
Do your best - just invest!

Strategic partnership between
Poland, Italy, Romania, Slovakia, Spain



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Introduction

This booklet is created by the DYBJI team as a summary of our two year experience in field of adult education. It is a tool consisting of a different methods which could be used with diverse target groups. Those methods, exercises and ideas are a base for creating your own workshops and your individual approach to adult education. In the first part of our booklet we described our target and working groups. In the second part you can find description of different workshops and practical clues about it which can be a good starting point for your own practice. In the last part we are sharing our experience about the learning process.



Project description

The Project DO YOUR BEST – JUST INVEST! Is a strategy partnership in adult's Education between Spain, Romania, Slovakia, Italy and Poland. Within frames of this project all partners have worked on two levels: from one point of view we have developed a work with groups of chosen adults, which contributed to an increase of their chances in a participation in a society, professional life (employment) and improved their family situation. Assumed work, which was mainly based on workshops in the field of soft social skills, had a main aim to adjust every target group to requirements of a labor market, increase their life's satisfaction and improve their language skills and connected possibilities of spending leisure time. Every partnership organization has gathered their target group, each of them with different specific approach, with different needs and expectations and therefore – different methods of a work.

On the other hand our project assumed a work on an international level connected with a development of professionals' team constituting of a project's working group. Every partnership organization had created such a 6-8 members' group and organized local actions within it. Within frames of an international cooperation, representatives of these groups took part in project's meetings, which were devoted to building of an international partnership and exchanges of experiences.

Partner organizations

Youth Development and Integration Association STRIM - Poland



Youth Development and Integration Association STRIM was established in 2001 in Cracow, as a non-governmental organization, gathering people sensitive for the social issues. Members of the association are active people willing to undertake actions aimed at building open-minded society, interested in youth problems, international education and culture. STRIM leads a vast number of diverse projects in Poland and beyond its borders, mainly in the field of culture and intercultural education

STRIM aims at developing awareness, national and European, while not neglecting its regional levels. The association initiates and promotes all forms of youth activities and reaches that goal by organising trainings, seminars, conferences, public events, meetings and youth exchanges.

STRIM Association is one of the biggest organizations working with European Voluntary Service in Poland.

STRIM also realised apprenticeships within 'Leonardo da Vinci' Programme in Cracow. Another field of STRIM's work is broadly understood education of adults within 'Grundtvig' Programme in the past and now within the Erasmus + Programme.

The Association works on behalf of active people, especially young, but since some time the activity has been expanding and STRIM work with adults as well and on their behalf. In years 2011-2013 STRIM Association has been a coordinator in the project TEAM SPIRIT within Grundtvig's partnership projects. In that time STRIM cooperated with organizations from Turkey, France and Spain and the project's actions were connected with nation's minorities. Throughout this two- years' experience STRIM not only had an occasion to cooperate with adults, not only from minorities, but to exchanged experiences and methods of work with partners as well. Moreover, thanks to this project STRIM came to an assumption, that projects like this, spread out to a few years, bring incredible advantages for their partners. The reason of this is that within an area of 24 months it is possible to improve a lot in a previous work, eliminate incorrect methods, implement new and observe long-term effects.

This time STRIM decided to delve into topics, which is known for the Association, because a part of its members work or worked every day with adults with so called 'fewer opportunities'; with people who bring up their children on their own, are homeless, have low career aspirations, don't see perspectives for a better life, don't know languages, have low parental and social competences. Thanks to a work with such a people throughout a few years, STRIM's members could get to know their needs, mechanisms of their functioning and get to know their weak points.

Mladiinfo Slovensko - Slovakia



Mladiinfo Slovensko was established by former EVS volunteers in 2010 in Bratislava, Slovakia as a branch of Mladiinfo International – a registered European network with the seat in Ljubljana, Slovenia It is a non-profit organization promoting education and youth mobility which supports young people with information about EU programs, internships, trainings, conferences, volunteering and other opportunities abroad but also in Slovakia. Internet and info events for young people are used as the main tool to spread calls, success stories and motivate for participation. Mladiinfo is one of the most active EVS sending organization in Slovakia

and it sent more than 140 volunteers for projects in 21 countries. It has 5-year experience in international projects, youth exchanges and trainings. Hundreds of young people from Slovakia have used the opportunity to find free educational opportunities through Mladiinfo's web-site and info events. The organization has been actively involved in several projects supporting youth mobility, volunteering and intercultural learning, and actively is contributing to the Mladiinfo International Network.

EIVA Association- Romania



EIVA Association is a non-governmental organisation founded in 2009, whose aim is to promote and develop educational, social and cultural programmes in order to contribute to the sustainable development of the community in the spirit of European values.

The activities implemented by EIVA Association so far are:

- educational activities for children, youth and adults
 - programmes to support youth's interests
 - initiatives meant to create a framework compatible with democratic values and in the spirit of human rights respect
- promoting acknowledgement, acceptance and collaboration attitudes and actions towards any person, social, cultural, religious, ethnic, economic, political and legal identity and entity on the basis of the mutual support of the moral principles of work and life, respect, dialogue, cooperation, tolerance, mutual aid and rejection of abuse, verbal, physical and psychological violence, exclusion, racism, xenophobia and discrimination
 - activities to support youth insertion into the labour market
 - civic education programmes in partnership with public institutions, universities, NGOs and other private organisations in order to promote dialogue, cooperation and communication among young people
 - establishing international contacts and relationships in the interest of young people
 - initiating partnerships for international cooperation projects

EIVA has a team of 6 people with relevant experience in voluntary programmes at local or international level (of the EVS & Peace Corps type) and in international cooperation in the field of youth and organisational development. EIVA developed projects financed in the context of Erasmus + Program, such as, trainings, seminars, learning EVS mobility. Also, the organization developed educational programs for youth workers and youth, in partnership with other organisations and entities interested to develop methods and tools within NGO environment.

EIVA is part of Youth Network and the experts of the organisation contributed to the implementation of the project regarding the development of EU – Africa cooperation relationships in the field of volunteer work, Youth Network (www.youthnetwork.pro).

At local level, EIVA team developed

- Educational programs dedicated to youngsters using board games as tool to develop key competences and life skills among youngsters. Playing Board games youngsters will improve entrepreneurial skills, critical thinking and creativity in a pleasant way;
- Awareness campaigns to promote prevention of illicit drugs among youngsters;
- Partnerships at local level with relevant stakeholder to promote healthy alternatives for leisure time among youth, in rural areas.

Vicolocorto Association - Italy



Vicolocorto is a non-political, non profit cultural association, based in Pesaro, Italy. Operates since 2006 in fields of Education through non-formal approach; intercultural learning; promotion of international mobility and active participation;

Vicolocorto focuses on empowering local community to reinforce their role in building Italian civil society and European citizenship. The Association also promotes and spreads the artistic and environmental culture, through the contacts between people, public institutions and associations, and realizing own events.

Vicolocorto encourages cooperation with institutions, NGOs, public and local authorities, art groups and others.

Furthermore, the staff takes part regularly to meetings and events organized by multiple training agencies (as National Agencies for youth and Adult education) for a regular update and improving its quality thanks to the attention to the innovation and development. In Vicolocorto are working 2 experienced trainers that give an added value to the projects of the association and to the quality of the content proposed.

Thanks to this project the Association has been cooperating with the regional youth unemployment center, in order to empower local adults with fewer opportunities. Their profile is generally being unemployed and part of difficult families, mainly mono-parental and with low income, some of them are drop-out from schools or education in general. Our strategy is to involve them in a long term perspective, starting with local level involvement, providing them with English language support through peer to peer contact and conversation meetings, and then once they feel ready to support them in short international mobility projects dedicated to adult education. Since 2012 we have also been active in the process of quality definition in projects for people with disabilities, having developed several projects on this topic, and having sent and host participants with physical disability.

YOUROPIA - Spain



Youropía Cultural Association was founded in January 2009 with the aim to bring “Europe” closer to society in general and foster fundamental values such as equality and tolerance.

It intends to encourage social participation by promoting a model of active and engaged citizenship. Moreover it coordinates and carries out projects that promote the exchange of experiences between people from different cultural backgrounds, both locally and internationally.

The range of its activities embraces the largest possible number of aspects of “culture”, understanding it not only as literature, art, cinema, etc. but as any possible features that shape our society.

One of the fundamental principles of Youropía is to facilitate the inclusion of all people, both in our organization and in the society in general. Therefore, equality between people, regardless of sex, gender, age, geographical origin, religion or beliefs, social status or physical or mental abilities is one of the cross-cutting principles of any action of our association.

Our objectives are:

- To provide non-formal learning opportunities throughout life.
- To break down cultural barriers and encourage respect for all kind of individuality.
- To create safe spaces for horizontal participation, where learning how to participate, participating.
- To encourage community growth with a holistic approach.

Youropía has the following areas of intervention:

TRAINING: Carrying out educational projects, especially in the international arena, as well as offering a service of trainers and facilitators to other entities (Youth Council of Asturias Principality, Asturian Youth Institute, Spanish National Youth Institute, Spanish Youth Council, etc.)

“LEISURE AND FREE TIME ACTIVITIES” SCHOOL: Training instructors and educators since 2010.

CHILDREN: Fostering a programme for the reconciliation of “family and working life” and holding several workshops, educational activities and camps for holidays periods, both in our centre and other entities.

PARTICIPATION: Implementation of local projects and working-groups on youth participation. Within this area we framed most of the local initiatives with people with disabilities and immigrants.

INTERNATIONAL: Encouraging mobility and learning experiences through European programs.

In line with its inclusive approach, Youropía has always tried to include people with fewer opportunities in its activities and since 2014 has been working with adults with disability. The European cooperation of “Do Your Best Just Invest” has provided the organization with a valuable framework where to improve the impact and sustainability of its actions and, above all, broaden the number and profiles of groups involved in its social intervention.

Working groups

Youth development and Integration Association STRIM - Poland



While we were gathering a work group, responsible for actions implemented in Poland, we knew that we want to build a group people, who is involved in different branches of work in their everyday their lives, but who has an experience in a similar work. Finally our team consists of:

Konrad Markiewicz – a pedagogue, certificated psychotherapist, who works every day with families, adults and children, a trainee – in the project he is responsible for group activities within a range of soft psychosocial skills, assertivity, communication, parenting skills, therapist contact.

Dorota Skwarczewska – a pedagogue, a mediator in criminal cases of under aged cases; within a few years she worked in a sociotherapy center, where she conducted group activities for children and youth, as well as for adults. Nowadays she is involved in European projects. In the project she is responsible for group activities, connected with soft psychosocial skills, assertivity, communication, parental skills, career activation.

Anna Nowak – a pedagogue, works in an intervention centre for children and teenagers and with whole families.pedagog. In the project she is responsible for group activities, connected with soft psychosocial skills, assertivity, communication, parental skills, career activation.

Irmina Czysnok – a student of a social work, in the project she is responsible for group activities connected with soft skills, communication, assertivity, parental skills.

Małgorzata Kubas – an English teacher. In the project she is responsible for language activities.

Monika Michałek – physiotherapist – in the project she is responsible for sport activities, connected with active ways of spending leisure time.

Taja Niewiara – a MA of Arts, a graduate of art therapy – in the project she is responsible for art activities.

Mladiinfo Slovensko - Slovakia



Ondrej Mäsiar – Co-founder and chairman of Mladiinfo Slovakia, in charge of Finance and final reports, member of the Executive Board of Mladiinfo International. Active participant in the sessions with drama therapy.

Tatiana Mrugová - Project coordinator in Mladiinfo Slovakia, actively assisting in the drama therapy exercises and mainly in charge of leading the workshops covering the opportunities for adults by the program Erasmus +.

Dajana Dimitrieska – Ex-EVS volunteer and external project coordinator, active participant and volunteer during the drama therapy seasons and mainly in charge of leading the workshops about personal branding and placing on the labour market of the participants.

Tomáš Vranský – Social worker daily working between physically disadvantaged young people as a personal assistant. He and his friends with handicaps are working towards changing an unfavorable situation in which disadvantaged people are, especially in housing and employment areas.

Patrik Krebs - Art therapist, teacher, interpreter and translator of English and Spanish. He is a graduated from the Academy of Performing Arts in Bratislava, department of acting and from at the Mexican National Autonomous University in the department of Spanish language and Mexican History and the City College of New York -English language and management of the learning process. He is currently managing the "Theatre with no home" in Bratislava, where he works as a director and art therapist, leading the workshops with drama therapy.

Uršula Kovalyk - Social worker, poet, writer and playwright, also director of Theater with no home, helping to Mr.Krebs when leading most of the drama therapy workshops.

EIVA Association - Romania



EIVA established a local team of 6 experts, with relevant experience in training, professional guidance, social work and inclusion. The experts are 6 people, active members in the association playing different roles.

Florin Bisca – trainer and advisor for drug addicted people. He was in charge with following topics: self assessment plan, decoration and origami, legal advice;

Cristina Suci – trainer for youth and mentoring for volunteers traveling abroad. She has bachelor degree in legislation. She provided workshops about conflict management , decoration handcrafts, communication skills;

Alexandra Venter – trainer for adults, she has experience in supporting vulnerable people and jobseekers. She has bachelor degree in finances, providing training in this project about financial aspects and labor contract;

Cristian Babutau – trainer for youth and adults; experienced in training and mentorship for NGOs in educational field. He was in charge with communication skills development, self-evaluation and empowerment techniques; developing career plan, how to develop self-improvement strategies.

Carmen Babutau trainer for adult education; experienced in counselling for vulnerable people, long term unemployed and jobseekers. She was in charge with design of the entire program and with adjusting agenda according to learning needs identified during workshops;

Amber Castaner - social educator, experienced in educational animation for group of people, young and adults. She was responsible in designing handcrafts training program and communication skills.

Vicolocorto - Italy



Daniele Lucarelli - Graduated in Social Sciences and Communication, has experience of working in intercultural environments since more than 10 years. Active within the Association since 7 years with different roles among which responsible of the international communication of the organization and short term projects coordinator. In this project had the role of Project Coordinator for Italy, taking care of the communication and general organization with the international partners.

Laura Pierfelici - PhD student in Pedagogy, long term experience in Non formal education for youth and adults as freelance trainer. Founder of the organization, project manager and accountant. In this project was the responsible for the implementation of the local activities: meetings and coordination with local partners, coordination of the staff team, preparation of the actions.

Carolina Tenti - Degree in International Cooperation and Human Rights Education, long term experience in tutoring and counseling for career development. In this project part of the staff of facilitators of our workshops, coordinating them together with Laura, with specialization in the ones dedicated to the Job Careers, how to deal with Job Interviews and Job Opportunities abroad.

Stefano Bertuccioli - Linguistic facilitator with multiannual experience abroad, also in the frame of Non formal education and group facilitation. In the project was the main facilitator of the grammar, conversation parts and practical suggestions of living and working abroad of the English Conversation workshops.

Daniele Grassetti - Specialized in group dynamics and group facilitation, in this project was the support staff within the team of facilitators, and responsible for Group Dynamics workshops together with Francesco.

Chiara Boiani - Degree in Educational Sciences and Master in Journalism, in the project was supporting the content and preparation of the English conversation workshops.

Giulio Platamone - Degree in Psychology, interest and practice in Non Formal education and group dynamics. In this project was part of the staff of facilitators of our workshops, and main facilitator of the Wordpress and Blog management one, and in the first phase of the project.

Francesco Colonesi - Degree in Political Sciences with specialization in international and European studies. In the project gave his support to the first phase of the workshops, dedicated to first approaches to foreign countries, and working on the group dynamics development.

