GUIDEBOOK

Project ERASMUS + KEY ACTION 2 PROJECT WITH PROJECT NUMBER 2019-1-PL01-KA204-065178 "EDU+"

Erasmus+

Educational project aimed at adults wishing to develop skills in the field of basic competences

TABLE OF CONTENTS

PART ONE

INTRODUCTION

EDU+ project is an answer to the Council of the European Union recommendation of the 19th of December 2016: "**Upskilling Pathways - New opportunities for adults**" in which the necessity of activating paths for basic skills improvement is highlighted with a regard to selected target groups of adults. The recommendation suggested the realisation of a three-stage, individualised educational support for people with low basic skills (such as writing, text understanding, mathematical reasoning, digital skills and other skills necessary for active participation in social and working life) from selected priority groups.

The necessity of creating attractive and flexible offer of support for people of the lowest basic skills level, including actions enabling career change, were also indicated in the Strategy for Responsible Development as crucial for the improvement of human capital in Poland.

Our international project is intended for preceptors/educators (including teachers, tutors, mentors etc.) – employees and volunteers of our organisations.

It concerns united preparation and testing of proposals for the activation in favour of adults with a low basic skills and/or education level, which can be a threat in the shape of them being disqualified from both labour market and community life.

Three non-governmental organisations have been working together, sharing their ideas and educational experiences. Actions consisted in joint model developing and testing, designing support proposals for adults with a low basic skills level, e.g. learning throughout whole life.

Effects of our project help the teachers/educators to conduct lessons in a way, which will enable adults with a low level of skills, knowledge and abilities to (depending on their needs):

- achieve at least a minimal level of reading and writing skills, and mathematical reasoning (including counting);

or

- achieve broader set of skills, relevant for labour market and active participation in the society.

Actions fulfilled in the project were systematised according to three major steps: identification and valuation of acquired skills; preparation of an individual-oriented offer; validation and confirmation of acquired skills (effects of learning).

Learning new methods and solutions for work organisation in Poland, Spain and Slovenia– countries different in terms of culture – as well as culture and tradition of those countrie contributed to enhancement of the level of knowledge and qualifications, and have an influence on the high quality of materials deigned by us.

This guidebook is the final product of our project. It contains good practices, effective methods, and interesting programmes of lessons and workshops, that promote the development of relevant and high quality skills and competences, especially those aimed at promoting employability and socio-educational and personal development, as well as participation in social and civic life and which will be available on our organisations'websites and Electronic Platform for Adult Learning in Europe (EPALE).

Project partners will also distribute the results among their co-workers from the European sector of adult education.

<u>EU actions</u>

Thus, in December 2016, the Council of the European Union adopted recommendations on *Upskilling pathways:* new opportunities for adults - which recommend Member States to carry out coordinated and systematic actions for adults with low basic or low skills. The main objective of the Council Recommendation is to achieve at least a minimum level of basic skills, understood as the basis of the entire education process, including professional development and lifelong learning.

Based on the qualitative research, the following target groups eligible for project activities were identified:

- people with a low level of education,
- people living in disadvantaged areas,
- participants of great changes in the economy and the labor market,
- people leaving prisons,mm
- people after long-term hospitalization,

- people who have been excluded from professional activity for a long time (e.g. parents caring for young children who return to the labor market),

- carers of people with disabilities,

- seniors,

- excluded and marginalized people;

- people with disabilities.

PARTNERS

The Positive Changes Association was established in 2014 by the initiative of people who were involved for 10 years in Blind Assistance Foundation. It is created by a group of individuals, supported by experts and volunteers from all around Poland.

Positive Changes Association's objective is providing educational and cultural activities, particularly supporting projects for people with less chances, including involvement in their work and social rehabilitation.

We have international experience in cooperation with public, private and non profit sectors through educational activities and also development and projects implementation on regional, national and international field.

We work not only for youth, but also for people with less chances and groups that are disadvantaged, that includes:

• adults – early school-leavers,

• poor people, due to their economical and social status,

• digitally and socially excluded, due to their background, education or low qualifications for example – language skills,

• disabled people,

• elderly.

Our activities are targeted on whole Poland, by implementing projects we cooperate with public educational institutions in country. Currently we have signed an agreement with the **CENTER FOR THE BLIND AND VISUALLY IMPAIRED** in Kraków.

Gandalf Cultural Association is a non-profit organization established in 1987 and composed by two dozens of volunteers cooperating in giving equal learning opportunities for children, young people and adults in the working class district of Vallecas, Madrid. This is made through all-year-long courses and activities.

It works with population at risk of social exclusion at several age steps (children, young people, adults, and old adults) so they can develop their full potential, gain formal and non-formal qualifications and sociability, improve their employability, and enjoy a healthy leisure.

The values of this organization are:

- *permanent, collective learning: Every participant is a subject of knowledge and vital experiences that are valuable for others,*

- *full participation as a right and a duty of any democratic society and a self-improvement mechanism for the association so everyone can have a feeling of belonging. Participation is encouraged in the organization of the activities, in the choice of each one's path in the association and in the entity's life and formal institution.*

Accountability: education and learning for and within the individual and collective responsibility by encouraging a critical thought and awareness,

a permanent consideration of the democratic society's principles and an analysis of the exclusion-promoting factors.

Tržič Public Education Institution (Ljudska univerza Tržič) was founded in 1959. At first, it functioned as an independent institute, the Tržič Workers' University (Delavska univerza Tržič), and later as a unit within the Tržič Institute of Culture

and Education (Zavod za kulturo in izobraževanje Tržič).

In 1999 the Tržič Municipality issued Ordinance establishing the **TRŽIČ PUBLIC EDUCATION INSTITUTION** (Official Gazette of the RS no. 15/99) and it started operating as an independent public institution for adult education on 14 March.

The aims of the organization are:

- *to increase youngsters' and adults' capacity to play an active role in the society and develop their intercultural awareness, being active European citizens,*

- *to develop cooperation, as this would lead to a better education and culture for the adults.*

- *to plan, promote and implement innovating projects, courses and seminars for all citizens – the youth and adults- within a lasting program of a life-long learning, aiming at the promotion of Democracy, Peace, Solidarity and better Education.*

Its target groups are local community young people, senior citizens, adult

learners, unemployed people, older and less educated workers, women of all ages, immigrants, adults with special needs in basic education and qualifications.

The institution's principal activity is adult education, which comprises education, further study courses, training and teaching for people who would like to gain new or update, expand and broaden their knowledge. For the needs of adults and adolescents, the institution organizes primary and secondary schools, as well as various courses and types of non-formal education. An increasing number of people engage in these education forms in order to satisfy their need for personal intellectual development. What attracts attention is the Independent Learning Centre, which is free of charge for

every citizen. In this centre, many people learn foreign languages and computer sciences or just make use of computers with internet access. In recent years, the TržičPublic Education Institution has been co-operating in the implementation of local and national projects for older workers and long term unemployed people, who need social activation. It has also taken part in some international co-operation projects.

