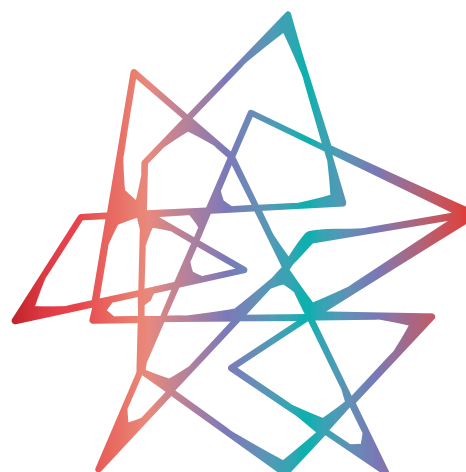




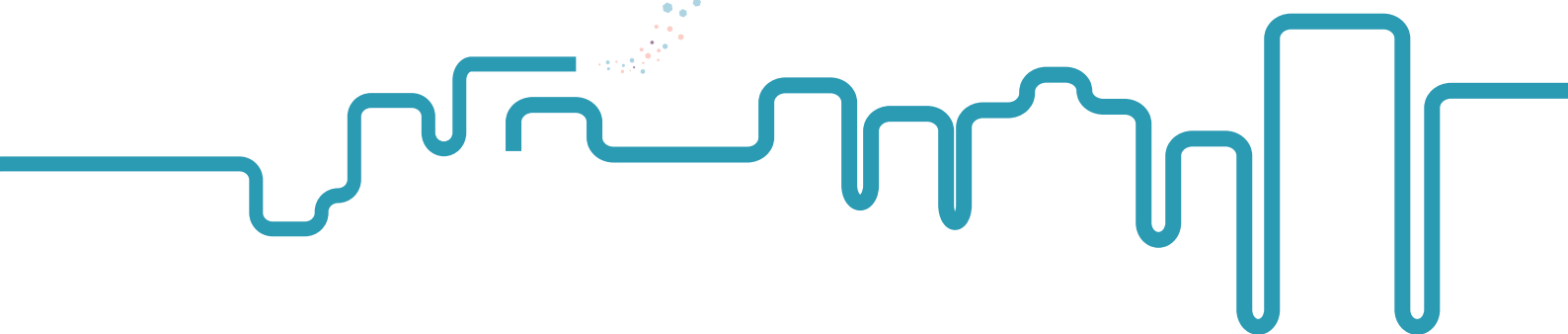
KA2 – Adult Education

Reference: 2016-1-IT02-KA204-024423



SK.IN

SKILLS FOR INCLUSION



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1. Presentation of the Project

“SK.IN. – Skills for INclusion” is an Erasmus+ project in Adult Education - KA2 Strategic Partnership for the Exchange of Good Practices- coordinated by Associazione Agrado- Italy, with the cooperation of Ha Moment - Portugal, Badgecraft- Lithuania, Dimitra- Greece and Satu Mare Penitenciarul- Romania.

It is a project aimed to share and develop educators' competences and learning methods for skills development and inclusion, addressed especially to low-skills learners or to those with obstacles in education and inclusion in society and job market (inmates, NEETS, unemployed, minorities ...).

The project arises from the needs of the involved organisations, shared in the planning phase of the project, regarding the development of key-competences for these learners and improved competences for educators to motivate the learning process and results achievement.

In the project activities we have planned a Training event for Educators, in Italy, in order to enhance the sharing of good practices on skills development and inclusion (you can find methods and activities in the first part of this Booklet).



The following activities have been 6 local workshops in 3 of the 5 countries (Italy, Greece and Romania) with a group of 20 local adult learners (inmates and fewer opportunities) so Educators could test the TC gained methods and tools in the different local environments and with different target groups.

The results from the 6 local workshops compose the 2nd part of this PDF Booklet and provide results for all the partners.

The project used innovative online tool (Open digital badges) to motivate learners and make them aware of their “learning to learn” competence in lifelong learning view.

We have tested Open badges as recognition and motivation tool during TC for educators and local workshops with adult learners.

Badgecraft, our partner from Lithuania has leaded project contributions to the technical and educational area of this project, mainly related to the necessary technical implementation of recognitions systems of Open digital badges.

1.1. Project Objectives

1. For adult educators: to share good practices and tools to better support and improve competence development of their low-skills adult learners, aiming to inclusion in society and to the holistic personal development..
2. For disadvantaged adult learners: to practice and develop basic skills (literacy, numeracy, ICT) and transversal skills (critical thinking, communication skills, conflict management) improving inclusion.
3. To test and apply innovative tools to motivate adult learners from different backgrounds to develop basic competencies and transversal skills and validate and recognise their achievements with Open badges.
4. To obtain a deep impact in dissemination and quality in Adult Ed. by creating a Facebook Page and a PDF Booklet about the methods developed, besides the use of the Badgecraft platform.
5. To strengthen the cooperation between different types of organizations involved in this project developing their capacities through a multisectorial cooperation.

Transnational component of this partnership (different learning context and environments) represents a fundamental quality factor of the project.

1.2. Phases of the project

	Who	What	When	Where
1	10 Educators/Coordinators	They collect and share good practices and tools to facilitate their Adult learners achievements in the field of basic skills (literacy, Maths, ICT,..) and Key competences.	February 2016 - May 2017	-1st Meeting PT -Training Course IT
2	6 Educators/Coordinators with their Learners (20 per country)	Educators test and apply in local Workshops the gained methods in their own countries with a group of 20 local learners with different difficulties in education and inclusion in society and job market (prisoners, NEETS, unemployed, low-skilled persons, early school leavers, minorities,...).	May - November 2017	6 Local workshops
3	Educators and Learners	Recognition of skills and qualifications to facilitate learning, self-development, inclusion and employability. Open digital badges to support learners in their process of learning autonomy, motivation, self-directed learning. The competences that we prioritise will be Basic skills (especially literacy, numeracy and ICT), and the 8 Key competences for Lifelong Learning	May 2017 May - November 2017	During TC for Educators Local workshops for Adult Learners
4	Educators/Coordinators	Production and dissemination of outputs and results: design of Badges, creation and design of the PDF Booklet and FB page .	June 2017- May 2018	Local and online

2. Partners

The Partnership is composed by :

ASSOCIAZIONE AGRADO - ITALY -

NGO working with youth and Adult in non-formal Education

HA MOMENT CRL - PORTUGAL -

NGO working with youth and Adult in non-formal Education

BADGECRAFT - LITHUANIA -

Private company which provides technical support services to organisations that want to setup badge-based learning solutions in their practices.

DIMITRA EDUCATION & CONSULTING - GREECE -

Vocational Education & Training (VET) Organization

PENITENCIARUL SATU MARE - ROMANIA -

Penitentiary for Adult inmates - with educational activities.

We chose the partners on the base of :

- Experience in educational projects, recognition tools and project management;
- Experience in working with adult learners especially low-skills or fewer opportunities ones;
- Different sector and type of organisation (Company, Public Body, Training Centre, Cooperative) in order to enrich the range of approaches, methods and tools.



SK.IN
SKILLS FOR INCLUSION

“Training Course in Italy, 8th- 12th May 2017”

SK.IN TC
activities description

DAILY PROGRAMME

	8 th MAy	9 th May	10 th May	11 th May	12 th MAy
9h30 - 11h	Presentation and get to know each other	Self-awareness	Visit	Cooperation	Open Badges II - developing a prototype
11h - 11h30	Coffee break				
11h30 - 13h	TB	Theatre of Oppressed	Visit	Negotiation / Empathy	Open Badges III - developing a prototype
13h	Lunch				
15h - 16h30	Open Badges I - Introduction to open badges	Theatre of Oppressed	Interpersonal Communication (nonviolent Communication)	Workshop design	Next steps
16h30 - 17h	Coffee break				
17h - 18h30	Learning to learn	Theatre of Oppressed	Communication awareness (Transactional Analysis)	Workshop Design Results	Final Evaluation
18h30 - 19h	Reflection time				

1. **SESSION:** Learning to Learn

2. **Aims:**

- To raise awareness about learning styles
- To promote reflection on the personal learning process and style
- To promote debate and reflection on learning process

3. **Time:** 1h30m

4. **Materials:** Flipchart, markers, paper, pen

5. **Activities Description**

5.1 - **Learning Styles**

It was presented the learning styles, written in a flipchart:

- Visual (spatial): You prefer using pictures, images, and spatial understanding.
- Aural (auditory-musical): You prefer using sound and music.
- Verbal (linguistic): You prefer using words, both in speech and writing.
- Physical (kinesthetic): You prefer using your body, hands and sense of touch.

- Logical (mathematical): You prefer using logic, reasoning and systems.
- Social (interpersonal): You prefer to learn in groups or with other people.
- Solitary (intrapersonal): You prefer to work alone and use self-study.

5.2 - Self Directed learning

The definition of self-directed learning was presented and explained how it is related with learning styles, since it's up to the learner to be aware of its learning process and style, in order to be more active and efficient.

An handout was given to each participant, so they could reflect on their own learning experience, with the some sentences to reflect and write on it.

Following that, the participants discussed in pairs their reflections. After we debate with the group about their individual reflection and conclusions and how it is connected with Self-Directed Learning.

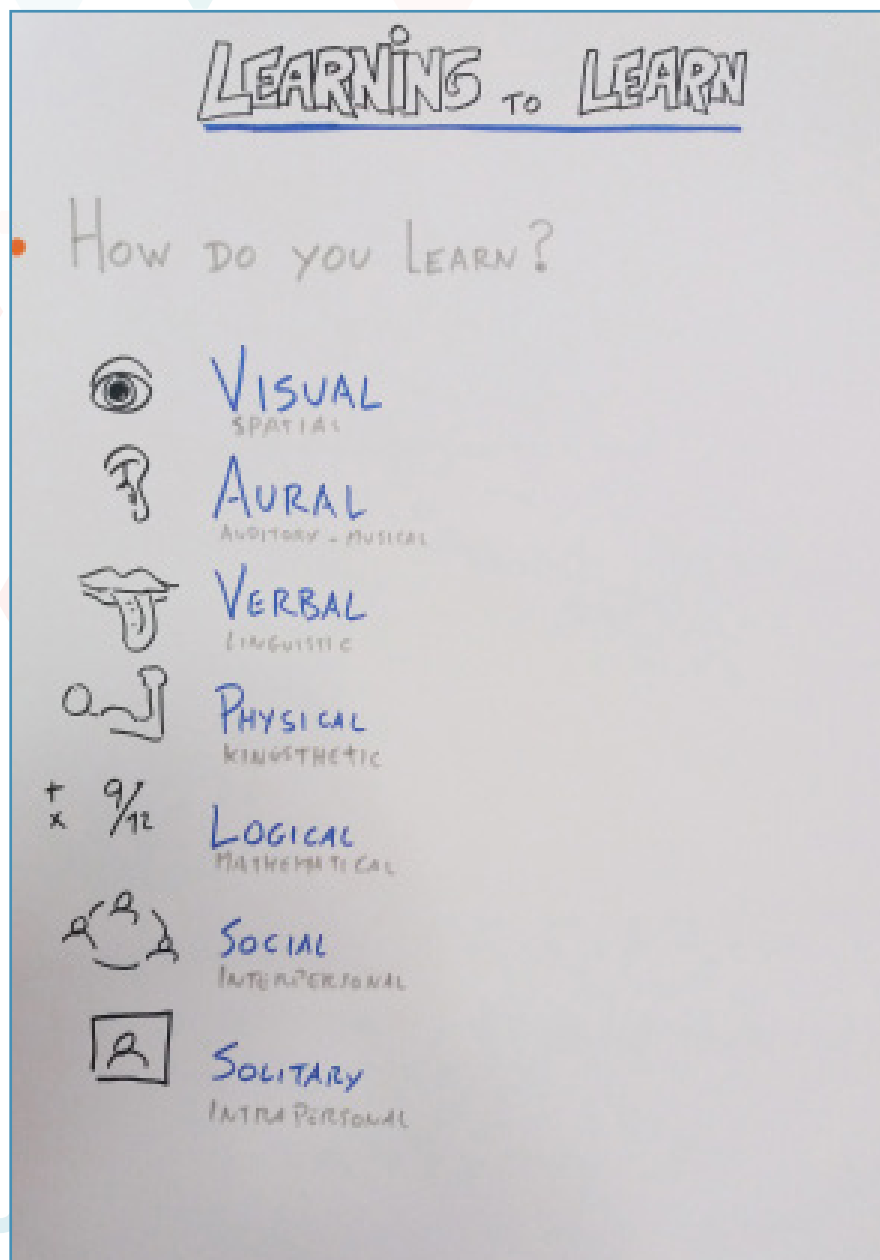
5.3 - Educator's role and learning styles

The trainer read one sentence each time, and the participants had to move in the room according to their opinion regarding that sentence. If they would agree they would move to the left side of the room. If they did not agree, they would move to the right side of the room.

