the most important components thanks to which EU economy will become the most competitive and dynamic economy in the world. The population however is to become a knowledge society. The priority actions include:

- Giving high ranking learning

- Increase public access to information and advice on educational opportunities

- Increase investment in learning

- Bringing learners educational opportunities

- Dissemination of basic skills

- The development of innovative concepts of learning / teaching

The Lifelong Learning Programme (LLP) of the the European Union was designed to enable people, at any stage of their life, to take part in stimulating learning experiences, as well as developing education and training across Europe.

With a budget of nearly €7 billion, the programme, which ran from 2007-2013, funded a range of exchanges, study visits, and networking activities. The activities of LLP continue under the new Erasmus + Programme from 2014-2020.

The emphasis is on learning to learn and the ability to keep learning for a lifetime.

The European Commission found that lifelong learning has "Four broad and mutually supporting objectives: personal fulfilment, active citizenship, social inclusion and employability/adaptability". In this regard, lifelong learning has lifewide dimensions that transcend narrow economic and vocational aspects.

What is Lifelong Learning?

"Education isn't something you can finish"

Most people associate learning with formal education at school, college, university etc. We are all told, from an early age, that we should 'get a good education'.

Generally speaking it is true that a formal education and the resulting qualifications are important. Education may maximize our potential to find better, more satisfying jobs, earn more and, perhaps, become more successful in our chosen career.
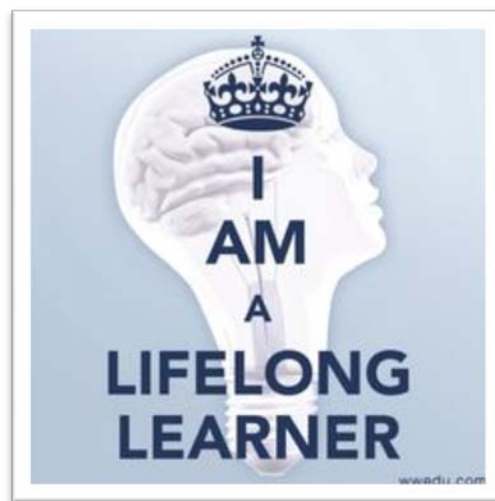
However, 'schooling' is only one type of learning. There are many other opportunities to further your knowledge and develop the skills you need throughout life.

Knowledge can be acquired and skill-sets developed anywhere – learning is unavoidable and happens all the time. However, lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development.

Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie post-compulsory education). This definition is based on Delors' (1996) four 'pillars' of education for the future.

- Learning to know - mastering learning tools rather than acquisition of structured knowledge

- Learning to do - equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments

- Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion

- Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

Lifelong learning can enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life.

Learning for its own sake brings its own advantages. For example, learning in whatever context;

- Boosts our confidence and self-esteem

- Makes us less risk averse and more adaptable to change when it happens

- Helps us achieve a more satisfying personal life

- Challenges our ideas and beliefs

- Can be fun
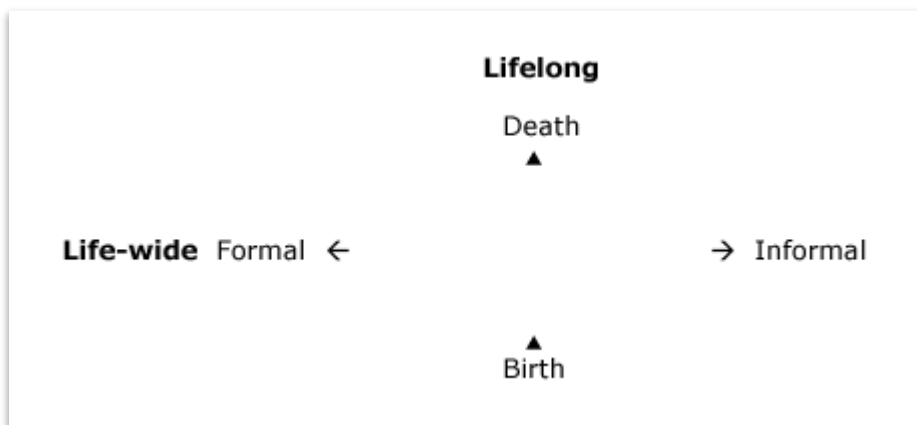
The lifelong dimension is relatively non-problematic, as it simply comprises what an individual learns throughout life. It is widely accepted that as knowledge and skills become obsolete, individuals continuously update their competencies in a process of continuous learning.

The life-wide dimension is more complex, as it embraces an extensive range of learning settings and contexts, such as set out below:

FORMAL	NON-FORMAL	INFORMAL
ACE institutions	Labour market programs	Clubs
Universities	Professional associations	Libraries
VET providers	On-the-job training	Museums
High schools	Work experience programs	Art galleries
Primary schools	Volunteer organisations	Playgrounds
Pre-schools	Childcare centres	Families
Trainings	Learning circles	Elder care

There are two main reasons for learning throughout life: for personal development and for professional development. These reasons may not necessarily be distinct as personal development can improve your employment opportunities and professional development can enable personal growth.

The distinction between formal and non-formal learning environments is about where learning takes place. Formal learning occurs within institutions established primarily to deliver education and training, often leading to recognised outcomes and qualifications. Non-formal learning has intended education and training outcomes, however, the setting is outside dedicated learning institutions, most often in places where learning is not the primary business.

Informal learning is distinguishable by intent. It can occur almost anywhere, but as a by-product of other activities. It is often unplanned and without explicit emphasis on learning, yet may still lead to the acquisition of valuable skills, knowledge and attitudes

This analysis of lifelong learning differs from that postulated by the OECD which classifies formal learning as a program of study that is recognised through a qualification; non-formal learning as a program of study that is not recognised through a qualification, and informal learning as that which is achieved outside an organised program.

Learning for Personal Development

"Anyone who stops learning is old, whethear you 80 or 20. The greatest thing in life is to keep your mind young"

There does not need to be a specific reason for learning since learning for the sake of learning can in itself be a rewarding experience.

There is a common view that continuous learning and having an active mind throughout life may delay or halt the progress of some forms of dementia, although there is actually very little scientific evidence to support these claims. However, keeping the brain active does have advantages since learning can prevent you from becoming bored and thus enable a more fulfilling life at any age.

There are, of course, many reasons why people learn for personal development.

- You may want to increase your knowledge or skills around a particular hobby or pastime that you enjoy

- Perhaps you want to develop some entirely new skill that will in some way enhance your life – take a pottery or car mechanic course for example

- Perhaps you want to research a medical condition or your ancestry

- Perhaps you're planning a trip and want to learn more about the history and culture of your destination

Maybe you will decide to take a degree course later in life simply because you enjoy your chosen subject and the challenges of academic study.

"If you think that you know everything you should start again"

Learning for Professional Development

Our capacity to learn is directly related to our willingness to learn

When we read job advertisements, we see that job requirements often mention attributes such as: ability to work in a team, presentable appearance and good manners, social skills, reliability, an ability to deal well with customers, communication skills, friendliness and self-confidence.

The list shows clearly that in addition to vocational qualifications, a great deal of importance is placed upon social skills and more basic qualifications. We therefore must be capable of offering methods and ways of training and improving these basic competences and social skills. It is only through the interaction of vocational qualification and post-school lifelong learning that barriers to entry into the world of employment can effectively be broken down.

Being well-educated is not necessarily the key to employment.

Although qualifications may get you an interview, actually getting the job can take a lot more.

Employers are looking for well-balanced people with transferable skills. This includes the ability to be able to demonstrate that you are keen to learn and develop.

If you do find yourself unemployed then use the time wisely. Learning something new can pay-off with new opportunities which might not otherwise have arisen.

While you are employed, take advantage of training, coaching or mentoring opportunities and work on your continuous professional development as you will likely become better at what you do and more indispensable to your current or future employer.

Putting the time in for extra learning brings its own rewards. It means we can get more personal satisfaction from our lives and jobs as we understand more about who we are and what we do. This can lead to better results and a more rewarding working day in turn. If you choose to learn about another complementary sector, this enables opportunities to specialize and potentially earn more or move to a connected industry. In turn this gives us wider experience on which to build our knowledge and more transferable skills in readiness for your next move.

From a financial point of view, a more highly skilled and knowledgeable worker is an asset to any company and can lead to faster promotion with associated salary increases.

Someone who can offer more expertise will be of more value not just to employers but also to customers. Expertise is also, often, a key quality of an effective leader.

If you are frustrated with your job, continuing to hone your skills will make it easier to find new ways out of a potentially stressful work situation. Keeping an open mind to learning and giving yourself room for flexibility is key to job satisfaction. Furthermore, potentially staying ahead of competitors for jobs by being more experienced or knowledgeable can give you an edge.

In his book, Master it Faster, Colin Rose uses the mnemonic MASTER to describe the six stages he believes are key to becoming an effective learner. These stages can be applied to any type of learning, either formal or informal:

- Motivation

- Acquire
- Search
- Trigger
- Examine
- Reflect

Motivation

Lifelong learning requires self-motivation. You need to feel positive about learning and about your ability to learn. If you struggle to see the point of learning what you are learning, you are unlikely to do well.

Acquire

Effective learning requires that you acquire information through reading, listening, observing, practising, experimenting and experience. Information is all around you: the trick is to acquire relevant and meaningful information and develop this into knowledge and skills.

Search

Learning is successful when we can search for a personal meaning in the information we're acquiring. We find it hard to remember facts without understanding them or being able to put them into context. Learning is about applying what you acquire and asking yourself questions such as: 'How does this idea help in my life?' or 'What has this experience taught me about myself?

Trigger

Human beings are notoriously bad at retaining information. You cannot and will not remember all that you read, hear and experience. You can help to trigger recollection in a variety of ways. For example, you can take notes, practice, discuss and experiment with new ideas and skills to help you learn and develop.

Examine

You should regularly examine your knowledge to help reinforce in your mind what you have learned. You should always try to keep an open-mind, question your understanding and be open to new information.

Talking to others and seeing their point of view can be a powerful way of examining your own perception and understanding of a subject.

Reflect

Finally, you should reflect on your learning. Think about how and why you learned, including how you felt about a particular topic or situation, before and after you developed your knowledge.

Learn from your mistakes as well as from your successes and always try to remain positive.

Learning gives you options

The bottom line is that, whatever your life path, there are a number of sometimes unanticipated benefits to continual personal and professional development. Whatever your age, it's never too late to start. Successfully changing career path in mid-life and spending time informally developing expertise is more common than ever, especially during rapidly changing market conditions.

Most people still rely on succeeding in employment for their ability to earn a living. The more flexible we can be about our direction, the easier we make our lives.

Our economy is shifting increasingly towards short-term and part-time contracts with more flexible work-patterns whilst old industries are shifting abroad. We have to adapt to changes going on in the work-world and make more of ourselves by stepping out of our comfort zones and ideas of how we believe our life is going.

Relying on job permanence for earnings and promotion is not as feasible as it once was.

Because of work-life instability, more people of all ages are turning their hobby into a business idea. Continually following one's passion outside of work hours can lead you to get paid for doing what you love, and typically you will develop business and other transferable skills as you go along until the point that you can delegate your least favourite jobs.[1]

Lifelong learning can instil creativity, initiative and responsiveness in people thereby enabling them to show adaptability in post-industrial society through enhancing skills to:

- manage uncertainty
- communicate across and within cultures, sub-cultures, families and communities
- negotiate conflicts

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[1] *http://www.skillsyouneed.com*

Real life success stories related to Lifelong Learning

"Project is very inspiring and breaking my earlier thinking. I saw really fascinating places for the first time, and also I met people who are open, energetic, many-sided, free of bias and with passion. Skills and competences needed during mobility in Italy appeared as very good recognized – workshops were very good suitable to my needs and necessary. Some of them – even were not very useful during mobility - help in daily life. I improve practical use English and communication with people with different types of personalities".

Ela, 50+ project's participant

3 stories of people participating in the project of WIOSNA Association TELEKARIERA the prevention of social exclusion of people with disabilities circulatory, respiratory or mobility. The stories show how to break down internal barriers and self-confidence have changed professional situation of people participating in the project.

Martin (24l.), Cerebral palsy

Martin came to the project shortly after graduating high school. He feels good at computers and was associated with this term career but completely did not know how to find the labor market. In contact with the employer he defeated his stress, his own disability and the thought that he could do little He was unable to utter a single word. Shyness, lack of faith in his own abilities, complex disability - were the main barriers that were breaking him down but during meetings a career coach was training his competence in the labor market.

Two months later, Martin independently found a 3-month professional internship as a computer technician. He took the job, earning his own money and gets help from his family only sporadically.

Margaret (54 l.), Physical disability

Gretel had the longest history of inactivity on the labor market among all project participants. 28 years. During this time he raised 8 children and learned how she spoke, well-managed team. At this stage in life he decided to finally do something for yourself and try your hand at the open labor market. She did not know just how to go about it. The project benefited from training with customer service skills and coaching, which helped identify its strengths and weak sides and professional goals. The project workspace is adapted to her disability. Since she had difficulty walking internship took place in the form of a remote. She received a laptop and headset, and the possibility of flexible working hours. Every day dozens of clients served. "The project allowed me to believe in myself! I realized that after 50 years is not too old!" - Admits Margaret.

Agata (30 l.), Disability circulatory

Agata loves working with people and solving problems - and therefore their working life was tied to the organization providing social assistance. However, it could develop - lived in a small town in which there was the possibility of self-realization and development of their competence and activities have become tediously repetitive. In addition he struggled with problems at home: his father's alcohol addiction and reliance nearly adult installment. The project received an internship opportunities in interesting the industry in a big city. She moved out of the house. The work realized great. She served her knowledge, good advice and kindness not

only colleagues but also other participants in the project. Her work and approach to customers is quickly noticed by the bosses. "Mrs. Agatha - we see how many you doing here for us. We cannot imagine further that institution without such a member in the band!" - He heard at the end of the internship. As she says, through the project he strengthened his belief really what he wants to do in life and has changed its approach to the next person. The most she enjoys her that dad stopped drinking and brother recently he cooked dinner for the rest of the household.

Summary : how we understand lifelong learning

"Wisdom is not a product of schooling but of the lifelong attempt to aquire it"

For us (means for people working in WIOSNA Association) lifelong learning is:

- constantly development, learning, and progress.

- Constant adaptation to external conditions

- proactive attitude

- Flexible response to changes in the labor markets

- Continuous training in NGO sector

- Hunger for knowledge and curiosity about the world

- Sharing their knowledge and experience with younger

- Thinking about the future (older people look back, summarize and more accountable, passive attitude)

- To use of the time that we have left

- To learn 50+ years old people new technologies

- The search for new forms filling time

- Appreciating their experience and to look at their experience for a potential

- Putting your own goals

- Adapting to the changing environment and the pace of life, mental and moral changes

- Leaving the stereotypes eg:

    - Labor market - as someone older is employed it takes place young

    - Employment of people with disabilities - employment of disabled people are required specialized conditions

Recommended readings

Better Skills, Better Jobs, Better Lives. A Strategic Approach to Skills Policies http://www.oecd-ilibrary.org/education/better-skills-better-jobs-better-lives_9789264177338-en

Europa 2020 – Strategy "Europe 2020" is a ten-year strategy of the European Union for economic growth and employment.

The Lisbon Strategy 2000.

http://www.llcq.org.au

http://www.skillsyouneed.com

http://employmentforall.eu

Chapter 02
Introduction to Active Learning
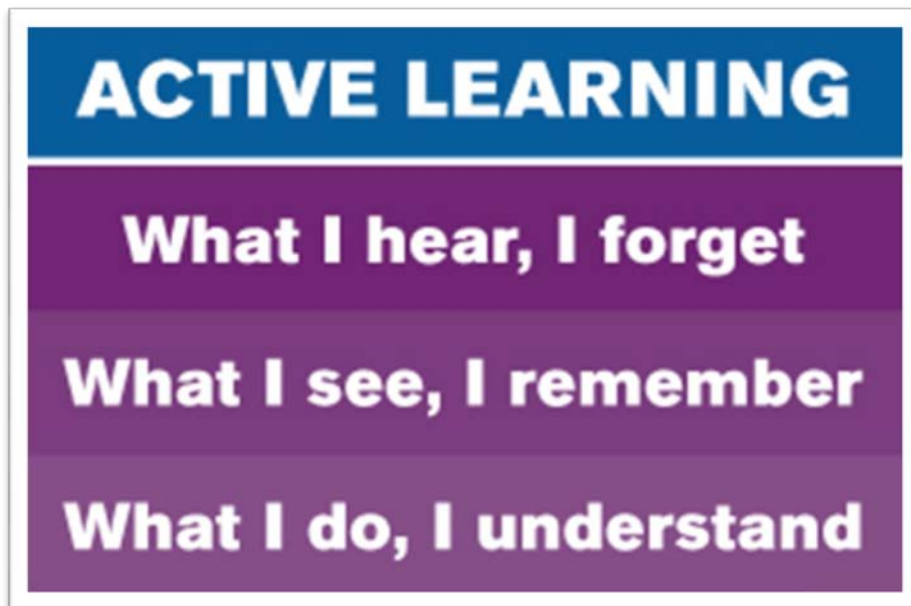
Definition

