



Competences Before Diplomas

Competences Before Diplomas

Cooperation partnerships in adult education

“Training Curriculum on the 8 European Key Competences”



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1. Validation of Non-formal education

A popular belief considers that qualifications and competences can only be achieved and obtained through school and thus through formal education. However, people in all societies experience non-formal and informal education. Individuals learn from their surroundings, families, friends, outings, and more, but they are not always aware of their learning outcomes. All tasks that we can do on a daily basis outside of an educational framework give values, hard, and soft skills that can be turned into qualifications to value in a professional framework. Therefore, it is crucial to identify the best ways to work on the validation of competences learned during non-formal and informal education/learning.

The purpose of this document is to give tools to educators on how to support, help and guide disadvantaged people into validating and using their skills in future careers.

Indeed, this validation is fundamental and can play a major role in opening new opportunities for them in the labour market. Educators identify, develop and value their learners' skills, attitudes and knowledge. As a matter of fact, giving visibility to these competences acquired through non-formal education can increase social inclusion and empower people such as Neets (not in Education, Employment, or Training), unemployed people or low-skilled adults for example. The key is to identify each person's strengths and weaknesses in order to work on them, boost self-confidence and raise awareness.

In addition to this, educators need to be aware of the 8 key EU competences, which are a combination of knowledge, skills and attitudes. Training on the 8 key competences will enable disadvantaged people to strengthen their autonomy, enhance their capacity to adapt to different contexts and improve their abilities for problem-solving, self-evaluation and self-management etc.

In order to achieve these goals, educators adopt the right attitude and develop certain social skills as they will face different profiles and backgrounds. They need to be **active listeners** and **very attentive to their learner's needs**. This document has been designed to give educators good practices, methodology and examples of interactive activities **to promote inclusion, tolerance and diversity** and to validate skills based on non-formal education.



2. Good practices

2.1 Methodology on existing Good Practice

1. Introduction

The project aims to identify and develop possible ways of recognition and validation of competences acquired in non-formal and informal settings, especially with left-behind adult learners and other disadvantaged target groups, mainly through the use of a Validation Portfolio.

2. The purpose of this document

The purpose of this document is to provide a methodology for a comparative analysis of existing **best practices** in each partner country, regarding ways of recognition and validation of competences acquired in non-formal and informal settings. The TEMPLATE will be useful to realise the **collection of Good Practice (1 for each Partner)** by the means of collecting good practices - Report the state-of-the-art on the recognition and validation of NF and INF Learning.

Each partner will seek concepts, tools and practices related to certification, validation and recognition of non-formal and informal experiences in their local and national environments.

For **PR1 good practice** is to seek concepts, tools and practices related to certification, validation and recognition of non-formal and informal experiences in their local and national environments (public/private practices).

PR 2 good practice is on how to deliver training for adult learners. It should be focused on non-formal activities to be used by educators.

3. Definition of *best practices*

“A procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption.”¹

¹ <https://www.merriam-webster.com/dictionary/best%20practice>



4. Criteria for identifying best practices

- *Effectiveness*: The method or technique has been successful in achieving the desired output.
- *Efficiency*: Good use of resources. In other words, it can be put into practice with resources easily available.
- *Relevance*: It can be useful within the Competences Before Diplomas project.
- *Sustainability*: It can be continued far into the future.
- *Possibility of duplication*: It can be easily replicated.

You can consult the validation checklist provided by Cedefop in the document “European guidelines for validating non-formal and informal learning” (2009), page 78 <https://www.cedefop.europa.eu/files/4054_en.pdf>.

5. Types of best practices to be considered

- Best practices developed by public and private bodies and institutions.
- Best practices developed by NGOs and non-profit organisations.

6. Transferability assessment

To what extent the implementation of the practice is systematised and documented, making it possible to transfer it to other contexts and countries?

7. Transferability and applicability framework

Criteria that could be considered to assess transferability are:

- The practice uses instruments (e.g. a manual with a detailed activity description) that allow for repetition/transfer.
- The practice uses resources easily available.
- The practice has already been successfully transferred.
- The description of the practice includes all organisational elements.
- The description of the practice includes environmental elements and a local setting.
- Implementation costs of the practice.
- Target population characteristics of the practice.



2.2 Good Practice - France

1. Identification details

Name: Teatre Forum.

Website: <https://en.laxixateatre.org/>

City and Country: Barcelona, Spain.

Name of the responsible authority or organisation: La Xixa.

Type of validation (Individual or in the group):

Description of the practice/action (Including Validation tools, Validation methods):

The mission of the Xixa is to facilitate the creation of spaces of empowerment through Participatory Methodologies, Process Oriented Psychology and the Theater of the Oppressed to generate processes of individual and collective transformation in contexts of social vulnerability. Participatory Methodologies allow a group with diverse interests to play a leading role in the analysis of their own reality and in the decision-making that affects them. Process Oriented Psychology focuses on the development of a state of consciousness; that is, it helps people and groups become aware of how they perceive and live their experiences, and gives them tools to learn to change their approach.

The Teatre de l'Oprimat puts theatre at the service of education and collective empowerment. They carry out workshops for various groups, training trainers and artistic actions on a local and international scale.

They can be achieved also with individualised accompaniment sessions:

- Discover what keeps you from moving forward.
- Replace limiting belief systems with new creative options.
- Learn to overcome obstacles and increase your sense of empowerment.
- Connect with experiences from your life and make your story make sense.
- Getting connected with yourself in the midst of crisis and uncertainty.
- Understand some of the mechanisms that lead you to uncertainty.

Each session has a different look, depending on who we are with, the circumstances and the context. It is about playing and working with dreams, bodily symptoms, voice and movement, drawing or role-playing. It's also about listening, talking, laughing, and crying, because we always learn something from it.



Key goal: To enable issues around personal experiences to be addressed in a playful way and to work to generate an awareness of power, how to use it and how to recognize it. The areas of specialisation include depression, anxiety, internalised oppression, professional development, creativity training; working with relationships, accompanying couples, gender issues, and cultural diversity, among others.

Specific objectives: Stimulate acting skills, body movement, oral expression and situational settings, in detail:

- Facilitating awareness and discussion of a topic you want to work on.
- To allow participants to put themselves in someone else's shoes.
- Helping to playfully solve a difficult situation.
- To identify personal and social situations.

Target groups: all ages.

2. Implementation details:

Main activities:

1. After making groups of four, each participant will need to share with his group a story, or an experience (with the theme you wish to address) with a conflict in it. For example, for an audience of young people who have difficulties identifying and validating their own abilities and competencies learned in no formal and informal fields.
2. After sharing their stories, each group chooses one story out of the four according to the one that speaks or resonates more with them as a group then, each group will need to find a way to perform this experience/story (create roles and distribute them, create improvisations, etc...). That story can not have an ending; it ends at the maximum of its conflict situation.
3. At the end of each play, the public (the other participants) will answer two questions “ Is this real? Does this happen?” and afterwards the second one “If you were in this position what would you do to change it?”. Each time someone has a proposal, they will need to go on stage and reenact the story with their alternative added to the play. After this, the public will have the opportunity to rediscuss it and propose other options that will also need to be acted on, etc....

When: From 2010.

Where: Barcelona, Spain.





Who was involved (authorities, volunteers, CSOs):

3. Effectiveness:

For this theatre activity, the approach that is taken to measure effectiveness is not quantitative but qualitative. A post-activity discussion is set up to collect feedback, opinions, ideas and experiences that everyone had during the activity.

4. Transferability assessment.

This non-formal activity could be implemented in other States and settings within companies to enable everyone to work in safe, inclusive and caring spaces; even more so in an increasingly globalised society where differences are no longer ignored. This methodology can focus on working on the following topics, often in an intertwined way:

- Intercultural communication, social inclusion and the fight against racism, xenophobia and all forms of discrimination (ie on grounds of social class, age, health, etc.) from an intersectional perspective;
- Policies of gender equity and sexual diversity;
- Culture of peace and coexistence, active citizenship, civic engagement and local development;
- Inclusive cultural heritage;
- Lifelong learning;
- School education, school dropout and prevention of risky behaviours among young people;
- Environmental sustainability.



2.3 Good Practice - Italy

1. Identification details

Name: As a Matter-of-fact!

Website: <https://www.promimpresa.it/>

City and Country: Palermo (Italy).

Name of the responsible authority or organisation: Promimpresa

Type of validation (Individual or in the group): Both, individual and group activity.

Description of the practice/action (Including Validation tools, Validation methods):

Validating one's English/linguistic knowledge and ability to apply the language/jargon in everyday and/or specific contexts. To validate this ability, we may: record the role-play or allow the trainers to certify the individual's ability to produce the target language.

Key goal: The practice aims to validate the students'/participants' ability to naturally apply the target language/jargon in different contexts.

Specific objectives: Raising awareness of one's linguistic ability, and Increasing one's self-confidence by allowing them to explore their own natural abilities and attitudes in specific contexts that are related to their area of interest (EG. Entrepreneurial contexts, Competence in cultural awareness and expression, digital competences etc.).

Target groups: All ages.

2. Implementation details:

Main activities:

This activity can be tailored to many different situations/contexts depending on the subject that is being studied/explored.

The main objective is to enable the person to use the language and to apply it in a natural way, therefore, it is first of all important to state the objective of the simulations clearly and to state the target vocabulary that the participants can make good use of.



Step 1: depending on the material that has been introduced during the course, the trainer will prepare different situations/contexts/ topics. These situations will be written on small pieces of paper that will be folded and placed in a hat/container.

***At this stage**, it is important to: choose situations that have already been discussed or that are related to contexts that the student is familiar with, so that the student is not confronted with something completely unfamiliar.

Step 2: The trainer will then divide the students into different groups; depending on the situations and contexts that you have picked for the students and the size of the class, you may decide to divide them into pairs, into groups of threes, as well as having them do individual tasks/performances.

***At this stage**, should you decide to divide the students into groups, it is important to balance the students' qualities out, both in terms of technical qualities (for example, linguistic) as well as personality (for example, introverted vs extroverted students). By doing so, the students should equally collaborate and contribute to the completion of the task without overpowering each other, but rather by supporting each other.

Step 3: The students will in turn pick the situation/folded piece of paper.

***At this stage**, it is important to: tell the students that they will be required to come up with a dialogue/conversation related to the situation written on the paper. They will have a set time to organise their dialogue with their partner or on their own (depending on the situation) but they will all unfold the paper together (all the groups at the same time).

Step 4: The students unfold the piece of paper and take the given time (usually 7/10 minutes at most) to prepare for it.

***At this stage**, it is important to go through the groups, listen to their ideas, and maybe help should you feel the need to, however since this is part of the students' deliveries, it would be better for them to prepare independently and to feel empowered by the ideas and the language they produce/come up with together.

To make sure that everyone has the same time to prepare, you may want to use a timer and warn them when there are only a few minutes left- this increases the thrill.

Step 5: It's time to produce the activity. The way this can be done is by giving them the option to volunteer (without deciding on an order) or even starting with the group that finishes first.

***At this stage**, it is important that: the classroom environment is judgement-free and that the students feel comfortable making mistakes.



To make this possible, you might want to do an example yourself, be dramatic and go through the usual mistakes, and get the classroom to laugh with you, not AT you. By doing so, the rest of the classroom should follow suit.

Also, depending on the topic/target of the activity, you **may** provide the classroom with a checklist of things to look out for and to give constructive feedback on during the others' performances.

For example:

1. If the target is body language during a presentation, you want to provide them with a checklist of things to pay attention to and comment on the student's performance, pointing out what was 1)WELL DONE, why. 2) WHAT COULD BE IMPROVED, and why- and ask the groups to share their opinions and discuss it as a classroom. This will empower the students as they will cover a role that is made of mutual feedback, also, they will be inclined to be more empathetic as they will rotate and therefore they will all go through the "feedback circle."
2. Likewise, if the target is vocabulary related to a specific topic, you might want to provide the classroom with a piece of paper containing two columns: NEW WORDS - KNOWN WORDS. This will most definitely require their full attention and it will be a learning opportunity for all parties.).

Step 6: Debriefing- in this part of the activity, allow the students to give you feedback and to tell you what aspect they enjoyed/didn't enjoy and why- IF they related to it, if they struggled with it, if they had fun, etc. Focus the discussion on the learning achievements.

At this stage, the trainer is welcome to point out the improvements that each student has made in their progress throughout the course (assuming that the trainer followed the student from the course/theoretical part to the activity). Comparing the student's knowledge, their know-how, and their ability to use the language in a functional way, from the beginning to the end, could contribute to growth in self-confidence and in their overall performance.

When: at the end of a course/lesson/ workshop or of a learning path.

Where: Everywhere (Online, classroom environment, office space).

Who was involved (authorities, volunteers, CSOs): Students and trainers.



3. Effectiveness:

Did the practice bring the expected results? Was the practice efficient?

Yes, this activity shone a light on many aspects of the class/group, both in terms of content and knowledge (of the subject) as well as in terms of the group dynamic.

The group interaction and the frontal “performances/role plays” brings about many nuances of everyone’s personality characteristics and it is possible to observe the quality of the interaction among the participants (problem-solving, creativity, improvisation, etc) as well as their preparation on the matter.