After all the participants move, they started to discuss and convince the people from the other group to change opinion and join them.

In the end a debriefing was made to reach a conclusion. Also the learning styles were reviewed and identified how they were used in the previous exercise.

6. Photos of the activities



1. SESSION: Self-Awareness

2. Aims:

- To raise the self-awareness of competences: strengths and areas to improve
- To promote reflection on the key competences as educators
- To raise awareness of unique qualities and inner talents.
- To promote debate and discussion of educators competences

3. Time: 1h30m

4. Materials: Flipchart, markers, paper, pen

5. Activities Description

5.1 - Wheel of Life

The trainer draw in a flipchart the wheel of life template, adapted for educators. It was divided by the following areas: Creativity, Planning, Connection, Facilitation, Methods and Tools, Communication, Intuition, Evaluation.

Each participant draw their own wheel of life and gave a grade on their own competences in each area. They worked in pairs to discuss it and going deeper in the process of self-awareness, assisting each other. It was presented to the group and discussed what the participants found out about themselves.

In general, all understood what areas they needed to improve and were not aware.

After, each participant draw again in their wheel of life how much they want to improve in each area of the wheel.

A debriefing was followed to achieve the conclusions and final reflection.

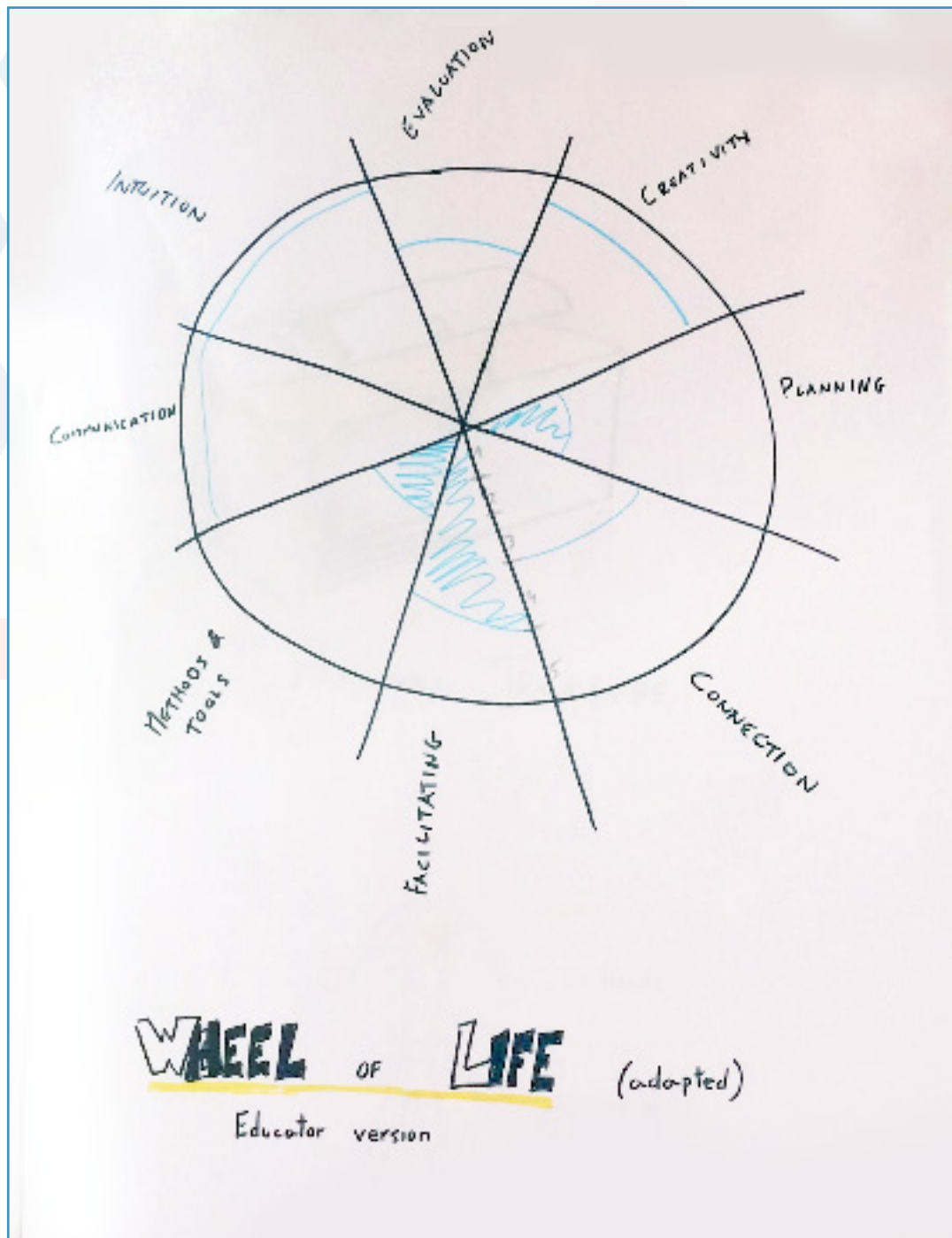
5.2 - Inner treasures

First it was asked to the participants to write down 3 unique talents they have. It was a moment of reflection and self-awareness.

After this, we went outside, and made a circle. One person at the time was in the middle and had to say one unique characteristic that no other person in the group would have. If somebody else in the group would have, than they would go to the middle and hug the person there. The exercise was repeated until all participants find unique characteristics that nobody else in the group had.

The second part was a walk in the nature, where in pairs the group discussed what they wrote before in paper, regarding their 3 unique talents. After the walk, we made a debriefing so all could share their findings.

6. Photos of the activities



1. SESSION: Introduction to Theatre of Oppressed

Introduction to Theatre of the Oppressed

2. Aims:

Get to know the principles and origin of the Theatre of The Oppressed (TO);

Understand the different steps of the process in which the TO is based;

Actively go through each step of the TO process;

Share and work on experienced/lived oppressions using the TO techniques.

3. Time: 4h30

4. Materials: Flipchart, Paper and pens

5. Activities Description

5.0 - Introduction to Theatre of the Oppressed

Brief introduction to the method, including presentation of Augusto Boal and reading the introduction letter of his book 'Theatre of the Oppressed and other poetic politics'.

5.1 - Undoing the physical structure of participants

Preparation of the physicality of the participants through exercises that stimulate and warmth their bodies. At this point the objective is to have the participants ready to engage in activities in the shape of games where the concentration and body control are the main focus.

Examples of activities are the 'slow-motion race' where the objective is to be the last one arriving while performing the race in slow motion, having in account the necessary equilibrium and pace to be able to run while being the last one arriving at the end. Other activity performed was a group exercise where is asked from the group that in pairs, again in slow-motion, perform a boxing fight where participants take turns striking each other (without ever touching), simulating the fight.

5.2 - Make the body expressive

The activities present at this stage have the objective of giving expression to one bodies. The first one focused on representing animals without making sounds and having the participants represent them physically all together at the same time. After getting used to the physicality, they'll be asked to find their pair. The other activity performed was when participants in pairs, but one at a time, try to pull an invisible string that one of them has in their belly and/or head. Guiding them, pulling them, making them go through the space.

5.3 - Theatre as a language

In this stage were explained three different performance and expressive techniques. The 'Yes But', the 'Stop and Think' and the correspondent 'Hannover Variation'. The first one, the pair of participants, debate an oppressive situation where the oppressed can only use 'yes but' to respond to the oppressive reasoning of the other character. The second one, had the purpose of allowing both oppressor and oppressed to share what they have on their mind (not on their words) during the situation. Finally the Hannover would explore the duet thoughts through questions made by the rest of the group that was watching the oppressive performance.

5.4 - Theatre as a discourse

In this final stage, the objective was to explore the Image Theatre technique and the Forum Theatre technique. The image theatre targets the reflection through a statue made of one or more persons of an oppressive situation. This statue is allowed to transform itself with the group intervention in order to represent a possible situation (statue again) that could help solve the oppressive situation. Finally the Forum theatre was presented as a tool to represent, through theatrical performance, an oppressive situation where, after shown, the audience could suggest behaviour alterations and even, go on 'stage' and substitute the oppressed character, in order to represent his version of the suggested behaviour.

6. Photos of the activities



Theatre of the Oppressed

Augusto Boal

Paulo Freire

T.O. represents an efficient mean of intervention at social, political educational level and a lesser extent psycho-therapeutical one.

* Working with the oppressed is a clear philosophical and social choice.

1. SESSION: Introduction to Non-Violent Communication (NVC)

2. Aims:

Get to know the principles and origin of the Non-Violent Communication methodology;

Understand the different steps of the process in which NVC is based;

Actively go through each step of the NVC process;
Share and work on experienced situation where the NVC can be applied.

3. Time: 1h30

4. Materials: Flipchart, Paper and pens

5. Activities Description

5.0 - Introduction to the NVC methodology

Introduction to Marshall Rosenberg and to some of the ideas and principles of the NVC methodology that he created.

5.1 - Understanding the meaning of the words

Certain words on NVC have particular importance, like Judgement, Observation, Emotion, Request or Need. Explanation on how they are an important part of the NVC process and the boundaries they represent.

5.2 - Share an observation

It was asked to each participant to remember a situation that happened with someone else, an event, where you felt uncomfortable. Remember it as if observing. How it happened and how you felt. Take note in few sentences what you observed and remembered.

5.3 - Recognize an emotion

Related to the situation observed before, the educators were asked to think and identify the emotion they felt, the singular emotion not a judgement towards the other.

5.4 - Identify a need

According to the theory of NVC, if there's an emotion, there's a need, so, again the educators are invited to connect the emotion they felt to a specific need.

5.5 - Define a request

Finally in the process the educators would prepare a structured request, according to the rules of NVC, in a way that clearly one had a request, nor a threat nor a complaint.

5.6 - Discussion

In a open group discussion, all the steps of the process were presented. All participants went through the process of selecting a uncomfortable situation with someone until defining a possible request to amend the issue, while discussing and analysing it within the group.

6. Photos of the activities



1. SESSION: Introduction to Transactional Analysis

Introduction to Transactional Analysis

2. Aims:

Get to know the principles and origin of TA;

Understand Ego States bringing awareness on our feelings;

Understand the 3 basic Transactions- pillars of communication/human relations;

Develop awareness on our inner Ego States and understand how to communicate better avoiding “inner traps from the past”.

3. Time: 1h30

4. Materials: Flipchart, Paper and pens

5. Activities Description

5.0 - Introduction to the TA

Introduction to Eric Berne and to some of the pillars and principles of the Transactional Analysis that he created. (Ego States- Transactions- Position of Life- Lifescript- Games).

5.1 - Understanding Ego States

Description of the 3 Ego states (Parent- Adult and Child) identified by Berne inside each human being- Division in Parent (nurturing and critical) and Child (free and rebel/adapted).

Examples on how the 3 Ego states manifests their energy in behaviours, words, attitudes- Importance of non-verbal language.

5.2 - Exercise for participants

It was asked to each participant to reflect in which Ego state they are in main part of their day- Share in couples.

5.3 - Understanding Transactions

Graphic explanations of the 3 main kinds of Transactions identified by Berne: Complementary, Crossed, Ulterior.

5.4 - Exercise on Transactions

Participants are requested, divide in 3 groups, to write a small dialogue for each transaction.

6. Photos of the activities



1. SESSION: Cooperation

2. Aims:

Get to learn how to cooperate;

Get awareness about the dynamics and roles in groups;

Learning by doing using creativity;

3. Time: 1h00

4. Materials:

- Paper and pens
- Different materials: 2 balloons, 4 straws, different kind of papers and strings, adhesive tapes + 1 egg for each group

5. Activities Description

THE EGG CHALLENGE

Group of 3 people. We deliver each group some material the same for all (straws, papers, 2 balloons, adhesive tapes,+ 1 egg.

They have 20 minutes to decide together, draw and build a protection for dropping the egg down from a window (or ladder) without damage to the egg.

