



Different Ways

A practical tool box for self realization course in adult education

Partnership:

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**DIFFERENT WAYS OF SELF-REALIZATION
IN THE EUROPEAN COMMUNITY Project
A learning partnership 2013-2015
by the European Union Lifelong Learning Programme – Gruntvig**

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Chapter 1. The project

1.1 Summary

The project supports adults - at risk of social exclusion, both migrant and resident - self-realization, promoting opportunities to improve their working and living capacity in Europe, through knowledge and experience exchange moments between partners of Estonia, Italy, Portugal and Turkey.

The project topic is a co-discovering opportunities for self-realisation of vulnerable groups in the European community.

- Partner institutions and their adult learners from Estonia, Portugal, Italy and Turkey shared their best practices, exchanged ideas and worked out a supportive course for people with precarious or unsatisfactory job who would like to become actively involved in active citizenship and labour market.
- The project activities include visiting partner institutions and exchanging best practices (representatives of partner institutions and adult learners);
- gathering ideas and materials for implementing them in everyday activities (priority is given to non-formal methods and active involvement of the target group);
- working out a supportive course for adults (10 hours);
- promoting alternative ways of self-realisation in the community and labour market.

1.2 An inclusive training course

The tool box is the result of the GRUNDTVIG Learning Partnership “Different ways of self-realization in the European community” (2013-2015). It has been carried out by 4 organizations from Turkey, Portugal, Italy, and Estonia and involved adult learners with different cultural, educational, religious background.

- To develop the new core competencies for health, social life, international mobility and professional autonomy.
- A training by creative workshops: working up all spheres of life skills.
- A surge of energy to give direction to the commitment, the efforts and the abilities of adult people.
- A creative and strategic approach to understanding "what I have in my suitcase," and what is needed to continue the journey in work, relationships and creativity to redefine, express and promote professional and social life.
- Learning from experience: participants could experience how it is possible to proof, transform and promote existing skills through a guided reflection on their own life and professional history. Here and now, looking to the future.

10-hour course includes the topics of different ways of self-realisation (employment, entrepreneurship, volunteering, healthy life, creativity and well-being, etc.), stories of success from each partner country, methods and activities that are used by the partners to meet learners' needs in the best way and supporting them in finding their way in life.

*They understand why something is important to know or do.
They have the freedom to learn in their own way.
Learning is experiential.
The time is right for them to learn.
The process is positive and encouraging.*

1.3 A small contribution to great problems

Nowadays, when Europe is experiencing a serious problem with unemployment and growing migration rates, it makes sense to find answers appropriate to these problems as well as an intervention plan for the integration of migrants.

On the other hand the number of young adult jobless or with precarious job is increasing every day.

The course created under the project "Different Ways of Self Realization in the European Community" aims to provide effective answers to the sociological and psychological well-being of migrants and vulnerable people in situations of exclusion; therefore, we seek to insert them in the labor market and society in general.

"Self-realization in the European community" in this course means finding a place in the community and labor market which would give these people a role and a job where their competences would be developed in the best way in order to contribute to the needs and objectives of society.

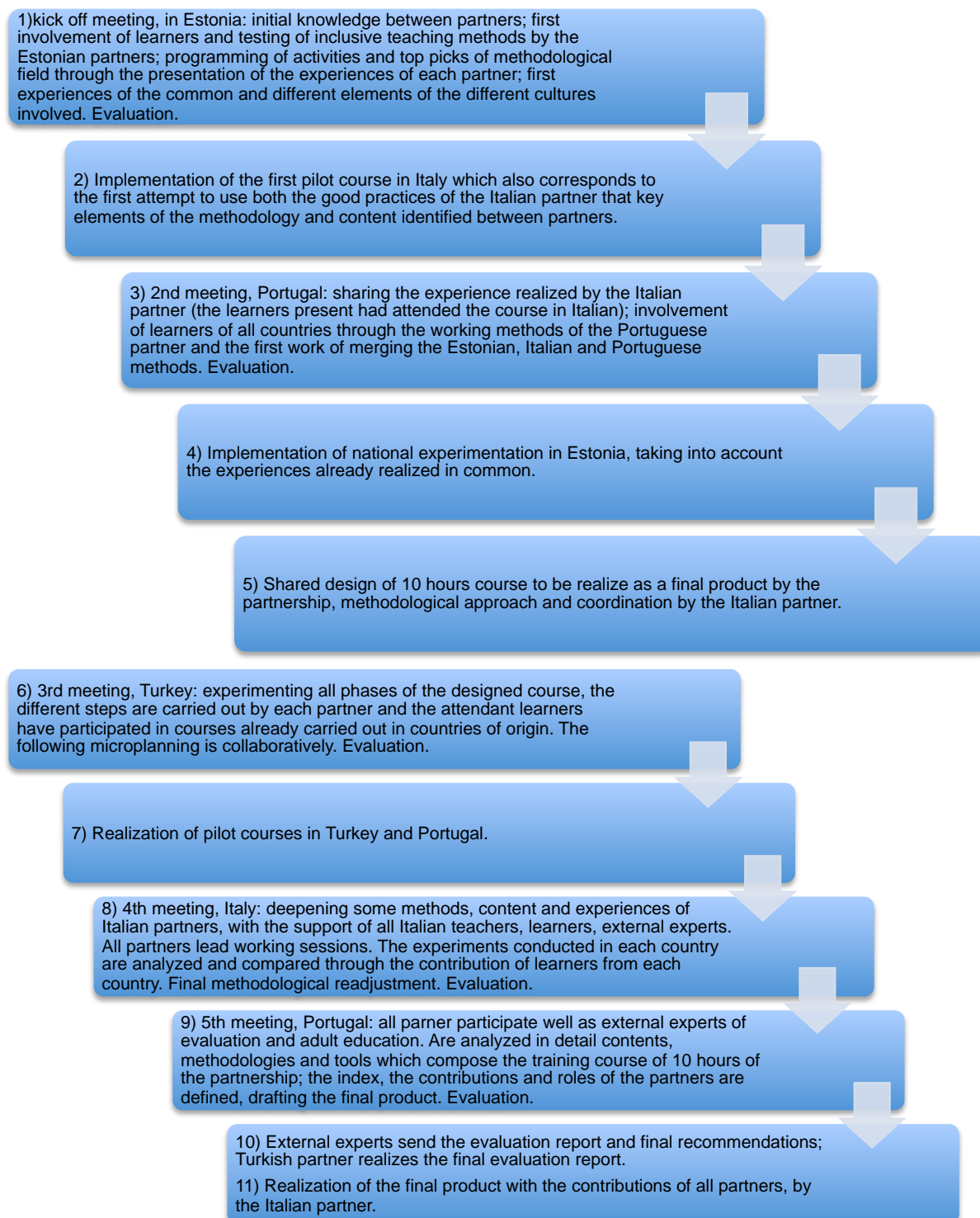
Thus, we intend, for the individuals participating in the 10 hour course, to analyze the different dimensions of their present situation in order to be aware of their abilities and to find a short/ medium-term objective that they wish to achieve.

10-hour course will include the topics of different ways of self-realization (employment, entrepreneurship, volunteering, household, etc.), and an overview of the European labor market.

Project aim is to provide adult learners with immigrant background or from vulnerable condition with better opportunities for self-realisation in the European community by means of applying international best practices in partner institutions' activities.

1.4 A great experience in a small project

1.4.1 Life cycle of the project



1.4.2 Our global, inclusive and collaborative approach

One of the main outcomes of the project is a 10-hour supportive course which can be used with adult learners who have difficulties in finding their way in life and labour market. The course was built on shared methods, tools and educational principles of all the partners and has been tested in all the partner institutions in their work. The materials of the course include the best practices of the partner institutions and members of their local networks, methods and tools to impel to self-realisation.

On the way to the development of the course the partnership organised 5 transnational meetings that allowed to evaluate the work done locally, to discuss difficulties and challenges, to test methods and tools and plan further activities. Moreover, they provided with the most challenging and rewarding opportunity of the partnership - active participation of adult learners. In total 64 adult learners took part in the project meetings and their preparation. In all international meetings are tested and shared educational activities and learning methodologies of all partners, actively involving learners of all countries.

This partnership gave to adult learners a chance to see other countries, get insight into history, cultures, cuisine, traditions of Estonia, Italy, Portugal and Turkey.

1.4.3 Active learners

The partners must emphasize the socio-cultural component of the mobilities that gave the participants the contact with new cultures, people and different realities, as well as presented an opportunity to share the beauty and richness of their own culture and feel proud and joyful for that. This was a substantial factor for positive change in their attitude and determination for the change. In Portugal the learners learned how to dance traditional Portuguese and African dances, how to cook several Portuguese dishes and learned the basic of Portuguese language. In Turkey they discovered rich history of Cappadocia region with ancient caves and fairy chimneys, created paper relief art work all together, took part in pottery workshop and enjoyed the concert of old Turkish music. In Italy they walked through the archeological area of the Roman Forum, the Palatine Hill and the Colosseum, practiced shiatsu as a way to communicate and develop inner abilities, learned about collaborative economy.

