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Family Literacy Facilitators - Training Program -

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Family Literacy Facilitators Training Program

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STRUCTURE AND CURRICULUM OF TRAINING PROGRAM FOR FAMILY LITERACY FACILITATORS

Rationale

Our project aims to develop a coherent training programme for family literacy facilitators (FLF). The family facilitator's role will be to design and implement the family literacy programmes in which parents (adults) and young children will enhance their literacy skills, parents will become aware of and favourable to reading and ensuring a literate home environment for their children. The ultimate goal of family literacy programmes is to ensure that children get a good start in school, which means better chances of academic success, which in turn means better chances of staying on in school for a longer time and getting qualifications that permit successful participation on the labour market.

Introduction

Literacy is considered a factor in the economic competitiveness of a country. People with better literacy are more aware of the world and of themselves, better at understanding new ideas and change, better at judging the values of things; they have better health, higher income, and better participation in civic life than people with lower literacy skills. In most of countries involved in this project (Romania, Slovenia, Bulgaria, Former Yugoslav Republic of Macedonia, except Portugal) the reading literacy rates of children aged 10 and 15 are worrying. A substantial proportion of pupils in Romania, Bulgaria and Macedonia (around 35% or higher) are low performing readers, according to PIRLS and PISA readings achievement studies conducted since 2000.

Participants (Target Group)

The target group will be composed by trained family literacy facilitators and beneficiaries of literacy programs (parents and children) from all partner countries, namely: 55 family literacy facilitators trained in *Facilitator training program*, 550 people (parents and children) participants in the training/piloting programs, 340 students and 45 teachers from AETSM (Portugal) will learn about the project, 1100 people will be directly or indirectly involved in the program during the piloting, 240 people (teachers, psychologists, speech therapists, school mediators, kindergarten teachers, students, masters, psycho-pedagogues, social assistants, nursing assistants/foster parents, librarians, etc.) will learn about the project in the dissemination activities.

Goals and Objectives

Aim: to acknowledge positive experiences of family literacy in partners countries to develop a training program for facilitators of family literacy and the occupational profile of the family literacy facilitator in order to increase the academic success of pupils participating in literacy activities and emotional intelligence of their families.

Objective 1: Make a comparative analysis of the literacy practices for the family in the countries participating in the project.

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Objective 2: Achieving the occupational profile of the family literacy facilitator.

Objective 3: Develop curriculum and learning materials and piloting them in all participating countries; developing a core of family literacy facilitators in all project countries.

Learning Outcomes

As a result of the project activities, family literacy facilitators will have competences in at least six domains, namely: family literacy as a professional domain, facilitating process, organizational process, interpersonal and social relationships, personal development and pedagogy / andragogy. These skills will enable them to design, develop, monitor and evaluate literacy programs for parents and their children.

Family literacy facilitators will have at their disposal a portfolio of learning materials and bibliographical resources tailored to the participants' reading and age levels, respectively consultancy and follow-up activities provided by the trainers and/or the project team in each partner country.

Family literacy facilitators will have a lot of autonomy, they may creatively manifest by developing a plan/program for implementing the literacy in the family, adjusting, adapting, or creating useful, attractive and creative materials to the participants they will work with, depending on their needs and interests, respectively their reading levels.

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TRAINING FOR EACH FIELD OF COMPETENCES

I. Professional field of family literacy (MKK, Slovenia)

I. 1. Theoretical aspects

Key words: literacy, family, family literacy, family literacy programs

Our understanding of literacy has changed throughout history. Once it was believed that, in terms of biological and psychological development, children are not mature enough to learn to read and write until their admission to school, i.e. at the age of around 6. These theories from the 1950s viewed the importance of the home environment for literacy development as marginal. In the 1960s researchers established developmental aspect of literacy, which understood reading and writing as two different abilities. Theories of emergent literacy were established in the 1970s. In the 1990s a socio-cultural understanding of literacy developed, literacy was placed in the social and cultural context and understood as a cultural capital.

Because of the rapid technological progress the understanding of literacy is constantly changing and upgrading. Today experts understand literacy in a wider sense, as a complex term, that surpasses the basic understanding of literacy as an ability to read and write, i.e. upgrades the understanding of literacy as conventional types of skills. The concept of literacy is therefore placed in the social context. Hence, literacy is a complex and dynamic phenomenon and, additionally, dependent on external factors such as gender, age, education, culture, etc. It is also used with different meanings. "Literacy is therefore culturally, socially and historically-geographically determined concept." (Pečjak, 2012: 15)

Owing to the complexity of the concept there is a lack of a single definition that includes all elements and aspects of literacy. Pečjak categorizes definitions of literacy, in relation to their structural elements into three groups:

- Definitions that emphasize reading skills
- Definitions that depict literacy as the basic ability to read and write
- Definitions that incorporate numeracy as a part of literacy

"Two characteristics can be derived from all these definitions, as pointed out by Wagner (1999): first, literacy as one's adjustment to the expectations or requirements of the society, and second, literacy represents individuals' power to realize their expectations and generate certain social changes. Literacy is therefore a potential that enables an individual's social integration and personal development." (Pečjak, 2012: 14)

Several disciplines study literacy: linguistics, sociology, psychology, pedagogy, etc. They view literacy as a phenomenon from different angles; literacy is studied from the aspect of a person or a society in general.

With a view to the various disciplines literacy is defined from the following aspects:

- The cognitive aspect views literacy as a system independent from the social context

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- The linguistic aspect focuses on language as a system of symbols in order to communicate
- The socio-cultural aspect points out the specific practices or events of literacy
- The developmental aspect studies the growth of distinctive dimensions of literacy
- The educational aspect combines all the previous aspects into an effective teaching of literacy (Pečjak, 2012; Grginič, 2005)

Literacy is a lifelong learning process since the ever changing and more complex society entails new needs for literacy. Today experts are outlining new literacies, multiple literacy (or multiple literacies), modal literacy or multilayered literacy. Besides the different types of literacy we can also talk about different levels of literacy.

Different types of literacy needed for one's successful functioning in the society are: mathematical literacy, informational literacy, digital literacy, musical literacy, literacy of natural science, media literacy, computer literacy, family literacy, financial literacy, health literacy, civilian literacy to name just a few. Different types of literacy emerge in our everyday lives, families and are also supported in the educational systems. Considering the development of literacy or levels of literacy we distinguish between emergent literacy, early literacy, functional literacy, adult literacy, etc.

Nonetheless, the ability to read and write is basic for all literacies.

Literacy building begins at birth. "Literacy is a continuous process, that begins before knowing the letters of the alphabet and learning to read and develops throughout our lives. Pre-school children develop some abilities and skills, which enable them to understand the system of writing and their own literacy. It is known that preschool experiences and obtained knowledge relieves, quickens and shortens a child's building of literacy. The recognition of literacy before literacy building is called *early literacy*." (Knaflič, 2009: 12 in: Branjezaznanje in branjezazabavo)

The notion that literacy development starts at school was replaced by the contemporary concept of emergent literacy. The term was first used by M. Clay in the 1960s and defines early child development of reading and writing as a process of spontaneous emerging of literacy.

"Pre-literacy skills, which are developed before formal (school) learning in a print-rich environment, are called emergent literacy, while children in the process of systematic building of literacy in school develop the ability to read and write with a goal to develop functional literacy." (Grginič, 2005: 9) So on a basic level, functional literacy means to understand what is written.

Contemporary studies show that the development of literacy is also connected to the development of language, speech, and hearing. "In the development of early and later literacy speech as a symbol system has an important role." (MarjanovičUmek, 2010: 31) The following components of speech are important: vocabulary, metalinguistic awareness, phonological awareness, and storytelling.

To understand literacy development it is vital to comprehend children's cognitive development. Piaget's theory of cognitive development has four stages:

- Sensorimotor, from birth to two years
- Preoperational, ages 2–7

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- Concrete operational, ages 7–11
- Formal operational stage, ages 11–15

Based on developmental psychology theories, experts have developed various models of literacy development. Some models focus on specific developmental phases, others are more comprehensive. However, all include steps or different levels and strategies. For example, Barone, Mallette and Xu developed comprehensive model of early literacy development and Frith established a developmental theory of reading.

Chall developed a comprehensive model of the process of learning to read based on Piaget's theory of cognitive development. The model comprises five stages with a pre-stage:

- Stage 0: prereading; preparation for reading, from birth to age 6
- Stage 1: initial reading; decoding, ages 6–7
- Stage 2: confirmation of reading; fluency in reading, ages 7–8
- Stage 3: reading to learn; understanding of meaning, ages 9–14
- Stage 4: multiple viewpoints; ages 14–18
- Stage 5: construction and reconstruction; a world view, age 18 and above

Adult literacy is considered to be literacy above 18 years of age. Knaflič summarizes a definition of adult literacy from the international research IALS 1994–1998 as “the ability of adults to understand and use print information in everyday activities, in the home environment, at work and in the society in order to achieve their goals and advance their knowledge and abilities. Literacy is described as a complex ability that adults need in different parts of life and to achieve their various goals.” (Knaflič, 2002: 38)

As both research and practice show, the family and home environment is crucial in the development of literacy or literacy building.

Leichter established a three-part model of the impact of families on development of literacy:

- Interactions between a child and other members of the family
- Physical environment, resources that provide learning opportunities
- Emotional and motivational climate

(Grginič, 2005; Wasik and Herrmann, 2004 in: Handbook of Family Literacy)

On the other hand, Foy and Mann point out three important characteristics of the family environment for literacy development:

- Children and parents reading together
- Parents' belief that reading together is vital
- Common parents' contact with books

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(MarjanovičUmek, 2010: 36)

Based on his research, in UK Hannon suggested that families can provide children with four requirements for early learning:

- *Opportunities* to read texts
- *Recognition* of early literacy achievements
- *Interaction* with more proficient literacy users
- *Models* of what it is to use written language in everyday family social practices, in the community, and at work

This conceptual framework, ORIM framework, provides a basis for the design of family literacy programs. (Hannon and Bird, 2004: 30 in: Handbook of Family Literacy)

The term family literacy first appeared in the 1980s (Taylor, 1983), although the phenomenon by itself is not new. Since then, family literacy has been researched by different disciplines, i.e. anthropology, sociology, etc. "Today there is relatively widespread recognition of the family's importance in children's development of early literacy skills and dispositions toward reading and writing, an appreciation for both informal and formal literacy practices in homes." (Wasik and Herrmann, 2004: 8 in: Handbook of Family Literacy)

The term family literacy refers to all practices within a family that relate to literacy and learning. It is a complex dynamic concept mostly defined as "naturally occurring educational activities carried out in the home and family environment." (Grginič, 2006: 12) "It also includes reading culture and reading habits that are related to literacy." (Knaflič, 2002: 38) Nevertheless, there isn't a general definition of family literacy that is officially accepted.

Family literacy incorporates the element of intergenerational transfer of literacy between members of a family and also the transfer of knowledge and behaviour. It is often categorized as intergenerational literacy, but as Gadsden argues "intergenerational literacy is in fact a subset of family literacy." (Gadsden, 2002) Family literacy is frequently placed in the wider context of family learning.

Concerning the concept of family literacy there is a significant distinction between family literacy occurring in the home environment and family literacy programs or services and events. "The term family literacy program describes a range of interventions devoted to child and adult literacy." (Wasik and Herrmann, 2004: 8 in: Handbook of Family Literacy) The programs focus either on the needs of children, their parents and, in some cases, both.

Another thing that needs to be considered, as researchers are pointing out, is the gap between the theoretical frameworks of family literacy and practice.

Although family literacy as a concept derives mainly from practical work and not from a specific theory, there are some theoretical influences. Theories of developmental psychology, especially Vygotsky's theories and Bronfenbrenner's ecological theory, early and emergent literacy theories, adult education, etc., are particularly relevant for the concept of family literacy.

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Based on the differences of how family literacy is understood we can conclude that the concept of family literacy comprehension is threefold: as a research into of the family literacy, as family literacy per se, and as family literacy programs, services, or interventions.

Early family literacy programs emerged in the 1980s in the United States. Later, they extensively developed in Canada and South Africa. Currently a variety of family literacy programs' models exist. But: "No single model can capture the full range of knowledge needs of family literacy practitioners or provide a systematic or foolproof approach." (Gadsden, 2002)

Wasik and Herrmann define the factors that influenced the development of family literacy services in the United States:

- Correlation among literacy skills with parental education levels and poverty
- Theoretical concepts about children's development and increased recognition of the family's role
- The growing body of evidence demonstrating a strong relation between the home environment and children's literacy development
- The need for educational agencies to provide opportunities for learning English due to the increasing number of English-language learners

(Wasik and Herrmann, 2004: 9 in: Handbook of Family Literacy)

The concept of family literacy program models is based on two assumptions. First, parents are a child's first teacher, and second, increasing the parents' levels of literacy also increases the child's possibility in higher literacy and better academic achievement. In this sense, family literacy is a method of education. "Family literacy is a term for an educational approach, which considers a family as a teaching unit." (Knaflič, 1999: 99)

In the late 1980s Auerbach developed a typology of family literacy programs:

- Parents working independently from their children on reading and writing
- Using literacy to address family and community problems, increasing the social significance of literacy in their lives
- Parents addressing child-rearing concerns through family literacy classes
- Supporting the development of home language and culture
- Interacting with the school system

In the 1990s Nickse categorized models of family literacy programs in United States as direct or indirect for either adults or children. She developed a typology of family and intergenerational literacy programs. Brooks and Pahl understand her typology regarding the complexity of programs and families as:

- Type 1: parent/child (family literacy)
- Type 2: adult/child (intergenerational)

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- Type 3: adult alone
- Type 4: child alone

(Brooks and Pahl, 2008: 17 in *Effective and Inclusive Practices in Family Literacy, Language and Numeracy: A Review of Programmes and Practice in the UK and Internationally*)

Nickse's typology is still widely used, although some experts argue that it is too general and could be applied to any literacy program.

Morrow (1995) differentiates programs as:

- Parent involvement programs: parents learn to assist their children
- Intergenerational family programs: parents and children learn together

(Wasik and Herrmann, 2004 in: *Handbook of Family Literacy*)

Family literacy programs may focus on either children or their parents, as opposed to comprehensive family literacy programs, which focus on both. Comprehensive family literacy programs include four components:

- Early childhood education
- Adult education
- Parenting education and support
- Parent–child literacy interactions

The Kentucky's Parent and Child Education Program (PACE) established in 1986 was the first program that included two generations at a time. A few years later, based on the success of PACE, The Kenan Trust Family Literacy Project was launched (1989) in Kentucky and North Carolina and was targeted at low-income families. The program was funded by the Kenan Foundation and is therefore known as the Kenan model. The Kenan model is also the basis for programs of the National Center for Family Literacy in the United States. It is the most widely recognized model for family literacy programs and has expanded to UK and Ireland.

Other family literacy programs that can be used as a model are, for example, Parents as Teachers program (PAT), The Home Instruction Program for Preschool Youngsters (HIPPY), Parent and Child Together (PACT). Nevertheless, they are not comprehensive programs and are focused either on child or adult literacy. They are all carried out in the United States, though HIPPY was actually developed in the 1960s in Israel.¹

There is no universal family literacy program model. The content, duration, and the way of working with families depend on goals of the program, the target group, geographical factors, and the socio-cultural background of a family and the environment. Time and the social context in which a program are carried out are also significant.

¹Homepages and links to detailed descriptions of the programs are in the additional resources.

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Nevertheless, Wasik and Herrmann define two goals of family literacy programs:

- Helping parents in order to raise their level of education
- Understanding of activities and practice, which help children to better education

(Wasik and Herrmann, 2004 in: Handbook of Family Literacy)

Family literacy programs can be held at different places: schools, libraries, family centers, work place, etc., or at home (home visits). While we can say that the target group of family literacy program in general is the family as a unit, families vary in their structure, members'/children's age and social and cultural background. The methods for teaching family literacy should correspond to that. Traditional teaching methods can be used or tutoring, instructing, and facilitation. Activities in family literacy programs can be carried out individually or in groups, only for children or parents, or for both at the same time.

I. 2. Practical activities

Practical activities depend on the family literacy program and are supposed to be designed according to the aims and objectives of a specific program. Therefore, only some practical activities in general are pointed out in this part of the document.

Practical activity 1 – Introduction of Family Literacy

Objective: To get acquainted with the topic of family literacy and at the same time organize oneself for working and training course.

Duration: At the first session about 30 min at the beginning. The folders are regularly brought to the FL sessions, where material can be added.

Methods: active listening, discussion

Material resources: A4 folders, pens, highlighters, crafts material

Activities:

A.) Discussion about planing and conducting a workshop:

Designing Your Workshop

1. Learn as much as you can about the parents and families you hope to reach.

What are their interests, priorities, hopes and dreams? With the parents involved, decide upon the workshop topics, location and timeframe for your sessions.

2. Consider the particular interests and priorities of your parents and your time frame. For instance, you may choose to offer one-hour sessions, or a longer three-hour session.

3. Locate the corresponding workshop section(s) in the Guidebook. Read through the workshop outline. Select from the series of conversation points, questions and activities in the left hand columns or use them as a starting point for other ideas.

4. Blend ideas and activities from the different workshop outlines provided.

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5. Make notes and finalize your workshop outline.

Preparing For Your Workshop Day

1. Gather and arrange the necessary materials, equipment and books.
2. Ensure that the room you have chosen for your session is inviting and comfortable.
 - Arrange seats in a semi-circle so that parents can see one another and no one is “at the head of the class.”
 - Have soft music playing as parents arrive.
 - Provide refreshments.
 - Set up a display of children’s books, mark-making & art work (if appropriate).
3. Be ready to greet parents warmly upon their arrival.

B.) Making a folder in which information, materials and the results of FL program can be kept together. The participants have to bring an empty folder and organize it according to the topics they are to learn about. They are provided with some initial work sheets they have to fill out (templates can be found in Annex1).

Recommendations: Participants should try their best to keep the folder as organized as possible and to keep all working materials in one place.

http://saskliteracy.ca/pdf_links/Family_Literacy_Standards.pdf

<http://saskliteracy.ca/wp-content/uploads/2015/07/Essential-Skills-fact-sheet-Oct-2014.pdf>

<http://saskliteracy.ca/wp-content/uploads/2015/07/SLN-Family-Literacy-Overview.pdf>

<http://saskliteracy.ca/wp-content/uploads/2017/09/SLN-Family-Literacy-Program-Success.pdf>

<http://saskliteracy.ca/wp-content/uploads/2017/09/SLN-Principles-of-Family-Literacy.pdf>

<http://saskliteracy.ca/wp-content/uploads/2017/09/SLN-Starting-a-Family-Literacy-Program.pdf>

Practical activity 2 – The role of storytelling

Objective: To introduce the basic storytelling techniques to family literacy facilitators. The aim of this workshop is to encourage and stimulate storytellers to perform more confidently. The art of storytelling provides an excellent tool for promoting and enhancing language and literacy development within families. A sampling of effective family literacy programs revealed that each included storytelling as a vital component.

"Storytelling is the oldest form of education. Cultures throughout the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations" (Hamilton and Weiss, 1991)

Duration: about 2 hours.

Methods: discussion, reading / talking aloud, drawing,

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Material resources: flipchart, the list of folk tales (it is important to include local fairytales and legends)
drawing papers, paint box

Activities:

A) Creating the storyteller:

This is an extensive practice that may take an additional seminar to execute. Firstly, participants should get acquainted with the storytelling as such. The seminar consists of short activities that help a storyteller-to-be to work on his tone of speech, the intonation, to listen and include his or her imagination and feelings to the storytelling experience. You can read more about the process on the following webpage: <http://teacher.scholastic.com/writewit/storyteller/index.htm>

B) Story Circle

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening.

C) Puzzle Tale: Putting the Pieces Together

Copy a folktale from a printed anthology and cut it up into sections or scenes. Paste each section on a separate page. Give out the sheets to the participants who each prepare to retell their small piece of the whole story. Assemble the story by having each participant retell his or her part in the plot's sequence. Have participants keep the flow going as the story is told so that the performance moves along as though one person were telling it. Do a second round by giving participants different sections to retell.

D) Front Door: An Imaginary Journey

Working in pairs consisting of a listener and a speaker, have each set of participants imagine that they are standing outside of the speaker's front door. Have the speaker verbally give the attentive listener an imaginary errand to do. The speaker must carefully explain to his or her partner how to go into the house, travel to the bedroom, and, once there, describe where to find a special treasure somewhere in the room. Have the speaker tell the partner a story about why the thing to be retrieved is special and then have speaker verbally explain how to travel back to the front door to bring the special thing out to where the speaker will be waiting.

This improvisational speech exercise encourages confidence in one's ability to describe a sequence of events. The journey from one's own front door to one's bedroom is well known by the speaker. The speaker may discover in discussing this exercise afterwards, that he or she imagined the house clearly and "saw" more detail than was mentioned. Telling a folktale has a similar process. The teller imagines the landscape of the tale and guides the listeners on a mental journey.

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Recommendations:

<http://www.storyarts.org/lessonplans/lessonideas/>

<https://www.pinterest.com/carolynstearns/storytelling-activitiesprojects-and-games/>

<http://saskliteracy.ca/wp-content/uploads/2017/09/SLN-Oral-Storytelling.pdf>

Practical activity 3 – Songs and rhymes

Objective: To provide knowledge and familiarise participants with tools needed to work with families with smaller children. To emphasize the importance of poetry in early literacy development of children.

Duration: 1-2 h

Methods: playing, reciting poems, word games, listening, writing, drawing

Material resources: A4 folders, pens, paper, highlighters, crafts material

Activities:

1. Word games:

Participants are asked to write some specific words on to pieces of paper and put them into the basket. Then, the words are drawn out of the basket and read out loud. Each cycle, participants should try to add as many words that rhyme to the specific word as possible.

2. Poem analysis:

The selection of different poems is printed on A4 paper. Participants take time in choosing the poem that speaks to them the most and try to analyse it following these questions:

- a. Why did you choose the poem?
- b. How would you present the poem to preschool children?
- c. How would you make use of the poem in family literacy activities?
- d. Try to add rhythm to the poem.
- e. Which instrument would you use for background when reciting the poem?
- f. Etc.

After some time (app. 20 min) each participant reads the poem out loud and answers the questions. Afterwards, the discussion is recommended.

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Recommendations: We recommend you to use sources in native language, preferably folk poetry, children counting rhymes, riddles, proverbs etc. As an example, you can find the following links of interesting materials:

<http://www.famlit.ca/blog/?s=Rhymes&submit=Search>

http://www.en.copian.ca/library/learning/nwt/123rhyme/123rhyme_manual.pdf

<http://www.en.copian.ca/library/learning/nwt/123booklet/123booklet.pdf> (English)

http://www.decoda.ca/wp-content/uploads/DEC_0636_Tuning-into-Music-Backgrounder_Decoda.pdf

http://www.decoda.ca/wp-content/uploads/Tuning_Into_Music_Preschoolers.pdf

http://www.decoda.ca/wp-content/uploads/Tuning_Into_Music_Toddlers.pdf

Practical activity 4 –Reading and writing

Objective: To introduce future facilitators with different reading techniques and strategies. It is important to be acquainted with different types of reading materials.

Duration: 30 - 45 min

Methods: conversation, discussion

Material resources: recommendation list of literature, pen, paper, (children's) books

Activity:

Participants are given one children's book from the recommended list of literature. Then, they are given some time (15 min) to prepare for the presentation of the book. Trainers can help them with following questions:

- a) Which age group would you assign the book?
- b) What tools and teaching accessories would you use?
- c) How would you include parents in the activities that are allied to the book topic?
- d) What kind of workshops would you prepare after the reading?
- e) Etc.

After the presentation of the book, participants are encouraged to engage in the discussion.

Recommendations: We recommend you to use sources in native language, and try to combine different reading strategies and techniques in the process. It is important to include as many different text types as possible.

https://lincs.ed.gov/publications/pdf/reading_pre.pdf



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http://saskliteracy.ca/wp-content/uploads/2015/10/LoveOfReading_FINAL_Jul6_web.pdf

http://www.saskliteracy.ca/pdf_links/Joy_Of_Learning_FINAL_May2013.pdf

Practical activity 5 – Playing

Objective: To emphasize the importance of playing and games in literacy development of children. To keep the tradition of old children games alive.

Duration: 45 min

Methods: conversation, discussion,

Material resources: paper, pen

Activities:

Conversation and discussion: The trainer introduces the topic by asking some of the following questions:

- a) Can you remember what you played at as child?
- b) What pleasures and problems do you recall?
- c) Where is the literacy in that?
- d) What kinds of things does your child play at?
- e) How are you involved?
- f) What do you do/what part do you play?

An example of the activity:

Invite participants to help make a list of toys that would be equally satisfying to girls and boys. Discuss the advantages and disadvantages of purchasing such toys.

The idea is to create a recognition scene where participants can say, 'yes, I've seen my child playing with that' or 'I remember doing that as a child...' Thus you provide a framework that enables participants to understand their own familiar experience in a new light – i.e. in relation to the development of a particular aspect of language and literacy learning.

As they listen to each other's examples participants will gain a broader understanding of each type of play and a broader repertoire of response.

Recommendations: websites where parents and children would find more activities:

<https://confidencemeetsparenting.com/>

<https://innerchildfun.com/>

<http://www.decoda.ca/resources/online-resources/resources-child-family-literacy/leap-bc/hop/>

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<http://www.decoda.ca/wp-content/uploads/Family-Literacy-Week-2018-Backgrounder.pdf>

<http://saskliteracy.ca/wp-content/uploads/2017/09/SLN-Growth-and-Development-of-Your-Child.pdf>

I. 3. Self-reflection

Please complete the following tasks/answer the following questions.



1. My professional interests

What are my current professional interests?

What roles or responsibilities do I perform now? (*e.g., consult, negotiate contracts, develop educational materials, conduct training sessions, conduct research, develop budgets, volunteer*)

Which groups of people would I like to work with and why?

What are my professional strengths?

What are my professional areas for improvement?



2. What work do I enjoy?

Write about a time when work felt real to you, necessary and satisfying. Paid or unpaid, professional or domestic, physical or mental.



3. What are my values?

The words I'd like to live by are...

I couldn't imagine living without...



3. What are my personal traits?

I really wish others knew this about me...



4. My inspiration

Make a list of everything that inspires you (books, websites, quotes, people, paintings...).

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5. What have I learned about family literacy?

What types of family literacy do I know?

Has my understanding of the concept “Family literacy” changed in any way? If yes, how?

Which area of family literacy do I find most interest in?

What experience do I already have?

How will I analyse the learning needs of the families?

What are the needs of people in my community, regarding literacy?

One of the most important things I learned in this module was...



6. My skills

What new skills have I developed in this module?

How good are my organizational skills?

How successful am I at planning activities?

How successful am I at performing activities?



7. How will I relate to participants?

How will I work to create a welcoming atmosphere?

Am I able to connect with the adult participants in a meaningful way?

Will I communicate support and openness in dealing with problems?

Do I have realistic expectations of the children, and will I communicate these to the parents?

Do I know positive strategies for dealing with a child whose behaviour is of concern within the group?
Am I able to use them?

Am I able to respond appropriately to parents with concerns about their children’s behaviour or welfare?

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What knowledge of community resources do I have, to share it with the adults?



8. How will I reach out?

What are the potential referral sources for my family literacy program?

How will I contact referral sources and distribute information about my program?

Will I prepare and present my program outreach session to other community workers and programs?

Do I need support with this?



9. My next steps

I have identified the following as areas that I need to work on...

My goals are...

To reach these goals, I need the following kinds of support...

I. 4 Evaluation

If this module was an animal, which one would it be and why?

What would you like to tell the group or a person?

If you would organize the workshop yourself, what would you keep?

If you would organize the workshop yourself, what would you omit? What would you change?

What did you like best?

What will you use in your work?

I. 5 Additional resources

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DeBruin-Parecki, Andrea, Krol-Sinclair, Barbara, edit. (2003). Family literacy: from theory to practice. Newark (Delaware): International Reading Association

Wasik, Barbara Hanna, edit. (2004). Handbook of family literacy. Mahwah: L. Erlbaum Associates

Street, Brian V. (2010). Literacy. Springer Verlag

<http://www.ncsall.net/index.html?id=587.html>

http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf



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<http://en.copian.ca/library/learning/pgtfl/pgtfl.pdf>
<http://familieslearning.org/our-solutions/downloads.html>
<http://unesdoc.unesco.org/images/0017/001777/177753e.pdf>
https://ec.europa.eu/epale/sites/epale/files/learningfamilies_uil_uhanemann22oct2015_sansimages.pdf
<http://www.familieslearning.org>
<http://unesdoc.unesco.org/images/0025/002579/257933e.pdf>
<http://litbase.uil.unesco.org/?language=en>
<http://www.familit.ca>
<https://www.barbarabush.org/our-solutions/family-literacy/>
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/f14.html>
<http://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/family-literacy>
<https://www.hindawi.com/journals/cdr/2016/4593167/>
http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/family-literacy_en.pdf
<https://parentsasteachers.org>
<http://hippy-international.org>
<https://www.hippyusa.org>
<https://en.wikipedia.org/wiki/Literacy>
<https://education.alberta.ca/literacy-and-numeracy/literacy/everyone/what-is-literacy/>
<https://sitwe.wordpress.com/2015/12/14/306/>
<https://files.eric.ed.gov/fulltext/ED324496.pdf>
<https://pdfs.semanticscholar.org/25d5/b0a1d7ac61511d9a477939d3abc8ff7e1e7d.pdf>
http://familieslearning.org/pdf/NCFL-FSL-brief_F3.pdf
https://en.wikipedia.org/wiki/Family_literacy

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Sims, N. H. *How to run a great workshop: the complete guide to designing and running brilliant workshops and meetings.* Harlow etc.: Pearson/Prentice Hall Business, 2006.

Townsend, J., Donovan, P. *The facilitator's pocketbook: a pocketful of tips and techniques for all those who are challenged to bring the best out of people in meetings, team events and training sessions.* Alresford: Management Pocketbooks, 2010.

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MarjanovičUmek, Ljubica (2010). Govornakompetentnostmalčkov in otrokkotnapovednikzgodnje in kasnejšepismenosti. *Sodobnapedagogika*, year 61, no. 1 Available at: <https://www.dlib.si/results/?euapi=1&query='keywords%3dgovorna+kompetentnost+malčkov+in+otrok+kot+napovednik+zgodnje+in+kasnejše+pismenosti'&pageSize=25>

Wasik, Barbara Hanna, ed. (2004). Handbook of family literacy. Mahwah: L. Erlbaum Associates
Effective and inclusive practices in family literacy, language and numeracy: a review of programmes and practice in the UK and internationally Available at: <https://www.educationdevelopmenttrust.com/en-GB/our-research/our-research-library~/media/cfbtcorporate/files/research/2008/r-effective-and-inclusive-practices-in-family-literacy-review-2008.pdf>

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<http://www.parentchildmothergooseaustralia.org.au/forms.html>

<https://positivepsychologyprogram.com/introspection-self-reflection>

I. 7. Learning materials / annexes

Annex 1:

Session Planning Sheet (1 hours long)–(for facilitator’s use)

Session (tittle):

Materials:

Group Building Activities:

Focus Activity:

Our Resources and Calendar Connections:

Nutrition Break:

Keepsake Box:

Closing:

Notes/Reminders:

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Research:

Annex 2:

Tips For Leading The Session

1. Set the stage by keeping your manner relaxed and informal. Thank every one for coming; briefly introduce the topic and your self, emphasizing the mutuality of learning.
2. Give parents an opportunity to introduce themselves. (Example activity: Ask people to introduce themselves to the person next to them and then each can introduce the other.)
3. Value and elicit parent's knowledge by encouraging them to speak first. Use parents' examples and stories as a spring board into the literacy topic.
4. Strive to create an emotionally comfortable atmosphere where a wide range of viewpoints are encouraged and respected.
5. Leave lots of time for parents to speak and think. Silence can be productive thinking time.
6. Encourage parents to raise questions, make comparisons, find connections, make inferences and refined heir thinking.
7. Use your workshop plan as a guide but do not feel tied to it. Time spent on each topic is not pre-set but depends on the group's interest as well as the leader's judgment. What parents want to know or want to accomplish drives the agenda.
8. Record parents' responses on a flipchart or chalkboard. This helps them to focus on what is being said and to listen more carefully.
It shows that you value very one's contributions and also has the effect of slowing down the conversation.
9. Form smaller groups of 3 or 4 for discussion of specific topics. Parents will then be more comfortable to talk. Pairing more confident readers with those ho are less confident encourages mutual support and avoids putting people on the spot.
10. With your group, summarize the main discussion ideas at the end of the session.
11. When possible, use the lists generated by the group as a handout. Have some one appointed ahead of time to write the parents' responses from the flipcharts on a sheet of paper. If a photocopier is available, make copies for everyone to take home. Otherwise, you can make copies later and send them out as a follow up to your session.
12. Solicit feedback from your group. Find out what they liked and disliked and what they might prefer to do differently next time. Ask parents what they learned from the workshop and what other topic smigh tinterest them.

Remember . . .

- Be flexible. Your plan is not set in stone. Remain open to new possibilities that may emerge during your session.
- Use your workshop outline as a tool. If conversation is lagging, refer to the suggestions and background information provided in the right hand column.
- Strive to use inclusive and familiar language rather than professional jargon.

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- Take care not to dominate the discussion. Your role is to contribute to the conversation together with everyone else. Parental and professional expertise can complement each other and be mutually informing.
- The goal is to share the collective knowledge of the group, blending parental knowledge with professional knowledge.
- Maintain a non-judgmental conversational tone. The intent is to exchange ideas and share different perspectives rather than come up with a single best answer.
- Be prepared to accommodate the diverse needs of the parents attending the workshop (wheel chair accessibility, allergies, etc.).

Annex 3:

Question and Ideas Sheet—(for distribution to participants at each session)

Questions to Ask:

Ideas to Share:

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Annex 4:

Group Building Activities – (for facilitator’s use)

The activities listed below can be used as icebreakers and group bonding activities. They are also meant to be an attachment activity between parent(s) and child. Many of the activities can be done in small teams, in pairs or individually. Teams work well for participants who may have difficulty with reading and writing. The key to the games is to have everything prepared ahead of time. Also, keep them short and faster paced so they are fun.

Baby Pictionary/Charades

- In advance, write the names of baby-related items, nursery rhymes or songs on small pieces of paper. Put in a hat or basket.
- Obtain a timer. Use one from an old Pictionary game or buy one at the dollar store.
- Divide participants into two teams of two or four people each (Team A and Team B)
- Each player pulls a piece of paper from the hat or basket.
- One member of Team A has 30 seconds to draw a picture of the item on a slip of paper. The other members of Team A have 60 seconds to guess what she has drawn. Team B watches and laughs.
- Now it is Team B’s turn. Thirty seconds for a member to draw the item on her slip of paper – 60 seconds for other team members to guess.
- The team that guesses the most items wins.