'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
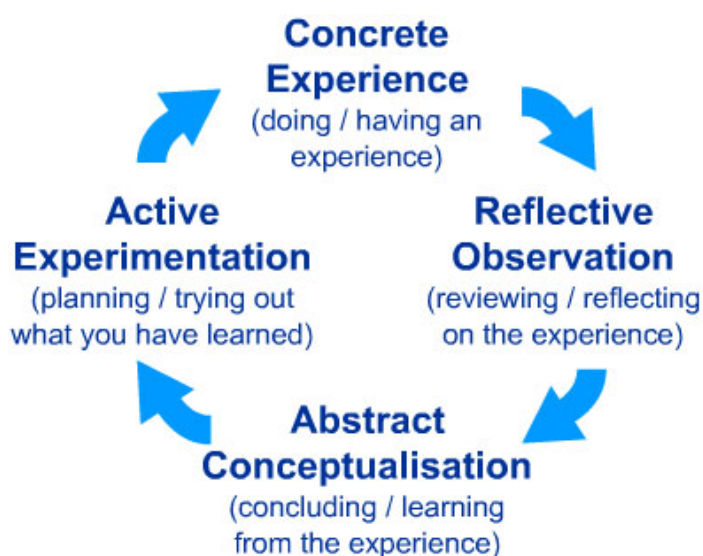
However, and importantly, 'active learning' as a practice is as old as learning itself. Before learning was institutionalised, our ancestors learned their skills and their knowledge of the world in an active way; through trial and error. This is how our species learned to adapt to and survive in the 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
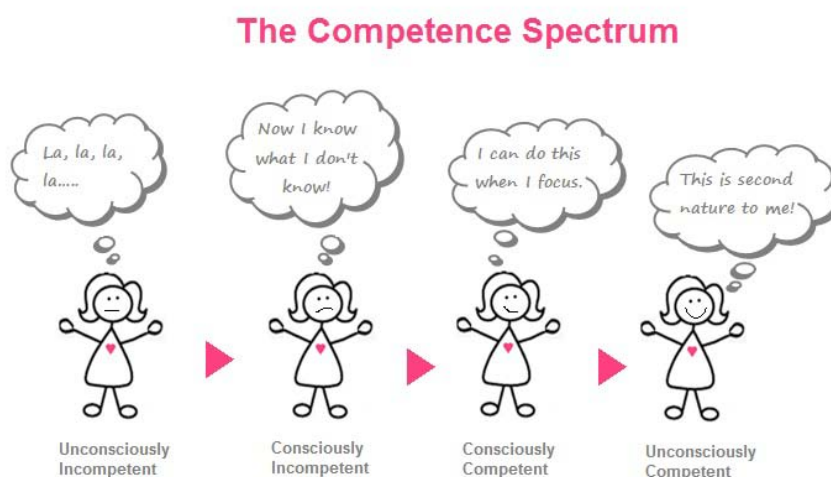
Standard thought on the stages of learning a skill is shown in the diagram above, using the example of learning to play a musical instrument; it would go something like this:

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

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

Unconsciously Incompetent	I have never tried to play the guitar, but I assume it can't be that difficult.
Consciously Incompetent	I have tried to play the guitar, and I know that I'm not very good at it.
Unconsciously Competent	I can play the guitar quite well, but I think that I'm not very good at it.
Consciously Competent	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:

The Learning Pyramid*

Average Retention Rates

Passive Teaching Methods

5%	Lecture
10%	Reading
20%	Audio-Visual
30%	Demonstration

Participatory Teaching Methods

50%	Group Discussion
75%	Practice
90%	Teaching Others
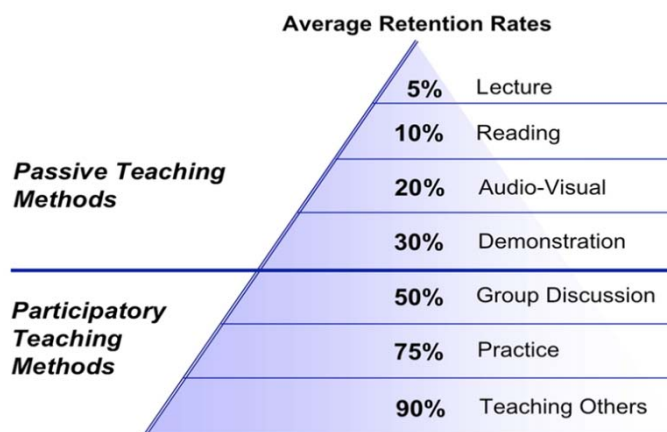
*Adapted from National Training Laboratories. Bethel, Maine

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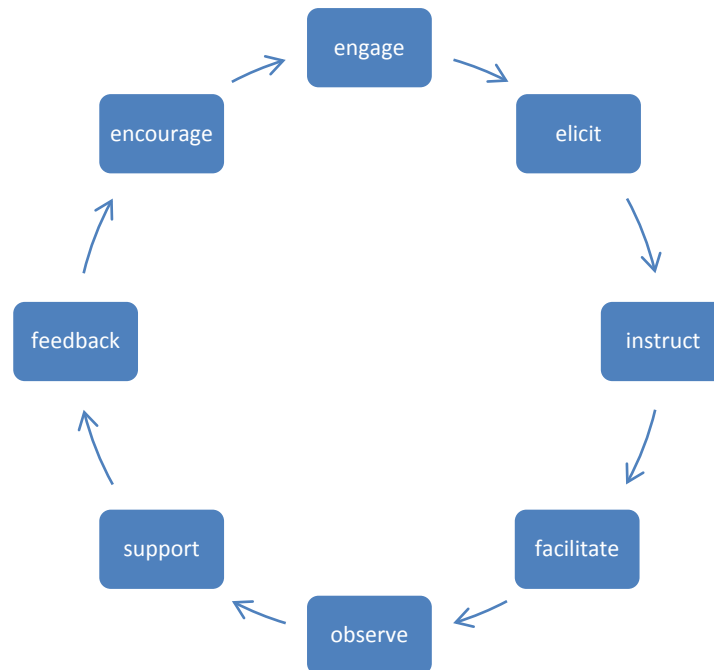
As you can see from the diagram, there are a number of phases in the teaching process and corresponding roles for the teacher. Starting at 12 o'clock, the teacher should:

- 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.

<u>From subject-specific focus to holistic learning focus</u>

Traditionally, the focus is on thelearning 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.

<u>From focus on answering questions to asking questions</u>

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?'

<u>From competing with one another to collaborating in their learning</u>

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.

<u>From wanting to have their own say to actively listening to opinions of others</u>

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.

<u>From motivated to succeed to motivated to learn</u>

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 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.
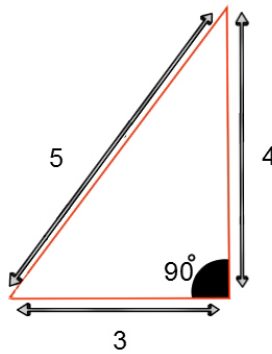
Conclusion

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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Up-skilling Europe Toolkits | Toolkit 04: Lifelong Learning

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.
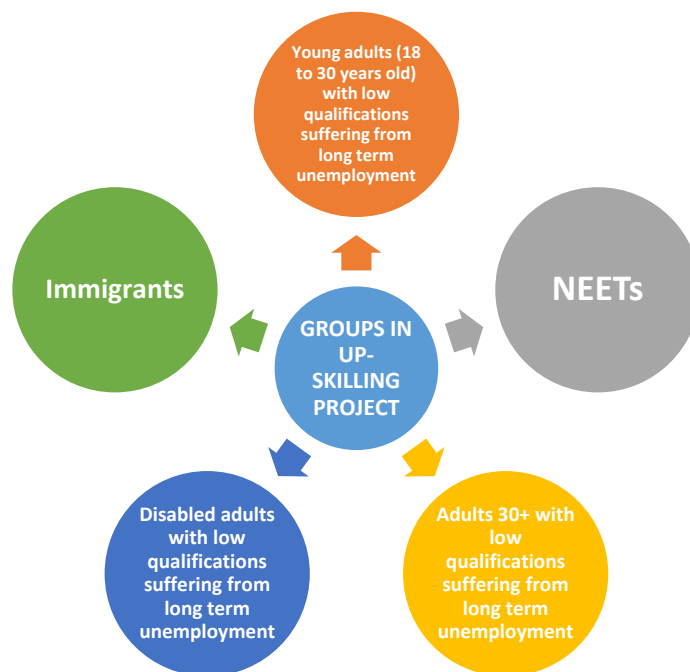
This chapter is devoted to the following issues:

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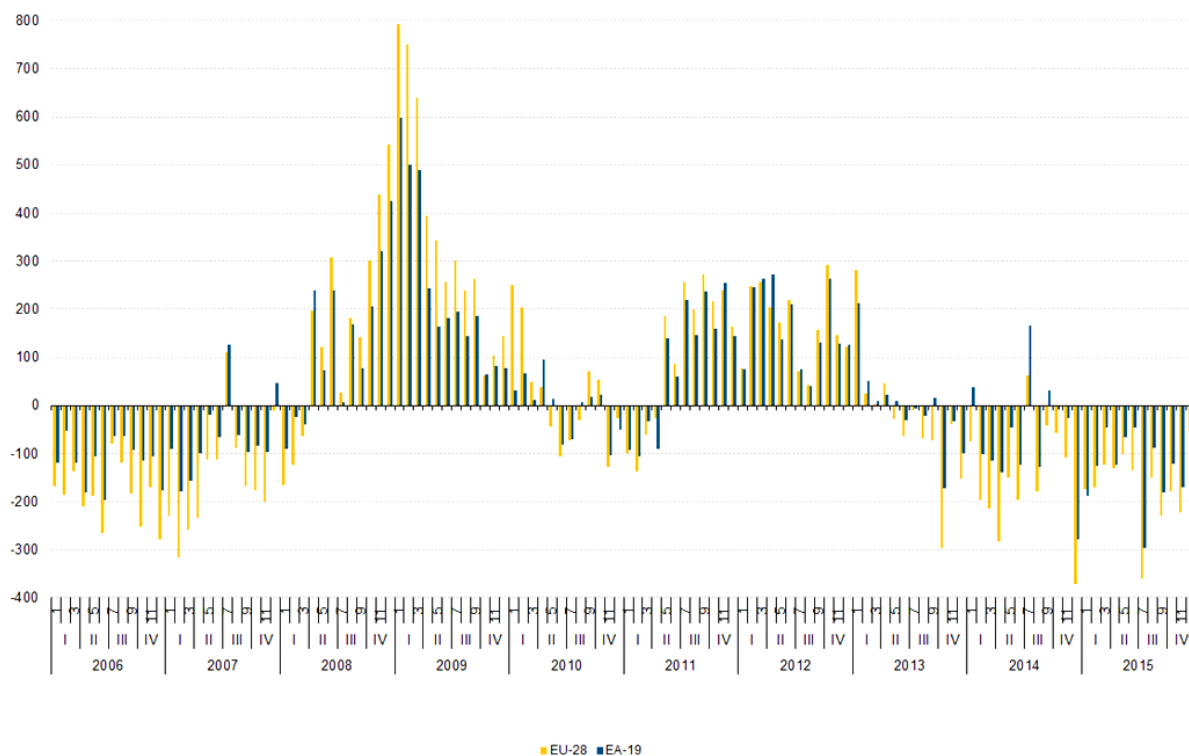
Unemployed persons, in millions, seasonally adjusted, EU-28 and EA-19, January 2000 - December 2015 (%)
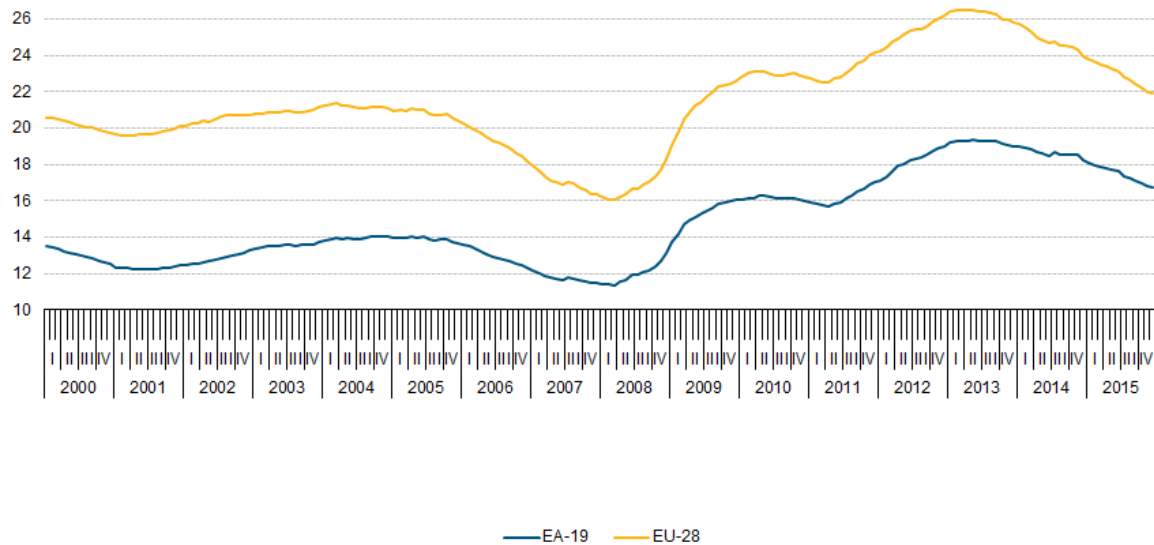
Unemployment trends

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 (%)

Euro area (EA-19), seasonally adjusted series
EU-28, seasonally adjusted series
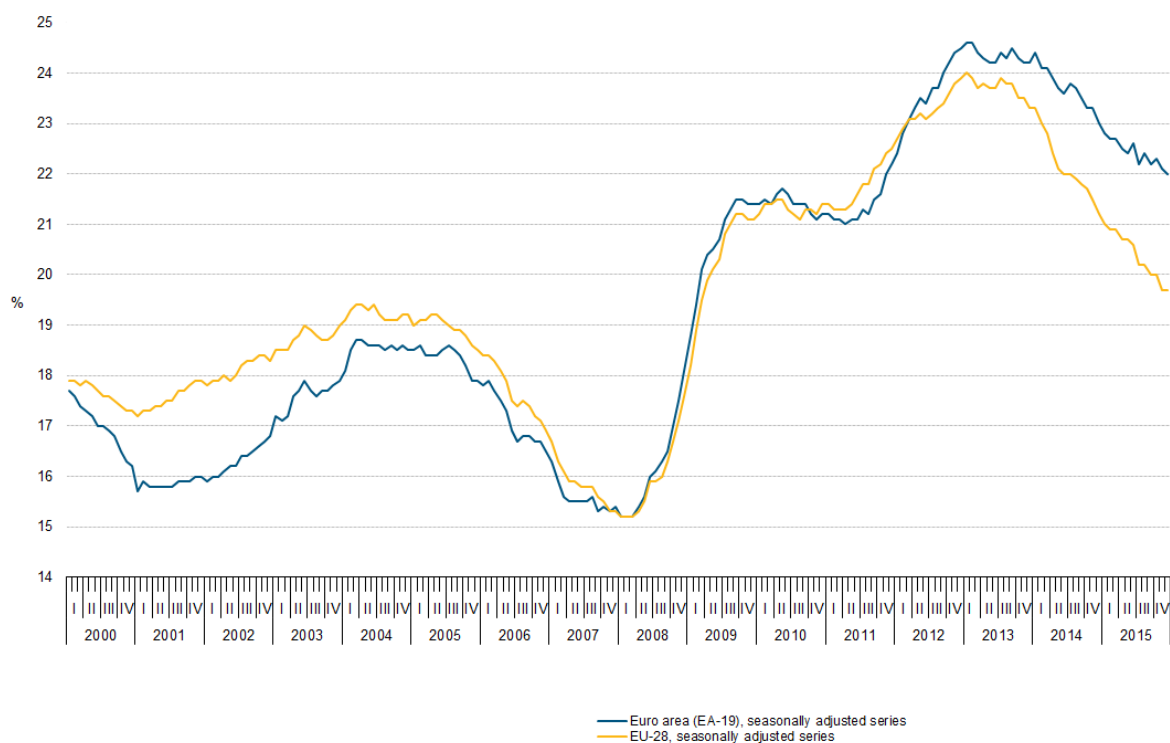
Youth unemployment figures, 2012-2014Q4 (%)

	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		:	:	:

: data not available

* 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 (%)**
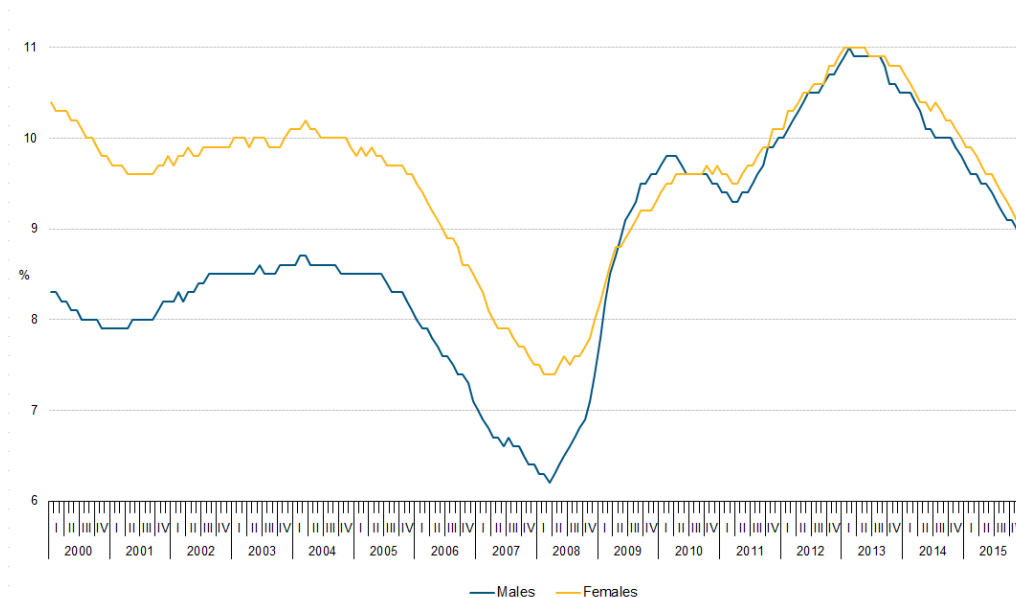
A detailed look at 2014

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 (%)

