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KAFFI - To Know and Face Functional Illiteracy" Reference: 2019-1-IT02-KA204-062395

## **GOOD PRACTISES**



and



## IN SUPPORT OF FUNCTIONAL LITERACY TEACHERS

FOR ADULTS











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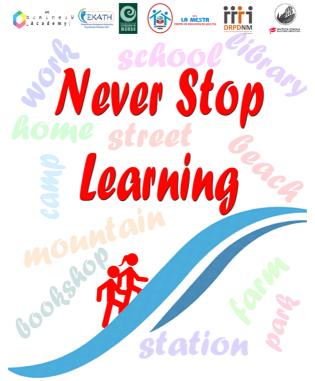












# to know and face functional illiteracy

Project Reference: 2019-1-IT02-KA204-062395

www.facebook.com/KAFFI





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









#### INTRODUCTION



Functional illiteracy is one of the most widespread and worrying phenomena of recent years. UNESCO already defined it in 1984 as follows: "Functional illiteracy is the condition of a person unable to

understand, evaluate, use and get involved in written

goals and to develop their own knowledge and potential ".

The functional illiterate, therefore, is a person who can read, write and express himself in a substantially correct way but is unable to reach an adequate level of understanding and analysis of a complex speech. This involves the individual's inability to decipher the environment and participate in the society in which he lives; the inability to use skills in a functional way in activities typical of daily life.

Functional illiteracy intersects with the digital world, especially in middle-aged people. The quality of education is clearly the only way to prevent functional illiteracy: reading and reworking texts of various kinds can help improve written comprehension and expression. For adults, the keystone is continuous training which still affects a low percentage of workers.

The OECD data published in 2015 give the picture of the situation. In 2016 the MEP Dominique Bilde had presented a motion for a resolution to the European Parliament on functional illiteracy:

- having regard to Article 133 of its regulation,

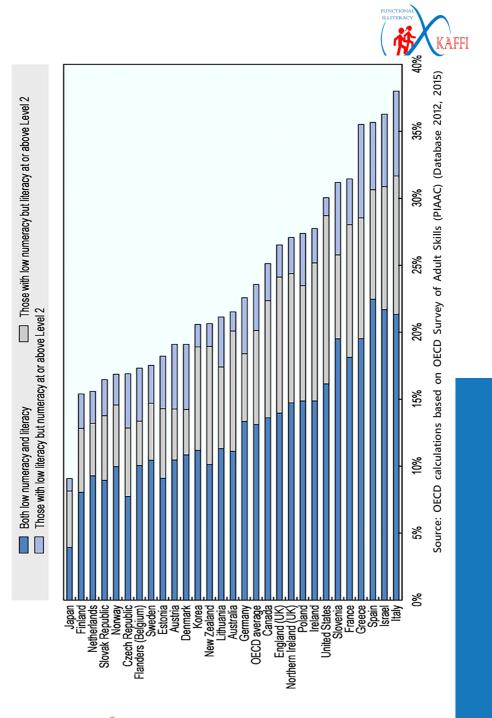
A. whereas functional illiteracy affects people over the age of 16 who have received a school education but are unable to read, write and



















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understand a text on situations in everyday life;

B. whereas, in France alone, the figures indicate that 7% of the population is in a situation of functional illiteracy, i.e. 2.5 million people, of which 60% are women, 49% live in rural areas, 51 % are in employment and 53% are over 45;

C. whereas functional illiteracy is an obstacle to employment and support for children's education or even a risk in everyday life;

1. Calls on the Commission and the Member States to better support the fight against functional illiteracy in their training and education programs and to launch an awareness-raising campaign based on the empowerment of individuals to combat functional illiteracy;

2. Instructs its President to forward this resolution, together with the names of the signatories, to the Commission, the Council and the Member States.

The increase in the levels of literacy of the adult population, of young people who have dropped out of school and of people living in a situation of social hardship is one of the key needs in today's Europe to which the project intends to answer through the creation of a lifelong education in which the educator must be able to integrate different open and flexible teaching methods









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for a meaningful learning in which the subject is active and esponsible in structuring his knowledge, know-how, choosing his own training path. Investing in possible strategies to overcome this phenomenon represents the main objective for all seven partners of this project.

The main target group to which the project refers is made up of educators, teachers, tutors, facilitators from each partner Institution who will be involved in the establishment of 'communities of practice' to develop a teaching model that takes into account two fundamental criteria: the first concerns the transition from knowledge to skills; the second refers to the centrality of the user, the final recipient of the educational action, who must become an active protagonist of his learning.

The secondary target is made up of all those who need 'to learn to learn' to keep up with the rapid changes that especially characterize the world of work. Adult learners who rely on these pathways must learn to be treated equally and equal in all European countries for the required purposes.

In a pandemic scenario such as the current one, functional illiteracy negatively affects both individuals and the life of a nation. The citizen is entrusted with the final and fundamental responsibility of preserving himself from contamination using the directives of science; functional illiterates, on the other hand, are unable and unmotivated to implement highly prophylactic personal and social protocols to avoid becoming infected as they are unable to really understand all the functional concepts regarding the pandemic scenario as an exponential increase in infections; contagion curve; incubation time; viral load, etc. It is by no means a rhetorical statement to say that the true vaccine against any virus would be a fulminant infection of culture, a cultural

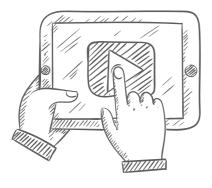






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pandemic.

Our lives will change if one of the priorities of national governments in Agenda will be lifelong learning and improving the skills of citizens. Policies for lifelong learning play a crucial role for the future of many European countries: a plan is needed to combat functional

and digital illiteracy and the construction of an integrated system to guarantee the right to lifelong learning. Local institutions have the task of organizing networks for lifelong learning aimed at combating functional and digital illiteracy, based on the alliance between the formal learning contexts of adult education and non-formal ones; however, there remains an obstacle to overcome, still present in many European countries, and that is the recognition and spendability of learning achieved in active life and in non-formal learning paths which certainly represent the strongest motivation for continuing to learn. With the KAFFI project, we have shared a path that goes in the direction shown.

We believe it is fundamental that the transfer of knowledge takes place through critical thinking. The thinker Dewey, as early as 1933, argued that the formation of critical thinking cannot be promoted through a formal procedure but is rather the result of a largely informal process. In implementing a non-formal education, the <u>con</u>-









text must be thought of as the place of free thinkers, where relations of power and hierarchy are replaced by relations marked by free and democratic discussion. A community of free thinkers is a democratic community.

According to the World Economic Forum ranking, critical thinking is the second most important skill in 2020. Critical thinking is the objective analysis of facts to form a judgment. The subject is



complex, and several different definitions exist, which generally include the rational, skeptical, unbiased analysis, or evaluation of factual evidence.

Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It entails effective communication and problem- solv-

ing abilities as well as a commitment to overcome native egocentrism. Critical thinking depends not on intelligence but on practice, and this practice includes all those steps necessary to recognize the news as true or fake: source control, comparison between multiple versions, abstention from judgment based on the emotion of the moment. So a circle is closed! This wants to face and demonstrate KAFFI.

Mariella Ciani Legal representative APS Brainery Academy Udine- Italy









## **PROJECT PARTNERS**





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

https://www.braineryacademy.it/











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

www.woman-bg.bg



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

www.wsbinoz.edu.pl



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

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



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

www.facebook.com/DRPDNM

#### LA MESTA CENTRO DE EDUCACIÓN DE ADULTOS

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

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



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

www.cekmekoyhem.meb.k12.tr

#### FUNCTIONAL ILLITERACY

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

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

An illiterate is an adult:

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

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

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

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

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



#### PROBLEM OVERVIEW IN THE PARTNER COUNTRIES

## BULGARIA



#### LET'S FACE FUNCTIONAL ILLITERACY

In the digital age, which we live in today, there is a global trend towards an increase in both minors and adults with functional illiteracy. Naturally, the key questions arise about functional illiteracy and what are the reasons that give rise to it?

Functional literacy - a wide range of social knowl-

edge and skills

The term "functional illiteracy" was introduced yet in 1978 at the XXth session of UNESCO. This phenomenon inflicts great damage, is very costly to the entire global world, as well as in our country, because anyone who is functionally illiterate in the professional sphere can be personally and socially dangerous!

In a broad sense, "functionally literate" is successfully involved in personal and social activities in which literacy reflects the effective personal and social functioning for sustainable development.

In a narrow sense, functionally literate is anyone with basic abilities to read and write, and who considers the acquisition of knowledge, improving their functional development and that of the community.

In this regard, according to a study by "Business Magazine", about 1/6 of Americans are functionally illiterate, and according to the English edition of the Daily Telegraph, the situation with functional illiteracy of the British is the same. The study conducted by the American Northeastern Institute reports that in business, functional illiteracy leads to billions of dollars in losses each year.

Literacy is a complex component of the brain's ability to think, to listen, to make sense and to understand, to consider, to draw conclusions and to take decisions; to distinguish fake news; of the eyes to read and to see; of











the hands to model, to handle a needle, a brush, a fishing rod, a computer; of the feet to run, to play sports, to ride a bike, a car, to score goals, etc.

Literacy is the bearing arrow of knowledge. The more knowledge a person has, the more literate he is. Literacy is the result of a complex and harmonious, synchronous perception of the world and the functioning of all organs and systems in the human and social organism.

Literacy can be linguistic, mathematical, written, reading, communication, professional, cultural, aesthetic, health, legal, computer, environmental, media, moral, ethical, etc.

• The roots of functional illiteracy - a source of ineffective knowledge

Continental, national versions and other specifics of the status, causes and consequences of illiteracy or the unsatisfactory level of literacy of the adult population are outlined.

The basic roots of illiteracy are sought in the environment, in the family and the school, as influential systems on the development of human potential.

"For Bulgaria, the results of the international comparative survey PISA are dramatic," said Zlatka Dimitrova of the "Education Bulgaria 2030" association. PISA tests school boys and girls for knowledge and skills, for their readiness to apply in life what they have learned at school. Of the school boys and girls under the age of 15, 47% do not understand what they are reading. Bulgaria ranks last in functional illiteracy among 15-year-old school boys and girls in the EU.

Regarding the functional literacy acquired through reading, according to PISA for 2015 it is reported that the functionally illiterate 15-year-old Bulgarian school boys and girls were 41.5%, and for 2018 the number has increased to 47%.

Functional literacy acquired through mathematics increased from 42% to 44.4%, and that acquired through science - from 37.9% to 46.6% over the same period.

The interesting and joyful thing is that children with the lowest socio-economic status achieve higher results and the percentage is doubled. This









shows that poorer children are two times more motivated for their successful development.

One of the reasons for the high percentage of functionally illiterate adults is the low level of education, incomplete knowledge and insufficient skills provided by the Bulgarian educational system.

• Bulgarian school - a founding educational institute for basic functional literacy

Bulgarian school, as a founding educational institute, does not stimulate personal prosperity from an early age, through:

- creating habits for learning with understanding;
- the desire for knowledge;
- reading and listening with comprehension;
- mastering the richness of the mother tongue;
- effective learning through at least two foreign languages;
- acquisition of digital skills;
- awareness of the important interdisciplinary connections with mathematics and its application in human life;
- formation of social skills for a dignified and independent life.

The PISA survey in EU countries, carried out at the beginning of 2020, confirms these findings that many school children in grades 1-12 graduate with mediocre results and are functionally illiterate.

Yet at the start of his life, the young person enters without habits to study and to work. Now, young people enter the University under much lowered criteria. With solid gaps in secondary education, they cannot advance at the University and cannot become competitive in the labor market.

Critics of PISA conclude that the "strengths" of our education system are not measured, but they do not assess that it is about the non-competitiveness of our adolescents under equal questions. When we apply for a job, in the interviews they do not want us to recite memorized verses, but ask us questions of a general integral nature.

Functionally illiterate people are more likely to be unemployed due to the









predominant personal profile, reflecting:

- more unsuccessful career;
- failure to assess the system of risks;
- lower level of awareness;
- living in poverty to marginalization;
- making wrong, incorrect decisions;
- admission of violations;
- unstable health;
- committing crimes.

Due to this, changes took place in the Bulgarian school: innovative classrooms were created; new digital and hybrid programs have been adopted; higher salaries were provided, motivating teachers; electronic textbooks were introduced; classes in entrepreneurship and robotics are held. However, the big wheel of tangible literacy results from these changes has not turned on.

The tremors in the Bulgarian family, the high divorce rate, the single parents, the teenagers raised by grandparents due to labor emigration of the parents, have a negative impact on the personal development of the children.

Our whole society needs to get back on its feet and to make lifelong learning a fashion. The example of the more mature generations that do not stop learning is very important. Our important concern is to realize and to support education, so that young people do not have "pure" knowledge, but evaluative and critical thinking, to be able to think according to the conditions and to take the right decisions, to learn to work in a team, to have digital competence, logical, mathematical thinking and rational behavior in life. Coping with life, with work, with everyday life is an effective test for education and the level of literacy.

If you have not dreamed of becoming a teacher, your place is not in school. If you dreamed of becoming a teacher, you become the dream teacher. It is impressive now what influx there is in the pedagogical universities

for master's degrees, because in 2 years you cannot become a teacher. Yes, salaries are attractive! However, is it time to ask about the results?









I have many personal observations of people for whom ignorance is already a canonized tradition. They are so detached from the process of self-learning and self-analysis, of self-development and self-motivation that they just feel comfortable to eat, to sleep, to have fun and that is it! This will kill civilization. There is alienation between people, it leads to antagonism, vandalism and aggression. Doctrinal ignorance, reluctance, inactivity, lack of motivation, non-acceptance, and uselessness of knowledge are accumulating over the years in humans. One is self-destructing, loses a landmark in life.

• The influence of the environment, spiritual and material, on living conditions and the surrounding sphere.

It is not easy to train people who have missed the "fast train schedule" in their old age, without learning habits, without personal motivation and passion for knowledge. You have to suggest yourself, to get self-excited, to be a source of challenging ideas. You succeed if you introduce them to a new, interesting, modern world, if you radiate yourself, if you conquer, influence and inspire.

This is required in working with functionally illiterate adults who have not developed the habit of learning yet in their school years. In an interview with Prof. Stanimirov - Rector of the University of Economics, Varna, he said: "It is necessary to give soft skills, to train project thinking, decision-making skills in students." Today Google, Apple are no longer just looking for people with higher education, but people with innovative thinking, with new creative skills, expanding work remotely and online. 47% of occupations are expected to disappear due to digitalization. Only 13.4% of workers today offer innovation. We need to induce initiative, to discover and to stimulate new talents.

The young Z generation of the 21st century requires a new, personalized education and training for globally innovative digitalized social skills, with a different detailed profile and formats. Thus, in order to get the young people out of the pubs and breweries, Sir Newton held a show









in the half-empty halls until he filled them.

The construction of the new network functional literacy of the modern Z generation dynamically generates a continuous redesign of off/on-educational projects, plans and programs. And they have a growing share of non-formal transformational learning in which the person is in focus. It is in these basic directions that the Erasmus + KAFFI project is focused, which aims to accelerate the overcoming of functional illiteracy among adults.

"To preserve the woman" Association participates in a European training consortium with partners from Italy, Poland, Spain, Greece, Turkey and Slovenia to train 63 teachers to increase their competencies in working with functionally illiterate target groups. In this regard, a textbook and a specialized dictionary to help trainers are being prepared. Varna will host an international, transnational meeting of teachers with a mission to confront functional illiteracy.

The digital age in which we live sets high standards for human resources. Lifelong learning is becoming a vital necessity.

People's knowledge and education are becoming a valuable commodity, convertible in a world without borders.