THEORY&DEFINITIONS

Poland

According to the PIAAC research (International Survey of Adult Competences), periodically carried out by the Organization for Economic Co-operation and Development (OECD), the basic activities are the skills important for the social functioning of an individual:

- *reading and understanding of the text (literacy),*
- *mathematical reasoning (numeracy),*
- *using information and communication technologies (problem solving in technology-rich environments),*
- *social skills, such as interpersonal communication, adapting to changes, working in a team, setting realistic life goals, coping with conflict situations and resolving conflicts, making decisions, showing initiative.*

Skills themselves are defined as the ability to apply and process knowledge in different life situations. Increasingly, in other studies, projects and reports, the so-called soft skills related to interpersonal communication, team work, setting life goals, resolving conflicts, and making decisions. We can talk about low basic skills when a person has problems with simple activities in a given area (e.g. he does not understand the instructions on filling in the form, it is difficult for him/her to send an e-mail). It is worth noting that low basic skills do not have to manifest themselves in each of these areas simultaneously. There will be people who are highly qualified in many areas, and only one may have serious gaps. Depending on the theoretical concept adopted, there are therefore many definitions of the concept of skill. One of them is quoted by the Educational Research Institute in connection with the introduction of the Polish Qualifications Framework: *Skills is the ability to perform tasks and solve problems specific to learning or professional activity.*

Skills are defined somewhat differently within the European Qualifications Framework: *Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems.*

On life skills, EPALE says: *They are part of the ability to live and work in a specific social, cultural and environmental context. Types of life skills emerge as a response to an individual's needs in real life situations.*

A common feature of numerous definitions is that skills are considered modifiable and that they can relate to very different spheres of human activity. Skills, along with knowledge (understood more than just academic knowledge) and attitudes, create competences. The term competences is understood as the ability to undertake specific activities and perform tasks with the use of learning outcomes and own experience.

Numbers

According to the latest data (the European Center for the Development of Vocational Training - CEDEFOP), it is estimated that there are six to even over eight million people in Poland who could potentially benefit from the basic skills development program.

The problem is that they don't always see the necessity. It is worth adding that low basic skills often affect not only a given individual, but also the rest of society, which is clearly visible in various spheres, including economic (lack of budget planning skills, problems with understanding banking services, etc.) or political (e.g. difficulties with understanding the program of a given party).

The results of the International Survey of Adult Competences (PIAAC5) indicate that adults in Poland have a fairly low level of basic skills: approx. 20% adults under 65 had serious problems using texts and calculations to cope with their lives.

Even worse results were achieved in digital skills (computing and online) - 56% of adults up to 74 years of age had no or very low competences.

The specificity of Poland is one of the lowest in the EU and in the world percentage of adults with low education (at most primary or lower secondary) - 8.7% population in 2016, with this percentage systematically decreasing every year.

Spain

Basic definitions say that *communication skills* are the ability to communicate in your own language, express ideas and interact with others both orally and in writing. *Social and civic skill* is ability to relate to some other people and actively and democratically participate in social and political life. *Entrepreneur skill* is ability to turn idea sinto actions, be creative, take controlled risks, and plan and manage projects in general. *Cultural awareness* is ability to critically understand cultural expressions in activities such as music, literature or other arts. *Digital skill* is an ability to safely and critically use the Information and Communications technologies to obtain, analyze, produce and exchange information. *Skills in science, math and tech* are the abilities to use mathematical reasoning and the scientific method to solve everyday life issues and apply the knowledge and these methods to human desires and needs. *Learning to learn* is a capability to start learning and persist, organize tasks and time and work individually or as a team to achieve goals.

<u>Numbers</u>

According to the research on the level of basic competences carried out by the institution, **56% of the surveyed population i**s sufficiently able to construct a correct written statement, **65% have no problems in public speaking, 60% are very good** at dealing with basic mathematical issues and applying them in practice, **only 44% can read** statistical charts, **5% cannot correctly interpret** the information contained in bills and invoices, **55% have very**

little use of financial and banking issues, **42% have little mastered** the ability to use basic computer programs (word, excel, PowerPoint), and nearly **60% want to develop** the abovementioned competences because they understand that the level of their advancement is of great importance on the labor market and finding employment. **39% of the respondents also stated** that they received educational support only occasionally, **while 30% did not receive it at all.** The vast majority of respondents left formal education prematurely, which was caused by financial factors, and consequently resulted in a lower than expected level of basic competences.

Slovenia

Resolutions on the Master Plan for Adult Education in the Republic of Slovenia for 2013-2020 is one of few strategic documents and guidelines for development of adult education.

Priory tasks written in this document were:

- *to increase participation in adult learning, in particular for the low skilled;*
- *to increase the share of people who finished upper secondary school;*
- *to encourage adults to finish primary school;*
- *to co-finance integration of early leavers back to school;*

- *improving the skills of low skilled adults;*
- *to enable recognition of formal and non-formal knowledge;*
- *to increase financing of educational programs for vulnerable groups.*

<u>Numbers</u>

Among the employed population **35% had tertiary education.** Among the **unemployed population this share was 20%.** The share of those with upper secondary education was similar in both groups, **just under 60%**. Accordingly the share of those with basic or lower education was higher among the **unemployed 22%** as opposed to **9% among the employed**.

Participation rate of adults aged 25-64 in lifelong learning **in 2018 was 11,4%, in 2020 it was 19,5%.**

One-third of 16-65 years olds in Slovenia – almost **400.000 adults have low levels of literacy and/or numeracy.** Slovenia is actively seeking to engage more low-skilled adults in learning, consistent with European initiatives. Most low-skilled adults, however are not interested and do not participate in adult learning. Some low-skilled adults would like to participate but are not able to do so because of the financial cost, lack of time, no prerequisites, family responsibilities, inconveniences of time and place and lack of employer's support.

PART TWO

I OBSERVE & I CHOOSE

Poland

<u>Criteria for selecting participants:</u>

Let's consider an attempt to identify the basic skills that our students have at a weak or a very weak level.

In this research, the groups of students surveyed <u>will be divided by education level,</u> so first we will discuss primary school and work training school, including all students in the course of individual learning, and then the groups of secondary school students.

It should also be noted that all surveyed students, **as students of the Center, are people with special educational needs.**

In the research work, <u>four basic skills were taken into account</u>, i.e. reading along with comprehension of text, mathematical reasoning, the use of information and communication technologies and social skills. I will put forward a somewhat bold thesis regarding the study of the so-called **soft skills** (e.g. self-discipline, resistance to stress, communication skills, assertiveness, etc.). In the case of people with disabilities, such an examination must assume some kind of individualization due to difficulties caused by a health condition or a specific medical problem. Often these skills are almost impossible to test, so the credibility of the data could be undermined here.

Therefore, **these skills were excluded from the research process.** 104 students were educated in the Primary School and SPdP (work training school for children with mental disabilities) in the 2019/2020 school year.

Below there are the numerical estimates of students who rated a given basic skill as poor or a very poor.

Literacy	63	104
Numeracy	55	104
Communication technology	57	104
Social skills	59	104

The table above shows that the analyzed basic skills among younger children **are all at more or less the same level,** which means that all these competences are weak or a very weak, and this problem affects over **60%** of the school community. Students encounter the most problems while learning to read comprehension (*literacy*) - 60%, and the best is numeracy and basic math skills, but the percentage score - **52% is also low.**

At present, there are **100** students in secondary schools in total (technical secondary school, vocational school and post-secondary school). Here, just like among younger children, only basic skills were tested. As before, these skills are weak or a very weak.