4. Transferability assessment

This practice can be applied to many different contexts and also regardless of the situation in which the activity takes place (online or face to face) - it requires minimum preparation (piece of paper, pen and a box) and in case you may want to reproduce a specific environment (for example, a chat with a friend at a coffee shop) you may need a few props (for example, a coffee table, coffee mugs, and stools).



2.4 Good Practice - Romania

1. Identification details

Name: Organizația Națională Cercetași României

Website: <https://scout.ro/>

City and Country: Bucharest, Romania.

Name of the responsible authority or organisation: Asociația CREATIV and Regiunea Europeană Scout.

Type of validation (Individual or in the group): In the group.

Description of the practice/action (Including Validation tools, Validation methods): This organisation has developed a programme "100 ideas for non-formal education" through which it has created fully adapted non-formal education tools to better meet the emerging needs of young adults. This practice aims to establish what rules of behaviour the participating group should follow. Important in this process is also the process of raising awareness of the importance of following these rules. The actions are evaluated by creating a report at their conclusion. This is done to determine the activity's strong and weak points. Participants are given two coloured cards—green and red—and are asked to write on the green ones what the activity was good at and what it should be improved at.

Key goal: Creating possibilities for young adults from disadvantaged backgrounds to participate fully in community life and decision-making that has an impact on them.

Specific objectives:

1. enhancing their abilities and social, civic, and life skills;
2. freely expressing thoughts;
3. encouraging participant communication.

Target groups:

Adult learners and volunteers who become trainers.



2. Implementation details:

Main activities:

Pole chair-debate game.

1. Set up the space with U-shaped chairs with a chair in the middle.
2. The facilitator draws up a list of rules to challenge the participants to a discussion (participants can propose rules themselves).
3. The facilitator explains the rules of the activity:
 - will read a rule;
 - after listening to the rule participants will sit according to their choice: if they agree they will sit on the right, if they disagree they will sit on the left, if they are undecided they will sit in the middle;
 - if there is a tie, the representatives of the camps will take turns sitting in the middle seat and will argue their position, trying to persuade the participants from the other camps to change their opinion;
 - participants are not allowed to speak unless they are in the middle seat;
 - the rule is adopted as a group rule if the majority of participants are seated on the right.
4. Proceed with the activity, the rules are read out in turn after they are or are not approved.
5. The activity is concluded by listing the established rules once again and a short debriefing - of why it is important to establish group rules together.

When: During the summer vacations.

Where: 15 cities in the 8 geographical regions of Romania.

Who was involved (authorities, volunteers, CSOs): Volunteers.

3. Effectiveness:

Did the practice bring the expected results? Please provide factual evidence if possible.



Was the practice efficient?

With almost 400 young adults from various social backgrounds and 80 training volunteers, this technique has produced the anticipated effects. In order to assist young individuals in developing their social, civic, and communication skills, the trainers in this program improved their learning abilities.

4. Transferability assessment

Could the practice be replicated in other Member States? Explain your answer.

Yes, there are no issues with implementing this approach in other Member States. It is a low-cost activity that may be done inside or outside of the classroom and simply needs a flipchart, chairs, pencils, and paper.



2.5 Good Practice - Ireland

1. Identification details

Name: An Cosan.

Website: <https://www.ancosan.ie>

City and Country: Dublin, Ireland.

Type of validation (Individual or in the group): Individual.

Description of the practice/action (Including Validation tools, Validation methods):

The organisation offers community-based education, childcare and enterprise and is divided into three sections: The Shanty education and training centre which provides adult community education; The Rainbow house; and Fledglings (the Social Enterprise Sector). They provide instantiations of a range of key lifelong learning objectives, such as active citizenship, social cohesion/inclusion, personal, and social fulfilment, intercultural dialogue, as well as employment pathways. A notable potential they offer is as a kind of one-stop shop for a wide number of core lifelong learning objectives of the European Council and European Commission.

Key goal: A welcoming, supportive, non-hierarchical environment for the nontraditional learner, with personalised learning, and a focus on individuals.

Specific objectives: To contribute to the development of a culture of learning and leadership through educational and enterprise solutions.

Target groups: Adult educators.

2. Implementation details:

Main activities: A strength of this organisation is the wide variety of courses and people that it caters for. There is the option of progression through levels of courses for participants. The starting point is courses on personal development and communication skills. Basic literacy and numeracy. The second series, of course, reflects the needs of the local community for training in leadership, e.g. training for community drug workers and community development. These courses have been developed at the behest of local community groups. The third series of courses are most important as they allow people to access further education. These courses include those run under the Young Women's Programmes. The fourth series of courses have, as their immediate goal,



retraining of formalising skills for employment; a state-of-the-art computer centre allows courses to up-skill long-term unemployed people.

When: During the whole year.

Where: Dublin, Ireland.

Who was involved (authorities, volunteers, CSOs): Over 600 people attend adult education and training in An Cosan annually.

3. Effectiveness:

Did the practice bring the expected results? Please provide factual evidence if possible.

Good practice does bring expected results and is repeated every year.

Was the practice efficient?

Yes, the practice was efficient. Some of their past participants have gone to third-level colleges and universities, gaining certificates, diplomas and degrees. The majority of students who access the service stay for more than a year.

4. Transferability assessment

Could the practice be replicated in other Member States? Explain your answer.

The practice can easily be transferred to other Member States. There is no reason this practice could not be replicated. It is a simple method, with no extra equipment.



2.6 Good Practice - Cyprus

1. Identification details

Name: Mentorship Programme.

Website: <https://www.synthesis-center.org/>

City and Country: Nicosia, Cyprus.

Name of the responsible authority or organisation: SYNTHESIS Center for Research and Education Ltd.

Type of validation (Individual or in the group): In the group.

Description of the practice/action (Including Validation tools, Validation methods):

A series of mentoring sessions for third-country nationals, asylum seekers, migrants, and refugees aim for 35 persons to be mentored by 35 locals for social integration in Cyprus and work placement.

Key goal: Familiarisation with basic concepts of mentoring, empowerment, cultivation of interpersonal skills, ability to identify needs, and autonomy to accomplish them, capacity to navigate the Cypriot integration system, work experience at local enterprises and networking.

Specific objectives:

- 10 refugee university students in Cyprus will become mentees of 10 local university students;
- 10 refugee families/individuals will become mentees of 10 local families/individuals;
- 5 refugee persons will complete work mentoring at 5 local social enterprises;
- 10 refugee persons will become mentees at 10 local associations or networks working in the field of migrant integration.

Target groups: Refugees, Asylum Seekers, and University cities.



2. Implementation details:

Main activities:

- Mentoring and peer-to-peer activities to provide refugees with social, educational and professional support throughout the settlement process.
- The project will facilitate access to the job market by designing tailored vocational training for refugees.
- Gather crucial information needed to develop an evaluation system in order to assess the relevance, effectiveness and sustainability of the project.

When: June 2022 and onwards.

Where: Nicosia, Cyprus.

Who was involved (authorities, volunteers, CSOs): NGOs, refugees, asylum seekers, local enterprises, and refugee university students.

3. Effectiveness:

The mentorship programme was created as a result of the RaCIP project. RaCIP project aimed to enhance capacity building for organisations operating Private Sponsorship (PS) schemes or otherwise engaged in community-based support to refugees' integration as well as to feature several pilot schemes and focus on scaling up existing PS and strengthening community-based efforts by experimenting with PS initiatives.

The mentorship programme was created in order to facilitate and develop mentoring and peer-to-peer activities for the refugees (of each Member State) with social, educational and professional support throughout the settlement process. Furthermore, it helps the target group to enter the job market by creating tailored vocational training for refugees. Moreover, with the mentorship programme and by monitoring the activities, the mentors and the member states responsible for it will ensure the correct implementation of the project and establish the basis for future replicability. Finally, they will gather crucial information needed to develop an evaluation system in order to assess the relevance, effectiveness and sustainability of the projects.



4. Transferability assessment

Yes, this practice could be replicated in other Member States. In all states, there are a great number of refugees, asylum seekers and university students that have migrated or immigrated along with their parents. This project was created and aims to help those less fortunate people. Within the 3-day sessions, the participants will provide feedback to make the project even better and gain a lot of knowledge about each session's topic.





2.7 Good Practice - Portugal

1. Identification details

Name: Passaporte Qualifica – Qualifica Passport.

Website: <https://www.passaportequalifica.gov.pt/cicLogin.xhtml?windowId=d27>

City and Country: Portugal.

Name of the responsible authority or organisation: ANQEP.

Description of the practice/action: *Passaporte Qualifica* is a guidance tool and an individual register of qualifications and competences acquired throughout life. This digital tool, in place since 2017, is made available to all adult individuals seeking further education and training to improve their employability. It is an individual and official instrument available in a portal and app.

Key goal: Promote recognition and validation of qualifications and competences and professional mobility within the European context.

Specific objectives:

- Value all qualifications and competences acquired, formally and informally, capitalising on learning outcomes.
- Provide guidance to more effective learning paths towards qualification and improved employability.

Target groups: +18 seeking to improve qualifications and employability, including *NEET(+16)*.

2. Implementation details:

Main activities:

- *Passaporte Qualifica* is divided into five steps, from registration, diagnosis, and the possible paths, ending with the information on the training courses on offer within the region. It can be accessed just as a public simulator or as a registered user.
- The *Centros Qualifica* (Qualifica Centres) are responsible for enrolling and guiding the adult learner through the initial stages to provide the adult with the



necessary information so that it can be accessed and managed autonomously by the adult learner.

- *Passaporte Qualifica* applies the European Credit system for Vocational and Training (ECVET) principles, contemplating formal qualifications and competences acquired in non-formal learning contexts. It works as a complement to the CV.
- *Passaporte Qualifica* is a valuable tool that can:
 - serve the trainer as a skills audit and a starting point to help the learner set and keep track of his/her goals and build his/her educational and professional trajectory;
 - provide the learner with a clear insight of his/her competences and frame the educational and professional opportunities to fit his/her needs and interests.

When: *Passaporte Qualifica* was established in 2017, by [Ordinance no. 47/2017, 1st February](#).

Where: Portugal.

Who was involved (authorities, volunteers, CSOs): *Agência Nacional para a Qualificação e o Ensino Profissional - ANQEP, I.P* (National Agency for Qualification and Vocational Education, and the *Centros Qualifica network (Qualifica Centres)*).

3. Effectiveness:

Did the practice bring the expected results? Please provide factual evidence if possible.

Was the practice efficient?

Being a mandatory step since 2017 for every new enrollment in *Centro Qualifica*, it is expected to reach 100% of users of all adult learners enrolled. From January 2017 till December 2021, the number of active users is over 710 000 adult learners.

4. Transferability assessment

Could the practice be replicated in other Member States? Explain your answer.

This practice could be replicated in other Member States and adapted to different contexts. It requires technological resources and political-strategic will.



3. Activities based on the EU key competences

3.1 Introduction and purpose

1. Introduction

The project aims to identify and develop possible ways of recognition and validation of competences acquired in non-formal and informal settings, especially with left-behind adult learners and other disadvantaged target groups, mainly through the use of a Validation Portfolio.

2. The purpose of this document

The purpose of this document is to provide a template for an innovative activity to identify competences in the EU framework of people.

Tips for Trainers for the activities

Tip 1: Make sure to **emphasise the activity's objectives and competence**: don't hesitate to devote some time to your agenda to highlight the learning objectives to set your participants' expectations. It is also important to introduce them to the competences and explain how the activity will enable them to enhance their knowledge, skills and attitudes.

Tip 2: **Anticipate and adapt the content of the activity to the profile of young people**: it is important to offer as many tools and explanations as possible for a better understanding of the activities and their implementation. For example, the vocabulary should be simplified in case some of the participants don't speak the local language in order to give equal opportunities to everyone to express themselves freely.

Tip 3: **Try to interpret the attitudes of your participants all along the activity**: remember that these activities are based on non-formal education and are meant to be interactive. For this reason, don't hesitate to adapt your agenda, take breaks or do energizers to keep the attention and energy of your participants.





Tips 4: Make a debriefing: At the end of the activity, don't hesitate to make a table with a list of skills and invite your participants to circle or check the skills they think they have validated. Digital badges can also be awarded. In addition, give them the floor to express orally how they felt. This can be made in the form of group discussion or individual participation. This will enable them to reflect on their learning achievements and use them in other settings.

Tip 5: Always evaluate your activity: it is good to prepare a form or a quiz to have feedback from the participants on the workshop and how to improve it. Remember to specify that the evaluations are anonymous and will not be published. This feedback will help you in identifying points of improvement and adapting more the activity to the needs of the participants.





3.2 Personal, Social and learning to learn competence

3.2.1 Activity 1 - Trekking path

Learning Objectives:

The activity would empower adult educators, trainers, youth workers and other professionals to identify and evaluate potential learning outcomes of their learners when their training is not included or evaluated in accordance with the respective national qualifications frameworks.

In detail:

- To identify and specify their social, personal and learning competences from their positive experiences (like volunteer activities, professional or personal experiences...).
- To develop a personal awareness by means of an exchange of perspectives with other persons.
- To empower the intrinsic motivation of left-behind learners by raising awareness of their skills and competences.

Aspects of the competences that will be identified and enhanced:

Knowledge: learning new auto-evaluation tools

Skills: Organisation and planning, Self-development, Inner awareness, Effective communication, Interaction, Analysis and creativity, Decision Making, Influence and persuasion, problem-solving orientation, Ability to work in a team, self-evaluation.