## GREECE

#### The situation in Greece by the consequence of Covid-19

It is such a big issue to assess the current situation in the country. They are political, economic, social and psychological issues. Fortunately, the National Health System has largely withstood the great and difficult task of nursing the sick people despite the terrible shortages.

The inconvenience in Greece is that the government is more interested in the political cost than the social benefit. In other words during the pandemic, on many issues we went with "polls" on what the duties of the central government look like and not with actions to better address the whole situation.

#### State & Local Government

However, important decisions were taken that facilitated some professional groups with remuneration support like the reduction of the professional rentals, etc.

Recently there has been an aggression in some social groups and especially in those who believe that they have been wronged. A particular problem is observed in young people for economic and psychological reasons but also in the field of culture which has been left almost helpless. Maybe it was a conscious choice because young people and culture always bother the "system".

A distrust was also created with various proposals of the committee of experts in dealing with and proposing measures to deal with the crisis. The frequent change of positions and views of the special committee of scientists, many of which were considered to be done on the orders of the government, had a negative impact, while the opposite should be happened.

The vaccination date selection system and sites were positive in every way from the part of the citizens. It is a process that reaches the best; convenient service, electronic information and reminder, access to electronic version of vaccination certificates by every citizen.











Finally, very important was the contribution of the local government that spread a network of protection and support of the weak members of the local community in matters of nutrition, health care even much for the needed travel.

#### Adult education (Lifelong Learning)

The Adult Education (Lifelong Learning) under our certified private organization faced huge problems with mandatory remote work at least 70% of the organization staff and remuneration from the state with the lowest unskilled salary worker, assisted by the EU.

Of course, this money was given too late, with the result that, like all private sector workers, they face very serious survival problems. Understandably, there have been many difficulties in combating and facing functional illiteracy.

#### Our actions

Until the end of May, all life education was prohibited, except for distance learning. From June 11th, life training is allowed, up to 13 people per section, provided that they have a negative RAPID TEST. In the period until the end of May 2021 we were active in terms of functional illiteracy as follows:

We knew that employees in local municipalities, with 10-month contracts with programs co-financed by Greece and the European Union will have to declare a training department with certification of knowledge from a list of 15 specializations. They were then trained in departments they had declared.

Since autumn 2020, in cooperation with the municipalities, we came in contact with the future trainees and through a questionnaire we initially received answers from those who wanted our help in the correct choice of the training topic. Then by calling and visiting to the workplace, utilizing our minimal staff and volunteers from the municipalities, with appropriate advice were decided at least two choices of topics for these candidates.

Therefore, we came in contact during this period with about 60 em-





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ployees who were estimated to need help and especially people who were characterized by a high degree of functional illiteracy, both linguistic and digital. These workers were mainly employed in cleaning, maintenance services of green areas and technical assistance. With the completion of this successful process despite the difficulties and the implementation of Covid-19 protection measures, the second stage followed.

At the beginning of 2021, their training schedule was announced, which should be completed by the end of June 2021. The educational process for the educational departments was announced to be by "Modern Distance Learning". At that stage, we came in contact again with the beneficiaries of the training and through small groups in their workplace with the assistance of municipal services or online with those who had the opportunity, we did a short instruction training, how they can use the media, PC, TABLET, LAPTOP etc. in order to connect and attend the program.

It was an important process with a visible goal as the acquisition of this knowledge was related to the ability to attend a training and certification program, whose value was assessed with appropriate counseling to improve knowledge skills and boost confidence among those who will be unfortunately again unemployed unfortunately in a few months. In June we implemented the distance learning raining for 130 people of which 90% managed to obtain after examinations with the method of multiple choices.

It was a difficult undertaking with a visible result in the crisis in which more than 60 beneficiaries were participated.

#### **Future** actions

We are prepared so that as soon as the results are announced, some of those unemployed will be selected to attend a new subsidized program of counseling, training, internship and certification of knowledge, we will get in touch for their preparation and then implementation of the above actions.









Important actions so far in this category were the support and learning of the electronic application process and the necessary supporting documents, which we provided in February and March 2021. Very important was also the preparation for the implementation of the counseling that will lead the unemployed to a relevant education department with our consulting process to about eighty (80) stakeholders.

We are expecting at least fifty people (50) to be selected for the sequel. We are waiting for the relevant instructions for the type of Counseling and Training. Our organization after the new data created due to Covid-19, has worked with companies that have specialized platforms for the provision of integrated systems for distance Consulting, Training and conducting knowledge certification exams and we have initially rented for two years the provision of their services.

This is a new innovative process for us that has been successfully implemented in the programs of the employees in the municipalities. Maybe this process is useful even after the Covid-19 era.

Face to face training and the advantages of the team operation cannot be replaced by any distant and impersonal process. It is an issue that will concern and perhaps divide the educational community in the future.











Co-funded by the Erasmus+ Programme of the European Union

## ITALY

In 2015, 85% of the world's adult population was literate and the illiterate were distributed mostly in developing countries. In Italy, total illiteracy affected just 1% of the population. The levels of literacy achieved are therefore always higher. At the turn of the '50s and' 60s, the need was felt to create a new concept of literacy, thus the term "functional illiteracy" was born, an illiteracy that indicates the inability - total or partial - of a specific individual in the understand and properly evaluate the information that processes daily. Studying the phenomenon of functional illiteracy is of fundamental importance to understand the development potential of a country and becomes even more urgent in the current digital age, where it is mixed with the phenomenon of digital illiteracy. There is no correlation between the advent of the Internet and functional illiteracy, but social media has brought out the phenomenon. A functional illiterate, having difficulty understanding information and articles, is more inclined to believe everything he reads uncritically. For this reason, these individuals often share false information and therefore actively contribute to the uncontrolled spread of so-called fake news.

According to the OECD, functional illiteracy does not concern a specific segment of the Italian population; it transversely affects different demographic groups. From an age point of view, one in three is over 55 years old; "only" one young Italian out of 6 does not fully understand the meaning of what he reads. A large slice is made up of retirees. From a professional point of view, only 10% are unemployed. Among young people between the ages of 16 and 24, the so-called "Neet" are above all those who live in their parents' homes, do not study, do not work and do not seek work; in the vast majority of cases they carry out manual and routine jobs (eg unpaid domestic work) or they carry out illegal or precarious jobs, in which no on-the-job training is provided. From an educational point of view, they are generally poorly educated. Many dropped out of school early. Social media also play a fundamental role, as they are responsible for the lack of correct language use by young people. While texting on devices, there is a constant, search for a quick and simplified











way to express yourself. It is undeniable that the language we use on social media has become part of everyday life, severely limiting our lexical skills and the correct use of grammar. This is precisely what has led many experts to think that this phenomenon is closely linked to the digital revolution and the consequent superabundance of data to which we are subjected.

From a geographical point of view, the South and North-West of the country are the regions with the highest percentages; these areas would host more than 60% of unskilled workers. Very often, there is talk of "return functional illiteracy". The phenomenon occurs when an individual, not exercising his or her creative and critical capacity for a prolonged period (through study, reading or information), undergoes a real decrease in previously acquired skills. Computer literacy (ability to use the internet and new technologies) in Italy concerns only 21% of the active population and places it in the third last place among OECD countries (Skills Outlook 2019).

To counter the spread of this social scourge it is essential to educate people culturally to "lifelong learning" which is able to encourage the continuous consolidation of their skills. For workers, the keystone is continuous training which still affects a low percentage of people, 30% versus 43% of the OECD average.

According to ISTAT, a large majority of Italians (about 70%) represent the real problem in this pandemic period, as they are unable to fully understand the information they receive. Functional illiteracy is today the main obstacle that, according to the Constitution, the Republic must remove because "by actually limiting the freedom and equality of citizens, they prevent the full development of the human person and the effective participation of all workers of the country ". A broad proposal, to be implemented as soon as possible, of lifelong learning capable of recognizing and making it expendable the learning achieved in active life and in non-formal learning paths that represent one of the strongest motivations to continue learning must precede the plan to the restart. It is necessary to put in place ways to recognize the basic and transversal skills of people in difficulty to create a sort of passport for active citizenship, also useful as a











reference for the personalization of future paths based on the assessment of the skills possessed at the entrance.

The biggest obstacle in Italy consists in the absence of certification of the skills acquired in the non-formal field. The existing system in the professional field must be implemented by developing the local services: the recognition and use of the learning achieved in active life and in non-formal learning paths would represent one of the strongest motivations for the less educated people to continue learning. Local institutions therefore have the duty to organize networks for lifelong learning aimed at combating functional and digital illiteracy, based on the alliance between the formal learning contexts of adult education and the non-formal ones of the third sector.

Today everywhere we talk about lifelong learning, this expression refers to the vertical dimension, it refers to the fact that learning today concerns the entire duration of life. This conviction also derives from the understanding of the learning dimension inherent in every human action. The concept of lifelong learning represents the overcoming of a defined temporal dimension (the time of initial education) which once represented, in the existence of a subject, often the only portion of life dedicated to learning.

To be more complete, it is also necessary to speak of lifewide learning, an expression that refers to the horizontal dimension, which refers to all areas of life and represents the overcoming of places dedicated to learning (traditionally schools and universities) and the enhancement of every experience of people. The expression then becomes lifelong lifewide learning with which learning times and spaces are extended to include every area of life and every time of people. In a conception of learning of this type it becomes fundamental to be able to make people understand, not to knowledge professionals, how the conception has changed so that they can recognize in the various aspects of their life the opportunities that favor it and, through awareness, can take advantage of it.

In this field, the non-formal education that most of the adult education associations adopt should be valued. Non-formal education on the





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summarized with the formula "learning by doing", or learning directly in the field.

The learning methodology consists in the interaction between learners and the concrete situations they experience. Generally, there are no teachers who give ex-cathedra lessons: the learner and the educator develop knowledge and skills together, in a "horizontal" relationship. The educator, or facilitator, can be more or less active in building the learning experience for the good of the learner. Non-formal education can lead people with fewer opportunities to create their own projects, step by step; they are at the center of educational activity, they feel responsible, they bring personal interests into play, find strong motivation, develop their self-esteem and, as a result, increase their skills and competences.

Non-formal education must be properly implemented and monitored. This cannot happen in a day, but it takes time to get to know each other and build a relationship based on trust, using methods designed for individual cases. Another interesting aspect of using non-formal education with the target group is that the beneficiaries can, following their experience, become multipliers, turning into "peers with more experience" than their friends, and thereby motivate and support them in a "horizontal" way. This is the so-called "peer education", which is based on sharing one's experiences and offering support to others who have similar experiences. Non-formal education could represent a tool for the inclusion of everyone, especially those who are not were lucky with the formal education system. Using a "step-by-step" approach and planning concrete and positive results for each phase, a "motivation dynamic" is generated. Having the feeling of getting results stimulates self-esteem. When all these ingredients are mixed together and action is taken at the right moment of the person's path, the activity becomes a precious tool for his personal development. This type of alternative education can represent a second chance for the social reintegration of people with minor opportunities.

We, volunteers and teachers of adult education facilities, work hoping for a turning point that will allow people with less chance to acquire knowledge and skills useful for exercising active citizenship to become protagonists of their future!











## SLOVENIA

#### FUNCTIONAL ILLITERACY IN SLOVENIA PROJECT ACTIVITIES DURING COVID-19

Among other things, the COVID-19 pandemic raised a lot of questions about the literacy of the citizens of the Republic of Slovenia. Namely, especially in the fields of health literacy, computer literacy, and similar employment literacy. This issue encourages teachers and educators, in particular, to start thinking about their role in increasing the importance of literacy among young people and young adults in the fight against a sustainable society.

For this reason, few events were held on this topic in 2020.

Great emphasis was placed on the importance of digital competencies, for which they are all the more important during a pandemic. These are important from the point of view of obtaining information and recognizing relevant information, finding a job, dealing with the effects of a pandemic, finding solutions, etc.

Another important competence that we addressed during the pandemic is, inclusion in society, promotion of equal opportunities, cooperation. The importance of equal treatment of people with mental health problems in the event of COVID-19 infection was also discussed.

Undoubtedly, the pandemic was due to its limitations in measures based on major economic consequences. The negative consequences concern employment relationships, employment opportunities, social insurance, education and, ultimately, the socio-economic status of the individual. On the other hand, they play a key role in managing economic tasks and restricting operations, which is what will make the operation of the economy, which is the main engine of the state, more difficult.

One of the biggest problems, however, was the lack of access to health services, which is one of the most basic human freedoms in the country. After all this, we wonder what knowledge and general competencies the citizens of the Republic of Slovenia have in the field of knowledge











of individual and collective rights and freedoms and to what extent they can be made more difficult. We conclude that competencies in this area are still very incomplete, that much work remains to be done to promote the learning of informal competences to identify human rights violations, to address the consequences of situations such as pandemics, relevant information retrieval and rapid response to consequences.

Adult education associations continued to work on their general programs for learning non-formal competencies, i.e. language learning, acquiring digital competencies and the like.

At DRPDNM we carried out various project related programs to eliminate consequences of functional illiteracy. For this reason, learning digital competencies, empowerment for integration into local society, empowerment of adult migrant woman for employment and personal development workshops have been carried out mainly online and faceto-face when possible. The major target group have been women, particularly migrant woman. Such programs teach them writing CV, applying for job, raise importance to get on job market. They also learned some basic or advanced digital competencies from various type of work.











### SPAIN

#### The situation of functional illiteracy in Spain

There are still 730,000 illiterate people in Spain, of whom 67 percent are women, according to 2011 figures from the National Statistics Institute.

They survive by asking questions of everyone around them, trusting they will be told the truth. They ask about the type of milk they are buying, the name of the street they are on, which bus they need to take, and how to dial a phone number. They have no driver's license, cannot read maps, know nothing about what's in the contracts they are signing, do not use computers or the internet, and have never read a book.

Of Spain's 490,000 illiterate women, 57 percent are between 65 and 84 years of age.

The average illiterate person in Spain is the product of two trends. One is residual, and affects people over 65 who were forced into jobs at a very young age or had to care for relatives. The other one is linked to ethnic or immigrant minorities," explains Antonio Aviño, an emeritus professor at Murcia University and author of La alfabetización en España: Un proceso cambiante en un mundo multiforme (or Literacy in Spain: a changing process in a multi-shaped world).

"We are talking about an issue that is over 200 years old. But we need to mention the lack of progress represented by the Franco regime, especially when it came to women. The schooling levels of 1970 could have been reached 20 years earlier, according to the Second Republic's plans. We are still laboring under that, and some obvious results are on display in the low performance of Spanish students in the PISA report", says Professor Aviño.

Spain has the highest school dropout rate in the entire European Union: 23.5 percent. Rates among youths whose mothers lack post-mandatory education is in excess of 30 percent, but it is barely 4.6 percent when the mothers have higher education."









Andalusia, Extremadura, Castilla-La Mancha, the Canary Islands and Murcia have traditionally posted the highest illiteracy rates in Spain. Aviño's research finds that learning has been slower among women in rural areas.

The central government has overlooked adult education and left it in the hands of regional authorities. There is nothing relevant on the issue in the education reforms of recent administrations. Andalusia has been promoting adult education programs for the last 34 years. But it's not enough, and the central government needs to do more.

Education is one of the biggest demands by the Gypsy community. And the promise of a driver's license motivates them to learn to read, as does the promise of being able to use social networking sites. This introduces the issue of digital literacy, which is very much present in developing countries. Spanish society has gone from having a low literacy rate to embracing electronic communication channels.

For further information on Spain's adult illiterate population, see the following link with graphics and statistics:

https://knoema.com/atlas/Spain/topics/Education/Literacy/Adult-illiteracy

#### Spain - Adult illiterate population - 687,340 in 2016

Spain adult illiteracy was at level of 687,340 in 2016, down from 729,349 previous year, this is a change of 5.76%.