Youropia - Spain



The staff in charge carrying out this project in Spain has been a group of seven people. (Note: Nine names are presented here below because two of the educators responsible for the group of people with intellectual disability changed between the first and the second phase of the project due to work issues).

Simone Lucchi - Educator and Trainer with experience in the design and implementation of social educational projects. Trainer in Intercultural Dialogue and Human Rights. (DYBJI Project Coordinator in Spain).

Rebeca de Soignie - Expert in “Society and Youth”, Leisure and Free Time Activities Director. (DYBJI Project Coordinator in Spain).

Sara González Núñez - Social Integrator Technic, Leisure and Free Time Activities Instructor, Social Work student. (DYBJI Project Coordinator in Spain).

Marcos Campello - Social Educator; Degree in Philosophy. (DYBJI Team – “L’Arboleya” Activities; 1st phase).

Pablo González - Leisure and Free Time Activities Instructor. Physical and Sport Activities Instructor. (DYBJI Team – “L’Arboleya” Activities; 1st phase).

Carina Donamaria - Leisure and Free Time Activities Instructor (DYBJI Team – “L’Arboleya” Activities; 2nd phase).

Santiago Bertault - Leisure and Free Time Activities Instructor (DYBJI Team – “L’Arboleya” Activities; 2nd phase).

M^a del Mar Romero García - Degree in Work Science, Diploma in Business Studies. Expert in Educational projects and Entrepreneurial Culture. (DYBJI Team – “Asturias Acoge” Activities).

Marta Álvarez Alvarez - Diploma in Business Studies (DYBJI Team – “Asturias Acoge” Activities). Besides, a group of young members and volunteers from our entity occasionally participated in some of the activities to develop more connections between our target groups and the local community and enhance the impact of the project itself.

Target groups

Youth Development and Integration Association STRIM - Poland



The group with which we worked throughout two years, is the group of women in age of 29 to 45 years. They are mothers, some of them bring up their children on their own, some of them hadn't work before they took part in the project. Within the frames of the project this group took part in English lessons (every week), sport activities, activities connected with taking care of themselves, parental skills, self-presentation skills, activities connected with career activation, art and cooking activities.



During an implementation of the project, the participants significantly improved their language skills, moreover – they want to continue courses after the end of the project, one of the participants got into a professional internship and when it finished she got employed for a part-time job in her profession. Other participant began part-time, weekend studies. A significant effect of taking part in a participation in the project was a bigger awareness of participants in them of parental skills, communication in a relationship, assertivity and self-esteem.

Mladiinfo Slovensko - Slovakia



In the very beginning of the project, our initial group was young unemployed adults. We realized few workshops with them which were in various topics as: "How to prepare a CV which will "sell" you on the labor market", "How to write a cover letter", "Training about communication skills" and "Role plays – How to prepare for a job interview and to build your own career". The activities were executed flawlessly, but the target group was too small, so after finishing the session of workshops, we had to change it. Then when finding the local stuff, they helped us with the target group – homeless people, physically disabled and people with the psychological diagnosis. We started to have regular meetings with them and work with them on the development of their social skills through drama therapy and through ergo-therapy (occupational therapy).

Drama – therapy is a method that uses theater techniques to facilitate personal growth and to develop mental health. The method uses theatrical language as a means of finding possible alternatives, for example in conflict resolution and is another step towards eliminating prejudice, nationalism, and xenophobia. It seeks to reflect on the current situation and thus the direction of social change, but at the same time, it is also fun. Actors and actresses by this method bring to the stage personal experience of oppression they experienced during life not only on the street. This approach provided the context for participants to tell their stories, set goals and solve problems

and to express their feelings. As a result of this cooperation, few theater performances were realized, in which partly took and Mladiinfo team. Through drama therapy exercises which included some warm-ups, training, and facilitation techniques, on each meeting, we were working on achieving few goals. The warm-ups comprised a physical and emotional warm up, sound and movement warm up, building a trust as working in pairs, playfulness, and exercises for body awareness. When introducing the drama therapy to the participants they were creating a play in pairs, they were developing their creativity, playfulness and improving their self-awareness, their listening skills, collaborative work and expressed their hidden feelings. Furthermore, we continued to use more facilitation techniques, playback techniques, which contribute to developing intimacy, physicalizing the subjective, embodied images, embodied feelings, working in dramatic reality, aesthetic distance etc. The aims we wanted to reach through these activities were:



to warm up them physically by discharging tensions held up in the body, to establish trust and generate a sense of intimacy among members, to generate body awareness, to break the ice and establish basic trust between group members, to elicit a wide range of emotions, to warm the group up to issues to concerning interpersonal relations, to explore hidden emotions connected with one's biography from a new angle, to develop imagination and creativity, to develop listening skills, to teach and practice playback theatre techniques, to view a personal situation from a broad aesthetic distance

The first performance was Theater of oppressed / OUTRO PASSO, second one Platea and then Babka.

Through these performances, they have shown what are the real situations faced daily as members of this marginalized group. They brought on the stage their personal experience of oppression they experienced during the life not only on the street but also on each other place where they are moving on a daily basis. It was really touchy and they get big empathy from the

audience, since those performances were real "eye opening" for them. Through the drama therapy, they enhanced their interpersonal relationship and communication skills, improve their self-confidence by acting in front of a big mass of people and worked on their creativity, since several times they had to improvise on the scene when other "outsiders" were joining them. Except the drama therapy, as a method use in the work with this category people was and the ergo-therapy, also known as occupational therapy. The main goal of this therapy is to develop the social skills of the target group by using a physical activity. As a great opportunity to use this method was the need for revitalization of the theater space for the upcoming theater season in the autumn. By this way, the target group did a physical activity and saw



the importance of their participation. What was important for us in this session was that we showed them that they are needed in society, that their participation is important in order to get the final result and that they are doing something valuable. What was the most impressing was that despite the fact that there were a people with typical disabilities, they were suggesting ways how they can participate better and how they can contribute as much as possible. Thanks to our professional team we manage it to include everyone and everyone to feel valuable and useful during doing the work. Moreover, by this activity, they can see the material results of their work and the accomplishment and the satisfaction were mutual. After conducting of those two methods, we held few reflections sessions and discussion because we wanted to know more about the feelings transition of our target group. We held discussions with the target group and speak with each one of them from the side as outsiders (how we see their status in the society) and they spoke how they feel like and how these activities affect their lives.

The cooperation and the deeper relationship we started to build with the people from the theater, brought us new cooperation. Namely, among the people in the theater, we found people with disabilities which were interested in working more on their career and personal development. We have decided to work on realization on this project in a little bit different direction and to work closer with the topics which are our field of expertise. So, with the people with physical difficulties, we started to organize workshops with them dedicated to their career and personal development. The workshops offered a place for them to learn new life skills, get hands-on experience of work, encouraging and helping them to seek further training. The objectives of the workshops were to offer them an opportunity for guided and supported work, and a tailored path to education, finishing education in co-operation with the education provider or becoming employed in the open labor market, just as their peers without disabilities. Among the workshops were "Introducing the program Erasmus + and its opportunities", "Setting a personal goals", "Sharing EVS experience", "Q&A time", "Personal branding and how to build valuable online presence", "LinkedIn – a place to be", "How to present your idea and get funded for that", "Fundraising and tools that can be used". During the workshops, the participants had a chance to hear more theory and to exercise just among themselves, but currently, they are working on setting their theoretical knowledge in practice.



EIVA Association - Romania



The target group was composed by people aged from 25 to 50. Training participants are long-term inmates, within Arad Penitentiary. An important minority of women are half illiterate; All participants have educational difficulties, being in 90% early drop-outs and only 10 % of participants graduated 10 degrees. This participants have low perception oriented for learning; The group was selected by Penitentiary administration. We have worked, regularly with 12 to 15 participants at every workshop, but at the end of program there were 30 people attending workshops at least few times. The main challenge for us was to keep the motivation of women to participate in this kind of learning program.



During the training we adjusted the program and methods according to the needs of participants and their level of understanding;

We provided constant support at every meeting to debrief and help adult learners in their lives, to increase self-confidence and improve social skills.

Main results after this training is the interest to continue this type of learning activity, to explore new things. They improved communication skills and self awareness in terms of competences and abilities to integrate within the society.

Vicolocorto - Italy



The target group with which we worked during the “Do Your Best, Just Invest” project is identified as **Unemployed adults from Province of Pesaro** (covering the 3 main cities of Pesaro, Fano and Urbino). In cooperation with JOB-Employment Center we identified 2 main issues among that local adult unemployed people from our area: the first is the lack of practice of English language, very important to find a job even at local level, as Pesaro is a touristic city and every job connected with it needs a good command and fluency of English, the second is the narrow-minded approach, given by the fact that most of them have not travelled for money-related or family issues and haven't had the chance to “discover the world”. In order to tackle both, to empower them and to provide them with skills that could help them to enter into the job market, we planned an approach on short term perspective and an approach on long term perspective.



At short term perspective we decided to focus on the intercultural attitude, to "opening their minds" providing them with the opportunity to get the knowledge of

a different country and culture without moving from Pesaro, taking part to local workshops organized in a cultural centre called Biblioteca San Giovanni. The idea of these workshops was to "activate" the participants in a workshop using interactive methods instead of giving information through a frontal presentation of the country. Moreover, the content of the information discussed were focused on social, geographical and daily life point of view, useful for the unemployed people who may migrate to work abroad.

In a long term perspective, and that's the real successful part according to us, we organised English conversation workshops run in the Job centres of Pesaro, Urbino and Fano, on weekly basis (with some exceptions) from January to May 2016.

The topics of conversation workshops (run by our staff members, already involved in DYBJI), were related to the labour market and real life situations of jobs where English is needed. Each workshop was made of 3-4 different activities and was planned in an accurate way so that in each of them they would learn some new vocabulary, phrases and would interact with other participants using English language, through non-formal methods, and all of them could get some rewards and “win” some quiz or games, to reinforce their self-esteem, that is often low in situations of long term unemployment.

The participants to the workshops were mostly in the age between 25 and 50, as it's the target age of our project, and we finally managed to have constant group of participants coming on regular basis, nearly 8-10 participants taking part to each workshop.

The workshops were very successful with the target group, so that we could see a significant change during the whole process, as for example participants increasing their self esteem, fight against their depression related to unemployment condition and start to get active in the search of job in Italy and abroad.

The target group and the Job-Employment centre were so satisfied that they asked to keep working with them on regular basis from September.

Youropia - Spain



Most of our participants belonged to “L’Arboleya” Integration Support Centre for people with disability. The group has been made of 20 people aged between 35 and 55 years old and coming from different areas of Asturias Principality (our region). The level of their intellectual disability doesn’t permit them to get a social-labour integration and, because of that, they daily attend the centre, where different activities aimed at fostering their mental and physical skills and fighting against their intellectual deterioration are carried out. In line with this approach, and according to the actual capacities of every single participant, our workshops/sessions were focused on reducing their social exclusion and fostering a better integration in their community.



A second group of participants came from “Asturias Acoge” Association and was made of 10 people between 28 and 56 years old, mostly women from different African countries

and Latin America. All of them are at risk of social exclusion because of their economic, cultural and legal situation.



List of topics and methods used in our project

Youth Development and Integration Association STRIM - Poland



- **An integration**

During initial workshops trainers organized activities connected with a group's integration. They took care of that members of a group would get to know each other, every person would feel well and comfortable within it. They considered what are similar features of all its members, what do they have in common, what they would like to work on and what could be their common aim. That was an important aspect of our project because thanks to it we created nice, safe atmosphere, that allowed to get to know each other, good cooperation and common understanding.

- **A cooperation**

The next thematic block was a work over practicing skills connected with a good cooperation in a group. The main aim was that every group's member would practice skills of working in a group, get to know his group's role, learn to take a responsibility, help and watch if a group works fruitfully. The members built a good atmosphere among each other, which allowed to obtain optimal results in a process of a development.

- **Financial aspects**

The activities had an aim to introduce the members to basic rules of an interpersonal communication and phenomena occurring in it. The members learnt how to communicate in an open and constructive way, what are communication barriers and how to listen actively. Workshops within this range give a possibility for better functioning in interpersonal relations and building new contacts.

- **Assertivity**

The workshops within the range of assertivity had an aim to introduce the members to a basic knowledge about full self-expression in contacts with others and distinguishing it from submissive and aggressive attitude. The members practiced skills of expressing own feelings, taking care of own boundaries, skills of expressing an opinion, criticism, needs, wishes, feeling of a guilt, skills of refusing in non-submissive and harmful for others way, skills of accepting any criticism, assessment and praises.

- **The workshops devoted to parental skills**

The workshops devoted to parental skills concentrated on a theme connected with a development of a parent – child relation. Within frames of this relation trainers worked with people of target group on building of an authority, building open and emphatic relation with a child, skillful discipline, encouraging to a cooperation and independence.

- **The workshops devoted to feeling of a self-esteem**

During those workshops trainers concentrated on an improvement of adequate self – assessment among our members, in order to recognize adequately their strengths and weaknesses, to be able to admit to their mistakes and motivate them to self – development. The members also worked on

finding their own resources, which would help to find and strengthen their position on labor market and interpersonal relations.

- **The workshops devoted to family's relationships**

Members had a possibility to take part in the workshops devoted to a reflection over their family's relationships. The aim of such workshops is an extension of a reflection about an emotional situation in their family, understanding of conflicts and reasons of difficulties which appear in it. Such a reflection can lead to an attempt of a trial to work on changes and an improvement their family's bounds.

- **Career activation**

Activities from career activation were connected with strengthen of professional position of our members. First of all we worked on skills of writing CV and cover letter, second of all – group practiced self – presentation, third of all – tried to define career's profile of each member, in order to enable him to come back to labor market in the future. Throughout taking part in this workshop, the members strengthen their positive thinking about their career possibilities.

- **English language**

During the project we conducted activities from English language for our target group. These activities were devoted to practicing communication skills, as well as writing listening, grammar and vocabulary. Within two years of the project's duration, members developed basic skills of use of language in order to be able to communicate in every day informal and professional situations.

- **Fitness**

Within the project's duration we implemented a cycle of fitness workshops. While performing them members could perform various aerobic activities, during which a circulatory and breathing system of an exercising person, worked in such a way, that a body could intake enough oxygen and avoid periods of a hypoxia. Such exercises favor an improvement of a general movement, health and psychophysical condition.

- **Stretching**

The members of our project had also a possibility of a participation in activities like stretching – that is a set of physical activities, consisting of muscles' stretching in order to make them flexible but also to improve a blood supply in a movement system and achieving its movability. This consists of a few dozens of seconds, isometric work (tensioning) a muscle and then slow looseness of it, and afterwards – stretching it for following several dozens of seconds. Throughout a performance of exercises it is important not only to keep a coordination of movement, equal breath, but also not exaggerating with tensioning of muscles.

- **Health and beauty**

The members of the program participated in workshop session devoted to taking care of their beauty, caring of their bodies and leading a healthy style of life. This meeting had an aim to broaden an awareness and sensitizing the members for that, what is important to look attractive and improve their health.

- **Cooking classes**

The members took part in cooking classes twice. One time the them of classes was devoted to preparing small, chap and healthy salads, which they could serve not only to their families, but also to invited guests. The second time the members exchanged their experiences and gained new skills of making healthy salads.

- **Art classes – decoupage**

During art activities, the participants of the project got to know a technique called decoupage. This technique consists of sticking a pattern, which was cut from paper or handkerchief, on especially prepared surface (practically every surface: wood, metal, glass, material, plastic, ceramics).