Attitudes: Autonomy, Tenacity, Flexibility, Critical thinking, Creativity, Emotional intelligence, Ability to make decisions and express judgement, Service orientation, Negotiation skills, Cognitive flexibility (ability to learn), capacity to adapt to different contexts.

Achievements: Analysis of positive experience (personal or professional), recognition of own competences used through a metaphorical draw, listening to different point of view.





<p>The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing).</p> <p>Draw + post it > Trekking Path</p>	
<p>Digital approaches if applicable (use of apps, online platform...)</p> <p>In this activity there are no digital approaches.</p>	
Duration	1 h
Number of people	10 - 20 max (even number)
Materials needed	Pens, markers, tables, and sheets
Activity description in steps	<p>1st phase: The facilitator divides the group into pairs. Each participant receives a sheet and a pen. On each sheet, they write their name.</p> <p>2nd phase: The facilitator explains the activity as follows: Each pair exchanges their own sheet with the other person and tells a challenge that he/she successfully faced and solved. Meanwhile, the other person takes note of the competences, skills and attitudes that the companion in the pair showed to have to solve his/her situation. Later the pair exchange the roles.</p> <p>3rd phase: The facilitator will ask to show all sheets in each pair to comment on them. Each participant identifies the analysis that the other partner did on his/her experience, editing it, if necessary (it could provide examples to boost ideas).</p> <p>4th phase: After this exchange, each participant draws a trekking path aimed to reach the top of a mountain which represents the situation they have already solved.</p> <p>5th phase: Then each participant adds their own identified competences, skills or attitudes making different milestones in order to evaluate them.</p>
Debriefing	<p>At the end of the activity, an exchange can be stimulated. Each participant can show their own drawing. Explaining her/his trekking path, which represents the situation they faced.</p> <p>In addition, a classification of the utility of each element can</p>





be carried out.

Supporting materials and bibliography:
 Modules and guidelines http://bv.cdeacf.ca/RA_PDF/161920.pdf

The evaluation suggested
 An activity to clarify the skills will be carried out. For each skill listed, the participants have to circle the appropriate number. Page 13>
http://bv.cdeacf.ca/RA_PDF/161920.pdf

The aim is to clarify own competences and skills.

LE PORTFOLIO : UN PASSEPORT POUR L'EMPLOI

Atelier 2 IDENTIFIER SES COMPÉTENCES ET SES EXPÉRIENCES

Objectifs
 L'atelier permettra aux personnes apprenantes :

1. de faire une liste de leurs formations et de leurs expériences professionnelles;
2. d'identifier leurs expériences les plus positives;
3. de préciser leurs compétences.

Semaine des adultes apprenants 2013 1 Atelier 2 - Portfolio de carrière - RESDAO

LE PORTFOLIO : UN PASSEPORT POUR L'EMPLOI

PRINCIPALES COMPÉTENCES	EXEMPLE PROUVANT QUE JE MAÎTRISE CETTE COMPÉTENCE	AUTRE EMPLOI POSSIBLE DANS MON DOMAINE
Respecter les échéanciers	J'ai toujours fini à temps mes tâches de plomberie quand on travaillait en équipe.	Si Je travaille encore dans la construction, je sais bien travailler et respecter les délais.
Précis	Je travaillais dans une usine d'emballage de poissons et mes tâches me demandaient d'être rapide et précise.	Je peux travailler dans une usine de textile ou même conduire un autobus.

Tu as réfléchi sur tes expériences professionnelles et tes activités de bénévolat. Tu as aussi identifié tes compétences les plus importantes. Tu es maintenant prêt à faire un bilan.

Tu vas mettre ensemble tous les éléments de l'atelier 1 et de l'atelier 2. C'est la dernière étape de ta réflexion ! N'oublie pas de demander de l'aide si tu en as besoin, c'est important !

Semaine des adultes apprenants 2013 16 Atelier 2 - Portfolio de carrière - RESDAO



3.2.2 Activity 2 - Collage

Learning Objectives:

The activity allows to empower adult educators, trainers, youth workers and other professionals to identify and evaluate potential learning outcomes of their learners when their training is not included or evaluated in accordance with the respective national qualifications frameworks.

In detail:

- To identify and specify their social, personal and learning competences by means of a better understanding of the skills and attitudes acquired
- Reflecting on the messages conveyed by the images.
- Inducing self-reflection.

- To identify and specify their social, personal and learning competences from their positive experiences (like volunteer activities, professional or personal experiences...).

- To develop a personal awareness by means of an auto-reflection.

- To empower the intrinsic motivation of left-behind learners by raising awareness of their skills and competences.

Aspects of the competences that will be identified and enhanced:

Knowledge: learning new auto-evaluation tools

Skills: Organisation and planning, Self-development, Inner awareness, Effective communication, Interaction, Analysis and creativity, Decision Making, Influence and persuasion, problem-solving orientation, Ability to work in a team, self-evaluation.

Attitudes: Autonomy, Tenacity, Flexibility, Critical thinking, Creativity, Emotional intelligence, Service orientation, Negotiation skills, Cognitive flexibility, capacity.



Achievements: Analysis of positive experience (personal or professional), and recognition of own competences through collage, stimulating, and auto-evaluation.	
The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing).	
Collage of images.	
Digital approaches if applicable (use of apps, online platform...).	
There are no digital approaches applicable to this activity.	
Duration	1: 30 h
Number of people	10+
Materials needed	Several old newspapers and magazines which you do not use anymore, scissors, glue, large sheets, music, post it.
Activity description in steps	<p>1st phase: The facilitator leaves magazines and newspapers in the centre of the room. The facilitator explains to all participants that each one has to develop by means of images a collage representing their interests and activities that he/she loves to do.</p> <p>2nd phase: All participants can start to use them and to cut the images that they consider appropriate to make their collage. A background in music can be useful.</p> <p>3rd phase: As soon as all participants finish their own collage, they have to identify on post-it which competences, skills and attitudes request each activity represented in the collage and add the post-it to the activity in the collage.</p> <p>4th phase: Then the facilitator divides the group into smaller groups, asking them to share about the competencies that they identified.</p>
Debriefing	At the end of the activity all collages will be shown among participants. It is possible to split participants into smaller groups or not, depending on how they feel more comfortable.
Supporting materials and bibliography.	
http://elancreatif.eu/#2	



The evaluation suggested

No evaluation will be done. Each participant will reflect on their own personal collage and just share their own collage with other participants in small groups.





3.3 Entrepreneurship competences

3.3.1 Activity 1 - Goal Pyramid

Learning Objectives:

The objective of this activity will be to:

- 1) Identify competences in **setting** goals and strengthening those competences.
- 2) **Persevere** in achieving the goals.
- 3) **Replace obstructive** or ineffective goal formulations with better alternatives.

Aspects of the competences that will be identified and enhanced:

Knowledge: planning, management, processes, resources.

Skills: Entrepreneurial, creative, imaginative, strategic thinking, problem-solving, reflection, and goals.

Attitudes: mindset, ideas, people, situations, forward-looking, courage, perseverance, responsibility, ethical approaches.

Achievements: Timeline, achievements, reached objectives.

The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, **timeline**).

Album with evidence of their achievements.

A possible platform for the collage/storyboard: Canva.

Duration	1h / 1.5h
Number of people	10 +
Materials needed	<p>FOR THE CLASS ACTIVITY: Paper, pens, and printouts. FOR THE TANGIBLE OUTPUT: tape or glue, scissors and just overall collage material if you have (ex., Buttons, Coloured cellophane, Confetti, Crayon, Fabric, etc.) which they can use (creatively) in their timeline- If you don't dispose of such extras, even paper and pens will suffice.</p> <p>FROM HOME: participants can bring along some personal material that is linked to a past achievement (even pictures taken from their personal social media account), certificates,</p>





	<p>or accessories that they can choose to incorporate into their “Achievement timeline”.</p>
<p>Activity description in steps</p>	<p>1st phase (10-15 minutes): As part of introductions, do a round table, go around the classroom asking the participants what their dreams are, and what they would like to achieve in 5, 10, maybe 20 years’ time.</p> <p>It needs to be realistic, and tangible (not something such as “I want to learn how to teleport”). Ask them <i>why</i>, or <i>since when</i> have they been wanting to fulfil that dream?</p> <p>If at this point you see that the participants feel shy or are not very keen to openly share their dreams/goals, you can turn this into a 1-to-1 exercise; set a timer and put some music on, and when the timer goes off and the music stops, they need to change partners.</p> <p>2nd phase (5 minutes preparation and 5 minutes visualisation): Once this is done, give them 5/7 minutes to close their eyes, settle in their chair, and VISUALISE themselves, in the future (feel free to put some meditative music on) Ask them to imagine the following:</p> <p><i>The goal you have been working for is achieved; you have got what you have always wanted. Look around you, imagine the house you live in, imagine the people you are surrounded by, imagine your day-to-day routine (for ex. How do you get around, what kind of interactions do you have with the people around you, what sounds can you hear and what scents can you smell), How do you feel, how does your body feel?</i> <i>Pause every now and then so your voice isn’t narrating as much as it is guiding the visualisation.</i> <i>After about 5 minutes, ask them to gently come out of the visualisation, open their eyes, and come back to the room.</i></p> <p>3rd phase (10 minutes): In the next step, participants are given a piece of paper and on that piece of paper, they need to jot down a minimum 3#</p>





Goals (there is no maximum but do consider a maximum of about 5/6 to discuss in class). These can be related to their personal life, their academic life, or their work.
Allow cooling for about 10 minutes.

4th phase - Introduce the theory:

To introduce the theory, please go through [Table 1](#) that is below.

According to the theory of goal setting, goals fall within 5 dimensions, explain the dimensions first (*Proximity, Action-oriented, specificity, purpose, and duration of involvement*) as well as the types of goals (*Short-term - long goal, clear- vague, approach-avoidance, learning-performance, and process-end state*) go through any questions they might have by using the descriptions next to it.

Once this explanation has settled in, ask them to classify their goals (depending on how many they each wrote, ask them to classify the most important ones at least) into the categories you just explained.

After, you will introduce [Table 2](#):
which contains advice!

Go through the advice section and see if they can modify their goals, to make them more attainable.

To practise this section, and to get them ready for the next sections, prepare a list of goals that, as a class, you can classify.

For example, I WANT TO BE HAPPY→ no defined term (proximity), it's vague (specificity), it's an approach (you have to do something to be happy) and it's a process.

Or, "I want to quit smoking by next month"--> it's short term-it's clear, it's learning and it's a process.

ETC...

5th phase (10 minutes):

Once you have analysed the table, in groups (if you have time or otherwise individually)- they have to classify their own goals and rewrite them according to the advice sections.

6th phase (20 minutes):



	<p>Ask participants to think of past achievements and to identify what their mini-goals have been in the past. Ask them to create an “achievement timeline”, they can include more than one achievement OR they can “breakdown” one achievement (for example: To quit smoking in 2012, I started reducing the number of cigarettes for one month after I stopped buying cigarettes but I would ask my friends if I really wanted one, I started doing breathing exercises, etc.).</p> <p>In doing so, they will be able to validate their own ability to set goals that are realistic and achievable, especially in their mission to become entrepreneurs.</p>
Debriefing	<p>Have a round table, and discuss with the participants how they felt during the exercise and how they feel at the end of it- do you feel more focused/goal-oriented? Do you feel like you can start making your first step towards the goal?</p> <p>Make sure you answer any questions or doubts they may have regarding the topic.</p>
<p>This activity has been entirely developed by the consortium, however, it is based on the theory extracted from</p> <p>Seph, F. and Alberts, H., 2020. 3 Goals achievement exercises. [ebook] Maastricht: PositivePsychology, pp.8,10,11. Available at: <https://positivepsychology.com/></p>	
Evaluation suggested	
<p>TABLE 1: GOAL TYPES</p>	



Dimension	Type of goal	Description
proximity	short-term	This goal can be achieved in the near future
	long-term	This is a goal one envisions for the distant future.
specificity	Clear	These goals have a clearly defined end-state.
	vague	These goals are ambiguous or diffuse in the exact level of performance that is required to achieve them.
action-orientation	approach	These goals are defined as being focused on moving towards a positive outcome.
	avoidance	These goals are defined as being focused on moving away from a negative outcome.
purpose	learning	These goals have the purpose of developing or acquiring an attribute, such as knowledge or skills.
	performance	These goals have the purpose of validating personal attributes, such as ability, and seeking positive evaluations of those attributes from others.
duration of involvement	process	These goals require continuous action.
	end-state	These goals, once achieved, do not require additional action.