Males ■Females
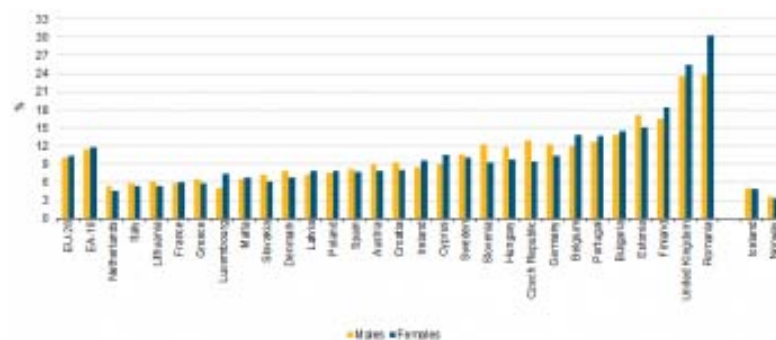
Unemployment rates by duration, 2014 (%)
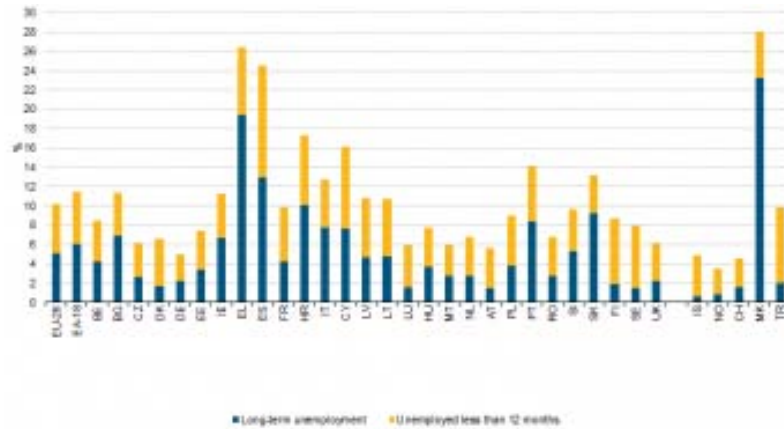
Unemployment rates by age and gender, 2007-2014 (%)

	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	23.6	10.7	25.4	53.2	22.3
France	7.8	10.5	8.5	10.1	24.1	8.8
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	8.5	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	8.9
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	8.2	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	2.8
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 (%)
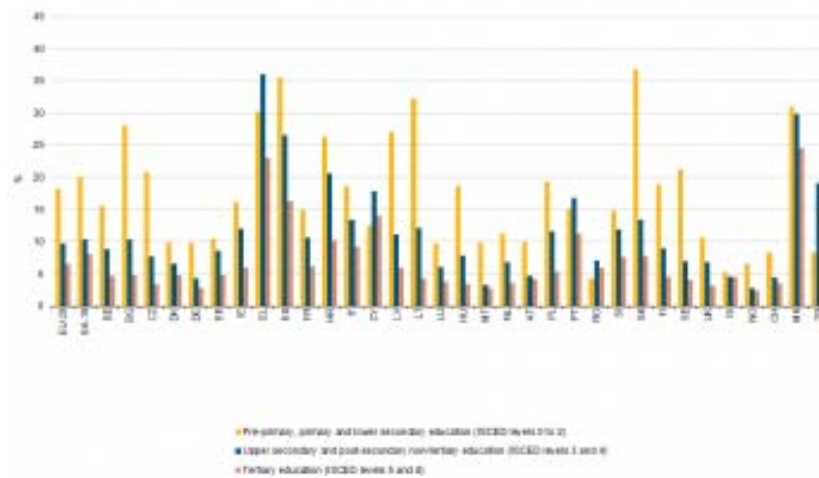
Educational qualifications are still the best insurance against unemployment, which clearly increases the lower the level of education attained. The average unemployment rate in the EU-28 for those aged between 25 and 64 having attained at most a lower secondary education was 18.2 %, much higher than 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.

<u>Needs and expectations of 50+</u>

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).

<u>Needs, expectations and obstacles</u>

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

"Training Needs of Young Immigrants within European Countries", Written by prof. Piotr Niedzielski, dr Leszek Gracz, Katarzyna Łobacz, The University of Szczecin, Poland

"Immigrants' Needs and Public Service", written by Sandeep Kumar Agrawal, Mohammad Qadeer and Arvin Prasad

Eurostat 2014 – statistics

Report_Recommendations on how to improve education for adults suffering or at risk of social exclusions

Online sources:

http://www.eurofound.europa.eu/young-people-and-neets-1

https://books.google.pl/books?hl=pl&lr=&id=rkWqg-DT6uQC&oi=fnd&pg=PP2&dq=immigrants+in+europe+risk+in+social+exclusion&ots=Gcv4omdzh7&sig=toP_hDxtoKt2yh-JE4pwZ6XGkwo&redir_esc=y#v=onepage&q=immigrants%20in%20europe%20risk%20in%20social%20exclusion&f=false

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
METHODS OF ACTIVE LEARNING, TOOLS AND MATERIAL

Duration: 72 hrs

UNIT 1: COMMUNICATION IN THE MOTHER TONGUE

Duration: 18 hrs, 3 days

Competence delivered by this unit:

<u>Knowledge delivered by this unit</u>

Knowledge on: how to express my needs and thoughts using different types of communication, methods on improving communication, what is feedback, assertive communication, communication plan, how to make a good first impression, how to improve one's communication, how communication affects our lives, communication process, tips for clear and effective communication, tips for good conversation.

<u>Skills delivered by this unit</u>

Skills: work in group, using verbal and non-verbal communication, applying a communication process model, identifying basic communication principles, ability to formulate one's arguments, in speaking or writing, in a convincing manner, ability to communicate in an assertive way, ability to develop a communication plan, ability do give feedback, ability to communicate in a clear and effective way, to express one's thoughts and needs.

Introduction

Readings:

"Interpersonal Communication", Peter Hartley

"Intercultural Communication in Contexts" Judith N., Martin and Thomas K. Nakayama

"The Communication Skills", Matthew McKay, Martha Davis, Patrick Fanning

"The Definitive Book of Body Language", Allan Pease, Barbara Pease

"Presentation Zen: Simple Ideas on Presentation Design and Delivery", Garr Reynolds

http://www.mindtools.com

http://www.skillsyouneed.com

1. Preparation for the training

Communication is a very wide subject which consists of various types and ways of communication. Our world consists of sending and receiving information. It is also very crucial in every person private and professional life. Before you start to think about preparing and leading a workshop on communication, I recommend you to read chosen literature on the subject. You can easily find valuable information online nevertheless I recommend you to rise you knowledge by readings – the list you can find above.

2. Group description and special needs

This course is designed for anyone who requires the skills to clearly communicate with others in the workplace and in daily life. This TC is especially dedicated to those who are at risk of social exclusion to help them to become a member of society who can normally participate in activities of citizens of this society.

The training group should consist of 10-12 people who have similar knowledge on the training subject and have similar motivation to participate. However it is not a must, but it allows you to better respond you work with the people who are at risk of social exclusion, you have to gather some important information before the training:

- basic information: education, age, sex, place of living (city, village, town)

- what kind of social exclusion they meet

- there is any person with special learning needs

- is there anyone with any health problems

- what is the participants knowledge on TC topic

- what is their motivation for participating?

The answers for this question will help you to better understand the group needs and to predict some inconvenience that may occur during this TC. If will also help you to better introduce the TC and sometimes to rearrange some exercises.

To ensure efficiency and effectiveness of training remember to:

- build an atmosphere of trust, security and respect

- understand and identify each trainees needs and situation

- treat everyone in the same way

- make a contact with the trainees

- ensure trainees understand why they are in the TC and the benefits of participating

- respond to the needs of the group

- stimulate motivation to learn

- active listening.

Introducing each exercise make sure the instruction is clear and understandable for everybody. After each exercise always give some time for reflection. It helps participants understand why they did this exercise and what they can learn from it. Be careful with the energy in the group. If you see that trainees are tired or not interested in the subject, have a short break and propose some energizers to rise the energy up. If you run up of time do not speed up, the participants will not benefit from exercises which are conducted quick and with no time for reflection. It may happen that you skip some exercises if needed. Always follow the group, their energy, needs and capabilities.

3. Aims of the training

This training is designed for participants to take a serious look at themselves in relation to who they are now and who and how they want to be in the future. Provides participants with the opportunity to understand how communication works and how to communicate with confidence and flair.

The main aim of the training is to foster basic communication skills among trainees to help them better communicate with others and rise up understanding of various messages in a variety of situations and for different purposes.

The main objectives of TC are to foster:
- abilities to work in a group

- skills of identifying basic communication principles

- skills of applying a communication process model

- ability to communicate, in written or oral form, and understand, or make others understand, various messages

- knowledge on different types of communication

- competencies on how to communicate in a clear and effective way

- knowledge on different methods on improving communication

- awareness of the variability of language and communication forms over time and in different communications environments

- ability to formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints, whether expressed in written or oral form

- understanding the paralinguistic features of communication (voice-quality features, facial expressions, postural and gesture systems)

- competencies on assertive communication

DAY 1
Name of the session: Introduction to communication in the mother tongue

Lesson Draft	*Duration*	*Auxiliary materials*
Introduction	**1 h 30 min.**	
During this session your role is to start building a positive atmosphere with the group and a trust. Welcome everybody, introduce yourself as a trainer.		*Auxiliary materials* *- it applies to the entire training:* *Name tags, flipchart with block of paper, markers (3x4colours), pens (1 for each participant), colorful sticky notes*
1. Presentation of TC programme : describe very briefly main aim of the training course and present in a short way training plan (it can be written on the flipchart, presented on the screen in power point presentation)	*10 minutes*	*Hand-outs, power- point presentation, laptop, projector, speakers*
Ask everybody to say name, place they come from, what is her/his favorite color, what is her/his favorite dish.		
2. Expectations: ask participants to think individually about their expectation towards this TC. Ask them to write down their expectations on colorful sticky notes and place it on the flipchart. Read at loud participants expectations and refer to the TC objectives.	*10 minutes*	
3. Contract: write down on the flipchart main rules that you and participants agree to follow during this TC. If the group is passive propose basic rules to provide safety and comfort for them.	*20 minutes*	
4. Getting to know each other:		
- Make the groups of people with names on the same first letter. Ask people to stand in a line in the names in alphabet order (participants can talk).	*15 minutes*	
- Ask people to stand in a line starting from the youngest and the oldest one (participants cannot talk).	*35 minutes*	
- Put on the table postcards from different places and with different pictures. Ask participants to choose one postcard which describes them the best. Make a circle with chairs and ask participants to describe you the postcard and explain why it describes her/his the best. You can star with yourself if the group is not active.		
- Ask participants: If you could choose to become a tree, what kind would it be and why*?*		
Coffee break	*15 minutes*	

Session 1: The base of Communication

1 h 45 min.

Ask participants **what is communication** for them, and write down their answers. Then refer to the correct definition. Ask participants to work in pairs and to list Types of Communication they know. Then each of group present their answer in front of the group. Ask one person to write down on the flipchart the propositions. Refer the answers to the methodology.

Exercise: participants working in group of three work out, 3 examples of different types of communication:

1 group– oral communication,

2 group – written communication,

3 group – nonverbal communication,

4 group – visualizations.

They write down the examples on a paper. One person from each group brings the examples to the trainer. The trainer mixes all papers and ask again one person from the groups to draw one. Then the group role is to change the example from one type to the other (for example: we draw visualization and as an example we have: traffic sign "stop", our role is to communicate this sign using different type of communication: we need to use verbal communication then nonverbal and written).

Reflection: ask participants the following questions:

What do you learn from this exercise?

What differences can you see between types of communication?

What was easy and what was difficult?

Ask participants to describe **The Communication Process.** Let them work in pairs. Refer the answer to the definition.

Lecture about **Schulz von Thun's Four Sides Model.** Explain what is the model, what is the purpose of knowing how it works.

Exercise: (look at the appendix 1.Exercise – Schulz von Thun's Four Sides Model), hand out the papers with explained exercise, explain the task. Participants work individually and they answer the questions. Then you discuss the answer in group.

45 minutes

20 minutes

40 minutes

1. Exercise – Schulz von Thun's Four Sides Model – power point presentation

- *What did you learn from this exercise*?

- *When and how can you use this model*?

Lunch break | *1 h*

Session 2: Communication in progress

1 h 15 min.

7 Cs of communication - tips for clear communication

Start with simple exercise: each participant write down on the sticky note one word describing clear communication (Question: *What features describe clear and effective communication?*).

Then participants place the sticky notes on the flipchart. You read this at loud and comment. Then to sum up you show participants short video with conclusions: https://www.youtube.com/watch?v=v4OmXaihEp0

Prepare 3 examples of current communicate (written, spoken), divide participants into 3 groups and ask them to annualize those communicates in terms of 7 Cs of communication. Ask participants to refer their conclusions. Give them your feedback.

40 minutes

2. Template – communication plan – power point presentation

Communication Plan – how to communicate in an effective way

Present the theory: what is a communication plan and why we should use it.

Distribute to participants a handout (look at the appendix 2. Template – communication plan) and ask them to write down their communication plan considering the imaginary situation that the participant is getting married and changing her/his place of living.

e. Ask 2-3 participants to read at loud their communication plan. Give them you feedback.

35 minutes

Evaluation of the day

Participants write down on paper ora discuss in the group:

- What happened? The most important thing that happened during the training for you today is …

- Conclusions? Describe what did you learn today during the training.

15 min | *Flipchart and post-its*

DAY 2
Name of the session: Developing communication skills

Lesson Draft	*Duration*	*Auxiliary materials*
Introduction	**30 min.**	
Present the plan of the day (write on the flipchart).	*10 minutes*	
Energizer: "Dragons, Princesses, and Knights"		
Divide trainees into two teams.		
Trainees form two lines at opposite ends of the playing area, and march towards each other saying "We're going to war! We're going to win!" until they reach the center of the field. The counselor in charge tells them to "STOP!" Each player should be facing a player on the other team. On the count of three, the campers perform one of three motions (the whole team doing the SAME motion):	*20 minutes*	
- DRAGON (arms raised above head, growling)		
- PRINCESS (arms low at side like you're twirling a skirt, saying "oOOOOooOOO" in a girly voice)		
- KNIGHT (arms held in front like you are gripping a sword)		
- Dragons beat princesses		
- Knights beat Dragons		
- Princesses beat Knights		
The team that wins chases the losing team back to their starting position (find some way to mark this area). If a losing team member is tagged, they join the other team and the whole process starts all over.		
Coffee break	*15 minutes*	
Session 1: How to make a good first impression	**1 h 30min**	
Exercise: Divide trainees into 3 groups, give one picture to each group (you can use picture, look at the List of Appendix Pictures: How to make a good first impression)	*60 minutes*	*Pictures: How to make a good first impression – power point presentaion*

a) Ask participants to answer the questions:

What do you see on this picture?

What can you say about this person/people?

Name the elements which enables you to have this conclusions?

b) Ask each group to present their work.

Reflection: ask participants to reflect on the following questions:

How fast we make an opinion on somebody?

On what we based our opinion?

What is a first impression?

Write down chosen answers:

Ask group: *What to do to make a good impression?* Involve everybody into a discussion. Write down some tips. Give conclusions based on methodology.

Exercise: ask trainees to go back to the first day of the TC and their first impression on the others (trainees reflect on this in silence).

30 minutes

Coffee break — *15 minutes*

Session 2: Assertive Communication Techniques

1 h 45 min

Ask participants What is Assertive Communication? Discussion in group. Write down chosen answers. Refer this answer to the methodology.

45 minutes

Ask participants and moderate the discussion:

Why do we need Assertive Communication?

When do we need this?

How can it help us?

60 minutes

Exercise: participants work in group of 3. One person is asking for something, second person is responding in an assertive way, third person is an observer.

Below are examples of experiences people may run into that require assertiveness. Try practicing your responses.

Example 1: Imagine that you are returning something that is faulty to a store.

Example 2: You lend a friend one of your books. She returns it with pages missing.

Example 3: Your friend always asks to borrow a few dollars when you go out, but he never repays you. You begin to resent that he does this all the time.

Example 4: A relative calls you late at night just to talk. You are tired and have to get up early in the morning.

Reflection ask participants the following questions:

How did you feel giving an assertive feedback?

What was difficult?

What did you observe?

<div align="center">

Lunch break   **1 h**

</div>

Session 3: Tips for a good conversation   **45 min**

Ask participant to write down on the flipchart what they think of *What makes conversation good?* Refer this answer to the methodology.

Exercise: Ask participants to work in pairs. Each pair choose the 1 topic of short conversation on:

- Favorite songs/albums.
- Favorite movies/TV-shows.
- Favorite book.
- Hobby.
- The nastiest tasting piece of candy/food you have eaten.
- Etc.

Reflection ask participants the following questions:

- What did you learn through this exercise?
- What was easy, what difficult?

Evaluation of the day   **15 min**

Participants write down on paper or discuss in the group: *Flipchart and post-its*

- What happened? The most important thing that happened during the training for you today is …
- Conclusions? Describe what did you learn today during the training.

DAY 3
Name of the session: Advanced techniques of communication

Lesson Draft	Duration	Auxiliary materials
Introduction	**30 min.**	
Present the plan of the day (write on the flipchart)	*10 minutes*	
Energizer: Ask participants to choose one object which best describe how they feel today. Each participant talk about her/his feelings through the object.	*20 minutes*	
Session 1: The Johari window technique	**1 ora 30 min**	
The Johari window technique	*15 minutes*	*Template Johari Window – power point presentation*
Make a short introduction to The Johari window technique.		
Exercise: Distribute blank A4 sheets and ask participants to write down 10 features that describes them the best (Question: *How am I?)*	*45 minutes*	
Distribute another blank A4 sheets, tell participants to put her/his name on it. Ask the participants to write down on each participant's sheet those features that describe in their opinion describes concrete person the best. They write down what they think and pass the sheet to the other person.		
When they finish, ask participants to compare 2 sheets: one they filled in by themselves with this one filled in by the others. Give them Template Johari Window (See List of Appendix) and ask to:		
- Fill in information about you, known by you and known by others		
- Fill in information about You, known by you, unknown by others		
- Ask the other participants to mark 6 terms from the table which describe you		
- Verify: choose 6 terms which you think do not describe you and write them in the position: known by others, unknown by you.		
Reflection: Ask, and then write down on the flipchart	*30 min*	

chosen answers:

- *What did you take from this exercise?*

- In what way did the information you received during this *exercise change your image*?