Baby Lotto

This is similar to a bingo game:

- Give each participant a picture bingo card, making sure each card is different. If possible, use pictures that relate to babies.
- Names corresponding to the items on the cards are called out one at a time.
- Each participant puts a marker on the picture as it’s called.
- When a participant gets five in a row, they yell out “baby” (or some other key word).
- The winner gets a small prize.
- Variations: • Nursery rhyme bingo.
- Baby safety bingo.

Family Literacy Facilitators Training Program**Name That Tune**

- Have a cell phone, iPad or laptop loaded with about 20 nursery thymes, lullabies and children’s songs.
- Organize participants into teams of about three players per team.
- Give each participant a different noise maker or animal sound.
- Play nursery rhymes, children’s songs or lullabies.
- Ask the participants to sound their noise maker or animal sound as soon as they know the name of the song.
- Pause the song and ask the participant the name of the song. If she is right the team gets a point, if not continue to play the song until you have a correct response.

The Price is Right

- Collect 10-15 common baby items. You can have the actual items or pictures of them.
- Divide the participants into teams of two to four.
- Reveal each item, one at a time.
- Ask the teams to guess how much they think the item may cost and write this price down.
- After every item has been revealed, go back to the first one and identify the actual price.
- The team closest to the actual price without going over, wins that point.
- The team with the most points at the end of the game wins.

Annex 5:

Keepsake Box Material –(for facilitator’s use)

Guidelines

- The crafts you choose will depend on the resources that you have.
- Choose simple crafts or projects that will be useful and attractive to the participants.
- Have a “toolkit” organized before the workshop for all your crafting needs.
- Base the amount of materials on the number of participants.
- Review the activities ahead of time and choose which to do with the participants.
- The participants may also have ideas about they want to make.
- When you are discussing craft materials with participants, talk about choking hazards and remind them to keep certain items away from baby.

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Possible “Toolkit” Materials

- Acrylic paints and brushes• Brown crafting paper• Cardboard• Card stock
- Clear self-sticking plastic laminate• Coloured paper• Coloured pencils
- Decorative scissors for edging• Die cut decorative shapes• Embroidery thread and needles
- Fabric—felt, broadcloth, heavy cotton, or canvas• Fabric markers and paints
- Glue sticks• Hole punches – regular and decorative• Key rings (available at dollar stores)
- Letter stencils• Magazines• Markers—thin and thick• Multipurpose glue• Paper
- Pencils• Picture mats• Ribbons—thin and thick• Rulers, straight edges• Scrapbooks
- Shape stencils e.g. hearts, birds, and leaves• Small containers• Stickers• String
- Tape• Used baby cards• Wrapping paper

I. 8. Glossary

Literacy – the ability to interact with the (societal) environment

Basic literacy – the ability to read and write

Family – a social unit consisting of parents and children living together

Family literacy – activities regarding literacy and learning in the family and home environment

Family literacy programs – interventions intended for children and their parents

Intergenerational learning – transfer of knowledge and behavior between generations

Family learning – all forms of learning in the family

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II. Pedagogy and andragogy (AETSM, Portugal)

II. 1. Theoretical aspects

It is important to define a conceptual aim for the educational universe, the difference between Andragogy and Pedagogy. We will present a reflection on some founding elements of the field of Andragogy and the basic difference with Pedagogy, seen in the amplitude of educational processes.

The principals of Pedagogy:

Pedagogy covers the theoretical-investigative field of education, teaching, learning and pedagogical work that takes place in social praxis. The activities of the professional in this area involve teaching, management of educational processes in school and non-school environments, as well as the production and dissemination of knowledge in the area of education.

According to the perspective of the Curriculum Guidelines, the Pedagogy professional works in the following areas:

- teaching in early childhood education, in the initial years of elementary school, in the pedagogical disciplines of the normal school course in the normal modality, as well as in professional education, in the area of services and school support, as well as in other areas (uneducated, and adults, people with special needs, and other emerging areas in the socio-educational field, such as education and health) in which pedagogical knowledge is foreseen;
- educational management, understood in a democratic perspective, which integrates the various activities and functions of pedagogical work and of school and non-school educational processes, especially in planning, administration,
- coordination, monitoring, evaluation of plans and pedagogical projects, as well as analysis, formulation, implementation, monitoring and evaluation of public and institutional policies in the area of education;
- production and dissemination of scientific and technological knowledge of the educational field.

There are many theorists who write about pedagogy. Malcolm Knowles was one of the first authors to analyze in depth the main differences between pedagogy (teaching children) and the way the adult seeks his knowledge (andragogy).

To describe about andragogy, it is necessary to know its principles, listed below.

The principles of Andragogy:

1. The need to know: the adult needs to understand the reason for learning and how much he will gain from the process. In this sense, it is important to demonstrate the gaps and expected results.
2. Self-concept: Adults are responsible for their actions and want to be seen that way. Therefore, the teacher-student relationship that puts you in a passive position can create a conflict. The educator should create experiences that help the participant make the transition from dependent student to self-oriented.

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3. The role of experiences: The adult necessarily arrives in the classroom with much more experience than a child. Learning will be much richer and more intense if each participant feels the opportunity to contribute in the process. The adult is own life experience, so denying is experience is denying the person it self.
4. Readiness to learn: the adult will be more willing to learn the things he needs to achieve positive results in real situations of his day to day, that is, the need generates readiness. One way to demonstrate this to the participant may be by exposing him to opportunities to perform well or through coaching.
5. Guidance for learning: unlike the child, which is oriented to the learning process itself, the adult has the focus on their life, their tasks and their problems. That is, he is willing to learn what gives clear and preferably immediate results. In this way, it is fundamental to demonstrate the application and utility of each presented concept.
6. Motivation: Although some external factors can be important motivators (better salaries, promotions, etc.), the intrinsic aspects generate much more motivation. In this way, programs that help in the development of greater self-esteem, job satisfaction or quality of life should be taken into account.

Comparative analysis from Malcom Knowles

	Pedagogic Model	Andragogic model
Role of Experience	The experience of the learner is considered to be of little use. What is important, on the contrary, is the teacher's experience.	Adults have an experience that sets them apart from children and young people. In many training situations, it is adults with their own experience who are the richest resource for their own learning.
Willingness to Learn	The willingness to learn what the teacher teaches is based on criteria and goals that are internal to school logic, that is, the purpose of success and progress in school terms.	Adults are willing to start a learning process as long as they understand its usefulness to better deal with real problems in their personal and professional lives.
Orientation of Learning	Learning is seen as a process of knowledge about a particular topic. This means that content-centered logic is dominant, not problems.	In adults, learning is oriented towards solving problems and tasks that they confront in their daily lives (which discourages a logic centered on the contents)

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Motivation	The motivation for learning is fundamentally the result of stimuli external to the subject, such as school classifications and teacher appreciations.	Adults are sensitive to stimuli of external nature (notes, etc.), but they are internal factors that motivate the adult to learn (satisfaction, self-esteem, quality of life, etc.)
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Amelia Hamze says that: “Andragogy is an educational path that seeks to understand the adult”. That is, Andragogy means, “teaching for adults”.

Andragogy is the art of teaching adults, who are not apprentices without experience, for knowledge comes from reality (school of life). Learning is feasible and applicable. This student seeks challenges and problem solving, which will make a difference in their lives. It seeks in academic reality both professional and personal achievement, and learns best when the subject is of immediate value. The adult student learns from his own mistakes and successes and is immediately aware of what he does not know and how much the lack of knowledge damages him. We need to be able to understand that in adult education the curriculum must be established according to the students' needs, since they are independent self-directed individuals.

In Andragogy, learning acquires a more localized particularity in the student, in the independence and in the self-management of learning, for the practical application in daily life. Adult learners are prepared to initiate a learning action by engaging with their usefulness to face real problems of their personal and professional life.

The learning circumstance must be characterized by an "adult environment". The confrontation of the experience of two adults (both with experiences equaled in the active procedure of society), makes the teacher a facilitator of the learning teaching process and the learner, transforming the knowledge into a reciprocal action of exchange of lived experiences, being an apprenticeship in a double hand.

They are horizontal relations, partners, between facilitator and apprentices, collaborators of a joint initiative, in which the efforts of authors and actors are summed up. The methodology of teaching and learning is based on the articulators of the motivation and the experience of the adult learners.

In this process adult learners learn by sharing concepts, not just receiving information about them. From this coexistence and participation in the processes of decision and understanding can derive original contours of problem solving, leadership, identities and changes of attitudes in a more significant space.

In adult classes it is risky to point out who learns most: whether the teacher or the student. In conventional education the student adapts to the curriculum, but in adult education, the student collaborates in the organization of the curriculum. Adult educational activity is centered on learning rather than teaching, with the adult learner being the agent of his or her own learning and deciding what to learn. Adults learn differently from how children learn. It is therefore essential that the methods applied are also different. The purpose is to propose how the adult learns, not to evaluate their learning ability. Learning comes more from participation in tasks, from group study, and from experience. The role of the educator is to facilitate learning, emphasizing, in this procedure, the information baggage brought by its students.

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As mentioned by Professor Roberto Giancaterino, "the concepts inherent to the andragogic model have underlying, an adult definition that implies the capacity of this being responsible for itself in the different contexts of life."

In this sense, adult education will be through situations and not disciplines.

Unfortunately our academic system grows in reverse order: disciplines and teachers constitute the educational center. In conventional education, with the use of pedagogy, the student is required to adjust to the established curriculum; in adult education, with the use of andragogy, the curriculum is built on the needs of the student. In this time, every adult is involved with specific situations of work, leisure, family, community, etc. - situations which require adjustments.

The adult begins at this point. Subjects (subjects) should only be introduced when necessary. Texts and teachers have a secondary role in this type of education; they should attach the utmost importance to the learner.

Adults are aware of their life decisions and expect to be treated by others as individuals capable of self-management. This attention can not be lacking also to other aspects that relate to the profile of the adult student.

In view of the above, it is worth noting that, in order to meet the expectations of the adult public - it is necessary to introduce the concepts andragógico curricula and didactic approaches of higher education.

Academics will need to be told what to learn and be told the best way to go. But they should be encouraged to work in groups, to develop their own ideas, to develop a personal method to study, to learn how to use critical and efficient means, the means of information available for their learning.

Conclusion

In this century, we live before an economy with constant changes and in all areas. The faster the changes, the greater their impact on students in general, because they have to adapt quickly to the new situation.

It is this process of continuous adaptation that guarantees survival and academic development. This ability of the student to lead his own destiny and to modify the environment around him is due to his ability to decide, to change, to learn and to learn.

The conception of learning to learn as an evolutionary process places in the decisions of the students the ability and the responsibility of being a co-constructor of a desired future project. Coexistence with the excess of information and sensations imposed by the world today leaves you with no alternative but to develop this ability to "learn to learn."

Thus, higher education institutions need to stimulate in the student self-learning, the capacity for self-evaluation and self-criticism, professional skills, the ability to work in teams.

It is necessary to emphasize personal responsibility for one's own learning and the need for and training for lifelong learning. These, the principles of andragogy, which take into account the student's experience in the teaching-learning process.

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Theoretical principals:

Malcolm Knowles

Malcolm Knowles is the author who developed Andragogy. In his theory, he considers interesting and quite current points that show why a student is involved or not in a learning process. This includes valuing experiences that have already been lived, the way the adult sees himself in the classroom, what are the expectations and motivations, and how it happens in "real life", back to the work environment.

Bob Pike and David Kolb

We also explore the approach of other authors to design new learning technologies. Bob Pike proposes a series of dynamics so that the instructor knows to take advantage of the different levels of knowledge of each student within a group. The LAB uses these parameters to promote more interesting and participative classes. Already David Kolb suggests the use of experiences as a mediator between learning and real life of the participant, to consolidate the content studied. The LAB relies on this concept to encourage reflection, observation and realization of experiential activities that carry theory to practice.

II. 2. Practical activities

1. Practical activity on medium groups - "Active Listening"

Objective: To reproduce a small sentence that is passed orally from one person to the next.

Duration: 20 min.

Methods: conversation, explanation.

Material resources: a pen and a piece of paper for the first person in the group to write a small sentence.

Activity: The trainer will give the learners the task: "One of you will write a small sentence with some difficult and confusing words. All the participants must be talking to each other about a subject that they want. The person that wrote the sentence tells it to another person that he chooses, and tells the sentence to his/her hear so that no one else listens. This person waits at least for 30 seconds and then tells the sentence to another person. This will go on until the message reaches the last person. In the end the last person says the message that he received.

Recommendations: The coordinator of the facilitator / facilitator must ensure that the participants will talk to each other during all the activity, in order to get then distracted. They must walk around during all the activity so that they don't listen when the message is transmitted.

Practical work can be followed by self-reflection task nº 1.

2. Practical activity on medium groups - "Active Listening"

Objective: Understanding the complexity of working with children and adults-

Duration: 30 min.

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Methods: presentation, conversation, explanation.

Material resources: a PowerPoint presentation that talks about the dangers of using Internet.

Activity: Using the same presentation, the trainer must do two different approaches to the theme. First he must make a presentation for a audience of students. In this case he can ask the students for their opinions and experiences of the use of internet. The other trainees must act as students and should try to imitate their behavior in this kind of situations because they think they know everything about the subject.

In the second presentation the trainer must make the presentation to an audience of adults. In this case he must adapt the language to the audience, especially because some of them may not have much knowledge about the subject. The other trainers must act as fathers/mothers and ask a lot of questions about the subject, because they do not know much about it.

Recommendations: The coordinator of the facilitator / facilitator must ensure that the all the participants will have a role in each of the situations, or by asking questions, when they are acting like fathers/mothers, or by making difficult the life of the presenter because they already know everything about the subject, when they are acting like students.

Practical work can be followed by self-reflection task nº 2.

3. Practical activity on medium groups - "An image is worth more than 1000 words"

Objective: develop oral and written expression; fit a story.

Duration: 30 min.

Methods: conversation, reflection

Material resources: a photocopy of a surfboard of a Comic strip sheet with a table with 6 rows.

Activity: The trainee carefully observes the images. Then he describes each of the 6 vignettes. The facilitator relays the trainee's proposals and helps him to reformulate them; avoiding repetitions and using diversified vocabulary. Finally, the trainee writes the story that he adapted to the comic strip.

Recommendations: Depending on the trainee's age and development, the trainer may or may not require more detailed text, richer vocabulary, and monologues or dialogues. If the trainee is older, he can recount the story by choosing one of the characters involved (the clerk, the lady, or the lady) as the narrator.

Practical work can be followed by self-reflection task nº 2 and nº 3.

4. Practical activity on medium groups - "Creating a story departing from a picture"

Objective: develop oral and written expression; develop imagination and creativity; fit a story into an image or speech.

Duration: 30 min.

Methods: conversation, reflection

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Material resources: photocopy of the cover of the Comics and a sticker of a BD sheet with the questionnaire.

Activity: The trainee carefully observes the images. Then, respond briefly, by topic, to the questionnaire ("Who is the character portrayed?, what does it do?, what does it say?, where is it?, what will have happened?"). The trainer re-reads the trainee's responses and helps to improve its proposal. Finally, the trainee writes the story he invented.

Recommendations: depending on the trainee's age and development, the trainer may or may not require a more detailed text, with a diversified vocabulary and with a minimum number of lines or paragraphs.

Practical work can be followed by self-reflection task nº 4.

II. 3. Self-reflection



1. Self-reflection / self-knowledge task!

How much are developed my pedagogic skills?

What are your main strengths and issues that require optimization in the area of pedagogy and andragogy?

To complete the table columns, you can think of both your findings and the opinions of friends, relatives, colleagues. It is more objective to evaluate whether it is both personal and from the perspective of others.

For each aspect that you think needs to be improved, think about an action plan to optimize it; if you improve it, it will turn into an aspect of your strength.

If you cannot act alone, identify the people you can call.



2. Self-reflection / self-knowledge task!

What communication style do I have?

Be aware of the way you communicate and try to identify your own style of communication. In Annex 2 you have several non-verbal indicators that can guide you. How do you argue for the predominantly chosen communication.



3. Self-reflection / self-knowledge task!

How empathetic am I?

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Write a five-minute essay to evoke the most recent situation in which you showed empathy towards someone.

Appreciate your degree of empathy on a 10-point scale where 1 = weak empathy and 10 = high empathy.

Using the situation described above, note aspects of your empathy, guided by the following model:

- a. Observe
- b. Feel (with you)
- c. I act (to help you)



4. Self-Reflection / self-knowledge task!

What development needs do I have?

Read carefully the list of needs. You are invited to identify what kind of unsatisfied needs you have (you can turn to A. Maslow's pyramid of needs or the pyramid of S. Marcus's needs). Make a list of them and find ways to meet them. What should you change in your life so that you can satisfy as many of these needs as possible and look at the needs of the upper planes of the pyramid? Who can you call for this? What social, emotional and instrumental support do you have?

II. 4. Evaluation

Module evaluation can be done through various techniques, some of which are presented below:

1. On a post-it: an interesting idea, a question, a suggestion.
2. On a post-it: a taste-a color-a word for the work done.
3. Appreciation of the personal effort made in the activity on a scale of 1 to 5, where 1 represents a very low effort, and 5 represents a considerable effort.
4. How challenging did the proposed tasks appear to you? On a scale from 1 to 5 where 1 - non-challenging and 5 - very provocative.

II. 5. Additional resources

<https://en.wikipedia.org/wiki/Andragogy>

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

<http://academic.regis.edu/ed205/knowles.pdf>

<https://sites.google.com/a/nau.edu/educationallearningtheories/adult-learning-theory-andragogy-by-barbara-miroballi>

<https://www.youtube.com/watch?v=2hbZM1kq6rQ&t=20s>

<https://www.youtube.com/watch?v=RssPiq3-XKM&t=8s>

<https://www.youtube.com/watch?v=lsvgMSGn3rY&t=17s>

<https://en.wikipedia.org/wiki/Pedagogy>

<https://edtechnow.net/2013/05/12/pedagogy/>

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- <http://infed.org/mobi/what-is-pedagogy/>
- <https://docs.moodle.org/33/en/Pedagogy>
- <https://www.youtube.com/watch?v=vrU6YJle6Q4>
- <https://www.youtube.com/watch?v=BTf6jQj2dl4>
- <https://www.youtube.com/watch?v=HvV7yf5O-d0>
- <https://en.wikipedia.org/wiki/Teamwork>
- <https://www.youtube.com/watch?v=DvVEoKrm48>

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DEAQUINO, Carlos Tasso Eira de. Como Aprender: andragogia e as habilidades de aprendizagem. São Paulo: Pearson, 1 Ed., 2007.

FREIRE, Paulo. Pedagogia da autonomia: saberes necessário à prática educativa. São Paulo: Editora Terra e Paz, 2010.

MARQUES, R. (1998). A Arte de Ensinar - Dos Clássicos aos Modelos Pedagógicos Contemporâneos. Lisboa: Plátano Editora

MENDES, Mônica. Andragogia: um novo olhar sobre a formação. In: 20º CIAED - Congresso Internacional ABED de Educação à Distância, Curitiba, 2014.

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KNOWLES, M. (1980). The modern practice of adult education, revised and updated. Englewood Cliffs: Prentice Hall Regents

II. 7. Learning materials / annexes

Annex 1

Skills	Yes. Why?	No. Why?
New training contexts		
Pedagogical creativity		
Citizenship and gender equality		
Social and ethnic diversity		
Project management		
Entrepreneurship		
Marketing and consulting		
Teamwork and partnership		
Information and communication technologies		

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Annex 2

Assessment of Non / Verbal Behaviour		
<i>Non-assertive / passive behaviour</i>	<i>Assertive behaviour (asserting rights without violating others' rights, tact)</i>	<i>Aggressive behaviour</i>
<i>Visual Contact</i>		
Avoidance, downward or side-by-side, interlocutor, blurred often, visible bypassing of the interlocutor's gaze..	Direct, appropriate, open, pleasant, clear.	Strong, arrogant, "upward" look, arrogant, fixing a distant point or interlocutor with a bored expression
<i>Facial expressions</i>		
Vague smile, constant, fixed; smile, laugh or blink when you express irritation; frequent movement / moistening of lips, lip biting; "Pulling" the voice, nervous cough; tightening and straightening of the forehead.	Friendly, adequate, open, honest, relaxed.	Tension in the jaw, the dilation of the nostrils, the tightening of the lips, the frown, the "air", which was keen to "hunt" inaccuracies, mistakes.
<i>Voice/ Verbal expression</i>		
Slow, slow, vague, weak, unclear, mumbled, crying, monotonous, and too rare.	Firm, optimal, warm, expressive, with adequate emphasis	Too fast; too quiet, indifferent; too loud / strident; sarcastic, condescending.
<i>Gestures</i>		
Covering the face or mouth with your hand, excessive head approval; "Play" with clothes or jewellery; changing weight from one foot to another; rigid body posts; "Breaking your hands, nailing your fingernails..	Harmony, balanced, relaxed, consistent with the message verbally.	Clutches, stiff gestures, finger pointing, disapproving head movements, hands on the hips, touching the interlocutor as a sign of domination, etc.



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Annex 3



Annex 4



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II. 8. Glossary

Andragogy = refers to methods and principles used in adult education. The word comes from the Greek άνδρ-andr-, meaning "man", and άγωγός agogos, meaning "leader of"; it literally means "leader of man", whereas "pedagogy" literally means "leading children."

Pedagogy = is the discipline that deals with the theory and practice of teaching. Pedagogy informs teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.

Leadership = Leaders do not exist to order their workers around. While they oversee their team, a true leader takes initiative and trusts their employees to perform efficiently and independently.

Teamwork = is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

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III. Facilitation (ECOP, Bulgaria)

III. 1. Theoretical aspects

Keywords: *facilitation, facilitator, group, team, teamwork, decision-making, conflict*

The word “facilitation” has become widely used in the world of Learning and Development and yet there is often some confusion about what it actually means and how a ‘facilitator’ differs from a trainer, instructor, mentor or coach. Many professionals are highly experienced and skilled in instructional or training design and delivery and yet feel more vulnerable or uncertain when asked to move into a purely facilitative role. So what does facilitation actually mean and what are the implications for those who wish to use facilitation in its purest form?

What Is a Facilitator?

The definition of facilitate is "to make easy" or "ease a process." What a facilitator does is plan, guide and manage a group event to ensure that the group objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.

The facilitators are not responsible for providing solutions, fixing problems or generating ideas. However, they are responsible for using their facilitation expertise to create an environment and conditions in which those they work with can achieve these things for themselves.

You want to be a Facilitator. What Does a Facilitator Do?

To facilitate an event well, you must first understand the group's desired outcome, and the background and context of the meeting or event. The bulk of your responsibility is then to:

1. Design and plan the group process, and select the tools that best help the group progress towards that outcome.

2. Guide and control the group process to ensure that:

- There is effective participation.
- Participants achieve a mutual understanding.
- Their contributions are considered and included in the ideas, solutions or decisions that emerge.
- Participants take shared responsibility for the outcome.

3. Ensure that outcomes, actions and questions are properly **recorded**, and appropriately dealt with afterwards.

Design and Plan

With the group objective firmly in mind, preparation for the meeting or event is all-important. Your job is to choose and design the right group process(es), and develop an effective agenda for the occasion.

Tip: Whether you're planning a straight-forward meeting, or a complex event over several sessions or days, it's important to always keep in mind the **outcome** – and how you are helping the group to

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reach it. If the event spans multiple sessions and topics, make sure that you are clear about both the desired outcome and process for each one. And make sure that you know how the outcome of each session or topic contributes to the outcome of the event overall.

Choose and Design the Group Process

There are as many ways to design a group process as there are events to facilitate: It is quite an art! Group process design is also a huge topic in its own right, and something that professional facilitators learn through experience and training.

Here are just some of the factors and options to consider:

Do you want an open discussion, or a structured process?

An open discussion, well facilitated, may be the simplest option for your group process. But ask yourself whether you will be able to achieve the participation you need, and manage the discussion with the number of participants involved with this format. Can you cover the variety of topics needed? Can you generate enough ideas and solutions? And can you involve everyone, and get their buy-in?

What structured process should you choose?

If you need to accommodate participation from a large group, consider smaller "break-out" groups. Are you concerned about getting enough participation? Then give people time in the agenda to think about and write down the things they want to contribute.

Other factors to consider

You won't be able to change some constraints. However, you may be able to change others to optimize your process and agenda. As part of this, consider:

- The number of participants.
- The nature of the topics under discussion.
- The type of involvement people need to have.
- The background and positions of the participants.
- How well they know the subject – and each other.
- The time you have available.

Remember, whatever group process you define, it is a question of keeping your focus on outcomes. Find the best way to achieve the objectives of the overall event.

Designing a Realistic Agenda

Designing the agenda goes hand in hand with designing the group process. As you iterate between designing the process and designing the agenda, the event starts to take shape. Among the factors to consider when planning the agenda are:

- In what order should the topics be presented?

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- How will participants get to know each other?
- How will they gain a common understanding of the objectives?
- If an event is to be broken into separate sessions, how much time should be allocated to each item?
- Will all participants be involved each session?
- Or will some be in smaller, break-out groups?
- How and when will break-out groups' feed back to the wider group?
- When will you recap and summarize?
- How will the outcomes of one session flow into the next?
- How will you achieve closure of the overall event?

By the end of the design and planning stage, you should have a solid agenda, which focuses on outcomes, and provides a good flow and structure for the event.

Other Design and Planning Considerations

- In addition to process and agenda, you should also consider the following:
- Information and materials – What do participants need to know before or at the event? How will this be provided and when?
- Room arrangements – What room set-up will best encourage participation? Are separate rooms needed for break out groups?
- Supplies – What supplies and props do you need? Pens, flip charts, post-it notes are just the starters – make sure that you have everything you need for the agenda and process you've planned. And make sure that you have backups for things like data projectors, just in case these fail.

Guide and Control the Event

With the agenda and group process in place, it is time to think about how you will guide and control the proceedings. There is still some preparation to do for this, and then there is whole business of guiding and controlling the event itself.

The final stage of preparation is to think about how you will guide and control the meeting. This is where you prepare the ground rules for the event, polish your facilitation skills, and also consider some what-if scenarios: What if there is major disagreement? What if a solution does not emerge? and so on.

At the meeting itself, as facilitator, you will set the scene and ensure that participants are clear about the desired outcome, the agenda, the ground rules and expectations for the event. By doing this, you help everyone focus on the task at hand. At the start of the meeting, and throughout, your role is to use to ensure the meeting keeps progressing towards a successful outcome.

To guide and control the meeting, you will need to:

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- **Set the ground rules** – What rules should participants follow in the meeting ? How will people interact ? How will you ensure that people respect each others ideas ? How will questions be handled ? You will prepare some ground rules in advance, and propose and seek agreement to these at the start of the event. (*Practical Activity 1*)
- **Set the scene** – Here, you'll run through the objectives and agenda. Make sure that everyone understands their role, and what the group is seeking to achieve.
- **Get things flowing** – You'll need to make sure that everyone introduces themselves, or perhaps use appropriate icebreakers to get the meeting off to a positive start.
- **Keep up the momentum and energy** – You might need to intervene as the proceedings and energy levels proceed. Make sure that people remain focused and interested. (If energy levels are beginning to flag, perhaps it's time to take a break or perhaps use appropriate energizer)
- **Listen, engage and include** – Even though, as facilitator, you're taking a neutral stance, you need to stay alert, listen actively, and remain interested and engaged. This sets a good example for other participants, and also means you are always ready to intervene in facilitative ways. Is everyone engaged? If not, how can you bring them in? How can you get better participation?
- **Monitor checkpoints, and summarize** – Keep in control of the agenda, tell people what they've achieved and what's next; Summarize often.
- **Intervene only if absolutely required.**

Tip: As a facilitator, there are many situations in which you may need to intervene. Rehearse when and how you'll do this. Keep the lightest of touch. And bear in mind the need to remain objective, keep focus on the desired outcomes, and generally maintain a positive flow.

The most difficult types of intervention are those involving conflict, anger and disagreement. Remembering your role, it is important to focus on the needs of the group, whilst considering the feelings and position of both parties involved in any disagreement.

To keep the event flowing and positive:

- **Watch for and close any side conversations.** These limit the ability of others to focus, and often people are exchanging ideas that should be brought to the group.
- **Keep a close eye on the timing.** Be flexible, and balance the need for participation with the need to keep things running efficiently.
- **Learn what to do when a discussion is not reaching a natural conclusion.** Is more information needed? When and how will the discussion proceed? Park topics that cannot be concluded, and ensure that action time is scheduled to address these issues.
- **Be on the lookout for people who aren't participating fully.** Are they experiencing discomfort? What is the source of the discomfort? What can you do to bring them into the conversation?
- **Pay attention to group behaviour, both verbal and non-verbal.** Some of the most damaging behaviour is silent, so know how to spot it and stop it effectively.

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- **Step in and mediate immediately if there are obvious personal attacks.** Effective facilitators look for the least intrusive intervention first, so reminding everyone of the ground rules is often a good place to start. Whatever the issue, you can't allow bad behaviour to continue so be prepared to take the steps necessary to stop attacks.

Record and Action

Last but not least among the responsibilities of a facilitator is the recording of outputs, and of bringing these together, sharing them, and making sure they are actioned.

The key to successful recording of outputs from an event is to be clear about what will be recorded, how and by whom.

Tip: When we think of a facilitator, it is the recording function part of their role that most often comes to mind. We see a person standing in front of an easel that is packed with paper, with felt pen in hand, and ready to write furiously when the ideas start flowing.

While this is an important function, remember that, for the ideas to flow, the planning, and guiding and controlling functions must be attended to first. You can have all the paper in the world but if your meeting is not well planned, guided, and controlled, you could be facing an empty piece of paper at the end of the event.

When you are recording and actioning, here are some things to remember:

- You are responsible for making sure the participants hear, see, and understand the information that is presented and offered. Make sure that you keep an accurate record of what's going on. If in doubt, record now and summarize later.
- Try to use words that the group chooses, and when in doubt, ask them to provide the words for you to record.
- Ensure all decisions and actions are recorded. You may want to use a scribe to do this, so that you can stay focused on the group and the process.
- As you record decisions and actions, check with the group that the information you're recording is a fair and accurate reflection of what has been discussed.
- Remind the group what has been discussed, and keep them focused and moving forward.
- If in doubt, ask for clarification before the discussion moves on.
- Make sure that responsibility for, and commitment to, action, is obtained and recorded when necessary.
- After the event, follow up to ensure that outstanding actions and issues are progressed, and that the proceedings are brought to a successful conclusion.

As a facilitator, you may need to call on a wide range of skills and tools, from team management, decision making and resolving conflicts to planning, time management and communications.

Teamwork

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The dictionary defines teamwork as the joint action by a group of people in which individual interests become secondary to the achievement of group goals, unity, and efficiency. In other words, teamwork involves a group of people actively cooperating in an organized way to achieve a goal. The process of teamwork has become commonplace throughout organizations in all areas of society, including business and industry, health care, public service, government, and education (Commission on Accountability in Higher Education, 2005). The benefits of teamwork are numerous. When an effective teamwork process is employed, more can be accomplished with better results. Individuals working within teams also develop many beneficial skills: teaching new skills to others, learning to negotiate, exercising leadership, and working with diverse people in diverse situations; being part of a team effort in which individual members are held accountable (Millis & Cottell, 1998). Because teamwork is a process, a methodology is needed to better understand and master performance in this area.

Teamwork Methodology

1. Define the Mission

The first step to building a team involves identifying and defining the purpose and objectives for the team. The mission influences who is recruited, what resources are needed, and what main tasks need to be performed. In some cases, teams are formed to accomplish a specific goal; in other cases, teams maintain their structure but may change the people involved.

2. Recruit Members

One should identify and recruit people who believe in, and are committed to, the stated mission. These individuals should define their goals and objectives, share their reasons for involvement, and indicate how their participation can strengthen the performance of the team.

3. Collect Resources

The mission statement influences what resources are required to meet the team's goals and objectives. One should identify the available resources and determine what additional resources need be obtained. Examples of a team's resources include the team members and their skills, financial assets, information, computers, physical equipment and facilities, time, and the team members' individual resources that they are willing to contribute for the team's use.

4. Build the Team

It is important that team building occurs at this point and continues throughout the process. Participants must build shared ownership of the team's goals and objectives, and all must believe that these are worthwhile and attainable. By assigning roles with job descriptions, one enhances the team's accountability, performance, and unity while helping to facilitate team goals. Depending on the purpose and length of the team's mission, roles should be periodically rotated so that everyone can gain experience and improve skills in different areas.

5. Create and Implement the Plan

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The process of creating the plan need not be democratic; however, it is important that all members accept responsibility for implementing it. Successful completion of the plan depends on “buy in,” or acceptance, by all team members. It is important that as the team implements the plan, all members perform according to their roles. The team captain is responsible for team’s overall performance.

6. Assess Performance

Each member’s performance should be regularly assessed according to the criteria set for each role. The team as a whole should also be regularly assessed as it works toward meeting its goals and objectives. By assessing during the early stages of the plan (as well as on a regular basis), it is possible to determine what is working and what needs to be changed.

7. Modify the Plan

The plan of action should be updated as dictated by the situation and/or by the team’s performance. Changes and modifications can be made for both the short term and long term. In addition to modifying the plan, one may also change the situation by shifting roles within the team, adding new team members, obtaining additional resources, or by changing the goals and objectives.

8. Provide Closure

All team members should know when the plan is completed or the objectives have been met. Both individual and team accomplishments should be acknowledged and celebrated.

(see “10 Tips for Better Teamwork” Annex 5).

Structured **team building activities** (*Practical Activities 8-11*) that include learner interaction, some degree of competitiveness, a set of rules or guidelines, designated time frames, and a specific outcome are very effective tool for encourage teamwork, develop trust, and enhance problem solving skills. The **Energizer** (*Practical Activities 5-7*) is an activity that can be run to warm up the team and promote group interaction. **Ice Breakers** (*Practical Activities 3-5*) are a great way to get people to learn each others names, find out interesting things about one another, establish common ground between participants, get everyone moving, and help people begin new relationships. **Name Games** (*Practical Activity 2*) are designed to help participants learn each other's names, begin conversations, and set everyone in the group at ease. It is always best to do a couple of these activities first before beginning other ice breakers or team building activities.

Decision Making - How to Make Better Decisions

Group decision making is a type of participatory process in which multiple individuals acting collectively, analyze problems or situations, consider and evaluate alternative courses of action, and select from among the alternatives a solution or solutions.

There are many methods or procedures that can be used by groups.