(Seph and Alberts, 2020)

**TABLE 2
GOAL ANALYSIS**

Dimension	Type of goal	Pro's	Con's	Advice
proximity	short-term	<ul style="list-style-type: none"> + allow for detailed planning + increase persistence + build self-confidence + manageable + easy to monitor 	<ul style="list-style-type: none"> - less motivating than long-term goals - achievement can result in the sense of premature self-congratulation and encourage relaxation rather than continued effort 	<p>Combine both short-term and long-term goals. Short-term goals will help you stay on track and build confidence. The magnitude of long-term goals will inspire you to keep striving for them.</p>
	long-term	<ul style="list-style-type: none"> + allow for flexibility in planning + more motivating than short-term goals 	<ul style="list-style-type: none"> - hard to monitor progress - lack of "small success" experiences 	
specificity	clear	<ul style="list-style-type: none"> + more commitment + more consistent performance + easy to accurately evaluate the performance 	<ul style="list-style-type: none"> - perceived as more difficult - perceived as less attainable 	<p>Although there are benefits attached to vague goals, it is recommended to make goals as clear as possible, as this makes monitoring progress, a key component of effective goal accomplishment, easier.</p>
	vague	<ul style="list-style-type: none"> + perceived as less difficult and more attainable + less likely to generate feelings of failure 	<ul style="list-style-type: none"> - less commitment - greater variability in performance - difficult to accurately evaluate the performance 	
Dimension	Type of goal	Pro's	Con's	Advice
action-orientation	approach	<ul style="list-style-type: none"> + more motivating + higher levels of performance + desirable outcomes elicit excitement 	<ul style="list-style-type: none"> - may feel unnatural to people who are afraid of failure and rejection 	<p>Some researchers suggest that action-orientation is a personal matter: Pursuing approach goals may be more feasible for approach-oriented individuals, whereas pursuing avoidance goals may be more feasible for avoidance-oriented individuals. However, in general, pursuing more approaches than avoidance goals is associated with higher levels of well-being. Moreover, the benefits of approach goals seem to outweigh the benefits of avoidance goals. Therefore, it can be regarded as more helpful to formulate approach goals.</p>
	avoidance	<ul style="list-style-type: none"> + desirable outcomes elicit calmness and relief 	<ul style="list-style-type: none"> - negative outcomes - poor well-being - harder to monitor - result in more negative thoughts 	



(Seph and Alberts, 2020)

3.3.2 Activity 2 - Hi! It's me!

Learning Objectives:

The objective of this activity will be to

- Identify competences in **communicating effectively with others** and strengthening those competences.
- Effectively learn to **communicate** and **negotiate** with others.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking, problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilise resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively **communicate** and **negotiate** with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential. (KEY COMPETENCES FOR LIFELONG LEARNING, European Commission, 2019)

Aspects of the competences that will be identified and enhanced:

Knowledge: ethical principles, sustainable development, self-awareness, strengths, weaknesses, business' sustainable development, entrepreneurial idea/concept.

Skills: communication, the ability to present, business ideas.

Attitudes: structure a business idea, business concept, sustainable, future, business identity, risk-taking.

Achievements: video recording, visually identifying, business strong points.

Video/recording, where the participants are asked to effectively present themselves following the principles of "**Start With Why**".

Camera to record a video presentation.

Internet and a projector to watch the video.

Duration	1 / 1.5 h
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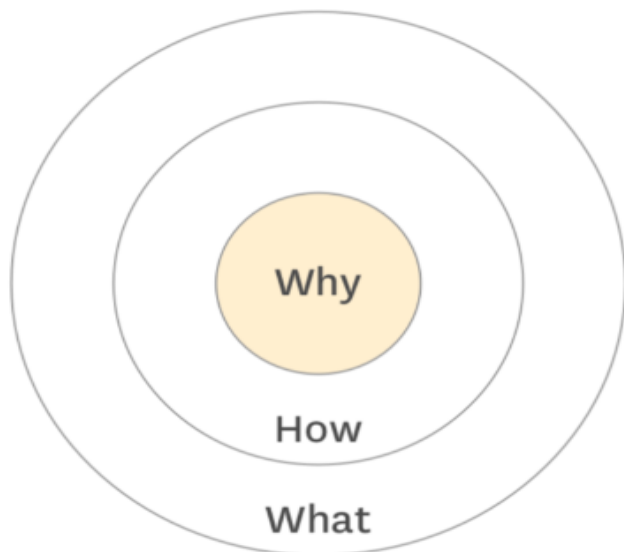


Number of people	10 (+/-)- depends on the trainer and the time they have available to record and give feedback on the presentations.
Materials needed	Camera, ppt to introduce the theory.
Activity description in steps	<p>1st phase: At the beginning of the class get the students involved in the topic and ask questions such as:</p> <ul style="list-style-type: none"> o What makes it easy to talk to someone? o How important is listening in communication? o Why and when do we need it? o In your opinion, can culture, gender, nationality or social class influence communication? <p>(Follow the participant's engagement, if it becomes a "debate" go with it and let them exchange opinions, it's not necessary to ask all the questions- this is just to introduce the topic).</p> <p>2nd phase: Before explaining the theory, tell the participants that you're going to ask them to prepare a very short presentation of themselves (give 2-4 minutes each MAX). At this point, they can either present themselves to the classroom or even record a short video (which they will then be able to compare to the second part of the lesson).</p> <p>They can choose a scenario, maybe it's a job interview; maybe it's just a simple social interaction or a specific context where they are required to give a short self-presentation. Give them 3-5 minutes to prepare and then they can start (They can choose at this point, especially depending on the size of the class, if they want to do the presentation in class or simply read what they have got on paper).</p> <p>3rd phase - Introduce the theory: The theory that you will introduce is called '<i>Start With Why</i>' by Simon Sinek. (Specifically Chapter 3) - The golden Circle (See image below).</p> <p>This theory focuses on how we can create a long-lasting business by constantly focusing on THE WHY we created</p>





	<p>our business. Starting with the WHY will help us navigate unstable markets and retain customers. We can then use our skills to support the WHY of our business and build a highly successful business that is in line with our values.</p> <p>4th phase: Once this theory has been presented, provide the participants with some examples that you fill in together as a group.</p> <p>For example, you can fill out the Golden Circle for a Pizza restaurant business, or for a job interview in a specific field. As a class, brainstorm valid Why's, what's and how's.</p> <p>Once this step is over, provide them with their own Golden Circle (See below) and give them some time to prepare their presentation, by modifying the initial one and adapting it to the theory.</p> <p>5th phase: As done previously, they can choose to either record themselves (to keep the video for later and also to compare it to the previous one)- or do it in class, where the class can give and receive feedback.</p> <ul style="list-style-type: none"> • To complete the session (and if you have time), watch the Ted talk video from which the theory originates.
<p>Debriefing</p>	<p>Have a roundtable discussion with the participants regarding this methodology as well as this way of including and organising information regarding oneself but also in a negotiation process within a marketing field.</p>
<p>This activity has been entirely developed by the consortium, however, it is based on the theory extracted from:</p> <p>Sinek, S., n.d. Start with why, by Simon Sinek. Penguin Group, pp.41-57.</p> <p>“Your own golden circle”</p> <p>https://www.youtube.com/watch?v=u4ZoJKE_VuA</p>	
<p>Class and trainer’s evaluation, making a comparison between the first presentation and the second presentation: what’s changed? which is better in your opinion and why?</p>	



Why - Your Purpose

What is your cause? What do you believe?

How - Your Process

Specific actions taken to realise your Why.

What - Your Process

What do you do? The result of Why. Proof.



3.4 Citizenship competences

3.4.1 Activity 1 - Good citizens

<p>Learning Objectives:</p> <p>The major goal of this activity is to give participants the knowledge and abilities needed to engage citizens in a responsible and active manner. Additionally, it equips individuals with the knowledge necessary to comprehend, engage with, and question democratic society, including politics, the media, civil society, the economy, and the law.</p> <p>It will also develop the following competences: autonomous learning skills, analytical and critical thinking skills, cooperation skills and conflict-resolution skills.</p>	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Knowledge: citizenship skills, society, equal value, equal dignity, equal respect, fundamental human rights, freedom.</p> <p>Skills: listening and observation skills, cooperation skills, responsibility, conflict resolution skills, empathy and civic-mindedness.</p> <p>Attitudes: world views, cultural differences, community.</p> <p>Achievements: civic activities, responsible citizen.</p>	
<p>The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing).</p>	
<p>Digital approaches if applicable (use of apps, online platform...).</p>	
Duration	1 hour
Number of people	10
Materials needed	Papers, flipchart, glue and pens
Activity description in steps	<p>1st phase (10 minutes): The trainer will start off by asking the learners some questions so they can learn by doing.</p> <ul style="list-style-type: none"> ● What exactly does citizenship mean? ● What exactly are citizenship competencies? ● Would you consider yourself an active citizen? ● What forms of involvement or participation are possible for the ordinary citizen? <p>2nd phase (10 minutes):</p>





The evolution of the idea of "citizenship" from antiquity to the present will be presented below. The trainer will also discuss with the participants the answers to the other 3 questions.

Citizenship in ancient times meant being a part of a city. A small percentage of a city's residents could achieve this status. This status could not be attained by slaves or aliens. Citizenship today refers to belonging to a nation-state and can be acquired through birth or by following particular legal procedures (emigration from one state to another).

3rd phase - Exercise 1 (20 Minutes):

The trainer divides the group of participants into two groups (participants in the activity will count from right to left 1,2,1,2,1,2...). Each group will be given a flipchart and markers and will choose a group representative. Group 1 should write down as many rights of a citizen on the flip chart and group 2 should write down as many duties of a citizen. When the group time is over, the 2 representatives of the groups will present to the large group what they have noted on the flipchart. The participants from the other group and the trainer can fill in any information they feel has been omitted.

Working time:

Organise groups and explain the task 3 minutes; work in groups 6 minutes; presentation of the activity 3 minutes each group (total 6 minutes); completion and conclusions 5 minutes.

Information for the trainer:

A citizen is guaranteed a number of fundamental rights and liberties, such as the right to life, the right to bodily integrity, the right to personal liberty, the right to self-defence, the right to free speech, the right to an education, the right to health protection, the right to vote, the right to work, the right to social protection, etc.

Loyalty to one's country, adherence to the Constitution and laws, support for national defence, payment of taxes and duties, and non-violation of others' rights and liberties are among one's fundamental obligations.

4th phase: Exercise 2 (40-60 Minutes)



The activity coordinator initiates a discussion with the group in which to generate as many activities as possible that a good citizen does and opposite activities that a citizen who needs to learn more does.

The facilitator guides the discussion so that the ideas presented in the table below are also touched upon:

Table 1

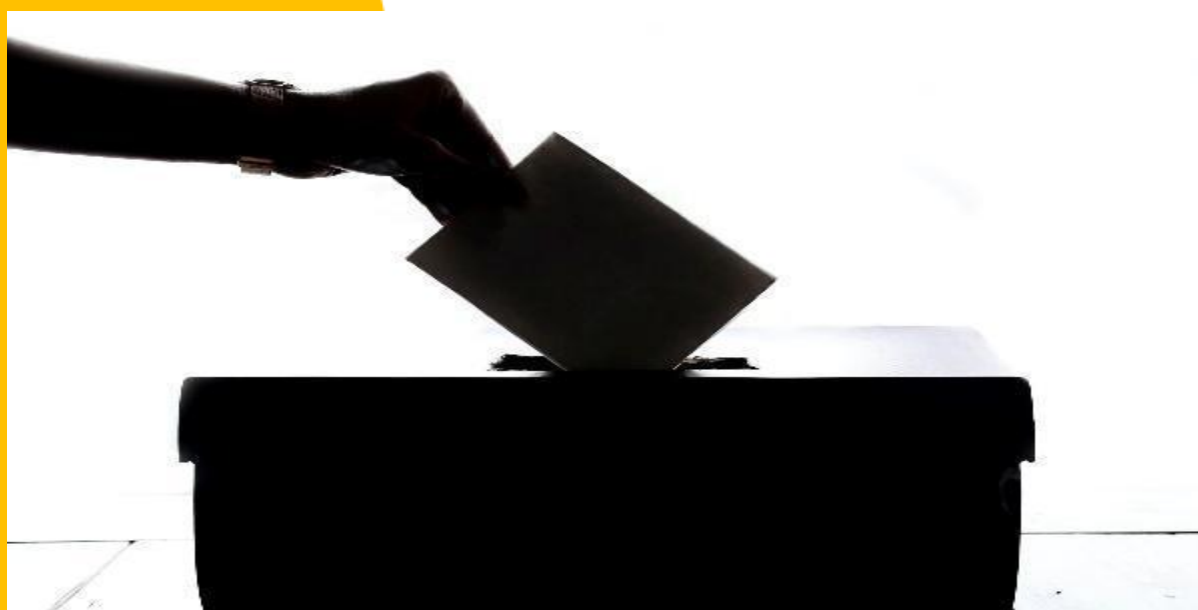
POSITIVE ACTIONS	NEGATIVE ACTIONS
Being respectful	Ruining other people's property
Keeping the peace in public places	Hurting other people
Respect others property	Throwing trash or littering
Thinking of your behaviour affect others	Screaming at other people
Keeping the community clean	Hitting other people
Respecting other's differences	No listening to rules or laws
Helping other people	Tripping other people
Congratulating others for doing well	Destruction of community property
Staying organised and attentive	Swearing at other people
Being friendly to other people	Discriminating on different criteria

All the actions in the table are written on tickets, each on one ticket. The coordinator shuffles the tickets and each participant draws a ticket. Participants are not allowed to tell others what is written on the ticket they have drawn. Participants must then behave in accordance with the activity noted on the drawn ticket. The others try to guess what kind of behaviour each person is imitating. They have 3





	<p>minutes to guess the action that the participant performs. The coordinator announces from time to time the time left for the activity. Afterwards, each participant tells the group what was written on the ticket they drew, and the other participants have to say how they felt seeing them act.</p> <p>5th phase: After each participant has played their part and the group gives feedback, the facilitator concludes on what a citizen's positive and negative actions are, and the group gives general feedback on how everyone should embrace the positive actions and what they should do to avoid the negative ones.</p>
Debriefing	Discussion of the subject with participants to determine whether they comprehended what citizenship includes and how we actively participate in it.
Supporting materials and bibliography.	
The evaluation suggested	





3.4.2 Activity 2 - Global citizenship

<p>Learning Objectives:</p> <p>The purpose of this activity is to give participants a better understanding of what it means to be a global citizen these days and how you can get involved in solving global problems. This is a very important aspect because everyone can contribute to the change we want, even if they don't have a decisive role. It will also develop the following competences: autonomous learning skills, analytical and critical thinking skills, cooperation skills and conflict-resolution skills.</p>	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Knowledge: global citizen, global issues, diversity, cultural heritage, politics, society.</p> <p>Skills: intercultural competence, informed decision-making, creativity, research skills, critical reflection, communication, debating skills, active listening.</p> <p>Attitudes: global citizen, openness to engage.</p> <p>Achievements: world issues, change.</p>	
<p>The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing).</p>	
<p>Digital approaches if applicable (use of apps, online platform...).</p>	
Duration	1h and 20 minutes
Number of people	10
Materials needed	Papers, pens, laptop and whiteboard or flipchart.
Activity description in steps	<p>1st phase (10 Minutes): The trainer will try to determine how well the students comprehend the idea of global citizenship and where they are at. He will question the learners on what they believe being a global citizen involves. After collecting the learners' responses, he will play a brief YouTube video that defines what it means to be a global citizen. Link: https://www.youtube.com/watch?v=uLeREqPKR08</p> <p>2nd phase (10 Minutes):</p>





Then the trainer will bring up global issues and will ask the learners what they think a global issue is. After the learners answer the trainer will present them with the definition of a global issue.