A classical decoupage consists of sticking a pattern from paper and covering it with many layers of lacquer in a way, that it would totally melt in and wouldn't be able to feel by touch. In an intention it should look like painted. In this way our participants decorated many objects of everyday use.

- **Art activities – different classes**

During art activities, the participants practiced different art techniques as well, such as painting, drawing, graphs, sawing, making ornaments and Christmas decorations. Those were useful activities for all members, during which they could not only gain new artistic skills but spend time in peaceful and relaxing way.

- **Activities within a range of law**

Trainers organized activities from basis of law, during which the participants could gain a practical knowledge connected with a inheritance law, residence estates, that is for example about family and civil law.



Mladiinfo Slovensko - Slovakia

- **Pair warm-up – embodiment workshop – Introduction**

The first activities were done with the participants of workshop were dedicated to establishing trust among the participants, break the ice and establish basic trust between them and to generate a sense of intimacy among them. The trainers were aware of the fact that they are coming from different backgrounds and different type of disability, so we created activities which resulted in creating a friendly and cozy atmosphere and it was created a space for good work in future.

- **Drama therapy basics**

The aim of the next activities was to introduce the drama therapy approach and its techniques to our participants, to develop their creativity and playfulness and to wake up the “actor” in them. Trainers were trying to persuade them that everyone can be an actor if he tries to put itself in someone else shoes and gave them small role tasks were given roles totally different and did not connected with their real life.

- **Conflict resolution**

The next workshop was intended to make the participants understand the conflict, the principles of the conflict resolution and members went through the process steps in problem - solving through exercises and playing roles as a part of the drama therapy. For example, they were agreeing to negotiate and exploring possible solution options, selecting solutions options and finally to reach agreement.

- **Building trust in pairs through team building activities**

In order to keep the good spirit in the group and the constant motivation, the next few activities in the workshop were dedicated to build trust in pairs, to improve the teamwork and to boost their enthusiasm. Through some “survival” exercises, they had to work collectively and to arrange some obstacles together. This workshop was more relaxing and the techniques used here were not part of the drama therapy.

- **Exercises for body – awareness**

The activities included in the workshop about the body awareness included fun exercises thorough which participants were discovering themselves and learn how they can effect changes in themselves and in their environment. They realized also, not in a rational way, but through feelings that they can be in very different states of consciousness, they pointed out their alertness of the senses and the ability to notice and also were discussing how to have a **respectful and sensitive body contact with peer when acting on stage.**

• Exercises for self- awareness

The main objectives of those exercises was to strengthen the self – awareness of the participants so they can make more effective decision in their lifes, can create an environment that better suit their needs, to sustain the positive change that the theater is brings to their life and to focus their energy and time towards what they really do best. Also we were trying to help them to discover their true potential and to remind themselves on their dreams from the childhood.

• Developing of listening skills – practicing active listening

In order to avoid misunderstandings in the the communication during the workshops and on the stage, the next workshop for listening skills gave to the participants tools how they can be effective listeners, to recognize when the communication has failed so they can re-establish it and we helped them to identify skills that will help them to maintain the communication.

• Development of a social skills (preparation for performance)

By using theatrical language as a means of finding possible alternatives, for example in conflict resolution and is another step towards eliminating prejudice, nationalism and xenophobia the participants were developing their social skills and preparing their own performance. By using the method “Theater of the oppressed” the actors and theand actresses were bringing to the stage personal experience of oppression they experienced during life not only on the street and during doing this. During practicing this they had a chance to improve their ability to communicate, persuade, and interact with other members and later on and with the audience.

• Development of imagination and creativity

The next activity had an objective to develop and stimulate the creativity and the imagination of our participants. Through role plays and by given them different small tasks that seemed like some plays for kids, they were insensibly framing problems, making decisions and planning. All those processes were used to develop creativity and innovation within them as individuals, and later on it shows that it was developed and in the whole group, while preparing the stage for the performance.

• Interpersonal relationship skills – second part, preparation for performance

This other part was continued from the first one for development of social skills, but in this workshop we were more concentrate on developing on interpersonal skills. This approach provided the context for participants to tell their stories, set goals and solve problems, express feelings. In the same time they enhancing their interpersonal relationship skills, communication skills, self-confidence, and creativity.

• Development of social skills through ergo-therapy

Through the working on revitalization of the theater space, the participants did a physical activity and sees the importance of their participation. Also they were able to see the material results of their work, they saw the importance of team and collaborative work and in the same time had fun working outdoors. For trainers, as a working stuff was also new experience, because all of them learnt how to use some tools and utilities for work.

• Introducing the program Erasmus plus and its opportunities for adults

The aim of this activity was to bring closer to closer to our new target group all the opportunities which are accessible for them, in order to improve their personal and career development. Also, to inform them that the program has dedicated financial assets and for people from this category, so they can participate in each TC or EVS project limitlessly, also with support from personal assistant. We wanted to motivate them to take active participation in those activities/opportunities, so they can broaden their horizons, become more tolerant, accept cultural differences and use the informal education as a tool to upgrade their formal knowledge.

• How to find the right opportunity for you?

This workshop was a follow up of the previous workshop about the program Erasmus +. With the help of volunteers, trainers were working side by side with the participants and according to their interest, visiting pages, helping them with the translation of the offers for training and job positions

and giving them an advice if they are compatible for that training / job place. The trainers were recommending them few pages for job search and few one where they can find offers for non-formal education.

- **Career consulting workshop (creating online CV by using social media tools)**

The objective of this workshop was to introduce to the participants the social media tools and to show them how they can be useful for them, nowadays when we are living in modern and dynamic society. Trainers helped them to identify its know- how skills in order to enhance their capabilities, we discussed what are the objectives of being present online on the social professional network LinkedIn, how to present their skills, knowledge and assets in the online CV and also mentioned how to develop and method to adapt their classic paper version of CV to each program and job they would like to apply.

- **Personal branding and how to build valuable online presence**

Since our group was adult unemployed people which did not know how to find the job and the opportunities for them, we were in the last sessions more concentrate on building their online presence and present themselves online in front of the potential employers. The objective of this workshop was to emphasize that all of us are brand, that we are all unique in our way, we are differentiating ourselves from the competitors and we were drafting a action plan how they can realize their small career goals.

- **Presentation skills – How to present your idea properly and get funded for that?**

This workshop was designed to enhance the presentation skills of the participants by covering some main basic skills areas: how to plan their speech – the introduction and conclusion of the speech/ how to prepare their interview questions, how to create a visual aids (we were working in Power Point) and how to control their fear from public speaking. Also they were giving a feedback to each other and were giving a recommendation from their point of view.

EIVA Association - Romania



- **Get to know each other**

In the first workshop participants met the trainers and discussed about the project goal, the purpose of training and benefits of working together. Trainers introduced themselves and used icebreakers and “get to know each other” games cards, sociogram. Each participant had the occasion to introduce itself and to speak about their lives and expectations regarding this program. Among interests and passions identified in local group trainers could list the following: crafting, painting, gastronomy, arts and decoration. Workshop concluded with aptitude evaluation.

- **5 approaches dealing with conflicts**

Workshop aimed to identify their conflict management approach. Trainers presented 5 approaches of dealing conflicts; They displayed images, (drawings) with short description of every type of approach when dealing conflicts, providing 2 or 3 examples of life situations. Participants were invited to identify and chose personal approach of dealing conflicts with concrete examples and explaining the reasons of their options.

- **Positive attitude**

The trainers facilitated reflection on positive attitude benefits in life and awareness about own level of optimism. Approaching work and social interaction with a positive attitude and showing this to colleagues, friends, family is an important asset in life. Progress and improvement were based on constant resilience and adaptability to all challenges encountered during life. Any experience worth being explored as learning lessons for future challenges. Trainers have presented using mind map method to capture main ideas, features and causal relations into visual form.

- **Motivational quotes**

During this meeting trainers provided a collection of sayings, printed on labels. Participants chose small pieces of papers with short positive and motivational sayings about life. After reading each one, everybody had to explain, in her opinion, the meaning of the quotation. In case they did not get the meaning and connection with real life experience, other participants could step in and add explanations. In case participants didn't find interesting the message, they could choose another piece of paper and repeat the process.

- **Post cards**

Within this workshop trainers proposed participants to reflect on the texts discussed on the last workshop and to communicate it to an important person in her life. They could chose other texts and to write a greeting card to that person. After everybody had chosen its message they were invited to create own postcards with the message and use it afterwards. Used materials: colored paper, colored envelopes, text labels, decoration and stamps.

- **Hand crafts: Bottles & wires**

Participants were trained how to decorate bottles, in different shapes with colored wool wires and glue. For the first collection the group worked with small bottles and thick wool, in order to finish more easily the item. Second session implied more difficult skills, more patience, attention to tiny details and good combination of colors. During the third session trainers challenged participants by offering limited materials, in order to better plan the final output, to negotiate with colleagues the colors and type of wool wires, in order to share or exchange the resources. Trainers explored possibilities to sell these decoration products in various contexts.

- **Origami**

Participants learnt about origami and about ways in which this art has applicability with learning and therapy. They were taught three origami models, (the heart, the duck and the condor) starting from simple to complex patterns; This techniques required patience and concentration from participants. After finishing 2 pairs of one model, they named after their best friend/family and described the character in short sentences. Trainers discovered more about social network of participants. At the end of the program they developed a funny colored community.

- **Decoration**

During this workshop the group explored painting, decoration of small wood clips, for personal use. This handmade initiative was challenging due to small items to handle. Participants needed patience and skills to use paint brushes and to combine colors. At the end of the workshop everybody realised the complexity of the tasks and specific skills to decorate small wood clips.

- **Curriculum Vitae**

Trainers presented a template of CV, split in several sections. Later on they have described the content required to be filled in by the subject and the purpose of the information. Who needs it, and what for? Step by step we discovered when do I need a CV; how can I do it; how can I improve it. Participants received a CV template and started to fill in the information requested. As far as they started to write down, trainers have explained the importance of every item requested in CV. All participants filled in the CV and evaluate themselves accordingly to the criteria in the template.

- **Financial aspects**

This workshop aimed to provide some basic financial notions, useful in everyday life. In order to answer the questions: what means a budget? Participants were asked to plan a trip, in a foreign

country, for a limited period of time. This trip was planned in terms of necessary costs to pay for the trip, compiling all information into a general budget. Participants also learned how to read an invoice, a bill, and also they have been informed about ordinary online payment tools.

- **Legal advice for employment**

In this session trainers presented useful information about labor contract. Trainers emphasised the benefits of working legally. Usually, this category of vulnerable people has no legal documents for the work provided, and more often, they are engaged in temporary work in agriculture, or cleaning services. During this session trainers together with group tried to make familiar the core document necessary in every job relation, labor contract. They discussed about agreement, rights and obligations, program, safety and security.

- **How to teach somebody else some paper craft**

For this meeting one of the participants proposed to teach the group a handcraft method to create photo frame, by weaving paper. She is passionate in handcrafts and decoration and decided to give support for people interested to learn how to work with this method and to make beautiful things, such as photo frame, hand bag, etc. The challenge appeared when she had to focus attention of everybody to her instructions and to present the steps and methods in coherent way. In this way, we experienced peer education and discovered that everybody has a potential in teaching something useful.

Vicolocorto - Italy



- **Prague and Czech Republic**

Workshop made by 2 parts, the first was a direct presentation of the country, its styles and way of living, the second part was an interactive one in which the participants were asked to interact and give solutions to quiz, make small group works about stereotypes on the country and have a debate on it.

- **Get to know Germany, Sweden and Poland**

In cooperation with Job centre, trainers realised this workshop open to participants from Pesaro in which we analysed the 3 countries and after a short presentation from the facilitator, they asked the participants to make comparisons, analyse existing stereotypes and have a debate on it.

- **Wordpress and blog management**

This workshop was dedicated to give ground information about what is wordpress, its possibilities and how to work with it, so the participants had a first frontal presentation and then they were "hands on" opening their own small test page followed by the facilitator of the workshop.

- **English conversation workshop**

This workshop was run outdoor and was directed to people interested to practice English and get to know new people, so it was organised as working groups to which were given some topics to discuss and then people were switching to another group and so on, under the supervision of the facilitator, a staff member of Vicolocorto.

- **Discover Poland and Portugal**

This workshop was covering in the first part a brief presentation of the countries from

a geographical and cultural point of view, and then from economical perspective to analyse the job market and possible job opportunities for Italian adults. The second part was more interactive, in which the participants were divided in small working groups and could discuss some topics in English language connected with the country, as for example their opinions or previous travels done in that countries and so on...

- **Germany beyond stereotypes**

This workshop had also a brief presentation of the country from geographical point of view, and then was more focused on how history can change and shape peoples' lives according to where they were living, and this lead to division in small working groups that were reflecting on photos and articles from people raised in eastern and western Germany, making comparisons and sharing opinions.

- **Armenia: past, present and future**

As Armenia was not a very well known country, the geographical explanation was a bit longer also due to the continuous historical changes that also changed its borders. After that it was the time to analyse and discuss the present and the future, as Armenia is developing very fast from economical point of view. As Pesaro and Fano have strong commercial relationships with Armenia, this topic was also covered. After that, thanks to the presence of 2 native Armenians living in Pesaro, the participants were divided in 2 groups in which they had conversations and debate about stereotypes people have.

- **Getting to know each other**

The aim of this workshop was to create a team out with the new group of participants that would work together for the whole months of January and February. By warming up activities, people got to know each other, had the opportunity to develop a vocabulary to introduce themselves and speak in public, and make new link with new people for the next conversations. This workshop was repeated in a similar way 3 times (it was the first workshop of Pesaro, Urbino and Fano as in each city some participants were the same but some were changing)

- **Orientation and giving directions**

This workshop was planned as most of the participants have never travelled alone and as Pesaro in summer time is full of tourists, through this workshop they could gain a set of very important knowledge for people working in this field. The workshop was divided in 2 parts: in the first they gained some specific vocabulary about moving in the city, asking and giving directions thanks to the inputs given by the facilitator, got some grammar input and phrases, in the second part through roleplay they were asking/giving information to each other working in small groups.

- **Occupations and Job market**

The workshop was getting into the topic of the different kind of occupations and was dedicated to gain vocabulary related to those jobs, also through working in small groups and matching job related images and words. Then in each group they discussed about their previous working experiences, if any, also to get to know each other better.

- **My ideal Job – how to work abroad**

This workshop was held the next week of the previous one, and was more focused on the international job market, and after reminding some specific vocabulary from the previous session they were focusing on sharing with others their ideal job abroad, explaining firstly in pairs and then each couple in plenary.

- **English Vocabulary for Tourism and Food**

The aim of this workshop was to support the participants in the process of to developing a vocabulary related with the Tourism environment and food in general, as most of the job opportunities in Pesaro are now related with Hospitality and Tourism. The participants had also practice to introduce themselves, to share their passions, feelings and present what they liked.

- **Food related Jobs and its vocabulary**

This workshop, after a review of previous week's vocabulary, gave them some more phrases

connected to the topic and focused more to the food, so they learnt names of vegetables, different ingredients, and in small groups they were using roleplay to act as a waiter and as a customer, asking and giving details about the meals.

- **Basic English vocabulary for Job Interviews**

This workshop was introducing the topic of Job application and Job Interviews. The participants developed a basic vocabulary for a job interview, went through some basic grammar rules, and learnt by practicing how to present themselves in a correct and interesting way.