Multi-Voting - Choosing Fairly Between Many Options

The democratic system of majority wins is usually a fair way to make a decision. So long as voters have sufficient information on which to make a choice, the system tends to work well, just as long as there are only a few options from which to choose. When there are many choices, simple majority rule

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voting is often not the best method for reaching decisions, if you want everyone to feel that they own the decision. When group consensus is needed, multi-voting is a simple process that helps you whittle down a large list of options to a manageable number. It works by using several rounds of voting, in which the list of alternatives becomes shorter and shorter. If you start with 10 alternatives, the top five may move to the second round of voting, and so on.

The Modified Borda Count (MBC) - Achieving Consensus About Which Options to Pursue

The Modified Borda Count is a voting system that asks everyone who is making a decision to rank their options in order of preference. They award their least preferred option one point, their second least popular two points, and so on, with their most preferred option receiving the maximum number of points. The choice with the most points is the winner.

The Modified Borda Count is a useful tool in team decision making.

There are three steps involved in the MBC – debate, vote and analysis:

The advantage of using the MBC is that the winning choice often has more support from the team than it would in a majority vote. This is because everyone can express their preferred choices, as well as other options that they would be willing to work with, and there is a good chance that most people will have voted for the preferred option – at least to some extent.

The Modified Borda Count is a useful tool in group decision making. By asking team members to rank first, second and subsequent choices in a vote, it helps them to make a decision based on common consensus.

Because this process is transparent and fair, it helps people buy into the final decision, even if they do not fully agree with it. (*Practical Activity 12*)

Brainstorming - Generating Many Radical, Creative Ideas

For decades, people have used brainstorming to generate ideas, and to come up with creative solutions to problems. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking.

The Stepladder Technique - Making Better Group Decisions

Making decisions within a group can often be challenging. When things go well, they can go very well. However, when things go wrong, you can end up mired in conflict. Some people may fight for recognition and position, others may be over-critical or disruptive, while others may sit quietly and not contribute anything to the overall effort. Because of this, groups can often spin out of control and make worse decisions than individuals working on their own.

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When this happens, it is easy to see why some people throw their hands up in frustration and give up. However, when a group works in the right way, it really WORKS. Groups that function effectively together can outperform individuals and make much better decisions.

But how do you make your group effective? How do you get all group members to contribute and inspire one another to create great ideas and solutions?

The Stepladder Technique is a useful method for encouraging individual participation in group decision making.

The Stepladder Technique is a step-by-step approach that encourages all members to contribute on an individual level BEFORE being influenced by anyone else. This results in a wider variety of ideas, it prevents people from "hiding" within the group, and it helps people avoid being "stepped on" or overpowered by stronger, louder group members.

All of this helps the group make better decisions. (*Practical Activity 13*)

Conflict Resolution Skills - Managing and Resolving Conflict in a Positive Way

Conflict is inevitable and unavoidable in any social community. Developing constructive conflict resolution skills is essential in having satisfying and loving relationships. All conflict is not negative. Conflict can be constructive to relationships, situations and personal growth. Conflict does not need to be judged as positive or negative. What is most essential with respect to conflict is how it is handled (*Practical Activities 14-16*).

The difference between conflict that is constructive and conflict that is destructive is listed below:

Conflict is constructive if it results in:

- Solving problems.
- Improves communication.
- Gain knowledge and wisdom that can be applied to future conflicts.
- Building trust and mutual respect.

In contrast, when conflict is not constructively resolved, it can lead to feelings of hurt, pain and distrust that divides people and polarize issues. It can also produce irresponsible or destructive behaviors.

Basically, constructive conflict is when you and another person resolve your disagreement in such a way as to build trust and respect for each other. It also means that you actually deal with the conflict, rather than suppress or avoid it.

There are five main strategies or styles of dealing with conflict

1. Collaborating Style:

Problems are solved in ways in which an optimum result is provided for all involved.

Both sides get what they want and negative feelings are minimized.

Pros: Creates mutual trust; maintains positive relationships; builds commitments.

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Cons: Time consuming; energy consuming.

2. Competing Style:

Authoritarian approach.

Pros: Goal oriented; quick.

Cons: May breed hostility.

3. Avoiding Style:

The non-confrontational approach.

Pros: Does not escalate conflict; postpones difficulty.

Cons: Unaddressed problems; unresolved problems.

4. Harmonizing Style:

Giving in to maintain relationships.

Pros: Minimizes injury when we are outmatched; relationships are maintained.

Cons: Breeds resentment; exploits the weak.

5. Compromising Style:

The middle ground approach.

Pros: Useful in complex issues without simple solutions; all parties are equal in power.

Cons: No one is ever really satisfied; less than optimal solutions get implemented.

Successful conflict resolution depends on your ability to:

- **Manage stress while remaining alert and calm.** By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- **Control your emotions and behavior.** When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- **Pay attention to the feelings being expressed** as well as the spoken words of others.
- **Be aware of and respectful of differences.** By avoiding disrespectful words and actions, you can resolve the problem faster. (*see "Tips for managing and resolving conflict", Annex 6*)

Conclusions: The move from being a subject matter specialist and trainer to facilitator is a challenging one for many professionals whose career success has been based upon their knowledge and demonstration of expertise. Facilitation requires stepping away from the traditional role of 'expert' and instead becoming expert in 'the art of not knowing'.

Effective facilitators are skilled in the observation of individual behaviours and inter-personal interactions. They notice and challenge things that those involved may not be aware of. They are

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active and reflective listeners, using their skills of summary, clarification and 'translation' to ensure effective communication. They choose and formulate powerful questions that may alter perceptions of what is happening at any moment, or focus on new insights. Facilitators are also skilled in group management, gate-keeping and inclusion. Ultimately, facilitators are action orientated and have a focus on action and development planning.

Whilst facilitators do not make decisions, solve problems or generate new ideas on behalf of the group, they do develop and apply decision-making, problem-solving and creative thinking techniques that will support their clients as they move towards their own decisions and conclusions

III. 2. Practical activities

1. Practical activity - Ground Rules

Objective: the group to develop common ground rules

Duration: 30 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/adhesive gum

A process to develop ground rules is:

1. Begin by telling participants that you want to set up some ground rules that everyone will follow as we go through our meeting (*see an example of ground rules Annex 1*). Put a blank sheet on the flipchart with the heading "Ground Rules."
2. Ask for any suggestions from the group. If no one says anything, start by putting one up yourself. That usually starts people off.
3. Write any suggestions up on the newsprint. It's usually most effective to "check -in" with the whole group before you write up an idea ("Sue suggested raising our hands if we have something to say. Is that O.K. with everyone?") Once you have gotten 5 or 6 good rules up, check to see if anyone else has other suggestions.
4. When you are finished, ask the group if they agree with these Ground Rules and are willing to follow them. Make sure you get participants actually say "Yes" out loud. It makes a difference!

2. Practical activity – Name relation game

Objective: to help participants learn each other's names, begin conversations, and set everyone in the group at ease

Total Time: 30 minutes

Methods: Name game

Material resources : None

Group Size: Any.

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Activities: Get the group into a circle. Then start out by saying your name and a food that begins with the same letter. Then the next person does theirs, plus yours. Then the third person does theirs, the second's and the first's name and food. It then moves on down the line, so that the last person has to do everyone with in the group. Different variations of this can be played but it is great for getting the group to know one another and the names.

3. Practical activity – Candy Ice breaker

Objective: Good first day activity... Gets each participant to get to know each other

Total Time: 30 minutes

Methods: Icebreaker activity

Material resources : Candy

Group Size: Any.

Activities: Put about enough candy in a bowl for each person in the room to take at least 5 pieces, (for larger groups take 3). After that is done tell everybody they can grab 1-5 pieces of candy. Each participant then has to tell something about himself for each piece of candy he took. (example: If Anna took 5 pieces of candy she'd have to tell 5 things about herself.) After that you can eat your candy.

4. Practical activity - 2 Truths and a Lie

Objective: learn something about others

Total Time: 30 minutes

Methods: Icebreaker activity, discussion

Material resources : none

Group Size: Any.

Activities: Ask each person in the group to think of two true facts about themselves, and one lie. Each person in the group takes a turn telling the group their three items. The group then has to agree on which fact they think is a lie. Once the group announces their decision, the speaker tells the group the correct answer. The group then can talk about any of the interesting things they just learned about the new person.

Variation: Each person writes down their 2 truths and a lie on a piece of paper and hands it in anonymously. Read each card randomly one at a time. The group has to decide who the person on the card is, as well as the lie.

5. Practical activity – Ten Fingers

Objective: learn about each other

Total Time: 30 minutes

Methods: Icebreaker activity, Energizer

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Material resources : none

Group Size: Any.

Activities: This activity is great for the first day or just when ever your group has free time. It works best with more people, and everyone should be honest when playing. Have everyone sit in a circle or close enough to be able to hear everyone. Tell them to hold up all 10 fingers .A counselor can start off by stating one fact about himself. For ex: "I have been in Florida." or "I have blue eyes." Then the participants who haven't been to Florida, or don't have blue eyes, will put one finger down. This will continue around the circle, having each person share one fact about themselves until someone is all out of fingers. It's better to try and use less obvious, unique facts about yourself because there is a chance that more people will have to put a finger down if they can't relate to your fact. Who ever has the most fingers left at the end of every ones turn wins!

6. Practical activity – Collaborative face drawing

Objective: to warm up the team and promote group interaction

Total Time: 30 -40 minutes (5 minutes to brief and set up, 20-30 minutes to achieve outcome, 5 minutes to review and debrief)

Methods: interactive activity, Energizer

Material resources : A4 paper and a pen for every participant

Group Size: Any.

Running the activity:

1. Give each participant a A4 paper and a pen.
2. Instruct the participants to write their name on the bottom of the paper
3. Ask everyone to walk randomly on the room until you say the word stop.
4. Each person should pair up with someone near by
5. Instruct the pair to exchange the papers
6. Everyone should draw the other person eyes
7. Instruct the pairs to exchange the papers again (now each person should have the paper with their name again)
8. Repeat steps 3 to 8 for all face parts (eyes, nose, ears, chin, hair, facial hair and accessories)

7. Practical activity – Sets

Objective: to keep the audience engaged and focused

Total Time: 10 minutes

Methods: Energizer

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Material resources : None

Group Size: Any.

Activities: Have the participants sit down. Pick two or three participants that have something in common, such as stripes on their shirts, no shoelaces, or the same first letter in their name. Have them stand up. The rest of the participants try to figure out what makes them a "set."

The activity is suitable for kids.

8. Practical activity - Names Line

Objective: To improve communication and leadership skills of team members

Total Time: 10 minutes (1 minute to brief and set up, 7 minutes to achieve outcome, 2 minutes to review)

Methods: Team building activity

Material resources : none

Group Size: 8 to 12 ideally.

Activities: Participants line up in a straight line side-by-side. Ask them now to get in order of their names. The challenge is the group cannot talk at all. If they do start to talk then they need to start again.

Variations to this game include: shoe sizes, height, colour of the eyes, etc.

Suggested Learning Outcomes: Communication, Cooperation, Problem Solving, Leadership

9. Practical activity - Human Shapes

Objective: To improve Creative thinking and Cooperation

Total Time: 30 minutes (5 minutes to brief and set up, 10-20 minutes to achieve outcome, 5 minutes to review and debrief)

Methods: Team building activity

Material resources : none

Group Size: 8 to 12 ideally.

Activities: Working together as a team, the group have to use their bodies to form letters and words.

Human Shapes Team Challenge Instructions

- Find an area free of obstacles and ask participants to spread out
- Start out by asking the participants to make several letters of the alphabet with their body e.g. B, C, D and E.

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- Next up, get them to form the words you say e.g. with groups of four people you would do words that have 3 or 4 letters i.e. dog, bird, cat, step and groups of five people words that have 4,5 or even 6 letters.
- Finally use a sentence or phrase that allows everyone to be involved.
- You can also split the team into smaller groups and get them to compete against each other.
- Try to make this activity fast paced, so they don't think too much and are kept energised.

Suggested Learning Outcomes: Creative thinking, Cooperation, Support and trust, Planning

10. Practical activity – Shoe Tower

Objective: To improve Creative thinking and Cooperation

Total Time: -12-15 minutes (5-8 minutes to brief and set up, 5 minutes to achieve outcome, 2 minutes to review and debrief)

Methods: Team challenge activity

Material resources: none

Activities: Team challenge activity game for young people. Split the group into smaller teams of 4-6 people. Get everyone to take their shoes off. Using the shoes available to their team, they must construct the tallest tower. The team with the tallest tower at the end of the time wins the challenge.

Suggested Learning Outcomes: Creative thinking, Cooperation, Planning

11. Practical activity – Trust walk

Objective: To improve communication skills and developing trust.

Total Time: 20 minutes (5 minutes to brief and set up, 10 minutes = 2 x 5 min Trust Walks, 5 minutes to review and debrief)

Methods: Team building activity

Equipment Required: Blindfolds

Space Required: Medium.,

Group Size: Any. Maximum of 20 participants (10 pairs) per facilitator

Activities: Working in pairs, blindfolded participants are led on a walk around the surrounding area or a course by their partners. This is great activity for focusing on communication skills and developing trust.

Suggested Learning Outcomes: Communication, Creative thinking, Leadership, Risk awareness, Trust

12. Practical activity - Modified Borda Count

Objective: How to Use the Modified Borda Count

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Duration: 30 min.

Methods: Debate, Vote, Analysis

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

There are three steps involved in the MBC – debate, vote and analysis:

a. The Debate

Outline to your team the decision you need to make and the criteria you need to meet. Discuss this as a group, and provide clarification where necessary. Ask participants to consider possible options and to write them down.

Write everyone's options. Work through the responses together – bring very similar options together and eliminate duplicates.

b. The Vote

Ask the participants to each choose their top five options. (Any number between five and 10 is OK, as long as everyone gets the same.)

Next, ask them to rank these options in order of preference, so that the least favorite gets one point, the next least favorite gets two points, and so on.

For example, if you are ranking five solutions, the top choice gets five points, the second choice gets four points, the third choice gets three points, the fourth choice gets two points, and the fifth choice gets one point.

c. The Analysis

Collect everyone's rankings together and add up their scores for each option, to form a collective response. This gives the group's consensus score for each option. (You can see an example of this in *Annex 2*).

13. Practical activity - Stepladder Technique

Objective: How to Use the Stepladder Technique

Duration: 30 -60 min. (depends from the group size)

Methods: questioning, explanation, discussion

Material resources: None

The Stepladder Technique has five basic steps. Here's how it works:

Step 1: Before getting together as a group, present the task or problem to all members. Give everyone sufficient time to think about what needs to be done and to form their own opinions on how to best accomplish the task or solve the problem.

Step 2: Form a core group of two members. Have them discuss the problem.

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Step 3: Add a third group member to the core group. The third member presents ideas to the first two members BEFORE hearing the ideas that have already been discussed. After all three members have laid out their solutions and ideas, they discuss their options together.

Step 4: Repeat the same process by adding a fourth member, and so on, to the group. Allow time for discussion after each additional member has presented his or her ideas.

Step 5: Reach a final decision only after all members have been brought in and presented their ideas.

Recommendations: The trainer can summarize the ideas presented and complete them if necessary.

14. Practical activity – “Conflict 1000 Definitions”

Objective: the group to define itself “Conflict”.

Duration: 10-15 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

Activity: This is a simple exercise. The participants must complete the sentence “Conflict is...”. The trainer encourages participants to give a quick definition after a definition, for example: “Conflict is terrible”, “Conflict is everyday life”, and so on.

Recommendations: All definitions should be recorded. After a few minutes when the definitions decrease, the exercise naturally ends.

15. Practical activity - "Conflict with three words"

Objective: to give more definitions of “Conflict”

Duration: 20 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

Activity: The task of the participants is to characterize the conflict in three words at their discretion (e.g. fight, tension, victory). On the board the definitions given are recorded and the participants have the opportunity to choose five of them by voting. The leader reads consecutively the definitions and who has chosen a word, raises his/her hand /everyone is entitled to five choices /. This defines the five words that most accurately reflect the essence of the conflict according to the participants.

Recommendations: The five words can be chosen also via using “The Modified Borda Count” voting system.

Based on the material collected from the exercises, the facilitator helps the group to define itself “Conflict”. It is possible to give two or more definitions.

16. Practical activity - ANALYSIS OF CONFLICT SITUATION

Objective: how to use the table of analysis of conflict situation

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Duration: 30 min.

Methods: discussion, conversation, questioning, explanation

Material resources: newspaper articles

Activity: The lecturer offers the participants a number of medium-sized newspaper articles addressing acute interpersonal or group conflicts. In several groups, they try to point out the main points of the problem analysis in these articles.

Recommendations: The participants to use a table for conflict resolution analysis (*Annex 3*)

Practical work can be followed by self-reflection task no. 4, will be done individually.

III. 3. Self-reflection



1. Self-reflection / self-knowledge task!

Designing your group activities

You have to select 4-5 activities for your group and design a training session. You can use the Practical Activities 2- 11, the additional resources and online resources.

The key to success is to make sure that the activity is specifically focused on meeting your objectives and appropriate to the group of people involved.

With clear objectives, you can start to design the session. Ask yourself questions about how you will meet your objectives. For example:

- "How will people become comfortable with contributing?"
- "How will you establish a level playing field for people with different levels and jobs?"
- "How will you create a common sense of purpose?"

These questions can be used as a check list once you have designed the session:

Will this session help people feel comfortable, establish a level playing field, and so on?

As a further check, you should also ask yourself how each person is likely to react to the session. Will participants feel comfortable? Will they feel the session is appropriate and worthwhile?

This task is recommended as homework.



2. Self-reflection / self-knowledge task!

Quick quiz to find out your dominant conflict resolution strategy

Each one of us has his own way of dealing with and reacting to a conflict situation. Depending on our personality and background, those different reactions are usually one of five main strategies or styles of dealing with conflict. The five strategies are: Collaborating, Competing, Avoiding, Harmonizing and

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Compromising. Click the link below to take a quick quiz to find out your dominant conflict resolution strategy and also get an explanation of each of the different conflict handling styles.

<https://www.trainingcoursematerial.com/free-assessment-tools/conflict-quiz>



3. Self-reflection / self-knowledge task!

THE PYRAMID OF MY VALUES IN CONFLICT SITUATION

Instruction: From the words listed below, select six, which you think are the most important about how we treat and act in a conflict situation. If you think you can offer other definitions that are missing from the list, then you can do it.

DETERMINATION TACT EXTORTION RIVALRY EFFORT

victory cunning humanity understanding peace

retreat nobility goodwill trial . . .



4. Self-reflection / self-knowledge task!

ANALYSIS OF CONFLICT SITUATION

Participants independently try to look for the causes of their conflicts with friends, colleagues, relatives, etc. (*they use a Table for conflict resolution analysis, Annex 3*). The group compares the underlying reasons

This Self-reflection task can be used after Practical Activity 16, or may be recommended as homework.



5. Self-reflection / self-knowledge task!

STEPS TO RESOLVE CONFLICTS

Participants independently try to find solutions for their conflicts with friends, colleagues, relatives, etc. (*They have to use STEPS TO RESOLVE CONFLICTS, Annex 4*)

This Self-reflection task is recommended as homework, after the completing of Self-reflection task 4.

Recommendations: The CHECKLIST FOR FACILITATORS (*Annex 7*) and the following Internet materials “Six quick facilitation tips”

<https://m.youtube.com/watch?v=C0s85huv1AE;>

“Best & Worst Facilitator Practices” [https://www.slideshare.net/mobile/eastleaf/facilitator-skills-guide;](https://www.slideshare.net/mobile/eastleaf/facilitator-skills-guide)

“Facilitator Skills –Guide” [http://www.thedesigngym.com/top-11-skills-effective-facilitator/;](http://www.thedesigngym.com/top-11-skills-effective-facilitator/)

can be used both as materials for group discussions or self-reflection tasks in the end of the module.

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III. 4. Evaluation

Module evaluation can be done through various techniques, some of which are presented below:

1. Debriefing Activities

The value of practical activities is unveiled during the discussion, or "debriefing" that takes place afterwards.

During the debriefing process, participants share opinions, discuss ideas, create action plans, and begin the process of personal growth. Although debriefing is a common teambuilding term and practice, debriefing is a great way to teach valuable lessons about sportsmanship, sharing, compassion, and many other "teachable moments."

Suggested questions to ask:

- What was your strategy to complete the activity?
- Did a leader emerge during the activity? How did having a leader affect the team's performance?
- How important was communication during this activity?
- If there was a second round, how did the planning time help you be more effective in completing the activity?
- What did you learn?

2. Apples and Onions

Gather the participants into a circle at the end of the activity or at the end of the day. Tell the participants that they should come up with an "onion" and an "apple" for the day or the activity they just completed. An Onion is a part of the day or activity that they did not enjoy, something they disapproved, or an experience they did not particularly like. An Apple is a positive experience, such as a something they liked about the day, a specific act of teamwork they observed, a compliment for someone else, or other positive comment. It is best to start the debrief with the "onion", so each participant can end on a positive note.

3. Thumbs Up, Down, Middle

- 1) Have the group stand in a circle, facing each other.
- 2) Instruct them to place one hand behind their backs.
- 3) On the count of three, they will make either a "Thumbs Up", "Thumbs Down", or "Thumb in the Middle" sign with their hand. *In this example, the signs represent "how the group worked together as a whole."*

Thumbs up means the group functioned perfectly: took time planning, listened to everyone's ideas, no one argued, everyone participated in a positive fashion, etc.

Thumbs down means that the group did not function well as a team at all: there were lots of arguments, no planning, inappropriate communication, etc.

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Thumbs in the Middle means that the group did well, but there is room for improvement.

4) Once you explain the "thumbs" scale, count to three, and have everyone present their thumbs and keep them in front of their bodies.

5) Ask the group to go around the circle and discuss one specific example why they chose the way they did.

This activity allows participants to see how opinions of a particular experience vary greatly in the group; it provides the trainer /facilitator with an opportunity to focus the group discussion on a particular topic.

4. Values Clarification

Present the group with a value statement related to the theme of the event. Ask them to arrange themselves in a line from "Strongly Agree" to "Strongly Disagree." Encourage discussion so each person is in the right place in line.

Count off by 2's for diverse groups or divide in half for more homogeneous groups.

III. 5. Additional resources

www.trainingcoursematerial.com

<https://www.mindtools.com/brainstm.html>

<http://www.ultimatecampresource.com/site/camp-activities/ice-breakers.html>

<http://www.ultimatecampresource.com/site/camp-activities/team-building-activities.html>

<http://www.ventureteambuilding.co.uk/team-building-activities/>

<http://www.funretrospectives.com>

<http://rsvpdesign.co.uk/blog/2015/10/4-basic-facilitation-skills/>

<https://www.pinterest.com/explore/motivational-activities/>

<http://www.innovativeteambuilding.co.uk/free-team-building-activities/free-motivational-team-building-games/>

<https://confidentparentsconfidentkids.org/2016/04/28/family-guidelines-for-fighting-fair/>

<https://www.thebalance.com/>

<http://choicesideabook.scholastic.com/2016/11/role-play-activity-teach-conflict-resolution>

<https://study.com/academy/lesson/role-play-exercises-for-conflict-resolution.html>

<https://m.youtube.com/watch?v=ZxOAYfRWAQ>

<https://m.youtube.com/watch?v=C0s85huv1AE>

<https://www.slideshare.net/mobile/eastleaf/facilitator-skills-guide>

<http://www.thedesigngym.com/top-11-skills-effective-facilitator/>

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 The Counseling & Mental Health Center at The University of Texas at Austin, *Conflict Resolution Skills*

III. 7. Learning materials / annexes

Annex 1

GROUND RULES

- One person speaks at a time
- Raise your hand if you have something to say
- Listen to what other people are saying
- No mocking or attacking other people's ideas
- Be on time coming back from breaks (if it's a long meeting)
- Respect each other

Annex 2

Gathering People's Votes Using a Modified Borda Count Process

Activities	Name 1	Name 2	Name 3	Name 4	Total Score	Activity Priority
Reading	5	4		1	10	1
Writing		2	2		4	7
Calculating	4			3	7	4
Internet		5		4	9	2
Sport	2	3			5	6
Singing		1		5	6	5

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Walking			4		4	7
Museum	1		5	2	8	3
Gallery			3		3	8
Church	3		1		4	7

Annex 3

TABLE OF ANALYSIS OF CONFLICT SITUATION

1. Try to briefly outline the main events that led to the conflict / brief history of the conflict /.
2. Who are the participants in the conflict?
3. What are their declared positions?
4. What are the relations between the parties in the conflict / relations of past cooperation, hostility, etc. /?
5. Do you want the parties to find a solution to the problem?
6. Do they force circumstances to seek a quick decision or can they leak?
7. What external factors influence the resolution of the conflict situation?
8. Do the parties have sufficient means to resolve the conflict (such as time, money, experts, etc.)?
9. What is the public opinion on the conflict?

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Annex 4

STEPS TO RESOLVE CONFLICTS

Step 1: Analyze the conflict (see conflict analysis table, Annex 3).

Step 2: Identify alternative solutions. Generate ideas. Do not eliminate any possible solution until you discuss/consider it.

Step 3: Evaluate alternatives. Which will provide the most optimal solution? What are the risks? Do they meet the cost of profits? Will the solution create new problems?

Step 4: Complete the solution. Who should be included? To what extent? How, when and where? Who will affect the decision? What can be wrong? How will the results be reported and verified?

Step 5: Evaluate the results. Evaluate the solution based on the desired results. Change the decision if better results are needed?

Annex 5

10 TIPS FOR BETTER TEAMWORK

- ❖ **The team understands the goals** and is committed to attaining them. This clear direction and agreement on mission and purpose is essential for effective teamwork. Team members must have an overall mission that is agreed upon and that provides the umbrella for all that the team tries to do. This team clarity is reinforced when the organization has clear expectations for the team's work, goals, accountability, and outcomes.
- ❖ The team creates an environment in which people are comfortable **taking reasonable risks** in communicating, advocating positions, and taking action. Team members trust each other. Team members are not punished for disagreeing; disagreement is expected and appreciated.
- ❖ **Communication is open, honest, and respectful.** People feel free to express their thoughts, opinions, and potential solutions to problems. People feel as if they are heard out and listened to by team members who are attempting to understand. Team members ask questions for clarity and spend their thought time listening deeply rather than forming rebuttals while their coworker is speaking.
- ❖ **Team members have a strong sense of belonging to the group.** They experience a deep commitment to the group's decisions and actions. This sense of belonging is enhanced and reinforced when the team spends the time to develop team norms or relationship guidelines together.
- ❖ **Team members are viewed as unique people** with irreplaceable experiences, points of view, knowledge, and opinions to contribute. After all, the purpose of forming a team is to take advantage of the differences. Otherwise, why would any organization approach projects, products, or goals with a team? In fact, the more that a team can bring out divergent points of view, that are thoughtfully presented and supported with facts as well as opinions, the better.

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- ❖ **Creativity, innovation, and different viewpoints are expected** and encouraged. Comments such as, "we already tried that and it didn't work" and "what a dumb idea" are not allowed or supported. The team members recognize that the strength in having a team is that every member brings diverseness to the effort to solve a problem, improve a process, reach a goal, or create something new and exciting.
- ❖ **The team is able to constantly examine itself** and continuously improve its processes, practices, and the interaction of team members. The team openly discusses team norms and what may be hindering its ability to move forward and progress in areas of effort, talent, and strategy. The team holds review meetings that assess the team's process and progress in approaching and accomplishing the team mission.
- ❖ **The team has agreed upon procedures for diagnosing, analyzing, and resolving teamwork problems** and conflicts. The team does not support member personality conflicts and clashes nor do team members pick sides in a disagreement. Rather, members work towards the mutual resolution of problems and disagreements.
- ❖ **Participative leadership is practiced** in leading meetings, assigning tasks, recording decisions and commitments, assessing progress, holding team members accountable, and providing direction for the team.
- ❖ **Members of the team make high quality decisions together** and have the support and commitment of the group to carry out the decisions made. They also gain the support and commitment of the people they report to in order to accomplish and communicate the team's progress and success.

Annex 6

TIPS FOR MANAGING AND RESOLVING CONFLICT

Fair fighting: Ground rules

- ❖ **Remain calm.** Try not to overreact to difficult situations. By remaining calm it will be more likely that others will consider your viewpoint.
- ❖ **Express feelings in words, not actions.** Telling someone directly and honestly how you feel can be a very powerful form of communication. If you start to feel so angry or upset that you feel you may lose control, take a "time out" and do something to help yourself feel steadier.
- ❖ **Be specific about what is bothering you.** Vague complaints are hard to work on.
- ❖ **Deal with only one issue at a time.** Don't introduce other topics until each is fully discussed. This avoids the "kitchen sink" effect where people throw in all their complaints while not allowing anything to be resolved.
- ❖ **No "hitting below the belt."** Attacking areas of personal sensitivity creates an atmosphere of distrust, anger, and vulnerability.
- ❖ **Avoid accusations.** Accusations will cause others to defend themselves. Instead, talk about how someone's actions made you feel

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- ❖ **Don't generalize.** Avoid words like "never" or "always." Such generalizations are usually inaccurate and will heighten tensions.
- ❖ **Avoid "make believe."** Exaggerating or inventing a complaint or
- ❖ your feelings about it will prevent the real issues from surfacing. Stick with the facts and your honest feelings.
- ❖ **Don't stockpile.** Storing up lots of grievances and hurt feelings over time is counterproductive. It's almost impossible to deal with numerous old problems for which interpretations may differ.
- ❖ Try to deal with problems as they arise.
- ❖ **Avoid clamming up.** When one person becomes silent and stops responding to the other, frustration and anger can result. Positive results can only be attained with twoway communication.

Annex 7

CHECKLIST FOR FACILITATORS

You used the three basic principles of facilitation:

- ___ You have brought out the opinions and ideas of group members
- ___ You have focused on *how* people participate in the process, not just on *what* gets achieved
- ___ You never take sides

You encouraged participation:

- ___ You have made sure everyone feels comfortable speaking
- ___ A structure that allows all ideas to be heard has been developed
- ___ Members feel good about their contributions
- ___ The ideas and decisions of the group are nominated, not leader dominated
- ___ You have not criticized anyone for what they've said

You have decided what skills and conditions are necessary for successful facilitation:

- ___ Improved planning
- ___ Sustained member involvement

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___ Aid in creating leadership opportunities

___ Increasing the skills of group members

___ Better communication

___ Conflict resolution

As a facilitator, you:

___ Understand the goals of the meeting and the organization

___ Keep the group and the agenda moving forward

___ Involve everyone in the meeting

___ Make sure decisions are made democratically

In planning a good process, have you considered:

___ Climate and environment

___ Logistics and room arrangements

You have an understanding of the three basic parts of facilitation:

___ Process

___ Skills and tips for guiding the process

___ Dealing with disrupters: preventions and interventions

III. 8. Glossary

Facilitation = any activity that makes an action or a process easy or easier.

Group Facilitation = a process in which a person who is acceptable to all members of a group, substantively neutral, and has no decision-making authority, intervenes to help a group improve the way it identifies and solves problems and makes decisions in order to increase the group's effectiveness.

Facilitator - Gary Rush, an [International Association of Facilitators](#) Certified™ Professional Facilitator, defines Facilitator as follows: "A Facilitator is a content-neutral task leader who forms a group of people into a collaborative team supporting consensus and uses a range of processes to enable the group to accomplish their task. The Facilitator is responsible for the context." (G Rush: 2013)

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Team = A group of people with a full set of complementary skills required to complete a task, job, or project. Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards (s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Teamwork = the combined action of a group, especially when effective and efficient.

Team building = a collective term for various types of activities used to enhance social relations and define roles within teams, often involving collaborative tasks

Decision making = the process of deciding about something important, especially in a group of people or in an organization. The thought process of selecting a logical choice from the available options

Conflict = serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement. A conflict is a serious difference between two or more beliefs, ideas, or interests.

Synonyms of 'conflict': Dispute, difference, opposition, struggle, battle, clash, war, fight

Conflict resolution = conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict and retribution. Committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective negotiation.

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IV. Interpersonal and social relationships (ALV, Romania)

IV. 1. Theoretical aspects

Keywords: communication, social, emotion, ability, relationships, empathy, education

Researches in the science field tell us that we humans are social beings; there is even a new field of research in the USA - social neuropsychology. Quantum Physics has long affirmed that we are interconnected, that everything that is alive communicates, even though this communication is sometimes very subtle, unnoticed than at a very high level of awareness. The results of neuroscience research have shown that even our brains are sociable (Goleman, 2001), as many new synapses / connections are established very quickly when we interact with someone, when we interact socially. Our relationships shape our lives, the experiences we live in, as well as neurobiology and our neurophysiological functions - let us not forget about the important brain property called neuroplasticity, thanks to which our brain can be "modeling" as we wish.

J. Kagan of Harvard University (in Goleman, 2007) believes that: "Although people inherit a biological inclination towards anger, jealousy, selfishness, envy, or bewildering, aggressive or violent, they inherit an even greater inclination to goodness, cooperation, compassion and care - especially to the troubled ones. This innate ethical sense is a biological feature of our species. "

People have a lot of physiological needs (survival needs characteristic also, for inferior species), but also psychological or spiritual (specific only to man or at least so we believe so far). They were extremely well systematized and described in the famous pyramid of human needs, developed by American psychologist A. Maslow; this pyramid is quasi-known. In Romania, the regretted academician Solomon Marcus has made another ten-step pyramid of human needs (estimating that the main specific human needs are ten) presented from the bottom up as follows:

1. The need to give meaning to life
2. The need for refreshment, of childhood candor
3. The need for question and wonder
4. The need for doubt and suspicion
5. The need for mistakes and failure
6. The need for game/to play
7. The need for identity
8. The need for human and humanity
9. The need for culture
10. The need for transcendence

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The need for meaning, ingeniousness, doubt, the need for lessons learned from failures, in the game, provokes like a trigger for the needs of the higher levels of this imaginary pyramid - identity, humanity, culture and transcendence; the need for an ontological sense is considered "basal" in the author's vision, it is the foundation for the entire dynamics of other needs, without sense we do not conceive the existence, we can not even raise ourselves from bed in the morning, meaning it gives us the impulse to start a new day, to say Yes to the morning; finding the existential meaning is not easy, but it is salutary, stimulate us to go further on our "path". The desire to satisfy these psychological and spiritual needs is the one that mobilizes us, lead us on the path of evolution (spiritual one - the true path that is best to go when we have reached the critical threshold to do it; the fulfillment of these needs guarantees the development, our "personal growth", "healing" of all the conditions created by the imposed external education and forced integration, of beings that overcome the selfishness of the lower levels of consciousness (who say that "family and friends, only they matter, only they are in the first place "as if the other people are not beings and they do not have personal needs or they are not part of the category of others) and they are oriented towards high levels in the respect and consideration for others, humanity, humanism, eco-consciousness and respect for everything that surrounds us, respect for Life, life, no matter what its form. Transcendence, in the author's view, refers to our need for self-sufficiency, a "quantum leap" of the condition in which we are, the preoccupation for subtle, ineffable insight.