Literacy	5	100
Numeracy	26	100
Communication technology	2	100
Social skills	48	100

The table shows that among young people, basic skills are at very different levels. Nearly **50%** of the entire school community **shows low social skills**, which, as I emphasized earlier, is *usually associated with health problems and objective difficulties faced by people with special educational needs.* Information technologies were the best among the analyzed skills, which is understandable in the case of older students who use computer equipment on a daily basis, that are dedicated to people with visual impairments. Reading comprehension (*literacy)* was assessed **equally well - only 5%** of students show problems in this area. When it comes to **basic mathematical skills - 26%** of students who are weak in this field, in old age, is a deeply disturbing result and may indicate significant problems in passing state exams. It should be noted that the above analysis excludes people completely deprived of basic school techniques and a person who stopped education for health reasons, as well as students who require a different profile of education.

These results, both among younger children and adolescents, are generally very low, but they may not be surprising in a school with a special education profile. Significant shortcomings in basic skills are very often transferred by students to the last years of education, still remaining at the same, not high level.

Unfortunately, it is difficult to define one or two basic skills, which are on the lowest level among all students of the facility. They are shaped differently depending on the age of the pupils, but summing up it can be said that among younger children all skills should be improved, while among young people we should look for such methods of work that will help students expand their social skills.

The aim of our further research and project activities should rather be aimed at groups of **older students** who, due to their low or insufficient level of basic skills, may have huge difficulties on the employment market in the future.

Obviously, these students belong to the group of people with disabilities, moreover, they often live in disadvantaged areas, and have a difficult family and social situation. That is why it is most justified to include them in the Edu + activation program.

The results of questionnaires -in-depth interviews, which were used to diagnose the causes of the genesis of low basic skills in the facility, were prepared and conducted, as well as analyzed and processed.

The conducted research and analysis of their results clearly show that the problem of low competences occurs among students of the examined Institution, which is also definitely deepening. Students are able to independently identify some of its causes and predict its negative effects. At the same time, the teachers of the institution see the problem in a broader sense and can offer more and more remedial classes, both to students at risk of the above-mentioned problem and to those who have already been diagnosed. Due to a fairly wide spectrum of reasons for the occurrence of low basic skills, in the process of diagnosing a student in this respect, the principle of individualisation and in-depth analysis of each case should be adopted.

The principle of diagnostic, therapeutic and occupational individualization is also a leading method in the search for an appropriate educational path and proposals for additional activities for the student. The Center for the Blind and the Visually Impaired can take care of a student from the stage of infancy (early support) to adulthood (24 years), then the diagnosis of his situation is possible at any level, so it is wider, more accurate and insightful. Possible educational problems of the child are then noticed quickly and, if possible, they are not allowed to escalate. The situation is different when the student enters the facility at a later stage of development, having the experience of public schools and integrated teaching behind him. Then you can encounter specific educational problems - also related to the development of basic competences, which have been developing uncorrected for some time. Usually,
a student's diagnosis in this direction is very quick and corrective actions are taken quickly, but they are not always as effective as those undertaken before the period of his adolescence. When diagnosed with low basic skills such as reading, writing, etc. students are offered additional hours of re-education classes in Polish language, mathematics and school techniques and obliges teachers - educators to intensify individual work in this regard. Depending on the interests and abilities of the student, he or she is also directed to additional classes, as part of the interest groups existing in the institution, which can significantly affect the student's self-esteem, sense of value and sense of success, and therefore undoubtedly motivate to be active in other spheres. In the event of indicating the further stage of education, the student may use the assistance of a career counselor, school pedagogue and psychologist. The specialists analyze both the health condition and the social, family and

educational situation of the student as well as his interests, talent and perceptual abilities. Students can take advantage of the offer of the School Preparing for Work, the First Degree Industry School, Technical Secondary School and Post-Secondary School. The range of classes is extremely wide and includes preparation, among others for the profession of basket weaver, gardener, masseur, recording producer, IT specialist. It should be emphasized that the educational proposal of the institution takes into account, first of all, the profile of its education, i.e. teaching pupils with visual impairment.

Spain

The facility prepared a survey to choose and review adult participants with low-level skills. As the results there are criteria to choose and evaluate participants in the project: *low-skilled adults*. Criteria for choosing and evaluating low-skilled adults participants in the project:

- *training needs,*
- *needs to get basic skills,*
- *motivation.*

According to these criteria **40 people from 18 to 65 year-old have been chosen** for participating in the following activities:

- preparation for obtaining higher-secondary degree,
- Internet and mobile phone training,
- basic English workshop,
- tours on the city.

Slovenia

As a result of the depth interviews and short questionnaires two groups of participants were selected : **adults with special needs (**non formal education) and **adults returned to secondary school** (formal education).

Basic question of the focus group:

1. Do you think that adults with special needs are integrated enough in Life Long learning? (no);
2. Do you think that teachers are qualified enough? (no, the selection is made by professional workers);
3. How do they learn? (repetition, practice, demonstration, cooperation);
4. How to reach long term knowledge? (it takes long time, sometimes never happens);
5. Which competences are necessary to be developed (communication, social skills, computer skills, mathematics).

Each learner filled a self-evaluation about learning, communication, social skills and learning ability – time management, timetable, organization of the learning process, concentration, drawing mind map, lecture notes, literature and repeating learned subjects.

PART THREE

I HAVE AN IDEA

In each partner institution, among teachers-pedagogues and methodologists brainstorming sessions took place, the aim of which was to create innovative working techniques and a new educational forum for adults with low level of basic skills or insufficient school education. The educational offer has been tailored to each group individually, so it is varied and different in each of the partner countries. It is worth noting that the next step was the applying and implementation of innovations created by the institutions. The effect of the above-mentioned activities was discussed at

a partner meeting in Slovenia.

Poland

The Polish team of teachers created and developed two innovative methods of teaching people with low basic competences and it was successfully applied in the research group. After a few months of their introduction, you can already observe their high effectiveness, as well as the success and successful attempts to introduce them among other students of the Center.

Usually introducing innovative solutions in schools requires creating groups of students cooperating with each other - and this is the leading tendency in pedagogical and educational activities in Europe and in the world. **Contrary to these trends,** but based on rich, over 70 years of experience and the practice of working with students with disabilities at the **Center for the Blind and Visually Impaired** we have introduced and constantly are improving methods based on the aforementioned **individualization of classes.** They are primarily a response to the various needs, perceptive possibilities, personal characteristics and psychophysical conditions of each student. In addition, they exclude the situation of withdrawal or the student's sense of failure in the face of competition, which in the case of able-bodied students is usually highly motivating.

 Typhlo – pedagogues working at the Center, considering the development of their students, introduce a number of innovative solutions in line with the OECD expert principle - *pedagogical practice always needs to be innovative* – wherein these activities concern the introduction of both - completely new methods and ways of working with the student and the transformation of existing ones.

Therefore, regarding the individual characteristics of our students, **teacher proposed to adapt the practice well-known - but based on a new idea**.

They called this innovation **3RE: 1 (colloquially calling it 3 to 1).**

Already its name contains the most important assumptions - focusing on the three most important levels of work with a disabled student, which are also a **response** to his / her educational needs and general development:

- • **recognition** (reconnoitering)
- • **re-education**
- • **rehabilitation**

In the innovation, the educators used several relatively new methods, among others *One-to-One, Action-Learning, Coaching and Mindfulness.* Their observations show that these methods best meet the needs of their students - activate them, provoke independent search for solutions - and consequently have a positive impact on their development process and even its pace.

The innovation itself and the methods used within it are directed towards the mentioned individualization of work with the student. It results in closer contact between the student and his teacher (which is not possible working with a group of students), the teacher has the opportunity to focus more attention on all elements of the educational process. This is very important. Of course, pedagogical methods often have to be adapted and developed in following students' needs - and therefore *require the teacher to constantly self-educate and deepen his own knowledge.* It is also the area of pedagogical work where the teacher's **experience and intuition** are necessary no less than professionally acquired knowledge.