6. Photos of the activities



1. SESSION: Negotiation/ Empathy

2. Aims:

- To present the type of relationships that people have
- To promote reflection on communication and negotiation styles
- To raise awareness of the importance of win-win situations.
- To understand the different quadrants of negotiation achievements

3. Time: 1h30m

4. Materials: Flipchart, markers, paper, pen

5. Activities Description

5.1 - Win as much points as possible

The trainer presented a game with the title “Win as much points as possible”. The participants were divided in two groups to compete in this game. Each turn, each team could chose a colour: green or red.

If both chose red, they both win 3 points. If both chose green, both team lose 3 points. If one team chose red and the other green, the one that chose red loses 6 points, while the team that chose green wins 6 points.

We made 10 rounds with some variations: in one round there was a negotiation between an ambassador from each team. In another round there were 2 ambassadors from each team.

In the end, both teams were tied in points. We debrief and try to understand why we compete, cooperate, betray, get frustrated, and other several emotions that happened in the game.

5.2 - Fight, Flight or Friend

The trainer presented the types of reaction that are normal in animals and in humans. When we meet somebody for the first time we react as following: “fight”, “flight”, or “friend”.

Fight it means that we are dominant in relation with the other.

Flight means we are overcome by the other, so we tend to flee or flight.

Friend means we feel comfortable with the other and tend to cooperate.

After this presentation we discussed how these 3 things happened during the previous game.

5.3 - Win-Win situations

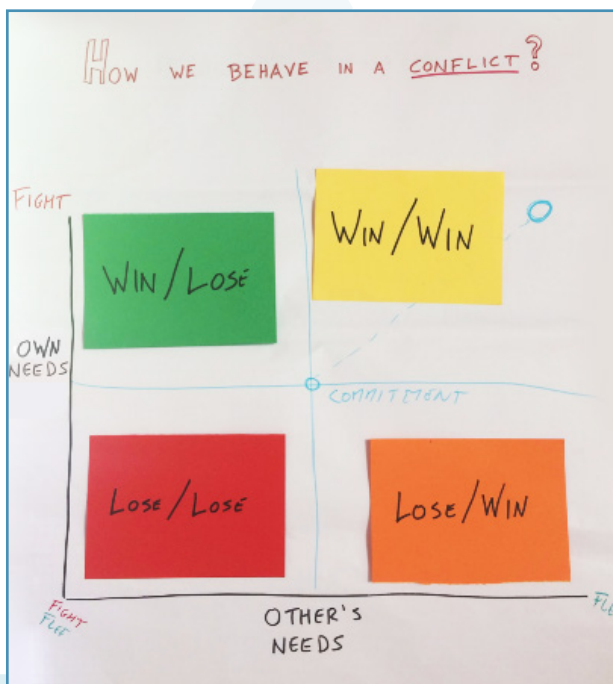
The trainer presented the 4 quadrants of negotiation: Win-Lose, Lose-Lose, Lose-Win and Win-Win.

Then each participant reflected on a specific situation that happened in their life and presented to the other participants.

All tried to guess in which quadrant that specific situation would fit in. It was also discussed how we can reach a win-win situation, by compromising and make a commitment.

A debriefing was made in the end to achieve conclusions and final reflection.

6. Photos of the activities



WIN AS MUCH POINTS AS POSSIBLE !!

BOTH RED = BOTH RECEIVE +3 POINTS
BOTH GREEN = BOTH LOSE 3 POINTS (-3)
ONE RED + ONE GREEN = RED -6 GREEN +6

KA2 – Adult Education

Reference: 2016-1-IT02-KA204-024423



SK.IN
SKILLS FOR INCLUSION

“Local Workshops ”

Greece, Italy and Romania
activities description

”The Greek, Italian and Romanian Partners had the task to test the methods, tools and activities learned during the TC in Italy, and using the Badges as learning recognition.

Each partner, with their 2 educators present in the Italian TC, tested the methods of Non-formal education and the Badges in different learning environments and with different targets:

Dimitra- Larissa, Greece: As propedeutic workshops before specialistic Courses for long-term unemployed- held in Dimitra centre twice a month.

Associazione Agrado, Vinci, Italy: 6 workshop in a class of the Secondary school- Technical Institute “A . Checchi” in Fucecchio, Italy- with students from different origins and backgrounds with difficulties (especially on relationships);

Satu Mare Prison, Romania: 6 workshops into the Prison with inmates.

Resume:

a. Workshops in Greece

6 workshops each 2 weeks- before other training

Group: Long term unemployed

Techniques and games used: Cooperation game (Carpet, Spaghetti tower, Egg,..), win –win game, Transactional Analysis

Skills developed: Teamwork and cooperation, expression, interaction between themselves

Badges: every meeting reminded- Hard for many of them to claim badges regardless the wifi and laptops- (no ICT skills)- Few claimed badges in digital form but after the final reminder, Badges were handled out in paper form to all participants.

Changes: Great changes in cooperation, and openness- Trainers of the following Training said that the participants arrived full of energy and more motivated- Asked for Non formal tools

b. Workshops in Italy

6 workshops with students in a secondary school in Fucecchio. (18 years old). Once a week

Class selected with teachers because of the problems inside ("multicultural", born by the fusion between 2 other classes, no empathy between students, with teachers- no relationships- control by a girl on the others- fear of judgement)

Techniques and games used: Simulation and role-play games, Theatre of Oppressed techniques, Transactional Analysis, win-win games,...

Skills developed at the end: More self-awareness, openness and less fear of show opinions and feelings, more feeling management. Badges were 6: Learning to learn, communication, negotiation, self-awareness, emotional management, problem solving.

Badges: Problem with the environment- no wifi for students, so they had to claim badges at home and also register in the platform- maybe they lived this as a “homework” and didn’t do it.

Only 3 badges claimed and 11 people on the platform.

In the last workshop we used paper badges making a quiz on topics we faced during the process. It worked well.

Changes: More self-awareness, openness and less fear of showing opinions and feelings, more feeling management.

c. Workshops in Romania

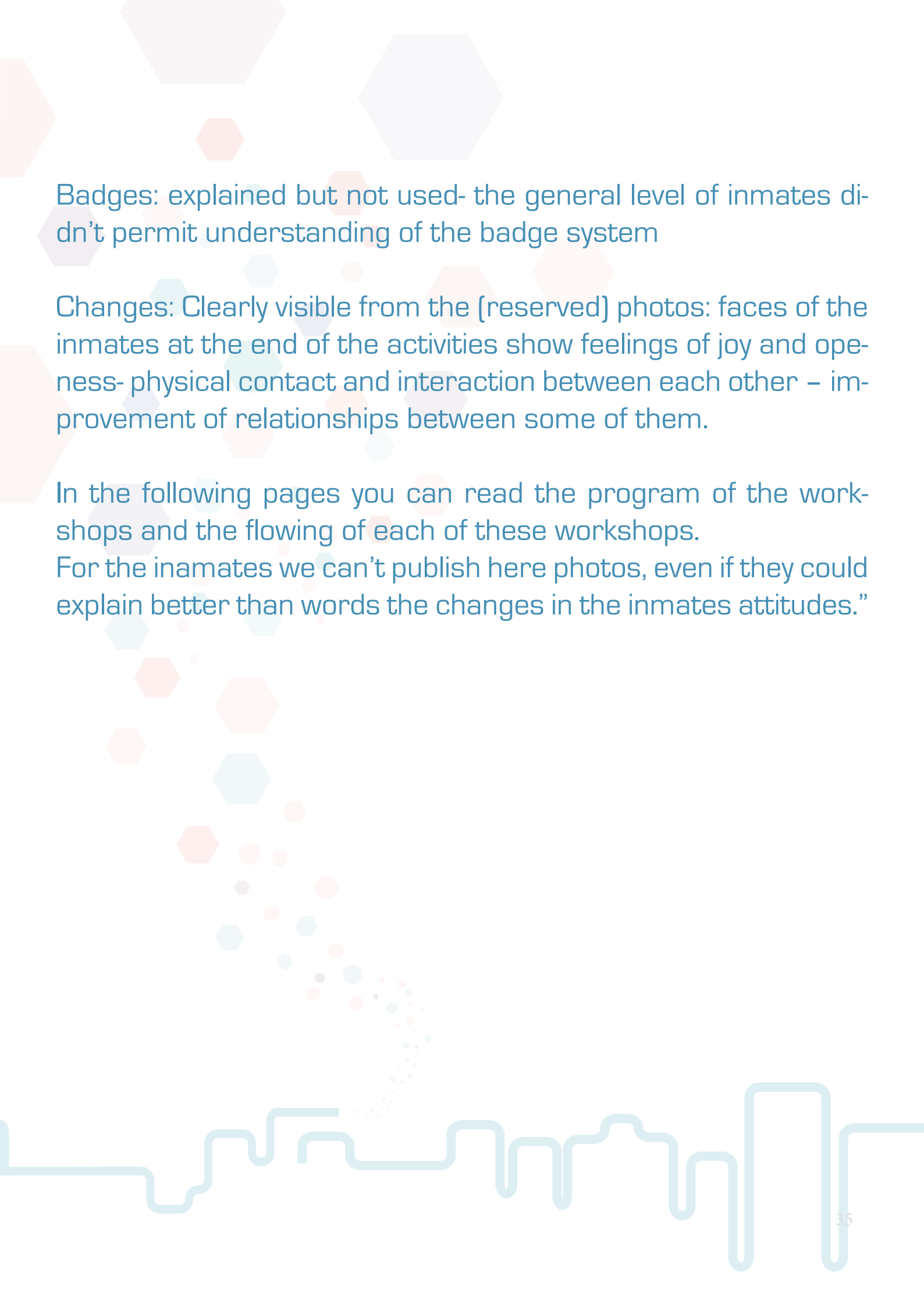
6 workshops with inmates in Satu Mare prison.

Every day with the same group of inmates- even if with a changeable number of it.

Mixed group for level, age, and skills

Techniques and games used: Cooperation game (Carpet, Spaghetti tower, Egg,..), Theatre of Oppressed techniques.

Skills developed: Teamwork and cooperation, expression, interaction between themselves

The page features a decorative background with various sized hexagons in shades of orange, red, and light blue scattered across the top and left sides. At the bottom, there is a light blue line graphic that resembles a stylized heartbeat or a step-like waveform.

Badges: explained but not used- the general level of inmates didn't permit understanding of the badge system

Changes: Clearly visible from the (reserved) photos: faces of the inmates at the end of the activities show feelings of joy and openness- physical contact and interaction between each other – improvement of relationships between some of them.

In the following pages you can read the program of the workshops and the flowing of each of these workshops.

For the inmates we can't publish here photos, even if they could explain better than words the changes in the inmates attitudes.”

4.1 GREECE LOCAL WORKSHOPS

GREEK LOCAL WORKSHOPS - 1

1. Workshop number - WORKSHOP 1
2. Topics: Getting to know- Ice breaking Activities- Badges
3. Time: 2h
4. Learning Environment: DIMITRA's iVET school
5. Number of Learners: 20
6. Type of Learners: Long term unemployed. Problem with reentering the Job Market, in need for motivation.
7. Description of the Activities:

Filling the Zero measurement tool

Ice breaking Activities (Why I am unique)

Presentation of the project

Getting to know the badges

8. Results

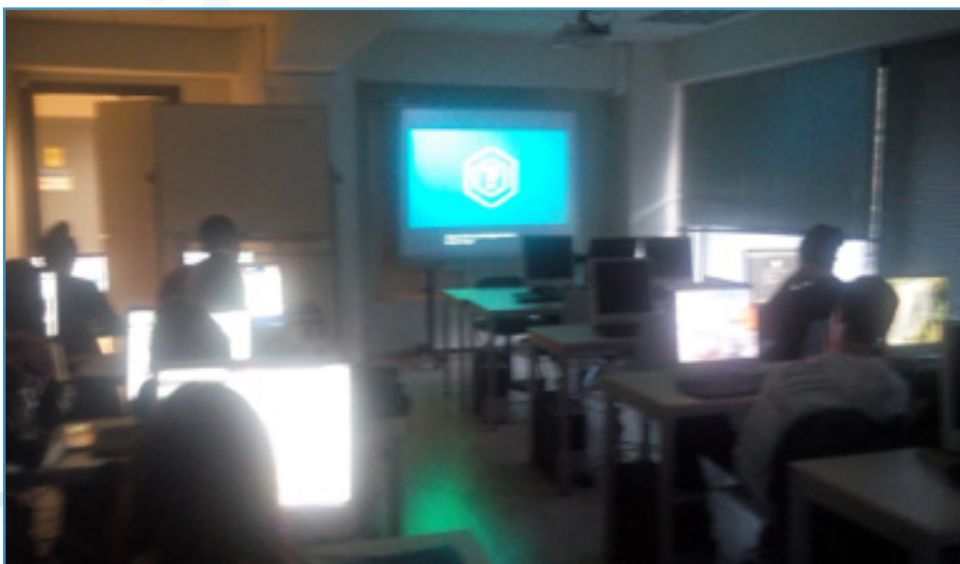
They were reluctant to fill in the measurement tool at first as they mistook it for an assessment and they didn't want to get exposed. Once they realized that this will be for their own use

and according to their opinion they were happy to do it and thought they could use it in other classes as well.