- **Job Application and Interview**

This was the second part of the Job Application part, as the topic is big and we wanted to dedicate enough time and energies to it. Through roleplay they also overcame fears and shyness, as they were acting both roles of the Employer and the Employee. The positive feedbacks from the facilitator and the other participants gave them a boost of self-esteem.

- **Holiday and travelling**

After a pair introduction activity for the newcomers, the participants had a vocabulary match exercise to develop some new words, and then went deeper in the topic of holidays, working in groups and simulating a holiday planning exercise.

Youropia - Spain



- **Emotional Intelligence - Adult learners with disability**

After the **presentation of the project to the participants**, some introduction exercises were carried out to start getting to know each other.

Starting to work on emotional intelligence: general introduction and clarification of concepts.

Story telling session and “in other people’s shoes” exercise: working on tales from different characters’ perspective (exercise on empathy).

- **Recognition of self-identity and respect for individualities - Adult learners with disability**

Workshop to promote respect for individuality and activity about self-identity.

At the beginning of the activity, the team proposed an exercise on **personal tastes and “self-mapping” of all the feelings experienced throughout a day** (exercise in small groups). The main point of the exercise was to getting aware of your own feelings and trying to share them with the others.

The last part of the session was the creation of a **“map of feelings”** for the entire group of participants.

- **“I, myself and the others” - Adult learners with disability**

The aim of the exercise was to **point out differences and things in common among the participants and to positively deal with that** (going back to the previous session and to the “self-mappings” of feelings and tastes). Afterwards, the group started to **work on effective communication and how to give a feedback:** basic rules to be followed and respected for a positive interaction between people were presented, agreed on and explained (asking for a say and waiting your turn, expressing your opinions making sure not to hurt other people’s feelings, active listening, etc.).

- **Conflict prevention, managing and resolution.** – Described in detail in this booklet - **Adult learners with disability**

In this workshop, the participants worked on how to become aware of a conflict, what kind of feelings are involved and shown in a conflict scenario and how to recognize them (yours own and other people's).

“Emotions identikit”: first an exercise about **identifying emotions in pictures** (from less to more complex) was run. Then the group members were asked to **express such feelings by theatre improvisation**.

Finally a **role-playing** was carried out **focusing on real conflicts** in a normal day at their centre.

- **¿Qué apostamos? (What do we bet?) - Adult learners with disability**

“Qué apostamos” is a series of collaborative games inspired in a Spanish TV show where celebrities bet whether or not the contestants will defeat their challenge.

The group of participants went through different tasks and had to find out their talent and their ability to work out the exercise.

The activity itself was centred on team work, mutual support, self-esteem, time management and how to deal with uncertainty.

The exercise also offered the opportunity to reflect on competitive learning vs. collaborative learning.

- **Breaking News! - Adult learners with disability**

In this session our participants had the opportunity to **look through newspapers and magazines and check out the latest news** most appealing and interesting to them. Afterwards, each participant made a collage out of the articles and pictures selected and all the products were shown in the activity room like in an art gallery.

Activity was aimed at stimulating people with disability to become more acquainted with current affairs and inviting them to keep informed about what's happening in their surroundings.

This workshop represented also an inflection point to start focusing on **active participation in society**.

- **Environmental Issues - Adult learners with disability**

Session I: Through group work, the environmental consequences of different human actions on ecosystems were analysed. The participants were invited to **think about their daily life and weighing their ecological footprint**.

Session II: A “shipwreck” was simulated and the participants had to “survive in a desert island” finding out various usages and re-uses of wasting material. Afterwards, different dynamics were conducted get to know and practice **creative methods for recycling and energy saving**.

Session III: Several models were made and designed by participants to **show their ideal city** considering recycling, reuse, energy saving measures and environmental impact.

- **“Nowadays”: Elections. Participation and social responsibility: democratic processes and voting system.** – Described in detail in this booklet - **Adult learners with disability**

On the occasion of the upcoming national elections in our country, during this session a **simulation of an election campaign and a democratic voting system** was carried out.

First of all the participants, divided into imaginary “political parties” were asked to consider fundamental areas such as education, health-care system, employment, etc. and propose a political plan to be presented to the upcoming election. Apart from debating on the issues tackled, this exercise was an opportunity to work on certain aspects of **group dynamics such as: leadership, communication, negotiation, decisions-taking**, etc.

After all the plans were presented and each participant voted, the counting committee named the winner party, whose member had to **commit themselves to keep their word**.

- **Migrations: developing intercultural competences - Adult learners with disability**

The **concept of “migration”** was presented and considered in the broadest possible way in order to better understand different aspects and features linked to this phenomenon. An experiential exercise in which the participants had to make a journey and to pass certain tests in order to be accepted and start a new life in a different imaginary country helped the group to realize some of

the difficulties that the migrants have to face. Finally, through different examples and case studies, the team presented some of the situations that may be behind the migration flows and invited the participants to consider and (mental) processes which push people to leave their country.

- **World Press Freedom day (May 3) - Adult learners with disability**

This session was focused on the **development of practical skills for the drawing up and elaboration of a newspaper**.

The participants, divided into “publishing teams” had to **go through different current news and prepare short interviews, questionnaires, graphics, pictures and articles-reviews**.

At the end of the workshops all the contributions were put together and assembled in order to obtain the final edition of the newspaper.

- **Team-building - Immigrant women.**

Presentation of the project: main aims, general structure and framework of the international cooperation: Introduction exercises and getting to know each other: **team building** activities.

Exhibition of handmade items of clothing and short explanation of the material to be used in the workshops. Informal moments at the end of the meeting to check out **expectations and concerns** about the project.

- **Entrepreneurship: Brand creation and getting ready for the market.** – Described in detail in this booklet - **Immigrant women.**

During this session before the first market, some works were finished off, **the garments were arranged and tidied and the price of each item was decided. Moreover, with the help of the staff and the volunteers, special labels were created with Photoshop and all the articles of clothing were labelled as own-brand products.** At this stage of the project the group of participants has already come up with new ideas about **entrepreneurship and sale of garments created.**

- **Intercultural fair - Immigrant women.**

Participation in the **intercultural fair**, held in one of the main market-squares in Oviedo.

Within the market, **a stand where to sell the garments created in the workshops was specifically set** for our participants. In addition, **an introductory workshop on crochet and knitting was simultaneously organized by part of our group and opened to the local community** and the general public. Carrying out an activity where our participants actively participated as **multipliers** fostered their self-esteem, personal development and motivation to continue participating in the project and developing new entrepreneurial ideas.

- **Self-directed learning - Immigrant women.**

These two sessions were **self-managed by the participants**. One of them was checking **video-tutorials** and made some hats on her own for her family. The other participants wanted to learn the things she had done, so she was the teacher for a couple of workshops. They learnt how to adapt measures depending on if it was for children/adults and also to make small details as flowers or stars to decorate the creations.

- **Dealing with new techniques and practical outcomes - Immigrant women.**

We used the technique of rounded crocheting to make some booties. **Participants decided** if they wanted to make them for children or for adults to wear them at home. It was a very well welcomed activity, as they found it a good present and some of them prepared two or three pairs **(for themselves/their families and selling in the market)**.

In this case we introduced a **new material** we hadn't used before: a string made with towel-material, quite difficult to crochet but very nice to make this kind of products.

- **Collective blanket.** – Described in detail in this booklet - **Immigrant women.**

Due to the fact that one of the volunteers of the activities had a baby, the group of participants decided to organize the creation of a **“collaborative blanket”**.

When it came to draw it up, **all the basic techniques learnt during our workshops were reviewed** and small square tiles were made in different colours and manners so to put them together and create a large colourful blanket.

Description of 20 methods used during the whole project

Youth Development and Integration Association STRIM - Poland



ACTIVITY: ASSERTIVITY		
Objectives:	<ul style="list-style-type: none"> • A transmission to the participants of a basic knowledge about assertivity, as an ability of full expression of themselves in contacts with others. • An education about respect to others' rights, openness, expression of own thoughts, opinions, feelings and a habit of refusing without an apprehension, fears, an anger. • An education of ability to deal with a pressure of a group. 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • A lecture • A discussion • A work in groups • A brainstom • A psychodrama • A group's stimulation • Quiz 	
Materials	<ul style="list-style-type: none"> • Markers • Flipchart • Sheets of paper 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Associations – a creation of data base	An introduction to a subject of assertivity	A leader asks a group a question: „What do you connotate with a term of assertivity?” He writes assosiations on a board.

2. Assertivity – what is it? – a lecture	An introduction of a basic information about assertivity:	<p>The leader introduces (in sequence):</p> <ul style="list-style-type: none"> • A definition of assertivity • A model of assertivity • Typical behaviors connected with an attitude: submissive, aggressive, assertive • Why do we behave: in an aggressive, submissive, assertive way? • What do we risk by such a behaviors? The leader gives different examples of various behaviors: submissive, aggressive, assertive (materials for a leader in an attachment) • The participants recognize behaviors (mentioned above).
3. A recognition of assertivity - an activity	A recognition of behaviors	The leader gives examples of various behaviors: submissive, aggressive, assertive. The participants recognize behaviors mentioned above.
4. 'I have a right' – a brainstorm	A recognition of assertive rights	The leader explains the participants, that rights, are vested to them but they don't need to earn them. Everybody has rights, of which he should be aware and take a use of them. The leader asks to finish a following question: „ As a human being a have a right to..”(here some of rights should be listed). A leader can help a group using a list of assertivity's rights. All rights given by the participants are written on a board.
5. Assesements and opinions – an activity in pairs	A skills' practice of formulating feedback	A leader explains, what is a difference between an assessment and an opinion (possibly he gathers information from the participants) The participants give examples of assessments and opinions. The task is to write 5 different assessments and change them to opinions. The participants present their opinions. Together with the leader they analyze if in their conversations they use opinions or assessments more often? Next they play suggested situations pairs, trying to express their task throughout opinions, but not throughout assessments. Significant here are such expressions like I think differently, I disagree with your opinion, this is a matter of a view, opinion, ect. The participants present model behaviors.
6. „Particular assertive strategies” – mini lecture and a practice	A practice of assertive strategies	<ul style="list-style-type: none"> • „A broken record” • „ From a content to a process” • „A moment for a breath” • “Postponing for later”
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	The activities run in a very good atmosphere, the participants got very involved and shared their experiences. The theme of assertivity was very interesting for them, which resulted that a few of following meetings were devoted to similar subjects.	
What could be improved?	There could be added a few of exercises, which would reveal personal experiences, so that a topic wouldn't be discussed only theoretically, but would also refer to real situations.	

ACTIVITY: AN INTERPERSONAL COMMUNICATION

Objectives:	<ul style="list-style-type: none"> • A definition of a communication's process - an explanation of verbal means of communication for an efficient communication • A recognition of barriers and communication's barriers, • A description of efficient listening's conditions, • A presentation of active listening's skills 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • A lecture • A discussion • A work in groups • A brainstorm • A psychodrama • A group's stimulation 	
Materials	<ul style="list-style-type: none"> • Markers • Flipchart • Sheets of paper 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. A picture	An activity leading to a subject of verbal communication,	One of the members gets a picture that shows connected geometrical figures and with means only of a verbal communication he is supposed to describe it in this way that his partner would be able to draw this figure on a separate sheet of paper.
2. 'Hide and seek'	An exercise which builds a trust in a theme of verbal communication.	The participants of the workshop are divided into 3- members groups, in each of them one person becomes an observator, other has covered eyes and third is a guide. The task of the guide is such a leading of the person with covered eyes to a particular place that he should safely reach it. The guide can help the person with covered eyes only by verbal communication.
3. 'A lack of attention'	An exercise devoted to a recognition of communication's barriers	The leader gives examples of various behaviors: submissive, aggressive, assertive. The participants recognize behaviors mentioned above.

4. Lalamburs	An exercise of various non- verbal communication's ways	The essential element of this game is guessing of passwords. In each turn every team guesses a password(s) presented by one of team's members. Passwords are presented with gestures.
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	Activities connected with non - verbal communication were regarded with a big interest and involvement of the participants. They were more eager to work in pairs than in front of a group, it was easier for them to share own experience when they didn't have to do it in front of a big group.	
What could be improved?	More pair work could be added.	

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ACTIVITY: A DEVELOPMENT OF PARENTAL SKILLS

ACTIVITY: A DEVELOPMENT OF PARENTAL SKILLS		
Objectives:	<ul style="list-style-type: none"> • Getting to know efficient methods of creating a close and deep bond between a child and an adult. • A practice of a child's feelings recognition • Getting to know methods of assuring an order, a discipline, an attention and skillful setting boundaries. • Learning about basic rules of interpersonal communication in upbringing • A presentation of efficient methods of dealing with conflict situations and a description of negotiation's ways. 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • A lecture • A discussion • A work in groups • A brainstorm • A psychodrama • A group's stimulation 	
Materials	<ul style="list-style-type: none"> • Markers • Flipchart • Sheets of paper 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. The first reaction on child's expression/statements	A practice of child's feelings recognition skills.	The participants get a sheet of paper, their task is to recognize and call emotions of a child and attempt to find the best reaction for this statement.
2. An encouragement of a child to cooperate	The participants have to practice various ways of encouraging a child to undertake a cooperation	A leader divides a group into triple teams, in each of them somebody becomes a child, the other person – an adult and the other – an observer. A task of the adult is encouraging a child to a few activities with different methods. This exercise is followed by a discussion about the most efficient methods.

3. What can be implemented instead of a punishment?	A reflection over efficient methods of children’s punishment, a distinction between an efficient punishment from inefficient.	Reading a story about different situations connected with punishing a children by their parents. A group has to conduct a conversation about a motivation of a parent and his/her feelings in this situation. A group is divided in two, one part of it gets into a child’s role, the other in parent’s role. A presentation of a scheme ‘What can be implemented instead of a punishment?’ and getting to know efficient ways of punishing.
4. Difficult situations	Searching for efficient methods of solving upbringing difficulties	The participants in subgroups prepare an example of a situation/ upbringing dilemma – later other group gets it and has to solve it.
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	Exercises connected with a development of parental skills induced a lot of emotions in the group. They brought about a lot of discussions and controversies connected with comparison of upbringing methods implemented by different people. Finally, in an assumption of those discussions, the leader showed the participants, that there is no single, ideal upbringing method, but the most important is a reflection over what a parent performs and an adjustment of methods to needs of a child.	
What could be improved?	Next time there can be added a part devoted to an introduction to a basic knowledge in a field of developmental psychology of a child.	

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ACTIVITY: PROFESSIONAL/CAREER ACTIVATION		
Objectives:	<ul style="list-style-type: none"> • An achievement of skills: ‘Using own strengths’, which would enable a person to join a labor market; • A practice of skills connected with self -presentation, • An achievement of skills: ‘Searching for proper job offers’ on a labor market • Independent preparing of application documents; • Increase of a motivation for an active search for a job; 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • A lecture • A discussion • A work in groups • A brainstorm • A psychodrama • A group’s stimulation 	
Materials	<ul style="list-style-type: none"> • Markers • Flipchart • Sheets of paper 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. A self -presentation: An interview as a way of creating own professional image	A practice of skills connected with taking part in an interview/ recruitment process	In the beginning there is a discussion devoted to a preparation for an interview: an analysis of a job advertisements, the most common questions, types of recruitment meetings. Next, during a stimulation, the participants (in order) practice difficult situations which can occur during interviews and how to answer difficult questions.