- *What kind of characteristics would you like to develop in the future?*

- *Which characteristic do you think you should develop to support you in building human relations in the future?*

- *What would you like to achieve / change in human relations in the future?*

- *What are You going to do even today?*

- *What kind of person would you like to be after a year?*

Coffee break	*15 minutes*

Session 2: Feedback

1 h 45 min

Feedback

20 minutes

Self- assessment chart
– giving and receiving feedback
– power point presentation

Discussion: Ask participants:

- *What is feedback?*

- *What are some characteristics of feedback?*

- *Why is feedback important?*

Additionally *: if you have time give participants **Self-assessment chart** – giving and receiving feedback (look at the Appendix list)

*20 minutes

- Reviewing Your Assessments

- How did you score on the two self-assessments?

  If you answered most of the questions with "often," your skills for giving useful feedback and receiving feedback effectively are well developed. If you answered a number of questions with "rarely" or "sometimes," you are one of several and your feedback skills could probably use further development.

Sum up: write down selected answers. Refer to the methodologies (how to give a proper feedback,

Characteristics of Good Feedback).

How to receive feedback? – Ask participants for their recommendations. Sum up discussion with conclusions. You can write them down on the flipchart.

60 minutes

Introduce Constructive Feedback – Sandwich Model. Tell participants what it is and how it works

Exercise: Ask participants to find her/his pair. Hand out 6 examples of different situation to which participants can give feedback. You can use a newspaper and cut out chosen text.

25 minutes

Role playing: each pair have to refer to the described situation they have on a paper. Ask one person of the pair to give feedback using Constructive Sandwich Model. One person from the pair is giving, one is receiving feedback.

- *How did you feel giving feedback?*

- *How did you feel receiving feedback?*

- *What is important in this process?*

Virtual Mobility Activity

60 min

Giving feedback online: homework

1. Ask participants to make pairs.

2. Give the instruction for the exercise:

- Ask participants to give a feedback to his/her colleague using online tools such as: skype, Facebook, messenger etc.

- Ask participants to write down their reflection and to share it online with the rest of participants using chat/Facebook.

Tips for reflection:

How did you feel giving feedback using online tool?

What was good about this what not really?

Lunch break   *1 h*

Evaluation of the whole training course

1 h

Discussion:

- *What did you learn during this TC?*

45 minutes

Flipchart and post-its, evaluation forms

- *What was important?*

- *How will you use this knowledge in your daily life?*

Hand out the evaluation form and ask them to fill it in.

15 minutes

Closing and thanks	*10 minutes*

Outdoor activity – interaction with others using gained knowledge

Lesson Draft	Duration
This exercise participants implement after they finish the training course. They need to use their competencies they have gained through the workshops. I recommend you to use a popular way of expression such as "flash mob". *A flash mob is a group of people mobilized by social media to meet in a public place for the purpose of doing an unusual or entertaining activity of short duration.* *The participants have to cooperate together to rehears and performance a flash mob within 2 weeks after the training. The trainer should be present during the performance.* **Give participants instructions:** - Your task is to give a 5 minutes performance "flash mob" in the local community (market square, school, university etc.). - The theme of the "flash mob" is the variety of communication. - Think by discussing ideas in group what will be you movement (dancing, posing, freezing) - You need to include all participants - You need to have 2-3 rehearsals before the performance - Tell the trainer when and where the performance will take place.	*Preparation: 4 hours* *Performance: 5 min*

You can inspire participants by showing famous flash mobes:

• Michael Jackson Dance Tribute – STOCKHOLM

• Glee - il flashmob

• Frozen Grand Central

UNIT 2: MATHEMATICAL COMPETENCE

Duration: 12 hours

Auxiliary materials:
Presentation
Appendix
Competences:
Attitude: searching for solutions to optimize costs, budgeting (skills of planning and monitoring of budgets) , willingness to look for multiple solutions and checking account market for financial products.

SESSION 1 – DAY 1

6 ore

Lesson Draft	*Duration*	*Auxiliary materials*
Module 1: Management of household budgets **Introduction: Attracting attention by telling a story and asking questions.** **We tell the Parable of the Talents** Question: *What is your interpretation of the talent*? + discussion. If at the beginning no one would want to answer, we give our own interpretation: The talent mentioned in this story doesn't have to represent just money. Now, if each one of us was left with nothing, without any material things, books, and any sources of information, media, what would we have that no one could take away from us? These are our skills, abilities, life experience, which we were able to gain throughout all the years. No one can take away from us what is in our minds, so it is worthwhile to multiply our skills that will help us to become more valuable human beings. Perhaps you are gaining such new skills right now, maybe this training is such a place for you, but the most important is that you start multiplying your new talents that you are gaining here today in order to gain even more. **Point out benefits of participation in the workshop**	*10 min.* *5 min.*	*Slide 2* *Not knowing which religious groups you are speaking to, you could tell this parable as a usual story. This will help to build the trust among all participants.* *Motivation of participants to gain knowledge.*

We know very well, that mathematics, analytical thinking, and calculations are difficult subjects. Many of you think that you just have to like it to understand it. But you also know, that mathematics is present in our daily life, that it is all around us even if we are not always aware of that. I am also sure that today and tomorrow you will draw what is most important to you from this training and that these will be practical skills that you will be able to use in your own households, families and workplaces. And that's why I appreciate that you are here today to gain new skills. Why?

Because today you will receive only practice and very little theory, which you can find in books. You will gain new skills of managing your own household budget; you will learn some technics which will help you to monitor your own expenses, and above all, you will get to know mathematical mechanisms which we encounter in shops, banks and at work. Having this knowledge, you can start acting straight after leaving this room, and most importantly, your value on the job market will increase. Thanks to your current experience and this training you will become an employee who is wanted by employers- an employee aware of the importance of mathematics in everyday life.

Calculation of the market value

(Dears) As I understand, you are here in order to find a job after the whole cycle of training [Activation]

Questions:

- *Which one of you has ever looked for a job?*

- *Which one of you has ever been on a job interview?*

- *Which one of you knows their value in the job market, as an employee?*

In that case let's see what opportunities lie ahead of you and what is your current market value based on a simple formula.

The formula is: number of skills* number of contacts*skills of selling themselves.

The first value that we estimate for ourselves is the level of our skills, so what we can do and at what level. Remember that only practice counts. Write this number down.

We can give our own example.

The second component of the formula is the number of our contacts. However, we do not write down the number of people that we know, so if we know 16 people- we write down 16- this is not correct. We use a scale 1-10 to determine the level of our network of contacts. Why? Because people that we know can help us to find a job,

15 min.

We work according to the Kolb cycle – we make participants aware what is their value on the job market at the beginning of the training, so that they notice the difference after the training. What important – in order not to dishearten participants by the exercise, as an example we tell our own story about raising our competences.

We give a chance to raise their hands - if someone cannot raise their hand (if they are disable) -they may give a sign, shout their name, nod) – this gives us a chance to recognize what kind of group we are working with

Template slide 3

[Be careful who you are speaking to, if we have a group from an orphanage or a home institution, then their home is more than 2-3 people. Also elderly people can tell us that there is nowhere they can meet other people, which is why we need to appreciate it more that they are here on this training, as this is their first step in meeting valuable people]

[è importante spiegare che "vendere" sta per "presentarsi al meglio "e non vendere letteralmente. Il termine potrebbe essere inteso in maniera negativa.

Calculations on a calculator

they can teach us something or be a mediator in meeting other people.

Write this number down.

The last value that we will assess is our skill of selling ourselves. These are the skills of presenting our qualities well, skills of presenting yourself as a valuable employee to other people.

Write down your level of selling skills.

The last stage of calculating your own value is to multiply these three values.

Control questions:

Who of you has already finished?

How do you like your results? Do you want to improve them?I can assure you that after these two days, you will surely increase your value in each of the three categories. Therefore, let's start right away.

Icebreaker

Task presentation:

Have a look around, how many people you don't know? This is why it is time to start building relationships. Within 15 minutes time, you have to get to know minimum 5 people in this room and find out what are their talents, skills or what they are passionate about.

To start a conversation with someone, you just need to use some of these question:

- *What is your name?*

- *What are your skills?*

- *What are you passionate about?*

- *What brought you here?*

What important, building relationship is about being interested in the other person and getting to know them better. These are the relationships, which you can always come back to. Remember that when you are talking about yourselves, you are also practicing your selling skills. Present yourself in the way that would show your most interesting sides .I know that not everyone has already got some skills, in which they feel strong, but you can always talk about something that you are working on or want to start working on, tell others what you like doing. Your passions and interests also make you an interesting person. Is everything clear?

Getting to know each other.

[Activating questions, participants are reporting their

30 min.

Slide 4

[We give participants some example questions to help them get in contact with others]

[We look around to see if everyone understood]

[The trainer can put some quite music on to make the 'getting to know others' time more pleasant. He starts the stopwatch to count down the 15 minutes time. This is the observation time for the trainer. It is important to spot if there are any people that are not integrating with anyone, if so, it is worthwhile to introduce them to each other. If there are people with mobility difficulties, we direct other people to them. If the number of participants is odd, the trainer can become a partner to the person that is left on their own, so that he or she doesn't feel excluded from the group.]

[After each question and answer from participants, we appreciate their effort. It is important not to let any group feel worse than others]

[The next part is going to be directly related to managing and reasonable planning of

answers]

Which one of you got to know less than 5 people?

Which one of you got to know 5 people?

Which one of you got to know more than 5 people?

That's great; I hope you will continue this exercise during your breaks, so that you can all get to know each other.

STORY:

There was a man named John, who, as for an average inhabitant of a big city, was earning quite a lot of money. He had to provide not only for himself, but also his wife, three children, and a huge Bernese dog. Despite him earning a lot of money, his household was constantly lacking money for basic needs.

So when his children were asking for some pocket money for sweets, John had to refuse explaining that there are more important expenses in their family. At the same time, from one month to another John felt growing frustration. "Why am I constantly short of money when I earn so much?"- he kept asking himself. He turned with his problem to a friend who was a financier and who managed finances of a huge production company. He gave him a piece of advice to start with: "Note down all of your expenses for one months and then we will meet up and analyse your expenses. Since John did not have any other idea how to tackle the problem, he started noting down all of his expenses. Every evening he sat down at his desk and noted down the amounts he spent and what he spent them on. After one month, he met up with his friend and together they grouped his expenses into few categories. It turned out that the largest portions of his costs are unplanned expenses. John soon realized that he never actually knew where his money is going, and now he could see what consumes most of his money. He realized that lack of expenses monitoring leads to mindless waste of money. This is why he appreciated help of his friend financier even more, as with just one simple advice he changed John's approach to spending money, and what is more, he changed his debts into savings.

Noting down income and expenses

Introduction:

When Neil Armstrong landed on the Moon, he said: "That's one small step for man, one giant leap for mankind". The case of John's story shows us that sometimes one small step for mankind is a big step for man, as it was with noting down all expenses. So now we will make our own "big - small" step.

10 min.

20 min.

your own household budget. Firstly, we want to make participants aware what level they are on and how they control their spending. Again, to give an introduction to planning, we tell a story about a man, who learned to manage his own budget and gained huge savings from it. What important, it is worthwhile to adapt the story to the recipients group and tell the story about a person that is close to their environment. If we are speaking to young people (students), we tell a story about a student. If we are speaking to older people, we give an example of a more mature person, with some life experience, family, etc. The same would apply to a group of disable people, immigrants and others. This will help participants to identify themselves with a person in the story, which will make them to want to go that level. They will believe this is possible.]

Blank paper and pens

[We explain that they need to write down everything they can remember- any bills, shopping, travel costs, social occasions spending, and medicines; - we give some examples so that they remind themselves their own expenses. It is IMPORTANT to point out that they will not share this information with anyone and that it is only for their own benefit so the more thorough expenses (and then income) they note down, the better results from the task they will achieve.].

[If there is anyone still working on the task, give

List of expenses:

Write down all of your monthly expenses. Without any scheme. Use a full month. Write down all bills, shopping, but also small spending. Write down the amounts and what you spend these amounts on.

List of income - i.e. salary, additional income from small orders, social benefits, winnings, loans.

Do not hesitate to write this information down, this is only for you, write down as it is in reality.

Complete the task:

Is everybody finished? Does anyone need more time?

We do not summarize the task as we will do it after the break.

BREAK	*15 min.*	*BREAK*

Summary of the first budget

Calculating monthly result: formula

Sum of income – Sum of expenses = monthly profit/(loss)

Explaining what the results mean:
If your result is positive, you have more income than expenses, which means you are left with savings. If your result is close to zero, it means that you spend everything that you earn.   The last option is that your result is negative, which means that your expenses are greater than your income. This situation happens in many households.

Question:
Is the budge that t you have just wtittem down agreeing with the reality? Do you agree that for example last month you were left with 200 PLN savings or you were missing 100 PN?
Is anyone surprised by their budget?

Test of budget management

Preparation:

You may be wondering what you can do now with your recordings – don't throw them away because you will need them throughout this day.

QUESTION: *Do you remember what John did together with*

them time to complete it – it is important that this part is completed thoroughly as this is a basis for the reminding tasks.].

10 min.

Calculator

Slide 5
[You need to observe if everyone has ability to use the calculator on their own or if anyone needs any help- if so, we select a one person to help].

[We wait for responses – nodding, raising hands]

15 min.

[We can take a moment to activate participants. If no one says anything, we continue]. We give away handouts with the test – appendix 1 or slide 6..

[We explain briefly each point, so that participants know what is required in each question. Note also if everyone is able to complete the test on their own. If not,

his friend after one month of noting down his expenses?

He sat down with his friend financier and analyzed his budget. I would like you to answer a few questions which will help you to realize if you manage your household budget well.

TEST:

Please read all questions and select one answer for each one of them: YES, NO, or SOMETIMES

Summary:

Which one of you had 8 answers: YES?

Which one of you had between 5 and 8 answers: YES?

Which one of you had less than 5 answers: YES?

If most of your answers were YES, it means that you plan your expenses very well. If you had some answers NO or SOMETIMES, the better for us. Because that's why we are today, to start working on our own budgets.

Breakdown of expenses into categories:

In order to plan your budget well, it's worthwhile to divide your monthly spending into maximum 10 categories. Let's take a look at our expenses. What universal categories can you propose for your budgets?

Brain storm

Every idea is good, don't criticize each other- just throw some ideas.

After the brain storm, we agree with the group what categories we will use and which ones we combine into a one group. We chose no more than 10 categories and leave them on the board.

My suggestions:

Priority categories	Additional
Rent (including all bills)	Clothes
Other fees – loans, credits	Education (books, courses)
Food (excluding alcohol)	Hygien and cleaning products
Medicines	Entertainment (cinema, theatre, alcohol)
Transport	Other

25 min.

15 min.

we help them to do that or select another person to help them.]

[We explain the results + activate the group by questions. If we notice that the group is little aware in the subject of their own budget and is not eager to share their expenses, we can say that everyone should answer these questions in their own mind in order not to expose them to additional stress].

Brain storm – info: http://www.mindtools.com/ brainstm.html

[We write ideas on flipchart or board]

Completing the expenses sheet:

Introduction:

Now we can move on to the final step of John, who was looking for a cause of his spending problems- division of our costs into different categories. Do you have your notes? Take a look at them and think how you can allocate them between categories, and then place them on the sheets which I prepared for you.

QUOTE: 'A budget is telling your money where to go instead of wondering where it went.' Dave Ramsey [You can use this quote to attract participants' attention].

Completing the sheet:

- put the name of month in the upper right hand corner,

- then list the fixed expenses- the priority expenses that you incur every month

- then list the irregular expenses that happened only this month

- then put down your income that you receive (net of taxes) at the beginning of the sheet

- calculate the balance left after deducting fixed expenses and then after irregular expenses

This is the list of expenses for the month which summarize them by category.

Completion - congratulate on creating the sheet.

2 min.

Sheet from appendix 2

[We give away a simple sheet of expenses, in which participants can put the categories and amounts spent (app.2). The sheet is so simple that every participant can make it at home for each month and stick it on their fridge or keep somewhere where it is visible to be able to monitor their spending)].

BREAK   *60 min.*   *BREAK*

Calculation of the percentage of costs in the budget

A brief welcome after dinner.

We show participants how to calculate the percentage of a particular expense in their total expenditure.

Formula: expense/total expenses *100%

Suma of expenses should equal to 100 %.

Calculation:

Each participant calculates the percentage of each category

15 min.

Work with calculator

Slide 7

Individual work

of expenditure. We explain that this will help them to see what their household's biggest expense is. This way we can find opportunities for savings– 15 min.

The budget review for the largest portion of the costs and answers to the questions.

After this action the first step should be to look for optimization of the largest expenses, however we don't always have influence over all costs.

Question: *Do I have influence over this expense?*

Task:

- Select 5 biggest expenses

- Write down 3 ways to reduce each one of these expenses.

To help participants you can distribute boards about habits of millionaires (appendix. 4) and at the same time you can mention what habits have some prominent people (chose an example depending on the group which we work with i.e Pope Francis for older people).

Calculation of irregular expenses

We are listing on the page 2 of the budget the expenses that incur sporadically.

Question:

What could be our irregular expense? Discussion

For example: birthday presents, Christmas presents, insurance, car, holiday, trips, summer camps for children, treatments (doctors and medicines), clothes, house repair and fittings.

We write down a total yearly costs for each category.

We total all the costs – this is how much we need to save yearly.

We calculate the minimal monthly savings required by dividing the total amount by 12 and we add this to our monthly budget as a fixed expense.

QUOTE: If you are only willing to do what's easy, life will be hard. If you are willing to do what's hard, life will be easy.

Expenses planning:

- We list all reduced fixed expenses

- We predict any one off costs, we try to look for

---

20 min.