They really enjoyed the icebreaking activity and they got to bond and get to know each other better. They already had a relationship with each other however this game gave them the chance to reveal some more personal information and get to know each other better

Concerning the badges they were confused at first, but in continuance they understood the concept. Some of them had quite low ICT skills.

9. Photos



GREEK LOCAL WORKSHOPS - 2

1. Workshop number - WORKSHOP 2
2. Topics: Team work
3. Time: 2h
4. Learning Environment: DIMITRA's iVET school
5. Number of Learners: 20
6. Type of Learners: Long term unemployed. Problem with reentering the Job Market, in need for motivation.
- 7: Description of the Activities:
 - Bonding Activity and introduction to team building (carpet exercise)
 - Team working (spaghetti tower exercise)
 - Discussion upon the exercises and the dynamics of the team
8. Results
 - They really enjoyed the team building exercise and they got to do it much faster the second time. That was due to the fact that they were really reluctant not to touch each other or bump into one another the first time. However the second time around they were relaxed and they go to do that much quicker. They really enjoy this kind of exercises and they seem more motivated afterwards.

- The spaghetti tower was a huge success. Very creative and very happy participants. Following the process they were able to really describe how the team worked and all the different roles. We found that it was really motivating and helpful when we pointed out the parts in which team was most successful (ie. creativeways to use the material, really good structure, good use of different ideas etc.)

9. Photos



GREEK LOCAL WORKSHOPS - 3

1. Workshop number - WORKSHOP 3
2. Topics: Negotiation
3. Time: 2 hours
4. Learning Environment: DIMITRA's iVET school
5. Number of Learners: 20
6. Type of Learners: Long term unemployed. Problem with reentering the Job Market, in need for motivation.
7. Description of the Activities
 - a. Energizing Activity – Pass the ball without using your hands
 - win-win Game
 - Explanation of the communication styles
8. Results
 - Passing the ball without hands wasn't that successful as the rest of the activities. However this was probably the case as the team seemed to be quite tired and irritated that day.
 - The win-win exercise was the one with the most results during the workshops overall
 - The participants did not understand the concept at the beginning

- > They were divided in sub teams even in their own teams
- > A lot of miscommunication took place in purpose
- > They didn't want to accept that the outcome was not in favor of nobody
- > They understood the concept of win-win at the end

It was quite obvious that on of the two teams had a negotiator with a very strong personality that overtook the whole team. The rest of the team were just following her lead.

The other team was obviously divided in two and both times the negotiator was from one part of the team. Prior to the negotiation they were just discussing the concept with half the team and the representative miscommunicated the discussion on purpose. We discussed as why did this take place but nobody answered and we concluded that if a proper communication had taken place then both teams would have benefited.

9. Photos



OMADA A	OMADA B
-1	-1
-1	-1
-1	-1
-1	-2
+2	-2
+1	+1
-2	+2
(-3)	(-3)
+1	+1
-2	+2
-1	-1
(-1)	(-1)

SK.IN
 SKILLS FOR INCLUSION

GREEK LOCAL WORKSHOPS - 4 & 5

1. Workshop number - WORKSHOP 4
2. Topics: Learning to learn and Communication
3. Time: 4 hours
4. Learning Environment: DIMITRA's iVET school
5. Number of Learners: 20
6. Type of Learners: Long term unemployed. Problem with reentering the Job Market, in need for motivation.
7. Description of the Activities

Learning to learn:

- Icebreaking activity – Slow motion challenge
- Activity for self awareness - filling in the circle of competences-
- Explanation of different learning styles
- Activity with division and debate according to your answers

Communication:

- Description and explanation of transactional Analysis
- Role play with groups
- Description and explanation of the various EGO states

8. Results

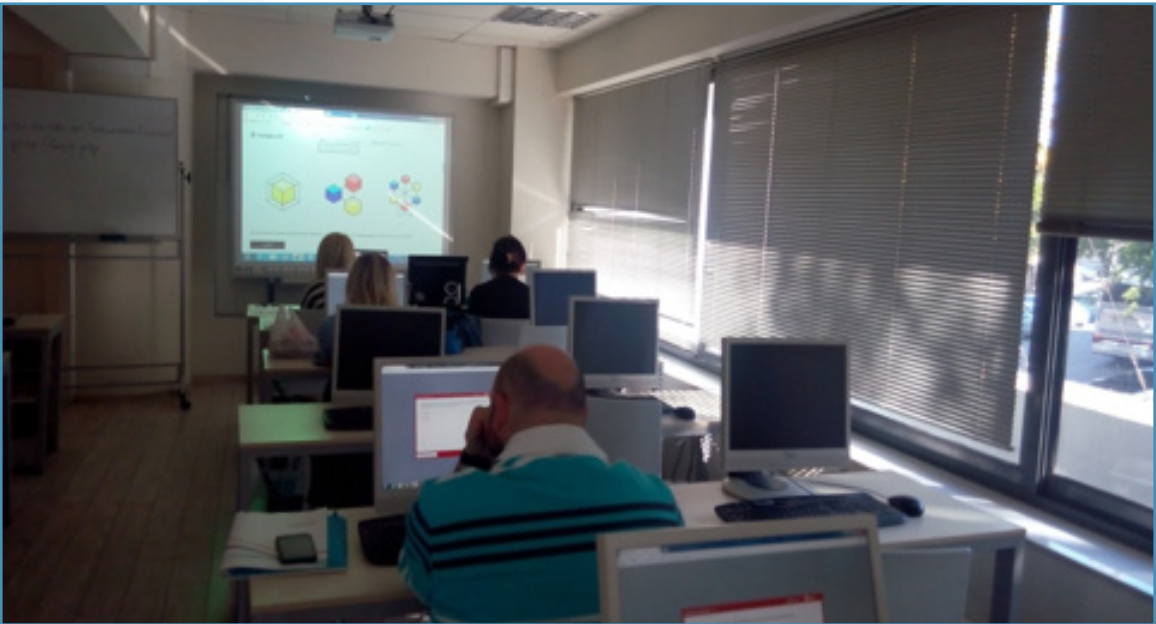
Learning to learn:

- As this is the 4th Workshop people were more familiar with the project
- They enjoyed filling their circle and then the participants had a fruitful reflection on it after discussing and explaining the different learning styles
- The exercise of answering by taking sides was a blast. People got really motivated with the debate. However it was really hard to get someone to change side as the participants seemed quite hung up to their opinions.

Communication:

- Most of them were focused during the presentation of the transactional analysis. Probably it seemed a little unusual as our workshops till now did not include lecture and presentations.
- This group was big on role plays, they even asked for a roleplay during a previous workshop, that they really enjoyed this part
- Everybody participated and had no fear of being exposed as they already knew each other. However I think it was very important that as the 2 workshops took place back to back they were pretty warm and relaxed.
- The discussion that took place afterwards maybe clear that the class has understood the 3 Ego states and the 3 transactions

9. Photos



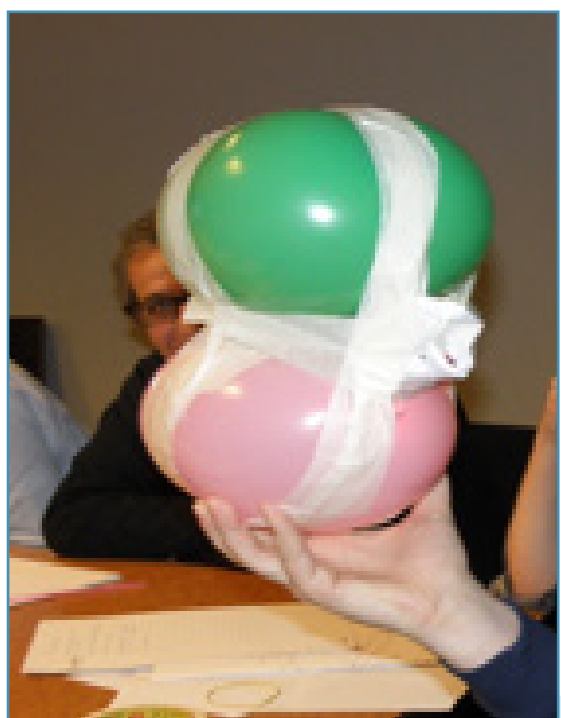
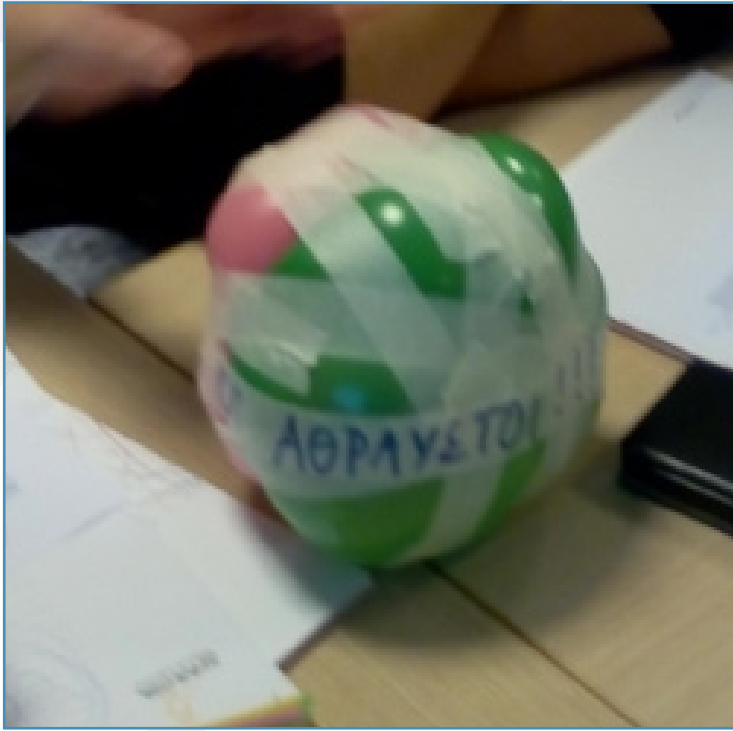
GREEK LOCAL WORKSHOPS - 6

1. Workshop number - WORKSHOP 6
2. Topics: Problem Solving
3. Time: 2h
4. Learning Environment : DIMITRA's iVET school
5. Number of Learners: 20
6. Type of Learners: Long term unemployed. Problem with reentering the Job Market, in need for motivation.
7. Description of the Activities
 - Egg challenge
 - Discussion upon Problem Solving
 - Badges again
 - Filling the final Zero measurement tool
 - Close of the workshops

8. Results

- The Egg challenge was a lot of fun for the participants. In order to foster their creativity we gave them just a few materials and invited them to use whatever they had available on them or in the room.
- After all the workshops they had already realised that all the fun exercises that they did led them to learning and they were expecting the same for this one. The participants were very creative.
- This time they filled in the questionnaire happily and they enjoyed comparing the final with the initial questionnaires. The braver ones shared their progress.
- The Badges were presented again and we tried to motivate them more.
- As the participants enjoyed their time at the workshops but also realised that they have learned a lot they have come closer to each other but also to the trainer. As a result a heartfelt goodbye took place.