2. My professional/career potential: my strengths and weaknesses	A recognition of own strengths and weaknesses	The participants work in pairs and take turns in talking about their strengths and weaknesses, meanwhile they fulfill a questionnaire, which was prepared before.
3. Preparation of application documents: CV	Practice of skills: 'Creating a CV	With a help of a leader the participants prepare their own CV's, according to given pattern.
4. Preparation of application documents: a cover letter	Practice of skills: 'Creating a cover letter'	With a help of a leader the participants prepare their own cover letters, according to given pattern.
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	The participants got involved in exercises connected with a preparing of application documents. Meanwhile, they were very shy in taking part in a stimulation of an interview/ recruitment process. Finally all of them reported and were satisfied that they broke their resistance.	
What could be improved?	/	

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ACTIVITY: IMPROVEMENT OF SELF-AWARENESS AND COLLABORATIVE WORK THROUGH DRAMA-THERAPY

Objectives:	<ul style="list-style-type: none"> To better understand of self and improved self-image. To develop interpersonal skills with the aim of reducing the sense of isolation/ alienation and low value among the participants To introduce drama therapy techniques and approach 	
Duration	2 h	
Methods	<p>“Theater of the oppressed” is a method developed by the Brazilian theater director Augusto Boal in artistic work with the poorest in ghettos Sao Paulo. The method uses theatrical language as a means of finding possible alternatives, for example in conflict resolution and is another step towards eliminating prejudice, nationalism and xenophobia. It seeks to reflect on the current situation and thus the direction of social change, but at the same time it is also fun. Actors and actresses by this method bring to the stage personal experience of oppression they experienced during life not only on the street.</p>	
Materials	<ul style="list-style-type: none"> Wooden Musical instruments Writing board and marker Paper/ Pen 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Opening of the workshop	<ul style="list-style-type: none"> Introduction to the workshop by the art therapist Briefly explanation of the workshop Getting to know each other To break the ice and establish basic trust between group members 	<p>A presentation and game about getting to know each other called “A dialogue with the back” where the pairs stand back to back and the art therapist is leading them through a dialogue where are included several different feelings. The participants are imagining that they are talking with their backs and they have to express their feelings regarding the situation and topic just with moving of the back. Different feelings of anger are going through them, but finally, you they realized that it was all a misunderstanding, a big mistake. They just didn’t understand or hear each other properly and everything is mended and they are explaining to each other still with their backs that they are just up two loving, caring human beings...</p>

2. Focusing – warm up activities	<ul style="list-style-type: none"> To develop listening skills and collaborative work. To get to know each other the “drama therapy way.” 	<p>Creating a play in pairs</p> <p>Firstly group pairs up and in participants describe their house to each other. The listener had to draw the partner’s house and they had to exchange drawings based on what they heard. The pictures were left together in one corner of the room, as a part of exhibition. Participants re-entered the room and walked into like it was an exhibition room/museum and they had a task to guess who is living in the house. They made decisions with whom they wanted to meet based on the drawing and prepare small play of 5 mins. Later on they processed together how they felt about the other’s perception about their houses and about the role play.</p>
3. Reflection and closing of the session		A discussion led by the art therapist
5. Activity My vision	By putting aspirations on paper you will strive for and lay the foundation for defining the goals	<p>After identifying personal elements above, participants are supported to combine it effectively to draft directions, after following models:</p> <ol style="list-style-type: none"> 1) WO – strategies that minimize weaknesses, by taking advantage of opportunities; 2) ST - strategies that use strengths to minimize threats; 3) SO – strategies that use strengths to maximize opportunities. <p>All models are ready to use after defining goals and target.</p>
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	The dynamic of the group was great, even though they had a different disabilities and the movement and explanation of the tasks were going a little bit difficult. With some of them was easier to communicate and they showed interest from the very beginning, but with some of them there were some barriers and mutual mistrust. Also, not everyone was understanding the exercise from the very beginning and the process was interrupted few times with questions.	
What could be improved?	In future, we can divide the people in smaller groups and adjust the exercises according to their disabilities.	

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ACTIVITY: DEVELOPMENT OF SOCIAL SKILLS THROUGH ERGO-THERAPY (OCCUPATIONAL THERAPY)

Objectives:	<ul style="list-style-type: none"> • To try to maintain as much of the independence and self-esteem of the participants as possible • To stimulate their self initiative and creativity • To create a space for non-formal conversations and knowing each other better
Duration	4 h
Methods	<p>Ergo-therapy (occupational therapy) - using a physical activity to develop a social skills</p> <p>With the working on revitalization of the theater space, the target group did a physical activity and sees the importance of their participation. What the people with fewer opportunities often need is a feeling that they are needed in society, that they are doing something valuable and productive and by this activity they can see the material results of their work.</p>
Materials	<ul style="list-style-type: none"> • Paint • Wood stain • Rough carpentry (unfinished) • Treated lumber and wood decking

Realization

Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Revitalization of theater space	<ul style="list-style-type: none"> • To improve the team work among the participants • To plan and to do the things with increasing independency • To be able to identify tools and to use them properly 	<p>The participants, together with Mladiinfo working staff and the art therapist spent one morning working together on the revitalization of the theater space, in relaxed and friendly atmosphere, with no specific and separate activities, but everyone was given task according to their physical ability to execute it. The participants with physical disabilities were mostly in charge of painting and the others in doing more harder physical job.</p>

Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	<p>The cooperation and the helpfulness among the participants was visible and very positive. The result was re-paint and re-newed theater stage and some additional theatrical prop decorative materials and satisfaction among participants because they saw the results of their work.</p>
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What could be improved?	<p>We think that this workshop went flawlessly and that we manage to execute it very well, without any special improvements. The participants only complained on the sun which was quite strong in late June and we had this outdoor activity, but it is something we can't have influence on.</p>
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ACTIVITY: CAREER CONSULTING BY USING TRADITIONAL WAY AND SOCIAL MEDIA TOOLS

Objectives:	<ul style="list-style-type: none"> To make the participants more aware about their skills and competencies and to help them to identify if they had one To prepare good presentation about their skills, so they can be competitive on the labour market To create a space for new beginning, to identify the weak points of their educational/professional background and to get a recommendation how to improve them 	
Duration	2,5 h	
Methods	<ul style="list-style-type: none"> Presentation Discussion, Q&A Creating online profiles Research Evaluation 	
Materials	<ul style="list-style-type: none"> Flipchart and markers Projector Notebooks 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1.	First activity was aimed at the importance of the first impression	The participants were supposed to choose who would they hire from among the pictures we gave it to them and to explain why they would hire that person. After the explanation, this game helped participants to understand the importance of the first impression.
2.	How they are perceiving themselves and how the society	The participants drew themselves to describe how they see themselves. The activity was followed by the video regarding the topic.
3.	To “offer” their skills and competencies on the online labour market in a appropriate way	Creating profiles on LinkedIn and adding the right connections – potential employees
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	The interest of the group was on high level. During the presentation they had questions, also in the same time they were a little bit skeptical because they thought that can't offer anything on the labor market. We did not have some particular difficulties during the workshop, the communication and the atmosphere were nice.	
What could be improved?	/	

ACTIVITY: PRESENTATION SKILLS - WORKSHOP

Objectives:	To help to the participants to overcome the fear of public speaking when presenting in public/ job interview and to understand how to use structured argumentation when communicating	
Duration	2 h	
Methods	<ul style="list-style-type: none"> • Presentation • Discussion • Debate • Practise 	
Materials	<ul style="list-style-type: none"> • Flipchart and markers • Projector • Notebooks 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1.	Get familiar with public speaking and its importance	Presentation
2.	How to deliver a effective message with poise and power	The participants drew themselves to describe how they see themselves. The activity was followed by the video regarding the topic.
3.	How to behave on job interview	Role play - The session enabled the participants to try the role of interviewer and the interviewee. The two groups exchanged in their roles, got the tricky questions often used in interviews and could observe and compare the level of their readiness.
4.	Evaluation	Discussion - What have they learnt and what was the most useful for them?

<p>Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>The part when there was a presentation and few theoretical statements seemed like boring for the participants, but they liked the part when they were included later on.</p>
<p>What could be improved?</p>	<p>To add more practical exercises from the very beginning and to prepare small energizers in advance when can be felt that the attention is lower during the session.</p>

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ACTIVITY: SELF EVALUATION STEP		
Objectives:	<ul style="list-style-type: none"> • To become aware about personal and professional development including the entrepreneurial dimension. • To provide planning tools to make the most of everyday situations and to grab the opportunities that everyday life offers. 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • Introduction - presentation; • Take that step – facilitation and discussions; • My history - discussion; • Who am I, what can I do? – quiz and work in group; • My vision - presentation. 	
Materials	Visual and Grafic diagrams, pencils and paper.	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction	Provides a description of the activity steps and other elements to take into consideration: time, resources, and results.	Setting up expectations. Description of what are going to work on this meeting, using images and support questions in order to facilitate process and planning. All personal information revealed during the process is used only for learning purpose and is relevant for the participant involved in reflection process.
2. Activity Take that step	This will provide the clarity about the process to start and help to formulate the concrete questions and possible answers.	Participants were asked to identify: <ol style="list-style-type: none"> 1) PUSHING FORCES – these are worries, disturbances, anxieties, tasks, deadlines, etc. They reflect personal reality, the elements that are pressuring the person, in order to take a decision sooner or later. 2) WANTS elements - that should be filled under this category are the ones that are inspirational. All those things that motivate and give the energy to move on. It can be guiding principles and values. 3) Focused questions – that help person to find answer. What do you seek to get out of this personal discovery and development process?

3. Activity My history	<p>This step will give an overview on the past and help to get insights and learning lessons about life events</p>	<p>Participants were invited to make an individual anamnesis and to get a short list of life events, places, people, facts, and events and to connect it to results and consequences. With the help of image with engine running on the route of life, followed by several cars wagons, everyone should identify in which point of the hill of life is (climbing, climax, or descending). Each person should think about what is he carrying in the wagons: people (family, teachers, colleagues, neighbours, etc.) places (home, school, work, detention). This load is slowing down the speed? Or represents fuel for the engine like: good education, skills and attitudes to progress and develop.</p>
4. Activity Who am I, what can I do?	<p>A present and internal analysis will take place in this step that will identify what needs to be improved and what needs to capitalize on to seize more opportunities.</p>	<p>Participants were asked to analyse the image displayed and to brainstorm about what is about; to put themselves into the character's shoes and to talk about every position: What are my...</p> <p>1) Strengths: work experience; education; technical knowledge; leadership skill; good contacts; health conditions; age; etc. Strengths are constitutional part of who we are and our characteristics. They are internal positive aspects, that are under control and which we may capitalize in planning.</p> <p>2) Weaknesses: lack of specific knowledge; lack of self-knowledge; lack of goals; negative personal characteristics; weak skills; lack of work experience; Personal weaknesses are internal attributes, under control, that can be harmful to achieving personal objectives.</p> <p>3) Opportunities: social and support networking; rehabilitation programs for work and education; employment. Opportunities are external, out of our control, but of which we can take advantage. These can bring change, influence decisions and progress.</p> <p>4) Threats: negative trends in legislation; obstacles; discrimination; lack of support for social re-integration; Threats are external negative</p>
5. Activity My vision	<p>By putting aspirations on paper you will strive for and lay the foundation for defining the goals</p>	<p>After identifying personal elements above, participants are supported to combine it effectively to draft directions, after following models:</p> <p>1) WO – strategies that minimize weaknesses, by taking advantage of opportunities;</p> <p>2) ST - strategies that use strengths to minimize threats;</p> <p>3) SO – strategies that use strengths to maximize opportunities.</p> <p>All models are ready to use after defining goals and target.</p>

<p>Evaluation of realization</p> <p>Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>We have chosen this method on the premises that participants are in the position to deal with a problem / issue / question to solve.</p> <p>In addressing the learning needs of participants we choose 4 Graphic diagrams to illustrate the elements and to facilitate understanding concepts presented. Colourful and graphics of the images were the support of educational workshop, as participants could follow inquiry, step by step to answer at key questions about life (past and present) situations; to go with the progress of self –reflection and build personal life scenarios. Due to the fact that majority of the inmates were participating in this reflection exercise for the first time, trainers highlighted the learning purpose of every step, trying to connect the concepts with real life situations. During session participants were provided with practical tools to explore and to process self-discovery. Following the 4 steps, making use of support questions to collect thoughts, brainstorm ideas and to reflect over planning.</p> <p>During group discussion we gave examples, to support understanding; we brainstorm examples and processed the information into relevant conclusions. The main focus was to help participants to make relevant connections with personal life experience and learn from it. Discussions facilitated sharing experiences within the group. Participants were facilitated to reflect, to pay attention and, when possible, to give feedback to other participants contributions. This method is designed for people who want change and give time to reflect honestly about all personal facts.</p> <p>Participants are going to undertake the reflexive work and drafting of directions in private space, after workshop timeframe. The workshop has provided 4 practical and intuitive tools for planning. The images/drawings are made for participants to start brainstorming, list ideas and draw conclusions. All ideas, expressions and conclusions reflected in group, were not judged as good or wrong. Participants are more aware how to make the most of everyday situations and to grab the opportunities that everyday life offers. They can use this tools in any crucial moment in their future life in order to better chose an option or to better take decisions.</p>
<p>What could be improved?</p>	<p>All personal information and insights discovered during this workshop can be deepened by participants trough individual study or with support of a counsellor. This workshop aimed to reveal and raise awareness concerning entrepreneurial dimension of own personal and professional development. The efficiency of this reflexive process depends on the motivation of the participant. As long as participant is giving time and interest, this exercise is effective.</p>

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ACTIVITY: MY JOURNEY TO LABOUR MARKET – CAREER PLAN

Objectives:	<ul style="list-style-type: none"> • To get familiar with new trends in employment and specific challenges of working conditions; • To match personal resources, in terms of skills and work experience with relevant job opportunities • To identify classic and new information resources concerning job opportunities; 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • Presentation and brainstorming; • Carrier Plan – brainstorming, individual tasks and fill in the blanks; • Building a castle – card game; 	
Materials	Carrier Plan, papers and pencils, cards;	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction Description of the workshop program;	To understand the meaning of professional carrier and to make correlation with personal life context and experience.	<p>The session started with presentation of learning objectives for participants. What is relevant to understand the process of developing a personal plan concerning professional life after liberation. We presented the hand out and described step by step what we are going to do during workshop.</p> <p>In order to get familiar with topic trainers started with simple examples of activities, from current life: like cooking dinner for family versus cooking dinner for a large number of guests.</p> <p>A successful dinner needs good preparation and planning; budget, good quality ingredients, time frame; promotion and communication; very good technical skills.</p> <p>While an ordinary family dinner can have little mistakes and shortcomings, a dinner for guests needs to satisfy the pleasure for guests, which can be assimilated with clients to a service.</p> <p>Later on the discussion continued with similarities with working environment. What implies to run a business, in terms of responsibilities for the owner/employer regarding the clients and customers, from which derive duties and rights of the employee to perform the job.</p>