Thus, in practice the learners who took part in the mobilities have a chance to discover the culture not only of hosting country but also other cultures connected with the region,

participants background, personal or professional interest. Most of the activities and workshops were run or presented by the learners themselves.

In order to further the development of learners' social and civic competencies we tried to involve the learners in preparation and implementation of the project meetings or during the course of the entire project.

They organized and led some activities, workshops, excursions, assisted with practical preparation of the meeting, prepared the materials for the meeting, supportive course and the website, were taking photos or videos.

Cap 2. The tool box : 10 hours course

2.1 Methodological approach

2.1.1 Competences self-awareness

The Guy Le Boterf model “How to act and interact with competence in a given professional situation” methodology experimentally adapting the methodology tools which were based on the distinction between “being competent” and “acting competently” to innovative sectors. In order to accelerate the desirable and likely evolution of these professions, the Le Boterf model proposes a study method of great impact which facilitates the breakdown of the likely evolutionary path of professions and their associated competences, pinpointing the effect of impact of a set of evolutionary factors on such professions.

2.1.2 Reflection on the action

Reflect is an innovative approach to adult learning and social change, which fuses the theories of Brazilian educator Paulo Freire with participatory methodologies.

“[practitioners] frame the problem of the situation, they determine the features to which they will attend, the order they will attempt to impose on the situation, the directions in which they will try to change it. In this process, they identify both the ends to be sought and the means to be employed.” (Schön, 1983)

In reflective practice, practitioners are engaged in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis (Cunningham, 2001).

Reflective practice... is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values and reflection in daily practice for the benefit of the individuals and communities being served. (Epstein and Hundert, 2002)

2.1.3 Guided reflection

To help progress reflection from dialogic to critical Johns (1994) developed the concept of guided reflection. This involves engaging with a series of questions that help you to explore and reconsider your motivation or rationale for your actions. These can be designed by a third party or by the individual themselves and serve as a guide through the

reflection process. Questions can include: What was I trying to achieve? Why did I do [activity] as I did? What were the consequences of [activity] etc. E.g..

- a. What is most important/interesting/useful/relevant about the object, event or idea?
- b. How can it be explained (e.g. with theory?)
- c. How is it similar to and different from other issues events?
- d. What have I learned from this?
- e. What does this mean for my future situations?

2.1.4 Narrative and story telling

The use of stories is pervasive in adult education practice. Storytelling is perhaps particularly prominent in literacy and transformative education and the use of narrative activities among emancipatory adult educators underscores the prevalence and complexity of such activities.

Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human or human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in the actions and intentions of the characters. The story develops the "landscape of action" and the "landscape of consciousness"—the element of human intention.

Stories of achievement and transformation can function as motivators, pathfinders, and sources of encouragement for struggling adult learners. In short, stories enable us to engage with new knowledge, broader perspectives, and expanded possibilities because we encounter them in the familiar territory of human experience.

2.1.5 Autobiography method was developed more than 30 years ago within the context of university education and has served the entire adult age range. Adults have become increasingly attracted to the method, and those who facilitate guided Autobiography programs have increasingly targeted adults. In the past several years, Autobiography has been offered in numerous settings. Examples include adult and lifelong learning programs, assisted living and long-term care facilities, churches and interfaith groups, libraries and senior centers.

2.1.6 Learning by the experience: metaphoric workshop and life skills

A narrative orientation to education is grounded in an understanding of narrative as a primary structure of human meaning and narrative as metaphor for the developing self. The actual uses of narrative and story in adult teaching and learning are literally unlimited because they arise from infinite expressions of interpretive interplay among teachers, learners, and content. And so we cannot reduce narrative into a handy toolkit of teaching techniques. What we can do is recognize the autobiographical dimension of learning.

2.1.7 Zooanthropology to improve positive relationship

In many countries and universities there is an increasing attention paid towards the study of interaction and co-existence between human and animals. There is an increasing awareness of the complexities of human-animal relations, as we have a growing knowledge about the life-worlds of animals, their different cultures and biologies. Applying this knowledge in day-to-day activities, with changing norms and values for an ethically and environmentally sustainable future, requires a continuous exchange across disciplinary boundaries. "Applied zooanthropology" transforms the theoretical concepts into practice and day-to-day activities, to improve the quality of the relationship, to resolve relationship conflicts and to improve animal and human wellbeing, through the affiliative-cognitive paradigm. Applied zooanthropology has its roots in the field of cognitive ethology, where the animal is seen as a subject, a sentient being, with awareness and cognitive abilities, allowing a quality of life approach that takes physical, emotional and mental aspects into account.

2.1.8 Mind-body practices for healthy life and transcultural dialogue

Qigong (literally "Life Energy Cultivation") is a practice of aligning breath, movement, and awareness for exercise, healing, and meditation. With roots in Chinese medicine, martial arts, and philosophy, qigong is traditionally viewed as a practice to cultivate and balance qi (chi) or what has been translated as "intrinsic life energy". It is generally accepted that Qigong exercises have three components: a posture (whether moving or stationary), breathing techniques, and mental focus on guiding qi through the body. The prerequisite is a calm, relaxed state of mind. From a philosophical perspective qigong is believed to help develop human potential, allow access to higher realms of awareness, and awaken one's "true nature".

Shiatsu is a practice that supports and strengthens the body's natural ability to heal and balance itself. It works on the whole person - not just with the physical body, but also with the psychological, emotional and spiritual aspects of being. Shiatsu originated in Japan from traditional Chinese medicine, with influences from more recent Western therapies. Although shiatsu means 'finger pressure' in Japanese, in practice a practitioner uses touch, comfortable pressure and manipulative techniques to adjust the body's physical structure and balance its energy flow. It is a deeply relaxing experience and regular treatments can alleviate stress and illness and maintain health and well-being.

Yoga The word yoga comes from Sanskrit, an ancient Indian language. In contemporary practice, this is often interpreted as meaning union. Yoga is said to be for the purpose of uniting the mind, body, and spirit. How can this union be achieved? Meditation is one way, but sometimes it is necessary to prepare the body for meditation by stretching and building strength. This is the physical practice of yoga, also known as asana.

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2.1.9 Cooking

Through lack of knowledge and low self-esteem, it can be difficult to cook healthily on a budget. Ready and pre-packed foods are the answer to most, especially those with large families or in vulnerable conditions. We run workshops designed especially for this category, completely back to basics, learning to cook family meals using fresh ingredients. Courses will help people prepare wholesome meals using fresh ingredients from the local traders based in the market.

2.1.10 Heritage visit

It is an approach to non-formal education in communicating significant ideas about a place to people on leisure. It establishes a link between visitors and what they can discover at heritage sites such as a nature reserve, a historic site or a museum: it provokes visitors' curiosity and interest in what may be an unfamiliar topic or theme, it relates the site or objects to visitors' own knowledge, experience, background and values, it reveals the significance of the site or objects which visitors can understand and appreciate, and it helps people to enjoy a satisfying experience.

2.1.11 Arts and crafts

Adults may find a rich source of meaningful learning opportunities in and through the arts. Education in the arts includes activities whose primary purpose is to encourage people to engage with the arts as creators, participants, or appreciators. Education through the arts involves activities that use the arts to achieve ends that are tangential to the arts, developing new ways of seeing, knowing, and experiencing. "The different spaces in which these activities take place embody different value systems. Maybe it is time to reconsider what we mean by the arts and by creativity" (Jones 1999)

2.1.12 Music rhythm dance

Teaching music, movement and language at the same time reinforces ability of learning. Actions/movements convey meaning and reinforce the text. The pattern of melody supported by rhythm helps the memory of lyrics. The goal of this method is to create adaptable learners, people who can sing, dance, speak, read, think and live equally well. Most importantly, this provides a musical whole body experience which is a more profound representation of the music. You understand the music with your mind, emotions, voice and body. The relationship between movement and music gives us dance. The relationship between music and language gives us song. The relationship between language and movement gives us sign language.

2.1.13 Voluntary work

Voluntary work enables to establish a connection with the present and the community through practical activities that bring evident results, something that could be seen or touched. Especially efficient is voluntary work for the benefit of the people in worse

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circumstances than volunteers because of the fewer opportunities or special needs. This helps overcome subjective feeling of isolation or exclusion and compare it with difficult conditions of other people in need. Voluntary group activities for the benefit of community help the volunteers to feel their significance, practice skill of communication, receive a positive feedback.

2.2 Facilitators and their competences

2.2.1 Competence and Mindful teaching

The development of a competence framework for mindful teachers raises the understandable concern that the endeavour represents an attempt to operationalize a process whose life blood is a spontaneous responsiveness to the momentary arising and an experiential understanding of the life skills.

There are clearly some inherent tensions in applying a paradigm of competence to the field of mindful teaching. For example, the traditional language of workplace competence includes the expression 'performance' and 'roles'.