These three elements of the method are complementary:

 -**RECOGNITION** includes a comprehensive diagnosis of the health, the family and school situation of pupil. The tool used for this areas among the others is **Individual Education and Therapy Programs,** which the Center's teachers develops **separately for each student** (*IPET is a solution applied nationwide by law)*.

On the basis of the data collected there, the teacher can plan and monitor the student's progress as well as introduce appropriate solutions in the event of a difficult situation, e.g. considering changing the direction of education or asking for help to appropriate entities (social assistance centers, family court, etc.). In the recognition and subsequent resolution of difficult situations, cooperation with parents or legal guardians plays an important role (it should be remembered that most students during the school year are under the care of educators in a boarding school operating in the Center) and the current flow of information between teachers, educator, psychologist, therapists and a career advisor;

 - **RE-EDUCATION** (**re-learning**) is a very good example of how to adapt the pace of work to the capabilities of people with disabilities, which includes help in the acquisition of teaching

content, consolidation of acquired knowledge and skills - but off the school timetable. To a large extent, the re-education process takes place with the participation of educators in the boarding school - because educators work with students outside school activities often fulfilling the role of parents or legal guardians;

 - **REHABILITATION** (streamlining) obviously means actions aimed at restoring the disabled person to full physical and mental fitness as well as related to social functioning in every aspect.

This synthetic and comprehensive approach to the student - where the **student** is set as the **goal of educational activities** as an individual and not as part of a group – may improve all of the competencies in much more effective way than in regular way of practicing teaching.

The next method of education in order to raise the basic competences, which is the ability to write in accordance with the rules of grammar and syntax, and reading comprehension, was the method of writing a story in a digital way. This type of work was, in a way, forced by a pandemic situation, which at one point made it necessary to stay at home and make an effort to teach and learn remotely.

A completely new activity, developed especially for them and adapted to the new conditions, was proposed to the research group. The task of the students was to jointly create a literary story - fairy tales about the adventures of their peer. Each of the pupils was to create one sentence at a given time and pass it on to the rest. So they all had to be equally actively involved in the task, because excluding one person might have interrupted the activity and not allow it to continue. The pupils had to keep in touch and cooperate with each other, and therefore they started to motivate each other. It soon turned out that some kind of compulsion was replaced by a true willingness to cooperate and a passion for creation. This method allows, above all, to increase the level of motivation, improve the ability to cooperate, awaken creativity, raise the level of written and oral statements and discover new passions and talents of students.

As the fairy tale created on the basis of the proposed method collected the main prizes at the nationwide festival of artistic creativity, it also guaranteed the students a very important sense of success and self-worth, which is an advantage that cannot be overestimated.

It should be emphasized that this method can be used in various age groups in students with different educational possibilities, of course then appropriately modified and adapted to their individual skills.
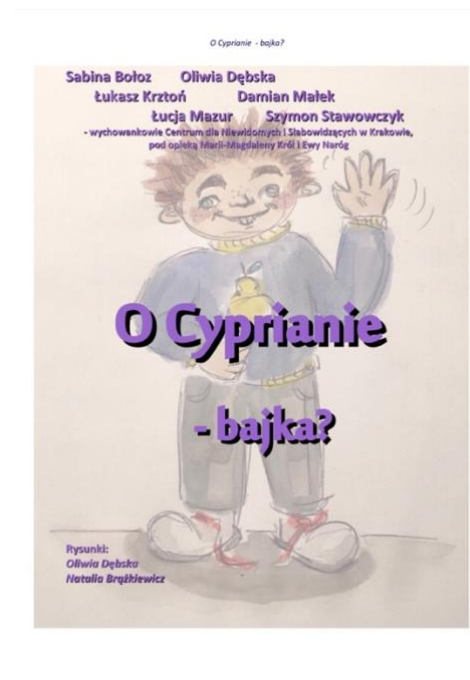
Spain

According to the strategic plan of learning throughout life, it is always a good time to learn and advocates as a basic objective to improve opportunities and the quality of people's training, without limitation in time and unsettled at specific ages as the Spanish team says.

Their pedagogical innovations include group work activities and individual work activities. Both ways of working are valid, both enhance self esteem and provide a space for learning

and coexistence where the social skills and individual skills of each participant are put into play, to successfully achieve a common goal, a task.The first innovation called **Innovation in reading encouragement.** Our intelligence begins to develop when we are able to describe and explain with words what we perceive with the senses, when we are able to reason, to argue, to decide ... for this reason our association places much emphasis on innovation and animation of reading. The reading encouragement, aims to encourage the text and give life to books using strategies that its bring participants and educator together. It is important that students consider the activities more as a game than as an act routine pedagogical, so it is fundamental, to use strategies taking into account the characteristics of the game, hence our group reading activity. We must also value the space where the activities are carried out, therefore the most used spaces, such as corridors or entrances.

ICT Innovation. It is indisputable that ICTs offer great opportunities and benefits, but are these opportunities benefiting all people equally? To respond to this question we have made the activities described taking advantage of the potential that ICT offer us along with the demands that people have. One of our obligations as educators is to encourage the use of ICTs with a profitable objective, not assessing only quantitative aspects and another of our obligations is to train our participants to overcome the digital divide, integrating ICTs together with other disciplines such as language, Art, social issues, mathematics ...

The tools provided by ICTs (word processors, graphic editors, video Apps,...) facilitate the development of oral and written, graphic and audiovisual expression skills.

Never before the information and knowledge had been within reach of any individual, and we must offer the learning of information search for information and the necessary technological resources.

The third innovation is called **Learning outside the classroom.** To make a didactic use of the city through thematic walks, intends to make a journey through the history of the city of Madrid. What is interesting is that students can see the history that surrounds us in situ, thus promoting the appreciation and conservation of cultural, artistic and historical heritage and respect and tolerance towards other cultures. The use of the city as a didactic resource implies developing strategies in which the students are something more than a mere spectator and are involved in the construction of knowledge, becoming the protagonist of their learning. The intervention that is carried out must encourage students to develop their abilities of observation and perception, as well as their intellectual maturity to value their environment and their community, feeling part of it. Once the theme of the tour has been chosen, the students in group must develop a PowerPoint about what they have seen and heard. This implies that during the tour they must take notes and share them. During the tour, they make games of: orientation, measurements, time... It is about working on social and civic competence, which makes it possible to understand the reality in which one lives, cooperate, coexist and exercise citizenship in a plural and inclusive society. **Challenge based learning (CBL).** In the challenge-based learning activity or Challenge Based Learning (CBL), they begin with small challenges that will be expanded in complexity. Development of the challenge: through questions, activities and resources will be attempted to look for the most appropriate solution to the problem found. Dissemination of work: the results will be shared using the student and mouth to mouth interaction. Benefits of the implementation of the Aprons: exciting active with the protagonism of students; development of social competences: empathy, involvement, cooperation and collaboration; interaction real among students from different activities; responsibility in the search for solutions, developing autonomy and self-esteem; potentation of skills such as creativity or critical thinking; accepting errors and failure as a necessary part of learning.