8 Photos



4.2 ITALY LOCAL WORKSHOPS

ITALIAN LOCAL WORKSHOPS - 1

1. Workshop number - WORKSHOP 1
2. Topics: Getting to know- cooperation- Competences- Badges
3. Time: 2h
4. Learning Environment (for instance: Prison.....): School, Classroom of Technical Institute (18 years old) , Fucecchio (FI)

ITALY

5. Number of Learners: 24
6. Type of Learners: Young adult students, many of these with problem of attention and emotional management- The class is composed by students mixed by other classrooms and so they don't know each other very well. Many immigrants of first and second generation- but all speak Italian.
7. Description of the Activities:
 - a. Presentation of the project
 - b. Filling in the Zero Measurement Tool
 - c. Competences level
 - d. Presentation and names

- e. "One reason why I'm unique" game
- f. Team building EGG CHALLENGE
- g. Badge explanation

8. Results

They seem interested but they can't keep a constant level of attention, they try to escape from emotional issues.

Difficulties in emotional management. They tend to laugh and comment to what the others do.

Good skills in teamwork, almost all the 4 sub-groups in Egg challenge.

They seem interested in discovering their own competences (and curious about the others) and seemed honest in their self-evaluation of competences.



ITALIAN LOCAL WORKSHOPS - 2

1. Workshop number - WORKSHOP 2
2. Topics: Self-awareness
3. Time: 2h
4. Learning Environment (for instance: Prison.....): School, Classroom of Technical Institute (18 years old)
5. Number of Learners: 24
6. Type of Learners: Young adult students, many of these with problem of attention and emotional management- Some of them with social problems. The class is composed by students mixed by other classrooms and so they don't know each other very well. Many immigrants of first and second generation- but all speak Italian.
7. Description of the Activities:
 - a. Badge explanations and reward system (step by step by projector) – invitation and Badge Wallet download
 - b. Warm up game (Fruit salad)
 - c. Slow motion challenge
 - d. Personal Treasure - Individual reflection and share in couples
 - e. Wheel of life (papers given and each one individually filled it)- Plenary sharing about their area needing improvements- suggestions
 - f. Signatures

8. Results

The class still has problem in keeping attention and not talking or making noises- in small groups. Lot of time we have to stop activities and reflect with the group on what is happening at the moment (people judging each other, blaming, talking with the mate...). The class seems divided in sub-groups.

Anyway it seems clearer that a part of the class is interested in this path, and some conflicts are arising for this reason (between some who makes noise it and some who wants to participate deeply).

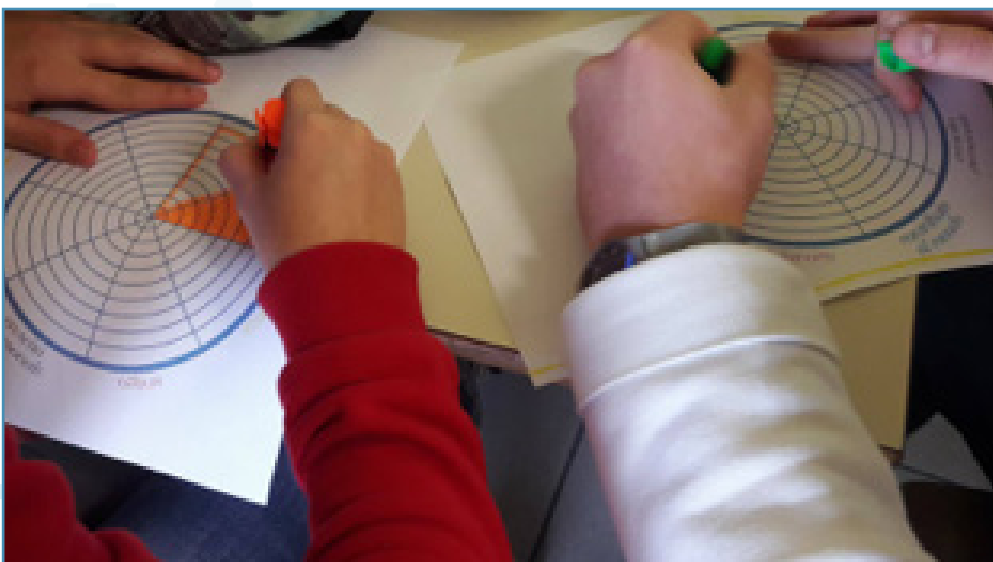
One of the student open criticizes this kind of “psychological” method, but at the same time hekps the mates to enrol in the badges App.

Another one, older than the others, stay away from the circle but in the last activities he decides to enter and join.

Some starts to participate expressing more inner values and opinions.

At the moment 9 participants only are in the Badge platform.

8 Photos



ITALIAN LOCAL WORKSHOPS - 3

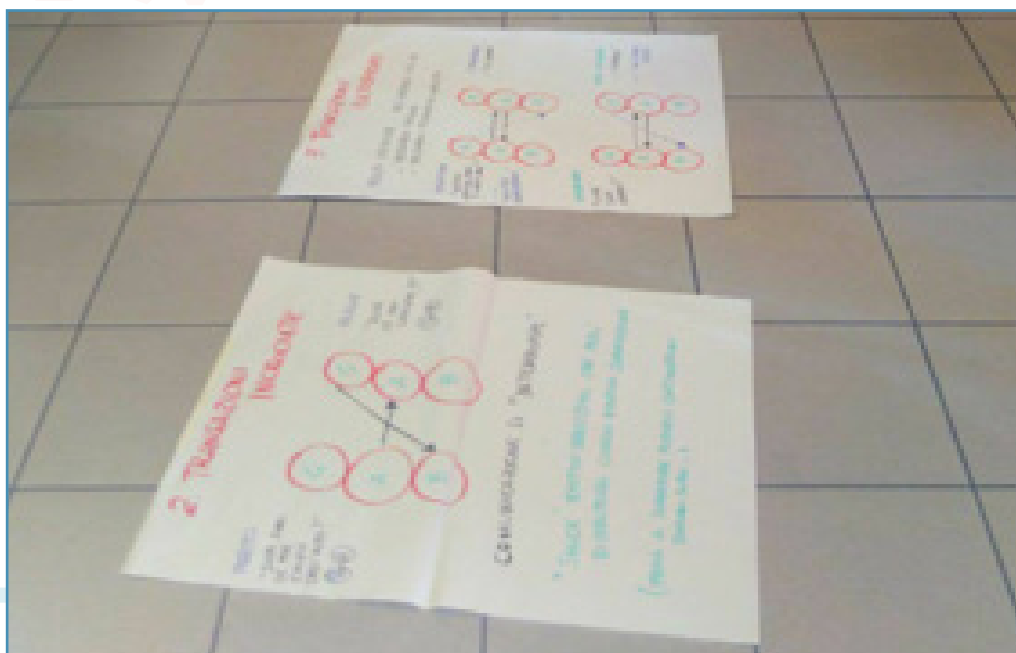
1. Workshop number - WORKSHOP 3
2. Topics: Communication
3. Time: 2h
4. Learning Environment (for instance: Prison.....): School, Classroom of Technical Institute (18 years old)
5. Number of Learners: 24
6. Type of Learners: Young adult students, many of these with problem of attention and emotional management- Some of them with social problems. The class is composed by students mixed by other classrooms and so they don't know each other very well. Many immigrants of first and second generation- but all speak Italian.
7. Description of the Activities
 - a. Badges new info and motivation to register on Platform
 - b. Ice -breaking games: Pass the balls without touching with hands - Finger hypnosis.
 - c. Session on Transactional Analysis: Ego states and the 3 transactions (Complementary, crossed and ulterior) + final exercises on simulations, divided in 5 groups with given situation to play in front of the others. The audience had at the end to say the Ego states of the characters and the kind of transaction happened between them.

8. Results

The class showed more attention, especially some of the youth. Some others kept on following the same behaviour (talking between themselves,..) - During the theatre on TA, some of the group gave their best in acting and we think that at least a half of the class has understood the Ego States and Transactions.

Less fear to be judged by the others - It seems that someone is starting to follow the process.

Only 10 people are actually on Badgecraft platform- every meeting we have to motivate them in it.



ITALIAN LOCAL WORKSHOPS - 4

1. Workshop number - WORKSHOP 4

2. Topics: Negotiation

3. Time: 2h

4. Learning Environment (for instance: Prison.....): School, Classroom of Technical Institute (18 years old)

5. Number of Learners: 24

6. Type of Learners: Young adult students, many of these with problem of attention and emotional management- Some of them with social problems. The class is composed by students mixed by other classrooms and so they don't know each other very well. Many immigrants of first and second generation- but all speak Italian.

7. Description of the Activities

a. Badges new info and motivation to register on Platform

b. Ice – breaking games: Fight in slow motion – Balance by hands.

c. Session Negotiations: win-win game and explanation of negotiation style

8. Results

The class showed more attention, especially some of the youth. Some others kept on following the same behaviour (talking between themselves,..)- During the win win game, most of the group was really involved and gave their best in participating and trying to understand the negotiations modalities.

Less fear to be judged by the others- It seems that someone is starting to follow the process. Only 10 people are actually on Bagedcraft platform- every meeting we have to motivate them in it.

9. Photos



ITALIAN LOCAL WORKSHOPS - 5

1. Workshop number - WORKSHOP 5

2. Topics: Emotional Management

3. Time: 2h

4. Learning Environment (for instance: Prison.....):
School, Classroom of Technical Institute (18 years old)

5. Number of Learners: 24

6. Type of Learners: Young adult students, many of these with problem of attention and emotional management- Some of them with social problems. The class is composed by students mixed by other classrooms and so they don't know each other very well. Many immigrants of first and second generation- but all speak Italian.

7. Description of the Activities

a. Badges new info and motivation to register on Platform

b. Ice – breaking games: Represent different emotions

c. Session of theatre of oppressed: represent different emotion by the creation of scenes. Stop and go. And Try to express how do they felt, and what the emotions means.

8. Results

The class showed their difficult to manage the emotion, especially some of the youth. Some others Use some defence strategy, laughing and chatting during the session. Some of them joking about the others emotions.

All of them otherwise recognize all the emotion, but it was difficult for them try to feel them and they try to underestimate the importance of the session.

Some of them was afraid about the bad opinion that comes from someone.

9. Photos



ITALIAN LOCAL WORKSHOPS - 6

1. Workshop number - WORKSHOP 6
2. Topics: Learning to learn
3. Time: 2h
4. Learning Environment (for instance: Prison.....): School, Classroom of Technical Institute (18 years old)
5. Number of Learners: 22
6. Type of Learners: Young adult students, many of these with problem of attention and emotional management- Some of them with social problems. The class is composed by students mixed by other classrooms and so they don't know each other very well. Many immigrants of first and second generation- but all speak Italian.
7. Description of the Activities
 - a. Badges new info and motivation to register on Platform
 - b. Ice – breaking games: Colour in circle and scout chair
 - c. Session of evaluation and learning to learn: The student evaluate their learning skills during the past session and evaluate the all activities. Badge delivery.

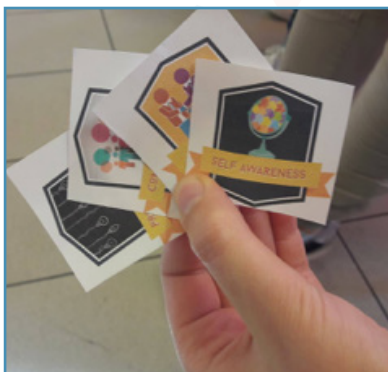
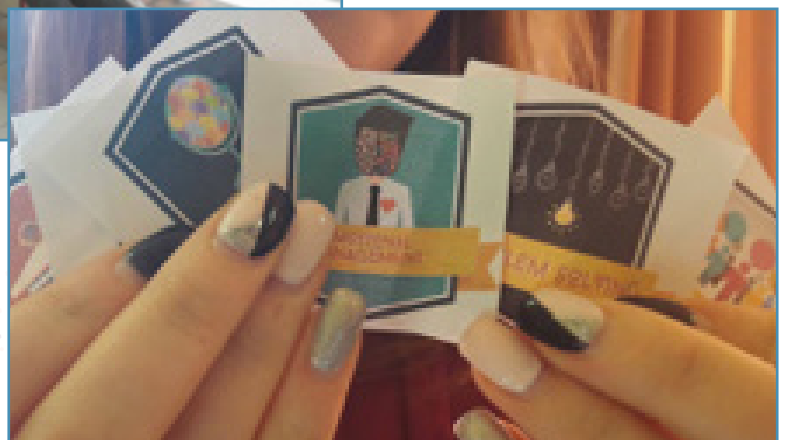
8. Results

The class seems amazingly developed mostly about the not judgment modality and the listening skills.

They are able to give positive feedback each other, and keeping more attention to the activities and to the group.