<p>2. Activity Carrier Plan</p>	<p>To get a clear picture about necessary skills for professional integration after liberation</p>	<p>Carrier Plan is designed to identify all relevant information about the subject concerning his background, skills and interests in finding relevant job. The plan starts with: A. - Personal information about the subject, such as name, gender and age; B. - Which are my interests and values? - Short description of profile of interests? - List of professional competences and technical skills; Many of participants have low level of professional skills due to lack of education and lack of qualification. Majority of the participants have gained job training during the realization of the stage inside penitentiary. Job offer provided was in tailoring handbags. - List of key competencies; Everybody had to check a certain level of possession for every key competence necessary to keep a job. In general participants rated high level for all competences described and exemplified; - List of strengths and weakness; We remembered discussions from previous workshop, where we identified natural qualities and skills versus personal shortcomings and negative features of personalities and how they influence the professional integration.</p>
<p>3. Activity Building a castle</p>	<p>To keep on trying cooperating and doing the task as a team</p>	<p>Preparation - We split the participants in 2 groups and prepared tables, chairs and cards. Instructions: 1. We set tables and chairs for each group. 2. Every group has to get at least 50 cards. 3. In limited time (aprox.10 minutes) they had to build a castle of cards as higher as they could. 4. The winner was the group who built the biggest tower at the end of a time. The groups had to evaluate how they managed to build their castles and what were the problems and difficulties. And how did they felt when the castle fell down, when the other team succeeded to have a bigger castle, did they followed the same strategies? Topics and questions for debriefing: work team, perseverance, cooperation, negotiation and motivation.</p>
<p>5. Activity My vision</p>	<p>By putting aspirations on paper you will strive for and lay the foundation for defining the goals</p>	<p>After identifying personal elements above, participants are supported to combine it effectively to draft directions, after following models: 1) WO – strategies that minimize weaknesses, by taking advantage of opportunities; 2) ST - strategies that use strengths to minimize threats; 3) SO – strategies that use strengths to maximize opportunities. All models are ready to use after defining goals and target.</p>

<p>Evaluation of realization</p> <p>Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>Why did we choose this method?</p> <p>During this session we used a material developed by University Vasile Goldis Arad, in relation with students attending to internships. This material was simplified and adapted by EIVA team to the level of understanding of inmates, which are half illiterate. We preserved only basic steps to identify personal assets in order to choose and follow relevant job. Participants were really focused on the exercises and explored possibilities to better match job search.</p> <p>Tower game was interesting and more dynamic. All participants were involved at the beginning. When confronting with difficulties, crumbling down the construction, some of them quit, get tempered and disturbed other team. At the end we reflected on the scene, what happened and why and made some connections with real life, working environment.</p>
<p>What could be improved?</p>	<p>It was a fruitful session; participants have had a concrete contribution, finalising each personal career plan.</p>

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ACTIVITY: CONFLICT MANAGEMENT

Objectives:	<ul style="list-style-type: none"> • To understand what is conflict and to compose a definition of conflict; • To increase understanding about steps to solve conflict; • To get familiar with communication skills when confronting conflicts 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • Presentation and brainstorming; • Brainstorming • Q&A, • Reflexion group and facilitation; • Presentations. 	
Materials	Graphics, papers and pencils;	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction	To get a theoretical image of conflict	<p>The workshop started with an introduction of the thematic addresses during the day. Trainers have facilitated discussions by questioning and brainstorming for possible answers to <i>What is a conflict?</i> They were given possible examples of life common situations, which everybody would have experienced in past. Everybody had to give one example and to describe circumstances of concrete conflicts.</p> <p>Participants are invited to say key words, short expressions about their life experience regarding any type of conflicts.</p> <p>Trainer were writing on flipchart words collected from inmates, split in 2 columns positives and negative, according to the meanings of the words, trying to make a balance.</p>
2. Activity Conflict definition	To identify possible definitions of conflict	<p>Application of test with 12 closed questions and discussions about the answers Y/Ns; Support for participants in difficulties to understand the question, additional examples and details, without any suggestion when choosing the answer. Every question was discussed and trainers made sure that everybody followed the test completely.</p> <p>Elaboration of possible definition of conflict; Comparison with 2 proposed definitions, discussions, participants were invited to chose one of definition, to give reasons why choosing; People were invited to compile short definition of conflicts.</p>
3. “Is it conflict good or bad?”	To be aware of nature of conflict;	<p>Reflexion group – about the nature of conflict (constructive/ destructive): participants were stimulated to explore the nature of conflicts, consequences;</p> <p>Facilitation: <i>is conflict good or bad?</i> Participants have described the impact of the conflict in their life, giving examples of consequences after conflicts situations.</p>

ACTIVITY: CONFLICT MANAGEMENT

Objectives:	<ul style="list-style-type: none"> • To understand what is conflict and to compose a definition of conflict; • To increase understanding about steps to solve conflict; • To get familiar with communication skills when confronting conflicts 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • Presentation and brainstorming; • Brainstorming • Q&A, • Reflexion group and facilitation; • Presentations. 	
Materials	Graphics, papers and pencils;	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction	To get a theoretical image of conflict	<p>The workshop started with an introduction of the thematic addresses during the day. Trainers have facilitated discussions by questioning and brainstorming for possible answers to <i>What is a conflict?</i> They were given possible examples of life common situations, which everybody would have experienced in past. Everybody had to give one example and to describe circumstances of concrete conflicts.</p> <p>Participants are invited to say key words, short expressions about their life experience regarding any type of conflicts.</p> <p>Trainer were writing on flipchart words collected from inmates, split in 2 columns positives and negative, according to the meanings of the words, trying to make a balance.</p>
2. Activity Conflict definition	To identify possible definitions of conflict	<p>Application of test with 12 closed questions and discussions about the answers Y/Ns; Support for participants in difficulties to understand the question, additional examples and details, without any suggestion when choosing the answer. Every question was discussed and trainers made sure that everybody followed the test completely.</p> <p>Elaboration of possible definition of conflict; Comparison with 2 proposed definitions, discussions, participants were invited to chose one of definition, to give reasons why choosing; People were invited to compile short definition of conflicts.</p>
3. “Is it conflict good or bad?”	To be aware of nature of conflict;	<p>Reflexion group – about the nature of conflict (constructive/ destructive): participants were stimulated to explore the nature of conflicts, consequences;</p> <p>Facilitation: <i>is conflict good or bad?</i> Participants have described the impact of the conflict in their life, giving examples of consequences after conflicts situations.</p>

<p>4. Steps to solve conflict;</p>	<p>To understand methods in dealing with conflicts</p>	<p>Participants were explained in detail how the level of communication can influence the degree of control in conflicts, from more control over results to total loss of control; from a sustainable solution to an unstable solution; from more satisfaction regarding results to less satisfaction; from improved or undamaged relationships to ruined relationships.</p> <p>1) Direct communication 2) Negotiation 3) Mediation</p> <p>For each method of solving conflict participants needed to provide a story, real or imaginary and possible scenario for solving the conflict.</p>
<p>Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>The participants were very active on this workshop. They were very open to receive different and new perspectives over conflicts. They understood that a conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat (whether or not the threat is real). It was a good way to identify how to face and resolve them.</p>	
<p>What could be improved?</p>	<p>This thematic was very relevant for the participants, due to the present status of their life. Trainers had to deal carefully the topics in order to control the dynamic of the group and keep the focus on learning process. We were using more presentation, brainstorming and facilitation, rather than role play and simultaion.</p>	

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ACTIVITY: TIME MANAGEMENT

Objectives:	<ul style="list-style-type: none"> • To get a general idea about time dimension in our lives; • To understand time as a valuable resource; • To use time measure units in exercises. 	
Duration	4 h	
Methods	<ul style="list-style-type: none"> • Ticking planet; • Presentation and brainstorming; • Reflexion group and facilitation; • Logic exercises; 	
Materials	Graphics, post-it, bottle, papers and pencils;	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Activity Ticking planet;	To be more aware about different time perceptions	<p>We organised the participants in a circle, sitting on the chairs. We displayed on the floor a clock dial and put in the middle of the circle a bottle.</p> <p>We set and explain the scene to the participants and invited each of them to spin the bottle, like roulette. When bottle stopped spinning, she should talk about what was going on yesterday/ the day before yesterday, at the moment pointed by the bottle, am/pm.</p> <p>In this exercise we tried to make a memory exercise, to see different concrete perceptions of time, to remember good/bad/ dull time.</p>
2. Calendars	To get a general idea about time dimension in our lives;	<p>We have planned this topic in December, when, on one hand, is time to make collection of achievements, of profits/losses from the year to finish, and also, on the other hand, to make plans for the next year.</p> <p>We started to list many example when time perception is different: as a child, youth, during school, during sport competitions, when practicing workout, as an employer/as an employee, as inmate, etc.</p> <p>We tried to understand how important is time in cooking, technology, communication, transport, in different cultural areas, giving lots of examples from each field.</p> <p>Is it true that “Time solves everything”? And what else we have to do? Trainers facilitate understanding process of priority of time in increasing our chance to success at any level. Time is important resource that cannot be purchased with money, but in the same way, usually it gets wasted so easily, and inefficiently.</p> <p>We have to use time in our favour. In case of long term prisoning, X years does not represent a blank period of time. It should be managed properly. We tried to emphasise on positive aspects of this situation. Time is an external and objective reality; it is in the power of the person to use</p>

3. "To do list"	To become familiar with making priorities time framed;	<p>Management of time can be real and efficient for everyone. We tried to focus attention of participants to answer at simple questions: 1. What do we expect form our life? 2. Where do I want to go? 3. What I should focus on?</p> <p>Setting these objectives we make a general picture of "my self over 10 years".</p> <p>Next step we split this image in many more objects/targets. We can plan in different layers, what we can do in 5 years, next year, next month finishing with tomorrow.</p> <p>Time management can start with tomorrow. Is a very concrete and real approach to progress toward owns objectives.</p>
4. Math exercise	To use time measuring units to solve an exercise	<p>In order to ease and alternate session with concrete tasks we proposed mathematic exercise.</p> <p>In order to cook steak we need one minute for each side of slice of a steak; We have only one pan in which we can cook 2 slices at once; How can we cook:</p> <ul style="list-style-type: none"> • 4 slices in 4 minutes; • 5 slices in 5 minute; <p>The exercise was difficult, as participants were helped to find all correct answers, but the topic about cooking was funny and they enjoyed.</p>
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	The participants were active at this workshop with moments of energy followed also by melancholic moods. Workshop was balanced with games, presentation and reflections parts. Participants could contribute with examples and opinions.	
What could be improved?	The energy of this workshop was positive. Participants left with a optimistic perception of time.	

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ACTIVITY: "GETTING TO KNOW EACH OTHER"		
Objectives:	By warming up activities, people get to know each other develop a vocabulary to present, and make new link with new people for the next conversations	
Duration	2 h	
Methods	• moving discussion, ex cathedra, group work	
Materials	worksheet: human bingo board / pens blackboard for the grammatical point	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction	breaking the ice, present someone in couples and then in front of the group talk about themselves also listen to each other's self presentations. Learn the names of the other participants	Working in pairs, people ask each other some general questions to get to know each other better, after 10 minutes each one had to present their partner in front of the group of conversation
2. Human Bingo	make question and ask someone unknown about different topics to enforce the group spirit in order to work on a longer term together Get to know each other better	Each participant has a bingo board with sentences like "I cook vegetarian meals..." and they have to ask other participants if they are something on the board. Each name can be placed in the board only one time, the first who complete the board shouts bingo and wins!
3. topics to talk in group	debate about a random topic. Express feelings and defend a personal opinion and/or point of view.	Each group has a random topic and 10 minutes to debate about it, each participant has max 5 minutes to express their opinion, in order to give the chance to talk to everyone. By groups of 4 or 5 people, the participants have to take position on a topic, discuss about it and defend or agree about different points of view. Really good method to make more alive the topic.

4. grammar and pronunciation	C o r r e c t pronunciation and g r a m m a t i c a l mistakes spotted during the other activities	The mains mistakes spotted during the workshop are written on the blackboard and correct at the end of the conversation by the facilitator with the support of the whole group. Ex-cathedra teaching : people can identify mistakes and correct them, that's also a good way to reflect about this kind of mistakes.
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	This first experience was a real success, the time was exactly respected, all the participants were very motivated, all the activities were realized as planned, and we built a strong group for the following workshops. The first activity was a good surprise because some participants had a good level of English (even if they thought they didn't), for the bingo they all wanted to win so they were running everywhere that was really active, and finally for the topics that was really alive and really loud because of the many ideas and point of view really exciting !	
What could be improved?	The part which could be improved was the amount of topics because we didn't have enough time to cover all of them for each group, but it was not a problem in the end.	

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ACTIVITY: "JOB APPLICATION AND INTERVIEW" (PART I)

Objectives:	The participants develop a basic vocabulary for a job interview and learn how to present themselves in an advantageous way.	
Duration	3 h	
Methods	group work, ex-cathedra teaching, plenum discussion	
Materials	worksheet: vocabulary match game blackboard	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction	Breaking the ice, getting to know each other	<p>Game "Spot the lie": Each participant writes down three facts about him-/herself, of which one has to be a lie. The others have to discover the lie by asking questions related to the facts.</p> <p>Group work (3-4): The participants get to know each other better and practice conversation on their own level. In this way this game is a good warm up activity.</p>
2. Vocabulary match	Developing a basic vocabulary for a job interview through a game	<p>Game "Vocabulary match": The participants find out the matches between the new words and their English definition.</p> <p>Group work (3-4): The participants can discuss among each other which definition is fitting to which word. In this way, they practice again conversation in general and can learn from each other (especially the participants with a lower language level from those with a higher level).</p>
3. Discussion in plenum	Correcting potential mistakes of the previous activity	<p>Each group of participants reads out loud one word and the fitting definition. The other groups give feedback and propose also other solutions if necessary.</p> <p>Plenum discussion: In this way everybody can contribute to the final solution of the previous exercise and it is clear which definition is fitting to which word.</p>
4. grammar and pronunciation	Correcting grammar and pronunciation mistakes spotted during the English Conversation	<p>The major mistakes made by the participants during the English Conversation are written on the blackboard and explained by the facilitator of the session</p> <p>Ex-cathedra teaching: In this way it is granted, that every participant has the chance to reflect on his/her mistakes on his/her own. There is also the possibility to copy the notes of the blackboard.</p>

<p>Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>The introduction game was very successful referring to the active conversation and motivation of the participants. Because of this, the activity lasted longer than primarily planned.</p> <p>Also the Vocabulary match was working quite well, though the level of the new words and their definitions was too high for some participants. Finally they needed much more time for this exercise than expected, but they solved the game by themselves and helped each other within the groups. It could be seen, that the participants with a lower English level could clearly profit from the stronger ones.</p> <p>During the plenum discussion of the solution everybody was contributing and participating. Also the weaker participants had the chance to present their suggested vocabulary matches. At the end of this correction phase the words and definitions were clear.</p> <p>To close the English Conversation session, the facilitator explained the main mistakes made during the meeting and wrote them on the blackboard. Most of the participants were really interested in improving and were asking additional questions about grammar and pronunciation.</p> <p>Altogether the group dynamic and the motivation of the participants showed us that they liked the activities we prepared for them.</p>
<p>What could be improved?</p>	<p>It would have been better to cut the time for the introduction game earlier to have more time for the other activities. That the groups needed more time for the exercises was also related to the different language levels of the participants. Without knowing the levels of the participants in advance it was also difficult to form balanced groups.</p> <p>The Vocabulary match game contained 30 words, which was probably too much regarding the high level of the definition. The next time it would be better to reduce the amount of words or the level of the definitions to make it easier for the participants.</p>

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Activity: “Job application and interview” (part II)