It is not possible to conceive of mindfulness as an 'add-on', or for the teaching process to be seen as a set of techniques, a collection of skills which can be learned. Rather, the 'way of being' which emerges through sustained engagement with the practice becomes an integral part of the 'person of the teacher' (McCown et al. 2010), not a role which is performed.

There can be a shift in perspective towards 'right' and 'wrong', judgement, opinion and a focus on 'my' teaching process and 'my' competence. Whereas, inherent within mindful teaching is the message that there are universal aspects to the experience of being human: centrally, that we all experience suffering, which ultimately comes from ignorance about ourselves and the nature of reality.

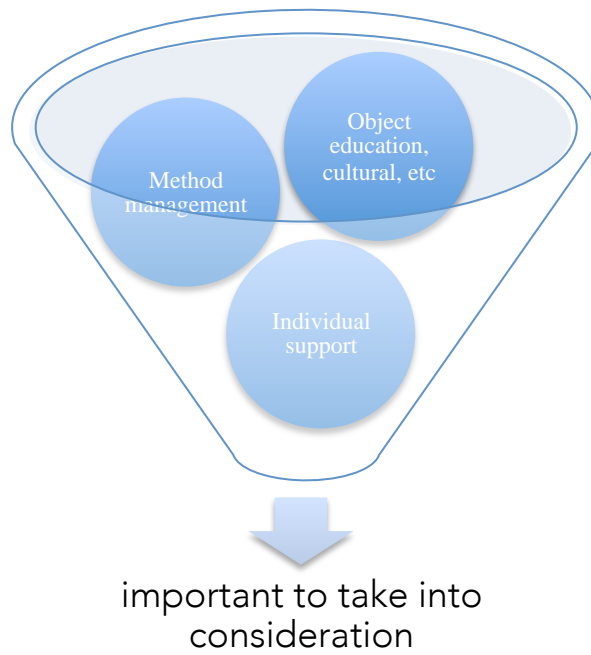
The competencies that are under examination in the context of mindful teaching are thus that the teacher is able to become a vehicle for conveying this by allowing themselves to be human (and so to be vulnerable), in contrast to holding onto a position of 'expertise' or indeed competence.

2.2.2 Adult education facilitator: a brief profile

- Over 10 years of Solid experience.
- Sound knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; gender differences.
- Extensive knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Excellent knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Expertise at selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Observe and evaluate participantes' work to determine progress and make suggestions for improvement.
- Plan and conduct activities for a balanced program of education, demonstration, and work time that provides participantes with opportunities to observe, question, and investigate. Instruct participantes individually and in groups, using various teaching methods such as lectures, discussions, and practical experience.
- Knowledge of general learning styles: visual, auditory, and kinesthetic.
- Conduct classes, workshops, and demonstrations to facilitate larning of principles, techniques, or methods in subjects such as life skills and workforce skills.
- Prepare participantes for further education by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Practice a body-mind discipline, to be a better mindful facilitator

2.3 Course structure





When use the tool

Based on our experience recommend to use the tools proposed within a wider training or with a group that is already known or will continue a path both individually and collectively. Where possible, provide a service of individual counseling

2.3.1 Learning goals

- Increase self-reliance through empowerment
- Help self-creation processes such as development of capacities and extension of self-knowledge
- Discover/rediscover professional (or personal) competencies to support learners professional identity and participation in working life
- Understand the relationship between oneself and community, work and society
- Understand the changing nature of life (seeing broader perspectives/horizon)
- Make life and work enhancing decisions (something different from what oneself is used to, different from routine)

Questions for Formulating Significant Learning Goals

"A year (or more) after this course is over, I want and hope that learners will _____."

1. **Foundational Knowledge**

- What key information (e.g., facts, terms, concepts, principles, relationships, etc.) is/are important for learners to understand and remember in the future?
- What key ideas (or perspectives) are important for learners to understand in this course?

2. **Application Goals.**

- What kinds of thinking are important for students to learn?
 - Critical thinking, in which students analyze and evaluate
 - Creative thinking, in which students imagine and create
 - Practical thinking, in which students solve problems and make decisions
 - What important skills do students need to gain?

3. **Integration Goals**

- What connections (similarities and interactions) should students recognize and make...:
 - Among ideas within this course?
 - Among material in this course and the students' own personal, social, and/or work life?

4. **Human Dimensions Goals**

- What could or should participants learn about themselves?
- What could or should participants learn about understanding others and/or interacting with them?

5. **Caring Goals**

- What changes/values do you hope learners will adopt? Feelings? Interests? Ideas?

6. **"Learning-How-to-Learn" Goals**

- What would you like for students to learn about:
 - how to develop in the direction of the course in the future?
 - how to become a self-directed learner of the content of the course, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it?

Resources: L. Dee Fink, PhD. *A Self-Directed Guide to Designing Courses for Significant Learning* The full document can be found online here <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

2.3.2 Course outline

The course consists of the following main components:

Introduction

To get to know each other and create safe and comfortable feeling amongst the participants. To provide the brief information about the aim and objectives of the course.

Team-building

To create functional, friendly and favourable for participants' wellbeing and learning environment. To learn to work together and enhance the functioning of the team as a whole.

Lifespan

Past Essential questions: *What have I gained through my life? How has the story started?*

Methods/resources: self-reflection, autobiography line, drawing, writing, collage or activity that expresses in another way one's life space: work, studies, family, hobbies etc.

Present Essential questions: *Who am I and where I am in my present life? What am I able to do? What are my skills (discover/rediscover skills)? Where do I go?*

Methods/resources: self-observation, any culturally meaningful activity that can serve as a source of knowledge about human life, mind, action and culture, mental tools (symbolic/linguistic/communicative), technical tools

Future Essential questions: *What do I want to achieve?*

Methods/resources: mental tools (symbolic/linguistic/communicative), wheel of life, story-telling

Short-term action plan To create a short-term (max. a month) action plan for achieving a positive change in one areas of one's life.

Complimentary elements

- learning journal
- success stories (chosen by learners themselves; example that inspire, move and encourage)
- visual materials (a set of pictures/images that could be used for team building, sharing, story-telling and other activities)
- music pieces as an accompaniment for the set of pictures/images or training sessions

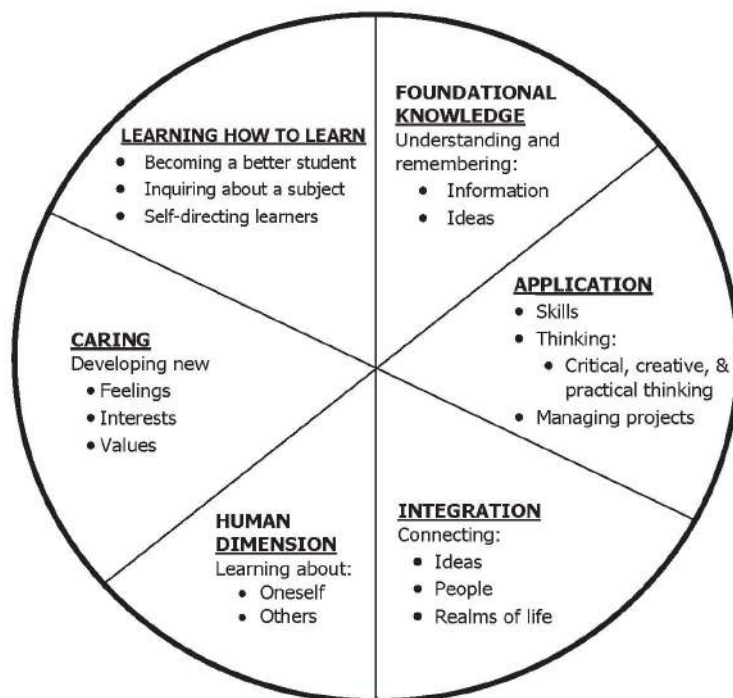
Course re-Design Worksheet

- 1. General theme or topic:** In general, what knowledge and skill areas will be the focus of this course?
- 2. Characteristics of the learners** What is the life situation of the learners (e.g., working, family, professional goals)? What prior knowledge, experiences, and initial feelings might the learners have? What are their learning goals, expectations, and preferred learning styles?
- 3. General context of the learning situation** What learning expectations are placed on this course by: the project, our organization, society?
- 4. Goals and objectives:** What do we want participants to learn during the course? What would we like the impact of this course to be on participants after the course is over? What would distinguish the learners who have taken this course from those who have not?
- 5. Essential questions:** What central questions do we want participants answering as the course unfolds?
- 6. Summary of participant activities:** How will participants accomplish the curriculum objectives and answer the questions in numbers 3 and 4 above? (E.g., small group discussions, presentations, role-playing, etc.)
- 7. Resources:** What resources might we use to help participants accomplish the course objectives? (e.g. online resources, guest speakers, discussions, visual resources, etc.)
- 8. Assessment activities:** How will we determine if participants
 - a) have reached the course objectives identified in number 3 above, and
 - b) can answer the questions in number 4?What kind of assessment tools can we use?