A **global issue** is any problem that has a negative impact on the entire world as well as the natural world, such as environmental issues, political crises, social issues, and economic crises. The severity of global issues can range from little inconveniences that impact everyone to worldwide cataclysmic hazards that put the survival of the entire human race or its societies in jeopardy.

3rd phase - Exercise 1 (25 Minutes):

The trainer will write the words "Global Problem" on a flipchart. Then he divides the group participants into four smaller groups and gives them the task of thinking for 8 minutes about as many global issues affecting the world today as possible. Each group will choose a representative who, after completing the time in small teams, presents and notes on the flip chart the global issues identified. If there is more than one identified problem, it will be recorded only once. After all the problems identified in the small groups are recorded on the flipchart, the trainer will give the participants a list of global problems presented by the United Nations (Table 2).

Working time: Divide the large group into four small groups and explain the task for 5 minutes, work in small groups for 8 minutes, present and note down the conclusions of each group for 2 minutes per group (total 8 minutes), distribute the list of UN global issues and conclusions 4 minutes.

4th phase - Exercise 2 (35 Minutes):

The trainer will introduce them to the following exercise, which is called Umbrella. The trainer will hand out envelopes containing pieces of paper in the shape of clouds and drops. He will then ask the participants to draw an umbrella and show them a model beforehand. Once they have drawn the umbrella, the participants have to stick the cloud and drop it on top of the umbrella. They will then form teams of 2 people and choose one of the global problems presented in the previous exercise to fill in the cloud, and on the drops, they have to fill in the adjacent problems of the chosen global



	<p>problem. After completing these tasks, participants should write on the umbrella what they think are the best solutions to solve that problem at both common and individual levels with bigger and smaller actions. Then each group will talk about the chosen global problem, the adjacent problems and what they think are the right solutions to those problems.</p> <p>5th phase: Finally, each learner will have to specify which group - politicians, business, the media, or the general public - can have the greatest impact in finding a solution to the world's problems.</p>
Debriefing	<p>Talk about how the activity made them feel, how they feel about world concerns, and whether they are conscious that each of us needs to be a part of the change as global citizens.</p>
Supporting materials and bibliography.	
The evaluation suggested	



Tabel 2

1. Africa	Poverty, diseases, desertification, malnutrition, regional conflict.
2. Ageing	Ageing population, demographic transition.
3. AIDS	Prevention of HIV/AIDS, HIV and pregnancy, HIV/AIDS denialism.
4. Atomic Energy	Nuclear weapons, nuclear waste.



5. Big Data for Sustainable Development	Social transformation, economic development.
6. Children	Child poverty, Child labour, Child abuse, Child mortality, Global education.
7. Climate change	Pollution, deforestation, desertification.
8. Decolonization	Exploitation.
9. Democracy	Democratisation.
10. Disarmament	Weapons of mass destruction, chemical and biological weapons, conventional weapons, landmines and small arms.
11. Ending Poverty	
12. Food	Missing food security and safety, food riots, world hunger.
13. Gender Equality	
14. Health	Maternal health, extreme poverty.
15. Human Rights	Human rights violations.
16. International Law and Justice	War crimes, discrimination, state-corporate crime.
17. Migration	
18. Ocean	Marine pollution, ocean governance.
19. Peace and Security	
20. Population	Overpopulation, world population.





21. Refugees	
22. Water	Water scarcity, water conflict, water privatisation, water pollution.
23. Youth	Access to education, health, employment and gender equality.





3.5 Competence in cultural awareness and expression

3.5.1 Activity 1 - Mimic your sentence

<p>Learning Objectives:</p> <p>Participants will gain an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a variety of arts and other cultural forms as a result of activities in cultural awareness and expression competence. It entails engaging in a variety of ways and places to comprehend, develop, and express one's own views and sense of position or function in society.</p>	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Knowledge: theory, practice, non-formal activity, creativity and open-mindedness.</p> <p>Skills: imagination, soft skills, listening, public speaking, body language and visual communication.</p> <p>Attitudes: behaviour, tolerance, respect, and background.</p> <p>Achievements: cultural awareness, expression.</p>	
<p>Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.</p> <p>The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing).</p>	
<p>Digital approaches if applicable (use of apps, online platform...).</p>	
Duration	60 minutes
Number of people	10
Materials needed	Bowl, paper, and chairs.
Activity description in steps	<p>1st phase (25 minutes): The facilitator begins by explaining to the participants the activity and the four aspects connected to cultural awareness and expression competence.</p> <p>2nd phase (15 minutes):</p>





	<p>The facilitator will set the context: “You just arrived in a new country and you don’t know the language; find a way to communicate with others and make them understand you.” Then, the facilitator will give each participant a random sentence such as “Can I have a coffee, please?”</p> <p>NB: if the activity is done in person, the sentences will be written on small pieces of paper and mixed into a bowl. If the activity is done online, the facilitator will send the sentences in private.</p> <p>3rd phase (20 minutes):</p> <p>The participants will have to try to express themselves through mimic signs or drawings, for example. They are free to use their imagination to be as clear as possible. The other participants will have to guess what the initial sentence is.</p>
Debriefing	<p>Discussion with the participants about how they felt during the exercise and at the end of it. They must reflect on the difficulties they encountered and how they overcame them. The facilitator can ask questions such as:</p> <ul style="list-style-type: none"> - Was it difficult to mimic your sentence? Why? - Is a specific culture or language a barrier to common understanding? - According to you, can certain signs be badly interpreted by people? How can you avoid these kinds of misunderstandings? <p>The facilitator will answer any questions or concerns the participants may have about the subject.</p>
Supporting materials and bibliography.	
<p>The evaluation suggested: At the start of the session, distribute a form and remind participants to complete and return it before leaving. No more than six questions, and make it clear that people are not required to write their names on the forms.</p>	





3.5.2 Activity 2 - Creative sector

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing).

Knowledge: practice, non-formal activity, inclusivity and diversity will be fostered.

Skills: soft skills, listening, public speaking, communication and memorisation.

Attitudes: attentive, responsive

Achievements: cultural awareness, expression.

Digital approaches if applicable (use of apps, online platform...).

Duration	min 2h
Number of people	max 30
Materials needed	Pen, activity sheets printed out - pictures.

Activity description in steps

1st phase (20 minutes):

Every participant is given a copy of the activity sheet (see annex) and a pen. They have to mingle, introduce themselves, and find people who match the traits on the paper. They must put the person's name in the corresponding box, or have the person sign in the appropriate square. The first person who fills out five boxes across or down yells "Bingo!" and the game is over. Then they have to share with participants the names of the people from the boxes in bingo.

2nd phase (30 minutes):

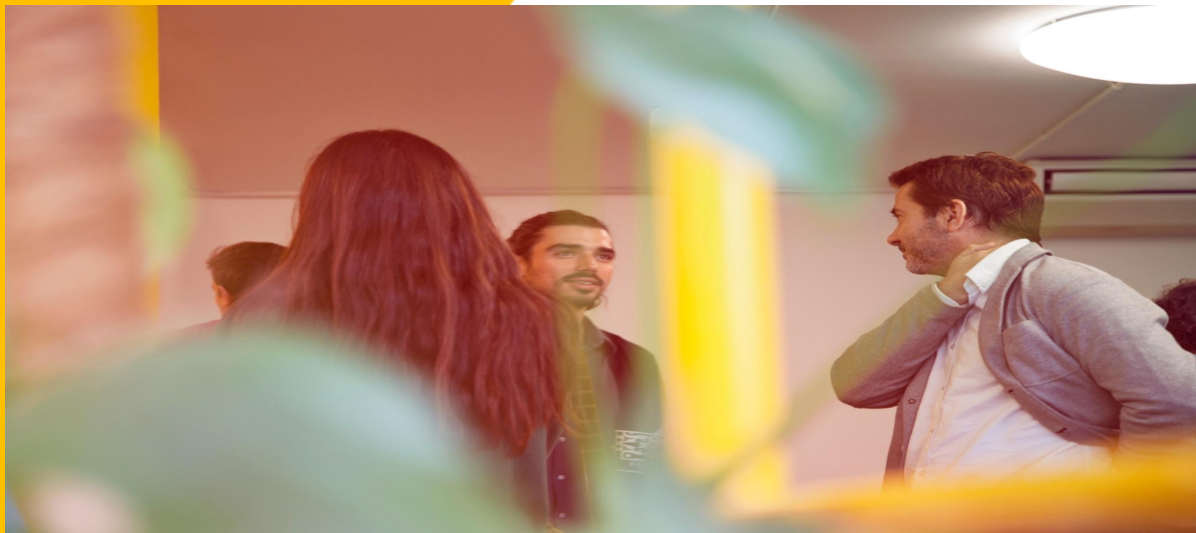
The participants are split into smaller groups (max 5 people). Each group is given 1 picture (see annex). They will discuss it and will answer the following questions:

- Did you know the image?
- Do you know who made it and when?
- In your opinion, why has this artwork been made?





	<p>3rd phase (40 minutes): Still in smaller groups, following the discussion, participants will be invited to choose an artwork from abroad that at least one participant has recently particularly appreciated. They will describe it, and share their knowledge about it and the reason why they appreciated it or not. Secondly, in the cultural professional's shoes, they will describe the ideal place where to exhibit the artwork (Museum, gallery, public space, private space, online...), and describe on a flipchart the different characteristics of the exhibition, such as entry ticket, day and time, target, means of promotion.</p> <p>Each group will present their artwork and exhibition to the participants.</p>
<p>Debriefing</p>	<p>Asking participants to introduce themselves and share an interesting trait they had learned about someone else, describing how they feel now that they have learned about different international artworks and their cultures, and asking how it was to be in the shoes of a cultural professional organising an exhibition.</p>
<p>Supporting materials and bibliography: The activity sheet will be uploaded in a folder.</p>	
<p>The evaluation suggested: At the start of the session, distribute a form and remind participants to complete and return it before leaving. No more than six questions, and make it clear that people are not required to write their names on the forms.</p>	





3.6 Digital competence

3.6.1 Activity 1 - Content Creation

Learning Objectives:

The “Digital competences” module will provide information on the digital competences a person should have in order to be able to obtain other key competencies (e.g. language, mathematics, learning to learn, cultural awareness). It is linked to several of the 21st Century skills that all citizens should acquire in order to participate actively in society and the economy.

Adults will learn how to:

1. Understand the benefits and risks the digital world has.
2. Identify some communication channels.
3. How to use email for communication and collaboration.
4. Discover new technological tools and software to help them create content.
5. Explore new channels to use for troubleshooting.

Learning Objectives of Activity 1 - Content Creation: The main goal of this activity is to explain to adult learners what is content creation, how to develop content, and to integrate and re-elaborate.

Aspects of the competences that will be identified and enhanced through Activity 1 of Digital Competence Module:

Knowledge: content creation is, assistive tool.

Skills: creating content, multimedia techniques, creative manner.

Attitudes: communication, expression of thoughts and feelings.

Achievements: creativity, certificate.

Outputs of activity: The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing):

Development of digital content e.g. logos, business plan, Swot analysis.

Digital approaches if applicable (use of apps, online platform...).

The apps that are going to be used are [padlet](#) and [myquiz](#).