[A very important role of the coach at this point is to widen participants' perspective by giving a few examples. If someone that they cannot influence prices of fuel, we can suggest other solutions such as using a public transport, push bike or car sharing with a colleague from workplace or college. It is worth noting that we may not have influence over prices, but our consumption often depends on our habits, for example turning lights off, smoking, buying a bun on the way to work instead of making your own breakfast. Giving a few examples like that should open participants' eyes.

Appendix 4

Appendix. 3
[Listing irregular expenses-yearly. We give away another sheet (app.3). Apart from fixed and one off expenses that incurred only in the particular month, there is a separate group of irregular costs, that incur once or few times a year.].

15 min.

[In order to motivate participants to further work, you can recall the quotation saying that work with budgets is not easy].

18 min.

New appendix 2
[After entering all positions we know how much we spend, how much we should save more or less and what is our greatest expense. We give participants another

money savings

- We enter the income intentionally at the end, so that participants are not suggested how much they can still spend.

- We summarize and check the final balance

Question:

Is the budgeted balance higher than in the previous budget?

We sensitize them to seek the cause, if it turns out that they have greater expenditure than they planned for. We ask them to do it every month, because when they plan their expenses, they are more likely to spend only the amount that they budgeted. If we do not control our expenses, we spend recklessly our earned money.

Homework:

We learn best by teaching others, so we ask participants to teach 3 people to plan their budget and do it together with them.

i.e. with spouse, children, grandchildren, friends, parents etc...

They need to go through every step of planning the budget with every one of these 3 people.

If you can, do it today with one person and you can share your conclusions tomorrow.

5 min.

piece of paper with household budget- appendix 2].

Appendix 2. – for homework

[We give participants third appendix number 2 so that they can note their expenses down for the month as they incur and see if they met the budget.].

| | *BREAK* | *10 min.* | *BREAK* |

Creating budget in Microsoft Excel spreadsheet

The coach discusses and draws up together with participants the budget and recording expenses on the final sheet.

It's enough if participants will record their expenses budgets in one tab, their actual expenses that they incur in the second tab and the third tab will generate their results automatically. It is worth to show this on a projector, so that participants can follow coach's actions and record their own data noted earlier on a piece of paper.

40-45 min.

Working on computers with Microsoft Excel spreadsheet

Appendix 5 – instruction in a tab

Free to download: https://2msoffice-downloads.phpnuke.org/en/c09262/microsoft-office-2010

Projector

Conclusion

Active recap

We ask participants following questions:

- *What do you remember from today's training?*

- *What was the biggest surprise for you?*

- *What can you use in your life straight away?*

- *How are you going to use your newly gained skills in your future work?*

<u>Story</u>

A woman on her way back from a market found a golden egg lying on the street. She could not believe her eyes, so she thoroughly inspected the egg from each side to assure herself that the egg is truly made from pure gold. When she was sure that she found a real treasure, she rushed home to show it to her family. She came home out of breath and shouted out loud to everyone: "Look! Look what I found!! The whole family gathered around her listing to her story. And the woman was telling what will happen to this egg now. That firstly they will wait until the golden duck is hatched from this egg. Then they will look after the duck so that she gives more golden eggs. And then their family will be able to breed golden ducks and sell golden eggs until they become very rich. Just when the woman was telling her story, she suddenly dropped the egg on the floor and the egg got smashed up.

After today's training, it will be your decision, if you will only talk about planning your household budget and savings, or if you will start acting now and make your own life better. What are you choosing?

SESSION 2 – DAY 2	6 hrs	
Lesson Draft	*Duration*	*Auxiliary Materials*

Module II – calculations on job market

15 min.

Welcoming.

Activating questions

During welcoming you can ask participants what are they thoughts after the first day of the workshop. We activate them by asking the following questions:

- Who of you counted your expenses at home?

- Who of you has already planned their expenses for the next month?

- Who of you did the homework task and thought one person how to build their budget?

- How did you get on?

That's great! Once we have all the shopping planned and know where we can look for any savings, we can go to the shops for our first planned shopping.

- *Who of you pay attention to promotions in shops?*

- *What are the most common reductions? How much are they? [We encourage them to tell themselves, that's it's usually given as a %]*

- *Great! Now tell me, for what products (food, cleaning products, stationery) the reductions are given as an actual price reduction?*

15 min.

[We made them aware] Often, when there is a promotion of a small value goods, the shop will announce the promotion as a percentage, because a reduction of 30% sounds more convincing than 1 zl reduction. Notice, that these are everyday products. However with more expensive goods, the promotions are showing in the actual price reduction i.e. households goods or cars. This is because a reduction of 500 zl may be only a small percentage of the actual price, which would not appear as attractive. So now we will learn to calculate the percentages so that we always know how much we can save in a shop.

Percentages - discussion with examples

We explain the concept of percentages

The calculation module will engaged participants into calculating various options in shops, orders and calculating profitability of human resources to achieved results. The first subject to discuss will be percentages.

A percentage (symbol of % from pro centum from Latin) - one hundredth of a certain size. If we want to calculate a percentage of a number, we have to put it in the format that we can use in the formula. Why? Because there are two categories of numbers. The same way that we can't add 3 apples to 5 pears and say that we have a total of 8 apples or 8 pears. The best way is to bring the apples and pears to one category and say that we have a total of 8 fruit. The same method we use with numbers. In order to convert 20% into a number, we move the commas by 2 places to the left. The number that we get is 0,2, which we can now use to multiply it by prices, quantities and weights.

In order to calculate a percentage of a number we need to:

- **Change the percentage to the fraction**

- **Multiply the received fraction by the number of which it is part.**

Example 1: Calculate 15% of 60.

[If work goes smoothly we give participants a few more examples of rates for the calculation referring to real life]

Discussion about example

Example 2

Chocolate costs 1.5 euros. Shop assistant offers you 20% discount. How much is the chocolate now?

Discussion about example

Individual tasks

Task 1

We want to buy new fridge in installments. Fridge costs 500 euro. When you buy the fridge, salesman gets amount of 10% of the value of the fridge and the rest of the amount is distributed into 12 equal installments. How much do we have to save per month for installments for fridge?

Solution Overview

10% of the refrigerator is 50 Euro. Monthly savings on installment 37.5 euro.

Gross and net price

We explain the topic to the participants in a simple and

It is important to note that if there is no key to calculate percentages on the calculator, we need to enter a modified number i.e. 10% we will enter as 0,1. We teach participants by a simple example how to calculate a percentage of a number. We write on a board while explaining. We start from the word percentage.

[You can focus on showing that 20% must be divided by 100 and the result is also 0.2 -> That way is recommend to do with a calculator. After explaining topic about percentages, we show how it is counted on a calculator. And then we show a simple example.]

Slide 8
Work with calculator
15%=15/100 on calculator
0,15 – we change percent into fraction
*0,15*60=9*

Slide 9
Work with calculator

15 min.

All task should be givet to the participant to do at home – app. 6

Slide 10
Work with calculator

[Thanks to these calculations, it will be easy for participants to add to the budget plan more

graphic way.

- *What is the net price (excluding VAT)?*

- *What is the gross price (including VAT)?*

- *What is VAT and VAT rate? (In each country it is an individual matter).*

If we notice that the topic is a clear move on to next tasks.

Task 2

Company X wants to buy a new copier in installments. Copier costs 1800 zł net (450 Euro net). When you buy the copier, seller gets amount representing 15% of the gross of copier, and the rest of the amount decomposed into 10 equal installments. How much company will have to spend on monthly of gross installment of copier?

Solution:

Individual for each country, depending on the VAT rate.

Steps to answer:

- Calculation of the gross price of copier

- Calculation of 15% of the gross price of copier

- Calculation of gross price of copier after paying to seller 15% of the value of copier

- Calculation of installment - dividing the remainder of the gross price by 10 installments

Task 3

You are the Specialist of Administration in a production company and as every month you do order for people in the office. Complete the table and give the gross contract value.

It is important to emphasize that this type of situations happen in every company, in every position and give meaning to this type of calculation, depending on the target audience.

To facilitate the calculation we should give them the direction – first it should be count the value of VAT, and then add this amount to the net value by typing the first gray column.

Summary

Question: *Is everything is clear und understandable?*

We emphasise and benefit of knowledge of percentage

items to know what possibility of spending money we have].

In that part we want to make participant aware the difference between net and gross price.. Companies often when giving the offer or rates on which they agree with the other contractors give net prices. It could be a big problem for person giving the order who is unaware that is net and gross price to calculate the real cost of offer. It is worth to give an example, that shows when participants will have the opportunity to place orders at work or when they will by contacting the contractors they with meet net and gross prices.

Slide 11
Work with the calculator

Slide 12
Work with the calculator

It is important to complete the VAT rate applicable to a given country.

15 min.

15 min.

5 min.

calculations - particularly in professional matters, but also the possibility of adding installments to the household budget.

Begginig – some joke

Presentation of the benefits of comparing of prices and volume of packages.

5 min.

Task 4

Your task is to order 12 kg of screws to the furniture store. Contractor offers you different packaging weight. Choose the most optimum opportunity and specify amount which furniture store will have to pay for the order. Prices are net (VAT amounts, eg. 23%).

[It should be recalled participants that 1 kg = 100 grams]

Solution overview:

The most profitable option is B, for 12 kg of screws price will be 21.60 [units].

[We continue to refer to the professional situation of participants, where often looking for the optimal price of the product we need to compare different packaging or weight of product. Similarly planning home shopping, it is worth comparing eg. the price of washing powder if more cost-effective is a large container or two small. In order to realize the possibilities of calculations we do another task with participants.]

Time pricing

20 min.

Slide 13
Work with the calculator

Questions:

-   *Who of you know how much it costs an hour of your work?*

-   *Who of you counts how much your action at home or at work are worth?*

-   *Did it happen to you to pay for your product or service much larger amount than usual just because it was provided or made an express?*

20 min.

Why am I asking about that? It is also said that time is money. Businesses today are willing to pay huge amounts for priority order. In such case there is responsibility of a person in charge for the order to calculate the cost-effectiveness of the implementation of such an order. Because, to do the job immediately often we must engage additional resources such as people or new machinery. Then it is important to calculate the cost-effectiveness of hiring new people. To test this let's do task 5.

Task 5

In a production company regular order is carried out by five employees during the six days working 8 hours a day.

Slide 14

Their rate for 1 hour is 5 euro . [The salary of employees is the cost]. For such an order company receives a payment 5000 euro. One day CEO of the company received a proposal to do this same job in three days for the payment of 7 000 euro. To do this order company should involve 8 employees working 10 hours in 3 days. Because it would be an exceptional order, rate per for employees would increase to 10 euro. Will be this solution cost-effective for the company? Will the profit (income – expense) be higher?

Work with the calculator

After calculations, we ask about the problems and solve them with the participants.

5 min.

SUMMARY + CONCLUSIONS

10 min.

What are your conclusions after this part of the tasks?

How can we transfer this knowledge on our budgets?

How can we use this knowledge to work?

BREAK	*15 min.*	*BREAK*

Module Three - bank accounts

5 min.

FINANCIAL TRIANGLE

Questions:

- *Who of you keeps the saved money in the "sock at home"?*

- *Who of you keeps the saved money in the bank?*

- *And who of you would like to see their savings growing quickly in a short time and have always been secure in your bank account?*

Here we hope to come for word he majority of people, because it will be the perfect beginning to the subject of the financial triangle.

The financial Triangle – Overview

The financial triangle refers to the choices of the bank account, insurance, policies or other types of systems enabling earning and saving money. It consists of three possible options to achieve in deposit money for the program:

- **Time -** the possibility of quick earnings, in a short time

[This part of the workshop is designed to show the participants the reality of saving and investing money. In the introduction we refer to the whole workshop. When we already know how to plan our expenses how do the shopping to save as much money as possible then comes that moment that we want to start to save our money that we collected. That is why the last part of the workshop will be about the economics and the rules of the market. IMPORTANT: the trainer should by your own to search the internet because in each country there are different rules on deposits and savings accounts].

35 min.

Slide 15

The purpose of this tool is to make participants aware that many companies or people persuaders for investment or

- **Profit -** means achieving large profit through contributions

- **Security -** we do not take any risk of loss paid / earned money

The principle of financial triangle is that there are never any of these three options together. Selecting two eliminates the possibility third one. For example: if you want to earn big amount of money (PROFIT), in a short time (TIME), you have to have the risk awareness, that the transaction may fail. Such case concern gambling or the stock market, where the risk of losing money is very high.

When our goal is to earn money in a short time (TIME) and security the money (SECURITY) we have to accept that in this case the profit will not be large. A perfect example of this situation is short-term deposits and savings accounts, where the savings grow with very small amounts.

In the third situation, when you want a large profit (PROFIT) and the security of our money (SECURITY) we have to take into account   with long waiting period. Therefore, a short time never comes into play. Such case is long-term deposit and real estate investments. In that case, assume that it was a big investment, first we expect return on investment and then after a long period of time we get a clean profit on investment.

Questions about their own examples.

<u>DEPOSITS</u>

Examples topic:

- The obligation to deposit a minimum amount

- Storage of money (develop topic about on the long-term and short-term deposits)

How to calculate the interest rate (usually given in per year) - a profit

Example: You can start dividing the interest rate for a given period of time (we assume that it is always given in per year)

If we want to calculate the rate per quarter we should divided by 4 (because there are 4 quarters per year)

If we want to calculate the monthly rate we should divided by 12

If we want to calculate the rate per day we should divided

savings program can cheat them. Often they promise high profit in a short period of time and at the same time guaranteeing 100% security of storage. As a result, the participants will be able to make decisions with full awareness.

This topic should be very clearly and simply explain to the participants that they will be aware of decisions that they make.

35 min.

Brainstorm
App. 7 for participants
Slide 16
Use the Internet

by 360

It should be emphasize that if we have deposit for 23 days we should multiple calculated interest rate for one day by 23 days (rate of investments for 1 day x 23) – it gives us the exact rate for the period of our deposit.

15 min.

The amount invested in the deposit should be multiplied by the calculated interest rate.

15 min.

Possibility of profit

You can use the theory of financial triangle – presented.

SAVINGS ACCOUNT

5 min.

Trainer discusses the differences between a savings account and deposit. [It is worth to mentioned about the different about in ability to draw and pay cash].

SELECTION OF ACCOUNTS

When participants know what possibility they have in investing money, it is good to facilitate them choices between the proposition of different banks. To select the adequate bank account for themselves they should answer some basic questions (see Appendix).

Homework Interactive

The task for the participants is to find the most beneficial for them bank account after the answer yourself on the questions above and on the basis of current offers on the market. The answer with the explanation 'why they think like that' should be sent to the trainer during the week after the training.

Important to ask whether everyone has access to the Internet - not get past this task.

BREAK   *10 min.*   *BREAK*

Exercises on deposits, savings accounts

50 min.

[This last part will be based on exercise to transform acquired theory into practice.].

Task 6

Division into two groups

You have a capital of 10 000 euro and you want to locate it for 60 days. In two banks interest rate is the same - 15% per year. Which deposit is preferred if:

- Bank 1 as the year assumes 360 days

Division into 2 groups - group work and presentation of the results to others.

Slide 17

- Bank 2 as the year assumes 365 days

Mathematical formula:

$$\frac{\textit{the number of days deposits} \times capital \times interest}{\text{number of days in the year according to the bank}}$$

Solution: More preferred is the option of the Bank 1. This gives us more by 3,42 euro.

Presentation of results and common solution.

Task 7

Which deposits is preferred if you pay 1500 euro?

First payment - for 3 months with annual interest rate of 3.10% and second payment - then received money again for three months at an year interest rate of 3.10%

A one-time payment for 6 months with annual interest rate of 3.35%

Solution: The more profitable is one-time payment for a 6-month deposit.

Presentation of results and common discussion.

SUMMARY + CONCLUSION OF THE WORKSHOP

Questions:

- *What are the 5 most important (basic) categories of expenditure?*
- *What are the possibilities for saving money?*
- *What is the difference between gross and net price?*
- *What are the most important aspects of the election bank account?*
- *What are your conclusions?*
- *What was the easiest / hardest?*
- *What can you share with others?*
- *What' are you going to used at work?*

SUMMARY

- Purpose of training
- The benefits of training
- An element which attracts attention by using 'the loop', which is a reference to the beginnings of our workshop.

Do you remember John with stories at the beginning of the

20 min.

[depending on the remaining time - better get past one task and leave time for conclusions and summary]

Slide 18
Division into two groups

[In this section motivate participants to the active summary. We ask them questions in order to recall the knowledge they learned and preservation. If we see that it is hard for participant to find some examples we help them - we give examples of situations from private or professional life where they can transform the knowledge they learned into practice].

workshop? When he changed his habits and started to put aside more money? It happened when he took matters into his own hands and started to act. Similarly You – you can change something in your life only if you try to test what you have learned on this training. Because, as Einstein said ...

'Insanity: doing the same thing over and over again and expecting different results'.

The most important thing is that you were not afraid to use the skills that you have learned during this training. Do not bury your talents deep in the ground as servants in the first of our story, because it will go to waste. Begin to use what you have, and your knowledge quickly will give you the unbelievable profits.

STORY

Three Bedouin lost in the desert. In one moment it comes terrible sandstorm, which caused that they totally did not know where to go. Suddenly they heard a very loud voice that tell them to put to their sack as many stones as they consider appropriate and then for three days to walk ahead. After 3 days, they have reach the oasis, and when they opened their sacks the voice tell them "you are sad and happy at the because of respect for supernatural phenomena one of them threw two small stones, the second one three stones, and the third one small and one larger stone. Then for three days they traveled until they came to the oasis. When they crossed the gate of oasis, they looked into his sacks and saw purest and most sincere diamonds. And actually they were sad and happy at the same time. They were happy, because in a very simple and quick way they became rich. They were also sad, because when they have an opportunity they did not listen to the voice and did not take more stones. And the same is with this training and tools that we have showed to you. You can pass them without paying any attention to them. But you can also pick them up You can, however, after not stoop down, pick up and wait for change in the purest, truest and most sincere diamonds. It up to you whether you are going to be like Bedouins in the desert or you are going to do the opposite.