The last of Spanish teachers' innovation is **Get critical thinking through discussion.** Values such as integrity, honesty, justice, responsibility, respect and solidarity are at issue in our society, one of the main reasons being the recents economics crisis. In this sense, an

educational proposal is proposed to work on the values, attitudes and principles of action of the Economy, establishing a space for reflection, analysis and reasoned debate on this key issue. The objective is to share knowledge and doubts and talk about relevant economic issues for students. To generate a good debate in the classroom, motivating for students and with adequate content, questions, reflections and controversies must be raised that arouse interest and challenge the minds of students, making them question the information itself and creating doubts that they should sort out. Sometimes games are used such as "in favor or oppossing", product tasting etc.

Slovenia

Monetary Literacy, ATM machine and **A Shop** it is an innovative method that assumes conducting a series of workshops to improve the ability to recognize money - both coins and banknotes, and to be independent in everyday use, also when using an ATM. **Learning colors in German** is a method that raises the level of competency in using a foreign language to a basic but communicative level. **Knowing me** is a series of workshops aimed at getting to know yourself, the ability to define your aspirations and plans for the future and build motivation to achieve these goals.

PART FOUR

I MAKE, J JUDGE & I ACCEPT

After the partners presented the proposed activation methods, each organization tested the techniques that it considered the most interesting or those that were similar to the assumptions to the perceptual and cognitive abilities of the studied group. The next step was the exchange of good educational practices, innovative ideas and the effects of the implemented activation measures. The result of these activities was the creation of ready-made class scenarios, which are excellent teaching material that can be used by all educators who want to raise the level of basic competences of their students.

Poland

Project ERASMUS + KEY ACTION 2 PROJECT WITH PROJECT NUMBER
2019-1-PL01-KA204-065178 "EDU+"

ENGLISH CLASS
BASIC LEVEL
AN EXAMPLE OF SCENARIO
FOR ADULT STUDENTS

Lesson number 3 - *to be or not to be...*

goals - the student is able to conjugate the verb *to be* and uses this verb to build simple sentences. For their construction, he/she uses all the expressions learned earlier.

working methods: verbal, action learning, gamification.

teaching aids: a question game, flashcards, an excerpt from a feature film.

course of the lesson: 1. question game - students choose the cards on which the scores are listed. After discovering the card, they find a phrase / sentence which they must answer correctly to. Scoring depends on the difficulty of the selected sentence. Students earn points for each correct answer. The sum of the points scored is added to their total score. They can get new ones during each class. At the end of the semester, the competition is won by the student with the highest number of points.
2. conjugation of the verb *to be*, oral exercises.
3. an attempt to build sentences with its use, motivating independence in this regard, correction of mistakes.

4. a simple conversation with the use of the known verb and phrases from previous classes. 5. presentation of a fragment of a feature film in the original language - improving the skills of active listening. 6. an attempt to translate the dialogues of the film's protagonists. 7. summary of the classes - space for free expression of students - encouraging discussion in English (avoiding speaking in the mother tongue - if possible)

Project ERASMUS + KEY ACTION 2 PROJECT WITH PROJECT NUMBER
2019-1-PL01-KA204-065178 "EDU+"

Self-Improvement for Better Self-quality
(scenario included)

Module One

Blind students were offered to improve their signing skills in black print. It is often a requirement when signing contracts, in banks, offices, etc., also enforced from people with visual disabilities. To gradually master this skill, stencils created on convex paper and on foil were used. Students learned and assimilated the shape of the letters that make up their individual signature, ranging from large-format printed letters to written letters that can fit into a special template for signatures.

Module Two

IT'S TIME TO LEARN ENGLISH!

Students with special educational needs and low language competences who plan to work in a learned profession (massage therapist, landscape architect) may find it extremely useful to be able to use a foreign language. Although the curriculum provides for education in this field, it is not sufficiently and not very effective.

English language

Hello!   Hi!
How are you?   Goodbye!

Module Three

Social media - what kind of animal is it? (minimum 4x45 minutes)
The curriculum develops the following competences:

- Communication in the mother tongue
- Communication in foreign languages (English mostly)
- IT competences: skilful and critical use of information society technologies
- Knowledge how to learn
- Social and civic competences
- cultural awareness and expressions

STEPS:

1) Familiarizing participants with social media, the principles of their operation, characteristics and cultural phenomena related to them (flashmob, viral, post, live etc.)
2) Awareness of the role of personified information and the possibility of its influence
3) Characteristics of the content provided by individual media
4) Develop the ability to critically obtain information from social media
5) Developing the ability to creatively share content using social media

---

By participating in the workshop, the student will:

1) Have the knowledge of the operation of social media and the characteristics of the content presented by them
2) Possess the ability to critically evaluate the content provided by social media
3) Possess extended knowledge of the possible consequences of posting information via social media
4) Is able to creatively share content via social media

Description of the program implementation:
Before the class, the teacher should develop:
a) Basic information on the functioning of the information society and social media, the characteristics of their individual examples and methods of information processing
b) Examples of the most influential social media, including changes in user characteristics and content
c) Examples of the impact of social media on the functioning of societies (e.g. the influence of these media on the US presidential election in 2016)
d) Examples of various information management and processing practices by social media

---

Teaching tools needed:
Computer workstations, Laptops (based on Windows or Linux operating systems) with Internet access, equipped with web browsers (Mozilla Firefox, Google Chrome, Microsoft Edge or analogous) and reading programs adapted to the needs of people with visual disabilities (JAWS, SIRI, NVDA, SuperNova Magnifier & ScreenReader)

Pedagogical methods used:
Mini interactive lecture, individual or small group work, questions and answers, brainstorming

---

Benefits of the program for participants:
Significant deepening of social and civic competences, extension of cultural awareness and expression;
Knowledge about the functioning of social media, how it is acquired by them, processing and posting of information;
Ability to critically evaluate content provided by social media; Expanding the skills of using social media, using content to present with in-depth knowledge of the characteristics of each of them.

Main issues:
- Social media, their types, methods of obtaining, processing and presentation information on the example of the most popular and having the greatest impact
- Phenomena related to them (e.g. flashmob, live streaming, viral etc.)
- Critical evaluation of content provided by social media
- Certain media information gathering and processing practices
- Examples of the impact of social media on the functioning of societies
- Creative use of media to share content and constructive input considering the functioning of the information society

Spain

1.-SCENARIO

- We start from groups of adults with low educational levels.

- All this group of people has a strong motivation to learn but they need non-academic learning. In our country, 36% of the population never reads. For this reason, from our entity, we encourage reading as a beneficial mental exercise.

- Reading in a group favors concentration and empathy, prevents cognitive degeneration and can even predict professional success. These are just some of the hidden benefits of reading.

- Understanding a literary text can be a more intense and complex activity if there is some type of conversation around the book read, but this complexity in reading activates the critical sense of the person who reads.

CULTURAL ASSOCIATION GANDALF

1. SHARED READINGS

Type of activity	Group.
Skills developed	Lingüistic communication / Social skills.
Work method	1.-Shared readings to celebrate the World's Book Day with a video recording of the event. 2.-Every participant read a part of the selected book aloud. 3.-The rest of the participants actively listened and continued reading when their turn comes in. 4.- At the end, the group discussed the text and shared what the writer wants to convey to us.
Didactical materials	Books written by two Spanish female writers - Carmen Laforet and Emilia Pardo Bazán, in the centennial of her birth and death, respectively.

SEMANA DEL LIBRO

CULTURAL ASSOCIATION GAND

2.-SCENARIO

We find groups that demand multiple learning environments with the technologies that society currently has.