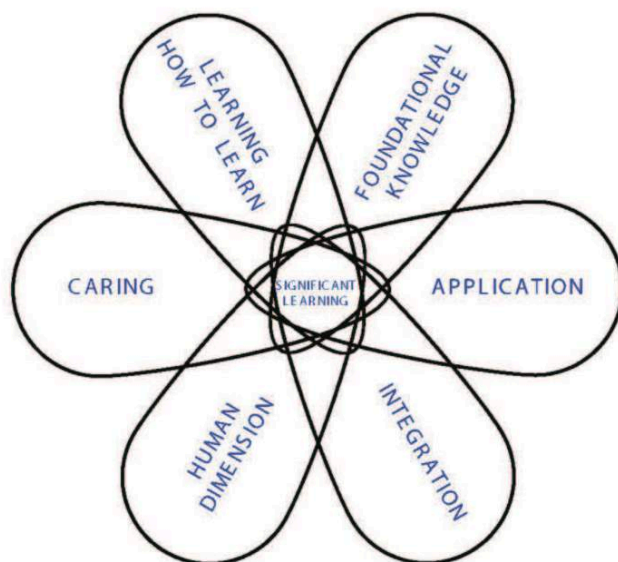
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1. L. Dee Fink, PhD. *A Self-Directed Guide to Designing Courses for Significant Learning*. The full document can be found online here <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>
2. *Effective Adult Learning. A Toolkit for Teaching Adults* The full document can be found online here http://www.nwcphp.org/documents/training/Adult_Education_Toolkit.pdf

A TAXONOMY OF SIGNIFICANT LEARNING



INTERACTIVE NATURE OF SIGNIFICANT LEARNING



2.3 Activities/Methods/Tools



Log book description

The log book is an instrument that the participants use during the course for the personal evaluation of all the steps taken.

This instrument is called log book because it follows each participant from the beginning of the course until its ends.

Moreover, this tool is intended to be used by the participants after the end of the course in order for them to track their personal progress.

The log book is a notebook with white A4 pages and works as a portfolio in which the participant writes down inputs that are relevant during the course freely and without being restricted to a specific timeline, such as the results of different activities, photographs, collages, materials collected throughout the course, etc.

The process of filling out the log book corresponds to that of writing an autobiography and acts as an introductory process to the course.

Activity "4-square story"

Learning goal:

To get to know each other, to loosen the atmosphere, to learn names.

Time: 20 min

Materials:

- an A4 sheet of paper (one per participant),
- a pen or a pencil (one per participant),
- pleasant and lively music (optional).

Learning activity:

Ask the participants to divide an A4 sheet into four subparts. In one part they write their name and country, and in another they draw something they like, in yet another they draw what they are good at, and in the last they draw what they would like to learn. Once done with this, each participant finds a partner and presents himself/herself, then exchanges the paper with the partner and finds another partner to whom already presents the person represented on the paper and exchanges the paper again and so on until the facilitator stops the activity. In the end every participants presents the last paper he/she got in plenary and gives the paper to the right person.

Resources:

ERASMUS PLUS What's the fuss? A Nordic-Baltic-Irish partnership-building adventure. 1st–5th December 2013, Reykjavik, Iceland. Final Report.

"Drawing Portraits"

Goal: To break the ice and loosen the atmosphere in the group of people who don't know each other well.

Group size: 6 or more players.

Time: 30 minutes–1 hour.

Materials: Paper, markers and pleasant and lively music.

Learning activity:

Half of the group is sitting in an inner circle and the other half is sitting in an outer circle so that the players are facing each other. Everyone sitting in the inner circle has a piece of paper in front of them and everyone in the outer circle has a marker. When the music starts, the players sitting on the outer circle start to draw a picture of the player sitting in front of him/her. When the music stops, the people who were drawing all move one step right and find a different player and a new drawing in front of them. When the music starts again they continue the drawing in front of them. This goes on until everyone in the outer circle has drawn on each paper or until the game facilitator ends the game. Then the players are swapped around so that everyone who was on the outer circle moves to the inner circle and vice versa.

Resources:

ECYC GAME BOOK. Teambuilding games, energizers and icebreakers from Youth Clubs around Europe. Compiled and edited by: Riikka Heinonen, 2009.

FASHION SHOW

MATERIALS: Paper (different Colors), Scissors, Glue, Pens

GOAL: Energizer, Get to know each other

TIME: 20-25 Min

OUTLINE Guide the participants to design a part of a clothes for themselves by using the materials that we already set in the table. The designed part of clothes can be a tie, a necklace, a hat..etc. After everyone finished, their design, guide participants to write their names on it and write three information about them. One of the information should be a false one and the others are true.

After everyone completed the writings, the instructor lets them go around and meet as many people as possible and try to guess the missing information writing on the other participants' dressings.

FLYING BALLOONS

MATERIALS: Balloons (enough for all participants), CD player,

GOAL: Team Building & Energizer

TIME: 20 min

OUTLINE Hand out all the balloons to the participants and let them blow them. After everyone blew their balloon, each participant should write their name on the balloons. When everyone is ready, the instructor puts a rhythmic song on and let everyone have the balloons in the air. When the music stops, each participant catches a balloon and try to find the owner of the balloon.

MY BEST FRIEND

GOAL: Ice breaker, energizer

MATERIALS: None

TIME: 15 min

OUTLINE: Members sit in a circle. Each person introduces the person next to them on their right (even though they may never have met them). The introductions are made up and a minimum of three things must be said about the person, i.e., "This is my best friend, Rob. He was the third man on the moon. He is 95 years old, and he had brain surgery two years ago."

HUMAN KNOT

GOAL: To build teamwork skills, problem solving, and relieve frustration

MATERIALS: None

TIME:10 min

OUTLINE: The members need to stand in a close circle, shoulder to shoulder, and place hands in the center. Everybody then grabs a couple of hands, being sure not to hold both hands with the same person or to hold the hand of the person right next to them. Now try to untangle the knot without letting go of anybody's hand.

PASS THE STRING

MATERIALS: A large ball of kite string

TIME:15 Min

GOAL: To reveal the established pattern of group/individual communication.

OUTLINE: Ask the group to sit in a circle. Place the ball of string in the middle. Explain that the first person to talk must pick up the string, hold onto one end, and pass the ball to whoever speaks next. Every time someone speaks, the string is passed to her or him.

HOW TO PROCESS: Ask the group to process who was the initiator. Who talked the most? The least? What was the tone of conversation? How did it change after the string was introduced to the process? Did anyone feel pressured to speak, to stop speaking, or not to speak?

TOWER CONTEST

GOAL:Team Building

MATERIALS: For each team:a piece of paper,2 pens,a plastic glass,a painting brush,a small piece of sticker
TIME:20 min

OUTLINE:According to the number of participants,divide them into 4 or 5 teams,ideally a team forms of 3-4 members.Have the groups get a group name and hand them out exactly the same amount and size of material.Their task is to build the highest tower.When they all finished,have them tell their tower story.They are allowed to any story to make up.



Netconnect:**Description:**

Netconnect is an activity that promotes interaction within a group and improves the teamwork skills of the participants.

Initially, all participants are standing in a circle. The trainer holds a yarn ball and passes it along to one of the participants after sharing information about him/herself. The exercise is repeated by each participant as he or she holds on to the string of yarn while the ball gets passed along.

The objective is that the yarn ball passes through all participants, adding information, so as to make a network of wires. This in return forms a web that shows how the participants are all connected.

When the network is created, the main goal is that all participants work as a team in order to hang the web with its final shape on a surface improving the teamwork skills and finding different ways together to solve a problem.

This activity also can be used as an ice breaker or an evaluation activity.

Materials:

- A large ball of yarn; Tape.

Experiences:



Activity "River of life"

Learning goal:

To allow participants to reflect on personal experiences and influences that have motivated them in their personal and professional life. Participants are invited to use the symbol of a river to reflect on key stages in their lives, positive experiences and influences, and difficult challenges.

Time: 1 – 1,5 hours

Materials:

- flip chart paper (one per participant),
- color pencils, crayons or hand paints (you might want to avoid ink markers because they can run out of ink at the most inopportune moment, introducing frustration and distraction into the classroom.)
- magazines, scissor, glue (optional)
- examples of „river of life“ (optional)

Music: Chris Spheeris – Psyche, Orlando, Enchantment, Andalu, Allura

Learning activity:

- Tell the group, "We're going to create a picture that reflects the river of your life. Like a river, your life has a certain flow. There are times when a river is rushing and flowing over the banks. At other times, the river goes over rapids and rocks or moves slowly and peacefully. Take a few minutes to consider where you have been and what has been significant in shaping the direction of your life." Ask participants to use the art supplies to create a picture that describes their life journey. Allow approximately 20 minutes for participants to create their pictures.
- Ask for volunteers to share their pictures. Have them tell the group about their journey and what the images they drew represent in their life. Ask that the rest of the group give their full attention to the person who's sharing, and that all questions and comments wait until the end. Allow 5–7 minutes for each participant. If your group is too large for it to be feasible that everyone hears all of the stories, you can divide into smaller groups of 5 or 6 people.
- When everyone has finished sharing, ask a series of questions to prompt group discussion:
 - What was it like for you to tell your story to this group?
 - What was it like for you to hear all of these stories?
 - What surprised you?
 - What insights have you gained about our group?