Interpersonal relationships are the ones that permanently validate our own humanity, our own humanism and our own social values. Our social abilities can facilitate our finding and adaptation to our "place" in the world, our contribution to the good of all, humanity in general.

Most authors include the following skills in the broader category of interpersonal skills:

1. Managing relationships (verbal communication / listening skills, social interaction, ability to use body language to facilitate communication, respect, trust, open-mindedness); social psychologists have demonstrated (Goleman, 2007) that the two people make more synchronous movements, the more intense are their positive feelings; synchronicity is like a kind of tacit agreement between the two communicators; this is obvious when two people regulate their walking to be synchronous, even if this adjustment is sometimes unconscious - our body feels the need to synchronize with the rhythm of the other person we interact with; the rhythm is anyway part of our lives, it's important to discover and synchronize with it
2. Showing respect (respecting other opinions, working well together, being polite and using their manners)
3. Appropriate contact (to respect people's personal space)
4. Working in group and team
5. Emotional intelligence
6. Empathy
7. Make friends easily

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In the view of D. Goleman, a remarkable author for the dissemination of research results in the field of psychology and beyond, social consciousness includes:

- Empathy (sensing emotional signals);
- Listening with maximum receptivity (active listening);
- Empathic precision (understanding the thoughts, feelings and intentions of another person);
- Social cognition (know how the social world works, intuition of its unwritten rules, flair in discovering regularities, or imaging more creative strategies of interaction or reporting to others).

Relationship management, social genuineness, is built on the basis of social consciousness and refers to the following aspects (Goleman, 2007):

- Synchrony (non-verbal interaction, "dancing" together in the same synchronous pace);
- Self-image (effective self-presentation);
- Influence (modeling the outcome of social interactions); it is questionable where the influence is and where the manipulation begins, even if positive, socially acceptable;
- Care / concern (taking into account the needs of others and acting accordingly - a key quality for the professions that offer help to others, this quality reflects our compassionate capacity; manipulative people have low level of this quality, studies show that those who have been withdrawn, retained in social relations, manifests with difficulty compassion towards other beings.

In addition, in the field of social / interpersonal relationships, **some other important skills** are sometimes important, namely: negotiation, persuasion and influencing skills, conflict resolution and mediation, problem solving and decision making (when people are connected with each other, especially consciously, they are more creative and efficient in decision-making and / or problem-solving - this also explains the efficiency of teamwork if, of course, that team is functional, harmonious, motivated to achieve a common goal with standards quality assumed by all its members).

Empathy is the compassionate understanding of the experiences of others, meaning emptying the mind and listening with the whole being. It is our ability to "put ourselves in the skin of the other" to feel emotions, feelings and cognitions / thoughts. The authors speak of three types of empathy or three components of empathy: *cognitive* (understand the other's / others, we know the feelings of the other person) *emotional* (a very close experience of what we call emotional contagion; contamination / emotional contagion involves the primitive part of our brain; we feel what the other person feels good enough, communication is very subtle) and *compassion* (to understand one's emotions, react with compassion to the suffering of that person). Emotional empathy is characterized by the majority of authors as a two-edged weapon: it can be good (in the professions that provide support and care to others - doctors, teachers, social workers, nurses, etc.) but also harmful (when overloading with the emotions of the other). The famous Edgar Allan Poe said: "When I want to find out how good a boy is or what he thinks at the moment, I model my face expression according to his expression ... and then I expect to see what thoughts or feelings my mind or heart crosses ...

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"(Goleman, 2007). Researchers say that at the unconscious level we are in touch, in subtle dialogue, with the person (s) we interact with (social psychology studies show that anyway, in any relationship, there are actually three instances / entities that interact - "I -the relationship history").

Negotiation is a dialogue between two or more people through which they try to reach an understanding that will solve a common problem.

The classic, well-known, principles of negotiation are listed below:

- a. The principle of the exchange currency - give the other what is more advantageous to him than for yourself and you get what is more valuable to you than for him (optimal, efficient, win-win strategy).
- b. The principle of reciprocity - responding with the same coin - we feel, symmetrically, the impulse to do the same behavior as the other (concessions, objections, threats, reprisals, etc.).
- c. The principle of morality and legality - the fair play of negotiation is either under the law or partner ethics.

Each of us resorts to various "tricks" / negotiation strategies, some more advantageous, others less advantageous to us, some more ethical, others less moral. The main types of negotiators are presented below:

Collaborative type- is most effective; corresponds to the assertive type of communication.

Affection - acts according to the moment's emotions; uses expressions like: "... I'm in the mood ...", "... I want ...", "... I like ...", "... I prefer ...", "... I feel ..." etc.

Conflict type- relies on force and less on diplomacy; raises the voice, lends him to blackmail, raises threats, uses forcefully the ratio of forces.

Demagogue - The most common type of negotiator; uses inattentiveness, lying, manipulation, simulation, duplicity, anything to achieve its purpose.

What is important is to keep in mind that only my good / personal interest / personal gain can not justify lack of morality, humanism or consideration for our fellow men. We can not do anything without worrying about the impact of that thing / decision on those around us. Gain is important but not regardless of the "price" paid.

For our efficacy in the world, for self-acceptance and harmony with ourselves and others, and the effective management of potential interpersonal conflicts, the teachings of the ancient South American nagual tradition are relevant to describing the highly adaptive function of a healthy life philosophy. In this sense, the Toltec wisdom is wonderful shared to the world by Don M. Ruiz, who presents us with five covenants, namely:

1. Be impeccable in everything you say. (just tell the truth, do not harm the words, just say what you think, not gossip and do not criticize, not humiliate the one in front of you, does not strongly support your opinion in order not to hurt or rebuke anyone, make no comments unless you are asked for it)

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2. Do not interpret anything personally. (none of what others do not owe you, everyone lives in his own reality, in his own dream, has his own vision, perspective, and it is not owed to you)
3. Do not make unnecessary assumptions. (discover the courage to ask questions, express what you really want, communicate the needs you have as clearly as possible)
4. Always do what is in your power. (do not lie yourself, do not be deceived yourself, do not pretend that you can not, do not use unnecessary excuses to not do what you promised to others, be honest and allocate all the energy to finish what you started, courage and determination responsibilities, looking with confidence even for a more distant end)
5. Be skeptical, but learn to listen. (passes any information through the personal filter, tries to feel if that information is true or false, does not really believe everything you hear, carefully selects the information that comes to you and you assimilate or upload it).

If we internalize the above teachings, we probably will communicate quite efficiently. However, communications studies have revealed the malfunctions that may arise in interpersonal communication. Communication skills involve avoiding a few dangerous "traps" in communication: physical barriers, emotional barriers, expectations and prejudices that affect what people see and hear.

The Palo Alto School has been extremely busy with the subtle aspects of communication. The famous axioms of the communication formulated in the Palo Alto School (Watzlawick, P., Bavelas, J., B., Jackson, D., D.) have a great pragmatic importance, they are simple properties of communication with fundamental / decisive consequences on a relational, interpersonal basis; these properties have the nature of some axioms and are briefly presented below:

- *Inability to not communicate* (there is no non-communication, any interactive behavior has message value, activity and in-activity, presence and absence, giving or not feedback, words and silence, all have message value) .
- *Communication is irreversible* (you can not take back the words or gestures expressed, you can deny them with vehemence, you can lie, you can say, you can even get yourself automated, but they are released in the ether, the interlocutor has received them, and this has an impact on your relationship, whether you want it or not, you can communicate very much and being totally inactive, passive, absent, even "silence" communicates a lot.
- *The contents of the communication and the levels of relationships within it* (the communication not only transmits information but also implies some behavior, according to the G. Bateson systems theory expert, these two operations are known as "reporting" and "command" of any communication, the authors offer an enlightening example - a note that says: "Do not read this note!" - creates a paradoxical, confusing communication; meta-communication can lead to stalemates and dilemmas that have structures identical to the famous paradoxes in logic. Every communication has content and relationship aspect, the latter classifying the status of the first one and, therefore, being, in fact, meta-communication).

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- *Punctuation of the series of events* (for an observer, a series of communications can be seen as an uninterrupted series of "exchanges" or inter-human transactions).

- *Analog and digital communication* (words are arbitrary signs that are manipulated according to the logical syntax of language; "what is analogical communication?" - it refers to nonverbal communication - posture, gesture, mimic-facial expression and visual contact, Para verbal aspects such as the voice inflection, the phrasing, the rhythm of the voice, the tone, the rhythm, the cadence of the words, any other non-verbal manifestation by which the body and the clues of communication are constantly present in any context in which the interpersonal interaction takes place; the importance of the context is capital and yet frequent he is overlooked, though, say the authors, "anyone who brushes his teeth on the street and not in the bathroom risks being taken up and hauled" - is also an example of a pragmatic effect of nonverbal communication. Man is the only entity which uses both types of communication, we can expect the appearance of the content to be it is transmitted digitally, while the relationship of the relationship is predominantly analogous - there are tears of annoyance and joy, tremors can be fear or impatience, a strong fist can indicate aggression or stifling feelings, a smile can convey sympathy but also contempt, reticence can be interpreted as tact or indifference, laughter can indicate both good mood and shyness, etc. Therefore, people communicate both digitally and analogously; digital language possesses a complex and powerful logical syntax, but lacks semantics in the field of relationship, and analogical language has semantics but does not have a proper syntax for defining the nature of the relationship.

- *Symmetric interaction and complementary interaction* - In 1935, G. Bateson described an interactive phenomenon noted in the Yatmul of New Guinea tribe in his Naven book by Watzlawick; the phenomenon called it schismogenesis and consists of the following: we take into account not only the reactions of A to the behavior of B, but also the way they subsequently affect the behavior of B as well as its effects on A; communication exchanges are either symmetrical or complementary, as they are based on equality or difference.

The smile, as a non-verbal par excellence, involves the strain of nearly 200 muscles of the face (Goleman, 2005). P. Ekman was the principal investigator of facial expressions; he described several types of smiles - the ironic smile, the zealous, the pitiful, the proud, the cynical, the arrogant, the cruel, etc. and only one genuine one (the so-called Duchénne smile); studies show that our brains prefer bright, bright, desirable faces.

À propos of silence, even silence communicates something ... Romanian communication specialists have stated that it can convey more subtle "messages" to others and can be of several subtle types: silent silence, silence of concentration, solution search, admirable silence , silence of imagination, seething silence, suffering silence, guilty silence, the silence of humility, the silence of the winner, silent reproach, penalty silence, threatening silence, indignant silence, indifferent silence, repulsive silence, etc.

Inappropriate communication can cause many contradictory discussions, unnecessary energy consumption, even interpersonal and intrapersonal conflicts; within it we talk about the so-called

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barriers / communication barriers. A brief list of the main barriers / blockages in communication is presented below.

Verbal aspects	Nonverbal aspects
<ul style="list-style-type: none"> - Give advice without asking for it - To make morals, to say, to observe - To criticize, to only notice what is not good - Guilty, blame, impose your opinion - Expressing pity (not compassion!) to the interlocutor - To ask "Why?", to judge - A digress, being inattentive, jumping from one subject to another, losing the thread of the conversation - To be lacking in clarity, clarity, precision - Do not have a good diction - To be sarcastic, ironic - Speak too fast or too slow - To talk too loud or too slow - Authoritarian attitude, superiority, etc 	<ul style="list-style-type: none"> - Do not look at the interlocutor -To smile sarcastically, arrogantly, with superior air - To frown - Shout, stand down, do not face the interlocutor - Watching the clock frequently - Shuffle, play with your jewels - Let's make you hurry up - Looking elsewhere, on the window, on the walls, on other people, over the interlocutor - To have exaggerate gestures - Do not follow the feedback from the interlocutor / audience - Do not give, in turn, feedback - Raise your index finger as disapproval, etc.

Table no. 1 - non-verbal aspects of inappropriate communication

Many communications specialists formulated a set of rules that can harmonize with others in communication (verbal or nonverbal). In the opinion of a remarkable German psychologist, communicating effectively presupposes (V. Birkenbihl, 1997):

- to respect the self-esteem of the other
- not to disregard the needs / needs of others
- to properly motivate the interlocutor
- understand inter-human "transactions"
- not responding to the defense mechanisms of the interlocutor with their own defense mechanisms
- respect the interlocutor's representations

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- receive and give honest and constructive feedback.

In **educational activities**, studies show that effective relationship is the key to success and efficiency; emotional tension, distress, anxiety, fear, etc. disturbs learning, problem solving, and decision-making (see figure below), while having a significant negative impact even on the health (physical, mental, emotional) of the people concerned. The fear of the judgment of others (teacher, pupils) is greater, the more distress is increased; anxiety severely affects cognitive efficiency, it "occupies" almost the entire "attentional space" of the learner.

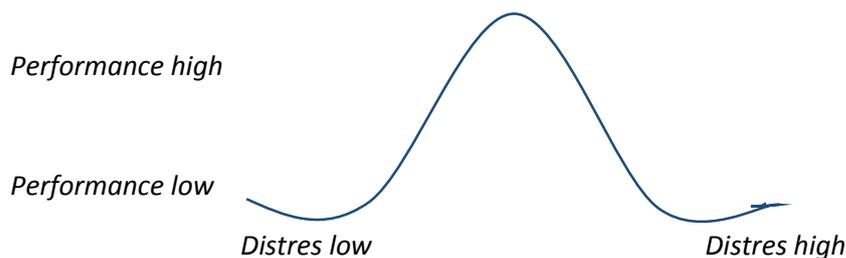


Fig. 1 - The Distress-Academic Relationship Relationship (Goleman, 2007)

Everyone, without exception, agrees that it is vital to cultivate / develop social skills to strive for a better, more harmonious world. **The benefits of developing social skills** are numerous; they are essential for: coordinating others or teamwork, negotiating, persuading and influencing others, mediating and solving interpersonal conflicts, problem solving and individual or group / team decision-making; in addition, they help us to:

- have / maintain interpersonal quality relationships (appropriate, based on authenticity / sincerity)
- communicate effectively both verbally and nonverbal / Para verbal
- select the interpersonal relationships we want
- promote ourselves in our own career
- have an emotional state of well-being, self-acceptance, self-esteem, harmony with ourselves and others, use effective coping strategies (if we think of social, emotional, instrumental support) to prevent characteristic burnout syndrome those who provide support to others, etc.

In our professional activity, the positive attitude consists in several aspects: optimism, enthusiasm (to establish yourselves correctly, clearly, the goals, to know how to drive yourself, to smile) kindness (to have a collegial attitude, to be grateful to others for various even if they are small) disconnection / relaxation (avoid negative people, take breaks, including meal breaks, treat professional problems with professionalism, without additional emotional load - keeping a "professional distance" is meant to protect both sides of the influence, sometimes harmful, of very intense emotions).

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Motivational literature offers all sorts of "prescriptions of success". In the literature, there are many ways to manage our lives better, more effectively. "The Recipe of Success in Life" by D. Goleman's vision (2004) looks something like this:

- awareness of your own emotions (identifying the emotion, naming it, identifying the cause that produced the emotion)
- controlling emotions (controlling anger and frustration, expressing anger without aggression, self-respect, self-esteem)
- personal motivation (productive exploitation of emotions - responsibility, focus on task, reduced impulsivity)
- developing empathy
- managing interpersonal relationships (developing the ability to analyze and understand interpersonal relationships, conflict resolution and negotiation of misunderstandings, solving problems in relationships with others, assertiveness, tact in relation to others, cooperation, consistency, participation, democratic style in relation to collaborators).

Conclusions: Interpersonal relationships influence our lives, have a subtle, but significant and lasting impact on us and others. Emotional discomfort deeply affects the assimilation of knowledge, learning, but also our well-being, mental and social well-being. D. Goleman says: "If the projection turns the other into HE, empathy sees the other as a YOU." In the extended humanist areas that offer help to others (medicine, education, social assistance, etc.), an increase in compassion (not mercy!) is needed. Neurobiology research shows that our brain reacts even to imaginary scenarios, resulting in various detectable consequences even on the biological plane. The brain structure called amygdale "quickly scans" the people we interact with in order to be trusted or not (Goleman, 2007). Studies show that in the interpersonal world, synchronicity, our emotional rhythms, attract each other; if we are harmonious interpersonal, we are like a huge group of people who dance at the same pace and communicate subtly ... after all our existence has a rhythm, Life has its rhythm, it is ideal that the rhythm of our existence be synchronous with the rhythm of Life itself.

IV. 2. Practical activities

1. Practical activity on micro groups - "What interpersonal skills does a good literacy facilitator for the family?"

Objective: To identify the recommended social skills of a good facilitator for family literacy.

Duration: 30 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

Activity: The trainer will give the learners the task: answer in writing the following question: "*What do you think are the most important interpersonal skills that a good literate facilitator for a family should*

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have? Make a creative list of these abilities and possibly their interaction and correlation. " List all ideas on a flipchart sheet. Then assign a representative to show your entire group your result.

Recommendations: The coordinator of the facilitator / facilitator will divide participants into 2-3 groups of 3-5 people, give them a sheet of flipchart and markers. The material in Appendix 1 can be given to participants as handouts. The poster of each micro group will be presented by the appointed representative, who will present, clarify and possibly answer the questions of the other colleagues. The trainer will summarize the ideas presented and complete them if necessary.

Practical work can be followed by self-reflection task no. 1, will be done individually.

2. Practical activity on micro groups - "What are the main benefits of developing interpersonal skills?"

Objective: to realize the benefits of developing interpersonal skills for career or daily life.

Duration: 30 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

Activity: The trainer will give the learners the task: "*What do you think are the benefits of developing personal and professional skills for interpersonal skills?*" Make a list of these benefits on a flipchart sheet as creatively as possible. Then appoint a representative to show the whole group the outcome of your work.

Recommendations: The coordinator of the facilitator / facilitator will divide participants into 2-3 groups of 3-5 people; give them a sheet of flipchart and markers. The trainer insists on the creativity of the elaborate material. The poster of each micro group will be presented by the appointed representative, who will clarify and possibly answer the questions of colleagues from the other groups. The trainer will summarize the ideas presented and complete them if necessary.

3. Practical work on micro groups - "What features does the optimal working atmosphere in learning activities?"

Objective: Identify the conditions of the optimal learning framework.

Duration: 30 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

Running the activity: divide the learners into four micro groups; the trainer will give two micro groups the task: "*Describe a learning situation that you have encountered and where <working atmosphere> was enjoyable, conducive to learning, study and note its characteristics*"; the other two micro groups will note "*Characteristics of a learning situation in which the atmosphere was stressful, stressed,*

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loaded, unfavorable to work / study"; each micro group will argue the noted characteristics. All ideas will be noted on the flipchart sheet and each micro group will designate a colleague who will present the result of their work.

Recommendations: The coordinator of the activity / facilitator will emphasize the quality of the work atmosphere for the efficiency of the activities carried out and will, if necessary, complete its optimal characteristics (microclimate issues - sufficient light, low humidity, optimal heat, furniture adequate, modular, ergonomic, airy space, quiet, effective communication, listening to opinions, speaking one at a time, concentrating on workload, relaxed atmosphere, smiles, calmness, mutual respect, possibly a musical background).

4. Practical activity on micro groups - "*What are the main barriers / blockages in inter-human communication ?*"

Objective: to be aware of issues that may affect interpersonal communication.

Duration: 30 min.

Methods: conversation, questioning, explanation

Material resources: flipchart sheets, markers, glue pads/ adhesive gum

Run the activity: share the learners in micro groups of 3-5 people; the trainer will give the task: "*Present in the most creative way the main barriers / blockages in inter-human communication and argue for their choice*"; each micro group will prepare its arguments for the noted aspects / ideas. All ideas will be listed on the flipchart sheet, and each micro group will designate a colleague who will show the result of their work.

Recommendations: The coordinator of the facilitator / facilitator will highlight the quality of the communication for the efficiency of the activities carried out and will, where appropriate, fill in the barriers / blockages in the communication.

Practical work can be followed by self-reflection tasks no. 2 and 6, to be carried out individually.

5. Practical activity on micro groups - "*What are the qualities of a good negotiator ?*"

Objective: Identify the qualities of an effective negotiator.

Duration: 30 min.

Methods: conversation, questioning, explanation, gallery tour (critical thinking method)

Material resources: flipchart sheets, markers, glue pads/ adhesive gum, post-it

Running the activity: split learners into micro groups; the trainer will give the task: "*Present in a creative way the main qualities / features / attributes of a good negotiator*"; each micro group will argue the points / ideas noted. All ideas will be listed on the flipchart sheet, the sheets will be displayed

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in the room, and all participants will take a "tour of the gallery" to make comments, suggestions or address questions (post-it on posters) for colleagues of the other groups.

Recommendations: The coordinator of the activity / facilitator will summarize the discussions and will highlight the characteristics of a good negotiator (positive attitude, optimism, success programming - winner element - that functions as self-prophecy, self-control, self-respect for the interlocutor, patience, flexibility of the negotiation style, motivation, sense of morality, ethics, fair-play, etc.).

Practical work can be followed by self-reflection task no. 7, which will be done individually.

6. Practical activity on micro groups - "*To what personal needs answer the facilitating activity ?*"

Objective: to know their personal development needs, this can be satisfied by facilitating activity.

Duration: 30 min.

Methods: conversation, questioning, explanation, gallery tour (critical thinking method)

Material resources: flipchart sheets, markers, glue patch/ adhesive gum, post-it

Running the activity: split learners into micro groups; the trainer will give the task: "*Present the human needs (in the view of S. Marcus) that can influence / respond to the effective facilitation activity, making the top five of them, in order of importance that you think they can have, where 1 represents the most important need and 5 the less important need for facilitating activity*"; each micro group will argue the aspects / ideas noted on the flipchart sheet. The 5th Top of Needs (in the design of S. Marcus) will be noted on the flipchart sheet, the sheets will be displayed and all participants will make a "tour of the gallery" to make comments, suggestions or address questions (post-it posters attached to colleagues who created the poster.

Recommendations: The coordinator of the facilitator will summarize the group discussions and outline the concordance between satisfying these needs, well-being and effective facilitating activity (from this perspective, the facilitating activity can be: a personal mission to help others; the discovery of ingenuity, childhood innocence, playful spirit can contribute to the practice of questioning, can be a great opportunity for learning, self-development, personal development, communication skills, creativity, cultivation tolerance, altruism, the "practice" of humanity and humanism, the development of the general culture and cultivation of the passion for knowledge, etc.).

The activity can be followed by the self-reflection task no. 8, which will be done individually.

7. Practical work on micro groups - "*How can we apply "Toltec covenant" in facilitating activity ?*"

Objective: To realize the subtlety and usefulness of these perceptions in the work of facilitating literacy for the family.

Duration: 30 min.

Methods: conversation, questioning, explanation, gallery tour (critical thinking method)

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Material resources: flipchart sheets, markers, glue pads/ adhesive gum, post-it

Running the activity: split learners into 5 micro groups; the trainer will present the task: "*Present how each five of the five "Toltec covenant" can influence the effective facilitation activity*" (the model in Appendix 5 can be used as a worksheet for each group!!!); each micro group will refer to a covenant (group 1 will refer to the first covenant, group 2 to the second covenant, etc.) and will argue the noted aspects / ideas. Ideas listed on the flipchart will be displayed and all participants will make a "tour of the gallery" to make comments, suggestions, additions, or ask questions (post-it on the poster) for colleagues who created the poster.

Recommendations: The coordinator of the facilitator / facilitator will summarize the discussions and highlight the importance of cultivating / observing these covenants (promises to ourselves) in facilitating activity.

The activity can be followed by the self-reflection task no. 9, which will be done individually.

Final remarks:

- Self-reflection tasks no. 3, 4, 5 and 9 can be used additionally in the training (Reflection themes 3, 4 and 9 aim at developing social skills, and task 5 can be used at the beginning of the training as a first step in self-knowledge) or may be recommended as home-based homework.
- Practical and / or self-reflective tasks can be part of the learner's personal portfolio, some of which can be chosen for the training assessment phase.
- The trainer can demonstrate during his training, through his own attitude, his own behaviour, the interpersonal, relational skills that he possesses. The more knowledge it has and its relational skills are more involved, the more creative and effective the training program will be.

IV. 3. Self-reflection activities



1. Self-reflection / self-knowledge task!

How much it are developed my interpersonal / social skills ?

What are your main strengths and issues that require optimization in the area of interpersonal skills (see the model in Annex 1)? To complete the table columns / quadrants, you can think of both your findings and the opinions of friends, relatives, colleagues. It is more objective to evaluate whether it is both personal and from the perspective of others.

For each aspect that you think needs to be improved, think about an action plan to optimize it; if you improve it, it will turn into an aspect of your strength.

If you can not act alone, identify the people you can call.



2. Self-reflection / self-knowledge task !

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What communication style do I have ?

Be aware of the way you communicate and try to identify your own style of communication. In Annex 2 you have several non-verbal indicators that can guide you. How do you argue for the predominantly chosen communication.



3. Self-reflection / self-knowledge task !

The diary of gratitude

Pay attention to the way you express your gratitude to others or to life in general. You can keep a diary of gratitude in which to write things, people, situations, experiences, etc. daily. for which you are grateful to others or simply to the Universe.

The effect of gratitude is immense for our lives and for our state of harmony. Expressing our gratitude, we cultivate our love for ourselves and for all that are around us. Gratitude is appreciation, valorization, and love. Gratitude is the cultivation of good and beauty in our lives. We can be grateful to the Universe for seeing a sparrow bathing in the sand or a wild duck that floats, quietly, on a lake.

As a model for a thank-you diary, you can use the material in Appendix 3.



4. Self-Reflection / self-knowledge task !

How empathetic am I ?

Write a five-minute essay to evoke the most recent situation in which you showed empathy towards someone.

Appreciate your degree of empathy on a 10-point scale where 1 = weak empathy and 10 = high empathy.

Using the situation described above, note aspects of your empathy, guided by the following model:

- a. Observe
- b. Feel (with you)
- c. I act (to help you)



5. Self-reflection / self-knowledge task !

About me !

Think about the issues below and answer as authentic as possible. If you can not find the answer right away, leave a moment to reflect and then return to the exercise. The key to this exercise is sincerity.

My qualities are:

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My competences are:

The personal issues they want to develop are:

My vulnerabilities are:

My best friend has the skills / competencies

The person with whom I can best collaborate has the qualities / competencies

The person with whom they can not collaborate has the qualities / skills

The person who is the most antipathic person has the qualities / skills

When someone turns out to be more competent than I do, I think about me

When someone turns out to be more competent than I do, I feel

What can I do to work better with others?



6. Self-reflection / self-knowledge task !

What are the main barriers / blockages in my communication style ?

Identify yourself as matters that fall into the category of inappropriate, defective communication.

What bottlenecks / barriers can you identify in your communication style?

Be aware of how these bottlenecks / barriers affect interpersonal communication, preventing you from being a good communicator. Exemplified.



7. Self-reflection / self-knowledge task !

What kind of negotiator am I ?

What important negotiating qualities do you have? On a scale from 1 (very poor) to 10 (excellent) how good the negotiator do you think you are? Propose for five minutes self-evaluation as the negotiator you have done.

What personal qualities would you recommend as a negotiator?

What do you need to optimize yourself to be a better negotiator?

How can tact be negotiated?

What can you do when the participants you coordinate have blocked are apathetic, inhibited?

What predominant type of negotiator are you? Argue your ideas.

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8. Self-Reflection / self-knowledge task !

What development needs do I have ?

Read carefully the list of needs. You are invited to identify what kind of unsatisfied needs you have (you can turn to A. Maslow's pyramid of needs or the pyramid of S. Marcus's needs). Make a list of them and find ways to meet them. What should you change in your life so that you can satisfy as many of these needs as possible and look at the needs of the upper planes of the pyramid? Who can you call for this? What social, emotional and instrumental support do you have?



9. Self-Reflection / self-knowledge task !

How do the covenants reflect in my life ?

Invoke a recent event that has caused you trouble, suffering, psychological pain.

Answer as truthfully as possible the following questions:

Who was the protagonist (main actor) of that event?

What role did you have in that situation? What did you actually do?

What were the results of your actions?

How impeccable were you with the word in that painful event?

Did you ever interpret reality in a personal way?

What assumptions (unnecessary) have you done?

How skeptical have you been?

What would have happened ...

... if you had done impeccable in terms of communication?

... would not you have interpreted reality in a personal manner?

... would not you have done anything unnecessary?

... would you have done everything in your power?

... would you be more skeptical?

What would have happened if the other participants in the event ...

... would they be impeccable with their word?

... would not interpret reality in a personal way?

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... would not have made unnecessary assumptions?

... would have done everything in their power?

... would they be more skeptical?

What mark (from 1 = very poor management to 10 = very good management) would you give to managing that situation?

What could you do and did not do?

If you could turn back in time, what errors would you fail to do?

What lessons did you learn from that unfortunate event for you?



10. Self-reflection / self-knowledge task !

How will I apply my covenants to facilitation work ?

Write down how you can apply each of the five covenants in the facilitator activity for family literacy.

You are even more noteworthy of the five promises / covenants that we can make ourselves.

1. Be impeccable in everything you say.
2. Do not interpret anything in person.
3. Do not make unnecessary assumptions.
4. Always do what is in your power.
5. Be skeptical, but learn to listen.

A suggestion for completion can be found in Annex 5.

IV. 4. Evaluation

Module evaluation can be done through various techniques, some of which are presented below:

1. Technique "*I Know I Want to Know*" (see Appendix 5).
2. On a post-it: *an interesting idea, a question, a suggestion.*
3. On a post-it: *a taste-a color-a word for the work done.*
4. *Appreciation of the personal effort made in the activity* on a scale of 1 to 10, where 1 represents a very low effort, and 10 represents a considerable effort.
5. *How challenging* did the proposed tasks appear to you? appreciate on an imaginary scale from 1 = non-challenging to 10 = very provocative.

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6. Assess the usefulness of activities to be a good facilitator on a scale from 1 to 10 where 1 = unnecessary activities and 10 - very useful activities.

IV. 5. Additional resources

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- <https://www.conovercompany.com/7-interpersonal-social-skills-for-the-workplace/>
- <https://www.conovercompany.com/social-skills-interpersonal-communication-skills/>
- https://en.m.wikipedia.org/wiki/Social_skills
- http://en.wikipedia.org/wiki/People_skills
- <http://www.skillsyouneed.com/interpersonal-skills.html>
- <https://www.mymajors.com/college-majors/interpersonal-and-social-skills/>
- <http://www.opencolleges.edu.au/careers/top-10-interpersonal-skills#.Weyvd6BI7qA>
- https://scholar.google.ro/scholar?hl=en&as_sdt=0%2C5&q=interpersonal+skills&oq=interpersona
- https://scholar.google.ro/scholar?hl=en&as_sdt=0,5&qsp=1&q=interpersonal+skills+training
- <http://psycnet.apa.org/record/1992-28286-001>
- <http://onlinelibrary.wiley.com/doi/10.1111/j.1744-6570.1991.tb00701.x/full>
- http://www.bhrm.org/media/pdf/guidelines/Liberman_social_skills_training.pdf
- <http://psycnet.apa.org/record/1998-02710-002>
- https://scholar.google.ro/scholar?hl=en&as_sdt=0%2C5&q=social+skills+training+for+facilitators&oq=skills+training
- <https://www.skillsyouneed.com/ls/index.php/343479> (self-knowledge questionnaire)
- <https://www.skillsyouneed.com/ips/empathy.html>
- <https://www.skillsyouneed.com/ips/empathy-types.html>
- <http://www.madanesschool.com/test.php> (self-knowledge questionnaire)
- <https://www.skillsyouneed.com/general/emotional-intelligence.html>
- <https://www.skillsyouneed.com/general/emotional-intelligence.html&ref> (self-knowledge questionnaire)
- <https://www.bustle.com/articles/154739-11-ways-to-keep-a-positive-attitude-at-work-so-you-dont-have-to-feel-miserable>
- <https://www.livestrong.com/article/139922-a-list-positive-attitudes/>
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IV.1.7. Learning materials / annexes

Annex 1

Discover your interpersonal skills strengths and weaknesses:

My interpersonal skills	
Strengths	Weaknesses
Action Plan for Optimizing The people they can call for are: Step 1: Step 2: Step ... n:	

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Annex 2

Assessment of Non / Verbal Behaviour		
<i>Non-assertive / passive behaviour</i>	<i>Assertive behaviour (asserting rights without violating others' rights, tact)</i>	<i>Aggressive behaviour</i>
<i>Visual Contact</i>		
Avoidance, downward or side-by-side, interlocutor, blurred often, visible bypassing of the interlocutor's gaze..	Direct, appropriate, open, pleasant, clear.	Strong, arrogant, "upward" look, arrogant, fixing a distant point or interlocutor with a bored expression
<i>Facial expressions</i>		
Vague smile, constant, fixed; smile, laugh or blink when you express irritation; frequent movement / moistening of lips, lip biting; "Pulling" the voice, nervous cough; tightening and straightening of the forehead.	Friendly, adequate, open, honest, relaxed.	Tension in the jaw, the dilation of the nostrils, the tightening of the lips, the frown, the "air", which was keen to "hunt" inaccuracies, mistakes.
<i>Voice/ Verbal expression</i>		
Slow, slow, vague, weak, unclear, mumbled, crying, monotonous, too rare.	Firm, optimal, warm, expressive, with adequate emphasis	Too fast; too quiet, indifferent; too loud / strident; sarcastic, condescending.
<i>Gestures</i>		
Covering the face or mouth with your hand, excessive head approval; "Play" with clothes or jewellery; changing weight from one foot to another; rigid body posts; "Breaking your hands, nailing your fingernails..	Harmony, balanced, relaxed, consistent with the message verbally.	Clutches, stiff gestures, finger pointing, disapproving head movements, hands on the hips, touching the interlocutor as a sign of domination, etc.

Annex 3

The diary of gratitude

<i>Date</i>	<i>Issues for which I am grateful / thankful</i>	<i>To whom I am grateful</i> <i>Reason</i>

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Annex 4

Evaluation using the method " I KNOW / I HAVE LEARNED / I WANT TO KNOW"

<i>I know</i>	<i>I have learned</i>	<i>I want to know</i>

Annex 5

<i>Covenant / Promise to Self</i>	<i>How can I apply the covenants in my work facilitating literacy in the family</i>
I. Be impeccable in everything you say	1. I will be honest in everything I say, but I will be careful not to criticize or hurt anyone. 2. I will only tell the truth but in a way to encourage others. 3. I will honestly appreciate the effort of each participant. 4. I will enthusiastically appreciate the literacy progress of each participant. 5. I will value the contribution of each participant to the group's literacy activity.