Our obligation is to meet these demands by providing learning experiences where participants have an active role, can self-assess themselves and verify the relevance of what they learn, since they need to learn in a practical way.

And so the need arose to adapt education to the micro-learning society that allows participants to retain more information in the long term. Without forgetting that we have to: teach thinking about the task to be carried out, analyze what we want to convey, synthesize the most important part of the message in a specific space.

CULTURAL ASSOCIATION GANDALF

2. WE ARE DESIGNERS

Type of activity	Individual / Group.
Skills developed	Lingüistic communication / ICT capabilities.
Work method	Design is a process of visual creation with a purpose, which fulfills a ve important function with respect to communication and can affect knowledge, attitudes, affections and behavior in people. With this scenario, the group decided what to design when choosing between the following activities: - Creation of a report, - A research summary, - a poster, Whether at a current event or an event in the Gandalf Association. Each job must include social networks and at least one element of the curriculum.
Didactical materials	Papers pencils, computers and mobile phones
Group description	This activity was implemented by the Internet, Mobile Devices, Word Processing, and Photoshop groups. All these groups are composed by people over 18 years old with learning needs and low qualifications an training.

GANDALF

ACTIVIDADES

Duration	One month.
Goals	Transform the common environment from letters to icon. Learn to communicate visually with responsibility, knowledge, creativity and initiative, so that projects contribute to improving reality within society. Create an end product
Results	A final product that includes ICT and great motivation. A good use of the learning acquired. Learn to credibly convey a message An improvement in writing, spelling and creativity
Diffusion	https://www.facebook.com/ASOCGANDALF/photos/pcb.4031182750304278/4031182346 970985 https://www.facebook.com/watch/?v=3482112758553133

Mi Barrio
Palomeras
Sureste
Nevada
Enero 2021

3.-SCENARIO

- We met a group of women who hope that the classroom will be an educational and enjoyable place at the same time.

- Interactive presentations help participants engage by engaging them in social issues, rather than having to listen to classes passively. Audiovisual media are fundamentally curricular elements and as such are incorporated into the educational context, since we do not perceive them as they are mere transmitters of information, but we recognize the possibilities they have as elements of expression.

3. Delivering a video presentation

Type of activity	Individual / Group.
Skills developed	Social and civil skills/ ICT habilites.
Work method	Firstly the participants chose the topic. In this case, three options were provided: places, characters, and social issues. Then participants had to find useful information and develop a short script that helps them define the idea to be transmitted. They then had to select the settings taken into account that the students are the speaker. The videos should not take longer than six minutes. After some off-line practices, testing and trials, they started the recording, by being specially careful with image and audio quality. The editing process following, including adding some texts and fix images to reinforce the intended content and message.

MARUJA MALLO
Adela Monje

ORIGENES DE LA REAL FABRICA DE TAPICES

| Didactical materials	Computers and Canva video editor software.
Group description	This activity was implemented by both on the Internet and the Mobile Devices groups. Both groups are targeted for women over 50 with low skills. Both groups are aimed at women over 50 with low skills. They need and want to be independent Internet users.
Duration	Three weeks.
Goals	Knowing how to develop a presentation and learning how to use ICT.s
Results	Noteworthy learning by taking advantage of the communication potential of images, sounds and oral words to transmit a series of experiences that stimulate the senses and the different learning styles of the participants.
Diffusion	https://www.facebook.com/104558894404099/videos/512512 763107722

4.-SCENARIO

- Working with a group of women who feel that they are beginning to lose faculties is a great effort of creativity and work. We mainly work on semantic memory, that is, the one that contains all the information related to the concepts thanks to which we understand the world and ourselves. It is something like the storehouse of concepts about everything we know: the name of countries, the characteristics of mammals, the history of the region in which we live, etc.

- Semantic memory makes it possible for us to understand the environment in which we find ourselves, since it allows us to reflect on our personal characteristics. We work mainly with gamification, in this way, a more creative and different way is offered to perform cognitive stimulat.

4. WORDS IN YOUR MOUTH

Type of activity	Individual / Group.
Skills developed	Cultural awareness and expression.
Method	After listening to the remarks made by their classmates during ordinary classes about every tasks and topics, each participant had to write a text in their notebook about what they viewed as the most interesting remarks. They had to write a critical composition on those remarks and read it to the rest of their classmates without discovering the remarks' authors. The audience had to guess who was to student who had making those remarks.
Didactical materials	Paper, pencil and computers.
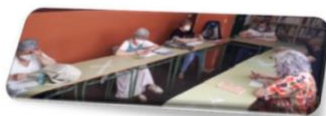
Group description	This activity was implemented in the Memory group, that is composed by 12 women over 55 year-old with low skills.
Duration	Two weeks
Goals	Learning to actively listening and organising ideas, and acquiring speaking skills
Results	The participants wrote their compositions and could guess the person who did the remarks included in those compositions.

5.- SCENARIO

- Learning outside the classroom encourages students to enjoy, create, innovate and learn. We intend that the participants feel the city their own, know it, understand it, the respect and love it, in order to contribute to its transformation and improvement. In our city is it keeps our history and it is she who will answer many questions about our past and our future.

- We know that encouraging participation makes students aware of their role as active agents in society. By groups they will have to look for information about the historical and artistic heritage of the city, gastronomy, literature... of the literary route they choose among all.

5. Rediscovering your city

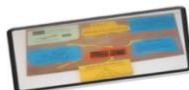|	
Type of activity	Group
Skills developed	Social and civic competence, ICT, cultural awareness and expressions competence and mathematical skills
Method	The group travelled along the city under the explanations of a guide. Previously, participants have had to look for information about the places to visit in order to ask questions to the guide.
Didactical materials	Books, social networks, Internet, public spaces and public transportation.
Group description	This activity was performed with all project groups. Each excursion was composed from 10 to 12 people.
Duration	Once a month during ten months.
Results	Training in individual and collective researching, knowledge of their urban envirnoment, dissiminating knowledge to relatives and friends

6.- SCENARIO

- In times of isolation, challenging activities can be of great help to mental health, emotional well-being and learning readiness.
- WHAT IS A CHALLENGE? The challenge is the goal that is reached through a previously marked action plan.
- WHAT DO WE INTEND? Bring out the friendly side, the fun side of each one of us, an activity that favors, even more if possible, the synergy between participants and teachers.
- WHO IS IT FOR? It can be done by any member of the community, who wants to put their skills into practice.
- In times of isolation, challenging activities can be of great help to mental health, emotional well-being and learning readiness.

6. Weekly challenge

Type of activity	Group / Individual
Skills developed	Learning to learn and mathematical skills.
Method	Every week the staff propose a challenge to activate the participants' mind. The challenges covered several themes. People must solve them individually or in groups.
Didactical materials	Several, chosen according to each challenge.
Group description	This activity was performed by all project groups.
Duration	Once a week.

7.- SCENARIO

- 35% of Spaniards acknowledge that they do not have the basic notions necessary to manage their assets.
- We think that this concern could be reduced thanks to the mastery of skills and resources focused on managing personal assets in an orderly, controlled and, above all, sustainable way. This lack of training, coupled with economic insecurity due to everything that happened with COVID 19, would justify the sharp decline in the financial well-being of the Spanish population in the last year.
- Faced with this situation, we decided to hold a workshop, where the participants could ask and discuss all those questions or doubts that they had around the economy. Understanding by economics the analysis of the behavior, decisions and actions of humans, that is, studying how people, companies and governments make decisions related to production, distribution and consumption.