Resources:

River of Life Facilitation Guide.

http://www.ethicalleadership.org/uploads/2/6/2/6/26265761/1.7_river_of_life.pdf



Auto-biography line – the line of life

This activity is a powerful vehicle to rereading autobiographically life course both personally and professionally. The method is intuitive, few rules are assigned, only the following instructions.

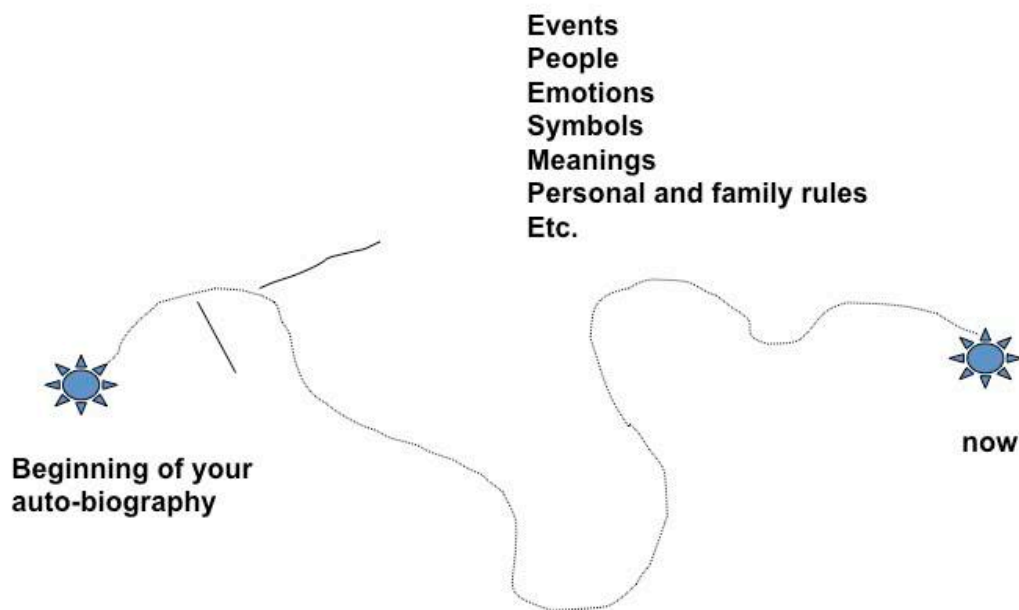
Materials: Each participant receives a large sheet of paper, colors, pens, post it and a large space where is possible to work with total privacy.

Then he/her draws his own life as a line, with ups and downs, breaks, as well as it is perceived. Each life and, therefore, each line is different.

Usually it is not commented unless requested by the participant and is not shown to others. The participant will take it away with him/her as a map on which continue to reflect and to add things over the time.

Time: 1 hour

Instruction to give to the participants:



Self-Reflection

Personal self-portrait

Personal events that have influenced the image that you have of yourself

What significance by major events

There are recurring themes of life on which you have built personal myths

Images and emotions that are common on you and others, life

Professional self-portrait

As personal events have affected the health and work

What have you learned from life that find yourself in the way you manage your work and health

What is the link with the facts of life that you find yourself in the image professional you

What are the recurring themes in your personal biography, family and professional





Flower of Life (Wheel of Life).

This “flower” contains eight sections that, together, represent one way of describing a whole life. The client or the group may decide which labels or categories should be in the exercise according to the present life moment.

The exercise measures the clients’ level of satisfaction in the chosen areas on the day he or she works through this exercise. It is not a picture of how it has been in the past or how the client wants it to be in the future. It is a snapshot taken in the moment. It is not a report card on how well the client has performed or what he or she has achieved. The emphasis is on the clients’ level of satisfaction in each area.

The “flower” of Life provides a unique model for clients.

The “flower” shows clients what balance in their life looks like. Coaches use this tool with clients in the discovery session, the sample sessions and to get a sense of fulfillment in the client’s life.

Using the “flower of life” of Life in a coaching session (individual setting):

1. Briefly explain the “flower” and what it signifies to your client. The “flower of life” is a tool coaches use to get a snapshot of how satisfied a client is in their life. There are eight areas on the “flower”. The categories can be changed to better reflect the areas of life of each individual.
2. Ask the client to rate their level of satisfaction in each of the areas.
Example: “I am going to ask you to rate your level of satisfaction in eight areas of your life: Zero representing the lowest level of satisfaction and 10 - the highest.”
3. After the client has rated each of the areas. Ask them to connect the lines to form an inner “flower”. This gives the client an overview of balance in their life.
Listen to the client’s response and then move to step 4.
4. Ask the client, what area would he/she like coaching on? Or what area are they ready to make a change in? Once an area is selected, continue to ask powerful questions to move the client forward.
5. Wrap up the coaching session by making a request, or by giving the client a homework assignment.

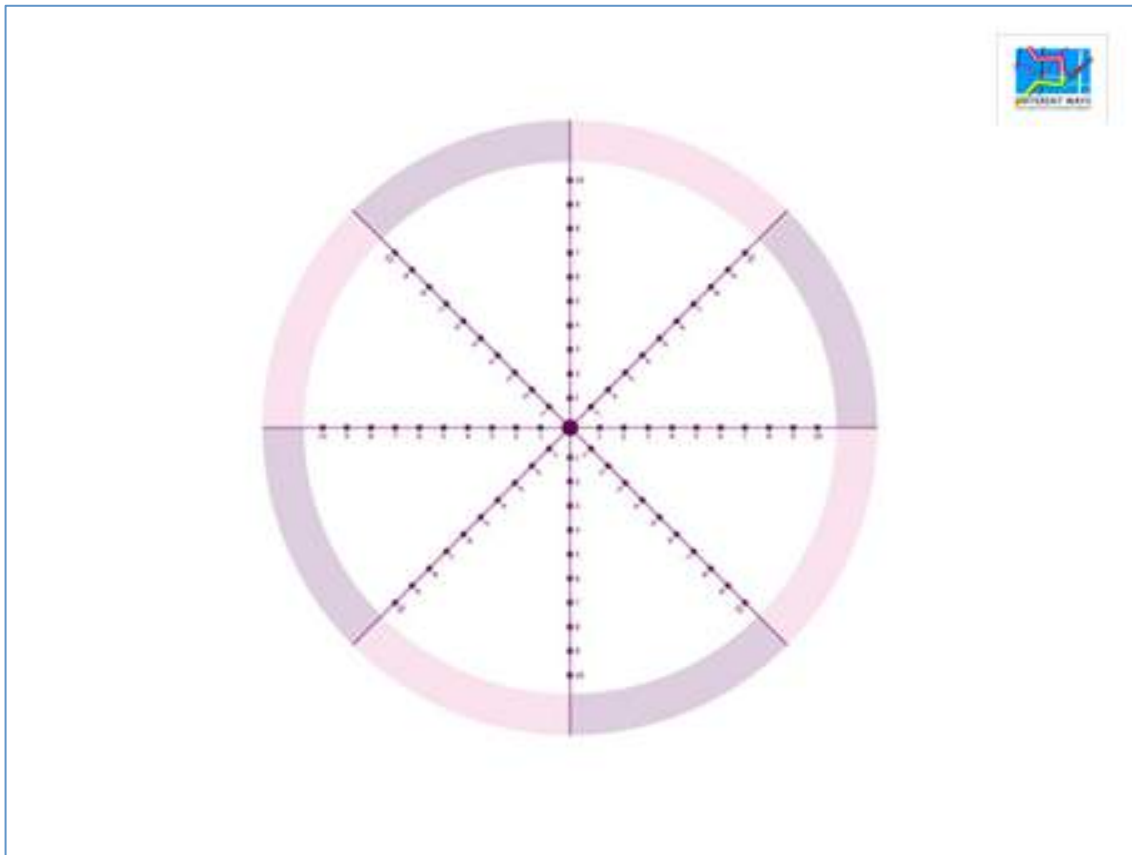
Using the “flower of life” of Life in a coaching session (group setting):

1. Brainstorm with all participants in order to make a survey of eight common areas.
2. Use those 8 chosen areas to produce the different “flowers of life”. Write them on a board to ensure consistency among the participants.
3. Follow the instructions of the individual settings previously explained.
4. Discuss the results in a focus group, where the participants can share their positive and negative feedback of their own categories.