#### THE STATUS OF EDUCATION DURING THE PANDEMIC IN TURKEY

Turkey has come a long way in terms of the pandemic. The number of cases has decreased from sixty thousand to less than five thousand. Nearly fifty percent of the people have been vaccinated and the vaccination process continues at a rapid pace. The normalization process in socio-economic life has begun. Cinema, theater, restaurant and other recreation and shopping centers have fully started their activities. In an environment where people avoid getting close to each other with social distance due to the risk of disease transmission, it has become imperative to meet the education and training needs, one of the most basic needs of humanity, with technological aids. Tools have been tried to be provided through distance education.

Schools are still closed, but the online education process has been going on since the start of the pandemic. Right after the schools were closed, the Turkish Radio and Television Corporation (TRT) and the Ministry of National Education jointly established three television channels called EBA TV and continued the education process over television for students without internet access. Course contents were produced instantly for students studying at different types and levels and took their place on online education platforms. As of March 23, 2020, the courses prepared by the Ministry of National Education within the framework of the "distance education" program for more than 18 million students and the EBA TV, EBA Live Lesson and EBA Academic Support applications, which were prepared together with the EBA TV, EBA Live Lesson and EBA Academic Support applications, were implemented server teachers. While the courses were initially given according to the course content planned according to the grade level, they were later spread over the weekends. In order to support students who will take the university (YKS) and high school entrance exams (LGS) preparation exam, EBA











courses were broadcast on weekends, and publications continued during the summer months. While EBA was the tenth most visited website in Turkey with approximately 3.1 billion clicks, it became the third most clicked education website in the world.

According to the data announced by the Ministry of National Education, 18 million 241 thousand 881 students receive education in Turkey. The number of people reaching online education (EBA) is 13 million 667 thousand 432. In other words, more than 4 million students did not receive any education this season. This means 1 out of every 6 students.

However, lifelong learning institutions have never been closed since the pandemic and continued face-to-face training. Of course, all measures regarding the pandemic were taken. The number of students in the class was calculated according to the size of the classroom. Lessons on mask, social distance and hygiene were planned and explained to the trainees for at least five hours before the start of each course. In addition, posters showing the importance of the subject were hung to raise awareness among the trainees.

In lifelong learning activities, there has been a decrease in participation in courses due to the pandemic compared to previous years. Table-1 includes course/trainee data by course type. When these data are examined, a total of 196,736 courses were opened in 2020 and a total of 3,575,718 trainees attended. When the gender of the trainees is examined, it is seen that the majority of the participants are women. Table 1: Course/Trainee Data by Course Type

Course Type	Number of course	Male	Female	Total Trainee
General	114.134	770.581	1.125.377	1.895.958
Professional and Technical	82.602	653.504	1.026.256	1.679.760
TOTAL	196.736	1.424.085	2.151.633	3.575.718
Rate of Trainees by Gender (%)		38.90%	61.10%	100.00%

Source: https://hbogm.meb.gov.tr/meb\_iys\_dosyalar/2021\_06/07091759\_08201728\_ RAPOR-05.05.2021.pdf



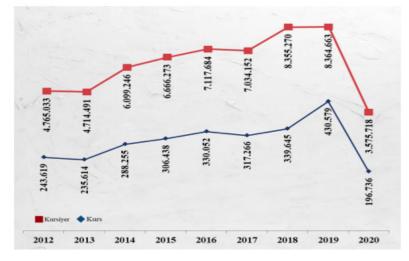






The decrease observed in course attendance due to the pandemic is inferred from the data shown in Chart 1.

Chart-1: Course/Trainee Data by Year Based on Education (2012-2020)



Source: https://hbogm.meb.gov.tr/meb\_iys\_dosyalar/2021\_06/07091759\_08201728\_ RAPOR-05.05.2021.pdf

Some of the courses in various fields are courses that aim to develop functional skills and can therefore be considered as functional literacy courses. Courses to develop functional skills are as follows:

- Information Technologies,
- Child Development and Education,
- Public Relations and Organization Services,
- Personal Development and Education,
- Marketing and Retail, Literacy,
- Foreign Languages.

The number of trainees attending these courses is shown in Table 2.











Course Name	25-64 Male	25-64 Female	TOTAL
Information Technologies	16.681	25.899	42.580
Child Development and Education	667	13.713	14.380
Public Relations and Organization Services	342	762	1.104
Personal Development and Education	40.002	150.239	190.241
Marketing	6.664	2.333	8.997
Foreign Languages	37.995	65.670	103.665
Literacy	24.407	49.996	74.403

#### Table 2: Course/Trainee Data for 25-64 Years by Field

Source: https://hbogm.meb.gov.tr/meb\_iys\_dosyalar/2021\_06/07091759\_08201728\_ RAPOR-05.05.2021.pdf

There are huge gaps between different social classes in connectivity, access to devices, and access to online education systems. Although the rate of households accessing the internet is between 68% and 88%, this rate is 39% in regions with economically weak households. In households with three or more children, access to online education is even lower as there are not enough devices. In addition, girls are more disadvantaged than boys are, especially since girls from low-income families are expected to do more housework. Due to the rapid spread of the disease after the COVID 19 epidemic that started in 2016, in order to reduce the spread of the epidemic in our country, face-to-face education was suspended in schools and online education was continued afterwards.









#### 22 - 26 FEBRUARY 2020 - NOVO MESTO - SLOVENIA

At the first LTTA of the project KAFFI 'To Know and face functional illiteracy', project partners presented the situation in their country regarding the functional literacy among adults. The presented their work within their regions, local communities and their organizations.

#### FUNCTIONAL LITERACY IN SLOVENIA

The situation on adult functional literacy in Slovenia was presented by DRPDNM, Slovenian Institute for Adult Education and Development and education center Novo mesto.

DRPDNM presented their work with women migrants, who are following their spouse coming to Slovenia and live their life here as mothers and household women. Therefore, the social worker of DRPDNM presented their work with such a group of people. They apply an approach to encourage them to develop their skills in all areas, in order to be actively integrated into the new/ local society.

On the other hand, the main idea presented by Slovenian Institute for Adult Education was the Slovene translation for an online questionnaire for skills assessment. It is designed to provide individual-level results that are linked to the OECD Survey of Adult Skills (PIAAC). It is part of the National Skills Strategy project, supported by the Investment of Slovene Ministry of Education, Science and Sport and European

Social Fund. The purpose of SVOS is to reach special groups of disadvantaged adults and to raise their level of competencies (by educating them, giving educational consult).

It is assessing cognitive and non-cognitive assessments. And under cognitive assessment there is also literacy. It is a unique Slovenian approach implemented by local assessment units with national coordination point on a head.

For more information on adult literacy learnings and work, you can reach the following links:







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https://pismenost.acs.si/en/ https://www.acs.si/en/fields-of-work/literacy/ https://pismenost.acs.si/en/resources/educational-audio-and-visual-resources/visual-resources/



Furthermore, Development and education center Novo Mesto presented their work with Roma community who present the major number of illiterate people in the region. The major reason for this is low self-esteem, lack of motivation, cultural and ethical background and believe that education is not important.

The workshop ad-

dressed text and reading literacy, financial, digital, family, health, mathematical, cultural and civic literacy. Through these programs, they gain communication skills, financial skills and overall gain knowledge on how to arrange their life, for instance: household budgeting, saving for the future, borrowing sensibility, increasing income.

# LANGUAGE ACQUISITION IN ADULT EDUCATION PRESENTED BY ITALIAN PARTNER

Italian project partner warmed up the participants by brainstorming what knowing a language means. Barbara Gangi raised the difference between 'linguistic competence' and 'communication competence'.

Communicative competence is the mastery of abilities, knowing how to 'work' language. It is then linguistic competence, extra-linguistic competence and social cultural, pragmatic and strategic competence. On the other hand, it is 'world performance', knowing how to do things with language in communicative events.









Co-funded by the Erasmus+ Programme of the European Union

Linguistic competence studies the sounds of the language, the written signs of the language, the formation of the words of the language,



the rules, principles and processes and the language's inventory of the words.

Extra-linguistic competence or non-verbal languages study body

language, facial expressions, signs and gestures, also space, contact, the meaning of the objects and stats symbols.

Last but not least, socio-cultural competence studies how the language changes according to variables used, how the language is used in relation to the contact and how cultural differences or similarities affect communication. The languages differ. For example: mother tongue, foreign language, ethic, classical etc.

It is necessary to look at the psychological perspective of the language. In order to learn language, you need to be motivated, which is obstructed by affective filters. The motivation is obtained by need, obligation or pleasure to learn the language. There should be presented the following aspects: will, capacity, responsibility and self-efficacy.

We can see the language also from a cognitive aspect: how does the brain work in a language acquisition. According to the structure globality => analysis => synthesis, during the use of an already known language or during the acquisition of a new one, our brain is "ready" to perceive not all details but just some major features.



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#### FUNCTIONAL ILLITERACY IN SPAIN

Spanish partners address the major question they deal with: How to recognize functional illiteracy?

They presented the results of the exercise they created in which all teachers in the school had focused on a specific type of competence, taking text or multimedia to find out the level of literacy at school.

The Spanish partner focused on the importance of the English language knowledge. Anglicism: the level of English is low or not at all. After the exercise, they found out that English is important for making their functional literacy become higher.

The next important class to reach higher literacy is the use of mobile apps. Older people are not familiar with technology vocabulary nor mobile applications. The advance use of mobile apps leaves behind a collective that is not able to use them fluently. Difficulties and the excessive time it takes them to familiarize with technology generates their rejection in some cases.

The next workshop they focus on within their work is online registration and payment. Nowadays many situations have to be done using new technologies, for example: buying and paying online. Thus, the workshops are provided for adults to learn using these applications and being integrated into the current society properly.

#### FUNCTIONAL ILLITERACY IN BULGARIA

Bulgarian partner focuses on the following topics provided for gaining functional literacy: financial literacy; entrepreneurship and career guidance; motivation to start a private business; healthy and environmentally friendly lifestyle; civil education and consumer rights.

The focus is given on financial literacy. This type of literacy is important among others, for making rational decisions and raising personal well-being.

Bulgaria is the poorest country in the EU and the socio-economic status of people is low. Bulgarian people have low self-esteem for their









financial literacy. More than half of people questioned agree that they do not know how to properly manage the finance.

The Bulgarian partner provides classes for people who are at the



risk of social exclusion (for instance: being unemployed for a long time or living in poverty). They teach them to develop practical knowledge and skills for managing personal finances among students. It is important to build an ability for making rational and financial and life decisions.

Areas of the class include:

Personal budget management; Financing of immediate consumption and credit products; Savings and investments with focus on investing for beginners; Risk management in life and insurance; Retirement insurance.

Students learn to make a monthly budget; to allocate money; to shop wisely; and learn how to afford things that are more expensive. They use innovative educational approaches. The pedagogical approaches learning through sharing of personal experience, game, role games, workshop.

The purpose of this program is to understand the role of money as a means and necessity for life and to know how to manage it; aiming at building key social and initial economic and financial competences and, developing practical knowledge and skills in managing personal finances. The focus is given on the theoretical and practical part equally. Hence, training activities are provided. For example: seminar, discussions, handson activities, independent work (solving tests, case studies, etc.), logically related series of active games on a specific topic, company visits.







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### FUNCTIONAL ILLITERACY KAFFI

### FUNCTIONAL ILLITERACY IN GREECE

The formation and development of competences starts in the process of education. Due to the increasing amount of information in the modern world today, knowledge cannot be obtained once and for all. This actually is the issue of lifelong education. Maximum competence in selected areas is the life-affirming purpose of an individual.

Functional literacy is a tool to achieve maximum competence in selected areas of skills training in lifelong education.

The problem of functional illiteracy is furthermore most urgent when it comes to state and municipal civil servants, whose professional activities largely affect the life of the country as a whole and of each of us in particular.

a. organic illiteracy: complete lack of writing and reading skills. The organic illiterate persons are those who have never been taught writing and reading, so they never went to school.

b. functional illiteracy: poor knowledge of mother tongue (vocabulary, grammar, etc.) which reduces communication ability and efficiency. The functionally illiterate persons are those who have been taught writing and reading but subsequently did not cultivate this knowledge, so as they forget these skills. The opposite of illiteracy is literacy. That means the person's ability to read, understand, and compose texts.

c. digital illiteracy: the impossibility to use information and communicate in electronic media.

The new scourge of the 21st century that threatens the people is not the classic illiteracy we have just mentioned but the new digital illiteracy associated with the ability to use electronic media and information. High rates of digital illiteracy indicated in the Western world.

The Greek rate of functional illiteracy by General Lifelong Learning Secretary results is around 35%.

The Greek partner applies Integrated Intervention Programs by using the following steps: Needs investigation, Communication with organizations, Counseling, Education, Overall evaluation.









#### FUNCTIONAL ILLITERACY IN TURKEY

The main reasons for the results of functional illiteracy in Turkey are mainly: religious, cultural, social and political.

To focus on specific reasons:

religion and culture: most of the parents do not want to send their children to school (especially women). Some religions believe that it is a sin for a woman to get educated in co-education schools.

**Social**: it is accepted and believed the duty of a woman is to be a mother. It means that it is only men's responsibility to have a social life and earn money. Women are also passive in decision-making.

**Political**: The representation of women is low. In school, most of the teachers are indeed women, but managers are mainly men.

The partner organizations work within their programs to gain self-confidence, to improve self-esteem, to be happy and to be part of all areas of the community.

Women need to be present at social level: having the right to vote, organization membership, donations; at the family level: decision making in the household; at the personal level: more self-esteem and self-concept, at the cognitive level: understanding the message of news, reading books etc.

The program of functional adult literacy (FALP) was created for the development of adult education. The participants are 98% women. The approach used is reading. Simple reading materials as expository texts include basic information regarding everyday activities, health, and hygiene are used. Sometimes also drama. Participants are facilitated into discussions on subjects such as communication in the family, child discipline, first aid, health and family planning, and citizenship rights.





