Objectives:	The participants develop a basic vocabulary for a job interview and learn how to present themselves in an advantageous way.	
Duration	2 h	
Methods	group work, ex-cathedra teaching, plenum discussion	
Materials	worksheet: Common questions asked in a job interview worksheet: Useful phrases for a job interview blackboard	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction/ Activity: Vocabulary revision	Revising and memorizing the vocabulary of the previous English Conversation session	<p>The facilitator asks the participants about the words of the previous session. They should form groups of words which belong together (like verb, substantive and adjective) or which have a similar meaning. The facilitator writes the groups of words on the blackboard.</p> <p>Plenum: In this way the facilitator could easily get an overview about the words which the participants remember. Through forming groups of words on the blackboard, it is easier to memorize the vocabulary.</p>
2. Vocabulary guessing game	Revising and strengthening the vocabulary	<p>One participant of the group chooses blindly one word and describes it. The rest of the group has to guess the word.</p> <p>Group work (3-4): In the group the participants have again the chance to profit and learn from each other and discuss the words and their definitions. They can revise the vocabulary again on their own and strengthen it in this way.</p>
3. Presentation from the Facilitator: Questions and useful phrases in a job interview	Presenting the most common questions and useful phrases to present oneself in a job interview as a basis for the following role play activity	<p>The facilitator give the list with questions and useful phrases to the participants and present their contents shortly. After the presentation the participants can ask questions.</p> <p>Ex-cathedra teaching: In this way the participants get a brief summary of the contents of the worksheets which they are supposed to use for the next activity.</p>

<p>4. Role play “job interview”</p>	<p>Simulating a job interview and practicing to present oneself in a positive way</p>	<p>With the help of the vocabulary of interview participants were by couple and after some minutes of preparation (depend of the level of the group) they act in front of the group this interview between one employer and one employee.</p> <p>Role Play to let them take independence and confidence in themself, moreover it's an excellent way to finish a session in good mood and actively. we can also say that a good point to correct little mistakes and let the others participants correct by their own.</p>
<p>Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>Vocabulary guessing and the role play was really appreciated, but that was working because of the participants' activeness they really do the things seriously and finally that became a really good moment for everyone. This vocabulary guessing made participate many persons of all level and most of the time we have beautiful surprises people who talk the less be reveal at this point.</p> <p>The difficulty was to manage the time for this vocabulary game, as each team wanted to finish their list completely.</p>	
<p>What could be improved?</p>	<p>make shorter list of vocabulary each group as a different list and finally we give exhaustive list with all correction</p>	

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ACTIVITY: " TOURISM AND COOKING"

Objectives:	Participant has to develop a vocabulary about food in general, and share his feeling and present what he likes .	
Duration	2 h	
Methods	group work, ex-cathedra teaching, plenum discussion.	
Materials	black board / sheet of paper/ vocabulary paper	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction volunteer grammatical point	Make a sum up of all the session and put the emphase on the mains mistake to avoid .	The facilitator, by active participation make participants correct the mains mistakes of all sessions.
2. vocabulary match	Know the technical cooking vocabulary to be used in tourism environment in order to be accurate in their pronunciation and meaning.	The participant had to join one key word to its explanation they do it in teams, in order to complete "hard" vocabulary stuff. Groups of 3-4 had to find compromise to join all key word to his meaning. in group more idea more chance to succeed in a funny way than to be alone fail and wait for correction.
3. write favorite recipe	use the previous activity in order to make a real recipe who can be cooked in the future, master this vocabulary and make a writing and oral production	In groups participants choose one recipe they love and write the how to do with the help of the vocabulary recently get. group of 3-4 had to choose a common recipe and choose the good technical words organize themself to devide the work for the writing and oral production.
4. Ordering	we just give themself the vocabulary sheet because of no time to make it complete	the same as the vocabulary for cook
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	the realization was a little bit different has previously because of a day with many people late, but that was a good moment with teams motivates who succeed the vocabulary exercise brilliantly, and the bonus was we could come back home with recipes and test them in our EVS house !(tiramisu....)	
What could be improved?	could improve the management of time and reduce the cooking vocabulary with the words more usefull	

Youropia - Spain



Target group: Adults with intellectual disability

ACTIVITY: EMOTIONAL INTELLIGENCE AND CONFLICT PREVENTION, MANAGEMENT AND RESOLUTION		
Objectives:	<ul style="list-style-type: none"> • To become more aware of a conflict (including its emotional dimension). • To identify and be able to name the feelings involved in a conflictive situation. • To share and acquire practical tools to positively deal with daily conflicts. 	
Duration	2,5 h	
Methods	<ul style="list-style-type: none"> • Brainstorming Team work – identification and representation of emotions Theatre improvisation • Debriefing 	
Materials	<ul style="list-style-type: none"> • Flipchart and markers Pictures/photos representing stereotypical emotions • Pictures/photos with conflict situations on them • Camera to record the performances (optional) 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Preparation and setting	To create a proper setting and introduce the activity to the group of participants	Present the workshop, explaining that we are going to deal with conflicts and, above all, with our reactions to the kind of conflicts we may face on daily basis. Likewise comment that we are going to share strategies to prevent and/or manage such situations. The main objectives should be put on flipchart or whiteboard.
2. Identification and expression of basic emotions	<p>To learn how to identify basic emotions and feelings.</p> <p>To rehearse main facial expressions and body language to reproduce stereotypical emotions.</p>	<p>Split the participants into groups of 5-6 people. (Depending on the intellectual level and special needs of the group you might need at least one facilitator per group).</p> <p>Each group will receive a set of pictures with different characters expressing emotions. It's advisable to start with very stereotypical images (like cartoons), then to move on to more complex and realistic pictures.</p> <p>In each group ask the participants, in turn, to identify the emotions expressed, name them and represent them by mimic. (20-30 mins depending on the groups)</p>
3. Introduction to the idea of conflict	<p>To identify an explicit conflictive situation</p> <p>To reflect on the possible causes and consequences.</p>	<p>After a couple of rounds, present an image of a conflict: in each group ask participants to identify what's happening.</p> <p>If possible, run a brief brainstorming on what may have caused such situation and how to deal with it.</p>

<p>4. Theatre play on a possible conflict.</p>	<p>To analyse and work on the basic features of a conflict.</p> <p>To reflect on alternative resolutions of the same conflictive situation.</p>	<p>Afterwards, ask each group to prepare a brief performance to represent the conflict they are working on. Make clear that in the performance there should be a clear idea of what's happening but it should last maximum 3 minutes. As well, the performance should stop when the group of participants are representing exactly the conflict shown in the picture. At that moment the performance will be "frozen" and some time will be given to the other groups to express what kind of situation they are witnessing and also to propose some ideas on how to deal with it. After the other groups have shared their view, the acting group will resume the performance and present their own solution.</p> <p>Leave enough time for the preparation (20') and the performance (10'/group taking into account the time for sharing first impressions).</p>
<p>5. Debriefing</p>	<p>To find a link between the activity and the real life so to promote the application of the strategies learnt during the exercise.</p>	<p>When all the groups have carried out their performance it's important to give enough time for the debriefing (30' aprox.), investigating and tackling real connections with daily life of the participants and inviting them to share ideas and strategies on how to deal with such situations.</p> <p>The debriefing can be done either in small groups or in plenary, according to the group profile.</p>
<p>Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>In this workshop the participants carried out dynamic activities to better understand the emotional features related to conflicts in their daily life and the results were quite positive in terms of the realization of the workshop itself and its impact.</p> <p>For the sake of the exercise –particularly in the group discussions and the theatre play- it was extremely positive to divide the participants into small groups and have one facilitator per group (plus one responsible of keeping the time and support the teams if needed).</p> <p>Note: if you need to simplify the performance or save some time, you can ask the groups to create a "statue" representing the conflict and focus then on the emotional attitudes of the characters involved and how they represent it (and how we can understand and interpret it in turn).</p>	
<p>What could be improved?</p>	<p>It's advisable to tackle this topic in at least 2 sessions. In such case the follow up of this workshop should be linked directly to the debriefing of this exercise and connected to real life situations and daily life conflicts.</p> <p>According to the group, it's advisable to keep some 15 extra minutes before and/or after session for the personal connections and the closing of the workshop in a more familiar and personal way.</p> <p>Before presenting this workshops, it's positive to start with a quick overview of the previous sessions. Asking participants to share what they remember and what they would highlight can be a positive way to improve their active participation from the very beginning.</p>	

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Target group: Adults with intellectual disability

ACTIVITY: “NOWADAYS”: ELECTIONS. PARTICIPATION AND SOCIAL RESPONSIBILITY: DEMOCRATIC PROCESSES AND VOTING SYSTEM		
Objectives:	<ul style="list-style-type: none"> • To better understand the ideas of participation and social responsibility. • To become aware of the importance of political participation and the right to vote. • To become more familiar with the democratic process and its mechanisms. • To develop social skills and work on some features of group dynamics such as: leadership, communication, negotiation, decisions-making, etc. 	
Duration	2,5 h	
Methods	<ul style="list-style-type: none"> • Brief presentation of the main topics tackled (explanation) • Debating • Decision taking by reaching a consensus • Decision taking by majority (voting system) • Team work: brainstorming and argumentation on the “political programme” • Debriefing 	
Materials	<ul style="list-style-type: none"> • Pictures or slides-presentation with images from previous elections, referenda and political campaigns • Flipchart and markers • Drawings/Cliparts/infographics of the issues to be analysed (e.g. education, health-care system, employment, gender equality) to be stuck onto the flipchart • Some ballot boxes (made of card) and ballots for each participant. 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Introduction	To create a proper setting and introduce the activity to the group of participants	<p>Make a brief introduction about the meaning and the structure of a voting system. Pictures of previous elections/referenda as well as posters and advertisements from political campaigns can help the participants better understand some concepts.</p> <p>[In our case, national elections would be held in our country at the end of the same month and the activity was also an opportunity to focus on current issues and breaking news of our society</p>
2 Creation of the political programme	To work on the social skills needed to	<p>Divide the group into different imaginary “political parties” and invite the participants to share their ideas and concerns about the current situation of some fundamental areas such as education, health-care system, employment, gender equality, etc.</p> <p>After some time for debating, the main ideas and the conclusion on “what to do” to improve the current situation are summarized on the flipchart (1/group) in order to create the political programme.</p> <p>Note: since in the last part of the workshop the decisions are taken by majority (voting system), at this stage of the exercise it’s advisable to reach agreements through dialogue and negotiations.</p>
3. Presentation of the political programmes and question-time	To improve competences in communication and active listening	<p>Each group assigns one or two spokesperson that have to present the political programme before the rest of the participants.</p> <p>Some extra time should be considered for questions and clarifications (in which case all the group can intervene).</p>

<p>4. Voting and consequences</p>	<p>To become familiar with mechanisms and features of a voting system.</p> <p>To understand the importance of political promises.</p>	<p>The participant are given ballots (with different colours or logos for the different “parties”).</p> <p>Individually each participant choose which party to vote and put the ballot in the card-box.</p> <p>When everybody has voted, all the ballots are officially counted up and the winner is nominated.</p> <p>At this point, it is important that the members of the leading party read again their political programme aloud and commit themselves to keep their word.</p>
<p>5. Debriefing and final discussion</p>	<p>To find a link between the activity and the real life</p>	<p>At the end of the simulation, it’s important to give some time for the debriefing, asking about their first impressions on the exercise and investigating their understanding of the whole process.</p> <p>Depending on the group-profile and the familiarity with the participants, you might want to invite them to talk also about their experiences in previous elections/referenda.</p> <p>The debriefing can be done either in small groups or in plenary, according to the group profile.</p>
<p>Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)</p>	<p>On the occasion of the upcoming national elections in our country, the simulation of an election campaign and a democratic voting system was on the one hand the opportunity to deal with fundamental issues such as education, health-care system and employment, and on the other hand, gave us the chance to keep working on certain aspects of group dynamics such as: leadership, communication, negotiation, decisions-taking, etc.</p> <p>One of the difficulties faced was the fact that many of the proposal were hardly realistic, but at the same time the reflections and considerations were very deep and inspiring.</p>	
<p>What could be improved?</p>	<p>Some participants reacted quite badly to the fact that their programme wasn’t elected and it’d be interesting to have more time to deal with this kind of emotional reactions or even design a specific session (e.g. “stress management”) to prepare the participants.</p> <p>We realized it’s very important to know in advance whether or not some of the participants are legally incapacitated to vote. Although the exercise can be equally meaningful, the general approach and the conclusions should be more specific so to tackle such situation.</p>	

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Target group: IMMIGRANTS

ACTIVITY: CREATING A BRAND		
Objectives:	<ul style="list-style-type: none"> • To promote entrepreneurship in the group • To create an image and a name for the group • To foster group identification with common aspects • To prepare products for the market • To promote products on Internet 	
Duration	2 h	
Methods	<ul style="list-style-type: none"> • Selection of image and text for the introduction • Organization of the space and crocheted products • Reflection about prices and profitability • Brainstorm for the promotion-strategy 	
Materials	<ul style="list-style-type: none"> • Camera • Labels • Colour wool • Pencils 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
11. Image selection	To choose an image and name representative for the group	Participants were asked to choose an image that would be representative for them. We took different photos and possible logos to make the choice. The fact that some of the women in the workshops had problems with their documents, made that most of the photos were showing only their hands. With this starting point, we all decided to choose a photo with hands and called the group “Mano de Santo” (Saint's hand)
2 Label creation	To use the name and image to create labels	As “Mano de Santo” could mislead towards a religious connotations, we decided to explain its real meaning and at the same time give information about the project. This is the text that appears in labels: <i>“Although the expression comes from a religious tradition, “Mano de Santo” is used for the people or things that brings good luck or have curative power. We've chosen this brand name for a group of people that, under “Do your best just invest” (project financed by Erasmus+), learnt how to crochet in order to have extra economical incomes. Buying this products you are recognizing handmade products' value and their own work, Thank you!”</i>
3. Setting the market	To prepare the space and schedule	As the market was lasting some hours, we established shifts for the stand. We organized how to show products in the best possible way in order to make everything well visible. Moreover, at the end of the market, a crochet workshop opened to general public would be organized and many aspects were discussed and decided on during this session (situation, main activity, materials, responsibilities, tasks-division, etc.).
4. Decision about prices	To let the participants calculate and decide on the prices of the different products.	Participants were asked to calculate the number of balls of yarn (and their price) and the hours they spent making the shawls and ponchos. With this calculation, they estimated and established the final prices for the clothes.

5. Brainstorming about promotion	To promote the crocheted products also in other spaces	Once we created the brand, we proposed to the participants to brainstorm about other ways to enhance our visibility. They decided to make photos with the products and use the Internet to make the promotion. Participants and volunteers were asked to pose with the handmade clothes.
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	It was a very interesting process in which we had to decide everything collectively, as a team, promoting at every moment the group self-identification. The negotiation, explanations of the concepts, brainstorm, etc. were really enriching and represented an interesting stage of the group development.	
What could be improved?	Having people not speaking Spanish made the process slower and sometimes difficult. Having more time and a better language competence would have probably helped to achieve better results.	