7. Economics workshop

Type of activity	Group.
Skills developed	Mathematical and science skills / Linguistic communication / Social and civic capabilities.
Method	Participants proposed topics to develop and understand. For two hours the basic concepts of the topic were explained and a debate was opened with questions and answers.
Didactical materials	Books, newspapers, role playing.
Group description	A group with 10 participants, aged between 40 and 55 years. They have basic studies.
Duration	Once a week, from October to june.

8.- SCENARIO

- Aware of the importance of reading in our society we decided to bring the books closer to the participants. We took out the books of our library (according to the theme of the quarter) and we place them in common places (corridors, entrance to the association ...).
- Each trimester is dedicated to a different theme (environment, terror, history, women ...). Posters are installed with striking slogans so that people are encouraged to read. Participants can have books all quarter, in this way do not feel pressure to return the book.
- The participants read the books and they are recommended it to other colleagues.
- In this way, the use of our library, was increased by 50%.

8.-See you, read you

Type of activity	Individual.
Skills developed	Linguistic communication / Cultural expression.
Method	The project followed this question: "If the library is in a closed room it does not reach people. What do we do? Books out!" We took the books to the common spaces, so that people looked at them, touched them, smell them, and can read at any time, from just a few minutes while waiting for course or over a longer, unlimited period. The "corner quarter of ..." was established with every quarter dedicated to a topic as a learning dynamising factor. The topics of the corners including, among others, female writers, women in leading roles, thriller, intrigue, adventure, romantic, other languages, other places or movies.
Didactical materials	Books, posters and papers.

9.- SCENARIO

- Many participants fear being a victim of cyber attacks, some have been victims of some kind of online fraud. Therefore, the development and implementation of ICT SECURITY is essential for the proper development and implementation of a wide variety of online services, such as e-commerce or online banking, given the reluctance of society, which still mistrusts this type of services provided through ICT.
- The main idea of this activity is that the student acquires the necessary knowledge and skills to be able to identify the potential risks derived from the use of the Internet, as well as to be able to defend himself against them to protect his privacy at all times.

9. Basic computer security

Type of activity	Individual.
Skills developed	ICT skills/ Learn to learn.
Method	Classes were as practical as possible, using as support a set of slides including the general script to make the points easier to follow. Every topic was explained, reviewed, tested and used by participants in real environments, including software and hardware.
Didactical materials	Computer, tables and mobile devices.
Group description	This activity was implemented in the Internet and Mobile Devices group. The group is mainly formed by women over 55, they are housewives with little qualification. They do not want to depend on their children to carry out procedures and buy online and for this reason they want and they need to learn.
Duration	Once a week from March to June

Group description	This activity was implemented in every group included in the association.
Duration	Quarterly.
Goals	Stimulating the pleasure of reading. Encouraging reading habits through specific topics. Know how to choose a book and read it and return it.
Results	The project increased book borrowing by far. Read books were also summarised and recommended among participants generating a reading and dialogue environment on literature.
Difusion	https://www.facebook.com/ASOCGANDALF/photos/a.915925411830043/4489605074462041/

Slovenia

Workshop:

KNOWING ME: MY VALUES, MY CHARACTER, MY WISHES

Time: 2

Goals:

- To enhance one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
- To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work.
- To develop interpersonal skills and adopt good leadership behavior for empowerment of self and others.
- To gain self-competency and confidence.

Working methods:

- discussion
- practical work
- work in pairs

Teacher's aid:

- questioner
- flashcards

Course of the lesson:

The participants sit in a circle and the mentor show them flashcards with different motives. Each learner chooses card with favourite motive and then explains theirs choice. Further on each learner finds its own pair and each learner in pair completes sentences:

I like ...

I belive ...

I don't like ...

After playing these games, the mentor invites some participants to share some interesting findings and they discuss on what they learned about listening and being respectful to others. After this game, the mentor distributes questioner, with different questions (for example: What are the easiest thing to do for you?, What are you passionate about?, What are you proud of yourself?, What skills make you stand out?) For each question learner writes down three possibilities and then chose the most important answer.

This workshop ends with reflexion.

Workshop:

MY CAREER PATH

Time: 2

Goals:

· To increase awareness of strengths, skills and interests relate to the world of work.

· To increase understanding of school options.

· To generate possible career options.

· To create a map to reach the career goal.

· Prioritizing values to make suitable career choices.

Working methods:

- discussion
- practical work
- work in pairs

Teacher's aid:

- questioner
- paper
- pens, coloured pens, markers

Course of the lesson:

The participants sit in a circle and the mentor encourage them to answer the question: As a child, what did you want to be when you grew up and why?

After discussion, the mentor distributes writing paper to the participant, who divide the paper to three equal parts.

Participants draw and career map; first part of paper use for past working experiences, middle part for the present and the third part for the future career (wish and plans). Each person individually completes the exercise.

Work in groups of 2 or 3. Each person takes a turn an explaining their answers to the other two. The other two suggest possible activities, which may be a good fit for the person who shared answers. Then the next person shares with other two people providing feedback.

This workshop ends with reflexion.

TIME MANAGEMENT
Time: 2

Goals:
- The participants will be able to identify and eliminate time wasters.
- The participants will be able to plan and prioritize effectively.
- The participants will be able to define goals and make time-wise decisions.
- The participants will be able to develop a workable balance between being reactive and proactive.
- The participant will develop an action plan to apply in the workplace.
- The participants will be able to evaluate their schedules and make the necessary changes for effective time management.

Working methods:
- discussion
- practical work
- work in pairs

Teacher's aid:
- questioner
- paper

Course of the lesson

Time management is often reason for bad learning results.

Homework before workshop for our learners:
- Part 1: Thoroughly write a timesheet (at least for two days)
- Part 2: In the evening of the second day make a plan of the next day set priorities; one of priorities must be learning.

They started with one day and then they continued adding day.

At the workshop:

I. Reflecting on Experience:

Get in groups of two or three: Identify three ways you waste your time

Discuss results - what areas could be improved to improve your time management.

II. Planning Your Schedule

Participants individually write a weekly schedule:

- They list major events and how long each activity will take.
- They include study and non-study activities.
- They prioritize the tasks to be done. "A" is highest priority, "C" is lowest priority.

III. Useful techniques for better time management.

The mentor presents different simple techniques for time management:
- Kanban Board
- The Pomodoro Technique
- Getting Things Done
- The Eisenhower Matrix

This workshop ends with reflexion. When participants come to class next week, how each of them accomplished time management goal for the week.

FINANCIAL LITERACY
Time: 2

Goals:

Participants will...
- Explore personal financial choices.
- Learn to make informed financial decisions.
- Consider what it means to be financially responsible.
- Discover the role of decision-making in achieving goals.
- Examine common obstacles to achieving goals.

Working methods:
- discussion
- practical work
- work in pairs
- work in teams
- brainstorm

Teacher's aid:
- Notebooks
- Activity sheets
- Projector

Course of the lesson

I. Introduction

Begin by asking students about the last big purchase they made. What was the purchase? What decisions and research went into it? Are they still happy with the purchase? Mentor Invites participants to share further strategies that their classmates could have used before making their purchases.

What could happen if they didn't have a spending strategy? Mention that not having a purchase strategy can lead to spending more than they need to on certain items and spending beyond their means. For example, do participants frequently compare prices at various stores? Do they think about how often they will use an item before they purchase it? Why do they take these steps? 4. Mentor ask learners what they think is meant by financial responsibility. Why is it important? Mentor writes ideas on the board.