Co-funded by the Erasmus+ Programme of the European Union

NATIONAL GROUP EXCHANGE OF BEST PRACTICES

"HOW USE NEW TECHNOLOGIES TO COMBAT FUNCTIONAL ILLITERACY"

	"LOCAL SURVEY"
TITLE	"LOCAL SURVEY"
COUNTRY, ORGAN- ISATION:	SPAIN, CEPA LA MESTA
TARGET GROUP	The analysed population is based on CEPA La Mesta non-formal education students.
EQUIPMENT and FACILITIES	<ul> <li>Handwriting survey. We made the statis- tical analysis with free software named PSPP, this program gives us data according to the variables (age, sex). The results can be shown on tables or graphics.</li> </ul>
OBJECTIVES	<ul> <li>Checking out how our adults deal with different aspects of everyday life in a technological and quickly changing world.</li> <li>1. Know the situation of functional illiteracy in our environment.</li> <li>2. Focus our work to the aspects which are most difficult to adults' lives</li> </ul>
METHODOLOGIES	The questionnaire has 33 closed questions (one answer, yes /no) and they are classified in five groups.
4	

TO PRESERVE THE WOMAN

P .		
IDEAS	DESCRIPTION OF THE PRACTICE/EX- ERCISE	Questionnaire designed to find out the situation of Functional Illiteracy at a lo- cal level. It has questions about every- day situations in banks and bills, health, documents, communication and digital competences. It takes about 30 minutes to complete
C	EVALUATION	How has the activity achieved the goals in %? 95 Were the students interested in the ac- tivity? Quite interested Was the expected time fulfilled? Com- pletely Activity assessment (from 1 to 10): 10 Number of learners involved: 160
	LINKS	https://www.educa2.madrid.org/web/ centro.cepa.lamesta.villanuevadelacan- ada/proyecto-erasmus-
	0 =	











	CLASSROOM CHALLENGES
TITLE	"CLASSROOM CHALLENGES"
COUNTRY, ORGAN ISATION:	SPAIN, CEPA LA MESTA
TARGET GROUP	Adult people associated with a digital divide in multimedia tools
EQUIPMENT and FACILITIES	<ul> <li>✓ Mobile phone,</li> <li>✓ computer, laptop, software and internet connection.</li> </ul>
OBJECTIVES	Finding out adults' difficulties in everyday life and focusing teachers' action.
METHODOLOGIES	Getting to know functional illiteracy through practical exercises.
DESCRIPTION OF THE PRACTICE/EX ERCISE	<ul> <li>ANGLICISMS: A text is delivered in Spanish that contains some Anglicisms and through questions, we try to discover the degree of global understanding of it.</li> <li>MOBILE APPS: Install on your mobile an application that acts as a magnifying glass and learn how to use it</li> <li>ONLINE FORMS AND PURCHASE: three different activities where students will have to pay or register by internet. We have challenged them in three different situations: <ul> <li>Registration in CCSE exam, which is ar exam to get the Spanish nationality made by El Instituto Cervantes.</li> <li>Buy and pay a cinema ticket.</li> <li>Payment of a speed limit fine.</li> </ul> </li> </ul>

P		
	EVALUATION	<ul> <li>How has the activity achieved the goals in %? 90</li> <li>Were the students interested in the activity? Very interested</li> <li>Was the expected time fulfilled? Time enough in all cases</li> <li>Activity assessment (from 1 to 10): 9</li> <li>Number of learners involved: 160</li> </ul>
, C	LINKS	https://expertclick.org/ https://play.google.com/store/apps/de- tails?id=com.hantor.CozyMag&hl=en_US https://examenes.cervantes.es/es/manu- al-ccse-2021 https://cine.entradas.com/ https://sede.dgt.gob.es/es/multas/



















	ACH OF SUBMITTING AN ELECTRONIC APPLI- ILT LEARNING, FOR DIGITAL ILLITERATES"
TITLE	"A first approach of submitting an elec- tronic application in adult learning, for digital illiterates"
COUNTRY, ORGAN- ISATION:	GREECE, EKATH
TARGET GROUP	Residents of semi-rural areas.
EQUIPMENT and FACILITIES	<ul> <li>✓ Questionnaires;</li> <li>✓ PC;</li> <li>✓ Projector;</li> </ul>
OBJECTIVES	<ul> <li>getting acquainted with online plat- forms</li> <li>make a request online</li> </ul>
METHODOLOGIES	<ol> <li>Free expression of trainees</li> <li>Discussions- questions</li> <li>PC- connection with web links</li> <li>Output results: electronic and printed application</li> </ol>
DESCRIPTION OF THE PRACTICE/EX- ERCISE	<ul> <li>Steps of submitting an electronic application:</li> <li>Search the page</li> <li>Open the field of training</li> <li>Choose the field of unemployed</li> <li>Open the application form</li> <li>Fill in your details</li> <li>Send</li> <li>Print the application</li> </ul>



		ARTICLE SHARING			
	TITLE "ARTICLE SHARING"				
	COUNTRY, ORGAN- ISATION:	TURKEY / CEKMEKOY PUBLIC TRAINING CENTER			
11)	TARGET GROUP	Trainees and Educators			
' П	EQUIPMENT and FACILITIES	<ul> <li>✓ Scientific Articles,</li> <li>✓ Computer,</li> <li>✓ Web</li> </ul>			
<u> </u>	OBJECTIVES	Developing research skills. To create awareness about the subject of the proj- ect. To disseminate project studies at in- stitutional level.			
	METHODOLOGIES	Reading, researching, discussing			
	DESCRIPTION OF THE PRACTICE/EX- ERCISE	A literature review was conducted on non-formal education and functional lit- eracy. Articles written in Turkish and En- glish were collected. It was distributed to the employees of the institution (10 peo- ple). Presentations were prepared from the information gathered and an informa- tion sharing meeting was held with all the employees of the institution.			



	TRAI	INING OF UNEMPLOYED PEOPLE
	TITLE	Training of unemployed persons in assisting / supporting professions / SA-PA / in social care services of people who are at risk of social exclusion / isolation
	COUNTRY, ORGAN- ISATION:	ASSOCIATION "TO PRESERVE THE WOMAN", BULGARIA
π	TARGET GROUP	The target group are economically inactive persons who are not in education and train- ing aged 18-64. A minimum of 40 persons are covered. Adults who do not work or study, are not active and are not looking for job and opportunities for employment or inclusion in the work environment;
Î	EQUIPMENT and FACILITIES	<ul> <li>methodical materials - maps, surveys,</li> <li>computer, interactive white board, stationery-pen, colour sheets</li> </ul>
	OBJECTIVES	<ul> <li>Support individuals and community groups to tackle social exclusion and inequality;</li> <li>Support people to participate in lifelong learning, educational and training opportunities;</li> <li>Support people who have the right of access to employment and self-employment;</li> <li>To prevent functional illiteracy among the population;</li> <li>Ensuring access to participation in the social life of the Community and the opportunity to be equal and active citizens</li> </ul>
52		

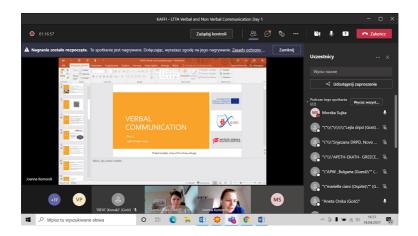
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(IDEAS	METHODOLOGIES	<ul> <li>Method of the concrete situations (case study)</li> <li>Case</li> <li>Brainstorming</li> <li>Role plays</li> <li>Situational Methods</li> </ul>
	DESCRIPTION OF THE PRACTICE/EX- ERCISE	Activity and forms of training: 1) There are monthly trainings in 2 mod- ules in the form of lectures (theoretical / practical part); 2) 3 types of training: frontal, group and individual training - each of the unem- ployed goes through each of the phases. Upon receipt of request from the person to work / care for a disabled person, she/ he has to fill in application documents - a card for participation and an incoming questionnaire, determining the status of the unemployed person from which we can see educational qualification, previ- ous experience in the field of social care, the attitude to work with a person with disabilities/ at risk, the desire to acquire additional qualifications, mobility.
	EVALUATION	<ul> <li>A high emotional and spiritual satisfaction of the students in the course is observed;</li> <li>Midterm oral feedback;</li> <li>Final feedback at the end with questionaries'</li> </ul>
0		53



## 12-16 APRIL II LTTA - ONLINE

During the week of 12th and 16th April, we have held the second LTTA of the KAFFI project. Due to the current COVID-19 pandemic, we had to organise it on-line, using Microsoft Teams and ZOOM platform, instead of face to face training.

The training was hosted by Polish partner organisation, WS-BINOZ. During 5 days of training, the participants discussed about nonverbal and verbal communication, which is an important element of our daily lives, including work, school, friends, etc. We are meeting communication on any occasion and in any environment, but most of the time we use non-verbal communication.



What we have raised and focused our training on is the fact that we use words to convey only 35% of messages (some sources say that only 7%), which means that verbal communication – compared to the non-verbal one – is quite poor. All kinds of gestures, facial expressions, and body positions are a necessary complement to it. This is nonverbal communication which, is an indispensable element of communication, as it includes apparent behaviours such as facial expressions, eyes, touching,







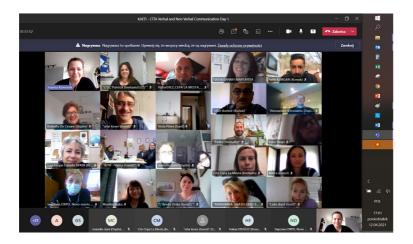




and tone of voice, as well as less obvious messages such as dress, posture, and spatial distance between two or more people. Misunderstandings often arise when messages are communicated solely through words – e.g. when we contact someone over the phone or via the Internet.

The training was a great occasion to share and exchange knowledge among the partners, about the above-mentioned topics and how they are using it inside their organizations. Many activities and practical part of the training has been implemented.

We concluded the training successfully and hoping to meet again in person, to easier practice non-verbal communication, which is of the highest importance in our daily life.











NATIONAL GROUP EXCHANGE OF BEST PRACTICES

## VERBAL COMMUNICATION

	STORY OF YOUR NAME
TITLE	"STORY OF YOUR NAME"
COUNTRY, OR- GANISATION:	EKPEDEYSI KATARTISI ANAPTYXI TECH- NOLOGIES IPIROU I.K.E - GREECE
TARGET GROUP	<ul> <li>✓ 10 adults, functional illiterate persons, 20-40 years old</li> <li>✓ Duration: 30 minutes</li> <li><u>Useful for</u>: An icebreaker activity on the first day of class</li> </ul>
EQUIPMENT and FACILITIES	<ul> <li>✓ A piece of paper</li> <li>✓ Pen</li> <li>✓ Board</li> <li>✓ 2 minutes per person to share story</li> <li>✓ Good mood</li> </ul>

LA MESTA

CENTRO DE EDUCACIÓN DE ADULTOS

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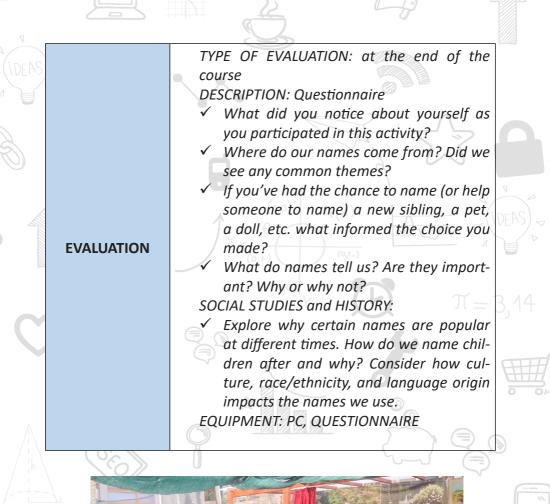
		FUNCTIONAL ILLITERACY	
R			AFFI
	OBJECTIVES	<ol> <li>To help communicating effectively utilizing verbal skills.</li> <li>To help identifying parts of a speech.</li> <li>To help building their communication skills through simple speaking opportunities.</li> <li>To provide communication activities.</li> <li>This is an activity aiming in cultivating empathy and trust amongst peers. It's a simple activity that also helps strengthen relationships between peers within the classroom stimulate the ability to express thoughts, feelings, facts and opinions orally</li> <li>Contribute to classroom discussion</li> <li>Receive the information and apply it in their daily lives</li> <li>To give a sense of the variety of cultures, identities, and histories that students bring with them to the classroom</li> <li>To help build community by having students share a name that has particular significance for them</li> </ol>	DEAS
	METHODOLO- GIES	<ul> <li>✓ One group of 10 persons</li> <li>✓ Pairs of group</li> <li>✓ Storytelling</li> <li>✓ Discussion: Ask each group to share the most interesting story they heard.</li> </ul>	R
	BROINPRIA	EKATH WYŻSZA SZKOŁA	







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DESCRIPTION OF THE PRACTICE/ EXERCISE	troduce ✓ Toda pect ✓ Expla of th ✓ Stud if the who ✓ Mod nam ✓ Next the s ✓ Ther to ch stud ✓ After grou tivity ✓ Depe back trodu tion move with Possible ✓ You o ✓ Pay a How	ending on the l in the full gro uce their part of the story t e directly to re out additional Side-Coaching can share the s o be succinct i attention to th do we look w t changes abo	e a brief sto hts can choo dle name. hvent a story takes the p story to tell s by sharing le. ents a mom to share with oup in pairs on to share ir stories at ask the pair together to pace of comp oup each pain together to pace of comp oup each pain tory of any p n your story tory of any p n your story tory telle	ory about so ose to tell to y about the pressure of .) ; the story the story the story the story the same for the large s to switch ry. nas shared or reflect or fort and tir ir membe re a brief or the gr the large biece of you for a person	some as- the story eir name f people r of your nk about er group. each pair r first. All time. and the , the full n the ac- me, once r can in- descrip- roup can r activity ur name. anguage. al story?	- 30 %





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	Scille
	POETRY THERAPY
TITLE	POETRY THERAPY - ONCE A WEEK
COUNTRY, ORGANISATION:	BULGARIA, ASSOCIATION "TO PRE- SERVE THE WOMEN"
TARGET GROUP	<ul> <li>✓ 15 elderly women aged 64 to 90</li> </ul>
EQUIPMENT AND	✓ Paper, pencil, multimedia, com

EQUIPMENT AND FACILITIES	<ul> <li>Paper, pencil, multimedia, com- puter, flipchart, indoor or outdoor</li> </ul>	
OBJECTIVES	<ul> <li>✓ emotional impact;</li> <li>✓ mental development;</li> <li>✓ memory training;</li> <li>✓ psychological resistance;</li> <li>✓ communication;</li> <li>✓ minimizing the stress;</li> <li>✓ creative thinking;</li> <li>✓ develop empathy;</li> <li>✓ performance;</li> </ul>	
METHODOLOGIES	<ul> <li>✓ individual and group work;</li> <li>✓ perform in front of audience;</li> <li>✓ famous authors meeting;</li> <li>✓ discussion;</li> <li>✓ analysing;</li> </ul>	

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DEAS	DESCRIPTION OF THE PRACTICE/EX- ERCISE	<ul> <li>We work in small groups, on a pre- liminary given theme.</li> <li>Our users have to work individual- ly at home;</li> <li>After that we discuss and analyse;</li> <li>Sometimes we make competitions and publish the best once;</li> </ul>
C	EVALUATION	TYPE OF EVALUATION: everyday/in the middle/final DESCRIPTION: After each session every user shares his emotion, thoughts, and feelings EQUIPMENT: verbal communication







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NON FO	رجی DRMAL EDUCATION PRACTISE
TITLE	NON FORMAL EDUCATION PRACTISE
COUNTRY, ORGANI- SATION:	ITALY - BRAINERY ACADEMY
TARGET GROUP	10 PARTICIPANTS / AGE: ANY
EQUIPMENT and FACILITIES	Nothing special
OBJECTIVES	<ol> <li>Improve life skills</li> <li>Understand the needs of learners</li> <li>Strengthen the social cohesion</li> </ol>
METHODOLOGIES	It is a flexible way to teach (the programme is constantly modi- fied to follow the learners needs) as the centre of this teaching is the individual (student), not the programme. This methodology can apply to all school subjects and overcomes all barriers among students.