IMPORTANT

UNIT 3: LEARNING TO LEARN

This training course was designed on a storytelling method. Life-long learning is compared to a journey. Each part of the training course contains elements of inspiration, motivation and practical use in everyday life.

The training course is based on the following methods:

- storytelling
- discussion
- lecture
- interactive lecture
- creative exercise
- game
- using new technology (e.g.movie)
- brainstorming

Group description and special needs

Socially excluded people for various reasons can be separated from educational activities / training. Depending on the type of exclusion- they are in "a lost position" in regard to others. Often they are without the support of ambience- they have to cope with reality by themselves. Persons excluded may be characterized by rebellion and distance from the presented training content. Therefore, materials must be closely connected with their life- not to be pathetic and turgid. It is important that the proposed exercises are used and suited to their needs. Activities shouldn't be too simple, but challenging at the same time- to let them feel that they are important, their stories are important and that each of them can learn better. It may be that for some participants / or all group training classes are one of the few in which they have participated for a long time. So it is also important to encourage participation in training, to show the benefits of its amount. Due to the limited time we have to remember that the main aim of the training is not to teach each individual how to learn- only inspire continuous and daily increasing of knowledge and skills. In addition, the key is to ensure a variety of exercises, in order to prevent the fatigue of the participants. Participants on this training course come with a variety of problems, dysfunctions, which are sometimes their only benchmark. Their well-being is determined by the situation in which they are. The training will show the participants that they can lead their life on other tracks. In addition, leading the training should take into account factors relevant to learning for adults.

Aims of the training

Main purpose: Inclusion in the life- learning process among socially excluded people.

The training course helps the group in self-inclusion and shows different factors of learning, development and creation of future.

Detailed purposes:

 a) Getting to know the theory of learning and its practical use

Participants know theoretical aspects of learning (andragogy), but with practical content to everyday life. Exercises and tasks are suited to their special needs.

 b) Implementation of different tools, which help in learning

Participants benefit from simple tools, which help them in learning, creating future, planning and being inspired and motivated

 c) Showing of factors influence on everyday learning

Participants get to know about their motivation, purposes, learning styles, talents.

The training course uses basic training materials- flipchart or whiteboard, pens/ markers, pencils, sheets of papers, post-its etc. Lots of training sheets are prepared and available in appendix (Power Point Presentation). It is necessary to prepare Power Point/ Prezi presentation.

Needed are: a PC, a slide projector. During the training course it is predicted to display movies from TED platform (www.ted.com)- Internet access is not obligatory, but welcome.

IMPORTANT: You need a roll of toilet paper for 1 exercise.

Training content

Learning is a treasure that will follow its owner everywhere
Chinese Proverb

Adult learners

Source: *http://constructivismetec522.pbworks.com*

Factors which affect adult education

need to know why (what is the purpose)

learn best when the subject has for them an immediate value

understand and recognize the values

Factors which affect adult education

can make a mistake

they define the goals

approach to learning how to solve problems

learning - based on thair experience
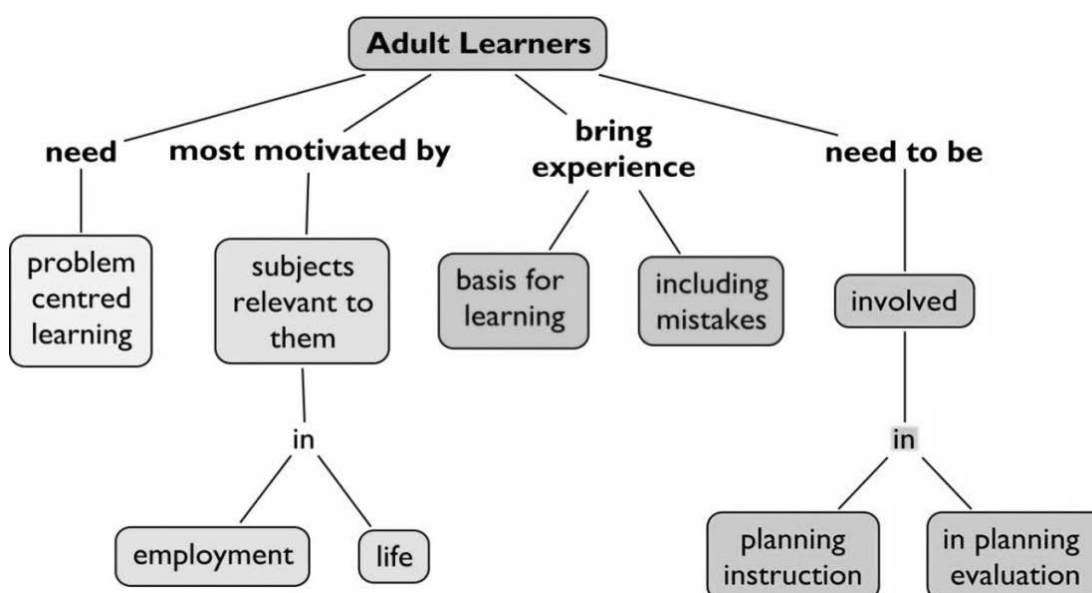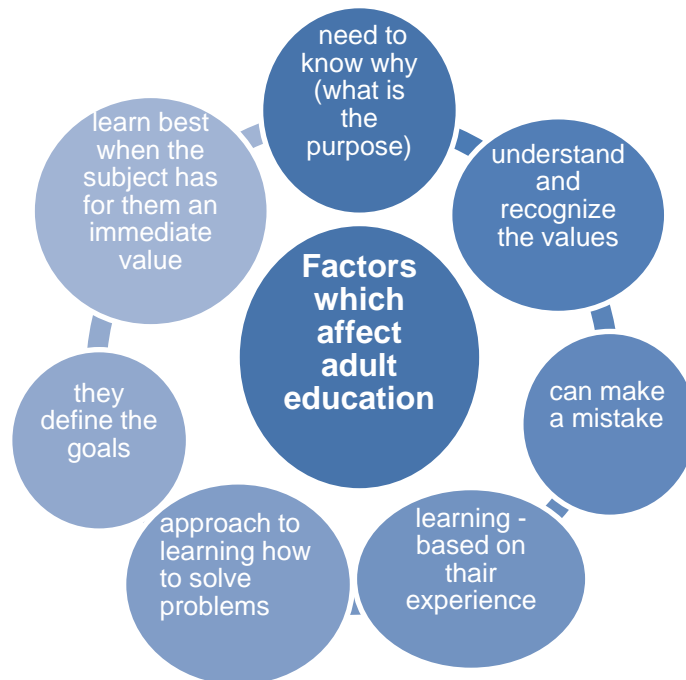
Below, you can find some important clues to working with adult people:

Important!

Use personal experience as a resource.

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing.

Motivation to learn in adulthood is usually voluntary. It's a personal choice to participate in extra classes. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

- Provide breaks, comfortable circumstances

- Use time effectively and efficiently

- Provide a quality,well organized, product

- Remember about experience

- Avoid jargon and don't "talk down" to participants

- Request feedback on your work, assumptions, or ideas

- Choice of words (different cultural backgrounds)

- Provide overviews, summaries, examples

- Use stories to link theory to practice

- Discuss/plan for direct application of new information

- Use collaborative, authentic problem-solving activities

- Remember about using less theory, more practice!

- Remember about age, experience of adult learners

- Be creative and outdistance in thoughts

References:

T. Robbins, Awaken the Giant Within

T. Clark, A. Osterwalder, Business Model You

E. De Bono, Six thinking hats

F. Selim, Digital Learning: Strengthening and Assessing 21st Century Skills

R. Florida, The rise of the creative class

J. Vella, Learning to listen- learning to teach

M. Rose, Back to school

C. Gardner, Start where you are

T. Buzan, Use both sides of your brain

https://www.ted.com/

http://psychology.com/

http://www.businessballs.com/

http://www.simplypsychology.org

http://en.unesco.org/

http://www.etsu.edu/etsuhome/

http://odessa.edu/

http://www.poverty.ac.uk/

Lesson Draft	Duration	Auxiliary materials

DAY 1
Does theory of learning influence on reality? Learning and me?

10.00-16.30

Competences delivered by this toolkit (unit 1+ unit 2):

- self-inclusion to life-learning process

Activity 1: Introduction

10 min.

Clue: Dear trainer, please be mysterious and fascinated about what you are talking. Remember about storytelling method.

Part 1: Hello/ Good morning, I'm …. I would like to invite each of you on a journey. Not so long, but very important in life. This journey is called life learning. Would you like to join in?

Part 2: After that ask each of participants if they want to be on first name terms with you. If not use polite collocation.

Activity 2: Expectation overview and ice-breaking challenge

20 min.

A flip chart or white board, markers,1/2 roll(s) of toilet paper

Part 1: Understanding your participants expectations of the course Make sure you know what your participants expect from this course.

Use for: Introductions at a meeting, to understand what every participant is expecting to learn from the class or gathering.

Instructions: Write expectations at the top of a flip chart or white board. When it's time for students to introduce themselves. For this part you need a toilet paper. Ask participants to take as much pieces of toilet paper as they need. But do not tell the purpose. The leader of the meeting takes the roll of toilet paper and pulls off several squares before handing the toilet paper to another person and asking them to do the same. Once everyone in the room has taken some toilet paper, everyone counts the number of squares that they have and then tells everyone in the room that many things about themselves. For example, if someone has three squares, they share three

things about themselves.

Clue: Summarize activity. Say about importance of each person and uniqueness of their own life story.

Part 2: After that thank participants and start explaining that expectations are powerful, and that understanding them is key to the success of any course. Tell the group that you would like them to:

-   share their expectations of the group and training

-   add a wild prediction of the best possible outcome should their expectations be met. Ask them to be as specific as possible, and encourage silliness or fun.

Activity 3: What are we talking about? Learning of adults- introduction to the topic. Pedagogy vs Andragogy **Introduction:** Owing to the fact that each journey needs to be prepare –now I would like to tell you about theoretical aspects of learning in education terms. It helps you better understand the meaning of training.	*10 min.*	*Display this part with definition from Power Point presentation, slide no 2.*
Activity 4: Definition of "adult learner"- exercise for participants. **Exercise for participants:** Please write a one sentence definition of "adult learner". How would you define that expression? The task is important, and in order to successfully complete it, you need to give participants post-its. In between draw on the flipchart the outline of a human body. The time for this exercise is about 5 minutes. Clue: Thanks for doing the exercise. Collect all postits, then stick all on flipchart and outline of body. Summarize activity. Present next part.	*5 min.*	*A flip chart or white board, markers, block of stick-on's, pencils, pens, crayons.*
Activity 5: Adults learner told the theory of learning **Introduction:** At this moment, let's check what a adult learners say about the theory of learning.	*5 min.*	*Display this part with definition from Power Point presentation, slide no 3.*
Activity 6: Andragogy model Clue: Compare exercises- theory vs. "practical life".	*10 min.*	*Display this part with definition from Power Point presentation, slide no 4*

Make a discussion with participants.

## Activity 7: Why do we learn? Based on the Four Pillars of Education by UNESCO	*10 min.*	*Display this part with definition from Power Point presentation, slide no 5*

Introduction: Each journey carries something special- sometimes this is meeting, views, new people, souvenirs. Education and learning also have something special- it is a treasure based on the Four Pillars of Education, described in Chapter 4 of Learning: The Treasure Within, Delor's Report, there are…

Clue: Prepare a presentation. Display the four pillars and then ask the questions.

## Activity 8: Exercise for participants: Encourage participants to tell their experience:	*10 min.*	*Clue: Collect answers from about 3 persons. If nobody want to say something, tell about you and your experience.*

- What do you think about these pillars?

- Why should we learn?

## Activity 9: Introduction: Now, we have to know what are we learning for.	*10 min.*	*Clue: Prepare small piece of paper* with printed unfinished phrases.*

Exercise for participants: I'll give you worksheets with unfinished phrases, please complete the phrases using maximum 10 words.

Tell about 5 minutes for making exercise. Encourage a couple of people to share and read their answers.
*avaible in Power Point Presentation- slide no 6

## Activity 10: How we learn?- Dale's Cone of Experience	*10 min.*	*Display visualisation from Power Point presentation, slide no 7.*

Introduction: Dale's Cone of Experience is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized that learners retain more information by what they "do" as opposed to what is "heard", "read" or "observed". His research led to the development of the Cone of Experience. Today, this "learning by doing" has become known as "experiential learning" or "action learning".

Source: www.etsu.edu

Coffee break   *15 minutes*

Activity 11: Inspiring movie

On each journey we meet new people, let's know closer an amazing man, the following movie will help us …

Clue: Before you play tell your participants, watch it on your own. Make questions for discussion with participants.

25 min .

(Display movie)
Linked in slide no 8.
Clue: Remember about suited subtitles! Movie is going only by access to the INTERNET. If you don't have source-download movie before course.

Activity 12: Summary and discussion about movie

10 min.

Activity 13: Kolb's learning theory

20 min.

Display visualisation from Power Point presentation, slide no 9

Introduction: David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences. Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is an effective as a learning procedure on its own. Kolb's learning theory (1974) sets out four distinct learning styles, which are based on a four-stage learning cycle (see above). Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual. Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or

two separate 'choices' that we make, which Kolb presented as lines of axis, each with 'conflicting' modes at either end: A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it).

Source: http://www.simplypsychology.org/

Activity 14: Style of learning

Introduction: Three of your senses are used in learning, storing, remembering and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic styles and to be able to identify them in others.

20 min.	*Display table of learning styles* on Power Point presentation- slide no 10*

Coffee break — *15 minuti*

Activity 14: Test for participants- my learning style

<u>Clue</u>: Explain purpose and effects of exercise. Be precise.

- Familiarize oneself with the test before you print it for training course.

- Test contains 2 different exercises.

- Test is printed on 4 pages.

- Print 1 set for 1 person

- Each participant has to solve test by himself.

Test is available in separate file (.pdf) attached to training materials and linked in PP slide no 11.
Provide pens, pencils.

Dinner break — *45 min.*

Activity 15: The art of goals

45 min.	

Introduction: What is a goal?

Exercise for participants: Start brainstorming with participants- ask them: What is associated for you with word "goal"? Just one word, the first idea.

<u>Clue</u>: Write all answers on flipchart. Summary.

Flipchart/ white-board, pens, markers
Display visualisation of goals from Power Point presentation, slide no 12

Amplification: When you travel, you need a basic plan connected with your forecast for spending free time, eating, sleeping… How does it work in life? The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some of which we've included in parenthesis).

SMART usually stands for:

S – Specific (or Significant).

M – Measurable (or Meaningful)

A – Attainable (or Action-Oriented)

R – Relevant (or Rewarding.

T – Time-bound (or Trackable).

For example, instead of having "to travel around the world" as a goal, it's more powerful to use the SMART goal "To have completed travelling around the world by December 31, 2015." Obviously, this will only be attainable if a lot of preparation has been completed beforehand!

Following broad guidelines will help you to set effective, achievable goals:

- State each goal as a positive statement – Express your goals positively – "Execute this technique well" is a much better goal than "Don't make this stupid mistake."

- Be precise: Set precise goals, putting in dates, times and amounts so that you can measure achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.

- Set priorities – When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.

- Write goals down – This crystallizes them and gives them more force.

- Keep operational goals small – Keep the low-level goals that you're working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for

reward.

- Set performance goals, not outcome goals – You should take care to set goals over which you have as much control as possible. It can be quite dispiriting to fail to achieve a personal goal for reasons beyond your control! If you base your goals on personal performance, then you can keep control over the achievement of your goals, and draw satisfaction from them.

- Set realistic goals – It's important to set goals that you can achieve. All sorts of people (for example, employers, parents, media, or society) can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions.

    It's also possible to set goals that are too difficult because you might not appreciate either the obstacles in the way, or understand quite how much skill you need to develop to achieve a particular level of performance.

Activity 16: Curiosity for participants:

Not the only goal…Remember about your dreams! Create a bucket list- inspire your participants! I want you to watch a movie about two terminally ill men escaping from a cancer ward and heading off on a road trip with a wish list of to-dos before they die- "The Bucket List":

http://www.imdb.com/title/tt0825232/

| | 15 min. | *Clue: Trailer is available in Power Point Presentation, slide no 13* |

Activity 17: Exercise for participants:

You come to know about dreams of different people- on working with your partner create for your main character a list of 3 SMART goals, which help him/her to achieve what they want. Be precise. Use narrative as "I"..

| | 20 min. | *Clue: Print contents of slide no 14.*
Divide couples to work on 1 dream. Be present and open-minded. Show, how to learn and to draw conclusion from every day activities.
After the expiry time, come to each of the group and check their answers. This fake stories are better and safer to use than real story of participants. They need to feel comfortable and safe. |

Exercise 1: Modern learning

In order to strengthen technological skills to ask participants for preparing one example of application or

| | 10 min . | **Clue: Before homework ask each participants if she/ he has got Internet access and connection and smartphone- if somebody does not have-* |

website, where they can learn online according to their abilities, interests, needs. Each of them has to find one example (application for smartphone, website, online course etc.) and next day present that to other beneficiaries. They should prepare 1 minute recording (encourage them to use their cellphones/ smartphones with recording function) includes basic information like:

- What is it?

- What is it used for?

- How does it work?

- Why did I choose it?

share participants on small group with at least one person who has got required tools. If nobody has got tools- prepare on next classes examples of that kind of applications and websites and point out places in local way, where they can use Internet and computer for free.

DAY 2
How to use education in everyday life?

10.00-16.00

Lesson Draft	*Duration*	*Auxiliary Materials*

Activity 1: Warm-up activity!

10 min.

Introduction: Tell a story. just imagine that you are on a beautiful beach, the sun is shining, the water is dancing with the wind but you realize that… it is not a common island,- it's a deserted island. So. If you were marooned on a deserted island, who would you want with you?

Instructions: Give people a minute or two to think about this question: If you were marooned on a deserted island, which three people would you want with you? They can be dead, alive, or imaginary. Ask participants to introduce themselves and share their choices with the group. Start with yourself so they have an example.