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	<p>6. I will encourage everyone to make suggestions for optimizing my work or joint activities.</p> <p>7. I will treat everyone with utmost respect.</p> <p>8. I will be careful to note any small success of those who participate / learn.</p> <p>9. I will sincerely appreciate everyone's merits at the work of the group.</p> <p>10. I will take honesty with any observation / suggestion.</p> <p>11. I will reflect on every idea expressed by the participants.</p> <p>12. I will say what I think only if this does not hurt anyone.</p> <p>13. I will honestly, sincerely my contribution, I will avoid self-criticism or gossip.</p> <p>14. I will express in any context my passion for study.</p> <p>15. I will negotiate optimally with the participants the agenda of the meeting</p>
<p>1. Do not interpret anything personally</p>	
<p>2. Do not make unnecessary assumptions</p>	
<p>3. Always do what is in your power.</p>	
<p>4. Be skeptical, but learn to listen.</p>	

IV. 8. Glossary

Assertiveness = is a particularly important psychological attribute that contributes to the expression of personal desires and the cultivation of balanced interpersonal relationships.

Attitude = mental and physiological state, based on experience, which causes the individual to act in a certain manner in a particular situation.

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Communication barriers = all factors that reduce the possibility of effective, authentic communication by reducing the fidelity and efficiency of the message or obstructing its transmission.

Nonviolent communication = "a way of interaction that facilitates people-to-people exchanges and peaceful conflict resolution."

Collaborate = to participate with others in accomplishing an action or task.

To cooperate = to work with someone, to collaborate, to compete, to work together.

Empathy = means a complex affective act, which consists in identifying the subject with the object of knowledge (especially a person) and in designing its own states on the latter.

Facilitating learning = supporting the learning process by providing the optimal conditions for learning to take place.

Facilitator = person who guides, educates, teaches someone.

Critical Thinking = the ability to decide and support the way we act or argue our actions, skill based on a sharp set of judgments where information, facts, problems are part of an interconnected puzzle.

Intelligence = bio-psychological potential that processes different types of information in distinct formulas.

Emotional Intelligence = concept that refers to an ensemble of emotional abilities that determines how we act and make decisions.

Covenant = promise made to someone; in this context (the Toltec wisdom expressed by M. Ruiz) a promise made by myself to do only what is adaptive to me and my interpersonal relationships.

Group management (tolerant perspective) = set of interaction behaviors whereby the facilitator / facilitator / facilitator allows participants to do what they want to do, without interfering only in extreme situations.

Group Management (Perspective of Behavioral Changes) = set of behaviors used by the facilitator / mediator in his / her activity through which:

- Promotes and stimulates the appropriate behavior of participants.
- Reduces / eliminates the frequency and likelihood of inappropriate behaviors.
- facilitates communication, interpersonal relationships and positive socio-emotional climate.

Motivation = all motives or mobiles (conscious or not) that cause someone to perform a certain action / task or to pursue certain goals.

Intrinsic motivation = is the one that causes an adult to undertake specialization or personal development courses only for the pleasure of learning something new, "personally" growing up.

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Communication pattern = model dependent on certain social frameworks, institutions etc., which, by imposing certain rules, particularizes the communication process.

Paradigm = an accepted way of rules and hypotheses that show the way in which things are done.

Prejudice = False assumption someone makes about a thing, usually adopted without the detailed knowledge of the facts.

Proactive = the term refers to the ability to take the initiative, acting without the will to be a leader, simply with the intention of doing well what you have to do without being pushed backwards, thinking about how actions your influence on the succession of events.

Receptivity = warmth, acceptance, involvement, support, adaptation to the needs of the other, favoring individuality, self-regulation and assertiveness.

(Self) Reflection = analyzing the actions or experiences experienced, following their course from the perspective of achieving the proposed goals. It goes through the question filter: What? Why? How could or could something have been done? What is my input? How am I? How could I have done it differently? What can I change? How can I improve a personal look? What are the personal atheists? What attitude would have been more appropriate? and so on.

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V. Organisation (BJOG, Romania)

V.1 Theoretical aspects

- **Design of the vision and strategy of the learning proces**

Keywords: *planning, needs analysis, strategy, teaching, learning, evaluation*

1.1 Implementing effective instructional strategies

“Any efficient human activity needs to be planned. The planning process involves identifying the results of an action and the steps which must be followed in order to obtain the desired results, to save time, to have a clear vision of the objectives, to better organize and improvise less” (Paloş, Sava, Ungureanu, 2007)

“Knowledge of the students` abilities and skills levels along with understanding of students` prior knowledge helps determine the appropriate strategy.

Also, time constraints affect the successful use of a strategy. In situations where there are a large number of curriculum objectives to cover in a short time span, teachers may have to forgo strategies that are time consuming.

Access to necessary materials must be considered when strategies are chosen.

Implementation of a strategy should include explicit instructions from the teacher, so that students can better understand their teacher's expectations.

A plan to assess the success of the strategy implemented is an essential element in effective teaching in order to monitor the progress and adjust the teaching plan.” (McLeod, Fisher, Hoover, 2003)

The instructional strategies are classified on different criteria: on the number of participants involved, on the teacher`s role, on the active involvement of the participants.

“The strategies based on **the active involvement of the participants** can be: at a high level of involvement - study cases, simulations, exercises, experiments, practical activities, so on; at a medium level of involvement - group discussions, observations, online forums, audio and video conferences; at a low level - lectures, symposiums, demonstrations, so on.” (Paloş, Sava, Ungureanu, 2007)

There are strategies categorized according to **the number of participants involved and on the teacher`s role**: whole class, small group, pairs and individuals. Knowledge of the unique characteristics of each strategy helps teachers make insightful choices. Understanding students and curriculum, choosing strategies wisely, implementing strategies with explicit instructions, and monitoring and adjusting are the keys to effective instruction.

1. **Whole-class strategies**, as identified by McLeod, Fisher and Hoover

These strategies generally require less preparation time and instruction time. They include: lecture, discussion, debate, teacher demonstrations and giving directions.

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Lecture is defined as the verbal imparting of knowledge. It is teacher-centered and is used for efficiently providing a large amount of information for future activities and presenting an overview of knowledge important for students to learn.

Planning is the key in delivering a successful lecture. Lectures need at least a brief outline and a well-prepared lecturer. It is also imperative to know the students' prior knowledge about the topic of the lecture, so ask them to write or discuss what they already know and what they would like to learn.

The use of visuals (posters, PPT presentations) and providing handouts increases students' levels of comprehension of the material presented in a lecture. The teacher can also plan quick activities for a break from the lecture: discussing a question or solving a problem.

The listening skills and attention span of students for lecture purposes cannot be ignored, as an adult's attention spans between 15 and 20 minutes (Johnstone and Percival).

Another important factor is the speaking skill of the teacher: speak clearly, use gestures, make eye contact.

Discussion, on the other hand, focuses on interaction. Participants are allowed to express their knowledge, understandings and opinions on a topic. It is a student-centered strategy in which teachers assume the role of facilitator and students become interactive participants.

The students' depth of prior knowledge of the topic is a critical variable in determining whether the discussion strategy will be effective. All students must take part in the discussion. Good preparation should include development of critical thinking questions to help guide the discussion. The discussion must be summarized in order to assess the quality of understanding developed by the discussion. Staying on the topic is the greatest challenge.

Debates are organised on controversial issues, are student-centered (teachers are active facilitators), are based on the prior knowledge of the participants on the topic and should have guidelines.

Teacher demonstrations place the teacher in the role of „expert” providing knowledge or skills by demonstrating a step-by-step method.

Providing directions is teacher-centered and is one of the most common whole-group presentations and consists of giving efficient information on the how, what, where and when of assignments, the necessary steps to complete the work and the end product. Before starting to give detailed directions, be sure that you have students' attention and allow them to ask questions to clarify the assignment. (McLeod, Fisher, Hoover, 2003)

B. Small-group strategies

Working in groups increases students' participation and learning.

“In **Cooperative learning** participants learn as a group in a non-competitive environment but are assessed as individuals. Their task is to acquire knowledge. The necessary materials to accomplish the task are provided by the teacher. Within the group there are defined jobs (materials handler, recorder, group leader) – assigned by the teacher or selected by participants and listing the expectations for each is helpful in accomplishing the task. Overusing this strategy can determine displeasure voiced by

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high and low students within the group who bear the most responsibility for the success of the group” (McLeod, Fisher, Hoover, 2003).

“Collaborative learning requires students to work together. Individual responsibility for learning is greater in this setting. There is less teacher input and greater student freedom to explore learning. The teacher defines the task, but the group decides how to approach the task and produce an end product. The role of the teacher becomes more that of a facilitator. The goal of this type of work is to learn by cooperation, interaction, research and task completion and to accomplish defined task in less time than working alone. Students are exposed to other students` perspectives and ways of working” (McLeod, Fisher, Hoover, 2003).

“Project groupings are used when the purpose of the group is to complete a task resulting in a product or presentation, are valuable but time consuming. A project task should be well defined by giving written and verbal instructions accompanied by a checklist with deadlines. It offers the opportunity to learn not only the desired material, but also many life skills, such as cooperation, managing, organizing, interacting and persevering” (McLeod, Fisher, Hoover, 2003).

“Loosely formed groups are used for achieving simple tasks in the least amount of time and are valuable for sharing information. They are used for discussing a topic and summarizing it, selecting the most important points, individually finding answers and sharing them with the group. Students share, discuss and complete assignments by working together” (McLeod, Fisher, Hoover, 2003).

Other specialists add to the list:

“Brainstorming - in order to produce a list of ideas and solutions - encourages creative and constructive thinking. All the ideas are written on a flipchart. The participants can be grouped or the whole group can be involved. The ideas will be prioritized, reformulated and an accepted solution will be formulated.

Simulation games offer the possibility to practice new skills and knowledge in a safe, teacher controlled environment, which reproduces the real environment as precisely as possible, in order to be able to analyze the actions taken. A type of an educational simulation game is **role play** (dramatization), which helps participants understand the motivation behind their behaviour. The role play method consists in simulating real situations by a few participants who take on certain roles in solving the situation. The others just sit aside and observe. The role are played to practice some techniques or for better understanding the impact of our behaviour. The analysis carried on at the end of the role play game must consider that each participant must be encouraged in expressing the feelings they had during the play and that the conclusions must be analysed in direct relationship with the objectives” (Paloş, Sava, Ungureanu, 2007).

Mind mapping is useful for organizing thinking. It is centered on a word or concept related to other words, the other words to others, creating ramifications. Mind mapping is a beneficial learning tool to help students brainstorm any topic and think creatively. Mind maps are particularly helpful in the writing process and provide students with a natural way of thinking and building thoughts on a story plot or theme. Mind maps also provide teachers with insight into their students` thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student`s prior knowledge was and how well the

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student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding.

Mind Maps help students brainstorm and explore any idea, concept, or problem; facilitate better understanding of relationships and connections between ideas and concepts; make it easy to communicate new ideas and thought processes; allow students to easily recall information; help students take notes and plan tasks; take it easy to organize ideas and concepts.

All mind maps begin with a main concept or idea that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents that first main idea. From that main idea, create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub-topics. Then, create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics (<http://www.inspiration.com/visual-learning/mind-mapping>).

The study case aims at finding solutions, analyzing data and facts, arguing the proposed solutions and choosing the most suitable solution, the participants being encouraged to find as much data as possible on the given case (Palos, Sava, Ungureanu, 2007).

Cubing - for considering a subject from six points of view (Describe it, Compare it, Associate it, Analyse it, Apply it, and on all six: Argue for or against it) and „develop a multidimensional perspective rather than a single one”. “They add an element of novelty and fun to the learning by providing uniqueness to the lesson. It is a great strategy for tactile/ kinesthetic learners as they reinforce understanding and extend or demonstrate learning” (Gregory, Chapman, 2002). See Annex 1 for more details on cubing.

Graphic organizers are useful thinking tools that allow student organize information and see their thinking. They give visual representations of facts/ concepts and also they show the relationship between and among new facts and previous information. They can be used: for brainstorming at the beginning of the lesson to find out what the students already know, for organizing the information, to relate new information to previously learned information, to check for understanding, for note taking and summarizing (Gregory, Chapman, 2002). See Annex 2.

C. Working in pairs

The interaction with the greatest opportunity to learn comes when working with pairs. “This strategy has different formats: student mentors (unequal pairings) – pairings of students with unequal skills with the purpose of providing a ready mentor and helping students acquire the skills to become more independent, student partnerships – with the advantage of obtaining more diverse points of view, increasing the speed of task completion, random pairing (quickly forms pairing) – saves time, as it requires no preparation because pairs can be created according to student choice, proximity or count-offs.” (McLeod, Fisher, Hoover, 2003)

D. Working as an individual

With this strategy, the individual works alone to learn, practice a skill and show proof of learning. “The advantages are that the work can be individualized to fit the needs of the student without too much difficulty. When students have learned skills or knowledge, independent seatwork may be used to

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practice it and ascertain the level of understanding. The success of this strategy depends on the quality of instruction and how much the student has learned.” (McLeod, Fisher, Hoover, 2003)

Conclusions

When **training adults**, the accent is put on the trainee and on the training activity and less on teaching and on the trainer. The trainer is the one organizing the training activities in order to obtain the desired results in less time and with less effort. Unlike the didactic approach - the traditional approach in which the teacher is structuring and delivering the knowledge and the students are taking notes and are reproducing as correct or as exact as possible the given information, and unlike the heuristic approach - based on the teacher asking questions and the students answering those questions thus improving their understanding of things, the facilitating approach determines the teacher to create stimulative learning situations, based on the students` needs and characteristics. The trainer`s role is to give provoking tasks, to observe and to support the trainee. (Paloş, Sava, Ungureanu, 2007)

1.2. Organizing a training session

There are some stages in organizing a successful training session:

Stage 1. Analysis of the participants' training needs;

Stage 2. Preparing the content of the training session;

Stage 3. Delivering the training session;

Stage 4. Making practical applications;

Stage 5. Evaluation.

Stage 1. Analysis of the participants' training needs and prior knowledge

This is an important step in preparing and delivering trainings to adults and it is called the initial evaluation of the participants. For more information see Stage 5. Evaluation.

The training needs are the learning needs that can be met through training and professional development activities.

The training need is the discrepancy between the current state of development of a group or situation and the desired state (attainable). The need reflects the existence of a problem that requires intervention, a problem that needs to be addressed.

The needs analysis attempts to identify such shortages, to analyze their characteristics and cause, and to prioritize future actions. The suggested intervention to reduce or eliminate such shortages is closely related to personal development and training.

The needs analysis:

- focuses on the desired results rather than on the means needed to obtain them;
- provides an objective base for decision-making;
- contributes to the establishment of common areas of objectives and action at organizational / project level;
- involves all stakeholders in establishing the priorities;
- is a cyclical process that falls within the broader scope of an organization or community's strategic planning.

The needs analysis is a systematic process followed by several further processes:

- collecting data using clearly defined methods and tools (questionnaires, interviews, focus groups, document research, etc.);
- identifying priorities and setting criteria for solving problems;

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- actions to improve / create a product, service or a product-service combination;
- establishing criteria for the allocation of various resources (material, financial, human, time).

The 6 phases of identifying and analyzing the training needs are: clarifying expectations and requirements, planning the process itself, assessing needs in the current situation, identifying omissions or errors in the skills of trainers, identifying the training needs and determining the training objectives and their content.

Regardless of the needs analysis technique used, each of these must achieve as realistic as possible a comparison between the existing and the ideal-expected performance levels.

The tools that can be used for such an analysis may be different (interviews, questionnaires, direct observation, inter-evaluation, so on), and it is usually recommended to use several complementary tools.

The questionnaire:

1. a document containing a set of questions to be answered by the person who fills it in;
2. may be anonymous or nominal;
3. may be sent for direct or indirect completion;
4. may include several different types of questions, such as grid questions and open response questions;
5. may be longer or shorter, but should not take more than 30 minutes to answer it.

The interview:

- a set of questions that one person addresses to another one;
- can be carried out face to face, by telephone or by electronic means of communication;
- it preferably contains open questions;
- it must not exceed one hour as duration.

The focus-group:

- A. set of questions a person addresses to a small group of people;
- B. is addressed frontally;
- C. between 4 and 8 people in the group;
- D. duration: maximum 2 hours. (Bernat, 2010, p.281-185)

Stage 2. Preparing the content of the training session

The teaching project is a document with a certain format that is written to support a teaching-learning activity, usually called a lesson or sequence.

The project is an action plan that takes place whenever you want to act premeditated in a certain area. Didactic means any learning approach that uses learning activities, methods and resources for that purpose.

The teaching project can be written as a descriptive text or as a table and contains brief or detailed information, depending on the didactic experience of the author.

The elements of a didactic project are diverse, but it is admitted that this type of document is indicated to include the following data: name and surname of the author (lecturer, trainer); the program for which it is written; date, place where the work is targeted by the didactic project; the theme of the activity for which P.D.; general/ reference objectives; operational objectives; specific content; methods; (time, human, material) resources; evaluation.

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The elements of a didactic project:

Objectives = the goals we pursue through a training session, a list of things the participants must be able to do after the training is completed.

There are three types of objectives: general; specific / reference; operational.

In the didactic project there are:

- the benchmarks targeted by the session;
- the operational objectives, in terms of actions, because they are in fact the results we obtain through the given activity.

When you write an objective, it should have five characteristics, known collectively by the acronym SMART. The objective should be specific, meaning it's very clearly stated and its meaning is equally apparent to everyone. It should be measurable, meaning everyone can agree if the learner satisfies it or not. It should be achievable, meaning the learner truly has a chance to satisfy it. It should be relevant, meaning it's important for the participant's activity. And it should be time-bound, meaning it will be clear when the learner must be able to satisfy the objective (typically, after training) (<https://www.convergencetraining.com>).

Once you've created your learning objectives, create content that covers the objectives.

Content = the information we provide to the learners according to the theme and objectives set.

Activities = the working methods we use to make learning possible.

Resources / Means = the tools, objects we use during the activity to put the methods into practice.

Evaluation = analysis of the results of the activity, from the perspective of the operational objectives.

A simplified, but useful plan for preparing and evaluating each training session, is the session plan made by Simona Bernat, as it is presented in the Annex 3.

Besides the didactic project, any trainer also uses other **didactic materials, called auxiliary** (aiding materials), to accomplish their objectives:

Course Support - The material written by the trainers to clarify, present, interpret the content set out in the curriculum. It can be drafted in the form of schemes, tables, or in full detailed presentation of the contents discussed. Course support is the expression of the trainers' perspective of the presented content; contains basic elementary knowledge for the subject, being only a possible starting point for training the learners.

Hand-outs or materials provided by trainers to learners to discuss some aspects of course support. There are support materials that the trainer uses to make the content accessible and challenging; due to them, learners do not focus on taking notes, but on reasoning, meaning, cause and effect, reactions and competence development.

PowerPoint presentations - they have the role of visualizing through key concepts, through suggestive images, through appropriate animations the content they have addressed. It is important that the visual message does not duplicate the auditory, but is complementary to it.

"The trainer should know how **to use the teaching resources (teaching materials)** in order to make the content more accessible to the participants, to motivate and to awake the interest of the participants, to enhance their apprehension ability (we remember easily if we do or see something, not only hear), to offer variety in learning.

Some of the most used *teaching resources* are: the texts (articles, magazines cut-outs), the blackboard, the flipchart (the paper can be placed on the walls, can be used when working with groups), the handouts (main ideas, PPT presentation slides, photocopies), the PowerPoint presentations, the audio or video recordings (DVDs), the diagrams, the simulations, the real life examples and the web pages.

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When choosing the resources the trainer needs to answer two questions: “What is our learning objective?” and “What is the best resource to support the teaching process, according to the participants` abilities to use resources”.

Besides the teaching materials, the trainer should be able to use the *technological instruments* needed: the computer, the video-projector, so on”. (Paloş, Sava, Ungureanu, 2007)

Stage 3. Delivering the training session and

Stage 4. Making practical applications

Using introductory methods or ice-breaking methods for beginning a training session

“These methods are used for encouraging the involvement and the active participation, knowing each other and creating a relaxed group atmosphere, facilitating group work, communication and cooperation, identifying the expectations and the fears of the participants, setting up a style for the interaction, identifying the level for starting up the lesson.” (Paloş, Sava, Ungureanu, 2007)

Using icebreakers for maximum effectiveness

When choosing your icebreaker, be aware of your group dynamic. It is important that your activity does not make anyone feel uncomfortable. No one should be forced to reveal extremely personal information or participate in a stressful environment. And of course, what’s personal to some may not be personal to others.

In addition to encouraging interaction, you should try to tie your icebreaker into the topic to be discussed. Are there any points of your presentations illustrated by the activity? If so, bring them out. If not, you may want to consider choosing a different icebreaker. At the very least, “pre-call” any unrelated icebreakers by stating that their sole purpose is to introduce participants to each other and get the session moving along.

Examples of introductory methods:

The Rectangle or The Four Corners Game: choosing a possible answer that best suites the participant`s personal opinion. First, the possible answers are place in the corners of the room. Then each participant goes in the corner he finds the answer which suites him best and discusses the answer with the others in that corner. After that, a representative from each group presents a synthesis of the things discussed in each corner. (Paloş, Sava, Ungureanu, 2007)

99 Questions: aswering questions by raising hands in order to know each other. They can be personal or linked with the theme of the training. (Paloş, Sava, Ungureanu, 2007)

The Cards Game: each participant receives eight red cards (for describing personal characteristics: hobbies, age, so on) and eight blue cards (for statements regarding the theme of the training). Participants work in pairs. After each statement, the person making the statement lays a card on the table. At the end, the partners will present each other in front of the other participants. (Paloş, Sava, Ungureanu, 2007)

Storyteller: to improve your storytelling skills with the help of others in the group designated by the facilitator by incorporating facts about yourself into a story.

1. First, write down the name of ...
 - something you would see in a store
 - something you would buy as a gift for your mother
 - your favourite sport

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your favourite celebrity
a crime
your favourite restaurant
a tourist attraction
a profession
the name of someone in the room.

2. The facilitator will begin the story with, "Once upon a time, I found the most unusual thing". The next person is to fill in the next piece of the story. The object of the game is to incorporate as many of the items as you can from those listed above. No one can say more than two sentences at a time. Turns must be taken in order. To win, you must incorporate all of your words and then conclude the story. Everyone must get an opportunity to "write" from their imagination at least twice before the story can end.

Time: allow 10 to 20 minutes for the game. If the group is large, consider breaking into smaller subgroups or reducing the number of incorporated words required to win. For instance, you must work in five words from those listed in part one.

Variations: you can easily tailor this game by changing the questions in part one to better match your industry, company, etc.

5. Race for the Truth: you and the other "runners" in the room are about to embark on a race for the truth. Your goal is to cross the finish line as quickly as possible by truthfully answering questions about yourself as you follow the facilitator's directions.

1. Line up on the starting line as directed by the facilitator.
2. In a moment you will hear a statement. If it is true about you, move forward one step. If it is false, remain at the finish line.
3. Once all first moves have been made, the facilitator will make another statement. Again, if it is true, move forward one step. If it is false, remain on the starting line if you have not yet advanced. If you have advanced past the starting line, take one step back.
4. Repeat step three until the first "runner" completes the race.

Materials needed: 2 long pieces of string for the Start and Finish lines

List of statements related to the group (e.g. "I have worked here more than one year." "I think we have too many meetings around here." or "I understand xyz aspect of my job.")

Time: allow 5 to 10 minutes for this activity.

Variations: narrow the scope of the statements to relate to issues at work, materials being covered, etc.

6. Story of My Life: you have just been given a contract to write your autobiography for a major publishing company. Your agent Harry Hardnose is anxious to get to press. He has decided to help you get started with a few probing questions.

1. First, take a piece of flipchart paper and fold it in half and then in half again to form a book.
2. Choose the title of a popular song for the name of your book. Write that title on the front cover.
3. On the inside of the front cover (page two), list a table of contents.
 - i. Name of the place where you were born
 - ii. Description of your first job
 - iii. Number of years you have been working for your company
4. On page three, draw a picture of your family.
5. On the back cover of the book, draw a picture of what you plan to do when you retire. Where will you go? Who will you go with? so on.

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Materials needed: paper, markers

Time: allow five to ten minutes for setup and drawing. When all books are complete, have people tell their story, using the book as a visual aid. Depending on the size of the group, you may want to debrief in smaller groups. If possible, leave the books in a central location during your training to encourage further introductions and discussions.

Variations: Change the focus of the pages of the book. For instance, most exciting moment, favorite food, most exciting vacation, etc. Be careful not to make any of the questions too personal. The idea is to open people up, not shut them down.

In order to get more information on preparing and delivering a training session, see also the chapter on *Efficient time management*.

Facilitating a meeting or planning session

The facilitator is responsible for providing a "safe" climate and working atmosphere for the meeting. But you're probably wondering, "What do I actually do *during* the meeting to guide the process along?" Here are the basic steps that can be your facilitator's guide:

Start the meeting on time

Few of us start our meetings on time. The result? Those who come on time feel cheated that they rushed to get there! Start no more than five minutes late, ten at the maximum and thank everyone who came on time. When latecomers straggle in, don't stop your process to acknowledge them. Wait until after a break or another appropriate time to have them introduce themselves.

Welcome everyone

Make a point to welcome everyone who comes. Don't complain about the size of a group if the turnout is small! Nothing will turn the folks off who *did* come out faster. Thank all of those who are there for coming and analyze the turnout attendance later. Go with who you have.

Make introductions

There are lots of ways for people to introduce themselves to each other that are better than just going around the room. The kinds of introductions you do should depend on what kind of meeting you are having, the number of people, the overall goals of the meeting, and what kind of information it would be useful to know. Some key questions you can ask members to include in their introductions are:

How did you first get involved with our organization? (if most people are already involved, but the participants don't know each other well)

What do you want to know about our organization? (if the meeting is set to introduce your organization to another organization)

What makes you most angry about this problem? (if the meeting is called to focus on a particular problem)

Sometimes, we combine introductions with something called an "ice breaker." Ice breakers can:

- Break down feelings of unfamiliarity and shyness
- Help people shift roles from their "work" selves to their "more human" selves
- Build a sense of being part of a team
- Create networking opportunities
- Help share participants' skills and experiences

When doing introductions and icebreakers, it's important to remember:

❖ Every participant needs to take part in the activity. The only exception may be latecomers who arrive after the introductions are completed. At the first possible moment, ask the latecomers to say

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their name and any other information you feel they need to share in order for everyone to feel comfortable and equal.

❖ Be sensitive to the culture, age, gender and literacy levels of participants and any other factors when deciding how to do introductions. For example, an activity that requires physical contact or reading a lengthy instruction sheet may be inappropriate for your group. Also, keep in mind what you want to accomplish with the activity. Don't make a decision to do something only because it seems like fun.

❖ It is important to make everyone feel welcome and listened to at the beginning of the meeting. Otherwise, participants may feel uncomfortable and unappreciated and won't participate well later on. Also, if you don't get some basic information about who is there, you may miss some golden opportunities. For example, the editor of the regional newspaper may be in the room; but if you don't know, you'll miss the opportunity for a potential interview or special coverage.

❖ And don't forget to introduce yourself. You want to make sure that you establish some credibility to be facilitating the meeting and that folks know a bit about you. Credibility doesn't mean you have a college degree or 15 years of facilitation experience. It just means that you share some of your background so folks know why you are doing the facilitation and what has led you to be speaking up.

Review the agenda, objectives and ground rules for the meeting

Go over what's going to happen in the meeting. Check with the group to make sure they agree with and like the agenda. You never know if someone will want to comment and suggest something a little different. This builds a sense of ownership of the meeting and lets people know early on that you're there to facilitate *their* process and *their* meeting, not your own agenda.

The same is true for the outcomes of the meeting. You'll want to go over these with folks as well to get their input and check that these are the desired outcomes they're looking for. This is also where the ground rules that we covered earlier come in.

Encourage participation

This is one of your main jobs as a facilitator. It's up to you to get those who need to listen to listen and those who ought to speak. Encourage people to share their experiences and ideas and urge those with relevant background information share it at appropriate times.

Stick to the agenda

Groups have a tendency to wander far from the original agenda, sometimes without knowing it. When you hear the discussion wandering off, bring it to the group's attention. You can say "That's an interesting issue, but perhaps we should get back to the original discussion."

Avoid detailed decision-making

Sometimes, it's easier for groups to discuss the color of napkins than the real issues they are facing. Help the group not to get immersed in details. Suggest instead, "Perhaps the committee could resolve the matter." Do you really want to be involved in that level of detail?

Seek commitments

Getting commitments for future involvement is often a meeting goal. You want leaders to commit to certain tasks, people to volunteer to help on a campaign, or organizations to support your group. Make sure adequate time is allocated for seeking commitment. For small meetings, write people's names down on newsprint next to the tasks they agreed to undertake.

One important rule of thumb is that no one should leave a meeting without something to do. Don't ever close a meeting by saying "We'll get back to you to confirm how you might like to get involved." Seize the moment! Sign them up!

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Bring closure to each item

Many groups will discuss things ten times longer than they need to unless a facilitator helps them to recognize they're basically in agreement. Summarize a consensus position, or ask someone in the group to summarize the points of agreement, and then move forward. If one or two people disagree, state the situation as clearly as you can: "Tom and Levonia seem to have other feelings on this matter, but everyone else seems to go in this direction. Perhaps we can decide to go in the direction that most of the group wants, and maybe Tom and Levonia can get back to us on other ways to accommodate their concerns." You may even suggest taking a break so Tom and Levonia can caucus to come up with some options.

Some groups feel strongly about reaching consensus on issues before moving ahead. If your group is one of them, be sure to read a good manual or book on consensus decision making. Many groups, however, find that voting is a fine way to make decisions. A good rule of thumb is that a vote must pass by a two-thirds majority for it to be a valid decision. For most groups to work well, they should seek consensus where possible, but take votes when needed in order to move the process forward.

Respect everyone's rights

The facilitator protects the shy and quiet folks in a meeting and encourages them to speak out. There is also the important job of keeping domineering people from monopolizing the meeting or ridiculing the ideas of others.

Sometimes, people dominate a discussion because they are really passionate about an issue and have lots of things to say. One way to channel their interest is to suggest that they consider serving on a committee or task force on that issue. Other people, however, talk to hear themselves talk. If someone like that shows up at your meeting, look further ahead in this chapter for some tips on dealing with "disrupters."

Be flexible

Sometimes issues will arise in the meeting that are so important, they will take much more time than you thought. Sometimes, nobody will have thought of them at all. You may run over time or have to alter your agenda to discuss them. Be sure to check with group about whether this is O.K. before going ahead with the revised agenda. If necessary, ask for a five-minute break to confer with key leaders or participants on how to handle the issue and how to restructure the agenda. Be prepared to recommend an alternate agenda, dropping some items if necessary.

Summarize the meeting results and needed follow-ups

Before ending the meeting, summarize the key decisions that were made and what else happened. Be sure also to summarize the follow-up actions that were agreed to and need to take place. Remind folks how much good work was done and how effective the meeting hopefully was. Refer back to the objectives or outcomes to show how much you accomplished.

Thank the participants

Take a minute to thank people who prepared things for the meeting, set up the room, brought refreshments, or did any work towards making the meeting happen. Thank all of the participants for their input and energy and for making the meeting a success.

Close the meeting

People appreciate nothing more than a meeting that ends on time! It's usually a good idea to have some "closure" in a meeting, especially if it was long, if there were any sticky situations that caused tension, or if folks worked especially hard to come to decisions or make plans.

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A nice way to close a meeting is to go around the room and have people say one word that describes how they are feeling now that all of this work has been done. You'll usually get answers from "exhausted" to "energized!" If it's been a good meeting, even the "exhausted" ones will stick around before leaving.

Logistics arrangements for training:

In any training situation, besides being aware and taking care of the contents, methods to be used, process, the trainer needs to be involved in looking into the logistics aspect of the training. This is one of the important roles the trainers need to play when organizing any training. It may create a favourable learning environment due to good logistics arrangements. If someone from outside the training team takes the responsibility of the arrangements, it is very important that proper coordination is established between the training team and the person in charge of logistics. This link needs to be established throughout the training programme. Although the logistic aspect of the training is not the primary objective of training, yet it is a very important and crucial part of any training programme.

Logistic arrangements at different stages of training:

1. Before the training programme - to arrange for financial, material and human resources for training. The appropriate venue for the training programme is a place where there is not too much noise and other distractions which could affect the learning. In deciding the venue, another factor that needs to be considered is the other facilities and support systems available and make the arrangement accordingly. The timing of the training needs to be decided keeping in mind the suitability for the participants in terms of work, culture and religious events. Participants need to know well in advance the dates, venue of training and need to be informed at regular interval about the programme. Participants also need to know how exactly to reach the training venue, what means of transportations to use; if the travel arrangements are being made by the training team then the participants should be informed accordingly. Sometimes it may be necessary to distribute the learning material prior to training. This would help participants prepare themselves for the training. This situation occurs mainly when the training is organized in phases. While planning for training, it is necessary to plan exactly when resource person are to be called. This will help ensuring their presence at the activity.

2. Preparation of logistics during the training: logistic arrangements are also very important during the training programme. If it is handled properly, it creates a positive learning environment. Once the basic needs of the trainers are taken care of, these help them to be involved fully in the learning.

Some of the aspects that need to be considered during the training programme. Accommodation of the trainer and trainees should be kept separately so that the trainer can have some free time for his/her preparation of sessions. It should be a separate room and a little away from trainees. It is important to consider gender while making the accommodations for the participants.

The training room should be large enough to have trainees sit comfortably. It is a part of the trainer's responsibilities to see that the room is clean and has enough stock of stationery and other required materials for the training. Posters could be put up in the training room for creating a learning environment.

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While planning the sessions, advance planning is required when a resource person is invited. It may be necessary to plan time and space and boundaries i.e. people joining the training session according to the plan at a time when they can contribute the maximum.

Arrangements about foods, water, snacks can be done for the training and should be planned appropriately in the time schedule of the training.

Stage 5. Evaluation

The evaluation methods are used to determine the way the activity goes, to identify possible misunderstandings, confusions, difficulties, to make adjustments, corrections, additional clarifications. They are used to determine its quality, the satisfaction of the participants, the impact of the course on them and will determine adjustments for the future courses.

The evaluation of adult training programs has some particular characteristics:

– the evaluation made during the training should be preceded and followed by a initial and final evaluation, as stated by Paloş, Sava, Ungureanu:

- **the initial evaluation** - “confirms the existing training needs of the participants and the existence of some prior knowledge, skills and attitudes as a starting point for the program. See Annex 4, Initial evaluation questionnaire.
 - **the final evaluation** - it is necessary to certify the participants` evolution, comparing their pre and post training competences. See Annex 5, Final evaluation questionnaire
- the evaluation is more flexible and influenced by specific contexts;
- the accent when training adults is put more on developing competences, which should be clearly stated and evaluated (not the performance should be evaluated);
- evaluation of the group, not only of the participants;
- evaluation based on a minimum set of criteria which determines the success of a program;
- self-evaluation”. (Paloş, Sava, Ungureanu, 2007)

Self-evaluation of the trainer by filling in The trainer's abilities self-evaluation sheet:

1. How do you consider the training as a whole went?
2. What do you think that went well?
3. What do you think that can be improved?
4. How do you think you have done in the following areas: respecting the time and duration of the sessions, the content presented, the attendance of the students, the logistics.
5. Which are the parts for which you were worried before the training session?
6. How did those parts go?
7. What do you think you could try to do differently next time?