IDE AS	DESCRIPTION OF THE PRACTICE/EX- ERCISE	The teacher presents the topic of the day and asks the students what they know about it. Learn- ers give answers based on their experiences and knowledge. The teacher duty is now to order and complete the argumentation; in this way, the topic will be com- pletely fulfilled thanks to a shared and satisfying participation of everybody.	
	EVALUATION	TYPE OF EVALUATION: everyday DESCRIPTION: subjective evaluation	,14



## **REPORTER - MAKING INTERVIEW**

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	TITLE	REPORTER - MAKING INTERVIEW	
	COUNTRY, ORGANI- SATION:	WSBINOZ , POLAND	
	TARGET GROUP	<ul> <li>✓ About 20 participants, working in pairs, age - 15 years old +</li> </ul>	
	EQUIPMENT and FACILITIES	<ul> <li>paper, pencil</li> <li>electronic device (laptop, mobile phone etc.) - in case of on-line action</li> </ul>	
	OBJECTIVES	<ul> <li>✓ training of active listening,</li> <li>✓ training of asking questions,</li> <li>✓ training of collecting information,</li> <li>✓ training of building the relation with interlocutor</li> </ul>	
	METHODOLOGIES	✓ working in pairs	
	DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>The task is to make an interview with each other.</li> <li>One person in the pair is a reporter. The task of the reporter is to gain as much as possible interesting information about their interlocutor. They have time for preparation of questions and defining the topics of the conversation. The time for the interview can be limited for example - 10 minutes.</li> </ul>	
64			

	22 17
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>The time for the interview can be limited for example - 10 minutes.</li> <li>In the next phase, the people in pairs are exchanging their roles, so the second one is a reporter and is making an interview.</li> <li>After finishing the interviews all reporters present the people with whom they were talking to, to the whole group and share with them interesting information they have obtained.</li> <li>Final discussion: Was it difficult for you to define the areas for conversation and questions? Would you ask about something different now? Would you change something in the way you ask questions? Are you satisfied with your work? Etc.</li> <li>Alternative version:</li> <li>The reporter can make an interview with a person in a specific role e.g. according to the profession of social role. Or on a specific topic e.g. on-line learning.</li> </ul>
EVALUATION	DESCRIPTION: each participant has a white paper stick on the back and the others are writing positive information for/about them COMMENTS: If you want you can share it in the group, or you can just save for yourself. If you want, you can guess who wrote you some positive sentences. EQUIPMENT: paper (white paper, sticky notes etc.), something to write (colourful markers).
	65

## COMMUNICATION ORIGAMI

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	TITLE	
	COUNTRY, ORGANISA- TION:	DRPD, SLOVENIA
N N	TARGET GROUP	<ul> <li>✓ 10 participants, between 20-35</li> </ul>
	EQUIPMENT and FA- CILITIES	🗸 paper, pen
π=	OBJECTIVES	<ul> <li>Develop more empathy, consider other perspectives, build their com- munication and negotiation skills.</li> </ul>
	METHODOLOGIES	✓ group working
	DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>Give one sheet of standard-sized paper (8.5 x 11 inches) to each participant.</li> <li>Tell your participants that you will be giving them step-by-step instructions on how to fold their piece of paper into an origami shape.</li> <li>Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions.</li> <li>Give the group your instructions on how to fold the paper into the origami shape of your choice.</li> </ul>
66		

		<u>.</u>		
		2		
DEAS)	DESCRIPTION OF THE PRACTICE/EXERCISE	given, eve eyes and the inten find that different refer to t questions ✓ Make the looks diff	the instructions have eryone have to ope compare their sha ded shape. You wil each shape is a littl To hit the point ho hese discussion point s: point that each pa erent even though on the same instruct	en their pe with I likely le bit ome, ints and aper you
C		<ul> <li>Ask the g results w they kept</li> </ul>	ly. What does this r roup if you think th ould have been bet their eyes open or to ask questions.	ne tter if
	EVALUATION	workshop DESCRIPTION: be on developing en where they woul during the works ing and trusting t clear and guidabl	FION: at the end of the cause this workshown pathy, there will be doneasure how the hop emotionally an the verbal direction, le they were the board, marker, or the board, marker, board, marker, board, marker, board, marker, marker, board, marker, board, marker, marker, marker, marker,	p works e a scale y felt d listen- how
		$\begin{array}{c} a_{x} b^{x} \cdot ab^{x} \\ a(\cdot b - (a \cdot a) + (a \cdot b) \end{array}$		
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	SING ON DIFFERENT TOPICS
TITLE	DISCUSSING ON DIFFERENT TOPICS
COUNTRY, ORGANISA- TION:	ÇEKMEKÖY PUBLIC TRAINING CENTER - TURKEY
TARGET GROUP	<ul> <li>✓ 30-55 ages teacher and trainees</li> </ul>
EQUIPMENT and FA- CILITIES	<ul> <li>✓ Topic book</li> <li>✓ zoom meeting</li> </ul>
OBJECTIVES	<ul> <li>✓ Improving speaking and empathy skills</li> <li>✓ active listening</li> <li>✓ being part community</li> </ul>
METHODOLOGIES	✓ discussion, question and answer
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>✓ twice in week on Thursday and Sunday online meeting</li> <li>✓ choose a topic in book and discuss it</li> <li>✓ reading and listening</li> <li>✓ participants express their own ideas</li> </ul>
EVALUATION	TYPE OF EVALUATION: every week DESCRIPTION: reading and discuss it COMMENTS: it is so useful and funny



	GUESS WHO I AM
TITLE	GUESS WHO I AM - adapted to the contents of the topic that we are working with the students.
COUNTRY, ORGANISA- TION:	SPAIN - CEPA LA MESTA
TARGET GROUP	<ul> <li>All participants / the whole class divided into groups.</li> <li>Age: from 7 to 99 years old.</li> </ul>
EQUIPMENT and FA- CILITIES	<ul> <li>✓ Indoor/outdoor - both places are suitable for this activity.</li> <li>✓ Small flashcards/tape to attach it to the forehead/Post-it.</li> </ul>
OBJECTIVES	<ul> <li>To have fun while learning and developing/improving the verbal skills (oral communication).</li> <li>To extend the vocabulary of the topic.</li> <li>To choose appropriate vocabulary to describe each card taking into account the rules and limitations of the game.</li> <li>To fix the grammar structure of the interrogative form.</li> <li>To enhance social skills.</li> <li>Better communication / socialization</li> </ul>

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P	METHODOLOGIES	<ul><li>✓ pair work</li><li>✓ speaking activities</li></ul>
	DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>The teacher explains to the class that they are going to carry out an activity to work out the speaking skills.</li> <li>The activity is named "Guess Who Am I" and it is an adaptation of the game "Who is Who/Taboo".</li> <li>The class is divided into pairs. The teacher gives out to each pair 2 cards so each group has got a pair of cards with a word or picture. Then they have to put or place the card on his/ her forehead but he/she cannot see the word/picture but has to guess the meaning.</li> <li>The student can only ask YES/NO/CLOSED QUESTIONS at a time in order to guess if he/she is an object, animal, famous person, etc.</li> <li>The student has a limited time (2 min.)</li> <li>The less questions made and the sooner who guess the card building the questions</li> </ul>
	EVALUATION	TYPE OF EVALUATION: During the activity and by the end of the activity. DESCRIPTION: Rubric scaled from 1 to 4 de- scribing each item and performance of each situation. COMMENTS: EQUIPMENT: Rubric sheet. Laptop.

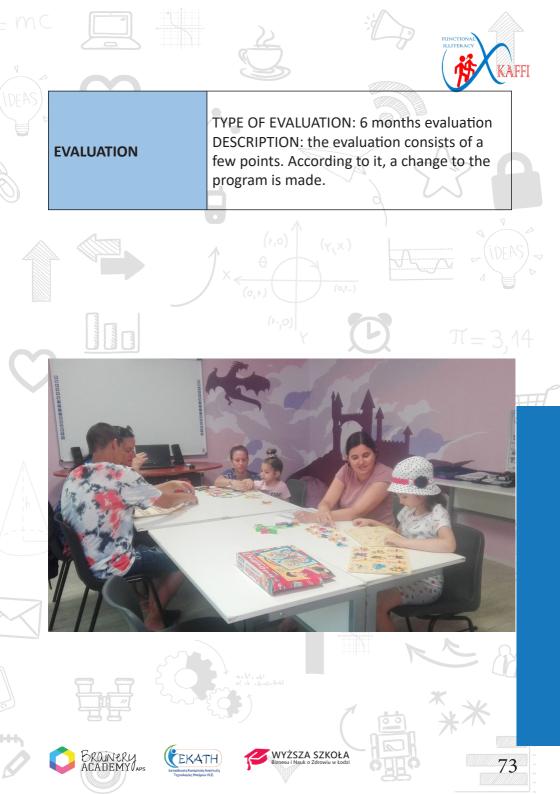


Co-funded by the Erasmus+ Programme of the European Union

## NATIONAL GROUP EXCHANGE OF BEST PRACTICES

## NON-VERBAL COMMUNICATION

	PECS SYSTEM
P TITLE	Non-verbal people with autism disorders are using PECS system (system with pic- tures)
COUNTRY, ORGANISA- TION:	ASSOCIATION "TO PRESERVE THE WOMAN", BULGARIA
TARGET GROUP	<ul> <li>children from 4 up till 18 years old, children with autism disorders, indi- vidual approach</li> </ul>
EQUIPMENT and FA- CILITIES	<ul> <li>pictures with different activities , emotions, professions, objects</li> </ul>
OBJECTIVES	✓ better communication, socialization,
METHODOLOGIES	PECS system, individual approach
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>First, we show the picture, pronounce it, repeat it and expect the picture to be used in a particular situation.</li> <li>Example: when the child is thirsty show the picture with a glass of water.</li> </ul>
72 <b>G</b>	



	IDENTIFICATION
TITLE	- "GUESS THE EMOTION" ACTIVITY - "EXPLORING POSTURE" ACTIVITY
COUNTRY, OR- GANISATION:	EKPEDEYSI KATARTISI ANAPTYXI TECHNOLO- GIES IPIROU I.K.E (GREECE)
TARGET GROUP	<ul> <li>✓ 20 adults, functional illiterate persons</li> </ul>
EQUIPMENT and FACILITIES	<ul> <li>✓ indoor or outdoor activity</li> <li>✓ table, box, packet of cards with emotions</li> <li>✓ Good mood!</li> </ul>
OBJECTIVES	<ul> <li>To enhance/improve the ability of the students to perform or act out the different actions.</li> <li>To develop non-verbal communication.</li> <li>To help them recognise non-verbal communication that come from other partners.</li> <li>To identify and recognise the vocabulary (emotions; body gestures; etc.)</li> <li>To help and allow the students to express and develop their feelings, increase their vocabulary, verbs, etc.</li> </ul>
	<i>"Guess the emotion" activity</i> 1. Divide the group into two teams.
DESCRIPTION OF THE PRACTICE/EX- ERCISE	<ol> <li>Place on a table a packet of cards, each of which has a particular emotion typed on it.</li> <li>Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a</li> </ol>
	fixed time limit (such as a minute or two). 4. If the emotion is guessed correctly by Group A,
	they receive ten points.

<ul> <li>5. Now have a participant from Gro emotion; award points as approp</li> <li>6. Rotate the acting opportunities b groups.</li> </ul>	priate. Detween the two and guessing,
6. Rotate the acting opportunities b groups.	etween the two
groups.	and guessing,
7. After 20 to 30 minutes of acting a	ing team based
call time and announce the winn	
on its point total.	P
8. If you have a particularly compet	itive group, con-
DESCRIPTION OF sider giving a prize to the winning	g team! = (IDEAS)
THE PRACTICE/EX- "Exploring posture" activity	
ERCISE The players are asked to walk around the	room. Every
half a minute or so, the game leader sugg	gests a posture
the players have to take on. For example,	1 = 3 1 4
'walk as a turtle' or 'stand like a shrimp'.	Ask the play-
ers to pay attention to how the different	postures make
them feel.	
Afterwards, reflect on the postures by	asking questions
like: 'which posture made you feel very so	ared?' or 'which
one made you feel the most powerful?' e	tc.
TYPE OF EVALUATION: in the end of th	ne activities
DESCRIPTION: questionnaire	Constant of the second
<b>EVALUATION</b> COMMENTS: We can also ask for shar i.e. in one sentence.	пр теебраск
EQUIPMENT: PC, Google form question	nnaire
2 divided groups for the first a	ctivity
storytelling	
METHODOLOGIES / pantomime	*
roleplay; gestures	**
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	DEBATE				
	TITLE	DEBATE			
	COUNTRY/ ORGANISATION	ITALY -BRAINERY ACADEMY			
- (ide	TARGET GROUP	The activity was created for a project, the participants were the partners of it. 12 people attended the activity. They were 50 years old +			
	EQUIPMENT and FA- CILITIES	<ul> <li>nothing special</li> </ul>			
$\pi_{\pm}$	OBJECTIVES	✓ The main goal is to show the impor- tance of the critical thought.			
	METHODOLOGIES	✓ Discussion, brainstorming			
	DESCRIPTION OF THE PRACTICE/EXERCISE	The "teacher" will give a theme/sen- tence/piece of news. The participants will be divided into 2 groups (they will voluntarily choose their group). The groups will be expressing opposite ideas. The attendants (students) will study and search for information to support their arguments (time will be given to the research) and they will discuss among them the results of the researches and they will decide how to present them. There will be judges (teacher) to evaluate the debate and to give/check the participation time.			
76					



## NON-VERBAL COMMUNICATION WITH MIGRANTS

	TITLE	Non-verbal communication with migrants
	COUNTRY, ORGANISA- TION:	SLOVENIA, DRPD
v (ide	TARGET GROUP	<ul> <li>✓ 8-12(40-60) group work, individual, primary school students, coming from a country that has no language simi- larities</li> </ul>
π=	EQUIPMENT and FA- CILITIES	<ul> <li>Picture cards, gestures, mimics, hand gestures, drawing</li> <li>Material: paper, pen, picture cards</li> </ul>
	OBJECTIVES	<ul> <li>giving information</li> <li>trying to communicate your thoughts and needs</li> <li>step towards learning language even faster</li> <li>creating positive atmosphere</li> <li>they feel welcomed with our smiles and showing effort to help them</li> </ul>
 }}	METHODOLOGIES	<ul> <li>✓ group work or individual work</li> <li>✓ creative workshops (drawings on a certain topic that can show their opinion about it)</li> <li>✓ photography workshops</li> </ul>
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### DESCRIPTION OF THE PRACTICE/EXERCISE

**EVALUATION** 

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

make sure that it is an interesting came and relaxing, too

TYPE OF EVALUATION: every day because it is a learning a new language and using it in a daily communication DESCRIPTION: we give them written words and ask them to draw them or to show them ( checking understanding)

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

EQUIPMENT: paper, pen and everyday objects



		BACK TO THE BOARD
	TITLE	BACK TO THE BOARD – Guessing Game
	COUNTRY, ORGANISA- TION:	SPAIN - CEPA LA MESTA
	TARGET GROUP	<ul> <li>✓ Depending on the number of the stu- dents, we can make groups of 3-4 people up to 5-6. The range of ages span +18 – 99 years old.</li> </ul>
T =	EQUIPMENT AND FA- CILITIES	<ul> <li>A whiteboard/Blackboard/Smart board to display the flashcards.</li> <li>Chairs and table.</li> </ul>
	OBJECTIVES	<ul> <li>To develop non-verbal communication.</li> <li>To identify and recognise the vocabulary (emotions; body gestures; etc.)</li> <li>To help them recognise non-verbal communication that come from other partners.</li> <li>To enhance/improve the ability of the students to perform or act out the different actions.</li> <li>To help and allow the students to express and develop their feelings, increase their vocabulary, verbs, etc.</li> </ul>
	METHODOLOGIES	<ul> <li>✓ Small group working</li> <li>✓ drama/role-play</li> <li>✓ gestures - mime</li> </ul>
80		

### DESCRIPTION OF THE PRACTICE / EXERCISE

**EVALUATION** 

 There are several groups distributed in the classroom. One of the students from each group is turned back to the blackboard so the student cannot see the blackboard. The teacher (who has previously prepared a set of flashcards, which contains emoji, pictures that describe body gestures and different situations etc.) put on or displays on the blackboard the flashcard (e.g. sadness) so the group has to:
 1<sup>st</sup>: recognise, identify and guess

what feeling/word/etc. is being displayed on the board.
2<sup>nd</sup>: Start to express and acting-out/performing with mime and gestures (no words and sounds are allowed)

what is on the flashcard so the student who is turned back to board can guess the word/meaning/content of the flashcard previously shown.