Duration	45 minutes
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Number of people	10
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Materials needed	Computers, laptops, and video-projector.
Activity description in steps	<p>1st phase - Introduction to the course and Digital competences (10 minutes): In the beginning, students will be introduced to the aims of the course and will be given the general background on the importance of developing digital competences.</p> <p>2nd phase - Brainstorming activity for assessing the current knowledge of the participants on the topic (10 minutes): Moving on, the students with the use of a padlet will have to brainstorm and try to find the advantages and disadvantages of digital competences and of creating digital content, as well as to write down what they expect to gain from this activity.</p> <p>3rd phase - Presentation of the theoretical part (25 minutes): Then there will be an interactive presentation with videos, with small activities that will help communicate and interact with the students, as well as to make the theoretical part more interesting and easier. Participants will be presented with theoretical details of content creation and its importance on our daily lives. They will also be demonstrated with ways and tools to create digital content.</p> <p>4th phase - Comprehension Exercises (10 minutes)” Finally, the instructor could create a myquiz where he could write up to 15-20 questions in order to make sure that the students have understood the course and to make sure that the students can move on to the next topic without having questions.</p>
Debriefing	<p>At the end of the session participants will be debriefed and the Instructor will ask participants the following questions:</p> <ul style="list-style-type: none"> - What skills did you develop today? - What knowledge did you learn? - Where do you think you can use/apply what you learned today?
<p>Supporting materials and bibliography: The materials that are going to be used are padlet, myquiz and the PowerPoint presentation for the theoretical part.</p>	



The evaluation suggested: An Assessment Quiz will be distributed via a google form where the instructor could write up to 15-20 questions will be created and given to the students at the end of the lesson.





3.6.2 Activity 2 - Troubleshooting

Learning Objectives:	
The main goal of this topic is to help adult learners find solutions to problems they might face online (troubleshooting) with the use of FAQs, tutorials, discussion forums etc.	
Aspects of the competences that will be identified and enhanced through Activity 2 of Digital Competence Module:	
Knowledge: channels, troubleshooting, troubleshooting guide.	
Skills: solving problems, online, decisions, technologies.	
Attitudes: confidence, interacting, online world.	
Achievements: skills, knowledge, troubleshooting problems, certificate.	
Outputs of activity: The tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing):	
A written guide with a collection of useful tools, resources and practices about solving different types of troubleshooting problems online. This guide can be developed during the session.	
Digital approaches if applicable (use of apps, online platform...).	
The apps that are going to be used are padlet and myquiz.	
Duration	45 minutes
Number of people	10
Materials needed	computers, laptops, and video-projector.
Activity Description in steps:	<p>1st phase - Introduction to the course and Digital Competences: Students will be initially introduced to the aims of the course and to the usefulness of developing digital competences and troubleshooting skills and knowledge to facilitate their employability and development of other skills.</p> <p>2nd phase - Brainstorming activity content creation:</p>





	<p>The students with the use of a padlet will have to brainstorm and try to find the advantages and disadvantages of digital competences and troubleshooting skills, as well as to write down what they expect from this course.</p> <p>3rd phase - Introduction to the theoretical part: Then there will be a presentation of the theoretical part of troubleshooting where the instructor will use the PowerPoint presentation to introduce the useful tools, practices and methodologies to solve online problems.</p> <p>4th phase - Comprehension activity: After completing the topic with the use of their laptops, the learners will have to find solutions for 1-2 online problems presented by the instructor.</p>
Debriefing	<p>At the end of the session participants will be debriefed and the Instructor will ask participants the following questions:</p> <ul style="list-style-type: none"> - What skills did you develop today? - What knowledge did you learn? - Where do you think you can use/apply what you learned today?
Supporting materials and bibliography:	<p>A PowerPoint will be presented with all the information on the topic along with videos and small activities and communication activities in order to become more interactive.</p>
The evaluation suggested:	<p>An Assessment Quiz will be completed by participants via a google form where the instructor could write up to 15-20 questions that will be created and given to the students at the end of the lesson.</p>







3.7 Multilingual competence

3.7.1 Activity 1 - Working on your CV

<p>Learning Objective:</p> <p>At the end of the activity learners will be able to self-assess their skills and competences, in order to create or update a <i>curriculum vitae</i> (CV), and communicate in a foreign language about topics related to the world of work.</p>	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Knowledge: jobs, careers, professional tasks and functions, sounds, intonation, types of words, verbs, sentence structure, language functions.</p> <p>Skills: keywords, phrases, the world of work, daily situations, written texts.</p> <p>Attitudes: Autonomy, initiative, assertive and empathic communication.</p> <p>Achievements: CV, oral and written texts, foreign language.</p>	
<p>In the end, the learners will be able to produce an updated Curriculum Vitae according to the template and guidelines by Europass in different languages (mother language and a foreign language) to be used when applying for a job or training.</p> <p>This activity can be used in unilingual or multilingual learning groups.</p>	
<p>Europass Web Portal https://europass.cedefop.europa.eu/pt/home</p> <p>Online Europass Editor https://europa.eu/europass/select-language?destination=/node/1</p>	
Duration	Up to 90 minutes
Number of people	15-20
Materials needed	Board, pen and paper; computer/laptop and connectivity (other devices are possible but may limit the functions needed). For communities with limited access to digital equipment and connectivity (e.g.: inmates), there are <i>Europass</i> templates available that can be filled in offline and/or printed and done by hand. Ideally, the final product should be a digital document.
Activity description in steps	1st phase (10-15 minutes): To introduce the topic and contents, explore and discuss with learners the concept and features of a Curriculum Vitae





and its role to access employment and training. Define with the learners the aims of the session.

As a starting point, motivate learners to present and compare their CVs, if they have one, and/or analyse some of Europass's examples available online (these can be printed out if necessary).

Sum up and note down the conclusions. Highlight keywords and elicit the translation in other relevant languages, where necessary.

2nd phase (15-20 minutes):

Introduce learners to Europass Web Portal (<https://europass.cedefop.europa.eu/pt/home>) and allow them some time to first explore the information and resources available on their own. In a multilingual group, learners can access a language of their choice and compare the information provided in the different languages.

(NOTE: The new Europass Web Portal, launched in July 2020, provides all the relevant information and digital resources - video tutorials, graphic presentations, infographics, testimonies, etc. - in 30 languages. Moreover, some National Europass Centres' websites provide further information and training kits targeted to trainers and learners in the national languages. Make sure to explore and select ahead the most suitable resources for your specific objectives and group of learners).

The information available on

- **Europass Documents and tools** (CV and cover letter online editors, Diploma Supplement, Certificate Supplement and Europass Mobility).
- **Instructions and rules.**
- **Interoperability** with education, training and labour market providers.

3rd phase (30 minutes):

Learners prepare their CVs. They can either use an existing one and update it or adapt it or start a new one, using the online editor. It is advised that adult learners create their Europass profile to be able to access all the features, otherwise, they can access it as guests.

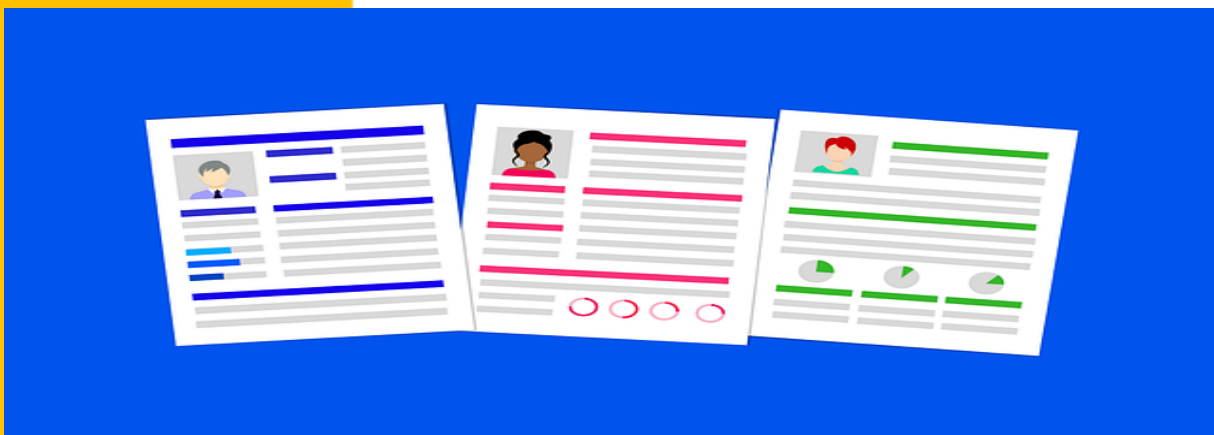
Start with the learners' mother language or a language they feel at ease with, filling in the predefined fields. Most fields are optional, so the CV can be adapted to individual needs and to the group profile. Allow learners to become familiar



	<p>with the requested information and language needs and provide clarification when necessary. The <i>Personal Information</i> section can work as a summary of the information, later to be developed in other sections. Later, adult learners should move on to create a version in a target foreign language, for example, in English or the language of the welcoming country, in the case of immigrants.</p> <p>Language needs (vocabulary and language functions) that can be addressed;</p> <ul style="list-style-type: none"> • Provide personal information (keywords: first/last names, date of birth, gender, nationality, contact, phone number, address, postal code, city, and country) to fill in a form and a written short personal description. • Tell about work experience (keywords: occupation, position, employer, activity, task, responsibility, skill, and competence). • Tell about your qualifications and training (keywords: title, qualification, organisation, provide, grade, subject, and occupational skills). • Describe your competencies and skills (language, digital, communication, interpersonal, management, leadership, and organisational). <p>The elaboration of the Europass CV is an ongoing task and it requires more time to address the different sections. To start with, focus on the main ones: work experience, education and training, and skills (language, digital, communication, interpersonal, management, leadership and organisational). Always consider the needs and profile of adult learners and plan accordingly.</p> <p>4th phase (10 minutes): After finishing the completion of the CVs, adult learners save and download the file they created. Remind them that they can provide links and upload evidence and documents to their Europass e-portfolios (videos, certificates, articles, etc.) and later update their CVs.</p>
Debriefing	Display the different CVs produced. In a group discussion, encourage adult learners to compare results, and talk about the lessons learned, according to the aims defined. Make sure to clarify any doubts and questions.
<p>Supporting materials and bibliography:</p> <ul style="list-style-type: none"> • Europass Web Portal https://europass.cedefop.europa.eu/pt/home 	

- Online Europass Editor
<https://europa.eu/europass/select-language?destination=/node/1>
- ACTIVITIES FOR DIGITAL INCLUSION OF ADULTS FOR ANYONE WHO WORKS WITH ADULTS, LIDIA Project – Adult Digital Literacy, Instituto de Educação, Universidade de Lisboa, 2018, Project website: lidia.ie.ulisboa.pt | AUTHORS Fernando Albuquerque Costa, Elisabete Cruz; CONTRIBUTORS Carla Rodriguez, Carmen Cavaco, Joana Viana, Carolina Pereira, Maria Raquel Patrício; SCIENTIFIC REVIEWERS Helena Peralta e Henrique Gil.

The evaluation suggested: A satisfaction survey and a competence checklist.





3.7.2 Activity 2 - International Song Festival

Learning Objectives:

At the end of this activity, learners will be able to learn a foreign language in non-formal and informal ways and communicate, orally and in written form, in a foreign language about cultural issues and features.

Aspects of the competences that will be identified and enhanced:

Knowledge: celebrations, cultural events, features, sounds, intonation, types of words, verbs, sentence structure, language functions, societal conventions, and cultural features.

Skills: oral and written forms, interaction, cultural features, non-verbal language.

Attitudes: autonomy, initiative, assertiveness, empathic communication, active listening, curiosity, tolerance and openness.

Achievements: oral speech, structured situations, foreign language, cultural characteristics.

The presentation of an international song festival.

This activity is planned for multilingual or multicultural groups. It tests and requires basic language skills (language functions and structures, vocabulary, types and functions of words, grammar, etc.) and strategies to learn a foreign language, namely using real language resources. It can be adapted to other groups and use other cultural items, such as a traditional story, a poem, a joke, etc.

Digital approaches if applicable (use of apps, online platform...).

Duration	60 to 90 minutes
Number of people	15
Materials needed	Paper (A3) and pens; board.
Activity description in steps	<p>1st phase (10 minutes): To get adult learners to know each other, use the simple game, “<i>Find someone who...</i>”. Ask them to go around looking for someone who...</p> <ul style="list-style-type: none"> ● is from the same origin (country, region, city...); ● likes the same colour; ● likes the same type of music; ● likes the same food; ● ... <p>Encourage adult learners to use these cues to find out more about each other and share their findings with the group.</p>



Explain to learners they are going to learn more about culture and traditions within the group through music and prepare an international song festival.

2nd phase (15 minutes):

Arrange the groups according to the origin and each group is asked to choose a popular national or regional song, one everybody can sing along with (e.g.: a celebration song, a children's song). Ask the groups to rehearse the chorus part or other small part of the song at their choice. Each group sings their part of the song, while others can clap and dance or sing along.

3rd phase (20 minutes):

Hand out paper sheets and markers and ask each group to write down the song (just the part sung) and highlight the keywords.

Ask the groups to display their song and, in turns, tell its story (what is the song about? What does it represent? When is it usually sung? What do the words mean?...)

4th phase (20 - 25 minutes):

Arrange the participants by nationality and make groups with 2 different nationalities or 3 in case it is uneven.