I. Terms to know

Mentor distributes worksheet with financial terms (cost comparison, cost, benefits)

Mentor ask students if they have heard the terms on the activity sheet before. If so, where? Were any of the concepts addressed in the class discussion about purchases? How do these strategies connect to the idea of financial responsibility? Learners are encouraged to write each strategy connects to their own lives and some learners are encouraged to their responses with the class.

III. Mentor breaks the learners into small groups. Each group receives assigned scenario and discuss the financial information and strategies you would use in that case. Each group make a research, brainstorm and analyse resources and information to help them approach their scenarios. Teams can decide how best to present their solutions, even creating posters or a digital slideshow if time allows.

IV. Reflection

The Reflection part of the class gives learners the opportunity to reflect on the bigger-picture meaning of the exercise, and to assimilate and personalize some of the concepts and ideas learned about in the class.

Monetary literacy
Workshop: COINS
Lessons: 1-2
Goals:
- The participant makes a distinction between coins.
- The participant knows actual value of an individual coin
- The participants are familiar with economical or reasonable purchase.
- The participants will explore personal financial choices.
- The participant will consider what it means to be financially responsible.
- The participants will apply math skills.

Working methods:
- demonstration
- discussion
- practical work

Teacher's aid:
-coins
-pouch
-computer

Course of the lesson:
A group mentor shows the participants a full pouch. They try to guess what is in it.
The mentor blindfolds them and individually they touch the pouch... They establish there is money in the pouch.

The participants sit in a circle and the mentor empties the contents in the middle of the circle and they look at the money. They establish there are coins. The mentor encourages them to arrange the coins according to their size, from the biggest to the smallest one. The coins are placed on top of each other, the biggest being at the bottom and the smallest at the top. They establish that the smallest coins bear the smallest number (denomination). The mentor explains that the number represents the value of the coin.

In the continuation they discuss how many 10 cent coins are needed for 1 €, and how many coins make up 2€.

The mentor encourages the participants to think what could be done or bought with a 2€ coin.

They search for the price of bus and train tickets on the Internet. It is established that there is enough money to buy a ticket for a short ride.

It is also established that the money suffices for buying a croissant in a bakery, a bar of chocolate or some tea in a shop...

In the end the participants indulge in a croissant and a cup of tea.

They search for the price of bus and train tickets on the Internet. It is established that there is enough money to buy a ticket for a short ride.

It is also established that the money suffices for buying a croissant in a bakery, a bar of chocolate or some tea in a shop...

In the end the participants indulge in a croissant and a cup of tea.

Workshop: BANKNOTES
Lessons: 3-4
Goals:
- The participant makes a distinction between banknotes.
- The participant knows actual value of an individual banknote.
- The participants are familiar with economical or reasonable purchase.
- The participants will explore personal financial choices.
- The participants will consider what it means to be financially responsible.
- The participants will understand identify the reasons to maintain a budget.

Working methods:
- demonstration
- discussion
- practical work

Teacher's aid:
-banknotes
-paper
-coins
-flashcards
-computer
-films

Course of the lesson:
The group mentor crumples a piece of paper... and encoages the participants to think what the session will be about.

Eventually they establish it is paper money. The mentor shows different banknotes (from 5€ to 100€)

Further on, the mentor encourages the participants to name the denominations.

The mentor takes a 5€ banknote together with 1€ and 2€ coins and the participants try to combine the coins so that the final sum equals 5€.

The mentor arranges the pictures of different objects across the table (a TV set, a radio, a book, a plush toy...). There are different banknotes in a closed box. The participants randomly draw the banknotes. They try to pair the banknote with the objects in the picture with respect to their prices, for example (plush toy-10€).

They discuss their monthly salary (reward) and the things they buy with that money...
https://www.youtube.com/watch?v=_O0Ok3olB-8

Workshop: **A SHOP**

Lessons: 4-6

Goals:

The participants will identify and prioritize some of person and financial goals.

The participants are familiar with economical or reasonabl purchase.

- Identify and examine your current spending behaviours and patterns.

The participants will consider what it means to be financial responsible.

- The participants will understand identify the reasons to maintain a budget.

Working methods:
- demonstration
- discussion
- practical work

Teacher's aid:
-banknotes
-different objects
-coins
-flayers
-computer
-films

Course of the lesson:

The mentor brings different flyers showing products and their prices... The participants take a look at them.

The mentor arranges different objects for the participants to see. With the help of the flyers, they try to put a price on them. Next, they do a role play (buyers and a shop assistant – the mentor), where all the buyers get the same amount of money. They go to the shop (at the same time they practice the basics of personal communication) where they buy things.

Once they have spent their money they discuss whose purchase was the most reasonable and how everyone could save money when buying a certain product...

In the end they watch a television programme about a museum shop:

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

Workshop: **ATM machine**

Lessons: 7-8

Goals:

- The participant knows how to draw money from an ATM machine.

- The participant is familiar with potential misuse of a bankcard.

- Gain an understanding of spending behaviour outcomes.

Working methods:
- demonstration
- discussion
- practical work

Teacher's aid:
- banknotes
- packaging
-credit card

Course of the lesson:

The mentor brings a big painted box with the sign ATM on it. Through discussion, they try to establish what an ATM is, where the nearest ATM is, how to operate it...

When shown a bankcard the participants consider its use, why each card has its own individual code, why we cannot tell it to anyone, why it should not be written on a card.

Practical work: a walk to the nearest ATM, money withdrawal (20€), further on to the café, where all the participants buy and eat some treats in total amount of 20€.

Workshop:
Learning colours in German language

Time: 2

Goals:

- To identify colours in German.
- Participants can point to something when told a colour in German.
- Participants I can say 'that is' or 'that is not' a colour
- Participants can tell someone what my favourite colour is.

Working methods:

- discussion
- practical work
- gaming

Teacher's aid:

- worksheets
- coloured paper
- small purse with different coloured corks
- PowerPoint presentation

Course of the lesson:

Introduction with the topic:

The main focus this week is learning the colour vocabulary but this vocabulary will be built into sentences where the participants will also learn 'yes', 'no', 'and', 'that is', 'is that', 'show me' and 'my favourite colour is'.

I. Teacher shows to learners coloured paper, learners try to guess the topic of the lesson.

Learners find out, that they will learn about COLOURS. Teacher tells learners, that colours are called Die Farben on German.

Learners are observing different coloured paper with the inscription of the colour.

Teacher is naming the colours and learners are repeating. Teacher uses small purse.

II. Learners are sitting in the circle around small purse. They are reaching inside and pulling out cork, which are different colours. They are naming the colours.

III. Teacher is continuing with the projection and they are watching short movie about colours.
https://www.youtube.com/watch?v=WZI3J3DP2cY

IV. Game: They are using Rubik's cube. Learner rolls a cube and select someone who will name the right colour of the upper surface. They are continuing withe the game until everyone come their turn.

V. Teacher distributes worksheets with different levels of difficulty. Learners with poor writing skills and motoric functions get worksheet for colouring. Those learners without motoric problems receive worksheet with crossword.

Challenge:

Exercise and learn.

It is time for exercises. Coloured papers are distributed to the learners, each learner gets only one colour. Teacher is calling different colours and learner with the called colour stands up, while other are sitting.

Music

Teacher demonstrate how to play xylophone and reads / sings recording of a simple melody. Learners try to sing and play the song.