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

## VACCINE LITERACY PRESENTATION TITLE **VACCINE LITERACY PRESENTATION** COUNTRY, ORGANISA-**TURKEY- CEKMEKÖY PUBLIC CENTER** TION: between 18-65 ages- all courses **TARGET GROUP EQUIPMENT and FA**web2 applications CILITIES less healthy choices, ✓ riskier behaviour. ✓ poorer health, ✓ Jess self-management, more hospitalization. consequent risk of social inequalities and higher health costs. It is planned to prepare information **OBJECTIVES** cards and share them online in order to contribute to our trainees in overcoming the possible negativities due to the lack of health and vaccination literacy. For this, our teachers, first of all. In addition, an online discussion can be organized with the project partners on access to vaccines on an ethical basis within the scope of health and vaccine literacy.

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



	NON-VERBAL GOSSIP
TITLE	NON-VERBAL GOSSIP
COUNTRY, ORGANISA- TION	POLAND, WSBINOZ
TARGET GROUP	<ul> <li>Every age group - 7 years old +</li> <li>Between 4 and 10 participants</li> <li>Depending on time, the number of participants can be limited.</li> </ul>
EQUIPMENT and FA- CILITIES	<ul> <li>✓ Indoor/outdoor activity</li> <li>✓ No special equipment is needed.</li> </ul>
OBJECTIVES	<ul> <li>✓ developing of non-verbal communication</li> <li>✓ recognising of elements of non-verbal communication</li> <li>✓ developing of observation skills</li> <li>✓ disturbances in the process of (non-verbal) communication</li> </ul>
METHODOLOGIES	<ul> <li>role-playing</li> <li>group working</li> </ul>
DESCRIPTION OF THE PRACTICE/EXERCISE	<ul> <li>The participants are standing in the row - one after another - with faces directed to the back of the person in front of them.</li> <li>The first person is given the activity (e.g. riding a motorcycle: getting on a motorcycle, starting the motorcycle etc.) to perform to the second persor in the row.</li> </ul>

DESCRIPTION OF THE
PRACTICE/EXERCISE

**EVALUATION** 

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

## Sticky notes on the board.

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

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



## 26 JULY-01 AUGUST III LTTA - VARNA, BULGARIA

The meetings` main topic was "Creative training for the development of knowledge and skills".

The first meeting day started with welcoming made by prof. Mariella Ciani – KAFFI project manager and manager of APS Brainery Academy – Italy. She spoke about the phenomena "Functional illiteracy", explained how to combat functional illiteracy, and the role of the education, critical thinking, lifelong learning and the non-formal teaching in this process.

The Bulgarian team started the presentations. Yordanka Nencheva, PhD - Manager of the Center for Social Rehabilitation and Integration for elderly Women – "Impuls" presented the different types of trainings, the target groups, methods and approaches for creative learning.

The second Bulgarian presentation was delivered by Danail Pavlov PhD, Chief Assistant in the Department of Biochemistry, Molecular Medicine and Nutrigenomics at the Faculty of Pharmacy of the Medical University "Prof. Dr. Paraskev Stoyanov "- Varna. He spoke about the "Using the principle of "KISS" in science education as a best practice for combating functional illiteracy" Mr Pavlov explained the STEM approach, the importance of the STEM skills in the 21st century.

The next Bulgarian presentation was conducted by Vyara Nikolova - Founder and Manager of schools "Materika" and Foundation "Materika", pedagogue, master of physics and mathematics. The topic of her presentation was Suggestology, suggestopedia - innovative methods for creative training of knowledge and skills". She presented this method to discover the potential of the human personality developed by the Bulgarian psychotherapist Prof. d-r Georgi Lozanov.

The meeting continues with last Bulgarian participant Akseniya Nikolova, who spoke about "Organization, optimization and efficiency of the learning process". The presentation was based on 21 principles focused on increasing our overall levels of productivity, performance and output on making us more valuable in whatever we do.

The agenda continued with presentation from Spain by Andrés López Abellán and Lluis Fernández Navarro. They demonstrated "Find-









ing out history and literature of a specific city through playing grips and FFI competition resources"

Italian partner presented "Non - formal education - positive practices" by Lavinia Pezzette. A comparison between formal and non-formal education was made and pointed advantages and disadvantages of both types of education.

Two of the polish partners - Joanna Komorek and Alina Doroch presented their "Creative training to develop knowledge and skills" The best practice shared by them was the mind maps. Different types and methodologies were pointed out and also the process of creating a mind map in 6 steps

The next presentation was "A cognitive method: discussion by the Turkey partner's representatives Sitar Keser and Rifat Dumrul. The team spoke about the cognition, which refers to mental activity including thinking, remembering, learning, problem solving, understanding, language usage and so.

The positive practices on "Digital and media Illiteracy" were presented by Slovenian participants - Andreja Petrovič and Jerca Božič Kranjec. They presented digital literacy is an important part of functional literacy and various definitions related to it. Mrs Petrovič pointed out the importance of our digital skills in the time of pandemic and 21 century as a whole.

The Greek partner held the last 2 presentations regarding "What is peer to peer education" with moderator Margarita Papagianni and "Implementation of Peer-to-Peer education in practice" moderated by George Ntanis.

During an open discussion, the participants exchanged ideas, positive and innovative European practices in teaching of knowledge and skills through non-formal education of functional illiterate adults.

There was a visit of the University of Economics and meeting with the Rector of the university, a meeting in the Municipality of Varna with the Deputy Mayor, a visit of the Regional Informational Center Varna and a visit at the Association "To preserve the woman" -Center for social integration of elderly women "Impulse" and Center for children with autism disorders "Life under the rainbow"









Co-funded by the Erasmus+ Programme of the European Union

NATIONAL GROUP EXCHANGE OF BEST PRACTICES

# "CREATIVE TRAINING FOR THE DEVELOPMENT OF KNOWLEDGE AND SKILLS"

	<b>"PEER-TO-PEER EDUCATION "</b>
TITLE	<ol> <li>Methodologies and Good practices -Peer to peer education with young people</li> <li>Implementation of Peer-to-Peer education in practice.</li> </ol>
COUNTRY, OR- GANISATION:	EKPEDEYSI KATARTISI ANAPTYXI TECH- NOLOGIES IPIROU I.K.E - GREECE
TARGET GROUP	<ul> <li>4 Training Programs for people with few qualifications, unemployed and fewer learning opportunities (Thematic units of programs were ICT and Sustainable Develop Goals)</li> <li>15-20 young people (functional illiterates) participated in each program</li> </ul>
EQUIPMENT and FACILITIES	<ul> <li>Educational Power Points</li> <li>Videos</li> </ul>

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C IDEAS	OBJECTIVES	The main concept & the go Training young people with diminished educati through a non-formal teach methodology for social in for entrepreneurship (peer Emphasis is given on tr prehension of basic gramm cial terms, which are need the acquiring of life skills, people with optimism and Our goal is the possib employment and improving Motivation of young methodology and to realize education, training and the and abilities at all levels, skills, digital literacy and e their future.	at risk of exclusion, onal qualifications, ning approach and a novation, education to peer education). aining and the com- nars, digital and so- essary elements for , that enrich young self-confidence. ility of approaching g living conditions. people with a new e the importance of importance of skills including language
	METHODOLO- GIES	Teaching methods to be ac work of Peer-to-peer educa 1. Role Play 2. Guided discussion 3. Simulation 4. Observation 5. Brainstorming 6. Case studies 7. Collaborative learning 8. Games	ation are:
	ACADEMY Japs	Ernaldvon Karlopung Avantudy Tagvakieri Indukou K.E. Biznesu i Nauk o Zdrowiu w Łodzi	89

I I I I I I I I I I I I I I I I I I I		<ul> <li>Strategies:</li> <li>1. Use a reward system</li> <li>2. Emphasize confidentiality, positive reinforcement and adequate response time.</li> <li>3. Use group strategies</li> <li>4. Emphasize the importance of active learning</li> <li>5. Feedback</li> <li>6. Allow trainees to be teachers</li> <li>7. Partnerships with other groups</li> <li>8. Select students</li> <li>9. Active learning</li> </ul>
THE PR	PTION OF ACTICE/ RCISE	<ul> <li>S. Active learning</li> <li>1st Step: We present the Peer-to-Peer method and discuss about with the trainees.</li> <li>2nd Step: Two programs selected to used extra Peer-to-Peer education (30% of time).</li> <li>3rd Step: Two young participants from each program were selected as facilitators and received additional training.</li> <li>4th Step: Each program has been discussed with the Facilitators about the thematic unit 1st Peer-to-Peer Program; Digital Marketing:</li> <li>The facilitators presented the tools of digital marketing and trained the young about them 2nd Peer-to-Peer Program; Sustainable Develop Goals:</li> </ul>
		<ul> <li>After a dialogue between the participants and with the guidance of the mediators, Goal 10: Reduce inequality was selected.</li> <li>Cooperation between the two programs:</li> <li>The most interesting part of the implementation was the collaboration between the two programs in order to create and present together the material they learned and produced.</li> </ul>
90		



		GITAL AND MEDIA LITERACY WITH EXPERI- G AND THE USE OF THE DIGITAL TOOLS	
	TITLE	Improving the digital and media literacy with experiential learning and the use of the digital tools	
Cide	COUNTRY, ORGANISA- TION:	SLOVENIA, DRPD NOVO MESTO	3
π=	TARGET GROUP	Younger adults and adults	
	EQUIPMENT and FA- CILITIES	<ul> <li>✓ Computer,</li> <li>✓ camera,</li> <li>✓ internet,</li> <li>✓ smartphones and mobile apps</li> </ul>	
	OBJECTIVES	Learn what media literacy is, how to achieve it and how to recognize fake news.The use of digital tools to improve digital literacy	107 — 30% 45
	METHODOLOGIES	<ul> <li>Experiential Learning,</li> <li>Use of Digital Tools in the Education</li> </ul>	)
92	メ** *** (日本)		3

## DESCRIPTION OF THE PRACTICE/EXERCISE

**Experiential learning** 

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

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

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

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**EVALUATION** 

	CULTURAL GYMKHA	NA THROUGHOUT MADRID CITY CENTRE
	TITLE	Cultural gymkhana throughout Madrid city centre
	COUNTRY, ORGANISA- TION:	SPAIN. CEPA LA MESTA
(ide	TARGET GROUP	Secondary Education students
π=	EQUIPMENT and FA- CILITIES	<ul> <li>Plastic cards with the eight challenges</li> <li>Plastic cards with de puzzle tokens ( eight copies)</li> <li>Mobile phones. Transport to Madrid city centre</li> </ul>
	OBJECTIVES	Getting to know some literature, history and architecture related to the cultur- al route from Colón Square to Atocha Square.
	METHODOLOGIES	Different teams are created to compete in order to success in the eight challenges in the shortest time possible.
	DESCRIPTION OF THE PRACTICE/EXERCISE	Each team has a spokesperson. He or she gets the corresponding card with the chal- lenge. Teams have 15 minutes to solve the challenge as soon as possible. There are 8 challenges spread along the Paseo del Prado related to writers, historical build- ings and mythology. The winner is the team with more challenges solved suc- cessfully in the shortest time.
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Students are motivated because they get involved in the activity easily as it is considered a game and a competition. At the end of the activity, some spots with cultural value have been visited and everyone has the feeling of having a good time while learning.

## EVALUATION











## A COGNITIVE METHOD: DISCUSSION

т	ITLE	"A cognitive method: discussion"
	OUNTRY, ORGANISA- ION:	TURKEY, CEKMEKOY PUBLIC TRAINING CENTRE
Т	ARGET GROUP	Educators and Trainees
N	QUIPMENT and FA-	Articles, Essays, Online meeting pro- grammes
	DBJECTIVES	This method is being used to provide the learners with context that is supported, elaborated, explained, or expanded. Collaborative exchange of ideas among the trainees and, between the trainers and the trainees Reflecting on ideas in an effort to build knowledge, understanding, or interpreta- tion of the matter at hand.
N	<b>NETHODOLOGIES</b>	Research, discussion, group learning
2	DESCRIPTION OF THE PRACTICE/EXERCISE	A topic is determined. Key words related to the subject are given. With the instruc- tions of the trainer, the participants are provided to discuss the relevant topic. The results are shared in writing.
Ê	VALUATION	While determining the discussion topics, top- ics that are included in adult life should be se- lected. Considering the importance of experi- ence transfer in the discussions, it is possible to give examples from daily life.
е 96	VALUATION	lected. Considering the importance of expe ence transfer in the discussions, it is possib

OBJECTIVES       gle-mindedly on our most im-portant tas to do it well and to finish it completed This is the key to great success, respect achievement and happiness.         METHODOLOGIES       Presentation, Discussion method Team work         DESCRIPTION OF THE PRACTICE/EXERCISE       We conducted several trainings base on the Brian Tracy's book "Eat that Frog which contains 21 principles on person effectiveness. Every idea is focused on in creasing our overall levels of productivit performance and output on making umore valuable in whatever we do.         Learning within the group to be organize and effective.       Evaluation through a card game on different action of the group to be organized and effective.	TITLE	ORGANIZATION, OPTIMIZATION AND EFFICIENCY WORKSHOP
EQUIPMENT and FA- CILITIES <ul> <li>PowerPoint presentation</li> <li>Rules cards</li> <li>PC and projector.</li> </ul> OBJECTIVES          To improve the ability to concentrate single-mindedly on our most im-portant tas to do it well and to finish it completed This is the key to great success, respect achievement and happiness.         METHODOLOGIES          Presentation, Discussion method Team work          DESCRIPTION OF THE PRACTICE/EXERCISE          We conducted several trainings base on the Brian Tracy's book "Eat that Frog which contains 21 principles on person effectiveness. Every idea is focused on in creasing our overall levels of productivit performance and output on making to more valuable in whatever we do.          EVALUATION          Learning within the group to be organized and effective. Evaluation through a card game on different		
EQUIPMENT and FA- CILITIES <ul> <li>Rules cards</li> <li>PC and projector.</li> </ul> OBJECTIVES              To improve the ability to concentrate single-mindedly on our most im-portant tast to do it well and to finish it completel This is the key to great success, respect achievement and happiness.            METHODOLOGIES              Presentation, Discussion method Team work            DESCRIPTION OF THE PRACTICE/EXERCISE              We conducted several trainings base on the Brian Tracy's book "Eat that Frog which contains 21 principles on person effectiveness. Every idea is focused on in creasing our overall levels of productivit performance and output on making u more valuable in whatever we do.            Learning within the group to be organized and effective. Evaluation through a card game on different	TARGET GROUP	Adult people
OBJECTIVES       gle-mindedly on our most im-portant tas to do it well and to finish it completed This is the key to great success, respect achievement and happiness.         METHODOLOGIES       Presentation, Discussion method Team work         DESCRIPTION OF THE PRACTICE/EXERCISE       We conducted several trainings base on the Brian Tracy's book "Eat that Frog which contains 21 principles on person effectiveness. Every idea is focused on in creasing our overall levels of productivit performance and output on making umore valuable in whatever we do.         Learning within the group to be organize and effective.       Evaluation through a card game on different to the torus of the t		✓ Rules cards
METHODOLOGIES       Discussion method Team work         DESCRIPTION OF THE PRACTICE/EXERCISE       We conducted several trainings base on the Brian Tracy's book "Eat that Frog which contains 21 principles on person effectiveness. Every idea is focused on in creasing our overall levels of productivit performance and output on making u more valuable in whatever we do.         EVALUATION       Learning within the group to be organized and effective. Evaluation through a card game on different	OBJECTIVES	To improve the ability to concentrate sin- gle-mindedly on our most im-portant task to do it well and to finish it completely This is the key to great success, respect achievement and happiness.
DESCRIPTION OF THE PRACTICE/EXERCISE       on the Brian Tracy's book "Eat that Frog which contains 21 principles on person effectiveness. Every idea is focused on in creasing our overall levels of productivit performance and output on making umore valuable in whatever we do.         EVALUATION       Learning within the group to be organized and effective.	METHODOLOGIES	Discussion method
Evaluation through a card game on differen		We conducted several trainings based on the Brian Tracy's book "Eat that Frog' which contains 21 principles on persona effectiveness. Every idea is focused on in- creasing our overall levels of productivity performance and output on making us more valuable in whatever we do.
ness. : Questionnaire and discussion.	EVALUATION	Evaluation through a card game on different rules and principles on personal effective



## 27 OCTOBER -04 NOVEMBER IV LTTA - ISTANBUL, TURKEY

It seems that the meaning of reading and writing changed day by day. Literacy means that in the past it was only to know the meaning of some figures. However, today the meaning of literacy has changed to reflect changes in society and the skills needed by individuals to participate fully in society. At this point functional literacy is an important element in overcoming social life problems and social participation. Individuals need to develop their functional literacy qualifications.