Used in combination with learner ratings, the answers to these questions can improve the trainer's abilities.

“When evaluating adult training programs, the trainer should evaluate:

he adult participant - by initially evaluating his training needs, his prior knowledge and abilities, his strengths and weaknesses (methods: addressing questions, formal tests, interviews, observations, filling in a questionnaire), by identifying his learning style, by evaluating the intermediary results through observations, by finally evaluating the participant (grades, scores, certificates) and his satisfaction, by evaluating the learning results (during or at the end of the program) based on the objectives set at the beginning of the program and depending on the desired outcomes:

- acquiring knowledge - evaluation methods: written test (multiple choice, true/false, matching concepts, filling in sentences), essay, oral test, oral presentation, self-evaluation report;

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- improving cognitive skills - evaluation methods: study case (oral or written, individually or in groups), concepts map (diagrams and drawings with links between them), interviews (individual or group, for demonstrating the analysis and evaluation skills of a specific situation);
- improving the abilities to solve problems - evaluation methods: documenting the solutions (the steps in solving a problem), the reflexive journal (by writing down the methods used for solving a problem);
- changing attitudes, feelings and values - evaluation methods: role play, reflexive journal, free writing (for answering an idea);
- all of the above - Portfolios.

the teacher/trainer - by identifying his teaching style, by evaluations from the students/ trainees during or at the end of the program, regarding the content, the teaching rhythm (questionnaires, interviews); by evaluations from colleagues (by assisting and giving advice);

the teaching-learning environment - the physical environment (room, illumination, heating, equipments), the material resources needed, the learning strategies, the social environment (the working atmosphere, the interactions);

the content to be learned - in terms of relevance, accessibility, novelty, feasibility, by using tests, by involving the participants in setting up the objectives and negotiating the content of the program, by analysing the participants' tasks, by consulting a professional for identifying and establishing the learning content". (Paloş, Sava, Ungureanu, 2007)

There are a number of different models of the stages in training evaluation. An early model, which still has value, is that by D. Kirkpatrick. He identifies four levels to evaluation:

- a) **Reaction.** This measures trainees' views on the training, a version of customer satisfaction. Happy sheets, the most common form of evaluation in training, are a measure of reaction;
- b) **Learning.** This is a measure of the knowledge acquired, the skills improved or the attitudes changed due to training;
- c) **Behaviour.** This measures whether the trainee puts the learning into practice in their work;
- d) **Results.** This looks beyond the individual to see if the training had any effects at the level of the organisation.

The second level of evaluation measures whether the trainees have acquired the knowledge, skills or attitudes intended by the training. There are three broad ways of measuring learning:

- Paper tests or exercises;
- Simulations, role plays or demonstrations;
- Self-reports such as a learning log, portfolio or critical incident report.

These are each appropriate in different circumstances. Paper tests are particularly useful for measuring knowledge. Simulations can be helpful for testing skills. Written reports and follow up interviews can be useful for measuring knowledge, skills and attitudes.

2. Efficient time management

Keywords: *efficiency, self-management, priorities, schedule*

„Until we can manage time, we can manage nothing else” (Peter F. Drucker)

As stated by McLeod, Fisher and Hoover, there are some things each trainer should consider in order to save time preparing and delivering training activities. These include:

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❖ **Setting up the learning space**

“Deciding the type of the arrangement depends on the available space, on the furniture you have and on the teaching style. Also the trainer has to decide the type of spaces necessary for the group or individual activities and the needed furniture and equipment. Keep in mind to: accommodate the type of instruction and activities you use most often, be flexible so that the furniture can be quickly rearranged to accommodate a special activity, allow space for student movement, provide a maximum amount of personal space for each trainee.”

❖ **Using visual displays**

“Learning is a sensory experience so the visual displays are a powerful learning tool through which the trainer can provide information on group rules or illustrate concepts learned.”

❖ **“Planning the instructional activities**

- ❖ Preparing and distributing materials. Check there are enough materials for each participant, duplicate materials, decide on group learning, if necessary and estimate the time needed.
- ❖ Introducing the lesson. Determine the lesson objective, decide on a motivating, interactive way to introduce it and estimate the time needed.
- ❖ Delivering the training. Decide on an instructional strategy – demonstration, lecture, discussion, debate or other and estimate the time needed.
- ❖ Assigning work. Decide on the directions and the amount of time required to complete the assignment, estimate the time you need to give trainees to work on the assignment and whether they should do it during the course or it is homework due at a future time.
- ❖ Closing the lesson. Plan to use the last minutes to celebrate what the trainees have learned, link the new learning to real life and prior learning, review the trainees responsibilities for completing the assignment and anticipate tomorrow’s lesson.

One key factor in planning a lesson is to consider the attention span of the trainees. According to 3M Meeting Network, the average attention span of an audience is 18 minutes, for adults, that is why the activities should vary to include a mix of listening, movement, individual, partner or group work. The efficient use of time is an important variable in helping students achieve learning goals and making the learning process a pleasant experience for both the trainers and the trainees.

For each learning experience, the time for each element of the lesson varies with the type of activity and the scheduled time for the lesson.”

❖ **Managing administrative tasks**

“**Daily administrative tasks** are those no instructional tasks – such as taking attendance, collecting work, preparing and organising materials – that must be accomplished in order for the activity to function smoothly.

Taking attendance should be done as soon as the participants are settled and engaged in the opening activity.”

Beginning the day

“Begin each day by welcoming the participants. Briefly explain your learning objective and what they will do. Use this time to motivate the participants to get involved in the lesson.”

❖ **Managing teacher time**

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“Planning lessons is the most important task. The best management strategy is to plan an interesting lesson that meets all trainees’ learning needs. The goal is to develop an outline to guide your thinking, not to spend a lot of time writing detailed plans. Decide for a format of a lesson plan and do not forget to include the standard(s) – introduced, taught or reviewed, the instructional strategies, the materials (including page numbers of books, list of hand-on materials, materials that must be duplicated for the participants), the lesson closure strategy or assessment such as class discussion to summarize and reflect on lesson, quiz, class assignment, teacher observation and so forth, the homework assignment and due dates of projects or other long-term assignments, the notes with comments about the lesson to help you guide the planning for future lessons on a topic.”

Class work

“By informally monitoring the progress of individual or small-group work, the trainer can make adjustments to his teaching strategies and to the future lesson plans.”

Homework

“Its role is to help trainees develop proficiency on a skill through practice, understand a concept better by reading or studying, do research and develop a presentation or apply what they are learning to everyday situations. Always tell them what the objective for the homework is. Begin next lesson with a brief discussion of the homework assignment or by linking the opening activity to the homework.”

Projects

“Projects consume large amounts of students’ time so assign only the ones that help students develop competency on multiple standards and that will make learning relevant and interesting.” (McLeod, Fisher, Hoover, 2003)

6. Dealing with common time wasters

“Time wasters appear because of the lack of control over the work environment, the lack of planning and lack of self-management.

One of the first steps in taking control of your time is to find out where you lose time, go over the three categories above of common time wasters and take the first step in identifying which ones apply to you and waste your time.

Managing Your work Environment

Identify your time wasters: drop-in visitors, lack of training—you don't know how to complete certain tasks, duplication of effort, inadequate equipment or facilities, confused responsibility or authority, paperwork, meetings, telephone interruptions, visual or noisy distractions causing attention to shift.

Lack of planning

Identify your time wasters: attempt to do too much, indecision—endless gathering of information, no specific plans to meet your goals, no daily priorities—don't know what to do first, unrealistic time estimates, no plan for using "waiting time" (appointments, etc.) effectively, failure to break priorities into small, manageable parts, lack of written goals with deadlines, making snap decisions based on few facts, crisis management arising from failure to plan.

Poor self management

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Identify your time wasters: postponements, no self-discipline in staying with your top priority until it's done, leaving tasks unfinished, perfectionism and/or getting bogged down with details, impatience and haste, lateness/absenteeism, pointless conversation, which interferes with your top priority, can't say "no!"

7. Time management tips for better planning:

1. Use a prioritized to do list daily.
2. Always start with the high priority tasks on your to do list and not with the low priority tasks.
3. Handle each email or piece of paper only once, either read it, file it, delete it or take action on it immediately.
4. Write goals and set priorities.
5. Establish rituals, set a specific time of day for example early in the morning to make your to-do list or end of day to make the next day's to-do list.
6. Set a specific time for answering phone calls and replying to emails.
7. Always plan ahead, a week, two or three weeks in advance.
8. Always keep in mind the 5 point planning check: What, Where, How, When, Who.
9. Use a planner, organizer, Outlook or any other planning tool of your choice.

Time management tips for better self management:

1. Spend time breaking down the activity into bite-size chunks.
2. Schedule completion of chunks over a period of time.
3. Avoid "analysis paralysis".
4. Set a start time and a deadline, then stick to it.
5. Be realistic about the deadline – don't allow yourself to be under so much pressure that it leaves no time for corrections.
6. Determine what motivates you and reward yourself as you complete portions of the task.
7. Be assertive and learn to say „NO” (Training Materials & Courseware Resource, online resource)

Time-tested guidelines: tips for Trainers (by Laura Stack, MBA, CSP, President, The Productivity Pro, Inc.):

- **Practice 10-to-1.** For new presentations, you'll spend at least 10 hours outlining, researching, and creating your presentation for every seminar hour. Thus, a new eight-hour seminar will take 80 to 100 hours to create. So prepare it at least one month in advance, and practice it several times before presenting it.
- **Plan for less.** Content that you believe will take 10 minutes could take 20 when done live. Plan to use 45 to 50 minutes of material for each 60 minutes of platform or classroom time. Always plan to speak for less time than you anticipate, so you can leave room in your program for spontaneous stories, unanticipated conversations, and unexpected questions.
- **Prepare more.** The above said, always have more material than you'll need, just in case. Some presenters speed through their presentations due to nervous energy and end too soon. Check your breathing; if you are out of breath, you're speaking too fast. Write the estimated time on each corner of your handout and practice your material enough that you can maintain the proper pace. At a conference, you could be asked to extend your time to "pinch hit" for a no-show speaker.

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- **Meet participants.** Your presentation begins before you speak and continues after you're finished. Mingle for a few minutes and meet audience members before you're introduced. When you present, you'll key in on familiar faces, rather than complete strangers.
- **Tighten activity time.** For group activities, allot less time than you think they'll need. If you give 20 minutes for an exercise, they'll wrap up quickly and leave to answer e-mails or make calls. Instead, give them six minutes to come up with 10 ideas, and they'll get buzzing and creative.
- **Break at least every 90 minutes.** Take a break every 60 minutes if the audience is seated theatre style; every 75 minutes for classroom style; and never go more than 90 minutes without a break. Adults' attention spans wane as their bodies (and bladders) tire.
- **Start on time after breaks.** If you start five minutes after you told the audience to return from a break, you'll inadvertently train them to return five minutes late. Don't punish the people who honored you by returning on time. I like to tell the first half of a great joke or story before a break, promising the ending after the break. Since watches and phones are set differently, give the length of the break rather than a time to return. Give odd numbers for break times for memorability, such as 12 or 17 minutes. Start right on time with the end of your story, refusing with a smile to tell it again to latecomers (they will ask friends later).
- **Stop on time.** No matter how late you started. Ending late shows a lack of respect for your audiences' next commitments, and you are sure to annoy your meeting planner or boss. Know exactly how long your close will take, and practice jumping to it from different parts of your presentation. Prepare several different versions of varying length and be able to drop a story or exercise and substitute a pithy quote instead.
- **Print your outline.** If you've been allotted 60 minutes, and the speaker ahead of you goes over by 30 minutes, you'd better be able to deliver in 30 minutes. Print your PowerPoint slides in outline format, so that during presentation mode, you can type a slide number on your keyboard and hit enter to jump to that slide. If you click through the slides you won't cover, participants will feel slighted.
- **Don't rush out.** When the session is over, stick around to chat with participants. Many people will ask questions they weren't comfortable asking in the larger group. Others will tell you a personal story about a point you made or thank you for helping them. You always have time to hear that.

V.2. Practical activities

1. Efficient search and use of different resources

Under the Common European Principles for teacher competences and qualifications developed by the Directorate-General for Education and Culture (2004-2005), there are 3 competences that a teacher/trainer/facilitator should have:

- to work with others: knowledge about human development (developmental psychology); self-confidence when dealing with others, cooperation, collaboration with colleagues;
- to work with technology, information and knowledge, requires the person to work with a diversity of knowledge categories, to have pedagogical skills to manage the learning environment, access skills, analyzing, validating, reflecting and transmitting knowledge, integrating ICT in teaching and learning

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– to work with and in society. The facilitator contributes to the preparation of citizens aware of their role in the EU. We are talking about promoting cooperation and mobility in the EU, intercultural respect and understanding, awareness of cultural diversity and identifying the common values of learners, working effectively with the local community, stakeholders in the field, learning to fill in permanently skills.

The trainer is: the curriculum designer, the designer of the training activities, the organizer of the programs ensuring all the conditions necessary for the optimal development of the activity, the facilitator of the learning process, the evaluator of the competences and the training programs.

1. Practical activity - To search for teaching resources (teaching materials)

Objective: to motivate and to awake the interest of the participants, to enhance their apprehension ability by doing something themselves

Duration: 1 hour

Methods: discussions, online research

Material resources: laptops, paper, pens/pencils

Activity: each participant receives the task to do a research on the Internet and to mark down two interactive/activating reading group techniques, like: Predictive Reading, Six Thinking Hats, The Quintet, The Cube, Comics Technique, Coat of Arms Technique. The group is splitted into groups of 5-6 persons. One in the group is the “reporter”. He writes down all the methods/ techniques presented in his group. Then all the “reporters” change the team and each of them has to present the “news” - the techniques - to his new team. The “reporters” are rotating so that they “tell the news” to every team.

Recommendations: advise the participants to write all the techniques presented by all the „reporters”, so that they will have by the end of the activity some activating reading group techniques ready to be used in their workshops.

2. Practical activity - Role play (dramatization, simulation games)

Objective: to practice new skills and knowledge in a safe, controlled environment, which reproduces the real environment as precisely as possible, in order to be able to analyze the actions taken. Role play (dramatization) helps participants understand the motivation behind their behaviour.

Duration: 30 minutes

Methods: observation, interaction

Material resources: pens/ pencils, paper

Activity: The role play method consists in simulating real situations by a few participants who take on certain roles in solving the situation. The others just sit aside and observe. So, one of the participants will pretend to be the facilitator and other three will be the child, a parent and a grandparent in a family literacy context.

Recommendations: The roles are played to practice some techniques or for better understanding the impact of our behaviour. The analysis carried on at the end of the role play game must consider that each participant must be encouraged in expressing the feelings they had during the play and that the conclusions must be analysed in direct relationship with the objectives.

3. Practical activity - “Which are the most important steps in organizing a successful training activity?”

Objective: to identify the necessary activities to be carried out in all the phases of organizing a training

Duration: 30 minutes

Methods: cultural cafe, group discussions, presentations in front of the entire class

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Material resources: flipchart paper, markers, flipchart

Activity: The participants will be divided into three small groups. One person from each group will stay at the table, but the others will move to the other tables, to give input on each topic. Each group will have to discuss a phase in organizing a training activity: planning the activity; delivering the training session; evaluation of a training activity, and will write down the ideas. The participants that did not leave the tables will present a summary of the things discussed on the assigned subject in front of the whole group.

Recommendations: The trainer is responsible of coordinating the groups and of adding more information to the ideas brought forward by the groups.

4. Practical activity - “Identify some inconveniences that can affect the successful organization /delivery of a training activity”

Objective: to make the participants aware of the risks that might appear and to help them identify possible solutions

Duration: 30 minutes

Methods: discussion, presentation

Material resources: flipchart paper, markers, flipchart

Activity: The participants are divided into three groups. Each group identifies a risk factor in organizing the training activities and the measures the trainers has to take in order to reduce that risk and writes them down. Each group names a representative to present the conclusions in front of the whole group.

Recommendations: The trainer is responsible of summarizing the discussion and of adding more information if needed.

5. Practical activity - “Identify an ice-breaking method”

Objective: to make the facilitators aware of the tools they have to break the routine of an activity.

Duration: 30 minutes

Methods: online research, discussion, interaction

Material resources: laptops

Activity: Each participant will identify an ice-breaker and explain its use and the advantages it brings when used during a training activity.

Recommendations: The trainer will summarize the discussions and will highlight the advantages of a successful ice-breaker.

6. Practical activity - “Objective setting”

Objective: Being able to set clear and specific objectives is crucial for achieving measurable results and success on the job.

Duration: 10 minutes

Methods: discussion, writing or oral activity

Material resources: flipchart paper, markers, pens, paper

Activity: This activity can be done individually or in groups, simply write on the flipchart the examples below to explain the proper way of writing objectives.

Directions: Change the following vague desire to a specific objective: Productivity improvement, Cost reduction, family literacy growth, increase parents` involvement.

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Example:

Vague desire: Health & Safety

Specific objective:

<i>I will reduce</i>	+	<i>industrial accidents</i>	+	<i>by 10%</i>	+	<i>by June 1</i>
-----		-----		-----		-----
<i>action verb</i>		<i>targeted area</i>		<i>measurement</i>		<i>target date</i>

Recommendations: -

7. Practical activity - “Chairs”

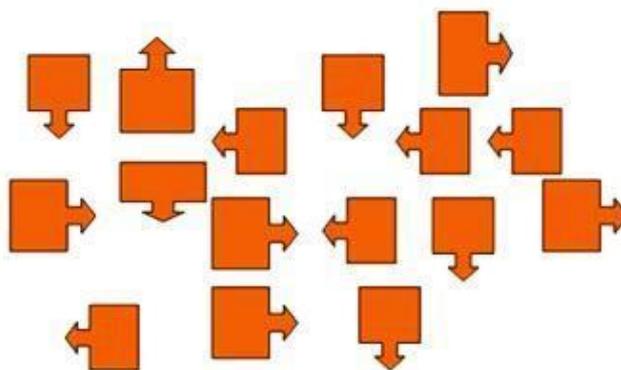
Objective: focusing on the importance of having a plan and a specific strategy for any team to achieve any task but more importantly shows the importance of having a leader who takes charge and realizes this strategy.

Duration: 30 minutes

Methods: discussion, interaction

Material resources: chairs (one chair per person)

Activity: Every attendee puts their chair round the room in a random order. All tables etc should be moved out of the way. The chairs should be pointing in different directions with someone sat on every chair, eg:



The trainer asks for a volunteer. The volunteer will be asked to walk slowly back to their empty chair and sit down. If the chair is filled they can then walk to and sit in the next empty chair available. The role of everyone else is to stop the volunteer from sitting down. The trainer will announce the rules: Only one person may stand up at once and move, Nobody can do two consecutive moves, You cannot sit in the chair you've just left, When the exercise starts you cannot talk, Nobody may touch the volunteer, *You have 2 minutes to prepare your strategy.*

Recommendations: After each round the trainer will review what happened. Seek a new volunteer for each round. Give two minutes planning time each round. Ensure you control the speed of the volunteer – slow walk.

After the exercise: Discuss with the group: Do you need a leader? What was difficult about planning with so many participants? Does everyone agree with the plan? Does everyone think the plan will work? Does everyone know what the plan is? What would make it easier? What's the point from this activity?

When doing this activity a leader usually emerges during the planning period, participants will find out that they need a plan and they need consensus from all members and agreement to this strategy,

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the presence of the leader will help realize this plan and ensure all team members are aligned with this plan

(<https://www.trainingcoursematerial.com/free-games-activities/leadership-and-management-activities/chairs>)

8. Practical activity - "Time To Invest"

Objective: highlighting the importance of planning and prioritizing to manage time properly

Duration: 30 minutes

Methods: group discussion

Material resources:

Activity: In preparation for this activity, write a number of fake blank checks of \$86,400 each. Split the group into 3 or 4 teams. Issue one check to each team and tell them that they have 24 hours to spend the total amount written on the check. Using a flipchart, each team has to plan exactly how they will spend the \$86,400 to the penny, any amount left that they fail to plan for will be taken away from them. Give the teams 15 minutes to start their plans and once done, each team's spokesperson has to present their plan.

Recommendations: The trainer will lead the discussion about how good each plan is and how each team made sure every penny was well spent. Make the point that each day we all get the same amount in minutes. Each day we are issued a check for 86,400 seconds but do we plan it that wisely?

Link back to the importance of prioritizing and planning to properly manage time.

9. Practical activity - "The big picture" puzzle challenge

Objective: to acknowledge the importance of planning

Duration: 15 minutes

Methods: group activity, discussion

Material resources: 3-4 medium puzzles, a timer

Activity: Divide your group into teams. Give each team a puzzles with similar level of difficulty. Don't give them the "Big Picture" of what it will look like when completed.

Push them to complete the puzzle as quickly as possible. Interrupt the process after about 3 minutes and ask, "What's missing? What's making this difficult?" Likely they will identify the absence of the completed "Big Picture" to use as a guide. After you give them the big picture, ask them to complete the puzzle. They will do this much faster now.

Recommendations: The trainer will explain that having the perspective and clarity of the Big Picture helps one to plan weekly and day-to-day activities much more effectively. If NO Big Picture is available, then time is spent on urgencies, likes and what others want one to do.

V. 2. Monitor and evaluation of goals, work results

1. Practical activity - Flash-light

Objective: to get quick feedback from the participants

Duration: 10 minutes

Methods: conversation, questions

Material resources: flipchart paper

Activity: Flash light is "a quick feedback method, in which the participants respond using a word/sentence to a question (for example, "How do you feel?", "What thing that you learned was most useful/interesting for you?", "What aspect should we focus on?"). The rules for this method

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involve clearly asking the question, concise answers, based on some rules". (Paloş, Sava, Ungureanu, 2007)

Recommendations: The facilitator can write the feedback on a flipchart paper, which will be displayed in the room for further reference and summarize the ideas discussed.

2. Practical activity - The written evaluation

Objective: to get quick feedback from the participants

Duration: 10 minutes

Methods: conversation, questions, writing

Material resources: sticky notes, pens, flipchart paper

Activity: The written evaluation is confidential, "the participant has more time to think before answering and should focus on: the positive and the negative aspects of the activity, the knowledge acquired during the activity, the way the new things you found out influenced your point of view, the way your image about yourself has changed". (Paloş, Sava, Ungureanu, 2007)

Recommendations: The facilitator can stick the notes on a flipchart sheet, which will be displayed in the room for further reference and summarize the ideas discussed.

3. Practical activity - "The importance of feedback"

Objective: to make the participant aware of the importance of giving accurate and honest feedback

Duration: 15 minutes for brainstorming and 15 minutes for discussing

Methods: brainstorming, presentations, discussions

Material resources: flipchart, flipchart paper, markers

Activity: Split the group into 3 teams. Issue one flip chart paper to each team.

Team A will brainstorm as many reasons as possible that would make them reluctant to give feedback to someone. Team B will brainstorm as many things as possible that feedback will help them accomplish. What can feedback help them do? Team C will brainstorm as many things as possible that would make a feedback session effective. Give the teams 15 minutes to brainstorm and come up with their ideas.

Once the 15 minutes are over, get each team to present their ideas as follows:

Ask team A to come up to the front of the room and hang their flip chart.

Ask team A: Despite of knowing in abstract that giving feedback is important, sometimes you might still be hesitant to do it, especially when it comes to giving corrective feedback. What are some of the reasons that you came up with that would cause you to be reluctant to give feedback to someone?

Look for:

1. You fear an awkward situation
2. You feel the person is already too stuck in his/her ways and feedback will not help
3. You assume the person cannot handle the feedback
4. You know from previous instances that the person resists feedback or does not act on it.
5. You don't want to jeopardize the relationship you have with that person

Once everyone participated and shared their ideas, make the following point:

Make the point: Notice how most of these ideas and hurdles you came up with are self-constructed. Knowing that surrendering to these self-imposed ideas will cause you to fear the worst and will only shut you off from productive conversations so you need to start off by clearing such ideas off. In fact, sharing feedback on a regular basis, will give you more experience and you will get used to have these kinds of conversations. And finally having a good understanding of the most effective way to prepare

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and handle feedback will help you overcome these issues that may hold you back. Thank the group and ask them to return back to their places.

Ask team B to come up to the front of the room and hang their flip chart.

Ask this group to share the ideas they came up with for what they can accomplish with feedback? What can feedback help them do?

Look for:

- Contribute to others learning and development
- Motivate and inspire others to higher levels of performance.
- Provide direction and show direct reports and colleagues that you are attentive to them and care about their performance.
- Show appreciation for a job well done.
- Redirect undesirable behaviour
- Point out a more productive course of action.

Make the point: Giving constructive feedback when it's needed is essential to creating a productive work environment – If you give that feedback properly which is what we will learn in today's class, it doesn't have to threaten the relationship between you and the receiver of the feedback and the person will be able to use your input to improve his/her performance. A well-planned feedback discussion is an opportunity for you to share your observations with other about their job performance to elicit productive change. Thank the group and ask them to return back to their places.

Ask team C to come up to the front of the room and hang their flip chart.

Ask group C: thinking of a previous positive feedback interaction you had, what made it effective?

Look for:

- It had realistic expectations
- It was respectful
- It aimed to specific outcome
- It was a two-way conversation
- It was expressed as a point of view and not as an absolute truth.
- Gives an opportunity for follow-up

Make the Point: Specific and honest feedback that's backed up with evidence, will help others develop goals, make and reinforce positive changes, raise self-confidence, and spur action. Thank team C and ask them to return to their places.

Recommendations: The trainer will direct the teams, will draw up the conclusions and will summarize the activity.

4. Practical activity - "Graffiti fact" (Gregory, Chapman, 2002))

Objective: to assess the pre-existing knowledge on a subject and to have a clear image on the further instruction needed

Duration: 20 minutes

Methods: individual thinking

Material resources: 3 flipchart papers, adhesive tape, sticky notes (in three colours)

Activity: Create a "Graffiti Board of Facts". Post all the things the participants write regarding: "What you knew", "What you have learned", "What you want to learn next".

Recommendations: The facilitator will stick the notes on the flipchart sheets, which will be displayed in the room for further reference. At the end of the training the participants can be asked to leave on the Board only the sticky notes from the third topic that were not solved during the training.

5. Practical activity - "Face the Fact" (Gregory, Chapman, 2002)

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Objective: to assess participants` progress informally throughout the learning process, not wait until the end of the learning when it may be too late to correct information or skills

Duration: 5 minutes

Methods: questioning

Material resources: paper, pens/ pencils

Activity: Each participant will draw a Happy Face, a Straight Face and a Sad Face on individual pieces of paper. The facilitator will state a fact related to the topic that can be answered with an emotion. Ask the participants to hold up the card that matches the emotion.

Recommendations: The facilitator observes the emotion expressed by the participants and if there are straight or sad faces will try to adjust the lesson accordingly.

6. Practical activity - "Wraparounds" (Gregory, Chapman, 2002)

Objective: to encourage participants` reflections after the learning

Duration: 20 minutes

Methods: questions, answering in front of the class

Material resources: none.

Activity: Participants form a circle. Each one takes a turn telling: Something he will use from information or activities learned today; Something he will remember from today; A significant AHA! from this session.

Recommendations: This method encourages metacognition, as informal reflections are expressed verbally.

7. Practical activity - "Rotation Reflection" (Gregory, Chapman, 2002)

Objective: to encourage participants` reflections after the learning

Duration: 20 minutes

Methods: writing, discussions

Material resources: flipchart paper, markers, adhesive tape

Activity: Form 3 groups. 1. Post flipchart papers around the room with a related topic written on each sheet. Choose a participant to be the recorder for each sheet. 2. Small groups gather at each location to give ideas and views on the topic. 3. A recorder fills in the charts with great ideas generated. 4. A signal is given for the groups to move to the next paper and report on the topic. 5. Groups continue around the room, visiting each paper in turn and adding ideas. 6. The last group remains at the chart, consolidated information and reports it to the large group.

Recommendations: This method also encourages metacognition.

Other evaluation methods:

The portfolio is "a printed or digital collection of attentively selected materials (notes, artistic materials, audio and video cassettes, published articles, rewards, awards) that is able to show the progress and the minuses of the participants, in a course or activity. The portfolio is made based on the teacher`s requirements regarding the documents it should include and their structure and the selection and evaluation criteria". (Paloş, Sava, Ungureanu, 2007)

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V. 3. Self-reflection

– Systematization of processes



1. Self-reflection / self-knowledge task !

"How do you manage your time?"

QUESTIONNAIRE

Take a pen and a sheet of paper, and for each of the following statements, write down one of the following values: *Never, Occasionally, Usually, Often, or Always*.

1. "At the end of the day, I know exactly how I spent my time."
2. "Every day I manage to fulfil the most important tasks".
3. "I refuse to let any type of interventions to disrupt my activity".
4. "I prioritize my tasks according to their importance every day".
5. "On my desk, at sight, there is always a to-do list."
6. "I group similar things for efficiency (for example - phone calls)".
7. "I plan my recreation and breaks just as I organize my activity."
8. "I keep track of how I spent my time every day / week".
9. "I always pay attention to tasks that require or qualify for delegation".
10. "I avoid focusing on the activities I like".
11. "I carefully examine the time needed to accomplish each project by putting it in relation to the value of the project itself".
12. "I am aware of all the time I spend with lunch / coffee / relaxation / conversation".
13. "I stop working when I realize the futility of an activity."
14. "I try to combine similar tasks to accomplish them simultaneously."
15. "I plan my daily, weekly and monthly work ... on paper."
16. "I stop five times a day to ask myself what is the best way to use the time left."
17. "I think everything in "sequences" to place projects in "time units".
18. "I ask for help when it proves absolutely necessary for achieving an objective".
19. "I always succeed in finishing what I started and finally my office is free and pleasant to look."
20. "I immediately start working and I do not like to postpone, even if something is unpleasant."

The score is as follows:

"Never" - 1 point

"Occasionally" - 2 points

"Usually" - 3 points

"Often" - 4 points

"Always" - 5 points

You have to collect all the points and then look at the score for the result and find out if you are a good time manager.

Score:

Between 81 and 100 points: An excellent time manager

Between 61 and 80 points: Good use of time

Between 41 and 60 points: Acceptable time use

Between 20 and 40 points: Medium time use and lack of control

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No matter if you are satisfied or not with your time management performance, it's always a good idea to have a copy of this questionnaire on your desk. Answer this questionnaire once a month. If you become aware of the changes, you will be able to control them.



2. Self-reflection / self-knowledge task !

“How do you value other people’s time?”

Developing a personal sense of time includes developing a personal sense of the value of other people’s time. To discover your attitudes to other people’s time, complete the following exercise.

- I look upon the time of those who work for me as an extension of my own, to do with as I please: YES / NO
 - I frequently interrupt meetings in their offices, as I have first priority on their time: YES / NO
 - I regard job descriptions - that each position in an organization has their own proper duties, responsibilities and authority - as a bureaucratic nonsense
 - When telephoning, I never check to see if my call is an unwanted interruption at that particular moment
 - I enjoy the sound of my own voice and I know that I am rather long winded at meetings
 - In the last month I can think of one occasion when I have kept someone waiting needlessly without telling them why
 - I am aware of the quantity of time my staff put into their work (how many hours a day), but not the quality of the time they give
 - I have never reflected on the fact that other people’s time is as precious to them - or ought to be - as my time is to me
 - I do not show to potential or actual customers that I value their time. It’s their money I am after!
 - I frequently miss agreed deadlines, say that I will do things and then don’t do them, and have to be chased by others accordingly
- Only the “No” answers are scored.

Scoring:

8 - 10 NO ANSWERS

You are sensitive and thoughtful. Keep it up!

5 - 7 NO ANSWERS

You show a considerable amount of understanding for the value of others’ time. However, in some respects there is room for improvement! You need to work on fine-tuning your sensitivity to what those around you may be feeling.

2 - 4 NO ANSWERS

You are in danger of being perceived as being insensitive to others’ needs. Perhaps you could try asking for some feedback and advice from friends and colleagues about how they see you. Think about how you can put yourself in other people’s shoes more often, to develop more rapport with them. The results will be amazing!

0 - 1 NO ANSWERS

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You may be beyond redemption! A radical self-review of your attitude to the needs of others is needed. You might consider an assertiveness course to develop your personal awareness and sensitivity to others.

2. Organization



1. Self-reflection / self-knowledge task !

Assessing organizational and planning skills

How would you rate your organizational and planning skills? They help you focus on identifying project objectives, organizing information, developing action plans, implementing and evaluating plans, and paying attention to details.

Use the questions in Annex 6 to assess your organizational and planning skills.



2. Self-reflection / self-knowledge task !

How well organised are you? (by Sarah Cook, Stairway Consultancy, 2015)

Use the questionnaire in Annex 7 to assess your organisational and planning skills.

Score a "Yes" if you generally do the following and a "No" if you generally do not.

How to Score

For questions 1 to 6 award yourself 10 points for each "Yes".

For questions 7 to 10 award yourself 10 points for each "No".

Score 75-100: You are a good time manager: you are an extremely well organised professional who knows that good working habits save time and reduce stress.

Score 40-70: Your time management could be improved: the way you organise your work may sometimes create problems for yourself and others. Although these habits are more irritating than catastrophic, greater self-discipline would do your image a power of good.

Score 35 or less: You are a poor time manager: you are wasting an awful lot of time by failing to organise yourself and your work. People may be losing their respect for you. You really are asking for trouble.

V. 4. Evaluation

The final evaluation of this module can be done using different instruments, as it is shown below:

- Initially and finally evaluating the training on this area of competenced can be done by using the **Success Tree**.

Objectives: intended at the start or the end of a training course to help participants either focus on the key development they want to focus on, or to create actions based on the training they have participated in.

Duration: 20 minutes

Resources needed: a pack of different coloured post-it notes

Instructions:

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1. Draw a very basic picture of a tree on the full size of a flipchart and label this the 'success tree'. Explain to participants that this is the success tree.

2. Distribute the post-it notes and ask participants to write a single idea related to the training on each post-it note. They can write as many as they like.

If used at the start of a training course, their thoughts could be the key things they want to get out of the training. If at the end of a training course, it could be the key ideas or actions that they want to take away.

3. Ask them to bring their post-it notes and place them on the success tree.

In review, discuss the points placed on the tree, asking for clarification where needed and highlight the importance of each point.