Tell the participants they are going to profit from the song to learn about a different language.

Ask them to teach each other a bit of their own language, using words and phrases from the song or teach bits of useful language (greetings, introductions, everyday objects, etc.).

Ask the participants to create and distribute the keywords highlighted into categories, for example:

- Celebrations
- Traditions
- Nature
- Feelings
- Food
- Greetings
- Everyday objects
- Verbs
- People
- Useful everyday phrases
- ...



	<p>Anticipate possible categories but expand according to the information presented.</p> <p>Example</p> <table border="1" data-bbox="581 369 1409 537"> <thead> <tr> <th>Traditions</th> <th>Feelings</th> <th>Verbs</th> <th>Nature</th> </tr> </thead> <tbody> <tr> <td>AZULEJO</td> <td>AMOUR ALEGRÍA</td> <td>VOLARE CANTARE</td> <td>ROSE SOL CUERPO</td> </tr> </tbody> </table> <p>Explore bits and pieces of language that can result from the different songs to fit the objectives defined and the profile of the group. Use translation and visuals. You can approach:</p> <ul style="list-style-type: none"> • Random basic vocabulary • Construction of simple sentences • Common everyday useful expressions • Pronunciation and intonation • ... <p>5th phase (10 minutes): Learners can now prepare a medley of all the songs, form a choir, sing together, and have fun.</p>	Traditions	Feelings	Verbs	Nature	AZULEJO	AMOUR ALEGRÍA	VOLARE CANTARE	ROSE SOL CUERPO
Traditions	Feelings	Verbs	Nature						
AZULEJO	AMOUR ALEGRÍA	VOLARE CANTARE	ROSE SOL CUERPO						
Debriefing	Allow for adult learners to express how they felt and the lessons learned, namely the importance of culture and forms of art as a way to fight prejudice and promote tolerance and multicultural interaction.								
The evaluation suggested: group discussion.									
<div data-bbox="215 1381 678 1587" style="border: 1px solid black; padding: 5px;"> <p><i>Quand il me prend dans ses bras Qu'il me parle tout bas Je vois la vie en rose Il me dit des mots d'amour Des mots de tous les jours Et ça me fait quelque chose</i></p> </div>	<div data-bbox="735 1381 1425 1682" style="border: 1px solid black; padding: 5px;"> <p>Dale a tu cuerpo alegría Macarena Que tu cuerpo es pa' darle alegría y cosa buena Dale a tu cuerpo alegría, Macarena Hey Macarena</p> </div>								



3.8 Mathematical competence

3.8.1 Activity 1 - Managing a family budget

Learning Objectives:	
At the end of this activity, learners will be able to understand and use mathematical and scientific connections to solve problems in daily life contexts, as well as understand and use financial skills such as personal financial management and budgeting.	
Aspects of the competences that will be identified and enhanced:	
Knowledge: Numbers and measures; basic mathematical operations (subtraction, division, multiplication, addition, equations, percentages, etc); mathematical terms and concepts.	
Skills: mathematical calculations, solving equations, technological devices, scientific data, assessing solutions, reasoned conclusions.	
Attitudes: Truth; responsibility; autonomy; making decisions.	
Achievements: budget, solution plan, assessing risks and opportunities.	
Elaboration of an accounting register to control expenses and manage the family budget and personal finance.	
Digital approaches if applicable (use of apps, online platform...)	
Duration	90 minutes
Number of people	10-15
Materials needed	Handouts (cut out sentences) Board, pen and paper, computer and connectivity.





<p>Activity description in steps</p>	<p>1st phase (10 minutes): Before the activity starts, make sure to distribute a cue sentence on each seat. These sentences portray common statements about familiar situations related to personal finance and should be selected according to the profile of the learners. Examples:</p> <ul style="list-style-type: none"> • I don't usually keep track of my expenses and my income. • I started cutting down on some daily expenses, like breakfast out and small shopping, in order to balance my budget. • Prices are skyrocketing and we pay a lot of taxes! <p>Elicit participants to read his/her statement and briefly identify the topic. Discuss and agree on the objectives and activities for the session: prepare their family budget and produce an accounting register to manage their personal finance.</p> <p>2nd phase (10 - 15 minutes): Ask participants if they agree or not with the statement, if it relates to them and let them share their views regarding their personal financial management. Make sure all these terms and concepts are addressed and noted down.</p> <p><i>Budget (balance, negative, positive, saving)</i> <i>Income (gross, net, tax, loan, allowance...)</i> <i>Expense (fixed, variable, private, superfluous, daily)</i></p> <p>In group discussion select and define these concepts and keywords in a mind map, for instance. Ask participants to provide examples to assess their understanding. (e.g.: a bank loan is a fixed expense). If necessary, use simple visuals and symbols (e.g.: with low-skilled adults, in a multilingual group). Also, discuss and agree on the importance of a family budget as a tool to control expenses and make reasoned financial decisions.</p> <p>3rd phase (20 - 30 minutes): To better understand the concepts addressed, challenge the participants to play a game, the wallet game. First decide on the family profile (e.g.: consider the average family within the group). Divide the class into 3 groups and each group is going to calculate fixed expenses (group 1), variable</p>
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	<p>expenses (group 2); private expenses (group 3). All the groups have also to decide on the top three priority expenses for each category. After the groups have worked their tasks, have the groups work together to adjust estimates and come up with conclusions. Discuss the results and assess the activity.</p> <p>4th phase (30 minutes): Now, participants are invited to produce an accounting register to estimate their monthly family budget, to keep track of expenses and manage personal finance: create a table using a digital spreadsheet, online simulators or a simple template on paper.</p> <p>At this point go around and provide help when necessary. Encourage the group to discuss, share doubts and try to find answers to common problems.</p> <p>(NOTE: You can provide further help and develop the topic further. National plans for financial education provide open resources and tools: training materials and courses, simulators, tutorials, videos, templates, etc. The International Labour Organisation has a training platform you can resort to, namely an online course on financial education, available in different languages.)</p>
Debriefing	Ask the participants to name 3 important lessons they have learned and discuss the results, according to the objectives previously agreed on.
<p>Supporting materials and bibliography:</p> <ul style="list-style-type: none"> • International Labour Organisation, financial education training course (https://www.itcilo.org/courses/financial-education) • Portugal - Financial Training National Plan, Todos Contam, (https://todoscontam.pt/pt/planear-o-orcamento-familiar) 	
Evaluation suggested: group discussion	





Fig.1 Manage your personal finance Fig.2 Create your accounting register



Fig.2 Create your accounting register



3.8.2 Activity 2 - My ideal house

<p>Learning Objectives:</p> <p>At the end of this activity, learners will be able to understand and use mathematical and scientific connections to provide accurate sustainable solutions in daily life contexts, namely applying geometrical and trigonometric principles and eco-friendly technology in house building and management.</p>	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Knowledge: Numbers, units of measurement, length, area, volume, capacity, temperature, basic mathematical operations, subtraction, division, multiplication, addition, equations, percentages, rounding, mathematical terms and concepts, geometry and trigonometry, angle.</p> <p>Skills: calculate perimeters, units of measurement, estimation, rounding, design skills.</p> <p>Attitudes: Truth, responsibility, autonomy, making decisions.</p> <p>Achievements: house plan, description, materials, equipment, solution plan, assessing risks and opportunities.</p>	
<p>Exhibition of “My ideal house” projects.</p>	
<p>Digital approaches if applicable (use of apps, online platform...).</p>	
Duration	90 minutes
Number of people	10-15
Materials needed	Board, cue cards, pens, pencils, grid paper, computer/laptop, and connectivity.
Activity description in steps	<p>1st phase (10 – 15 minutes): Before the activity starts, prepare pairs of cards with keywords to be addressed in the activity to form the groups.</p> <p><i>Sustainability</i> <i>Efficiency</i> <i>Area</i> <i>Blueprint</i> <i>Power</i> <i>Consumption</i> <i>Diagram</i> <i>Angle</i> <i>Technology</i></p> <p>Learners go around and try to find their pair.</p>





First, within the pair and in large groups, discuss and define the keywords, identify the topic and the main objective for the activity: they're going to be home designers and, in pairs, produce a simple blueprint of an ideal house (2D) to fit their needs and use solutions for minimal environmental impact in construction and management.

Elicit learners to share what they know about building a house and the mathematics and design skills involved. Agree on the objectives, contents, and resources, according to the needs and profile of the learners. Note down and sum up the main ideas.

2nd phase (40 - 50 minutes):

Explain that each group will agree on some basic aspects and arrange their ideas in a simple way, for instance, a diagram:

- The type and needs of the family (number of people, roles, occupations, etc.);
- The type of house (apartment, terraced/detached house, a houseboat; a number of rooms and functionality, etc.);
- Its location (urban, rural, etc.);
- Overall size, rooms and usage; it can include an exterior area;
- Public utilities and energy requirements.

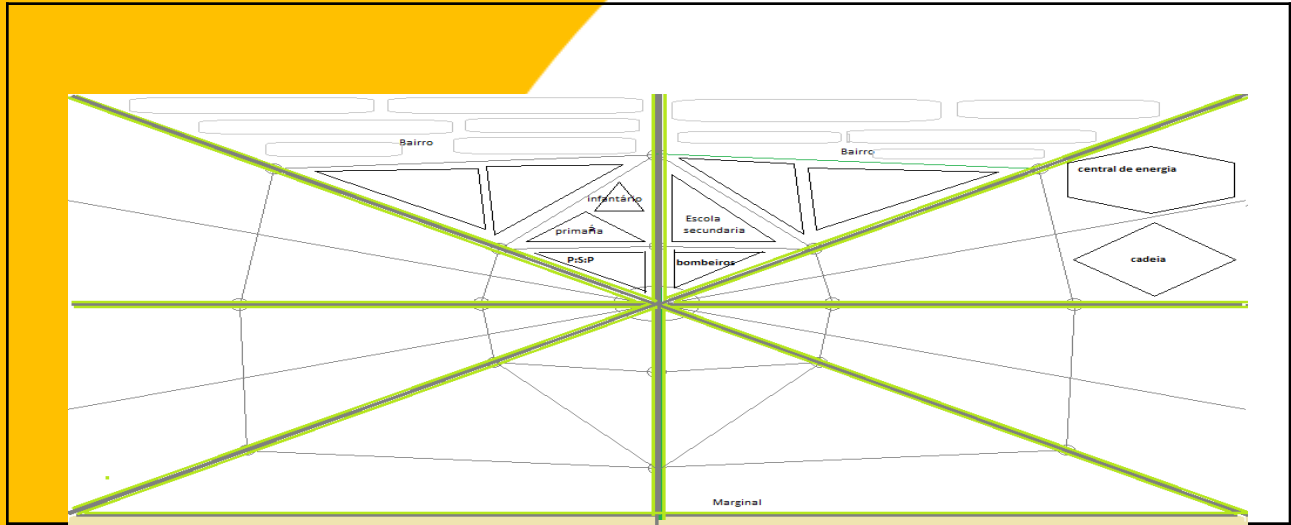
Encourage learners to be creative and realistic, bearing in mind aspects linked to sustainability, what is essential and what is luxurious.

Now, pairs design their ideal house from the inside out and write a short description:

- Use a grid paper to draw the plan with accurate scales, just a draft or the whole plan;
- Explore and use digital resources to draw, online or offline (e.g.: MS Paint);
- Explore online resources and information on house plan ideas, innovative materials and equipment, technological solutions, renewable energy resources, lighting, water use, heating/cooling, etc. (e.g.: "[A day made of glass](#)", by Corning);
- Explore online information to estimate energy consumption and costs.



	<p>Go around and assess the learners' mathematical skills and knowledge. Help when necessary, individually or in large groups. Stimulate peer teaching.</p> <p>3rd phase (20 – 25 minutes): Groups display their ideal house plans and present their projects. Learners rate the projects and elect the best plan.</p> <p><i>(NOTE: Consider alternatives and expand the topic: produce a video to present the project; make a design portfolio; decorate the ideal house; plan an ideal city, etc.).</i></p>
Debriefing	<p>To assess the activity, ask the learners to name the three most innovative solutions to reduce environmental impact on a house. Encourage learners to share their thoughts and difficulties throughout the activity and the lessons learned.</p>
<p>Supporting materials and bibliography:</p> <ul style="list-style-type: none"> • https://www.homestyler.com (free basic version, available in 9 different languages). • A day made of glass. 	
<p>The evaluation suggested: Group discussion.</p>	
<div style="text-align: center;">  </div> <p>A minha família é constituída por dois adultos, cujo homem tem 27 anos e a mulher 25 e uma criança de 7 anos de sexo feminino, a mulher é ajudante de cozinha numa escola e o marido cozinheiro num restaurante da cidade, vivem numa casa em Odiáxere, que fica numa aldeia ao redor de Lagos, cerca de 3 quilómetros.</p>	





3.9 Literacy competence

3.9.1 Activity 1 - 8 types of intelligence

<p>Learning Objectives:</p> <p>The main goal of the activity is to provide the participants with the available knowledge and abilities required for the competence of literacy. It would equip the participants with the essential knowledge to comprehend the matter of literacy. Along with that, it will improve their sub-competences, such as:</p> <ul style="list-style-type: none"> • the understanding and expression of ideas and opinions, • the solving of problems, • the making of decisions, • using multimodal instruments. 	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Knowledge: Bloom's Taxonomy of Cognitive Objectives, Eight Types of Intelligence, traditional education.</p> <p>Skills: technologies for an effective increase of literacy, creative processes, ability to reach set goals, and productivity.</p> <p>Attitudes: reading, researching, writing, consuming information, producing and distributing.</p> <p>Achievements: literacy competence, practice, increase literacy.</p>	
<p>Tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing):</p> <p>Album with evidence of achievements.</p>	
<p>Digital approaches if applicable (use of apps, online platform...)</p>	
Duration	1 h-1.5 h
Number of people	10+
Materials needed	Papers, pens, printouts.
Activity description in steps	<p>1st phase - Introduction (10-15 minutes):</p> <p>As a part of introductions, go around the classroom asking the participants to name some aspects of literacy, what is the importance of it, how would they estimate their own literacy competence or literacy of students on a scale from 1 to 5 (1 is the best mark, 5 is the worst mark). The questions</p>





can be asked directly to each participant in order to improve group dynamics among the participants.