Competences such as being a well-equipped member of the information society, being a good role model, expressing oneself in business life, being willing to take responsibility and defending rights can be listed under the name of functional literacy.

Autobiography can be seen as a non-formal adult education method to realize these competence areas. Non-formal education refers to the education that takes place outside the formal school system, it is generally used in educational processes such as community education, adult education, lifelong education. Non-Formal education is mostly based on the needs and experiences of individuals. It is individual-centered and shaped according to the developmental levels of individuals. It is flexible about what and how to learn, and student needs are decisive. It is based on participation. individuals are seen as active participants.

As can be seen, non-formal education contents put the lives of individuals at the center. In this respect, it overlaps with autobiography, which is a personal record-keeping process.

Autobiography enriches non-formal education by enabling individuals to transfer their experiences to learning processes. Because each learner's experience is unique and therefore a source of wealth.

Experiences open the door to finding solutions to existing problems. Adults have the opportunity to think about how self-management skills can be developed based on their life records. The life stories of individuals also create a non-formal educational environment that encourages a collaborative environment. Through the activities to be carried out using







autobiography, interactions between individuals are ensured and the interactions between individuals are ensured and the dividual is encouraged to take on various roles by participating in the discussions.

FUNCTI

Within the scope of the project, good practice examples and theoretical background regarding the use of autobiography as an educational tool in the context of non-formal education were presented.

There were presentations in theoretical context, good practice examples and cultural heritage activities.











Co-funded by the Erasmus+ Programme of the European Union

NATIONAL GROUP EXCHANGE OF BEST PRACTICES

" THE USE OF AUTOBIOGRAPHY AS A TOOL FOR **TEACHING AND LEARNING IN LIFELONG EDUCA-**TION WITHIN THE SCOPE OF FUNCTIONAL LITERACY AND NON-FORMAL EDUCATION"

		LIVING LIBRARY	
	TITLE		
	COUNTRY, OR- GANISATION:	SLOVENIJA - DPRDNM	
	TARGET GROUP	Living Library is a good and interesting form of non-formal learning, especially for people, who can already clearly understand the topics Living books are talking about.	
	EQUIPMENT and FACILITIES	<ul> <li>✓ a seating area,</li> <li>✓ a person who is a living book</li> <li>✓ readers of a living book</li> </ul>	
	OBJECTIVES	The Living Library is a tool that seeks to chal- lenge prejudice and discrimination.	
	METHODOLOGIES	<ul> <li>Visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time.</li> <li>After reading, they return the book to the library and, if they want, borrow another.</li> <li>Readers can ask the book whatever they wish but they need to show respect and not be offensive towards the book!</li> </ul>	
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I DE AS	DESCRIPTION OF THE PRACTICE/ EXERCISE	readers learn fi past, which is i the past we can future. The younger g by the elderly learned a lot f	ace-to-face with th rst hand about our o mportant. Only by I n draw the directio generations are im that shared their st from them - about ces and open mindf	common knowing on of our pressed tory and history,
8	EVALUATION	because each o means we all readers can le on the other ha	is very effective r of us has a story to to can be Living boo earn from each of and, a Living book g new with its narr	ell, that oks, and us, and can also



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	<b>"USING DIGITAL</b>	IG DIGITAL STORYTELLING AS A SOURCE OF EMPOWER- MENT AND ENGAGEMENT"		
	TITLE	"Using digital storytelling as a source of empowerment and engagement"		
	COUNTRY, OR- GANISATION:	GREECE, EKATH		
ide TT =	TARGET GROUP	15 participants recruited from local unem- ployment records and found eligible for a community work program, participated in this action. The workshop was completed after 6 sessions of 5 hours each.		
	EQUIPMENT and FACILITIES	<ul> <li>✓ Duration: 6 sessions of 5 hours each(20min/participant/session)</li> <li>✓ Tools: Room,Pens,A4 paper sheet, projec- tor, PC</li> </ul>		
	OBJECTIVES	<ul> <li>To counter emotional illiteracy</li> <li>To enhance motivation, resilience and engagement in community work</li> <li>To develop digital skills and linguistic skills (write and read their story)</li> <li>To gain presentation skills and collaboration skills</li> <li>To inspire lifelong learning despite the misfortune, persistence, sacrifice, targeting, teamwork and goal setting.</li> <li>Workshop's goal in relation to the myth:</li> <li>This myth was being uniquely relatable to participants, who have been challenged with socioeconomic hardship</li> </ul>		
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IDEAS)	OBJECTIVES	<ul> <li>The myth adventurously unfolds a person-centered (non transcendental) philosophy of resilience enacted by a crew of people who set out to achieve a goal</li> <li>The myth is also particularly appropriate to empower the participants who are met in the precise time of their lives where they meet the opportunity to engage in a community work program</li> </ul>
	METHODOLOGIES	We present a case study where the theory is applied in a real educational process and we briefly present the results of such an educa- tional approach.
	DESCRIPTION OF THE PRACTICE/EX- ERCISE	<ul> <li>Workshop's name "What it takes to become an Argonaut"</li> <li>Explore qualities, skills and dispositions the Argonauts needed to put to use in order to deal with a challenge on their quest to retrieve the Golden Fleece.</li> <li>Session 1: <ul> <li>1st challenge: the challenge the Argonauts dealt with when they reached the Isle of Lemnos.</li> <li>Questions triggering storytelling:</li> <li>How does resistance to distractions help the Argonauts in this particular challenge?</li> <li>Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?</li> </ul> </li> <li>Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.</li> </ul>

#### Session 2:

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

• How does dealing with confusion and losses (pick the one which is more telling and interesting for you) helps the Argonauts in this particular challenge?

• Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

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

#### Session 3:

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

Questions triggering storytelling :

• How does leading by service, giving before receiving, being grateful (pick the one which is more telling and interesting for you) help the Argonauts in this particular challenge?

 Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

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

## DESCRIPTION OF THE PRACTICE/EX-ERCISE

### Session 4:

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

Questions triggering storytelling :

• How does putting to good use helps information or direction (pick the one which is more telling and interesting for you) help the Argonauts in this particular challenge?

 Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

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

#### Session 5:

5th challenge: The challenge the Argonauts dealt with when they encountered the Khalkotauroi and the Golden Fleece's guard-ian.

Questions triggering storytelling :

• How balancing the use of mental and physical strengths helps the Argonauts in this particular challenge?

• Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

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

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## DESCRIPTION OF THE PRACTICE/EX-ERCISE

T I I I I I I I I I I I I I I I I I I I	DESCRIPTION OF THE PRACTICE/EX- ERCISE	<ul> <li>Session 6:</li> <li>6th challenge: the challenge the Argonauts dealt with when they encountered the Sirens. Questions triggering storytelling:</li> <li>What are your thoughts on focus on how balancing hard skills and soft skills (i.e. art, music) helps the Argonauts in this particular challenge?</li> <li>Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?</li> <li>Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.</li> <li>During the last part of this final session participants self-reflected on how challenges need to be dealt as an opportunity to strengthen resilience.</li> </ul>	
	EVALUATION	Outcomes: zero drop-out rate during this recapitulative ses- sion Participants gave feedback after the end of the workshop in bullet points. The 4 more frequent responses were: • Underlining that both soft and hard skills are useful • Using story telling as a preparation phase for formal training and work placement because it is a creative and stress reducing activity that 1 much enjoyed	30%
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• Emphasizing how both relating to others through teamwork and staying focused on specific goals is a manageable option

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

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

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

- Storytelling can be used in a number of ways in an adult learning context, as a pedagogical tool.
- The storytelling workshop was successful and could be use in the future in similar workshops or courses promoting the integration of at-risk groups.

Using digital storytelling as a source of empowerment and engagement

KA204 Strategic Partnerships for Adult Education To Know and Face Functional Illiteracy» KAFFI 4th LTTA Istanbul, Turkey

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	TITLE	PERSONAL HERITAGE
	COUNTRY, ORGANI- SATION:	SPAIN – CEPA LA MESTA
P	TARGET GROUP	Adult people from 18 on
TT =	EQUIPMENT and FACILITIES	<ul> <li>A large classroom with enough space to place/distribute the students around.</li> <li>A ball of wool. Some sheets of paper, pencils/pens to write if it was necessary.</li> <li>Flashcards with pictures of different objects.</li> <li>Text cards with a description of each object (its origin or story) with the explanation of its meaning -according to the person or model given who lived it- as an example or model guide to our students.</li> <li>A computer o laptop with internet connection -where possible- alongside a digital smartboard or whiteboard with a projector.</li> </ul>
	OBJECTIVES	<ul> <li>To enhance and improve the oral and written skills within a communicative competence, setting teaching-learning situations with this activity.</li> <li>To recognise and identify verbal and non-verbal messages.</li> </ul>
	** <u></u>	

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	OBJECTIVES	<ul> <li>To introduce to our students, the concept, meaning and importance of CUL-TURAL and PERSONAL HERITAGE as a tool that can help in their personal and academic growing, evolution and progress when learning and how interest and emotions influences in this process.</li> <li>To discover, be conscious and know what Cultural and Personal heritage (both material/in-material) concept means.</li> <li>To reflect on Who we are, where we come from, what are the memories we share and what unites us as individuals in society.</li> <li>To provide different scenarios or teaching-learning activities to generate and share experiences and memories that are important for our students –both as individual and as a member that take part of society– developing positive attitudes in our student's interactions, contributing to shorter different gaps among them, establishing common links</li> </ul>
		<ul> <li>in base to their experiences told.</li> <li>To contribute to reinforce the respect about other student's experiences.</li> <li>To use intangible heritage as a tool to promote participatory processes and community life, creating spaces and building up collaborations.</li> </ul>
1	METHODOLOGIES	Active and Participative. Collaborative (Cooperative learning). Thinking based learning.

DESCRIPTION OF THE PRACTICE/EX-ERCISE

**EVALUATION** 

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

On one hand the teacher or person in charge will guide and control the whole process, collecting all the necessary information throughout the direct observation, the active participation of the student, etc. On the other hand, we will check if the student has completed/finished the activity (He/She brought an object or picture to the class and explained his/her memories, feelings -or other interesting information about it- sharing with the group the story and what does the object mean for him/her placing it or organising it according to its dimension, origin, type, etc.

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

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



AUTO	BIOGRAPHY WRITING STEPS
TITLE	Autobiography Writing Steps
COUNTRY, ORGANISA TION:	- TURKEY, CEKMEKOY PUBLIC TRAINING CENTRE
TARGET GROUP	Trainees and Educators
EQUIPMENT and FA- CILITIES	<ul> <li>✓ Paper,</li> <li>✓ pen,</li> <li>✓ PowerPoint,</li> <li>✓ computer</li> </ul>
OBJECTIVES	Contributing to the self-evaluation of indi- viduals by going beyond their routine habits. Enabling individuals to evaluate themselves in a critical context. Deep critical appraisal of themselves and their lives. Enabling individuals to deal with the life they lead with an in-depth analysis.
METHODOLOGIES	Cyclic autobiography writing method, Team work, Discussion method

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



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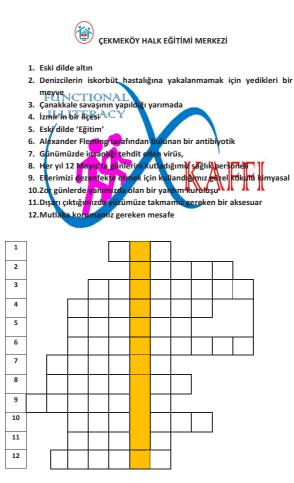
	Et let	s, the w
	ITOBIOGRAPHY AS DRKSHOP	A TOOL FOR PERSONAL DEVELOPMENT
ТІТ	LE	AUTOBIOGRAPHY AS A TOOL FOR PERSON- AL DEVELOPMENT WORKSHOP
	UNTRY, ORGANISA- DN:	ASSOCIATION "TO PRESERVE THE WOM- AN", BULGARIA
IDE TA	RGET GROUP	Adult unemployed people.
	UIPMENT and FA- ITIES	<ul> <li>PowerPoint presentation</li> <li>Rules cards</li> <li>PC and projector.</li> </ul>
OBJECTIVES       sion to know ho         OBJECTIVES       in front of an e         chance to be hir       the functional         ly with the person own career plan		Training young people at risk of exclu- sion to know how to present themselves in front of an employer to increase the chance to be hired. The functional literacy is linked direct- ly with the personal possibility to create own career plan and part of the process is writing the relevant autobiography.
M	ETHODOLOGIES	Presentation Team work Discussion method
36 = *	*	





### **PROJECT ACTIVITIES DURING COVID-19**

During the quarantine days, efforts were made to keep adults from being disconnected from their learning processes. Each partner made a "coronavirus" crossword, contributing to functional literacy levels.



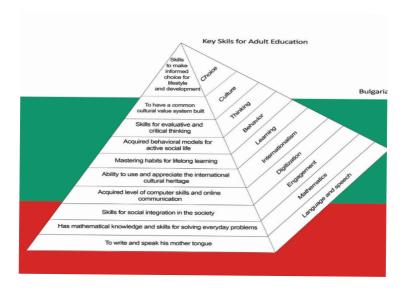
1. ZER 2. LİMON 3. GELİBOLU 4. MENEMEN 5. MAARİF 6. PENİSİLİN 7. CORONA 8. HEMŞİRE 9. KOLONYA 10. KIZILAY 11. MASKE 12. SOSYAL

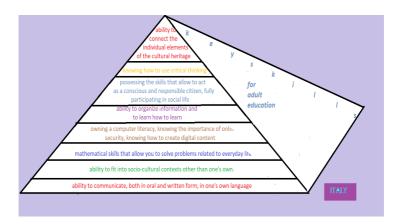






Determining competence areas for adults. Listing the competence areas from basic to top. Raising awareness about the competence areas. The content was created by scanning the literature on qualifications for adults.













### **ALPHABETICAL TERMS**

Words were created from all the letters of the alphabet. All parthers made this activity with their users. The aim was to challenge the mind and competencies in a particular theme. To improve vocabulary and develope empathy skills.