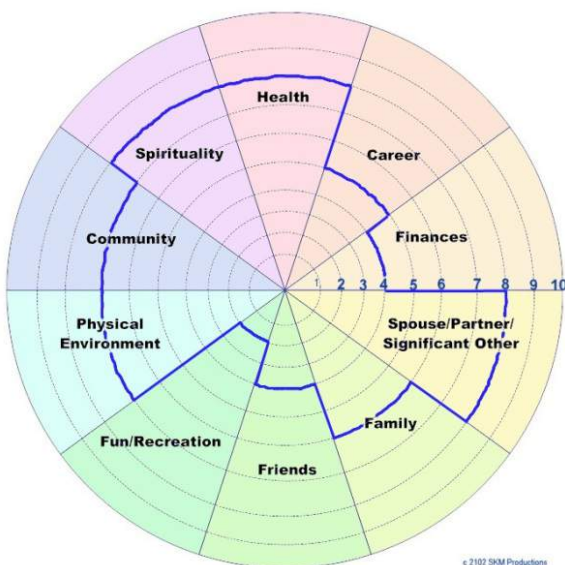
Materials:

- Pens/Crayons/Pencils/Color pencils/Markers;
- Rulers;
- Sheets of paper/Screen paper;
- A sheet with the “flower of life” model.

Model:



Example:





Activity "Mandala"

Learning goal:

To provide initiating experience promoting communication and relationship among team members by having them tell their stories – visually expressing their uniqueness as persons and discovering the element that connects them into a team.

Group size: groups of 4-6 persons

Time: 1 – 1,5 hours

Materials:

- flip chart paper (one per group),
- color pencils, crayons or hand paints (you might want to avoid ink markers because they can run out of ink at the most inopportune moment, introducing frustration and distraction into the classroom.)
- examples of mandalas (your own drawings and/or books with sample drawings of Mandalas)

Music: Amrit Kirtan – Album "Sacred Circles", Manish Vyas - Tumi Bhaja Re Mana, Deva Premal – Gayatri Mantra

Learning Activity:

1. Divide participants into groups of 4-6 persons or let them to form the groups.
2. Begin by telling a brief history of mandalas and show them examples of Mandalas from various cultures. Mandalas are an ancient part of every culture, so there is no religious or cultural resistance to drawing them. Explain that Mandala is the Sanskrit word for "circle". It represents wholeness, and can be seen everywhere. They are the structures of our cells, our world, and our universe. Wherever a center is found radiating outward and inward, there is wholeness – a Mandala. The core of Mandala design is the protective circle. Whatever is expressed inside this circle is protected and cannot be harmed or harm anybody.
3. Provide participants with sheets of flip chart paper and a variety of colored pencils, crayons or hand paints. Designate a separate area of the room for each team so everyone should feel comfortable.
4. Ask the learners to draw one big circle per group and divide it according to the number of group members. Explain that everyone draws in his/her part of Mandala what represents his/her life in the present moment. Then in the center of Mandala group members draw the element that connect them all together. To help the participants turn off their Inner Critic, explain that there is no right or wrong. Whatever emerges as representation of their inner self is right. They are not bound by any particular colors or materials to create their Mandala, let their feelings and instincts guide them through the creative process.
5. Turn on the music, and tell the learners to take two deep breaths, which they are to exhale slowly and begin drawing. Allow 30-40 minutes to complete the mandalas.
6. Put the Mandalas on the walls and allow 15 min. for the learners to go around, look at the Mandalas and ask the questions to each other. If you feel that the learners would like to share their Mandala Art and experience they gained from it, let them to present the Mandalas in front of the groups. In this case each participant describes what he or she has drawn in personal part and each group present the common element. Allow three to four minutes for each member in the group.

What to Expect

Creating a group mandala is a unifying experience in which people can express themselves individually within a unified structure. This is a powerful activity that allows the team to learn a great deal about each other in a brief period of time.

The very nature of creating a mandala is therapeutic and symbolic. The shapes and colors the learners choose for creating their Mandalas will reflect their inner self at the time of creation.

As with most art therapy, it's not about the final product, it's about the journey. When the participants reach their destination, they will have a representation of something meaningful and personal, a snapshot of them in the present moment expressed through their Mandala.

The Mandala will visually represent values, beliefs, and viewpoints held by the learners and capture their essence or "spirit". Sharing the group element will permit members to identify how they are connected and values and beliefs they have in common.

Mandala will offer a deep learning technique that will help the learners reflect on their own values, beliefs and viewpoints and those of others. Through the experience of making a Mandala, participants will learn about their strengths and weaknesses and think of strategies for improvement.

Resources:

1. Marcia Backos, Program Director, Bryant & Stratton College (OH) mrbackos@bryantstratton.edu
<http://208.112.60.175/Emotions007.htm>
2. Personal Mandala. - Barry Heermann. Building Team Spirit: Activities for Inspiring and Energizing Teams. McGraw-Hill, 1997.
<http://www.uky.edu/kaphtc/sites/www.uky.edu.kaphtc/files/Personal%20Mandala.pdf>
3. Examples of Mandalas <http://www.mandalaproject.org/What/Index.html>
4. Expressive Art Workshops and Creative Depth Therapy by Shelley Klammer
<http://www.expressiveartworkshops.com/>









Mandala creation by a group of adult learners

Presentation of Mandalas





Action plan

														
<u>milestones</u>	<u>actions</u>	Aprile 2014						Aprile 2015						<u>resources</u> <u>constraints</u>
	✓													
	✓													
	✓													
	✓													

life course steps

past

present

future

"Letter to my future self"

Learning goal:

To enhance self-reflection among participants and encourage future orientation towards goals.

Time: 20 – 30 minutes

Materials:

- Lined paper or stationary
- Envelopes
- Pen or pencil

Music: Joe Hisaishi – Summer, The Name of Life, Howl's Moving Castle

Learning activity:

- Explain that participants will be writing a letter to themselves, which will be mailed back to them after 2 months or a longer time period. Tell the participants that they are the only person who will ever read their letter (unless they choose to share it with others). This means that they can write in any language, draw pictures instead of writing if they wish.
- Give the participants 20 minutes to write and provide them with as many sheets of paper as they would like. The letter content should address future goals of the participants and the steps they would take in order to reach their goals.
- Ask the participants to self-address envelopes. Reminding them to write an address on the envelopes where they can be reached in 2 months.
- Finally ask the participants to put their letters in the envelopes and seal them.
- Send the letters to the participants 2 months later and try to get feedback if the goals have been reached.

EVALUATION ROPE

MATERIALS: A Rope, a toy, a key, a small basket

GOAL: Evaluation

TIME: 20-25 Min

OUTLINE Guide the participants to sit in a circle to keep them all along with the rope.

The trainer tells the participants to rotate the rope around the group. It should be explained that the participants might stop the rotating the rope (everyone stops at the same time) to express his/her feelings. Meaningfully;

The toy –to state feelings about the funny moments and things during the course

The key- the most important things S/he learned/noticed during the course

The knot- the state the most complicated points/moments s/he felt during the course

The small basket – To state the things to put in the basket and carry away with him/herself for the future.

Music to accompany the training sessions

Joe Hisaishi

- Summer
- Impossible Dream
- Fragile Dream
- The Rain
- Howl's Moving Castle (Theme Song)
- Always with Me (from "Spirited Away")
- Highlander
- Friends
- The End of the Story

Chris Spheeris

- Psyche
- Andalu
- Allura
- Always
- Eros
- Dancing with the Muse
- Rendez-vous
- Invisible Hands
- Enchantment
- Orlando
- Juliette

Deva Premal

1. Om Shree Sache
2. Chidananda
3. Om Mani Padme Hum
4. Ide Were Were
5. Jai Radha Madhav
6. Gate Gate
7. Gayatri Mantra

Armand Amar

1. Desert Peace
2. La Genèse
3. Le Piège
4. My Sweet Orange Tree
5. La Terre vue du ciel
6. Inanna

Keiko Matsui

1. The Whisper from the Mirror
2. 1942, from Russia
3. Bridge over the Stars
4. Deep Blue

Евгений Крылатов

1. Из кинофильма «О любви»
2. Из кинофильма «И это все о нем»
3. Из кинофильма «Смятение чувств»
4. Из кинофильма «С любимыми не расставайтесь»

Amrit Kirtan

1. Aad Guray Nameh (Mangalacharan Mantra)
2. Gobindah Gobindah Haray Haray
3. Wah Yantee
4. Guru Ram Das Miracle Mantra
5. Mool Mantra
6. Ong Namoh Guru Dev Namoh (Adi Mantra)
7. The Longtime Sun Shine Song

Cap.3 Yes, we could!

3.1 International meetings and national pilot courses

3.1.1 Cooperative learning by doing

During the project, It has been realized a real network of cooperation between the four training organizations that work with adults by helping them to learn, practice, create connections, exchange the experience. Every organization has its own, not similar to others', scope of activities, target group, experience and our collaboration has been always very stimulating, thought-provoking, mutually enriching.