Example: *Hi, I' m Jack. If I were marooned on a deserted island, I would want Alex with me because he's smart, strong, and fun, and I love him. He would know how to make a shelter and find food, and we'd have wonderful conversations.*

Activity 2: Summary of yesterday's activities

15 min.

Clue: Ask participants:

- What was interesting for them?

- Is there one idea/ one thing in mind which they remembered from yesterday?

- Are there any questions about yesterday?

Activity 3: What is helpful in learning?- about motivation

30 min.

Introduction: Get motivated!

What is motivation? Motivation may be simply defined as:

- The force that induces individuals to perform

- The factors that influence human behavior

   (Display this sentence on Power Point presentation)

Clue: Say about Intrinsic and Extrinsic Motivation. Use for it a table available slide no 15. Then show motivational question (slide no 16). Explain, give examples of that suited to life of your participants. You know them better than on the first day, so be creative- make a short story about it.
Display also they on Power Point presentation. At the end of exercise give to each of participants one, motivational quotes from appendix no 2.

Coffee break 15 min.

Activity 4 : Circle of life cohesion

45 min.

Clue: Explain elements of circle*, give examples of thissuited to life of your participants.

*Vision: Defines the optimal desired future state - the mental picture - of what an organization wants to achieve over time; provides guidance and inspiration as to what an organization is focused on achieving in five, ten, or more years. (Source: psychology.com)

* Mission: Defines the present state or purpose; Answers three questions about you -WHAT I do; WHO I do it for; HOW I do it. (Source: psychology.com)

* Values: When you define your personal values, you discover what's truly important to you. A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices.

Source: mindtools.com.

Display visualization* (Circle of life cohension) from Power Point presentation- slide no 17
Clue: Ask participants for example of values. Listen and collect answers. Then give to each participant a list of values, which they can use and draw on. List is available on slide 18.

Activity 5: Summary of exercise:

15 min.

Why is it so important?

Cohesion helps us to live according to our internal choices and motivation. We are sure that what we are doing is suited to us not to others. That is a clue.

Clue: You can say something from your life. Be open-minded. Turn participants on to ask the questions.

Activity 6: Me and my life- the best script

45 min.

* Exercise is available on slide no 19

Introduction: The exercise is aimed at creation of life script for participant. It is based on Business Model Canvas (Source:

http://www.businessmodelgeneration.com/canvas/bmc).

This model is used to plan the future in companies, but also includes an essential condition for planning a life/daily routines and solving problems

Clue: Explain purpose of activity. Give an example of doing and solving parts of exercise.

Exercise for participants: An exercise* based on Business Model Canvas was prepared for each person. Give to each participant. Encourage them to fill the table according to their life, experience and values. Propose to imagine a situation and create answers based on it.

Dinner break   *45 min.*

Activity 7: Finding a talent:

30 min.

Link to movie is available in slide no 20
Clue: Before you play movie your participants, see its by your own. Make your questions.

Japanese yo-yo-er BLACK tells the inspiring story of finding his life's passion, and the difficult path he took to become world champion. He closes by sharing his newfound skills with the audience, bringing his journey full circle. Let's know with him:

Activity 8: Brainstorming with talents

15 min.

Introduction: Each of us has prodigy. Brainstorming with the participants what kind of talents they know. Write all answers on flipchart. Then encourage participants to take a paper and pen and do "Fast- talented date". The task is to achieve find talents in each of participants. Each person has to talk with another person for 60 seconds about his/her talent. Each person has to talk with other

participants. As a trainer, you can suggest questions like: What's your talent? What do you like to do? What's your latest achievement? Task will be finished when all participants talk with everyone.

Activity 9: Life challenges by WIOSNA- get inspired!

The measure of a person is the challenge which they take on

(Display this sentence on Power Point presentation)

What kind of challege in WIOSNA meaning?

Winning

Simple

Fitted to our life

Making joy

Daily

(Display this part on Power Point presentation. Add connected pictures)

Change your thinking- no fish, no fishing rod- but mentality of fisher. That helps to find a manner for solution not just to get a tool.

(Display this part on Power Point presentation. Add connected pictures)

15 min.

Clue: Ask participants what challenge means for them? You can ask only for the first association- one word. Encourage to answer everyone.

Activity 10: Exercise:

Get 1 sheet of paper for each participant. Slide no 21 contains contour of tree with features of WIOSNA's person.

15 min.

Clue: Describe this tree and please for making branch connected with main motto. Raise a questions- eg.what individality means for you? Make something like mind map. Assist participants. Show example on flipchart.

Coffee break

15 min.

Activity 11: General conclusion:

So we've finished our journey. You have competences in self-inclusion to life-learning process. You know the theory of learning and its practical use in everyday life. You can establish purposes, motivation, values. Also you can plan and anticipation. Your attitude will be change to more active, oriented on purposes, challenging. Now, I give you

15 min.

Clue: Give each of participants picture from slide no 22 Ask for write out (on stick-on) what they are gained then stick on the chest. Thanks for participation. Ask for questions.

a chest- please write what kind of treasures you will take from this learning to learn journey.

Exercise 2: Learning for me- learning for others

15 min.

In order to strengthen integration and force of group stimulate participants to create: group on Facebook/ mailing group

Where they will exchange information about local events, interesting things to do, motivational links, books, music and other matters, which they want to share among group. It is important that they should invite to group at least one person from their nearest environment- it influences on learning together process.

UNIT 4: SOCIAL AND CIVIC COMPETENCES

Duration: 18 hrs

Description of competences:

Social and civic competence is mentioned by European Parliament as one of the Key Competences for Lifelong Learning (2006/962/EC). Social and civic competence include personal, interpersonal and intercultural competence and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. The main aim of the training is to equip each participant with social and civic competence (understood as it written above) during 18-hours of sessions.

In order to accomplish the main goal of training in such a short time, 3 specific competences were chosen to develop.

Competence: TEAMWORK
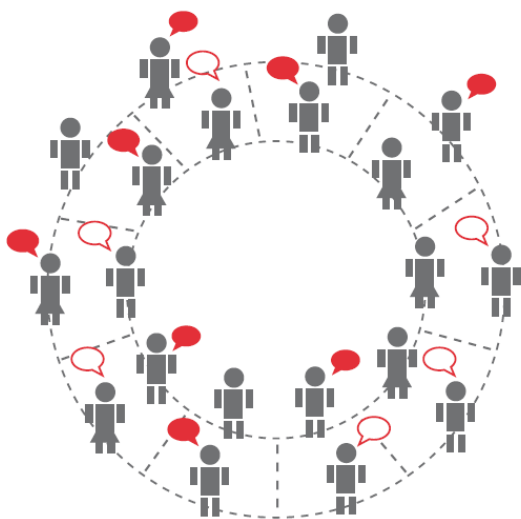
- Knowledge: The participant knows the roles that people play in the group and understands the relationships between them.

- Skills: The participant is able to cooperate with other people, often different from himself.

- Attitude: The participant is open to cooperation with other people. He/she interacts consciously with others.

Competence: ENTREPRENEURSHIP

- Knowledge: The participant knows what entrepreneurship is and what qualities characterize entrepreneurial people. She/he knows the methodology of SMART goals

- Skills: The participant is able to assess whether she/he is enterprising and able to set herself/himself ambitious goals according to the SMART methodology.

- Attitude: The participant is open to change; she/he sees it as an opportunity and not as a threat.

Competence: TIME MANAGEMENT

- Knowledge: The participant knows at least one method of managing their own time.

- Skills: The participant is able to plan a week, to assess the importance and urgency of the tasks to be performed.

- Attitude: The participant recognizes the value of time planning and would happily apply the tools.

SESSION 1 – DAY 1	6 hrs	
Lesson draft	*Duration*	*Auxiliary Materials*

Introduction

	5 min.	*Flipchart with written agenda*

Training should begin with greetings, short presentation of the trainer and a brief presentation of agenda. Both greetings and agenda should start every training day.

Game: Let's get to know each other

25 min.

Divide the participants into two equal groups and ask them to create two circles. One circle should be created within another, as is shown in the picture below. People in the inner circle should stand facing the people in the outer circle, such as those of the outer circle should stand facing to those in inner circle. The result should look like.

Every time, there is 1 minute to talk with the opposite partner on a specific topic, given by you. Proposition of topics for conversation (you can use your own):

Tell me something about yourself.

What great movie have you recently watched?

What is your favorite animal and why?

What would you do if you won a million dollars?

What would you like to learn during this training?

Where would you like to spend your dream vacation?

After one minute, stop the conversation and ask participants in the outer circle to move to the next person on the right. Repeat this as many times as you deem appropriate, but no longer than 15 minutes.

The Contract

15 min. — *Flipchart – papers and stand, color markers*
Scotch tape

It is worth at the beginning of the training to agree certain rules, which you will follow during the module.

1. Ask participants whether there are any rules which they would like to agree and add some of yours:

- We are not afraid to ask questions - each question is important.

- We are open to the point of view of others, even if it is different than ours.

- We turn off cell phones.

- We actively participate in the training.

- We do not interrupt when another person is speaking.

2. Write down the contract on a large piece of paper and hang it in the room in a noticeable place. If any of the participants breaks the rule, remind them of the contract.

Coffee Break — *15 min.*

The triangles

1,5 ore — *Colorful sticky notes*

1. Prepare colorful sticky notes. It should be 2 times more notes than participants. Exactly 3 sticky notes must be of the same color. Then mix the sticky notes and give each participant 2 sticky notes of different colors.

IMPORTANT:

If number of participants prevents creating triangles, you can ask participants to create pairs. Then, there should be 2 stick notes of each color.

2. Persons who have received a sticky note in a particular color are the sides of a triangle. As each has received two cards, each person is a part of two triangles at once. Ask participants to visually find their partners.

3. Ask participants to spread out around the room and then to visually find their partners.

4. The participants' task is to create equilateral triangles from themselves. This means, that distance between individuals in a particular color should be the same. This condition must be met for both triangles simultaneously.

At this point, the participants begin to move. Every time when they manage to fit in one triangle, they break down the second. The task lasts as long as a group reaches an agreement and create triangles properly.

5. After the participants succeed, congratulate and ask them to sit down.

6. Ask participants about their reflections after the task. What they felt during his performance? What was difficult? What determined the success?

7. Ask participants if they can think of life situations where their decision, behavior affects others. In what situations do they depend on the decisions of others? Discuss it.

LUNCH BREAK	*1 hrs*	-

Warm-up game: Which month are you?

15 min.

-

Ask participants to stand up. Their task is to set out in a line, from a person who was born in early January to a person who was born on the latest day of December. Year of birth does not matter. They cannot speak during the task, so they need to find a different way of communication. Check, after they say that they are ready.

Belbin Role Test

1 ora 45 min.

Annex no 1 Belbin Role Test – 1 copy for each participant

Flipchart – papers and stand, color markers

Scotch tape

This part of the training is a BELBIN TEST, concerning the roles in the team. All materials you can find in Annexes.

1. Give each participant a copy of a Belbin Test and a pen. Explain that in the test, there are 7 main sectors (numbers 1 - 7). For each of them, a participant has 10 points which need to be distributed among the various statements (a - h) located in the sector. Then he/she should assign points of these statements that describe best his/her behavior or feeling or to them. In extreme cases, participants can distribute them equally among all the statements in the

part, or to allocate all 10 to one.

2. Wait at least 15 minutes, until each person solves a test.

3. Distribute among participants the paper with two tables for answers. Ask participant to rewrite points to the first table, and then to assign them correctly to the second table. At the end, participants should summarize the points in each category. The category which received most of the points, is the role that the participant frequently adopts in the team.

4. Give participants descriptions of all roles and wait until they read.

5. Ask participants about their reflections. Are they surprised by the result? Did anything disappoint them? Encourage everyone to share the role which was the result of the test.

6. Ask each participant: *imagine that you are working together with ... (here suggest any role other than the participant). What will be good for you in this cooperation? What is difficult?*

Summary

30 min.

Ask participants what they've learned that day, do they have any reflections and whether they have any more questions. If they do, answer them. Make sure that every person speaks.

SESSION 2 - DAY 2

6 ore

Lesson Draft	Duration	Auxiliary Materials
Introduction Say hello, introduce the agenda of the day and tell the participants about the theme. The previous day was about cooperation with others, often with people different from us. They influence us. But also we have an impact on others. Therefore, it looks like our life depends not only on others, but most of all, on our decisions and behavior.	*5 min.*	*Flipchart with written agenda*

Game: Animals

Prepare small pieces of paper with various animals, eg. an elephant, a cat, a mouse. Each participant takes (without looking) A PIECE of paper and must (without using words) find other people who took the same animal. In this way, PARTICIPANTS split into 3 groups. If there are more participants, draw more animals - as many as groups you need.

10 min.

Small pieces of paper with names of animals

What is entrepreneurship

People work in groups. Give each group 2 large pieces of paper and a marker. Then ask a question:

What do you think: what features does an enterprising person have?

1. Ask participants to write down their answers. After 10 minutes ask the second question and again - wait 10 minutes.

Why is one person entrepreneurial and another not? What characterizes people who are not enterprising?

2. Ask participants to present their work. Each group should discuss their sheets and then hang them in the training room.

3. Summarize the work of all the groups, select the features that are most often repeated.

4. Encourage participants to assess themselves on a scale of 1 to 10, how much they are enterprising. The score they can write down on a sheet of paper. They do not have to speak aloud their assessment. It is important to have made self-reflection.

Next 2 modules are the way to become an enterprising person – to set ambitious goals and to be open for change that is going to happen.

1 h

Flipchart – papers and stand, color markers

Scoch tape

Ream of paper

Coffee Break

15 min.

MY GOALS

An enterprising person is one who knows what she/he

1 hrs

Flipchart – papers and stand, color markers

wants to achieve.

1. Participants work individually. Give each person a piece of paper and ask them to write down 5 things that they want to achieve over the next 5 years. It is important that these things depend on each person and not on others. Ensure that it won't be needed to read aloud what they write down.

Scoch tape

Ream of paper

2. Present the idea of SMART GOALS. S.M.A.R.T. is an acronym for the 5 steps of specific, measurable, achievable, realistic, and time-based goals. It's a simple tool to go beyond the realm of fuzzy goal-setting into an actionable plan for results. Successively, write on the blackboard each letter and discuss what it means.

S – specific. This means that the goal is precise, clear, understandable and clear to all those involved in its realization. *What exactly do I want to achieve? What does this mean in concrete terms for me?*

M – measureable. This means that it allows explicit statement whether it has been achieved or not. *How do I know that I achieved the goal?*

A – achievable. This means that it is an important step forward and has a specific value for those who will pursue it. *Will it be easy or more difficult to achieve? Is it big challenge for me?*

R – realistic. Too ambitious a goal reduces faith in its achievement and therefore the motivation for its realization. The unrealized goal may discourage taking on further challenges. *Do you think that this goal is achievable?*

T – time-based. In an exactly specified period. In the case of long-term goals you should also determine the time of the later phases.

3. Ask participants to look again at their goals and try to reformulate them according to the SMART methodology. Ask for their reflections, and if anyone would like to share a goal "before" and "after".

LUNCH BREAK   1 hrs

15 min.   *Flipcharts*

Warm-up game: Devils on the head of a pin

Put down on the floor two large sheets of paper (e.g. flipcharts). The group's task is to fit the largest possible

number of members into a limited space. They cannot stand outside the sheet of paper. Remember about people with disabilities - they can participate in the exercise too!

Who stole my cheese?

45 min.

Overhead projector, screen, extension cord, laptop with internet access

Play the movie:
https://www.youtube.com/watch?v=91YxXk3fmw8

If you don't have a computer with Internet access, download the movie before the training.

IMPORTANT:

The movie is in English. If there's anyone who doesn't speak English – be a translator!

Small pieces of paper with "life change"

1. Divide people into the same groups as they were working in the morning. Ask half of the groups to write down on the sheet of paper all features which characterized men and their approach to the change. The other half of groups ask to characterize mice in the same way. After 15 minutes ask all groups to present their work and discuss it.

2. Ask participants to stay in their groups. Each group is given a card with some "life change". Ask the group to imagine that this change is happening in their lives. Their task is to figure out as many ways as it is possible to react to it and transform the problem into a success.

Proposition of "life changes" (you can use your own)

- The boss fired you.

- You get promoted, but you need to move to another city.

- Your fridge broke down, so all the food is bad.

- You're on vacation and somebody stole your camera.

- Your five-year-old son fell ill with chicken pox and infected the whole family.

Ask every group to share their ideas. Other groups can add their solution to each problem.

Summary	30 min.	

Ask participants what they've learned that day, do they have any reflections and whether they have any more questions. If they do, answer them. Make sure that every person spoke.

SESSION 3 - DAY 3

6 hrs

Lesson Draft	*Duration*	*Auxiliary Materials*
Introduction	5 min.	*Flipchart with written agenda*

Say hello, introduce the agenda of the day and tell the participants about the theme. The first day was concerned with being part of a group - how we affect others, and how they affect us. On the second day, we focused on what we can achieve when we take matters into our own hands The last day will equip participants with the tools to organize their work in order to be able to achieve their goals and dreams*.*

Game: We follow

15 min.

Group creates a circle. One person leaves the circle for a moment. At that time, the group selects a person whose movements all will follow before the person returns to the circle. Her/his task is to guess who gives motions first. They can be e.g. different dance steps, clapping etc. If the selected person guesses - pointed participant takes its place and leaves the circle. The game can be repeated several times.

How good is your time management?

25 min.

Computer with Internet connection for each participant

OR

Printer copy of annex no.2

IMPORTANT: This exercise requires that all participants have access to a computer with the internet connected. Before you begin the module, make sure that there will be no technical problems. If you cannot provide computer with access to Internet, you can perform the test using a printed annex no.2

Ask participants to open the website:

http://www.mindtools.com/pages/article/newHTE_88.htm

They will find an online test there, through which they will assess whether they can manage their time well.

Wait until everybody finishes. Ask them about reflections, or something that surprised or puzzled them.