LETTER	WORD IN POLISH	MEANING IN POLISH	MEANING IN ENGLISH	WORD IN ENGLISH
A	A - alfabetyzm	«umiejętność rozumienia czytanego tekstu i przetwarzania informacji w zakresie pisania, czytania, liczenia»	«Ability to understand the text and processing the information in the field of writing, reading, counting»	literacy
в	B - badania	<ol> <li>«prace zmierzające do poznania czegoś za pomocą analizy naukowej»</li> <li>«kontrola stanu zdrowia pacjenta»</li> </ol>	1. «work aimed at learning something through scientific analysis» 2. «monitoring the patient's state of health»	research
с	C - cenzura	«urzędowa kontrola publikacji, widowisk teatralnych, audycji radiowych itp., oceniająca je pod względem politycznym lub obyczajowym»	«Official control of publications, theater performances, radio programs, etc., assessing them in political or moral terms»	censorship
ć	Ć – ćma	«motyl nocny»	«Night butterfly»	moth
D	D – dziedzictwo	«dobra kultury, nauki i sztuki pozostawione przez poprzednie pokolenia»	«Cultural, scientific and artistic goods left by previous generations»	heritage
E	E – edukacja	«wychowanie, wykształcenie»	«Upbringing, education»	education

		ślady znaleziono w Himalajach»	footprints were found in the Himalayas»	
z	Z - zero	<ol> <li>1. «liczba 0»</li> <li>2. «brak czegokolwiek»</li> <li>3. «początkowy punkt na skali, podziałce»</li> </ol>	1. «number 0» 2. «lack of anything» 3. «starting point on the scale, scale»	zero
ź	Ź - źrenica	«otwór w tęczówce oka, który reguluje dopływ światła do wnętrza oka»	«hole in the iris of the eye that regulates the flow of light into the eye»	
Ż	Ż - życie	<ol> <li>«stan organizmu polegający na nieprzerwanym ciągu procesów umożliwiających reagowanie na bodźce i zwykle poruszanie się oraz odzywianie, wzrastanie i rozmnażanie »</li> <li>z. «egzystencja »</li> </ol>	1. «a condition of the body consisting of an uninterrupted sequence of processes enabling it to respond to stimuli and usually to move and to eat, grow and reproduce» 2. expistence»	











Co-funded by the Erasmus+ Programme of the European Union

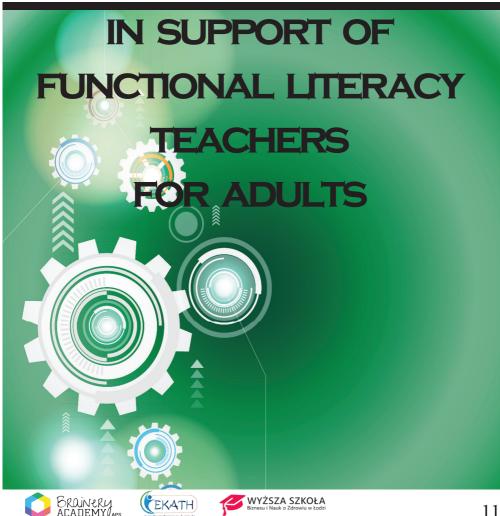
Project: "To Know and Face Functional Illiteracy" 2019 - 2021

AFFI

FUNCTIONA

**ILLITERA** 







# Introduction

This dictionary is an attempt to systematize important and necessary concepts for enriching the category database of trainers and trainees.



This publication has been financially supported by the Erasmus+ Programme of the European Union through Project : "To Know and Face Functional Illiteracy" Reference number: 2019-1-IT02-KA204-062395

## A

\* ACRONYM - a word or name formed from the initial components of a longer name or phrase, usually using individual initial letters

\* ADVOCATE - to encourage support for something

\* AFFINITY - Any passionate love for something

\* ALLEGE - To make a claim as justification or proof; to make an assertion without proof

\* ANALOGY - a similarity between like features of two things, on which a comparison may be based

\* ANALYZE - examine (something) methodically and in detail, typically in order to explain and interpret it

USINE

121

\* ANTITHETICAL - Pertaining to antithesis, or opposition of words and sentiments

\* APPENDAGE - an addition

\* APPERCEPTION - the process of understanding something perceived in terms of previous experience

\* ARBITRARINESS - wilfulness, tyranny, despotism

\* ARTICULATE - especially, speaking in a clear or effective manner

\* ASPIRE - To hope or dream

\* ASSERTION - The act of asserting, or that which is asserted

\* ASSOCIATE - connect (someone or something) with some-

#### , thing else in one's mind

mc

USINES

122

# В

\* BACK WHENCE - From where; from which place or source

\* BANNER - a form of advertising on the Internet. This type of digital advertisements displayed in the header, footer, or sidebars of websites

\* BETTER OFF - in a better condition, in a better situation

\* BIGOTED - Being a bigot; biased; strongly prejudiced; forming opinions without just cause

\* BLOG - an online journal , discussion or information website consisting of individual publications

\* BRAND IDENTITY - the visible elements of a brand, such as color, design, and logo, that identify and distinguish the brand in consumers' minds

\* BREAK WITH - To stop having a positive connection with a  $\mathbb{Q}^{\mathbb{Q}}_{2}$  person, group, movement

# С

CAPITILISE ON - put to practical use; take advantage of;

<sup>(a+b\*</sup> CLICKBAIT - something (such as a headline) designed to <sup>(a(b)</sup> make readers want to click on a hyperlink especially when (the link leads to content of dubious value or interest

\* CODE - a system of words, letters, figures, or symbols used to represent others, especially for the purposes of secrecy

COERCION - Actual or threatened force for the purpose of

compelling action by another person; the act of coercing

\* COERCIVE - Displaying a tendency or intent to coerce cohesion the growing together of normally distinct parts of a plant

\* COMMODIFICATION - The assignment of a commercial value to something previously valueless

\* CONCOMITANT - Happening at the same time

\* CONFLATION - A blend or fusion, especially a composite reading or text formed by combining the material of two or more texts into a single text

\* CONSENT - Voluntary agreement or permission

\* CONSTELLATION - Any of the 88 officially recognized regions of the sky, including all stars and celestial bodies in the region

\* CONSUMERISM - A materialistic attachment to possessions

\* COOKIES - a small piece of data stored on the user's computer by the web browser while browsing a website. Cookies were designed to be a reliable mechanism for websites to remember stateful information (such as items added in the shopping cart in an online store) or to record the user's browsing activity

\* CORPORATISM - Political system in which power is exercised through large organizations working in concert with each other, under the direction of the state

\* CREATIVITY - the act of turning new and imaginative ideas

m

into reality



mC

USINF

\* CYBERBREAKING - harassing other users on the network D

\* DEEM - To evaluate according to one's beliefs

\* DEPRIVATION - The state of being deprived; privation; loss; want; bereavement

\* DEREGULATION - The process of removing constraints, especially government imposed economic regulation

\* DEVOLUTION - Degeneration, as opposed to evolution

\* DIMINISHING - return in economics, diminishing returns is a situation in which the increase in production, profits

\* DISAVAWOL - A denial of knowledge, relationship, and/or responsibility towards something or someone

\* DISCONTINUOUS - having breaks or interruptions

َحَجُّ DISGUISE an attire (e.g. clothing) used to hide one's iden-

\* DISMANTLE - to take apart; to disassemble; to take to pieces

\* DISMISS - To order to leave

\* DISPARAGE - To dishonor by a comparison with what is inferior

<sup>t</sup>\* DISPERSAL - Distributing or scattering propagules or seeds

\* DISSEMINATE - To sow and scatter principles, ideas, opin-

ions, and errors for growth and propagation, like seed

\* DISSIDENT- a person who opposes official policy, especially that of an authoritarian state

\* DIVERGENCE - the degree to which two or more things diverge

\* DOG-WHISTLE POLITICS - The expression of political ideas in such a manner that only a specific group of voters

\* DOWNSIDE - Following the path of a river or stream

\* DUAL - consisting of two parts, elements, or aspects

#### E

\* EGALITARIAN - Characterized by social equality and equal rights for all people

\* ELIDE - To break or dash in pieces; to demolish

\* E-MAIL - electronic mail (email or e-mail) is a method of exchanging messages ("mail") between people using electronic devices

\* EMANCIPATE - to set free from the power of another; to liberate

\* EMBRACE - enfolding

\* EMOTICON - graphic representation of emotions, used on the internet and made of typographic characters

\* EMOTIVE - appealing to one's emotions

\* EMPOWERMENT - The granting of political, social or economic power to an individual or group m

\* ENCOUNTER - A sudden, often violent clash, as between combattants

\* ENDORSE - To write one's signature on the back of a cheque when transferring

\* ENDURE - To suffer patiently

\* ENSEMBLE - shareable

mc

USINE

\* EPITOMISE - to abridge, shorten, abstract, reduce

\* ESCLATE - to increase (something) in extent or intensity

<sup>♥</sup> \* ESPOUSE - To accept, support, or take on as one's own ∞ (an idea or a cause)

\* EVENLY - In a fair manner

\* EVOKE - to call or summon forth

EXCLUDE - To eliminate from diagnostic consideration

EXPLOITATION - the action or fact of treating someone unfairly in order to benefit from their work

\* FRAGILE - easily broken or damaged, tender structure

\* FRUSTRATION - a common emotional response to opposition, related to anger, annoyance and disappointment.

\* FUNCTIONALITY - the quality of being suited to serve a purpose well, usefulness

# G

\* GENOMIC - relating to the complete set of genetic materi-

al of a human, animal, plant, or other living thing

#### Η

\* HACKER - a person who has a high level of skill in computer technology or programming; a computer expert or enthusiast, who breaks into a network, computer, file, often, but not always, with malicious intent

\* HASHTAG - a word preceded by a "#" sign. It is used as a link in the social space

\* IMPART - To hold a conference or consultation

\* IMPATIENCE - unwillingness to brook delays or wait the natural course of things

\* IMPUTES - A force, either internal or external

\* IN LIAU OF - instead of; in place of; as a substitute for

\* INAUSPICIOUS - unlucky unfortunate

\* INCESSANT - Without pause or stop

\* INCREMENTALLY - occurring in especially small increments

\* INIMICAL - adverse

\* INPUT - information fed into a data processing system or computer

\* INSULAR - Having an inward-looking, standoffish, or withdrawn manner

m

\* INTELLECT - The faculty of knowing and reasoning; understanding (uncountable)

\* INTENSIFICATION - The act or process of intensifying, or of making more intense

\* INTERREGNUM A period of time during which normal executive leadership is suspended or interrupted

\* INTERNET - a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

\* INTUITION - the ability to understand something instinc-\*\*\*tively, without the need for conscious reasoning

\* IQ - An intelligence quotient is a total score derived from
 a set of standardized tests designed to measure human
 intelligence

## J

JAM - difficult situation, blocked

#### K

KICK OUT OF - to stop, stall, or disconnect suddenly

#### L

\* LANGUAGE FAMILY - group of languages that have one cancestor (the so-called protolanguage)

\* LOGO - a symbol or other small design adopted by an organization to identify its products, uniform, vehicles, etc

#### M

MALLEABLE - Flexible, to be able to change without break-

m

ing or cracking \* MASS MEDIA - element of mass culture with a wide reception range. These include Internet, TV and newspapers

\* MASSES - People, especially a large number of people

\* MATRIX - an environment or material in which something develops; a surrounding medium or structure

\* MESSY - in a disorderly state; causing mess or confusion; chaotic; disorderly

\* MOBILITY - the ability to move freely and easily

\* MOTIVE - motivation, the driving mechanism of an action

### Ν

\* NARRATIVE - The systematic recitation of an event or series of events

\* NOTORIETY - The condition of being infamous

# 0

\*OBJECTIFY - degrade to the status of a mere object

\* ONLINE CHAT - any kind of communication over the Internet that offers a real-time transmission of text messages from sender to receiver

\* OUTPUT - the output of a computer or word processor is the information that it displays on a screen or prints on paper as a result of a particular program

\* OUTSOURCING - agreement in which one company hires another company to be responsible for a planned or existing activity F

\* PAROLE - To release (a prisoner)

mc

USTNE

130

\* PERNICIOUS - Causing much harm in a subtle way

\*\* PISA - The Program for International Student Assessment is an international assessment that measures 15-year-old § students' reading, mathematics, and science literacy

\* PORTAL - a website or web page providing access or links to other sites

\* POSSESSION - Ownership; taking, holding, keeping something as one's own

\*\*\* PR - public relations is a strategic communication process
 that builds mutually beneficial relationships between organizations and their publics

\* PRE EXISTING - existing previously or before something

\* PRECONDITION - A requirement which must be satisfied before taking a course of action

PRESS CONFERENCE - an interview given to journalists
 by a prominent person in order to make an announcement
 <sup>(a+b</sup>) or answer questions

\* PRIVILEGE - the status or existence of such benefit or advantage

\* PRONOUNCEMENT - Pronouncements are public or official statements on an important subject

<sup>t</sup>\* QUALITY - degree of excellence, peculiar and essential character

# R

\* REFRACT - To cause (light) to change direction as a result of entering a different medium

\* REGRESSIVELY - In a regressive manner

\* REHEARSE - To narrate; to relate; to tell

\* RESEMBLANCE - likeness; similitude; similarity

\* RESHUFFLE - to reorganize or rearrange something

\* RESONATE - To vibrate or sound, especially in response to another vibration

\* RETRAIN - to train again; especially, to train or study in a new subject or job

### S

\* SELF RELIANCE - the capacity to rely on one's own capabilities

\* SEMBLANCE - Seeming, appearance

\* SLANG - a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people.

\* SOLIDARITY - Willingness to give psychological and/or material support

\* SPAM - irrelevant or unsolicited messages sent over the internet, typically to a large number of users, for the purposes of advertising, phishing, spreading malware, etc

\* STIMULATE - To encourage into action

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m



\* STRIP AVAY - To remove something bit by bit

\* SUBORDINATION - The property of being subordinate \* SUBSTANTIVE - the essence or essential element of a thing

\* SUBTLY - With subtleness, in a subtle manner. With cleverness rather than brute force

\* SUPPRESSED - kept from public knowledge by various means

\* SURVEILLENCE - Close observation of an individual or group

#### T

\* TAKEN FOR GRANTED - accepted as real or true without proof

\* TENUOUS - Thin in substance or consistency

َحَجَّ THE NEW NEW MEDIA means of communication using the راجع technology, include: blogs, internet portals, etc.

<sup>6</sup> TRANSIENT - Remaining for only a brief time

\* TRANSITORY - lasting only a short time, temporary

\* TROLL (Internet) - someone who leaves an intentionally annoying or offensive message on the internet, in order to upset someone or to get attention or cause trouble

### U

\* UBIQUITY The state or quality of being, or appearing to be, everywhere at once; actual or perceived omnipresence

mc

\* UNACKNOWLEDGED - not recognized or admitted

\* UNCONTESTED - not contested or disputed; not made the object of competition

\* UNDERESTIMATE - To perceive (someone/something) as having a lower value, quantity than what it actually has

\* UNDERPIN - to give support to; to corroborate

\* UNEASE - to feel rather anxious or afraid

\* UNINTERRUPTED - continued

# V

\* VARIATIONS - a different or distinct form or version of something

\* VLOG - a type of blog, a website in which information is presented mainly through videos

\* VEGETATE - To live or spend a period of time in a dull, inactive, un-challenging way

\* VENT - To allow gases to escape

\* VERNACULAR - Of or pertaining to everyday language

\* VIGNETTE - A short story that presents a scene or paints a picture

#### W

\* WELD - to bind together inseparably; to unite closely or intimately

\* WIELD - To exercise (authority or influence) effectively

m NSINE



mc

USINE

34

#### \* WORKLOAD - The amount of work

\* WRAP AROUND - curving or extending around at the edges or sides

# X

\* XENOPHOBIA - dislike of or prejudice against people from other countries

#### Y

\* YES-MAN - a person who agrees with everything \* YIPPEE - exclamation used to express happiness, excitement, or great satisfaction

#### Ζ

\* ZEITGEIST - the general set of ideas, beliefs, feelings, etc. that is typical of a particular period in history







135

Ш

#### Remember!

The mind becomes stunted if it is not exercised!



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



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



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