2nd phase - Preparation and introduce the theory (15-20 minutes):

In the next step, participants are given paper, pen and printouts (see **Picture 1** below). Each person can draw a picture from the printout onto the paper in a way that best suits their personality.

To introduce the theory please go through **Table 1** that is below.

The model of Eight Types of Intelligence helps to create application tasks that require different approaches to problem-solving. Bloom's Taxonomy of Cognitive Objectives shows students the pathway to different domains or levels of understanding of concepts or skills. Both approaches - the Eight Types of Intelligence with Bloom's taxonomy of Cognitive Objectives - are combined in the development of application tasks. A balance between the two approaches will ensure the widest possible choice of tasks for participants..

Once they have mastered this theoretical explanation, ask them to classify the aspects of literacy competencies or literacy of their students (depending on how many each of them has written, ask them to classify at least the most important ones) into the types of intelligence you have just explained.

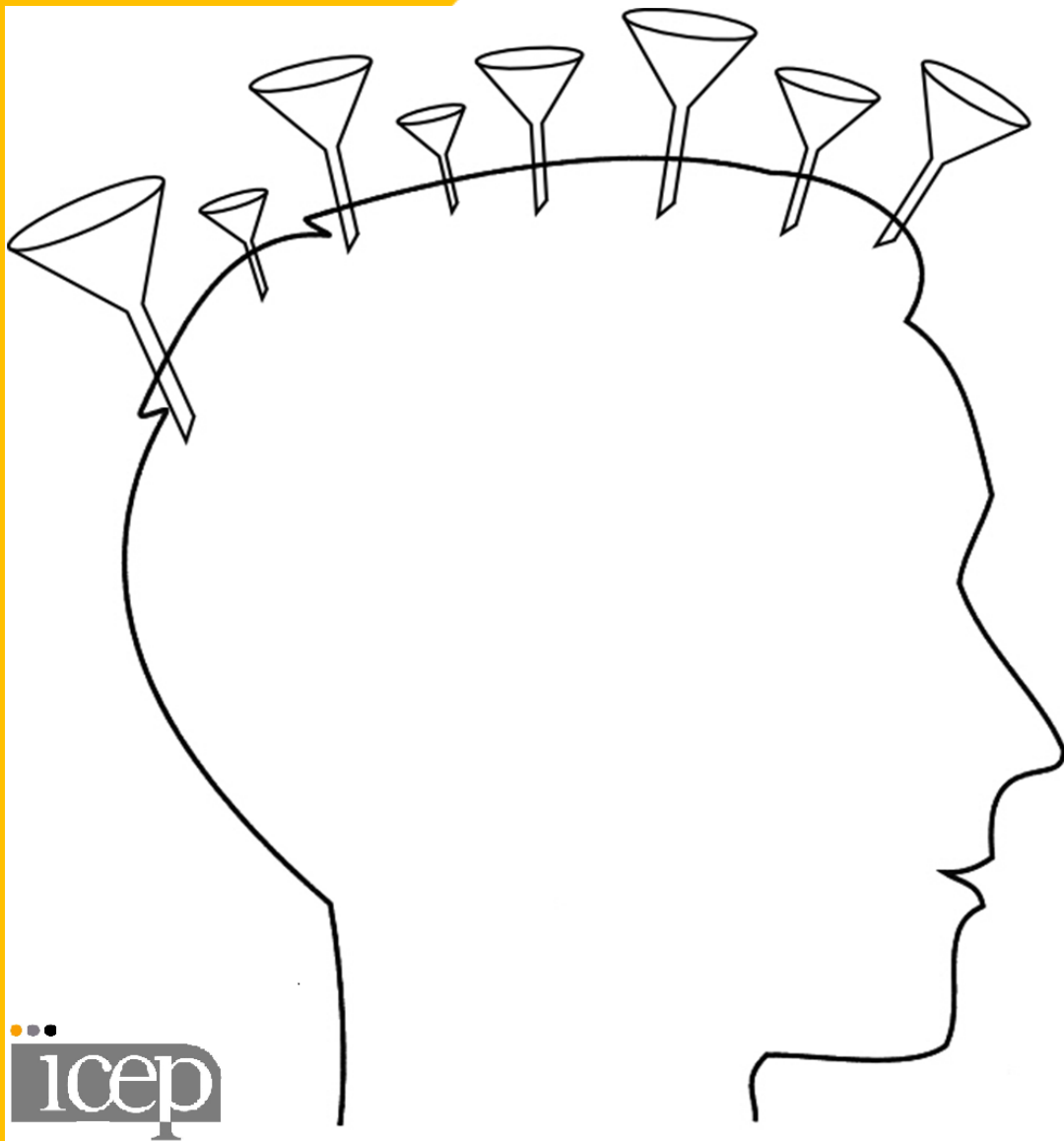
Then present them with **Table 2**, which contains practical hints for creating application tasks for students according to each type of intelligence.

3rd phase - Elaboration of the task (20-30 minutes):

After analysing the table, either individually or in small groups, they have to classify their own aspects of literacy according to the types of intelligences and assign to each (or at least to the most important ones) specific activities for application tasks according to the practical hints.



	<p>Ask participants to identify application activities for improving a specific competency in addition to the most important type of intelligence. They can also use the application for specific tasks in the university classroom for students.</p> <p>In this way, they will be able to confirm their own literacy competencies and identify activities that will enable learning or teaching in the most appropriate way.</p> <p>4th phase - Common evaluation and discussion (15-30 minutes):</p> <p>Ask participants to talk about their thoughts, ideas and solutions. They can share with each other and come up with other options together. This part is optional.</p>
<p>Debriefing</p>	<p>Discuss with the participants how they felt during the activity and how they feel at the end of it. Do you feel like this activity was helpful? Can you use new ideas in practice? Can you apply new knowledge for teaching university students?</p> <p>Make sure you answer any questions or doubts they may have regarding the topic.</p>
<p>Supporting materials and bibliography:</p> <p>This activity has been entirely developed by the consortium, however, it is based on the theory extracted from:</p> <p>Boggeman S., Hoerr T. & Wallach Ch.: Succeeding With Multiple Intelligences: Teaching Through Personal Intelligences, publisher: New City School, St. Louis, 1996. ISBN 10: 0964351412</p> <p>Gardner, H. and Hatch, H.: Multiple Intelligences to School: Educational Implications of the Theory of Multiple Intelligence. 1989. Educational Researcher, 18, pages 4-9. Available at: <https://files.eric.ed.gov/fulltext/ED618540.pdf></p>	



(modified according to Gardner H. and Hatch H., 1989)

Table 1



The model of Eight Types of Intelligence

Nr.	Types of intelligence	Characteristic work with information	Characteristic way of learning
1.	linguistic	processing information using language	speaking, listening, seeing the words, symbols
2.	logical-mathematical	processing information by logical procedures	classifying, categorizing, working with abstract solution formulas
3.	spatial	processing information using images and ideas	visualisation, dreaming, working with colours, images, films
4.	bodily-motor	processing information by movement	in different rhythms, melodies, music
5.	musical	processing information using melody and rhythm	touches, movement, interaction with space, with different objects
6.	natural	processing information in the context of care and relationships with nature	being in nature, touching and manipulating natural objects, reading encyclopaedic literature
7.	intrapersonal	processing information through individual thought	sharing, comparing, collaborating, talking
8.	interpersonal	processing information in confrontation and in conversations with others	working independently on individual projects in own workspace with individual work pace

(modified according to Boggeman S., Hoerr T., Wallach Ch., 1996)

Table 2



The model of Eight Types of Intelligence

Nr.	Types of intelligence	Appropriate activities to create tasks according to the different types of intelligence
1.	linguistic	reading, reading comprehension of technical terms, presentations, creative writing - term papers, articles, discussion of various topics, exchange of ideas
2.	logical-mathematical	problems with formulas, making diagrams, calculations, graphic organisation, symbol making, number series, problem solving, logical sorting
3.	spatial	painting, drawing, creating mind maps, colour schemes, making designs using space and objects in space
4.	bodily-motor	use of creative movement, dance, dramatization, body gestures, sign language, pantomime, creating models, manipulating with objects, searching for hidden objects (letters, numbers, etc.), sports games
5.	musical	looking for rhythmic patterns, drumming, humming, clapping on counting, syllables, singing, using instruments for different sounds
6.	natural	laboratory and practical exercises, conducting experiments, creating a nature corner in the classroom, learning outdoors - in nature, in terrain
7.	intrapersonal	assignment of individual (independent) work, exercises for concentration, guided imagery (the teacher guides the students' imaginations in the exercise specifically according to the topic)
8.	interpersonal	assignment of group work, exercises for working in pairs or small teams, group cooperation, exercises to improve communication and empathy

(modified according to Boggeman S., Hoerr T., Wallach Ch., 1996)





3.9.2 Activity 2 - Multimodal instruments

<p>Learning Objectives:</p> <p>The main goal of the activity is to provide the participants with the available knowledge and abilities required for the competence of literacy. It would equip the participants with the essential knowledge to comprehend the matter of literacy. Along with that, it will improve their sub-competences, such as:</p> <ul style="list-style-type: none"> • the understanding and expression of ideas and opinions, • the solving of problems, • the making of decisions, • using multimodal instruments. 	
<p>Aspects of the competences that will be identified and enhanced:</p> <p>Attitudes: reading, researching, writing, traditional, information.</p> <p>Knowledge: multimodal instruments, advantage.</p> <p>Skills: remembering, understanding, applying, analysing, evaluating, creating.</p> <p>Achievements: information, literacy competence, practice.</p>	
<p>Tangible output of the activity that can be used by the participants to demonstrate their competence, if applicable (album, collage, drawing): Collage/video using one of the below tools and presenting their profession/daily work life (can be done in groups).</p>	
<p>Digital approaches if applicable (use of apps, online platform...)</p>	
Duration	1 h
Number of people	10+
Materials needed	Papers, pens, mobile phones, tablets, laptops, newspapers.
Activity description in steps	<p>1st phase - Introduction (5-10 minutes): As a part of introductions, go around the classroom asking the participants if they even hear about multimodal or multimedia literacy. What is the importance of it, how would the multimodal instruments influence their own literacy competence or literacy of students on a scale from 1 to 5 (1 is the best mark, 5 is the worst mark). The questions can be asked directly to each participant in order to improve group dynamics among the participants.</p> <p>2nd phase - Preparation and introduce the theory (5-10 minutes): In the next step, it is optional whether participants want to use papers, pens, mobile phones, tablets, laptops,</p>





	<p>newspapers. The activity does not require any special aids and can be conducted without materials.</p> <p>Bloom's Taxonomy of Cognitive Objectives shows students the pathway to different domains or levels of understanding of concepts or skills. A new approach to literacy education and enhancement should use combinations of multimodal instruments (see Picture 1 below) - sign systems (multimodal texts) and the use of multiple media (multimedia texts). Experiential learning includes not only verbal texts, but also pictorial-textual materials or multimedia communications (e.g. posters, presentations, pictorial encyclopaedias, digital encyclopaedias, educational videos, instructional videos, websites, etc.).</p> <p>3rd phase - Elaboration of the task (20-25 minutes): In addition to using combinations of multimodal literacy (understanding and producing information), ask participants to identify multimodal instruments to improve a specific competency. Discuss how the amount of information in all multimedia affects our literacy and the way we self-educate. Here, aids can be used, e.g. mobile phones, tablets, laptops, newspapers. In this way, they will be able to confirm their own literacy competencies and identify multimodal instruments that will enable learning or teaching in the most appropriate way.</p> <p>4th phase - Common evaluation and discussion (10-15 minutes): Ask participants to talk about their thoughts, ideas and solutions. They can share with each other and come up with other options together. This part is optional.</p>
Debriefing	<p>Discuss with the participants how they felt during the activity and how they feel at the end of it. Do you feel like this activity was helpful? Can you use new ideas in practice? Can you apply new knowledge for teaching university students?</p> <p>Make sure you answer any questions or doubts they may have regarding the topic.</p>
<p>Supporting materials and bibliography:</p> <p>This activity has been entirely developed by the consortium, however, it is based on the theory extracted from:</p>	

Pupala B., Fridrichová P.: Education For The 21st Century: Background to changes in the education curriculum, publisher: The State Pedagogical Institute, Bratislava, 2022. ISBN: 978-80-8118-293-8



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