Notes

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Target group: IMMIGRANTS

ACTIVITY: COOPERATIVE BLANKET		
Objectives:	<ul style="list-style-type: none"> • To review different techniques learnt during the project • To learn how to sew together different crocheted squares • To create a blanket made of pieces from all the participants • To create a group-present for one of the volunteers 	
Duration	2 h	
Methods	<ul style="list-style-type: none"> • Explanation • Presentation of the materials • Selection of colours and stitches • Blanket composition 	
Materials	<ul style="list-style-type: none"> • Crochets • Wool • Wool-needle • Scissors 	
Realization		
Number and topic of activity	Aim of an activity?	Description of exercise/game/etc.
1. Launch of the idea	To give ideas to the participants to boost their creativity.	The leader shows some examples of crocheted squares and available colours and lets participants choose the colour and the type of stitch.
4. Stitches review	To make a review of the techniques participants have learnt during the project.	The participants decide which kind of stitch they want to use and start working in as many squares as they can during the workshop.
5. Sewing	To create one blanket (for babies) with the different pieces.	While participants are crocheting, the team start joining the squares to create the cooperative blanket.
Evaluation of realization Description of realization (What was working well? What was the result? What was difficult? What could be improved and how?)	The participants were really excited about making a cooperative present that would have a part from each of them. It was a good ending for the workshops as it allowed them to review what they had learnt, but also leave something tangible created by all of them.	
What could be improved?	Having more time would be better to finish sewing and preparing it in a better way.	

What have we learnt while realizing the project “Do your best – just invest”? Few sentences of reflection from different points of view.

Youth Development and Integration Association STRIM – Poland



STRIM team consisted of 7 people, qualified pedagogues, therapist, a social work's student, an English teacher, a physiotherapist, a MA of Arts.

Nevertheless our process of education was conducted on two levels.

First of all, a team coordinating the whole project had an aim to monitor a flow of all actions, in all countries, to be in an updated contact with all partners of the project, monitor their plans and realization of tasks, react in a case of not fulfilling aims and objectives of the project, explain all doubts connected with rules and financial cases. We also had to control all budget of the project and its spending by partners. In that case the project demanded a lot of involvement from us and interpersonal and leadership skills. For sure we upraised our competences in these aspects and we are able to face mistakes committed during this coordination, which is also a specific lesson, coming from a certain role in the project. Sometimes fulfilling this task was connected with a frustration, which could also result from a fact, that in frames of the project we were not able to fulfill International actions connected with an education or due to this we couldn't meet our partners face to face (between international projects' meetings) and realize one of important parts of the project. Nevertheless this was a very educating process for a team coordinating the project. We have not only achieved a new experiences connected with a realization of such a big project, but also we have gained an essential knowledge about the way of our partners' work, what can increase a quality of our following, common projects in the future.

The second level of educating of a working group is an experience gained by preparing and fulfilling exercises/activities/workshops for a target group. During this process we have built a stable team of people, who conducted activities with bigger or smaller group (depending from a subject) throughout two years. A big stability of such a cooperation resulted in the fact that we could rely on each other and plan our actions in a better way. An inner cooperation of the working group helped to build a network of a professionals, with whom we will be able to cooperate in the future. A cooperation of members of the working group with the target group affected a creation of new methods and strategies of a work with a group. Due to the fact that a target group wasn't very stable and we often had a problem with an attendance and its systematic participation, we were pushed to change a strategy of activities and use new, more attractive forms of work with the participants of the project. This has established or strengthen skills connected with a creativity and a flexibility. Every time a work with a group is connected with a group process, which has to exist, especially in case of groups which cooperate with each other for such a long time. We could observe, that after a stage of an integration and a common support, the group came into a small

crisis, which resulted in a attendance's decrease and a reduction of motivation. In that time, while estimating emerged situation, we decided that it is essential to change an approach to work with our group, we also changed methods and made an offer of activities more attractive. A work in such a time frames like two years gives a possibility of an observation, noticing essential elements and strengthening of those positive, as well as eliminating those negative. Long-term actions allowed to be flexible and to draw conclusions in a constructive way. As a following, this resulted in an increase of a fulfilled tasks' quality.

Besides building and improving skills, which resulted from managing a group, planning and realizing actions and a work with the group, an essential element of our work with the target group was an energy of participants and an observation of their development within two years. Every participant of the Polish group brought a lot of essential threads, shared her experiences connected with a work, a family, life's experience. Every meeting like this was also an education for us, because this kind of an active interaction is always connected with learning and taking advantages by both sides.

After meeting our target group in two years' time, we can with a clear conscience assume that a realization of the project 'Do your best - just invest' had a sense and a huge influence on participants. A difference can be clearly seen in each of the participants. Women, who took part in the project, have become more radiant, cheerful, self – assured, that can be seen by their bodies' postures, are more open in a relation and more eagerly get into an interpersonal contact. Moreover, each of them admits to a big change that aroused inside her. Their self – esteem has increased, a part of them has realized their plans, signalized as dreams in a beginning phase of the project (starting studies, finding a practice/work, learning English), another part of them is creating new plans and has definitely bigger resources to fulfill them.

One of the incommensurable but very important effects of our project are acquaintances and friendships started as a result of a participation in the project and being open to take part in different enterprises of this type.

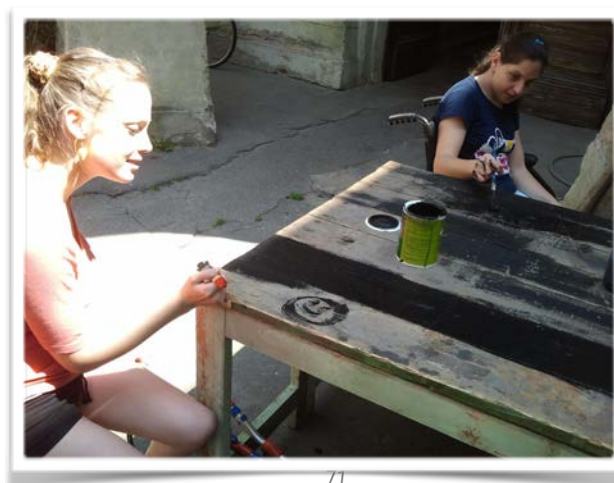




Mladiinfo Slovensko – Slovakia

In the very beginning of the projects we agreed that we are going to be a team that delivers tangible results in the field we agreed to work on and what our work will be based on collaboration, trust, effectiveness and transparency. Unfortunately, not all the things went very flawlessly from the very beginning since no one from us was experienced in working with adults education, but also not all of us know each other before, so we started to help to each other and exchange small experience we had it from before and we started to establish same patterns how we are going to work.

When working with people generally, not just people with fewer opportunities there is a space for learning something new always, to experience something new, nonetheless if it's coming from positive or negative experience. We learnt how to be more tolerant, flexible, to make a ad-hoc decisions and activities dependently of the needs of the participants and to behave differently, even though to be a little bit strict, when the situation was requiring that, in order for example to keep the seriousness of the atmosphere. Sometimes we were reflecting also our behavior and what we learned after some workshop, we gave to each other feedbacks what we can improve in future and what behavior was not for example proper for working with this category of people. The absence of one team member in the biggest part of the project had a big influence of keeping the team spirit together and in those moments the team felt urgency to build itself again in the new created situation. After all obstacles, the project was great challenge we manage to overcome it and to bring a positive change in a lot of people life's which was the biggest reward in the end.



For the team of EIVA Association, the project “*Do your Best! Just invest!*” was the first structured initiative in field of adult education, even though the team members have multiple experiences in working with adults as trainers or facilitators of learning.

While our main focus is oriented towards children, youths, and youth workers, we were reflecting since the beginning of the project upon the best approach in identifying the target group for the local activities/workshops. After several meetings and brainstorming we were deciding to develop the partnership with the Penitentiary of Arad and to design our learning offer for the imprisoned women. Together with the appointed responsible from the Penitentiary of Arad we have identified the learning needs of our target group and we have realized the great opportunity of DYBJI project for this vulnerable and stigmatized group. In very few cases this particular target group is exposed to similar learning activities. Even their motivation was low in the beginning of the program, they got used with the non-formal methods used in the workshops, and they started to enjoy learning.



The project’s activities were a great learning opportunity not only for our participants, inmate women, but also for our team. There are few highlights we would emphasize as learning outcomes capitalized by our organization:

- We have realized the importance of an adequate leadership and management of international projects. Our colleagues from STRIM as lead partner of DYBJI completely assumed their role with responsibility and flexibility as well. We do consider that the way they acted as a lead partner in this project has contributed a lot in achieving the objectives and obtaining the results. Even the goals are generous; with lack of coordination great projects may fail. In this case we consider that STRIM’s team managed the project in a very appropriate way and supported the success. The collaboration with all the partner organizations was fruitful and a pleasant experience, as well.
- At the local level we have cooperated with a particular stakeholder in order to implement our actions – the Penitentiary of Arad. It’s a partner with a very structured and strict regime and procedures, but together with the appointed responsible we have managed to offer a relevant learning experience for over 20 inmates along the project implementation. We had to adjust to the normal restriction imposed by the particular regime of a prison, but we have managed together to transform the opportunity of the workshops and the involvement of participants in positive points for reducing their period of penalty.
- For EIVA’s facilitators and trainers this project was a great opportunity for working together in a new field (adult education) and structuring training/workshop designs appropriate for such vulnerable target groups. We all have individual experience in field of adult education, but DYBJI project was the first context for us as a team. The activities were challenging, while we had to work with participants that were not used to participate in learning contexts. Moreover, the majority are illiterate or with lack of education and qualification. It was challenging to let away the normal training vocabulary and to fight for adjusting and adapting the contents and the methods in order to stimulate and maintain the motivation for learning. It was also a confirmation on the direct relation between lack of education and

personal and professional fail. The most of the participants underlined this aspect, and appreciated the fact that for some of them was the first real learning experience as adults. For our team the workshops were an important responsibility, a challenge and an opportunity for development.

The overall implementation of DYBJI project was a good opportunity for our organization to extend the area of partnership and to increase the visibility of activities at local, national and European level. It was also a good occasion to demonstrate that creating an appropriate learning environment the people may find themselves as learners, despite of critical conditions or restrictions they face. Conclusions such as: "learning process it's not finished together with the school", or "if I want I can learn everything" coming from our inmate participants conducted us to a firm belief that we achieved our goals with thrïe project "*Do Your Best! Just Invest!*".



Vicolocorto – Italy



Taking part to this project was a challenging and enriching experience for our organisation. Vicolocorto has been active since 10 years in non formal education activities dedicated mainly to youth, and with short term experiences in the adult education and VET activities. This project was the first long term cooperation projects for us in the Adult Education environment so thanks to our previous short term experiences we decided to engage ourselves in this long term challenge.

After the Kick-off meeting, held in February 2015, we started to analyse our local reality in order to identify the target group and the right approach to work within the project. During the first half of 2015 we had difficulties to identify the target group as adult were a new target group for us, so at this stage it was hard mainly to identify a certain and stable group of participants, anyway we managed to start organising workshops targeted to adult youth from Pesaro. This experience gave us the input to dare for more, so thanks to the support and exchange of experience with the other partners of the project, after few months we identified our new target group and started to work with it with higher level of satisfaction, results and impact at local level.

One of the main effect of this project on our organization was the recognition of the importance of a strategic partnership with reliable and supporting partners from other countries, as we grew up at personal level and professional level. Working with international partners for 2 years taught us the importance of constant and long term cooperation and communication, as clear communication is the key to avoid misunderstandings and failures. A partnership works if every partner is on the same page and works at the same speed and it's an hard task to keep it for long term. We have learnt how important is to update each other on the progress, success and difficulties in each country, to help and cross-mentor each other.

As results of our work together with the group, we could see actual changes in the participants' level of self esteem and active level of participation, and we are proud to see that unemployed people decided to re-activate themselves and started looking actively for a new job, also thanks to the energy boost given by our workshops. After the workshops some participants developed a direct relationship with our organization's facilitators, and kept it through a constant support and mentoring, that is lasting until now.

At local level this project had a strong impact in the way our organization is perceived and recognised, as thanks to this project we have developed new partnerships with institutions active within the adult education as Job Centre for employment, and this cooperation gave new input to both to strengthen cooperation and develop new projects together.

Finally, but not as less important, this project gave us the opportunity to work together as a staff of professionals within Vicolocorto, as some of the facilitators joint the team for the first time thanks to this project, and reinforce our relationships and professionalism.

As conclusions, we are planning to keep the cooperation with the Job Centre as they asked us to repeat the workshops after the summer, and this is a great opportunity for our organization to keep working on the adult education and improve our competences having a strong impact to the local reality.



Youropia – Spain



Throughout the entire DYBJI (Do Your Best Just Invest) Project, our team has met almost every week to work on the workshops, assess the results, keep in touch with our local partners, manage the bureaucracy and carry out a general evaluation of the whole process. Once all the results have been collected and analysed, we confirmed what we've been feeling in the different sessions: when it comes to the leaning outcomes of the whole team -seven people in charge of the project, plus some local volunteers willing to be part of this process as well- we cannot speak only in terms of “accomplished results”; we must consider that this huge learning experience has been a long term process that enriched us at many different levels.

Although we already had a long experience in European Youth Work and International Cooperation, Youropia had never participated in such a long term project. After 2 years running “DYBJI” together, 3 international meetings held with the rest of the partners, many hours working “hand by hand” with local associations and many experiences shared, we want to highlight the importance of the intercultural learning derived from this relationships. Such “interculturality” was extremely important not only for the personal development and attitudinal change that stemmed from it, but also for the new methods and insights gained by observing the working systems, the socio-political realities and the local actions themselves of the partner organizations. On the one hand all the local initiatives set up within DIBJI deserve to be multiplied and may represent valuable example for future interventions; on the other, the personal and professional relationships paved the way for future cooperation and networking. Likewise, it's worth mentioning the learning about project-management and how to adapt to a complex work-dynamic which, apart from the local level, opened to a new international dimension in the social and education fields.



The practical learning obtained by successfully running the workshops and, above all, the personal bonds with our participants – a group of adults with disabilities and a group of immigrant women- embrace much more than a list of professional skills and technical competences. In fact, it is the human and emotional side of the learning experience that gives deeper significance to any other outcome. The relationship with people from different origins, psycho-social statuses and personal and cultural backgrounds has favoured the knowledge of these groups and allowed us to widen our knowhow and practice. Actually, after this experience, some team members have decided to start studying about and working with immigrants and people with disability (having this a positive effect on the employability of our team).

More specifically, by working with adults with different degree of intellectual impairment, we have learnt how to develop accessible Non-Formal Education methods and adapt our sessions to let all the group participate and benefit from every single workshop (making sure that each of them developed and put into practice their skills). In short, this also taught us that the respect for the individualities is the main way to achieving our objectives.

When interacting with adults with disabilities as well as immigrant women -either for specific disorders or mere lack of a lingua franca- the development of social skills and special communication abilities was both a goal and a need itself. We “discovered” and learnt how to apply new forms of communication, mainly based on gesturing, active observation and physical contact. Undoubtedly the development of social skills was a fundamental pillar on which we based the development of more empathetic relationships with our participants and a greater understanding of their social realities. All that has translated into the capability of intervention, with either target group, in a much more professional way.

Finally, we’d like to stress again that, apart from all the skills and methods gained during DYBJI, the biggest learning opportunity has been getting personally involved in a relationship with people that, otherwise, wouldn’t be part of our social circles. We have learnt that those whose skills “don’t qualify” for their integration into “our society”, are capable of leaving our differences aside and *helping us* break away from the stereotypes we might have, allowing us to be part of their communities and their lives. We have learnt that patience, respect and tolerance are the basis of any human relationship and that, despite the specific issues each of us may face, the pains and the joys of everyday life are basically the same.

We are closing DYBJI, loaded down with resources, experiences, gratitude and, above all, love. Soon another stage of our personal and professional lives will begin and new projects will start. Nonetheless, without the slightest doubt, we’ll seek new ways to keep working with these groups: we feel we have already achieved good results for this project, but –as it was to be expected- new needs and new objectives have appeared along the way. These new goals will keep us on the track of this learning adventure.