We underline that was missing a girl that is really disappointing for the others, maybe her absence facilitate the other participation, or maybe is a beginning of a new management of the relations inside the classroom.

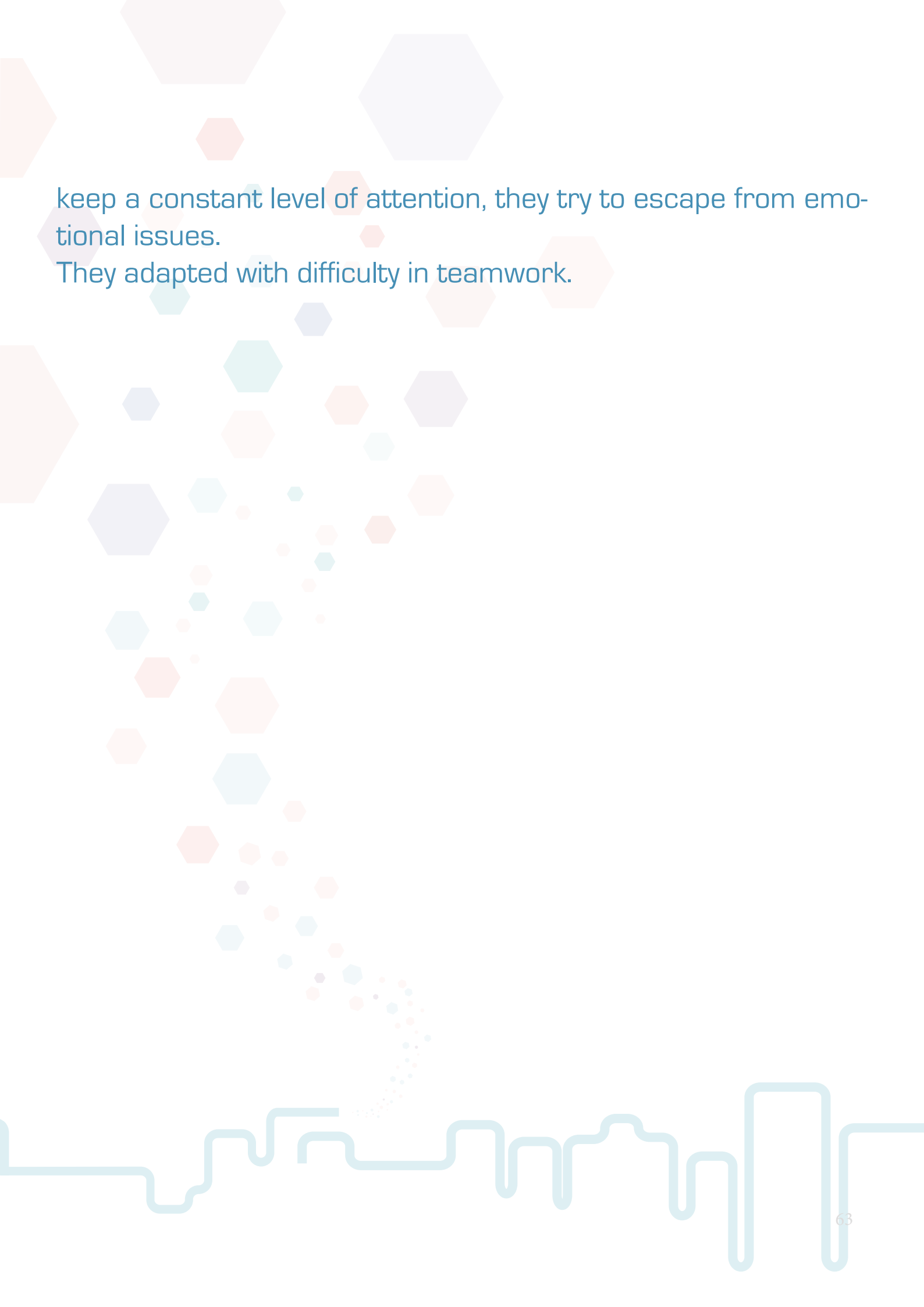
9. Photos



4.3 ROMANIA LOCAL WORKSHOPS

ROMANIAN LOCAL WORKSHOPS - 1

1. Workshop number- WORKSHOP 1
2. Topics: Getting to know- cooperation- Competences-
3. Time: 2h
4. Learning Environment : Satu Mare Prison
5. Number of Learners: 30
6. Type of Learners: prisoners between 21-52 years old
7. Description of the Activities:
Presentation of the project
Filling in the Zero Measurement Tool
Competences level
Presentation and names
“One reason why I’m unique” game
Team building EGG CHALLENGE
8. Results
They were very reserved at the beginning of the activity and was hard to made them open in front of other inmates. They can't

The background features a collection of semi-transparent hexagons in shades of orange, teal, and purple, scattered across the upper and middle portions of the page. At the bottom, a light blue line graphic with a jagged, step-like pattern spans the width of the page.

keep a constant level of attention, they try to escape from emotional issues.

They adapted with difficulty in teamwork.

ROMANIAN LOCAL WORKSHOPS - 2

1. Workshop number- WORKSHOP 2
2. Topics: Self-awareness
3. Time: 2h
4. Learning Environment : Satu Mare Prison
5. Number of Learners: 30
6. Type of Learners: prisoners between 21-52 years old
7. Description of the Activities:
Slow motion challenge
Personal Treasure – Individual reflection and share in couples
Wheel of life (papers given and each one individually filled it)- Plenary sharing about their area needing improvements- suggestions
8. Results
The group has a problem in keeping attention and laughing or making noises. We had to stop the activity and made them calm down.
We started the activity with the slow motion race and after they understood the game, they became more involved, so we repeat the game. The second game was slow motion fight challenge

The background features a light blue and white color scheme. It is decorated with various sizes of semi-transparent hexagons in shades of light blue, light orange, and light purple. At the bottom of the page, there is a stylized, light blue line graphic that resembles a step function or a signal waveform, with several peaks and valleys of varying heights and widths.

and they seemed to be more interested.

After that, we gave them the task to reflect about the activity (about their feelings, all activity and about the educator). They gave a rating for the activity, and they must to argue the answer.

ROMANIAN LOCAL WORKSHOPS - 3

1. Workshop number- WORKSHOP 3

2. Topics: Communication

3. Time: 2h

4. Learning Environment: Satu Mare Prison

5. Number of Learners: 30

6. Type of Learners: prisoners between 21-52 years old

7. Description of the Activities

Ice -breaking games: Pass the balls without touching with hands
Session on Transactional Analysis: Ego states and the 3 transactions (Complementary, crossed and ulterior), divided in 10 groups with given situation to play in front of the others.

8. Results

In the beginning they were reserved to enter in the game (because It is a problem in prison to touch another man) , but after a few minutes they have changed their minds. They found very quickly solutions to transfer the ball from one to another.

They were amused when we started the play role and weren't serious at all. After we explained the importance of this game, they tried to take serious this activity, and started to understand

the ego states.

ROMANIAN LOCAL WORKSHOPS - 4

1. Workshop number- WORKSHOP 4
2. Topics: Negotiation
3. Time: 2h
4. Learning Environment : Satu Mare Prison
5. Number of Learners: 30
6. Type of Learners: prisoners between 21-52 years old
7. Description of the Activities
Ice – breaking games: Fight in slow motion – Balance by hands.
Session Negotiations: Win -Win game and explanation of negotiation style
8. Results
At this point, the inmates were already excited about the game(-fight in slow motion) because they played before and knew the rules.
During the win-win game, the inmates showed more interest, and they tried to do their best. The game created a competition between them and the result was under 0. At the second game they cooperate and the result was positive. They realised that is not so bad to cooperate with another person and the result is

easier to obtain.



ROMANIAN LOCAL WORKSHOPS - 5

1. Workshop number- WORKSHOP 5

2. Topics: Emotional Management

3. Time: 2h

4. Learning Environment : Satu Mare Prison

5. Number of Learners: 30

6. Type of Learners: prisoners between 21-52 years old

7. Description of the Activities

Ice – breaking games: Represent different emotions

Session of theatre of oppressed: represent different emotion by the creation of scenes. Stop and go. And Try to express how do they felt, and what the emotions means.

8. Results

The inmates managed their emotions with difficulty. During this exercise they didn't want to be open in front of the other because they were afraid of being the subject of the others jokes.

In the end we succeeded to made them understand each emotion.

ROMANIAN LOCAL WORKSHOPS - 6

1. Workshop number- WORKSHOP 6

2. Topics: Learning to learn

3. Time: 2h

4. Learning Environment: Satu Mare Prison

5. Number of Learners: 30

6. Type of Learners: prisoners between 21-52 years old

7: Description of the Activities

Ice – breaking games: Colour in circle and scout chair

Session of evaluation and learning to learn: The inmates evaluate their learning skills during the past session and evaluate the all activities.

8. Results

In this last workshop the inmates show their interest about the activities because they became comfortable to each other and started to know each other. They were upset because the workshops ended, and they could evaluated with seriousness the activities and the skills they have developed.

They gave a positive feedback for the all activities.

4.4. Results of Local Workshops

LOCAL WORKSHOPS EVALUATION

The overall results of the workshops were very positive concerning the skills improvement of the local learners in all countries. This was obvious through the use of the zero measurement tool but also of through the final attitude of the learners towards what they have been taught and the training methodology. It is worth to mention that the most impressive and effective improvement was made at the Satu Mare Prison, where the learners really engaged at the training procedure and showed a transformation that even the very experienced trainers didn't expect to see and that is why it is very important the further development of the project towards this direction.

Below you may find some of the most salient strong points of the trainings.

- Improvement of Non- formal attitude/ relations and bounds of trust between learners
- Improvement on emotional management, self-awareness, relationships;
- Possibility to do something that didn't involve a judgement on them , no mark - they assessed themselves
- Learning about Badges

- Possibility to use these activities again- Other trainers asked for it to include in their own Trainings (after seeing the results)
- Possibility to expand these activities in other penitentiaries
- Strong process of transformation – connections after the workshops between inmates

However during the workshops the trainers and the learners noticed and mentioned some points that could be improved or could be done different, as you may see below.

- Technical improvement- wi-fi at school or provided by ourselves- problem also in prison with Internet
- Use of paper Badges – but giving the code, and each badge could be claimed digitally in a second time.
- Certificates for Inmates- connected with the period they are in prison
- Other ways to motivate people to claim badges – how to make it attractive?
- Having mixed groups (inmates + students +...)
- Longer and more frequent sessions
- Mixed training activities (good to have tc on soft skills but also on other skills)- Non formal tc is to create a base to learn (motivation)

- Need of more than 1 evaluation tool (Zero measurement tool + (external) observation of trainers + ..)

From the above, it is salient that non formal adult education, in each different forms and with the use of innovative and participatory techniques can be very beneficiary for training adults with fewer opportunities. Projects like SK.IN could have great results for members of groups with the risk of social exclusion.



5. BADGES

The competences on which working with local learners were chosen after the TC in Italy, adapting activities to the different typology of learners and environment.

The chosen competences were 8:

Badge Curious

Cooperation

Emotional management

Learning to learn

Problem solving

Negotiation

Communication

Self- Awareness

For each of these, was created a Digital Badge; The Badge set was designed by Agrado's graphic designer Marco Politano for all the partners.



Each of the 3 partners (Dimitra, Agrado and Satu Mare Prison) chose a similar program of activities in order to stimulate the improvements of some of these competences in their learners.

HOW THE BADGE SYSTEM WORKS?

For the SK.IN project workshops has been registered in BADGE-CRAFT platform the badge system:

<https://www.badgecraft.eu/en/login?back=%2Fen%2Fprojects%2F2411%3F>

Each partner has chosen the competences it wanted to improve in its learners, has created and designed Digital badges for each of these 8 competences and for each Badge has created a description of the relative competence and a list of tasks that the learners have to do in order to claim that Badge.

Each learner could interact even by a mobile App, fulfilling the tasks and getting the Badges.

The tasks to get the Badges are quite simple: post a photo attesting the presence in the Workshop, write a brief text, compare with a peer the learning, ...