Throughout the project and especially at the project meetings communication and interaction between the participants were its most essential element. During the project meetings the educators and staff members were challenged but motivated to create such conditions and atmosphere that the learners could truly interact and exchange their life stories and experience, could feel each other. "Aiming this, the partnership:

- provided short English language preparatory courses for the learners who wished to attend them;

- encouraged the learners to use other foreign languages they speak in private conversations with other learners, thus some Italian participants spoke Portuguese and Spanish with Portuguese participants, Estonian participants spoke German with Turkish participants etc.;

- created comfortable, safe and trusting atmosphere at the project meetings that would support the participants to express themselves freely without the fear of being criticized or misunderstood by others;

- used various methods of collaborative, creative learning that encouraged support and interaction in the group;

- created an atmosphere of high emotional intensity at the meetings, in which communication went beyond purely linguistic means towards metaphorical communication.

3.1.1.1 Project achievements

- A 10-hour supportive course and the related learning materials for helping adult learners to find their way in society and global economics;

- 5 national pilot courses involving more than 60 adult learners in Estonia, Italia, Turkey and Portugal;
- 5 transnational meetings, the milestones of the project: they allow us to evaluate what work has been done locally, to discuss difficulties and challenges, to test our methods and tools and plan further activities;
- active participation of adult learners: 16 learners from each institutions took part in the project meetings;
- the adult learners had a chance to visit other countries and meet similar people (64 learners and staff members (>10) had a chance to visit and learn about Estonian, Portuguese, Italian and Turkish cultures);
- a network of cooperation between four adult education institutions from 4 different Countries.

The quality is provided by involvement of adult learners and external experts, continuous monitoring, analysis and evaluation processes,.

3.1.1.2 The most important things we learned

- Culture is comprehensive. This means that all parts must fit together in some logical fashion. Culture is learned rather than being something we are born with. Culture is manifested within boundaries of acceptable behavior. Conscious awareness of cultural standards is limited if we don't reflect on it. Cultures fall somewhere on a continuum between static and dynamic depending on how quickly they accept change.
- There are more similarities than differences between people of different cultures. You can respect each other and understand each other, paying attention even if not much is known of the other culture. Different languages do not prevent a good and deep communication.
- **The core values are universal: we are a big human family. Everyone can learn something from the other.**

3.1.2 Some ingredients of our international meeting recipe

Feel pleasure by doing



Be curious about the work and life of the other



Plan carefully but be willing to change as needed



Nobody excluded



Take care of mind, body and soul



Smile, cry and laugh together



Create opportunities for acknowledgment and autonomy



Accept and recognize any difference



Enjoy the beauty



Eat together dishes from others cultures and countries



3.4 Pilot course : national partners experiences

3.4.1 Pilot course in Italy

The Italian pilot course was the first to be realized to involve all the participants in every step of the project. The Course focused the new core competencies relate to health, social life, international mobility and professional autonomy. A training through creative workshops: the enhancement of the skills developed in all spheres of life.

Participants experienced how it is possible to document and promote existing skills through a guided reflection on their own life and professional history. Qigong and body-mind practice have been used to go deeply in the experience of centering, of well-being and inner power and to feel how it is possible to give direction to the efforts and desires. Participants and horses together - an experience of social learning - have had the opportunity to re-discover the value and the chance of being oneself in the group and in the complex system of relationships of life.

Title: The new international competencies: creativity for work and health, Rome 2014 – 16 hours in 4 days over the course of one month.

Target group: the course was designed for young adults unemployed and / or with precarious job; women and men, Italians and from other countries. Among the **22 participants 11 women and 5 men), 16 were selected to participate** in the international meeting in Portugal (in May 2014) and Turkey (September 2014).

Program: Lab1 Competences for creativity and ePortfolio (4 hours) Lab2 Competences and relational system: the sacred power of network (4 hours) Lab3 Competences for health. The art of nourish life (4 hours) Lab4 Competences for creativity and action plan (4 hours).

The participants have made an intensive individual work of systematization of all material, informations, suggestions, idead, etc. that, thanks to the course, the group and the individual self-reflection and research has shown. *Now it's time to look ahead and understand concretely how to use their resources.* The course ends with the delivery certificate ceremony.

Realized by Sintagmi srl in collaboration with: Associazione Il Fiume, Associazione Equiazione, Ciampacavallo Onlus



Autobiography: line of life

Self-reflection on life and work: individual work, in pairs, in groups





3.4.2 Pilot course in Portugal

The pilot course that took place in Portugal received a positive feedback from the participants. It is already part of the intervention strategy employed with our target that is composed of: immigrants or people from an immigrant background that are in a precarious situation or unemployed.

This course is also integrated in the organization's action plan, as a module in our socio-educational project with adults.

Frequent participants of the organization that took the course were able to acquire new knowledge and feel more integrated within the community and the surrounding society. We improved the methods in place by adding new activities submitted by our partners, which brought an added value to both the course, and to its participants.

The impact of the course and of the mobilities was shared through the local media (newspaper) and advertisements in the community (posters and information sessions).

Our aim for the future of this project is to expand its reach to other organizations within the same field of action in Portugal, thus sharing the best practices developed through our partnership.

The pilot course of the project “Different Ways of Self-Realization in the European Community” held at the partner institution Casa Seis -ADC, IPSS was divided into two days respecting the **10 hours** planned and involved **12 participants** who took part in the demonstrations.

Place: Casa Seis ADC, IPSS – Sintra, Portugal.

Target group: unemployed immigrants or immigrant background

1first part: Introduction (1 hours)

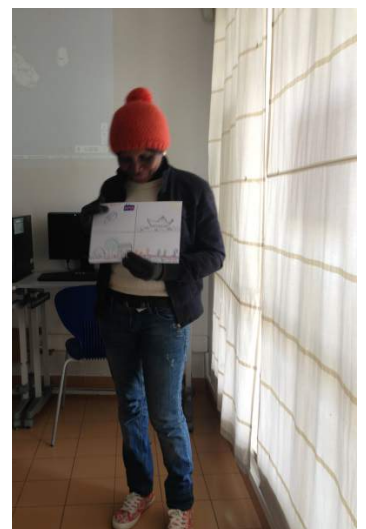
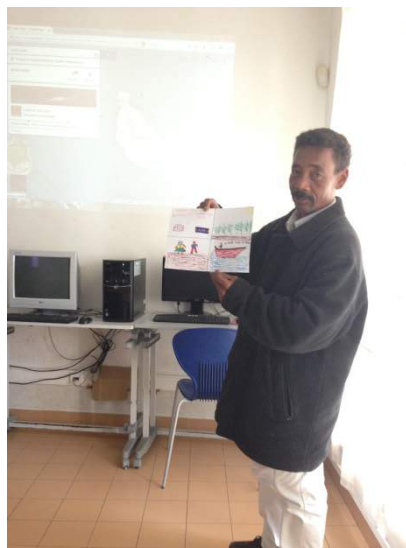
Getting to know each others through an informal chat and a drawing activity

2nd part: PAST

Autobiography and storytelling (2 hours)

Activities:

- “4-square story”
- Me and the others.





3rd part Present moment Reflection (2 Hours)

Activities:

- Personal Mandala
- Group Mandala



4th part: Futur

Activity: Letter to the Future



Second Day:

Visit to Lisbon city center and to the river front.

Objectives: Help the participants to feel that they are part of this group and help each others to get their objectives as well.

Success stories – Women participant

1) For a long time, after being unemployed, I felt like an empty person with no direction in life. I began sending resumes and was searching for a job everywhere without success, until I enrolled in the activities of the Casa Seis. The activities done there, have always been very productive for me as I constantly acquired new knowledge, met new people and felt useful. After taking part in the course of the project "Different Ways of Self-Realization in the European Community" and been part of the mobilization to Rome, I feel reborn and today I am a new person. I came to believe in myself and in the world and began again to seek work actively until I finally found a job. I feel very accomplished; I have friends, a family, good health and employment.

2) Three years ago, after the death of a close person in my family I found myself in a very big depression that felt like it was not going to have an end. With the help of the Casa Seis organization and its activities, I have always tried to get up, to learn new things and to be with people who could help me.

I enrolled in the course "Different Ways of Self-Realization in the European Community" and I feel that it was the best thing I did. I learned many things and traveled to Turkey where I came to appreciate the world and life.

After those activities, I went back to the work I had previously and I started to relate with people again and to volunteer. Today I feel accomplished and I feel lucky to have gotten to know the fantastic people on the project.

3.4.3 Pilot Course in Turkey



The pilot course is organized by KAPADEMI by coordination of two trainers, namely Tuncay Ozdemir and Oznur Ozdemir by involving 8 housewives. The participants are profiled with the fact that they are not employed for a long time and have regular, monotonous and steady lifestyles. The course has started with

informing them one month earlier than the realisation of the activities.

The preparation of the materials and the planning of the course was done by splitting the course in two different periods. In the first phase was started with warm ups and ice breakers as well as team building activities. These activities made the participants form a confident atmosphere to build trust and express themselves comfortably.

For the activities related to past, the participants were given space to express their lives and we mostly focused on their achievements and successes in their past lives. Story telling and line of life activities were applied. We observed some of the participants have difficulty in expressing themselves by story telling and we provided individual support by giving clues to them.