Coffee Break	*15 min.*	*-*

EISENHOWER MATRIX

1. Distribute among participants the to-do list (you can find it among appendices) and ask them to write down (each participant individually) the 15 tasks that must be done next week - from very mundane, to very important ones. After that, ask them to assess each sentence on a scale of 1-10 in terms of urgency and importance (if necessary, explain the difference between these two concepts)

2. Draw the Eisenhower Matrix on a flipchart (you can find it among appendices). Points assigned to importance and urgency for each task, set up the coordinates. It should be applied to the matrix. Show an example on a flipchart, and give participants prepared, empty matrix.

3. Explain how to manage tasks in different quadrants of the matrix.

BOTH URGENT AND IMPORTANT: do immediately and independently.

URGENT BUT NOT IMPORTANT: find someone who can do the job instead of you, or eventually plan for later.

IMPORTANT BUT NOT URGENT: plan for later and pay attention to meet the deadline.

BOTH NOT URGENT AND NOT IMPORTANT: just don't do it.

45 min.

Flipchart – papers and stand, color markers

Scoch tape

Pens

Printer copy of annex no.4

WHAT DOES IT MEAN – TO PLAN?

Prioritizing is just the first step to plan the whole week.

1. Ask the participants to define the deadline to complete each task and estimate how much time it will take to execute.

2. Give participants the schedule of the week (you can find

30 min.

Pens

Printer copy of annex no.5

it among appendices). Ask them to mark their working hours and regular commitments.

3. Now participants can enter all the tasks that they have to make themselves. **Encourage** them to also add other tasks that they might not have taken into account earlier. Remind them to pre-assess the importance and urgency of each additional task.

This method can be used to plan not only a week, but a month or even a year. Having a plan of the day, it's enough to just to look at it every morning. In this way, everyone can use time wisely. Ask participants about their reflections after this task.

LUNCH BREAK	*1 h*

New skills in practice

2 min.

Flipchart – papers and stand, color markers
Printer copy of annex no.6

The last part of the training is based on the practical application of acquired competences. Participants will be able to perform tasks in groups in their local community.

1. All participants work together, unless the training group is larger than 20 people. Then divide the participants into groups of up to 10 people.

2. The participants' task is to create for the residents of the town an amusement park. They can use each other, all available materials, urban space. The sky is the limit. The project will be successful if at least five strangers come and take part in the fun.

IMPORTANT: The amusement park is just an example. Depending on your circumstances, you may come up with a project on your own. It is important that the preparation and implementation of the project involves all participants.

3. Participants have 45 minutes to plan their work and share tasks among themselves. It is worth noting what they have learned in the previous days - about roles in a team, relations among them, prioritizing tasks and planning their implementation. Provide each group the appropriate amount of paper so that they can write down everything they deem necessary.

4. After planning activities, the group has one hour to prepare the amusement park and invite passers-by to the fun.

5. If they are going to need more time, let them. It is

important that the project is completed successfully.

Summary

45 min.

As a summary, ask questions about their work together:

- *Did they manage to keep the plan?*

- *How did they share tasks?*

- *How do they evaluate the communication among themselves?*

- *What was the easiest and the most difficult task to perform? Why?*

- *What they will remember after the training?*

After that, ask if they have any reflections and whether they have any more questions. If they do, answer them. Make sure that every person speaks.

UNIT 5: CULTURAL AWARENESS

....

Duration: 6 hrs

Competences delivered by this unit:

- Intercultural competences:

- knowledge about cultural differences of the world and our surroundings, awareness that those differences have influence on behaviors, values, norms and hidden cultural patterns.

- awareness about our own limitations and subjective cultural norms.

- flexibility, the ability to adapt their behavior to the cultural context,

- ability to diagnose our own mechanisms, prejudices, beliefs and principles

- tolerance

- curiosity, desire to learn, explore cultures

- making efforts to raise awareness of the values and standards behind the behavior of people from different cultures,

- respect for diversity

SESSION 1 – DAY 1

6 h

Lesson Draft	Duration	Auxiliary Materials
Activity 1: Introduction and warm up, group integration, getting to know each other.	*30 min.*	*Sheet of paper with opposites written down*
Introduction	*10 min.*	*Marker (not permanent), sticky note folder*
1. Greet the group and introduce yourself (validation of the trainer)		
2. Make a short introduction about the structure of the training and its aims.		
The training will last for, we will have… parts...		
Objectives:		
- Gain intercultural competences:		

- To learn how can we make intercultural communication easier, more valuable

- To get to know Hofstede's cultural dimensions theory

- To understand our own cultural conditions and their influence on our way to look at the world, how we behave, awareness about our own limitations and subjective cultural norms.

3. Are you more like…?

It is always good for a training process to have some "warm up" exercise, even when the group is already integrated.

Objective: To break the ice in a group of strangers, break down barriers in groups, or help group members get to know each other.

5/10 min.

Procedure: Ask participants to stand up and stand in the middle of a room. As you give two alternatives the group will have to separate and go to the right or left sides of a room/class depending on which they choose. Participants will change sides as the trainer presents each new pair of alternatives.

Opposites might be included:

- Airplane or bicycle
- Basketball or golf ball
- Pepsi Cola or white milk
- Door or window
- Blue jeans or a suit
- Computer or adding machine
- Volkswagen Cadillac
- Giraffe or hippopotamus
- Baked potato or French fries
- Television or radio

4. How being different feels?

Objectives: to energize the group, to evolve empathy to "others" ("to be able to fit in somebody's shoes.").

Procedure: Participants need to stand in a circle.

5/10 min.

If the group is already integrated and they feel comfortable paint with a marker dots on a participants forehead if not use a sticky note and put them on participants forehead or back. .You should create groups, for example: three persons get 2 dots, four persons get 3 dots, only one person gets one dot (if the group has more than 10 persons then you can give one more person a "sign" that no one else got).

The main task is to gather into groups with those who had this same "sign" on the forehead or sticky note.

Rules: it's not allowed to talk while they will try to find their groups, one (maximum two) person will stay without a group.

You should observe how they act – what groups do with "the strangers". After some minutes, when they will finish the task: ask them: How did you feel? (ask everyone and especially the "different" ones, if they felt good or bad? If they felt excluded?)

70 min.

This exercise is a good entry to the cross culture communication topic.

15 min.

You can add some presentation or pictures to make it more affordable and more interesting.

Activity 2: Cultural awareness And Hofstede's Cultural Dimensions Theory

Small lecture:

Before any practical exercise we will start with a small theoretical introduction.

"Cultural Awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions."

Cultural awareness is all about perception, understanding how and what people see, feel. Although it is very difficult to become aware of our own culture because it is not conscious to us. From early childhood we have been inside this process, we have been taught to think and feel in a certain way. The way to cross cultural communication and understanding is to be able to step outside of our cultural boundaries in order to realize the impact that our culture has on our behavior.

To communicate competently across cultures, individuals must understand how diverse world we live in is. The most frequently used taxonomy of cultural world views is based on Hofstede's cultural dimensions theory.

First you will just present all dimension without any explications.

Dimensions of national cultures:

Power distance index (PDI)

Individualism (IDV) vs. collectivism

Uncertainty avoidance index (UAI)

Masculinity (MAS), vs. femininity

Long-term orientation (LTO), vs. short term orientation

BREAK

10 min.

TASK:

Split the group into 5 teams:

Option 1: If participants have their smartphones with internet connection or there is a possibility to use a computer with internet in your training place. Each team will have to search online for information about one dimension and prepare a short presentation using flipchart papers. (short characteristics of one dimension, representative countries, some specific features of societies representing each kind of dimension).

Option 2: If there is no internet connection available. You can print 5 copies of the article about Hofstede's cultural dimension theory and give one copy to each group and they will have to do this same task based on this material.

After preparation ask each team to present their dimension. If there is some important information missing, remember to comment on this after they finish

Here are some helpful websites:

Stephanie Quappe and Giovanna Cantatore, http://www.culturosity.com/articles/whatisculturalawareness.htm

Geert Hofstede's academic website: http://geert-hofstede.com/

Study.com: http://study.com/academy/lesson/hofstedes-cultural-dimensions-theory.html

45 min.

Computer/laptop/ Smartphone with internet connection or 5 printed copies of material about Hofstede's cultural dimension theory Flipchart sheets, markers

Activity 3: "MANDIANS"

Remember before this activity to read carefully the description of the rules in attachment – each team cannot find out whatever is written on the other's description. The main task for them to somehow find out by themselves how different they roles are. It's a game simulating a meeting of two cultures. A group of scientist is going to another country to teach locals how to build a bridge

Split your group into two teams. One group (4-8 people) will be scientists; their task will be to teach Mandians how to build the bridge. When this team receives their description they should leave to another room.

The rest of a group will become Mandians (if there are too many people you can create one extra group of observers.

If you decide to create a group of observers send them first to the scientist group.

The scientists will need 40 minutes to prepare everything; after this time passes they can visit the Mandians.

They will have 25 minutes to teach the Mandians how to build a bridge.

120 min.

Cardboard, sheets of A4 paper, glue x2 scissors x2, pencil x4, ruler x2, copies of description of rules for Mandians and scientist. (find it in attachments)

Two room/ classes

After 25 minutes each group writes down on a sheet of paper their comments about these 3 aspects:

1. Facts (what happened?)

2. Feelings (how did they feel when it happen?)

3. Interpretation (what they thought that was happening?)

Reflections, evaluation. You can discuss the following issues:

- Most often we think that others think as we do.

- Often we interpret different situations right away, not being aware of differences in behavior stemming from the culture.

- How were roles divided? /What kind of role did I play? What does it say about me? Did I feel very well in this role?

- Is my self-image compatible with what others see?

BREAK   **15 min.**

Activity 4: Intercultural learning process and intercultural competences

First you can start with a question: what are intercultural competences? What are the components of IC?

You should make a small theoretical introduction:

"Intercultural communication is the ability to negotiate cultural meanings and to execute appropriately effective communication behaviors that recognize the interactors' multiple identities in a specific environment.

There are 3 perspectives:

Affective or Intercultural sensitivity – to acknowledge and respect cultural differences

Cognitive or intercultural awareness – self-awareness of one's own personal cultural identity and understanding how cultures vary

Behavioral or intercultural adroitness –message skills, knowledge of appropriate self-disclosure, behavioral flexibility, interaction, management and social skills"

Guo-Ming and William J. Starosta (1996)

* It might be useful for you to get to know this book before training: *"An Introduction to Intercultural Communication: Identities in a Global Community"* di Fred E. Jandt.

80 min.   *You can add some presentation or pictures to make it more affordable and more interesting.*

10 min.

Energizer: "Perception of time" Ask the whole group to stand up and hide their watches. Tell them they are not allowed to talk to each other and they need to close their eyes for the whole activity. The task is: when you say START they will need to count till 60 and then sit down and open their eyes. You are the one person with the clock and when 1 actual minute passes you can say it at loud. This small task will show how different perception of time is. (especially good results emerge when you do it with an international team)	*10 min.*	*A watch (can be in your phone), chair for each participant.*

Discussion about barriers to cooperation in international groups. Intercultural cooperation/ communication brain storming.

	15 min.	*Flipchart sheets, marker*

Remember a 'brain storm' always begins with the presentation of the main problem / opinion. So in this brain storm you will need to answer two question (first: What makes intercultural communication easier? Second: what makes intercultural communication more difficult?)

Remember about "brain storm" rules" :

- it's not allowed to criticize any idea or answer
- it's welcome to use imagination
- you should strive to formulate the maximum number of ideas
- you should write down every idea

Examples of ideas:

What makes it easier?

- knowledge of language, as well as body language
- understanding and awareness of each other's habits
- willingness to communicate
- common aims/ goals
- positive attitude
- being ready to compromise
- being ready to verify stereotypes
- experiences, knowledge- from school, projects, trips
- curiosity about other cultures

Cosa la rende più difficile?

- stereotypes, prejudices
- xenophobia, being closed to others
- ethnocentrism
- lack of ability to listen
- no positive experiences
- distrust of others

- lack of awareness about own culture identity

When you have written down every idea, please stick those flipchart sheets somewhere on the wall because they can be useful during the next task.

Activity 5: CASE STUDY

45 min.

Sheets of A4 paper and pens, printed 4 copies of case study (find it in attachments)

Split the group into a 3-4 small teams for 4-5 persons (depends on how many participants are there)Each group should receive a description of a "case study" and in 30 minutes read and write down mistakes that they noticed and advice they would give to the organizer.

After each team presents one mistake and one piece of advice. You can go more deeply into some problems when you feel it's not yet clear for the participants.

EVALUATION

40 min.

30 min.

Glass bowl (or plastic)- it's important that should be transparent and two additional bowls (can be smaller). Blue and yellow paint. One ladle.

Everyone sits in a circle (on chairs or floor). Put a glass bowl in the middle. In smaller bowls mix paint with water, one will be for yellow and second one for blue. Explain to participants that blue is the color to express everything that was negative and felt no good and yellow is for everything good and positive that happened during this training. Each person can use one full ladle of liquid and poor it to the big glass bowl in the middle. While choosing how much of yellow and how much of blue they are going to use they will need to explain why.

At the end in the bigger bowl you will see some kind of green – which they all created and you can notice if it is darker or lighter.

Helpful questions you can ask to participants:

- How did you feel?

- Which exercise did you like or dislike?

- How did you feel in a group? How did you like the cooperation?

10 min.

- Did you fulfill your expectations?

Closing and thanks

URBAN ANTHROPOLOGYST

additional

This task is based on "swapping cultures" exercise.

(to learn more check:

 http://www.worldwidecultureswap.com/)

The description of a task for participants:

Try to find in your city or in a district of a city where you live in, a person who is of a different nationality than you are (can be an immigrant, refugee or just a person who is traveling, or simply decided to live in other country for some reason) and make a small interview with her or him. If you want it would be great if you can make a portrait photo of this person (first remember to ask about it politely).

Part 1: Interview

- What colour best suits your personality and why?
- What languages do you speak? When do you use them?
- What cultures and nationalities do you have a connection to?
- If you could change one thing in your life what would it be? Why?
- When you think about your culture what are you most proud of/ what is most meaningful to you?
- Do you have any experience working or living with people from other cultures? In what context?
- Should people have the right to move freely around the world without any limits?

Remember it's important to take notes and then ask yourself a couple of questions written below.

Part 2. THINKING TIME:

1. Which question got you talking most?

2. Which question raised the most important issues?

3. Which question was most difficult to answer? Why was this?

4. Where were the biggest differences? What have you learnt?

5. Which answer from your friend did you least expect?

6. Which question would you like to discuss more?

The purpose of this exercise is:

- to learn about other cultures and different people that lives near you

- to explore cultural diversity

- to improve mutual understanding between people from different backgrounds

If it is possible and you are able to gather a whole group to do this exercise you should talk with them about the results of their interviews, their thoughts about it and their

feelings.

For example: you can organize a small exhibition of a photos they took with short comments about each person they talked to.
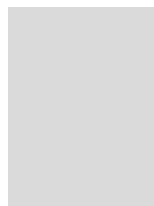
CHAPTER 05

Assessment and Recognition of Skills and Competences.
SKILLPASS

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 chose 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-ASSESMENT

- 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 PLAYNG

- 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 tongue, 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, is it 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-ASSESMENT, 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 PLAYNG, 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. Is 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	DEVELOPMENT OPPORTUNITIES
(Give at least 3-5 answers)	(Give at least 1-2 answers)
What are my talents and strengths?	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 want to be able to …*	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 "√" 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 "√" 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

	poor	fair	good	very good	excellent

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

Date	Participant	Facilitator	Organization

Guidelines for trainers

EXERCISES REQUIRED TO FULFILL THE SKILLPASS	*2 hrs*	
Phases	*Duration*	*Auxiliary material*
INITIAL SELF-ASSESSMENT This exercise will be done at the beginning of each Unit. Each Unit contains specific competences that have to be entered in this tool. The tool is filled out directly by the participant with the possible help of the trainer. Collect the completed forms and store them. Compare these forms, at the end of the Unit, with those completed for the FINAL SELF-ASSESSMENT.	*15 min*	*Use the attached file for this exercise. (see annex 1)* *Before fulfilling the tool, insert the competences that are at the beginning of each Unit corresponding.*
FINAL SELF-ASSESSMENT This exercise will be done after each Unit. Each Unit contains specific competences that have to be entered in this tool. The tool is filled out directly by the participant, with the possible help of the trainer. Compare the completed forms with the BEGINNING SELF-ASSESSMENT forms. Use the results to complete SELF-EVALUATION and the GROUP FEEDBACK.	*45 min*	*Use the attached file for this exercise. (see annex 2)* *Before completing the card, insert the skills that are at the beginning of each Unit corresponding.*
SELF-EVALUATION 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. Each participant will try to connect the skills acquired with the 8 Key Competences and transcribe within the SELF-EVALUATION. In describing the competences he/she may refer to the questions suggested in the initial section of this tool.	*30 min*	*Use the attached file for this exercise. (see annex 3)* *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).*

The tool is filled out directly by the participant, with the possible help of the trainer.		

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

Phases	*Duration*	*Auxiliary material*
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*	*Use the model attached (see annex 7)*

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 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?)	*20 min*	*Use the model attached (see annex 8)*
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*	*use the model attached. (see annex 9)*
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*	*Use the model Attached (see annex 11 - 12) This tool is specific for the 3 basic skills.*

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	*30 min*	*Two scenarios - use the example of the exercise described above - use the links: http://www.google.it/url?sa=t HYPERLINK "http://www.google.it/url?sa=t*

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 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).		*&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0CFIQFjAG&url=http%3A%2F%2Fwww.hr.ubc.* *http://nature.berkeley.edu/ucce50/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=Ie0K1GsDM08* *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	*20'*	*Two hypotheses: Two scenarios*

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 path and evaluate strength and weakness points of the activity.		*- use the feedback interview attached (See annex 13)* *- use the links to have more info and examples of feedback interview:* *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

Phases	*Duration*	*Auxiliary material*
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.	*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.*

-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 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.

04 UP-SKILLING EUROPE
TOOLKIT

LIFELONG
LEARNING

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