- Active Reviewing

Objectives: the purpose of reviewing is to assist the process of learning from experience. Active reviewing improves the ability to learn from experience. Most active reviewing is simple, basic and direct. Used wisely it can enliven and sharpen the process of reviewing experience.

Instructions: Split the participants into small groups (3-5 persons). Each group should prepare and organize in the front of their colleagues an intergenerational workshop, applying a method for activating reading. After the presentations, each facilitator gets post-it notes from the others, with what it was/wasn't good and an advice for his future activities with families.

- **The Spider Web:** the group is placed in a circle. The trainer has a clew of yarn in his hand and he starts saying what this training meant for him, what he learned from this experience and sending a good thought to the other participants. Then he throws the clew to another person from circle, keeping its end. Everything is repeated until the clew arrives to every person in the circle. The trainer makes the last comments starting with the 'network' formed, much like a spider's webs.

- **A written questionnaire** which addresses questions like:

III. How useful was this activity for you?

IV. Have you learned new things? If yes, what are the new things that you have learned?

V. What are the things that you liked/ disliked?

VI. What could have been done differently/ better?

For details, see Annex 5, Final evaluation questionnaire.

V. 5. Additional resources

Facilitator's Guide for Teachers' Training: P2 Early Grade Literacy Instruction. RTI International and the National Curriculum Development Centre, 2014. Available at:

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Literacy for Life: Literacy and Numeracy Support for Children and Youth in Emergencies: Trainer's Guide. Unesco. Available at: <http://unesdoc.unesco.org/images/0023/002322/232253E.pdf>

Literacy Trainer Guide. Laubach Literacy Ontario. Available at: <http://www.laubach-on.ca/teach/training/literacytrainerguide>

O'Connell, Shannon; Medeni, AbdulSalam. *A Trainer's Guide: How to Design and Deliver Training with Impact.* The National Democratic Institute. Available at:

https://www.ndi.org/sites/default/files/How%20to%20Train%20Manual_EN.pdf

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Solter, Cathy; Pham Thi Minh Duc; Engelbrecht, Susheela M. *Trainer's Guide: Advanced Training of Trainers*. Watertown MA: Pathfinder International, 2007. Available at:

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Training Manual. Islamic Republic of Afghanistan, Ministry of Education, Literacy Department, 2014. Available at:

[http://gwweb.jica.go.jp/km/ProjDoc400.nsf/VW02040102/B285486E051E9D7149257EBD00075A78/\\$FILE/Training%20Manual%20\(English\).pdf](http://gwweb.jica.go.jp/km/ProjDoc400.nsf/VW02040102/B285486E051E9D7149257EBD00075A78/$FILE/Training%20Manual%20(English).pdf)

Interactive Techniques. Available at:

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Bernat, Simona-Elena. *Formator-perfectionare: Manualul cursantului*. Cluj-Napoca: Risoprint, 2010, 306 p.

McLeod, Joyce; Fisher, Jan; Hoover, Ginny. *The key elements of classroom management : Managing time and space, student behaviour, and instructional strategies*. Alexandria: Association for Supervision and Curriculum Development, 2003, 195 p.

Paloş, Ramona; Sava, Simona; Ungureanu, Dorel. *Educația adulților : Baze teoretice și repere practice*. Iași: Polirom, 2007, 344 p.

Gregory, Gayle H.; Chapman, Carolyn. *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, California: Corwin Press, 2002, 145 p.

855 de Jocuri și Activități: Ghidul Animatorului, Asociația European Youth Exchange Moldova, Reprezentanța UNICEF în Moldova. Chișinău, 2005, 176 p.

Web resources

Training Materials & Courseware Resource. Available at: <https://www.trainingcoursematerial.com>

Trainers warehouse blog. Available at: <http://blog.trainerswarehouse.com/time-management-activities/>

Trainer Bubble. Available at: <https://www.trainerbubble.com/free-training-resources/>

Convergence Training Blog: <https://www.convergencetraining.com>

<http://mrrd.gov.af/Content/files/TOT%20Manual%2C%20SPD-%20Pdf.pdf>

Active Reviewing Articles for Facilitators of Experiential Learning. Available at:

<http://reviewing.co.uk/actrev.htm>

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V. 7. Learning materials/ annexes

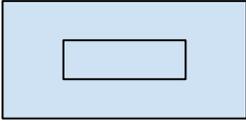
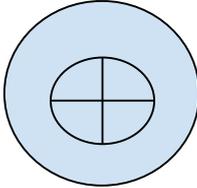
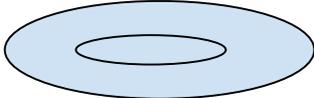
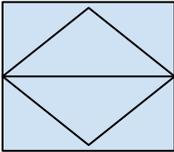
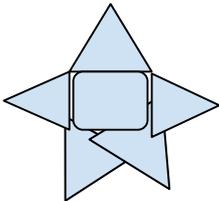
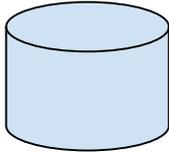
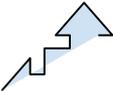
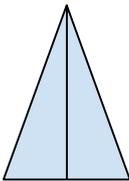
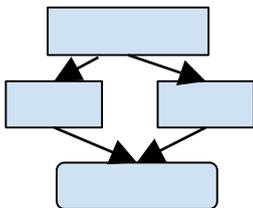
Annex 1

Cubing, levels of thinking (Gregory, Chapman, 2002)

Cubing ... Levels of Thinking	
1. Tell, describe, recall, name, locate, list	4. Review, discuss, prepare, diagram, cartoon
2. Compare, contrast, example, explain, define, write	5. Propose, suggest, finish, prescribe, devise
3. Connect, make, design, produce, develop	6. Debate, formulate, choose, support, in your opinion...

Annex 2

Graphic Organizer Framework (Gregory, Chapman, 2002)

 Fact Framed	 Roll it!	 Inside Out!
 Angle Antics	 Star Connections	 Drumming Up Details
 Facts and Opinions	 3 and 3	 Summing It Up!



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- Fact Frame: Write fact in center box. Write supporting details in outer box.
- Roll It: Write topic in the tire section. Write four key points in the spokes.
- Inside out: Write an important topic in the center. Write the attributes in the outer oval.
- Angle Antics: Put a cause in each big triangle. Write the effects on each side of the cause.
- Star Connections: Place the topic in the middle. Add a key fact in each star point.
- Drumming Up Details: Write a prediction on the top of the drum. State the outcomes or learned facts on the side of the drum.
- Fact and Opinions: Write the fact in the center. List an opinion by each arrow.
- 3 and 3: Write an important topic vocabulary noun in each of the large triangles. Write the meaning, a sentence and draw a picture on the sidelines.
- Summing It Up!: In the top rectangle, write the fact. In the next 2 boxes, write two supporting details. Then write the summary or conclusion in the bottom figure.



**Model of a training session plan, by Simona-Elena Bernat,
Learn & Vision Association**

	Warm up exercise Workshop's assessment (max 15 min.)	Reading (15-20 min.)	Interaction with the text Reflection (25-30 min.)	Words' study (15 min.)	Stimulating reading for pleasure (15 min.)
Argumentation					
Activities description					
Reflections after the workshop					



Erasmus+



Questionnaire on training needs analysis

(applied to the participants at the training for

the intergenerational literacy project *I want you to read for me!*)

Check in the right column or fill in with the appropriate answer.

1. Last name and first name:

2. Contact data (phone, email):

3. What abilities do you wish to develop during this training program?	Goals setting	
	Identifying and using lifelong learning and personal development opportunities	
	Anticipating obstacles in the realization of a project	
	Establishing and monitoring activity plans	
	Using new technologies (tablet, Internet, digital cameras, log, etc.)	
	Delivering influential presentations	
	Active listening	
	Recognizing and rewarding people who do their best in their activities	
	Accepting criticism and constructive suggestions from others	
	Providing direct, constructive and practical feedback	
	Motivating the participants at the reading workshops	
	Generate alternative solutions to problems and challenges	

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4. To what extent do you consider you have the following skills? Check for each row the box that matches your preference.

1 - not at all; 2 - to a small extent; 3 - somewhat; 4 - to a great extent; 5 - very important

	1	2	3	4	5
Elementary knowledge of primary school children psychology					
Elementary knowledge of adults psychology					
Preparing training activities for 3 generations					
Techniques for activating reading					
Combining reading with complementary means (dramatization, drawing, reading diary)					
Managing intergenerational reading workshops					

5. In order to run reading and intergenerational learning workshops, what are 3 important things you must know:

6. What is your training and experience with the theme of this program: reading and intergenerational learning?

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Annex 5

Final evaluation questionnaire
Organizing reading and intergenerational learning workshops

1. How would you appreciate the following training aspects? Check for each row the box that matches your preference.

	Very good	Good	Satisfactory	Unsatisfactory
Training content				
Novelty level				
Relevance of the developed skills				
How the trainer made the training programme interesting				
Trainer's knowledge about the subject				
How the trainer fulfilled the training objectives				
Clarity of explanations given by the trainer				
Quality of the organization (room, meals, snacks)				
Quality of powerpoint presentations				
Time allocated for activities				
Time allocated for breaks				
Level of satisfying the trainee's expectations				

Please be more specific (give examples, explanations) where you checked *satisfactory* or *unsatisfactory*.

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2. What didn't you learn and you needed to know or you think you should have learned during this training programme?

3. Comments:

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Annex 6

Assessing organizational and planning skills

	Unsatisfactory	Weak	Average	Good	Exceptional
1. Manage your time effectively.	1	2	3	4	5
2. Avoid getting “side-tracked” and losing focus.	1	2	3	4	5
3. Accomplish day-to-day tasks using an orderly approach.	1	2	3	4	5
4. Pay attention to details.	1	2	3	4	5
5. Synthesize information from a variety of outside sources when making major decisions.	1	2	3	4	5
6. Develop specific plans of how to accomplish major projects.	1	2	3	4	5
7. Organize information for developing specific plans.	1	2	3	4	5
8. Develop and implement “action plans” of how to accomplish tasks.	1	2	3	4	5
9. Implement plans in an orderly fashion.	1	2	3	4	5
10. Evaluate plans so that improvements and adjustments can be made.	1	2	3	4	5



Erasmus+



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Annex 7

Organisation and Planning Skills Assessment,
by Sarah Cook, Stairway Consultancy, 2015

No.	Questions	Yes	No
1.	When you arrive in the office in the morning do you have a written plan (made out the day before) as to how you will spend most of your day at work?		
2.	Do you give priority to the things that must be done rather than the things you like to do?		
3.	Do you know what time of day you work most effectively, and therefore use this time for working on your most difficult tasks?		
4.	Do you keep your desk clear of all papers except those on which you are working?		
5.	Do you have an effective system for prioritising and responding to your emails?		
6.	Do you have an efficient “reminder” system?		
7.	Do you have a tendency to take on more than you can realistically achieve?		
8.	Do you “butterfly” from one task to another?		
9.	Are you harassed by frequent interruptions whether emails, phone calls or visitors – that affect your ability to concentrate?		
10.	Do you frequently put off an assignment until it becomes an emergency or panic situation?		



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V. 8. Glossary

Teaching project = a document with a certain format that is written to support a teaching-learning activity, usually called a lesson or sequence.

Objective = the goal pursued by a training session.

Content = the information provided to the learners according to the set objectives.

Activities = the working methods used to make learning possible

Resources = the means, tools, objects used during the activity to put into practice the methods

Evaluation = evaluation of the activity, from the perspective of the operational objectives.

Course Support = the material written by the trainers to clarify, present, interpret the content set out in the curriculum.

Hand-outs = the materials provided by trainers to learners to discuss some aspects of course support.

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VI. Personal growth (CES, Macedonia)

VI. 1. Theoretical aspects

Keywords: motivation, communication, change

PERSONAL GROWTH AND MOTIVATION

If asked to identify a major concern or problem at personal growth, very likely one will cite motivational need to do something that will encourage someone to work harder to do what she/he intends to do.

Formally defined, motivation refers to the individual forces that account for the direction, level, and persistence of a person's effort expended at some activity.

Direction refers to an individual's choice when presented with a number of possible alternatives (e.g., whether to exert effort toward product quality or toward product quantity).

Level refers to the amount of effort a person puts forth (e.g., a lot or a little).

Persistence refers to the length of time a person sticks with a given action (e.g., to try to achieve goal in a given period and give up when it is found difficult to attain).

MOTIVATIONAL THEORIES

The theories of motivation can be divided into three broad categories.

Reinforcement theories emphasize the linkage between individual behaviour and some specific outcomes to show how one can alter the direction, level, or persistence of individual actions. They focus on the observable rather than what is inside an individual's head. Thus, reinforcement views place a premium on observing individuals to see which activity-related outcomes are highly valued. By altering when, where, how, and why some types of rewards are given, external actor can change the apparent motivation of individual by providing a systematic set of consequences to shape behaviour.

Content theories focus primarily on individual needs—the physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. These theories suggest creation of environment that responds positively to individual needs.

Process theories focus on the thought or cognitive processes that take place within the minds of people and that influence their behaviour.

Reinforcement and process theories are related to management practices, while content theories are base for personal growth perspective.

Content theories suggest that motivation results from the individual's attempts to satisfy needs. Four of the better-known content theories have been proposed by Abraham Maslow, Clayton Alderfer, David McClelland, and Frederick Herzberg. Each of these scholars offers a slightly different view of the individual's needs.

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HIERARCHY OF NEEDS THEORY

Abraham Maslow’s hierarchy of needs theory, as shown in Figure 1, identifies five distinct levels of individual needs: from self-actualization and esteem, at the top, to social, safety, and physiological at the bottom. Maslow assumes that some needs are more important than others and must be satisfied before the other needs can serve as motivators. For example, physiological needs must be satisfied before safety needs are activated, safety needs must be satisfied before social needs are activated, and so on.

HIGHER ORDER NEEDS	<p>Self-Actualization</p> <p>Highest need level; need to fulfill oneself; to grow and use abilities to fullest and most creative extent.</p>
	<p>Esteem</p> <p>Need for esteem of others; respect, prestige, recognition, need for self-esteem, personal sense of competence, mastery.</p>
LOWER ORDER NEEDS	<p>Social</p> <p>Need for love, affection, sense of belongingness in one’s relationships with other persons.</p>
	<p>Safety</p> <p>Need for security, protection, and stability in the physical and inter personal events of day-to-day life.</p>
	<p>Physiological</p> <p>Most basic of all human needs; need for biological maintenance; need for food, water, and sustenance.</p>

Figure 1. Higher order and lower order needs in Maslow’s hierarchy of needs.

Maslow’s view is quite popular in management because it appears easily implemented. Unfortunately, however, research evidence fails to support the existence of a precise five-step hierarchy of needs. The needs more likely operate in a flexible hierarchy. Some research suggests that higher order needs (esteem and self-actualization) tend to become more important than lower order needs (psychological, safety, and social) as individuals move up the social ladder.

Maslow’s hierarchy of needs theory offers a pyramid of physiological, safety, social, esteem, and self-actualization needs. Higher order needs in Maslow’s hierarchy are esteem and self-actualization.

Lower order needs in Maslow’s hierarchy are physiological, safety, and social.

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ERG THEORY

Clayton Alderfer's ERG theory is also based on needs but differs from Maslow's theory in three basic respects. First, the theory collapses Maslow's five need categories into three:

- existence needs—desire for physiological and material well-being;
- relatedness needs—desire for satisfying interpersonal relationships; and
- growth needs—desire for continued personal growth and development.

Second, whereas Maslow's theory argues that individuals progress up the "needs" hierarchy, ERG theory emphasizes a unique frustration-regression component. An already satisfied lower level need can become activated when a higher-level need cannot be satisfied. Thus, if a person is continually frustrated in his or her attempts to satisfy growth needs, relatedness needs can again surface as key motivators. Third, unlike Maslow's theory, ERG theory contends that more than one need may be activated at the same time.

Even though more research is needed to shed more light on its validity, the supporting evidence on ERG theory is encouraging. In particular, the theory's allowance for regression back to lower level needs is a valuable contribution to our thinking. It may help to explain why in some settings, for example, workers' complaints focus on wages, benefits, and working conditions—things relating to existence needs. Although these needs are important, their importance may be exaggerated because the workers' jobs cannot otherwise satisfy relatedness and growth needs. ERG theory thus offers a more flexible approach to understanding human needs than does Maslow's strict hierarchy.

ACQUIRED NEEDS THEORY

Psychologist David I. McClelland and his co-workers began experimenting with the Thematic Apperception Test (TAT) as a way of measuring human needs. The TAT is a projective technique that asks people to view pictures and write stories about what they see. In one case, McClelland showed three executives a photograph of a man sitting down and looking at family photos arranged on his work desk. One executive wrote of an engineer who was daydreaming about a family outing scheduled for the next day. Another described a designer who had picked up an idea for a new gadget from remarks made by his family. The third described an engineer who was intently working on a bridge stress problem that he seemed sure to solve because of his confident look.

McClelland identified three themes in these TAT stories, with each corresponding to an underlying need that he believes is important for understanding individual behavior. These needs are

- (1) need for achievement (nAch)—the desire to do something better or more efficiently, to solve problems, or to master complex tasks;
- (2) need for affiliation (nAff)—the desire to establish and maintain friendly and warm relations with others;
- (3) need for power (nPower)—the desire to control others, to influence their behavior, or to be responsible for others.

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McClelland posits that these three needs are acquired over time, as a result of life experiences. He encourages managers to learn how to identify the presence of nAch, nAff, and nPower in themselves and in others and to be able to create environments that are responsive to the respective need profiles.

The theory is particularly useful because each need can be linked with a set of environmental preferences. A high-need achiever will prefer individual responsibilities, challenging goals, and performance feedback. A high-need affiliator is drawn to interpersonal relationships and opportunities for communication. The high need for-power type seeks influence over others and likes attention and recognition. If these needs are truly acquired, it may be possible to acquaint people with the need profiles required to succeed in various types of activities.

COMMUNICATION

Communication is a powerful tool for personal growth. Personal growth can be achieved through the practice of communication skills.

Communication is the conveyance of energy and information, whether intellectual or emotional, whether conscious or nonconscious, whether verbal or non-verbal, from one sentient being to another. Communication skills include listening well, articulating clearly, expressing empathy, and the quality of an individual's presence.

Communication skill practice refers to working with others in a training or workshop session potentially involving role-plays and giving and receiving feedback. Personal growth in the context of communication skill practice is the way in which embodying practices such as listening, empathy, and clearly articulating, affects the learner, as opposed to solely increasing his or her ability to communicate.

Ability to receive and sent the messages in the proper way can improve personal skills, but it also influences on the other parties involved in the communication process, on their knowledge, attitude, behaviour and development.

It is useful to think of communication as a process of sending and receiving messages with attached meanings. The key elements in the communication process include a source, who encodes an intended meaning into a message, and a receiver, who decodes the message into a perceived meaning. The receiver may or may not give feedback to the source. Although this process may appear to be very elementary, it is not quite as simple as it looks.

Noise is the term used to describe any disturbance that disrupts it and interferes with the transference of messages within the communication process.

The information source is a person or group trying to communicate with someone else. The source seeks to communicate, in part, to change the attitudes, knowledge, or behavior of the receiver. This involves encoding—the process of translating an idea or thought into a message consisting of verbal, written, or nonverbal symbols (such as gestures), or some combination of them. Such messages are transmitted through various communication channels, such as face-to-face meetings, electronic mail and other forms, social media, and telephone communications or text messages among others. The choice of channel can have an important impact on the communication process. Some people are



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better at using certain channels over others, and some messages are better handled by specific channels.

The communication process is not completed just because a message is sent. The receiver is the individual or group of individuals to whom a message is directed. In order for meaning to be assigned to any received message, its contents must be interpreted through decoding. This process of translation is complicated by many factors, including the knowledge and experience of the receiver and his or her relationship with the sender. A message may also be interpreted with the added influence of other points of view, such as those offered by friends, co-workers, or organizational superiors. Ultimately, the decoding may result in the receiver interpreting a message in a way that is different from that originally intended by the source.

FEEDBACK AND COMMUNICATION

Most receivers are well aware of the potential gap between the intended message of the source and the perceived meaning assigned to it by the recipient. One way in which these gaps are identified is through feedback, the process through which the receiver communicates with the sender by returning another message. The exchange of information through feedback can be very helpful in improving the communication process, and the popular advice to always “keep the feedback channels open” is good to remember.

In practice, giving “feedback” is often associated with one person communicating an evaluation of what another person has said or done. There is an art to giving this special type of feedback so that the receiver accepts it and uses it constructively. Words that are intended to be polite and helpful can easily end up being perceived as unpleasant and even hostile. This risk is particularly evident in the performance appraisal process.

EFFECTIVE AND EFFICIENT COMMUNICATION

When people communicate with one another, at least two important things are at issue. One is the accuracy of the communication—an issue of effectiveness; the other is its cost—an issue of efficiency.

Effective communication occurs when the intended meaning of the source and the perceived meaning of the receiver are virtually the same. Although this should be the goal in any communication, it is not always achieved. Opportunities to offer feedback and ask questions are important ways of increasing the effectiveness of communication.

Efficient communication occurs at minimum cost in terms of resources expended. Time, for example, is an important resource. Picture your instructor taking the time to communicate individually with each student in your class about the course subject matter. It would be virtually impossible to do so. Even if it were possible, it would be very costly in terms of time. People at work often choose not to visit one another personally to communicate messages. Instead, they rely on the efficiency of written memos, posted bulletins, group meetings, E-mail, or voice-mail.

As efficient as these forms of communication may be, they are not always effective. A change in policy posted by efficient E-mail may save time for the sender, but it may not achieve the desired interpretations and responses. Similarly, an effective communication may not be efficient. For a business manager to visit each employee and explain a new change in procedures may guarantee that

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everyone understands the change, but it may also be prohibitively expensive in terms of the required time expenditure.

NONVERBAL COMMUNICATION

We all know that people communicate in ways other than the spoken or written word. Indeed, nonverbal communication that takes place through facial expressions, body position, eye contact, and other physical gestures is important both to understand and master. It is basically the act of speaking without using words. Kinesics, the study of gestures and body postures, has achieved a rightful place in communication theory and research.

The nonverbal side to communication can often hold the key to what someone is really thinking or meaning. It can also affect the impressions we make on others. Interviewers, for example, tend to respond more favourably to job candidates whose nonverbal cues, such as eye contact and erect posture, are positive than to those displaying negative nonverbal cues, such as looking down or slouching. The art of impression during interviews and in other situations requires careful attention to both verbal and nonverbal aspects of communication, including one's dress, timeliness, and demeanour.

ACTIVE LISTENING

The ability to listen well is a distinct skill from "communicating" with other people. After all, there are always two sides to the communication process:

(1) sending a message, or "telling," and (2) receiving a message, or "listening." There is legitimate concern that too many people emphasize the telling and neglect the listening. Everyone in the new workplace should develop good skills in active listening—the ability to help the source of a message say what he or she really means. The concept comes from the work of counsellors and therapists, who are trained to help people express themselves and talk about things that are important to them. Take a moment to more thoroughly consider the guidelines for active listening shown in the table below.

GUIDELINES FOR ACTIVE LISTENING

Listen for content—try to hear exactly what is being said.

Listen for feelings—try to identify how the source feels about things.

Respond to feelings—let the source know that his or her feelings are recognized.

Note all cues—be sensitive to both verbal and nonverbal expressions.

Reflect back—repeat in your own words what you think you are hearing.

It is important to understand sources of noise that are common to most interpersonal exchanges: physical distractions, semantic problems, mixed messages, cultural differences, absence of feedback etc.

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Physical distractions

Any number of physical distractions can interfere with the effectiveness of a communication attempt. Interruptions such as telephone calls, drop-in visitors, and the like, should be prevented.

Semantic problems

Semantic barriers to communication involve a poor choice or use of words and mixed messages. In this regard, the popular KISS principle of communication is always worth remembering: “Keep it short and simple.”

Mixed messages

Mixed messages occur when a person’s words communicate one thing while actions or “body language” communicate another. They are important to spot since nonverbal can add important insight into what is really being said in face-to-face communication.

For instance, someone may voice a cautious “Yes” during a business meeting at the same time that her facial expression shows stress and she begins to lean back in her chair. The body language in this case may suggest the existence of important reservations, even though the words indicate agreement.

Cultural differences

People must always exercise caution when they are involved in cross-cultural communication—whether between persons of different geographical or ethnic groupings within one country, or between persons of different national cultures. A common problem is ethnocentrism—the tendency to believe one’s culture and its values are superior to those of others. It is often accompanied by an unwillingness to try to understand alternative points of view and to take the values they represent seriously. This mindset can easily create communication problems among people of diverse backgrounds. The difficulties with cross-cultural communication are perhaps most obvious in respect to language differences.

Absence of feedback

One-way communication flows from sender to receiver only, as in the case of a written memo or a voice-mail message. There is no direct and immediate feedback from the recipient. Two-way communication, by contrast, goes from sender to receiver and back again. It is characterized by the normal interactive conversations in our daily experiences. Research indicates that two-way communication is more accurate and effective than is one-way communication, even though it is also more costly and time consuming. Because of their efficiency, however, one-way forms of communication—memos, social media, E-mail, text messages, and the like are frequently used in daily communication. One-way messages are easy for the sender but often frustrating for the receiver, who may be left unsure of just what the sender means or wants done.

GROWTH AND CHANGE

Personal growth is related to change as intentional effort. Changes are the only things which remain constant in life. It is an automatic process. It does not require permission to happen. Everything in this world is constantly changing. However, experiencing changes in the world are not an indication of growth.

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Most of the people do not deal with changes in a positive way to learn and grow in life and because of that they become stagnant due to their consistent desire of living in their comfort zone. The changes bring paralyzing fear for them about what life ahead.

Psychologist Kurt Lewin recommends that any change effort be viewed as a process with three distinct phases—unfreezing, changing, and refreezing, all of which must be well handled for a change to be successful. He also suggests that we may become easily preoccupied with the changing phase and neglect the importance of the unfreezing and refreezing stages.

Unfreezing

Unfreezing is preparing a situation for change. It involves disconfirming existing attitudes and behaviours to create a felt need for something new. Unfreezing is facilitated by environmental pressures, declining performance, recognition of a problem, or awareness that someone else has found a better way, among other things. Many changes are never tried or they fail simply because situations are not properly unfrozen to begin with.

Large systems seem particularly susceptible to what is sometimes called the boiled frog phenomenon. This refers to the notion that a live frog will immediately jump out when placed in a pan of hot water. When placed in cold water that is then heated very slowly, however, the frog will stay in the water until the water boils the frog to death. Although the signals that change may be needed are available, they aren't noticed or given any special attention—until it is too late. It is important to understand the importance of “unfreezing” in the change process.

Changing

The changing stage involves taking action to modify a situation by changing things, such as the people, tasks, structure, or technology. Lewin believes that many change agents are prone to an activity trap. They bypass the unfreezing stage and start changing things prematurely or too quickly. Although their intentions may be correct, the situation has not been properly prepared for change. This often leads to failure. Changing something is difficult enough in any situation, let alone having to do so without the proper foundations.

Refreezing

The final stage in the planned change process is refreezing. Designed to maintain the momentum of a change and eventually institutionalize it as part of the normal routine, refreezing secures the full benefits of long-lasting change. Refreezing involves positively reinforcing desired outcomes and providing extra support when difficulties are encountered. It involves evaluating progress and results and assessing the costs and benefits of the change. And it allows for modifications to be made in the change to increase its success over time. When all of this is not done and refreezing is neglected, changes are often abandoned after a short time or incompletely implemented.

Personal growth means constant assessment to improvement. That means constant change and lifelong learning process. Since the change is constant and the evolution is constant, the awareness for change need, is crucial for self-improvement.

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IMPORTANCE OF PERSONAL GROWTH

Personal growth is a consistent approach to improve the level of self-knowledge and to ensure growth in every aspect of life; such as mental, physical and spiritual for maximization of inherent potential to lead a truly contented life.

Personal growth is an ongoing process. There is no such thing like, limits or saturation point associated with personal growth.

Personal growth makes a person better today than yesterday.

Personal growth is a field of practice and research. As a field of practice it includes methods, learning programs, assessment systems, tools and techniques. As a field of research, personal growth topics increasingly appear in scientific journals, higher education reviews, management journals and business books. Any sort of development —whether economic, political, biological, organizational or personal—requires a framework if one wishes to know whether change has actually occurred.

Personal growth includes:

- ✓ improving self-awareness
- ✓ improving self-reflection
- ✓ improving self-evaluation
- ✓ improving self-knowledge
- ✓ improving or learning new skills
- ✓ becoming a self-leader
- ✓ building or renewing identity / self-esteem
- ✓ developing strengths or talents
- ✓ improving wealth
- ✓ spiritual growth
- ✓ identifying or improving potential
- ✓ building employability or human capital
- ✓ enhancing lifestyle or the quality of life
- ✓ improving health
- ✓ fulfilling aspirations
- ✓ initiating a life enterprise or personal autonomy
- ✓ defining and executing personal growth plans
- ✓ improving social abilities

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Process for self-improvement and personal development starts with goals setting. Humans are a social species, and influenced by the example of other people. They often adopt goals of the people around them, even without realizing that we are doing so.

There are different kinds of role models in the world around. Some of them are positive role models, but there are also negative role models around us. The influence of a role model depends on goal.

“Not all who wander are lost,” they say, but for the great majority of us, having a road map for the future is a key element to well-being and success. This means setting goals for ourselves and finding ways to achieve them. Goals provide focus. With no guiding vision or plan, people tend to drift.

When setting goals, one of the options is to follow SMART criteria. SMART means that the goals should be: S-specific, M-measurable, A-assignable, R-relevant and T-timely set. All the goals should be achievable and attainable.

Personal growth frameworks may include goals or benchmarks that define the end-points, strategies or plans for reaching goals, measurement and assessment of progress, levels or stages that define milestones along a growth path, and a feedback system to provide information on changes.

Personal growth could be also recognized as a process of identifying goals and learning. Generally, this view, includes these elements: creating a vision of success, obtaining knowledge of the skills required to succeed, formal or informal assessments, and creating an individual development plan.

Planning process in this case should follow these steps:

- Direction setting –a vision of a future profession or job (identifying of work values)
- Identifying of competencies –skills that are most important for succeeding in the targeted position (accountability, adaptability, communication skills, learning skills, initiative, creativity, integrity, professionalism, team work, etc.)
- Self-assessment – assessment to the competency related to the target.
- Creating an individual development plan – setting of goals that refers to the needed development (based on work values, experiences self-assessment and feedback).
- Implementation –action oriented- in order to accomplish development plan, realistic, measurable, specific, with timeline and schedule.

Many theories make curtail connection between personal growth and self-reflection, self-knowledge and self- evaluation.

In the past years, there has been a growing interest in introspective of self-reflecting methods, such as the “thinking-aloud” interview or stimulated recall, in which a subject engaged in a task, speaks his/her thoughts aloud. Self-reflection or introspection means self-observation and report of one’s thoughts, desires, and feelings. It is a conscious mental process relying on thinking, reasoning, and examining one’s own thoughts, feelings, and, ideas. It is contrasted with extrospection, the observation of things external to one’s self.

Self-knowledge is the foundation for personal growth and spiritual understanding. It is the self-knowledge that defines the path for personal growth.

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Self- evaluation could be explained as self-judgment for certain achievement, abilities or work.

To reach all this variables for personal development, beside of strategies and plans it is important to develop skills to manage emotions. Emotions could be as a roller-coaster and often they could be the main reason for not reaching the goals. To avoid this situation it is important:

- To recognize and name the emotion
- To describe how that emotion is affection to behavior
- Be aware that emotions do not last forever
- Find the source for that emotion and make effort to find the solution
- Learn from the emotion - every experience could be useful

Although early formative experiences start within the family, at school, etc. and shape us as adults, personal growth should not stop later in life, is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.

VI. 2. Practical activities

1. Practical activity "*Preparing Family action plan*"

Objective: The facilitator for family literacy to be able to prepare an\ Family action plan

Duration: 45 min

Methods: conversation, questioning, explanation, presentation

Material resources: flipchart sheets, markers, annex 1

Running the activity: divide the trainees into groups of four; each of groups should upon the experience of the trainees of the group produce Family action plan according to annex 1, develop implementation plan, describe the ways of implementation and propose the tools for monitoring. Each of the groups has 10 minutes to agree of the content of the action plan, 10 minutes to prepare and 5 minutes to present, after the presentation of all the groups, should follow the discussion.

Recommendations: The trainer should emphasize the importance of goal setting. The goals should be realistic and achievable. The trainer is responsible for facilitation of discussion. At the end he/she should summarize the main points from presentations and discussion.

2. Practical activity "*Force-Field Analysis*"

Objective: To be aware of factors and forces that effect on achievement of goals (To identify "driving forces" — the factors that are presently helping to move things in the desired direction, and the Identify those "restraining forces" — the factors that are presently holding things back from moving in the desired direction.)

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Duration: 30 minutes

Methods: conversation, questioning, explanation, presentation

Material resources: flipchart sheets, markers, stickers, instruction list, annex 2

Activity: The trainer asks the trainees involved in training to: Choose a situation in which they have high personal stakes (for example: how to get a better grade in the school; how to get a promotion; how to obtain some position or from the plan that was developed in the previous practical activity).

Using a version of the Sample Force-Field Analysis Form (annex 2), each group should apply the technique to its situation, following the steps:

- Describe the situation as it now exists.
- Describe the situation as you would like it to be.
- Identify those “driving forces” — the factors that are presently helping to move things in the desired direction.
- Identify those “restraining forces” — the factors that are presently holding things back from moving in the desired direction.
- Try to be as specific as possible in terms of the above in relation to your situation. You should attempt to be exhaustive in your listing of these forces. List them all!
- Now go back and classify the strength of each force as weak, medium, or strong. Do this for both the driving and the restraining forces.
- At this point each of the groups should rank the forces regarding their ability to influence or control the situation.

Groups should share analyses and discuss.

Recommendations: The trainer should give instructions to the trainees and share materials and instruction list with steps for the exercise. The best would be that each participant from the group identifies the “driving and restraining forces”, with his own stickers in a different color. The trainer facilitates the discussion. Facilitation should lead to develop strategy for goal achievement, to reinforce the factors that move us in the desirable direction and to avoid and minimize the opposite ones.

3. Practical activity “*Developing personal prospects*”

Objective: Visualizing of personal and professional goals

Duration 40 min

Methods: explanation, presentation

Material resources: flip-chart sheets, magazines, scissors, glue glitter, adhesive tape, annex 3

Running the activity: Step 1 / Individual work: Ask the trainees to define categories they consider relevant to their personal success and to write them down as shown in the sample chart.

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Step 2 / Individual work: Hand out paper, magazines, scissors, glue, adhesive tape and glitter. Ask the trainees to search the magazines for images they associate with their personal and professional goals and to cut them out. The trainees may also cut out phrases, words or quotes that match their ideas and interpretations. The clippings should then be attached to the chart in the respective categories.