For the future, Interview with Couple and Mandala activity were applied. We have got no any problem in developing the first activity but for the Mandala, as trainers we have problems to instruct the participants. We simplified the instructions and repeated them along.

For the future, the participants were asked for writing a letter to themselves. Some of them were a little bit unmotivated for this activity as they didn't like writing at all. For them, we have given extra explanations.

All in all, we have gotten a positive feedback from the participants in terms of having a good feeling a self realisation about their current and future lives.

Organisation: Kapadokya Eğitim Akademisi Derneği

Target Group: Housewives (8 women participants)

Duration: 10 Hours



Activities:

Energizers&Team Buildings: Fashion Show, Human Knot, Drawing pictures,

Short Intervies(2hrs)

Past: Story Telling; Line Of Life(3 hrs)



Present: Interview in Couple, German Course, Mandala Activity(4hrs)

Future:Letter to Yourself (1hrs)



1-Story: An entrepreneur Woman's Success by: One of the Project Participants

This is a story about a woman's success in her life by managing to get rid of her desperate life by opening her own business. The housewife woman's husband passes away after a long year's marriage. Till then, the woman has been dependent to her husband economically and socially. She has neither a good education to bring her a good paid job. As a result of the economical needs, she starts looking for jobs and she begins to work in a hotel as a cleaning person. As the hotel doesn't pay her salary regularly, she stops working and goes around to find another job. After a few unsuccessful attempts, she loses her belief in finding a good job. Some later, she hears about an entrepreneurship course organized by local authorities which also includes a small amount of grant for the entrepreneurs. She enrolls the course and attends the activities. After some research, she decides to open a cafe in a nearby town which is an attraction for the local visitors for the thermal cures. She decides the place and makes observations in the street to get an idea about the passers-by's profiles who are to be her possible customers. After a few months, she opens her cafe to address her customer profile. Now, she is gaining a good amount of money and taking care of her family with a good income.

2-Story: An Educational Success of a Woman by: One of the Project Participants

I am going to tell about a success of a woman in our city. The lady of the story is now at her sixties and her story starts maybe more than forty years ago. At her very early ages, her family makes her get married to a young boy and she gets divorced after a very short time. Normally, while she was supposed to attend high school, she has a son and needs to take care of him. From her surrounding including her family, she can't get a huge support. Then she understands that she is the only person to help herself to have a good life. For many years, she prepares herself to finish high school by having external exams instead of going to the regular school because of her older age. In the end she gets the high school diploma. Then, she prepares herself for attending the university and for it she needs to be successful in the university entrance exams. After a few attempts, she manages to be enrolled to university of tourism. After four years, she graduates the university and seeks for a job. She faces too much discrimination to be employed in a good position because of her gender. However, she never gives up and she decides to open her own tourism agency. For this, she offers partnerships to some of her friends and starts her career as the coordinator of a company. After so many years experience in the tourism, she earns lots of money and makes a good reputation for the success of the woman.

3.4.4 Estonian success stories

Story 1. *When I lost my job I didn't worry too much. I registered as an unemployed in Estonian Unemployment Insurance Fund and started taking part in different activities provided for unemployed. I passed an Estonian language examination and obtained Level B1 certificate, then I went to the courses for custodians, different meetings and working clubs, seminars, labour market trainings. I didn't get any job although it had been 3 years since I lost my previous job. I began praying and asking God to help me solve this situation. I really wanted to learn to do something by hand. Soon I was invited by one German family to come to Germany in summer and help with cooking. After my return I started volunteering in the local open youth centre for children from disadvantaged families. I cooked lunches for children. Shortly after I heard about a course for chef assistant organized by NGO Uus Sild and applied for it. I studied cooking and baking. After the course I did practice and was employed by NGO Uus Sild. After work I was still helping in the open youth centre. I like my work and I feel that my work is needed and appreciated.*

Story 2. *Every person has his/her own criteria for success. There are quite successful people among my friends, who realized their professional potential. They were studying and working many years and their way to self-realization was very long. Nowadays any job is success. Life circumstances bring the need of life-long learning, shifts from one occupation to another, changes of work and living places. Most often such turning points are not a way to self-realization but a forced measure. This is why I cannot follow somebody's example. There is a common belief that the people who lose their job go through stress. I felt the opposite. When I was dismissed after the company liquidation I felt relief and even some joy. I was free. Perhaps, I needed a break. I occupied myself with my health and family. I am proud that every evening I ran at the stadium, in every weather, during the whole year. Unemployment Insurance Fund, where I was registered, was sending me to different courses. I was sending my resume to different companies applying for job, but without any reply. Emotionally the hardest was to visit Unemployment Insurance Fund every month. In conversation with a counsellor I always felt guilty that I had not found job, that I am inactive. I wanted to stop it, but didn't want to stay without a medical insurance. Suddenly I read an interview with one lady about the organization Uus Sild and their working club for people over 50-year-old. Since I knew the interviewee personally I called to them without any hesitation. It was in 2012, since then I am connected with the organization. I took part in the working club, working exercisers, labour market training and eventually I became employed. Perhaps, in my case this is success or a little step towards success. However, I am happier with other people's success than mine.*

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3.5 "Differents ways" course from external experts point of view

3.5.1 SURFING THE TRAINING - a note on the training proposal

The proposed Module is worth considering mainly for its effort to work on two level of the iceberg that is very usually adopted to describe Competencies: self -image and personal traits, in order to develop knowledge and promote personal and professional skills: the final purpose is still – as well clarified by the Project title itself– to support Self Realization and to facilitate disadvantaged people properly increasing their inclusion in the social and working context.

For these reasons the proposed Module has two central features: it is as challenging as very uncertain its individual results.

It is challenging because it is aimed at developing not technical-professional competencies but behavioral competencies (emotional, cognitive, social ones) during a short in-depth training course; its results cannot be sure from the very beginning since the deepest it goes the most difficult it is.

Working with different people as a group, it is scarcely possible – unless you are designing a tailored training – to know any individual starting point with regard to personal competencies; foreseeing different speed and one's own pace learning using reflexion and self-reflexion, different reactions to contents and methodologies, different individual results, is strongly needed. Moreover, awareness that the arriving point will not be the same for anyone attending the training course make it difficult to plan a reliable result evaluation.

More than in any traditional training course, the group path is actually not a linear path but likely a stop and go way, more similar to sailing that to traveling by train: a fascinating journey to discover personal resources unknown to their own owners.

Trainers are asked to be in this case not teachers but facilitators, so they are to have high skilled competencies.

As in the reminded image of iceberg, you can see the upper part of competencies you are working on, and only from one perspective: surfing you may discover other sides and better help people to sail later by their ownes.

Some suggestion for the most effective application of the training module

Propose the Training Course as a support course, aimed at make other learning paths easier (contemporary or following)

The training course could usefully be followed by a personal coaching path, to support any person to realize activities planned in his/her Action Plan and get better results. Better than with an occasional group of participants, it can effectively work with a semi-permanent group that can ease reflective training work during the course and facilitate a social commitment to individual change.

Focal points for trainers/facilitators:

The training course is strongly valid to work with people and to activate them in order to find a new way to develop their competencies, so we recommend

- to avoid to create expectation about self-realization too high to be achieved in a short course
- to avoid to push for “action plan” risking to get actually good intents or just wishes not balanced with personal or external resources

With respect to European Commission, the training course could also be proposed as a model for training and assessment tool to be used in the member states in Youth Guarantee national Plans during the first phase of intervention, mainly addressed to NEETs. These young people really need not traditional training at first to face their difficulties regarding work, education or/and training, but supportive mentoring focus on competencies above and underneath the behavior surface of.

by Delia Zingarelli

3.5.2 Looking to the model

The great wealth of skills, experience and the operational sphere of the project partners should be treasured.

HOW ?

1)Applying the diversity management approach to methodologies, tools, themes and target groups.

A cross oriented management of methodologies, instruments, topics, targets, including unconventional setting as free time, social and entertainment contexts.

The strategy, defined by the partners, was to embody the assumption that the project, overturning the classical approach design, - rather than centralizing all the objective of designing a course model - converge on mutual trust between the partners in experiencing a rich variety of instruments and a great freedom of design, through different settings:

- local experience setting addressed to the National target group
- International setting (the partners meeting), where comparison, communication, presence, sharing or constant reflection on the cultural and intercultural dimension as enrichment are emphasized

2)By using very generously the mix:

- holistic approaches (global experiences: socialization, practices for health, cultural visits, informal moments and experiences, ...)
- analytical approaches (implementation of tools for guidance, skills analysis, motivational test, interviews ...)

by Lucia Attimonelli

3.6 Photo gallery



Narva meeting – Estonia – 2013



Pilot course in Italy - 2014



Sintra meeting – Portugal – 2014



Nevsheir meeting – Turkey – 2014



Pilot course in Turkey – 2015



Pilot course in Estonia – 2015



Pilot course in Portugal - 2015



Rome meeting – Italy – 2015



Final meeting in Sintra- Portugal - 2015