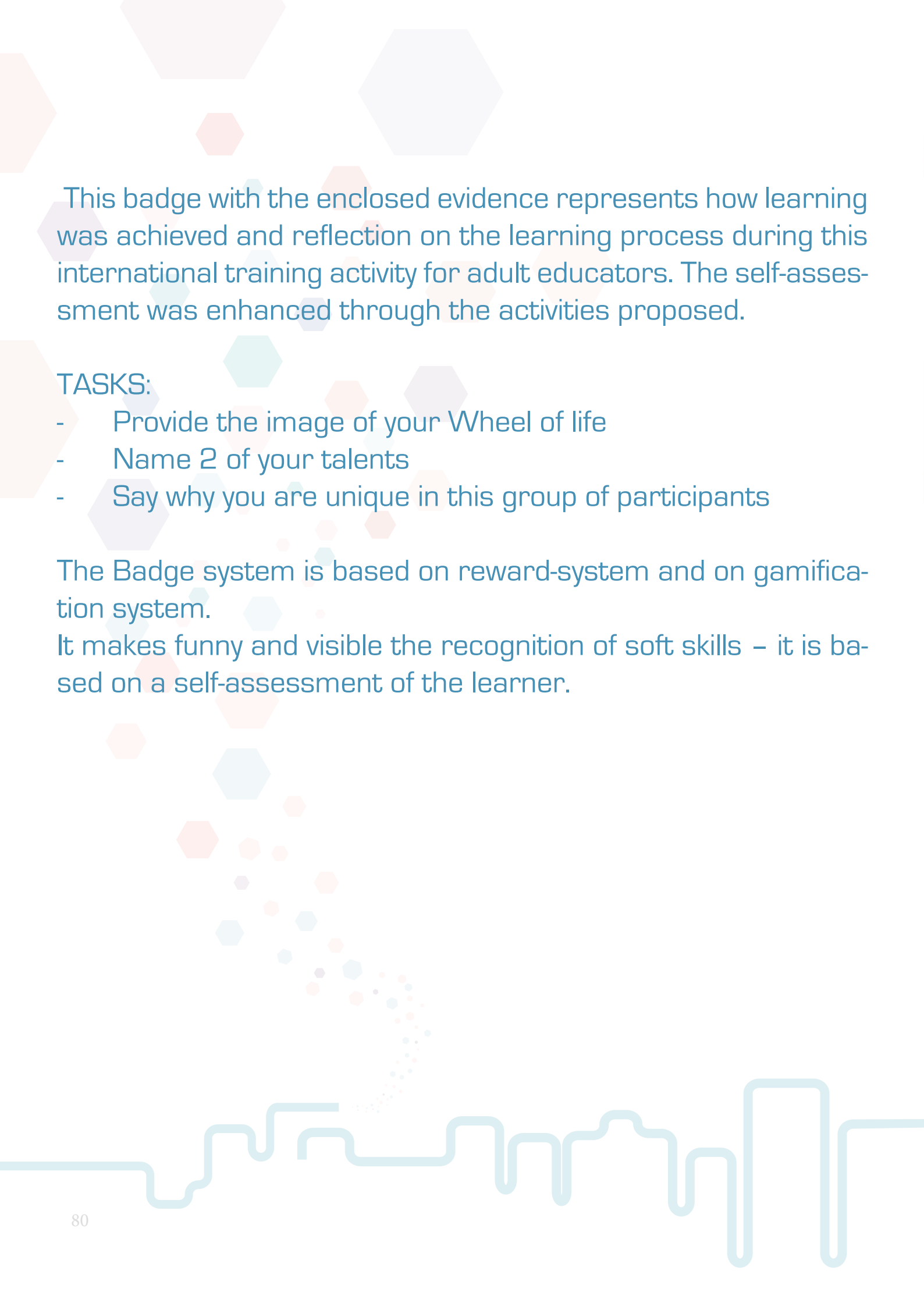
Some of these tasks had to be approved by an administrator (educator) or by a peer.

This is an example:

COMPETEBNCE: Self-awareness

DESCRIPTION: The participant through the participation in the workshop and the activities done, has the chance to develop self-awareness on his/her life competences.

The person is able to name the qualities and talents he/she has- assess the area of his/her life where he /she has satisfying level of competences and skills, and those areas still to improve.



This badge with the enclosed evidence represents how learning was achieved and reflection on the learning process during this international training activity for adult educators. The self-assessment was enhanced through the activities proposed.

TASKS:

- Provide the image of your Wheel of life
- Name 2 of your talents
- Say why you are unique in this group of participants

The Badge system is based on reward-system and on gamification system.

It makes funny and visible the recognition of soft skills – it is based on a self-assessment of the learner.

6. SKIN FINAL EVALUATION

Sk.In project is focused on creating, like the name aims to manifest, skills for inclusion.

Which skills? The skills were chosen accordingly to the specifics of the target-groups involved in this project. Each partner had to be assessed and understood in order for the team to fully grasp their needs and then was designed a training experience where useful, practical and transformative skills could be shared. In this project we could develop team building activities, communication awareness and conflict management skills, learning to learn methodologies, cooperation and empathy among others methods where shared and practiced in order to assure that all participants would be able to present and perform the necessary steps in order to facilitate this methodologies in their youth work environment.

Inclusion of whom? Risk-groups making part of the network of partner associations in Italy, Greece and Romania. Fewer opportunities youngsters in the case of Italy and Greece, and inmates being held in Satu Mare state penitentiary.

Having the project reached its final stage, we can now identify how some factors strongly contributed for the success and achievement of objectives:

The fact that the team of trainers and participants was composed of skillful and engaged people allowed the learning experience to happen in a proficuous manner where inclusive expertise,

skills and competences from different organizations could be shared.

Having a state penitentiary as a partner organization provoked many positive aspects to be generated. The learning process necessary to have the activities implemented in such place, made us learn how to reach this population with tools that can also be used with youngsters and other groups. We could also understand how this work affected for each training, more and more, beneficiaries and how the practices were having a positive impact in the inmate community. This working environment motivated us to develop more work with such type of organizations, being now planned an intervention project based on Sk.In just to work with the penitentiary environment.

The flexibility and cooperation between partners allowed a flow of activities that suited the needs of all and match the expectations prior to the different stages of the project. We also attempt to have a balanced share of workload between partners in order to have a positive and constructive process of project development.

The commitment and perception that the learned tools would be useful motivated all partners to implement them not only in follow-up activities connected with Sk.In but also on other activities that proven themselves more effective with Sk.In based learned tools and methodologies.

Using a tool like Badges for assessment of competences allowed to have a visual understanding of the learning process and recognition.

Having in consideration all the above achieved objectives we consider that a series of opportunities arose from them, mainly the interest of creating new projects to be implemented in the future, in which all organizations could reinforce the bond created during Sk.In and also improve and redefine the achieved tools and methodologies that provoked a positive impact. In this way we consider that we strengthen the international cooperation by working with different partners with different knowledges implementing groups based learning experiences.

Working with a penitentiary was also an amazing opportunity to learn new challenges by having to create or adapt training content to a specific environment so rich of challenges connected to minorities and how this raised awareness of this very specific target group.

Some other challenges proven themselves as 'things to improve' as we believe now that the impact would have been greater if we had more time to know the participants at local level during the local activities to better integrate the knowledge and learnings. Eventually having more local activities or longer in duration. This intervention period is where the learning process happens, so the greater the time to work with the participants, the more likely will be that the competences are absorbed and understood.

Also the time consumption generated by the development of the website and the different newsletters are difficult to value as the effort was very demanding and the results hard to measure. Finally the usage of Badges as a working tool proved itself more

challenging than previously expected since we felt big resistance of participating groups on local activities to use them as well being an unknown technology that few were aware about. Particularly in the penitentiary since there's a limited access to internet and also because inmates tend to leave inside the walls, the things happening inside walls. Still we believe that we can also improve our presentation for Badges in order to make them more appealing and motivational even considering the possibility of having the Badge partners included mainly as a technical partner.

In all, Sk.In was an amazing experience for all that were involved in the different stages of the project and it is agreed among partners the great cooperation that motivated the objective accomplishment.

SWOT ANALYSIS

Strenghts:

The different expertise, skills, competences and fields from different organizations;

The shared tools (Zero Measurements, badges, etc) that were used;

The prison experience and the learning associated; How the training worked;

The partnership and relationship between partners, good cooperation;
Complementary: each partner had a role but all were balanced;
Badges learning experiences;
Motivation to learn about penitentiary situations in local countries;
How the project motivated the partnership to grow further with other projects;
Usage of the learned methodologies;
How it was proven by repetition of practices how they were effectively used with good results;
How the number of affected people grows accordingly to the number of learning experiences taken place.
Flexibility of the cooperation between partners
Inclusive methodologies;

Weaknesses:

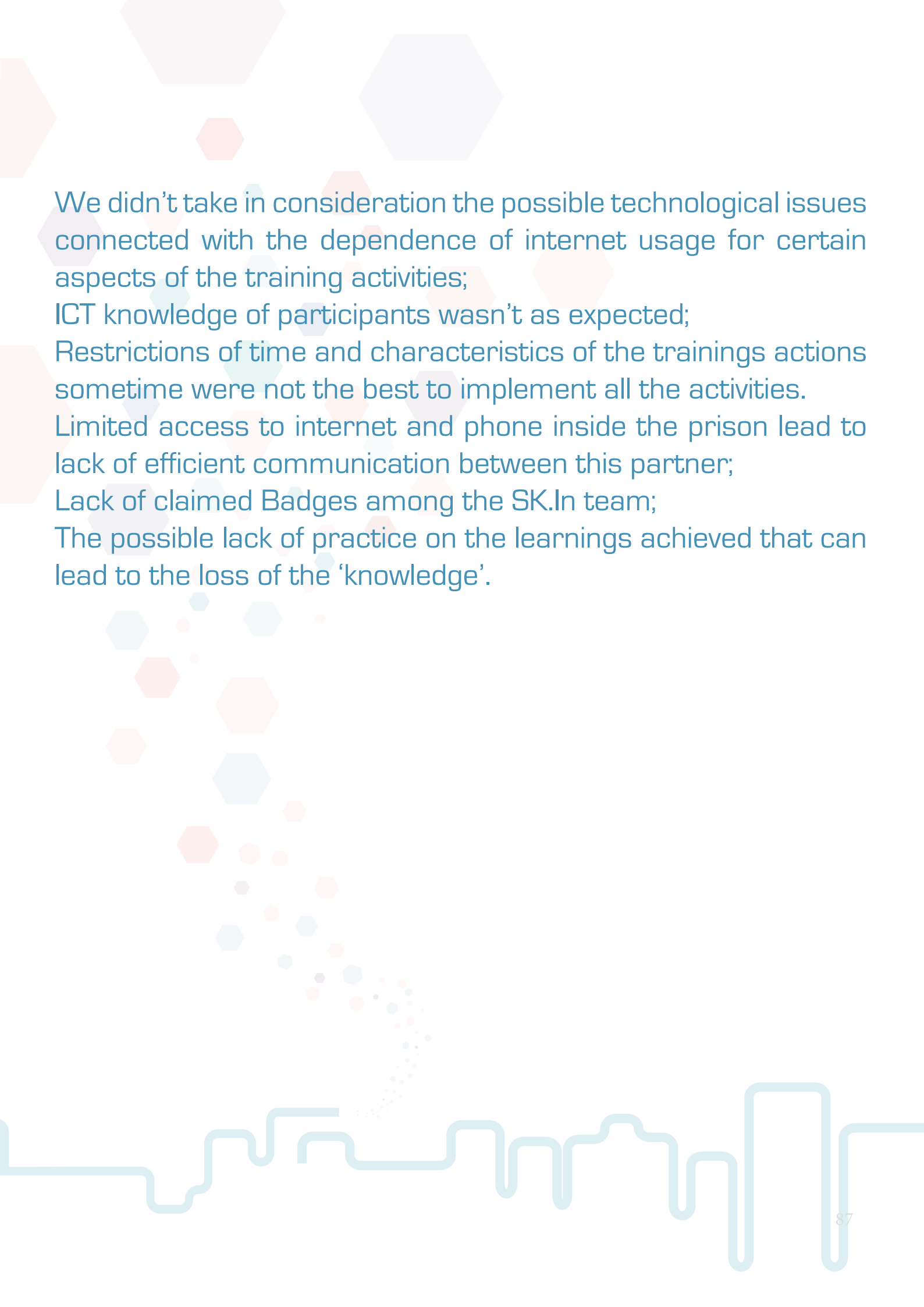
We need longer process to know better our participants and there should be more local projects and activities;
Maybe partner smaller meetings and bigger or more trainings;
The usage/presentation of Badges during follow-up activities/workshops should be done better, more motivational;
Difficult usage of Badges inside the penitentiary;
Difficulty of involvement of Badgecraft with the same 'weight' as all other partners. Eventually it should be included as a technical partner;

Development of website and newsletter can be time consuming when that time could be spent with other efforts and or multiplier events;
It could be good to affect more people and more organizations, wider;

Opportunities:

Possibility of working in the future;
Improve our international cooperation;
Improvement of achieved tools;
Possible new fields of activity;
Possible reuse and reinforcement of the tools in future projects;
To collaborate with penitentiaries;
To work with different partners, with different knowledges;
To learn techniques that can be used with different target-groups;
To learn new methodologies that had positive impact;
Exploration of new challenges about working in penitentiary context and how this raises awareness of the challenges of working with minorities;
New partnerships between organizations for new (follow-up) projects;
To raise awareness on issues from very specific target groups;

Threats:

The background features a series of semi-transparent hexagons in shades of orange, red, and light blue, scattered across the upper half of the page. At the bottom, there is a light blue line graphic that resembles a stylized heartbeat or a step-like waveform, extending across the width of the page.

We didn't take in consideration the possible technological issues connected with the dependence of internet usage for certain aspects of the training activities;
ICT knowledge of participants wasn't as expected;
Restrictions of time and characteristics of the trainings actions sometime were not the best to implement all the activities.
Limited access to internet and phone inside the prison lead to lack of efficient communication between this partner;
Lack of claimed Badges among the SK.In team;
The possible lack of practice on the learnings achieved that can lead to the loss of the 'knowledge'.

6.1 ACHIEVEMENTS

Let us have a look at the achievements of SK.IN project:

18 months of partnership;

5 countries and partners involved;

3 international partner's meetings organised;

1 international training course was held in Italy;

18 local workshops implemented in schools, prison and with other target groups;

Various methods were piloted (Theatre of the Oppressed, cooperation games, simulation and role-play games, Transactional analysis, win-win games and others);

Participants developed the following social skills: teamwork and cooperation, expression, interaction between themselves, self-awareness, openness and less fear of show opinions and feelings, self-expression;

Both digital and paper badges were issued to participants of the workshops recognising their achievements. SK.IN badge system was made out of 8 badges; during the training course a special facilitation badges were used;

4 newsletters were issued;

A booklet with methodological suggestions and description is created. You can find it in the project website

<http://skillsforinclusion.jimdo.com>

The partnership was the key element for the success of the project: the 5 organisations offered mutual support and real exchange of expertise and knowledges, in order to have a complete view on skills development in different environments.

The contact with the prison environment and with inmates reality was an amazing chance for all the organisations to experience a different world and to develop further ideas on it.

The partner consortium is developing a follow-up project idea regarding just skills development with inmates, using the know-how and results gained with SK.IN.

7. ACKNOWLEDGEMENTS

Many are the people and the institutions that in different ways, supported our work and our project.

A great **THANK YOU** to:

Italian NA for Erasmus+ Adult Education- INDIRE for trusting in this project and for the cooperation offered;

Comune di Fucecchio for receiving us and welcoming the Educators group and showing the Services (Informagiovani, Centro per l'Impiego,..) and the town.

Mayor of Fucecchio, Alessio Spinelli, the responsible for school and education Emma Donnini and the Responsible for Educational Services Marcella Gozzi.

Istituto Superiore "A Checchi" Fucecchio – For cooperating in the workshops in the school;

The Director of Satu Mare Penitentiary, Mr. Romeo Poiana for the great hospitality in the Prison and the availability to lead us in this unknown world .

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Marco Politano, graphic designer of the Digital Badges.

TRANSACTIONAL ANALYSIS

Overview:

- Transactional Analysis is a personality theory which gives us a picture of how people are structured psychologically.
- Transactional Analysis is underpinned by the philosophy that people can change and we all have a right to be in the world and be accepted.
- Transactional Analysis (TA) was greatly influenced by one of the foremost theories in Personality, the Psychoanalysis by Sigmund Freud.

The Theorist



- Eric Berne was born on May 10, 1910 in Montreal Quebec, Canada, as Leonard Eric Bernstein.
- Eric Berne went to the United States in 1935.
- In 1936, he began his psychiatric residency at the Psychiatric Clinic of Yale University School of Medicine, where he worked for two years.

TRANSACTIONS

- When two people interact with each other, they engage in social transactions, in which one person responds to the other.
- Study of such "Social Transactions" is called 'Transactional Analysis'.

What is a Transaction?

- A Transaction is an exchange of two strokes between two people. The first stroke is called 'Stimulus', the second is called the 'Response'.

EGO STATES

Each human being has three ego states:



Parent Ego State

Behaviours, thoughts and feelings copied from parents or parent figures



Adult Ego State

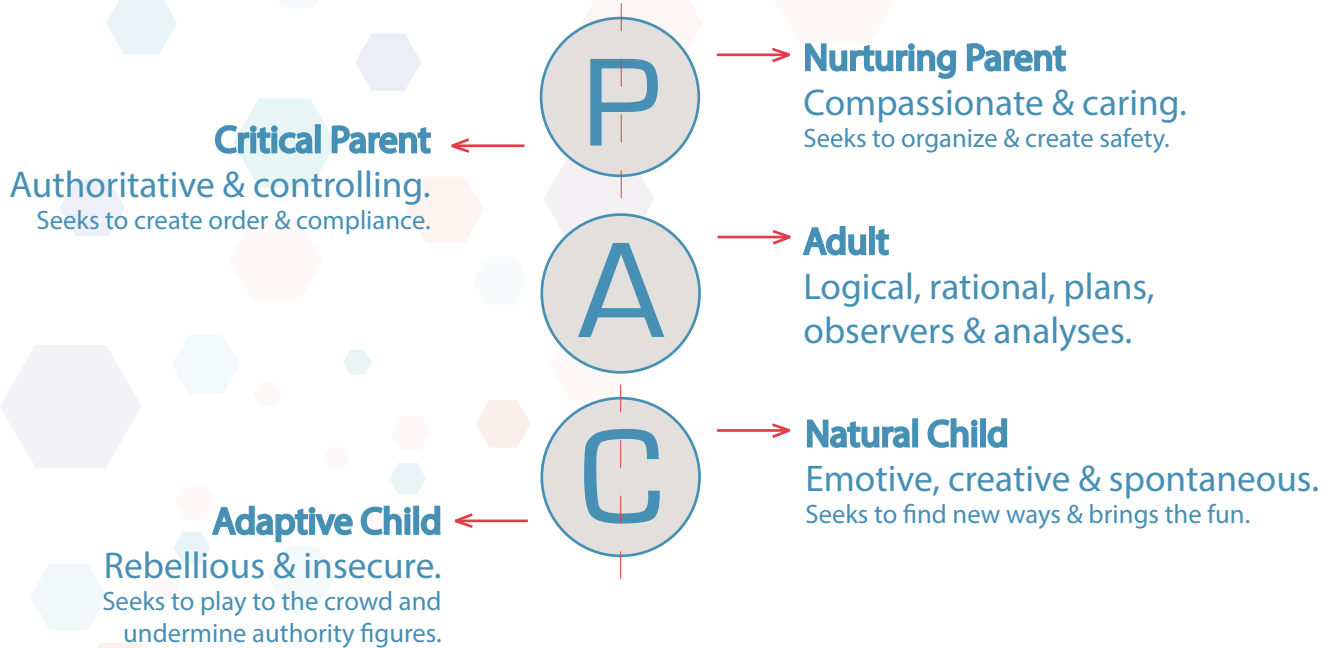
Behaviours, thoughts and feelings which are direct responses to the here and now



Child Ego State

Behaviours, thoughts and feelings replayed from childhood

EGO STATES DIVISIONS



VIDEO on it:

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



Transactional Analysis Ego States
Transaktionsanalyse
3K views

TRANSACTIONS

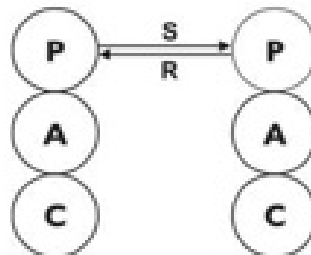
1. Complementary
2. Crossed
3. Ulterior

Transactions Complementary (Parallel)

The response to the stimulus is appropriate and expected.
Communication is open and may continue.



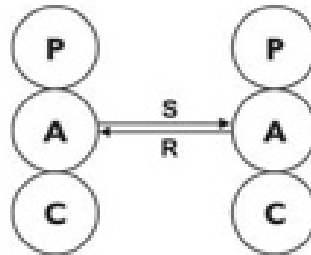
"Kids are lazy these days!"



"And they're all on drugs!"



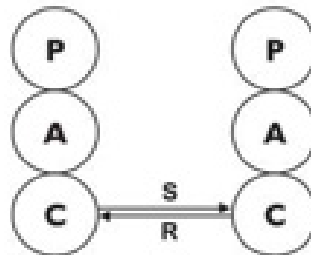
"Hi, how are you?"



"I'm fine thanks."



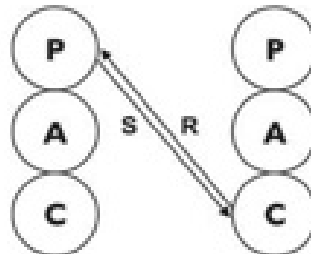
"I really like you!"



"I like you too!"



"Where's that report?"



"I.. I.. I'm sorry. It's not finished."

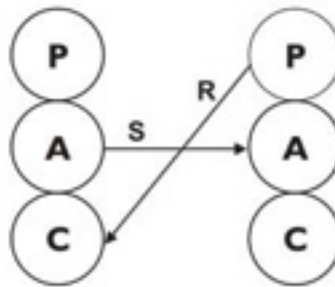


Ref: Eric Berne (1975)

Transactions - Crossed

The response to the stimulus is unexpected.
Communication breaks down or changes.

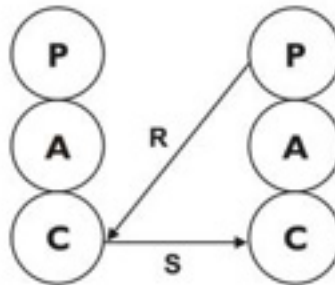
"What's for dinner?"



"Stop bothering me!"

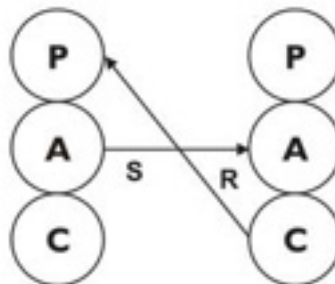


"Let's have some fun!"



"Can't you ever be serious?"

"Good morning. How are you?"



"I'm not feeling very well."



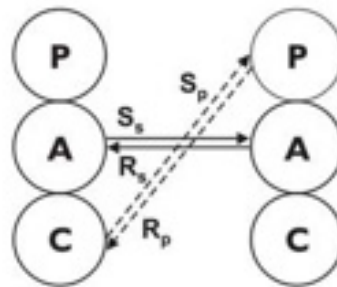
Ref: Eric Berne (1975)

Transactions - Ulterior

An ulterior message is sent disguised as a socially acceptable stimulus.



"How did you like my report?"
(It wasn't very good, was it?)



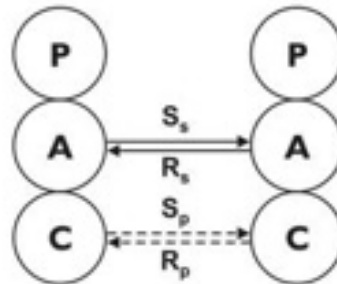
Duplex Transaction



"It was okay."
(I didn't like it much.)



"Would you like to come in for coffee?"
(I want to be alone with you.)



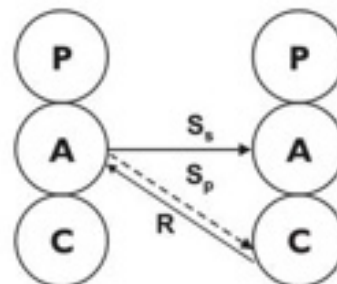
Duplex Transaction



"Yes, I'd love some coffee."
(I want to be alone with you, too.)



"This is our top item, but probably out of your budget."
(I'll shame you into buying this.)



Angular Transaction



"I'll take it!"

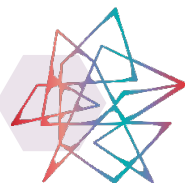
Ref: Eric Berne (1975)



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