Step 3 / Presentation: After the collages or charts are completed, trainees should present their work to the others. The trainees should take turns to explain how their charts symbolize their vision of “success in life and business”. Encourage vision of “success in life and business”. Encourage the other trainees to ask questions after the presentation.

Recommendations: The presentations should be prepared using the same chart sample for a collage showing of personal and professional goals (annex 3). The trainer will summarize the presentations and highlight the importance of having vision for personal and professional development.

4. Practical activity "Storytelling"

Objective: Improving communication skills, creativity development of family literacy facilitator

Duration: 45 min

Methods: explanation, telling, presentation

Material resources: lego bricks (one package for each of the groups), white and colour paper, markers, camera and projector

Running the activity: divide the trainees into groups of three; each of groups receive materials and directions to use the lego bricks to build the forms and create a scene for developing a story. Each of the groups should develop a short story and record a video of storytelling. At the end recorded videos are presenting to the other participants.

Recommendations: The trainer could give the few elements to encourage the story development such as: hero, values, conflict, barriers, surprise, happy ending. This activity encourages development of creativity and communication skills of facilitator, generates new ideas and simulate situations. Also, it is very useful for animation of children in learning.

VI. 3. Self-reflection



1. Self-reflection / self-knowledge task

"Monthly Journal for Personal Growth"

Identify the recommended goals for individual and facilitator for personal growth.

Facilitators and students can use this sheet on a monthly basis to monitor their progress.

Use of this tool on a regular basis can be an effective way to keep students on track. Annex 4

Family Literacy Facilitators Training Program**2. Self-reflection / self-knowledge task****"Weekly Growth Log"**

Identify and measure the implementation of personal growth.

This worksheet can be used on a weekly basis to keep individuals focused on their short-term goals.

What was the high point of the week?

Whom did you get to know better this week?

What was the major thing you learned about yourself this week?

Did you institute any major changes in your life this week?

How could this week have been better?

What did you procrastinate about this week?

Identify three decisions or choices you made this week.

What were the results of these choices?

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Did you make any plans this week for future events?

Unfinished Business



3. Self-reflection / self-knowledge task

"Performance Goals"

To identify the recommended goals for an individual for personal growth. Facilitator asks student to identify his/her performance goals on this page. Focus on the positive things he/she needs to do to achieve them.

Answer the following questions:

Reflect the answers and write them down.

If I could change something about myself, I would

If I could have anything I wanted, it would be

The thing I like most about school is

The thing I don't like about school is

The class that is hardest for me is

My favourite class is

When I don't do as well in school as I can, it is because

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What school subjects do you do well in?

What do you think you might need extra help in?

When I have leisure time, I like to

I get upset when

I don't like people to

Use the answers as the basis for further discussion on goals and ways to improve.



4. Self-reflection / self-knowledge task

"Establishing Goals"

The personal development starts with setting goals. It is very important for us to define what it is important for us and for our life.

My Personal Goal:

State a goal that would enhance your personal life.

How will I accomplish this goal?

Who will help me accomplish this goal?

My Social Goal:

State a goal that would enhance your social life.

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How will I accomplish this goal?

Who will help me accomplish this goal?

My Academic Goal:

State a goal that would enhance your academic life.

How will I accomplish this goal?

Who will help me accomplish this goal?



5. Self-reflection / self-knowledge task

“Communicate yourself out”

Communicate personal perspectives.

Here is a list of conversation topics to get yourself to express personal opinions.

A person could comment on each of these questions.

The answers may be used as topics for further discussion.

1. What is the greatest lesson you have ever learned?.....
.....
2. Describe yourself as a stranger might see you.....



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-
3. Describe yourself as your best friend knows you.....
.....
 4. What are the qualities a best friend must possess?.....
.....
 5. What makes you special?.....
.....
 6. Describe the qualities you most admire in someone you might call a hero.....
.....
 7. Describe your favorite relative.....
.....
 8. How do people know when you are upset?.....
.....
 9. Describe your favorite teacher.....
.....
 10. Describe the ideal job for you.....
.....
 11. Who has it easier -- girls or guys? Defend your position
.....
 12. When have you been wrongly accused? Explain.....
.....
 13. What must a person do to be trusted?.....
.....
 14. What famous person would you most like to meet? Why?.....
.....
 15. If you could live anywhere in the world, where would it be? Why?.....
.....

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6. Self-reflection / self-knowledge task!

Personal Values

Identify Personal values:

Below are 16 items. Rate how important each one is to you on a scale of 0 (not important) to 100 (very important). Write the numbers 0 – 100 on the line to the left of each item.

Notimportant		Somewhatimportant						Veryimportant		
0	10	20	30	40	50	60	70	80	90	100

1. An enjoyable, satisfying job.
2. A high-paying job.
3. A good marriage.
4. Meeting new people; social events.
5. Involvement in community activities.
6. My religion.
7. Exercising, playing sports.
8. Intellectual development.
9. A career with challenging opportunities.
10. Nice cars, clothes, home, etc.
11. Spending time with family.
12. Having several close friends.
13. Volunteer work for not-for-profit organizations, such as the cancer society.
14. Meditation, quiet time to think, pray, etc.
15. A healthy, balanced diet.
16. Educational reading, TV, self-improvement programs, etc.

Scoring

Transfer the numbers for each of the 16 items to the appropriate column below, then add the two numbers in each column

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Professional	Financial	Family	Social
1. _____		2. _____	3. _____
			4. _____
9. _____	10. _____	11. _____	12. _____
Totals			
Community	Spiritual	Physical	Intellectual
5. _____	6. _____	7. _____	8. _____
13. _____	14. _____	15. _____	16. _____
Totals			

Interpretation

The higher the total in any area, the higher the value you place on that particular area. The closer the numbers are in all eight areas, the more well-rounded you are. Think about the time and effort you put forth in your top three values. Is it sufficient to allow you to achieve the level of success you want in each area? If not, what can you do to change? Is there any area in which you feel you should have a higher value total? If yes, which, and what can you do to change?

Recommendations:

Think about the time and effort you put forth in your top three values. Is it sufficient to allow you to achieve the level of success you want in each area? If not, what can you do to change? Is there any area in which you feel you should have a higher value total? If yes, which, and what can you do to change? Discuss your ideas with a group.



7. Self-reflection / self-knowledge task!

"Personal strength, weaknesses and goals "

Identify the recommended environment and needs for personal growth using annex 5.

Recommendations:

Think about strengths you are aware of, then write them in the table, note 3-5 issues. After that think about some strong areas that potentially might be developed and think what is needed for that.

Then, think about weaknesses you are aware of, then write them in the table, note 3-5 issues. After that think about some weak areas that need improvement and think what is needed for that.

In the "goals" section put the priorities that derive from areas that potentially might be developed and areas that need improvement, according to their importance.

Be prepared to share the results of your group's discussion with the rest of the group.

Family Literacy Facilitators Training Program**8. Self-reflection / self-knowledge task!****"Record assessment"**

Identify the achievement of goals in a concrete area, preparing and using a matrix for assessment. (annex 6)

VI. 4. Evaluation

Each facilitator should follow the next steps in order to evaluate individual growth

Step 1: Identify

1. Does the individual have explained his/her personal development growth problem in detail?
2. Did you provide any guidance to him /her clarify all the factors?
3. Do not proceed until you both agree that you have identified the *real issue*.

Step 2: Brainstorm

1. Discuss alternative solutions together.
2. Agree upon a feasible set of solutions.
3. Do not proceed until all possible solutions have been identified.

Step 3: Measure

1. Help her/him to identify the pros and cons of each solution.
2. Help her/him to predict the possible outcomes of each solution.
3. Do not proceed until every alternative has been anticipated.

Step 4: Decide

1. Ask her/him to choose the solution that has the "most pros" and "least cons."
2. Ask her/him to explain why his/her solution is the best possible one.
3. Do not proceed until she/he is certain of his/her decision.

Step 5: Plan

1. Help her/him to identify the best ways to implement his/her solution.
2. Help her/him to choose the best plan.
3. Encourage her/him to use the plan to resolve the problem.



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VI. 5. Additional resources

Denis E. Coates, *10 Strategies & 10 Tools to Help You Improve Your Performance*, (Performance Support Systems, Inc.)
Peter Senge, *The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations* (Doubleday/Currency)
[Arterberry, Melodie Hicks](#). California Institute of Integral Studies, ProQuest Dissertations Publishing, 2014.

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VI. 7. Learning materials / annexes

Annex 1

Family action plan

Produce Family Action Plans
<ul style="list-style-type: none">· Identify Family Strengths and Assess Family Needs· Establish Goals (Be sure that the goals you set work together, Choose something that you really want to accomplish;· Establish Objectives (i.e., more specific statements of what families intend to achieve in each goal area)· Identify Strategies to Achieve the Objectives (Think about what resources (e.g., people, materials, time) can help you achieve your goals)· Create a Plan of Action· Monitor Progress
Develop an Implementation Plan
<ul style="list-style-type: none">· What will be accomplished?· How will it be done?· What are the roles of staff and parents in this plan?· What are the timelines?· How will progress be tracked?
Implement the Plan
<ul style="list-style-type: none">· Document the Outcomes· Review Periodically
Monitor the Plan
<ul style="list-style-type: none">· Review the Outcomes, Positive and Negative· Make Needed Changes

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Annex 2

Sample Force-Field Analysis Form

Current Situation:	Situation as You Would Like It To Be:
Driving Forces:	Restraining Forces:
	

Annex 3

Sample chart for a collage showing personal goals for private and professional success:

Annual Theme	YEAR 1	YEAR 2	YEAR 3
Spiritual success			
Intellectual success			
Physical success			
Emotional success			
Professional success			
Financial success			

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Monthly Journal for Personal Growth

STUDENT	FACILITATOR
Goals I Have Achieved This Month:	Goals I Have Achieved This Month:
Goals for Next Month:	Goals for Next Month:
Things I Need to Work On:	Things I Need to Work On:

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Annex 5

Personal strength, weaknesses and goals

	KNOWN	UNKNOWN
STRENGTHS	Areas you already know are strong	New information about strong areas
	_____	_____
	_____	_____
	_____	_____
	_____	_____
WEAKNESSES	Areas you already know need improvement	New information about areas that need improvement
	_____	_____
	_____	_____
	_____	_____
	_____	_____
GOALS	1.	
	2.	
	3.	
	4.	
	5.	

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Annex 6

Matrix for measurement assessment of learning (example English language)

Standard	Excellent	Good	Developing
Identifies purpose for speaking.			
Uses correct grammar.			
Manages communication anxiety.			
Comments are clear.			
Pronunciation is comprehensible.			
Expresses views and opinions in English.			
Uses new vocabulary.			
Looks at the audience and makes eye contact.			
Faces the audience.			

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VI. 8. Glossary

Personal growth = development as an individual

Motivation = a reason or reasons for acting or behaving in a particular way.

Content Theories = Content theories focus on the factors within a person that energize, direct, sustain and stop behavior. They look at the specific needs that motivate people. Content theorists include Abraham Maslow, Clayton P. Alderfer, Frederick Herzberg and David C. McClelland. Their theories have been helpful in discussing motivation, but not all have been verified through research.

Process theories = they provide a description and analysis of how behavior is energized, directed, sustained and stopped. Four process theories are predominant: Reinforcement, expectancy, equity, and goal setting. Expectancy and equity theories have become a part of compensation curricula and are considered in the design of compensation plans. Expectancy and equity theories have not been as thoroughly researched as reinforcement and goal setting theories.

Reinforcement theories = Most often linked with reinforcement theory is the work of B.F. Skinner. Skinner's work is built on the assumption that behavior is influenced by its consequences. These consequences are referred to as "operants," and so this theory uses the term "operant conditioning." Behavior modification is used to describe the learning by reinforcement of an individual. Reinforcement theory is based on several principles of operant conditioning:

Communication = the imparting or exchanging of information by speaking, writing, or using some other medium. It is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior

Communication skills = The ability to convey or share ideas and feelings effectively.

Communication process = the steps we take in order to successfully communicate. Components of the communication process include a sender, encoding of a message, selecting of a channel of communication, receipt of the message by the receiver and decoding of the message.

Feedback = Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Self-awareness =conscious knowledge of one's own character and feelings.

Self-reflection =conscious mental process relying on thinking, reasoning, and examining one's own thoughts, feelings, and, ideas

Self-evaluation=self-judgment for certain achievement, abilities or work.

Self-knowledge=knowledge or understanding of one's own capabilities, character, feelings, or motivation

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FINAL CONSIDERATIONS (ECOP, BULGARIA)

The curriculum of the training program for family literacy facilitators is designed on the basis of the FLF occupational profile (IO2). The following 6 key Competence Areas (CA) include the identified key competences of the family literacy facilitator:

1. Professional competences (CA1)

- a) Awareness of the importance of family literacy
- b) Promoting family literacy at all levels, e.g. in the educational system, various age groups, different social backgrounds etc.
- c) Placement of family literacy models into the local environment
- d) Identifying and assessing needs of families in the local environment
- e) Promoting and encouraging family literacy in different social and cultural environments

2. Pedagogy and andragogy competences (CA2)

- a) Autonomous development of the implementation plan for the learning lesson and family literacy programs
- b) Monitoring and assessment of progress in individual and group level
- c) Promotion of learning and provision of adequate support
- d) Support and promotion of non-formal and lifelong learning
- e) Transfer of knowledge and experience to the learning process

3. Facilitation competences (CA3)

- a) Management of teams and work groups
- b) Empowering learners to take responsibility for their own learning and improvement
- c) Encouraging participation/contribution and teamwork
- d) Motivating group members for a mutual goal

4. Interpersonal and social relationships competences (CA4)

- a) Skilful in interpersonal relationships
- b) Accomplished in an intercultural and/or intergenerational environment
- c) Resilience to stressful situations
- d) Positive attitude
- e) High motivation for working with families

5. Organization competences (CA5)

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- a) Effective organization of one's own work and time
- b) Team management
- c) Decision-making autonomy

6. Personal growth competences (CA6)

- a) Recognizing and managing their own learning needs and goals
- b) Autonomous planning, implementation and evaluation of their own professional role and practice
- c) An overview of one's own work and work of others
- d) Establish and manage their own learning goals
- e) Be committed to and manage their professional development
- f) Assuming responsibility for the decisions taken in different situations
- g) Ability to cope with constructive criticism

The training program for family literacy facilitators includes training for each Competence Area, developed by the project partners as follow:

- I.* Professional field of family literacy (Mestna Knjiznica Kranj, Slovenia)
- II.* Pedagogy and andragogy (Agrupamento de Escolas Trigal de Santa Maria, Portugal)
- III.* Facilitation ("Evrocentar Obuchenie I Partnyorstvo 21 vek" EOOD, Bulgaria)
- IV.* Interpersonal and social relationships (Learn & Vision Association, Romania)
- V.* Organisation (Biblioteca Județeană "Octavian Goga", Romania)
- VI.* Personal growth (Training Center CES, Former Yugoslav Republic of Macedonia)

In the parts **THEORETICAL ASPECTS** of the curriculum are developed the following basic topics:

- Definitions of literacy; Different types of literacy; Models of literacy development; The term family literacy; Family literacy programs' models (CA1);
- The principals of Pedagogy; The principles of Andragogy; The main differences between pedagogy (teaching children) and the way the adult seeks his knowledge (andragogy) (CA2);
- What Is a Facilitation?; The main responsibilities of a facilitator; Teamwork Methodology; Group decision making; Managing and Resolving Conflict in a Positive Way (CA3);
- Solomon Marcus' ten-step pyramid of human needs; The most important interpersonal skills; Five covenants of a healthy life philosophy; Empathy; Negotiation; Interpersonal communication; The benefits of developing social skills (CA4);

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- Design of the vision and strategy of the learning process; Implementing effective instructional strategies; Organizing a training session (Analysis of the participants' training needs, Preparing the content of the training session; Delivering the training session; Making practical applications; Evaluation); Efficient time management (CA5);
- Definitions of personal growth and motivation; Motivational theories; Needs theories (Hierarchy of needs theory, ERG theory, Acquired needs theory); Verbal and nonverbal aspects of communication; Active listening, Personal growth and change Personal growth frameworks (CA6);

The theoretical aspects of each area of competence can be used as a basis for the trainers in FLF training to plan their whole-class strategies (lecture, discussion, giving directions, etc.). They can be presented in the form of PowerPoint and / or in the form of support materials - worksheets, printed course support, hand-outs.

The text in the parts **THEORETICAL ASPECTS** can be easily traced / assimilated by those who read it because of the good Structure, Step by step detailed instructions, Guidelines, Tips, checklists, Best & Worst Practices; Examples, Suggestions, Comparisons Tables, charts, pictures, etc.

The user-friendly format of the theoretical aspects of each area of competence make them appropriate for self-learning also.

The curriculum contains **52 Practical Activities**. Practical activities are algorithmic (structure and methods quite fixed) to be easy to apply with any group of participants / trainees. All activities are detailed described (objective, duration, methods to be used, material resources needed, how to run activity, recommendations). The duration of the practical activities vary between 10 minutes and 2 hours depends from the type of the activities and the numbers of the participants but most of them continue 30 minutes. Each FLF trainer will select the practical activities that he/she feels suitable or that he/she can achieve, depending on the time allocated to each module. Recommendations include the details about how to organize the activity, how to adapt it to the different trainees needs, variations, follow-up activities, additional resources etc.

The practical activities can be classify in several groups:

1. Group discussion activities (CA4, CA6, CA5)

The trainer gives the trainees a task connected with the theory. The development of critical thinking questions is important to help guide the discussion. Participants have to express their knowledge, understandings and opinions on a topic. The trainer must ensure that all of the participants take part in the discussion. In the activity end the trainer summarize the ideas presented in order to assess the quality of understanding developed by the discussion. Methods used are conversation, questioning, explanation, presentation.

This kind of activities supports personal growth and development of interpersonal and social skills. They can be followed by self-reflection tasks.

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2. Practical activities for creativity development and improving of professional skills needed for implementation of a family literacy program (CA1, CA5, CA2, CA6)

Objectives of these activities are to introduce to the family literacy facilitators basic storytelling techniques, different reading techniques and strategies, tools needed to work with families with smaller children, games needed in literacy development of children, etc.

Used methods are active listening, discussion, conversation, writing, reading / talking aloud, drawing, reciting poems, poem analysis, playing, word games, crafts, creativity.

3. Practical activities for development and improving of skills needed for an effective planning, guidance and management of a group event (CA3, CA5, CA4)

Objectives of these activities are to introduce to the family literacy facilitators decision-making techniques and voting systems, methods for conflict resolution and critical thinking methods, planning and time management tools.

Used methods are conversation, questioning, explanation, interactive activity, team building activity, team challenge activity, debate, vote, analysis.

4. Name games, Icebreaker activities, Energizers, Role play (dramatization), Team building activities, Team challenge activities (C3, C5, C1)

Objectives of these activities are to improve Communication, Cooperation, Support and trust, Creative thinking, Problem Solving skills, Planning skills and Leadership skills; to promote Group interaction and keep the audience engaged and focused.

Family literacy facilitators can use these group bonding activities in their family literacy programs.. They can be an attachment activity between parent(s) and child. Teams work well for participants who may have difficulty with reading and writing.

5. Practical activities on how to organize a training session (in general) and design and facilitate family literacy programs (CA5, CA1, CA6, CA3)

In these activities the trainees can practice searching for teaching resources and materials, design and organizing of a successful training activity, designing FL Workshop, preparing Family action plan. The trainees can use detailed step by step instructions for a successful accomplishment of the tasks.

6. Practical activities for monitor and evaluation of goals and results (CA5)

In these activities the trainees can practice different evaluation methods: feedback methods, methods for assess the pre-existing knowledge, methods for assess participants` progress, methods to encourage participants` reflections after the learning, etc.

The curriculum contains **41** detailed described **Self-reflection tasks**. In different activities as answering questions, filling in questionnaire, writing essay, finishing a sentence, making a list; comparison table, quiz, etc. the trainees have to analyze the actions or experiences experienced following their training from the perspective of achieving the proposed goals.

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Self-reflection goes through the question filter: What? Why? How? How could or could something have been done? What is my input? How could I have done it differently? What can I change? What attitude would have been more appropriate? The trainees themselves have to assess the knowledge acquired during the activity, the way the new things they found out influenced their point of view, the way their image about themselves has changed.

Well defined questions support the trainees to assess their level of development of basic facilitation skills (communication, listening, negotiation, time-management, conflict resolution and organizational skills). Some of the self-reflection tasks help the trainees to identify their development needs and what are their strengths, weaknesses and goals, to think about an action plan to optimize issues that require improvement and what kind of support they need.

Some self-reflection tasks can follow some practical activities or may be recommended as homework.

Practical activities and / or self-reflection tasks can be part of the learner's personal portfolio, some of which can be chosen for the training assessment phase.

The curriculum contains **20** different **evaluation instruments**. They can be used for evaluation of activities, training sessions, modules and final evaluation.

Some of the described evaluation techniques are:

1. Written Questionnaires (CA1, CA5);
2. Module/training initially and finally evaluation (*technique "I Know I Want to Know", "Success Tree"*) (CA4, CA5)
3. On a post-it: (*an interesting idea, a question, a suggestion; a taste-a colour-a word for the work done*) (CA2, CA4);
4. On a scale from 1 to 10 (*How challenging did the proposed tasks appear to you?; Appreciation of the personal effort made in the activity; Assess the usefulness of activities „....."*)(CA2, CA4);
5. Debriefing Activities (CA3);
6. Evaluation of group activities (*"Apples and Onions"; „Thumbs Up, Down, Middle"; „Values Clarification"; „The Spider Web"; "Active Reviewing"*) (CA3, CA5);
7. 5 steps evaluation of personal growth (*Identify, Brainstorm, Measure, Decide, Plan*) (CA6);

Free assessment tools and self evaluation questionnaires are available on the web page

<https://www.trainingcoursematerial.com/free-assessment-tools/>.

The trainees can find out: What are their current skills of presenting and communicating effectively to a group? Are they good listeners? What is their conflict strategy? What are their time management skills? [Do they value other people's time?](#) How emotional intelligent are they? "What are their dominant learning style? How self confident are they? How do they stand in relation to change? What kind of leader are they?"

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There are also three online self-knowledge quizzes (emotional intelligence, personality type, and self-knowledge of interpersonal / social relationship skills):

<https://www.skillsyouneed.com/ls/index.php/343479;>

<http://www.madanesschool.com/test.php;>

<https://www.skillsyouneed.com/general/emotional-intelligence.html&ref>

Online self-knowledge questionnaires can be completed by the participants in the training program at the course (if they have internet access) or at home.

The evaluation methods are used to determine the way the activity goes, to identify possible misunderstandings, confusions, difficulties, to make adjustments, corrections, additional clarifications. They are used to determine its quality, the satisfaction of the participants, the impact of the course on them and will determine adjustments for the future courses.

The FLF trainers can find more information about evaluation of adult training programs in the part **Organization** (*V.1 Theoretical aspects, 1.2 Organizing a training session, Stage 5. Evaluation*) (CA5).

Additional resources can be used by FLF trainers if they want to deepen the subject / theme or to find more ideas for practical activities and self-reflection tasks.

The curriculum contains **34 Learning materials** (appendixes within each area of competence).

Learning materials can be distributed to participants /learners as worksheets; can be submitted electronically (in PowerPoint format).

Some of the annexes are intended for Facilitator's use (Session Planning Sheet; Tips For Leading The Session; Question and Ideas Sheet; Group Building Activities; Keepsake Box Material; Possible "Toolkit" Materials; Checklist For Facilitators; Model of a Training Session Plan, *by Simona Bernat, Learn & Vision Association*; Final Evaluation Questionnaire - *Organizing reading and intergenerational learning workshops*; Produce Family Action Plans; Monthly Journal for Personal Growth) (CA1, CA3, CA5, CA6)

The **Glossary** (a sum of the glossaries within each area of competence) contains **64 terms**. The glossary has the role to define the main concepts presented in the text.

When training adults, the accent is put on the trainee and on the training activity and less on teaching and on the trainer. The trainer is the one organizing the training activities in order to obtain the desired results in less time and with less effort. Unlike the didactic approach - the traditional approach in which the teacher is structuring and delivering the knowledge and the students are taking notes and are reproducing as correct or as exact as possible the given information, and unlike the heuristic approach - based on the teacher asking questions and the students answering those questions thus improving their understanding of things, the facilitating approach determines the teacher to create stimulative learning situations, based on the students' needs and characteristics.

Regarding different types of participants in the FLF training (teachers, trainers, librarians, volunteers, etc.) that have already been trained in specific fields, the most suitable way to further educate them is through specific modules that correspond to key competence areas. Each FLF trainer will select the



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theoretical parts, practical activities and self-reflection tasks that he / she feels suitable or that he / she can achieve, depending on the time allocated to each module. The FLF trainer' role is to be the course curriculum designer, the designer of the training activities, the organizer of the programs ensuring all the conditions necessary for the optimal development of the activity, the facilitator of the learning process, the evaluator of the competences and the training programs.

The FLF trainers can learn more about how to prepare and deliver a successful training program in the part **Organization** (*V.1 Theoretical aspects, 1.1 Implementing effective instructional strategies, 1.2 Organizing a training session and 2. Efficient time management*) (CA5).

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II. ORGANISATION OF THE TRAINING PROGRAM AND PILOTING FAMILY LITERACY ACTIVITIES

A. METHODOLOGY FOR THE FORMATION OF FAMILY LITERACY FACILITATORS (FLF) (ALV, ROMANIA)

The methodology respects the literacy facilitator's training profile/specific area of competences to an occupational standard (within the national qualifications framework)/defining the occupational profile of the family literacy facilitators.

Main issues	Methods specific to adult pedagogy	Support materials	Assessment criteria / evaluation modalities
Fields of competence "Professional field of family literacy"			
<p>Competence area</p> <p>a) Awareness of the importance of family literacy</p> <p>b) Promoting family literacy</p> <p>c) Placement of family literacy models into the local environment</p> <p>d) Promoting and encouraging family literacy in different social and cultural environments</p> <p>Knowledge of different models and practices of family literacy</p> <p>Broad knowledge of different models and practices of family literacy</p> <p>Knowledge about development of literacy in children and adults</p> <p>Knowledge of methods for teaching family literacy</p> <p>Understanding of family dynamics</p>	<p>Presentation / discussion</p> <p>Demonstration</p> <p>Case Study</p> <p>Group discussions</p> <p>Analysis of literacy programs / projects and identification of the parameters of a literacy program for the family: needs, stakes, factors involved, specifics of activities, participants</p> <p>Examples of listed activities.</p>	<p>Video recordings</p> <p>Presentation of family literacy programs</p> <p>ELINET documents</p> <p>Picture of the definitions of family literacy identified in the literature</p> <p>Work sheets</p> <p>Learning materials</p>	<p>Participants:</p> <p>-argument the importance of literacy for the family by appealing to various references: research in the field, projects, posters promoting reading in the family, their own experience (as the case may be)</p> <p>-identifies certain factors (institutional, social, etc.) favorable / unfavorable to literacy programs for the family in its socio-cultural environment</p> <p>-critically analyzes a FL pattern / practice</p>

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<p>Awareness of different definition of a family as a social unit</p> <p>Knowledge and understanding of social and cultural environment of the family</p> <p>Skills. Specific skills when addressing adult learning</p> <p>Communication methods when interacting with parents and children</p> <p>Critical thinking and assessment</p> <p>Attitudes - overview of professional development in family literacy, joy when working with families, love for reading, adaptability, empathy, responsibility</p>			<p>-select the appropriate activities for an FL program</p> <p>-identify strategies to promote family literacy in its socio-cultural environment</p>
Main issues	Methods specific to adult pedagogy	Support materials	Assessment criteria / evaluation modalities
<p>Fields of competence</p> <p>"Pedagogy and andragogy"</p>			
<p>Competence area</p> <p>a) Autonomous development of the implementations plan for the learning lesson and family literacy programmes.</p> <p>b) Supervision / Monitoring and assessment of progress in individual and group level.</p> <p>c) Promotion of learning and provision adequate support.</p> <p>d) Supporting and promoting non-formal and lifelong learning.</p> <p>e) Transfer of knowledge and experience to the learning process.</p>	<p>Demonstrations</p> <p>Case Study</p> <p>Group discussions</p> <p>Practical applications in micro group</p> <p>Conversation</p> <p>Explanation</p>	<p>The analysis of some projects devoted to family literacy (preferably from those developed in the project)</p> <p>Methods of working with adults and children</p> <p>Bibliography, literature</p>	<p>Participants:</p> <p>- outlines a project (Case Study / Action Research Project) for family literacy</p> <p>- evaluates the contents through the various ways of evaluating / obtaining the feedback from those with whom they work</p>

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<p>Knowledge from pedagogy</p> <p>wholesome/proficient, of principles and current guidelines for teaching of children; solid knowledge of (pre)school pedagogy with family education and family learning; knowledge of basic principles of inclusive pedagogy (working with vulnerable groups); basic knowledge of didactics, emphasis on experiential learning; proficient knowledge of the learning process</p> <p>from andragogy</p> <p>wholesome knowledge of principles and current guidelines for teaching adults</p> <p>from psychology</p> <p>basic knowledge of developmental psychology,</p> <p>proficient knowledge of learning and in learning difficulties</p> <p>Skills - active listening; planning educational programs and their implementation; public performance and presentations; understanding the complexity of working with children and adult learners; ability to actively integrate the needs of the targeted group into the learning process; transfer their own experience into the learning environment</p> <p>Attitudes - good psychophysical condition, mental stability; creativity, adaptability, responsibility, calmness</p>			<ul style="list-style-type: none"> - identifies appropriate texts for the literacy program - Following self-reflection, they are able to change / adjust quickly their work strategy at its vulnerable points (if any); optimization is systematically pursued and carried out promptly.
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Main issues	Methods specific to adult pedagogy	Support materials	Assessment criteria / evaluation modalities
Fields of competence "Facilitation"			
<p>Competence area</p> <p>a) Management of teams and work groups.</p> <p>b) Empowering learners to take responsibility for their own learning and improvement.</p> <p>c) Encouraging participation/contribution and teamwork.</p> <p>d) Motivating group members for a mutual goal.</p> <p>Knowledge</p> <p>proficient knowledge about group formation and group dynamics; planning group activities; methods of teamwork; methods for conflict resolution</p> <p>Skills - active involvement of the participants in the group; creating/forming an environment of cooperation and trust; integration of the group; cooperation and teamwork; ability to encourage learners to use the newly learned knowledge</p> <p>Personal behavioural characteristics - adaptability, openness, attentiveness.</p>	<p>Presentation / debate</p> <p>Demonstrations</p> <p>Case Study</p> <p>Group discussions</p> <p>Practical applications in micro group</p> <p>Conversation</p> <p>Explanation</p> <p>Team building activities</p> <p>Interactive activity</p> <p>Energizer Discussion</p>	<p>Work sheets</p> <p>Group rules</p> <p>Tricks for group optimization</p> <p>Learning material - conflict resolution strategies</p> <p>Audio-video recordings</p>	<p>Participants:</p> <ul style="list-style-type: none"> - will be able to identify the motivation to be FLF; - will be able to develop a plan for the development of the group cohesion and the exercise of the facilitation <p>The development of intragroup cooperation will be systematically pursued by each participant in the training program</p> <ul style="list-style-type: none"> - demonstrate effective ways of negotiating conflicts (if any) and self-motivation to achieve the shared goal.
<p align="center">Main issues</p>	<p align="center">Methods specific to adult pedagogy</p>	<p align="center">Support materials</p>	<p align="center">Assessment criteria / evaluation modalities</p>

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Fields of competence			
"Interpersonal and social relationship"			
<p>Competence area</p> <p>a) Skilful in interpersonal relationships b) Accomplished in an intercultural and/or intergenerational environment. c) Resilience to stressful situations d) Positive attitude e) High motivation for working with families.</p> <p>Knowledge clear and precise verbal communication; proficient knowledge about verbal communication strategies; proficient knowledge about methods and techniques for learning social skills; intercultural education; trans-generational support; basic knowledge of mediation</p> <p>Skills - facility different situations- / facilitation of different roles; ability to use different methods and models of social skills; communication; listening; conflict solving</p> <p>Personal behavioural characteristics - giving and receiving aid; positive attitude; empathy; organised; sense for a fellow man</p>	<p>Case Study</p> <p>Brainstorming</p> <p>Explanation</p> <p>Demonstration</p> <p>Group discussions</p> <p>Observation</p> <p>Interaction</p> <p>Presentation</p> <p>Writing and oral activity</p> <p>Applications on micro-groups:</p> <p>-What interpersonal skills does a good literacy facilitator for the family ?;</p> <p>-What are the main benefits of developing interpersonal skills ?;</p> <p>-What features does the optimal work atmosphere have in learning activities?</p> <p>-What are the main barriers / blockages in inter-human communication?</p>	<p>Video recordings / movie sequences from films such as: Teachers, Mr. Holland's Opus, Entre les murs, Renaissance Man etc.</p> <p>Map of conversational behaviors of support / interpretation / inquiry type, etc.</p> <p>The structure of some activities</p>	<p>Participants:</p> <p>- analyzes a communication situation - observing certain parameters; identifies the factors that block / allow overcoming the blockage in communication (cultural, social, etc.)</p> <p>-multiple harmonious interpersonal relationships within the group they work with (observation grid, feedback from participants)</p> <p>-identifies mediation / motivation strategies suited to overcoming communication blockage</p> <p>-designs a mediation strategy through reading / refer to personal history.</p>
Main issues	Methods specific to adult pedagogy	Support materials	Assessment criteria / evaluation modalities

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Fields of competence			
"Organization"			
<p>Competence area</p> <p>a) Effective organization of one's own work and time. b) Formulation and management of the team c) Decision-making autonomy.</p> <p>Knowledge efficient organization and planning; design of the vision and strategy of the learning process; efficient time management; team work; project work</p> <p>Skills - cooperation with the external environment; search and use of different resources; recognition of problems and their resolution; ability to identify/define organizational goals; coordination of programs / projects / people; monitor and evaluation of goals, work results; strategic thinking</p> <p>Attitudes - pursuing / striving for a mutual goal; punctuality; high goals and clear vision; will and energy organisation</p>	<p>Presentation / debate</p> <p>Demonstrations</p> <p>Case Study</p> <p>Group discussions</p> <p>Practical application</p> <p>brainstorming</p> <p>Questions</p> <p>Focus groups</p> <p>Interview</p> <p>Online research</p> <p>Observation</p> <p>Interaction</p> <p>Presentation</p> <p>Writing and oral activity</p>	<p>Learning material or worksheets that refer to:</p> <p>principles of efficient time management; contributing factors to decision making, key issues in organizational work, aspects of teamwork, team formation, etc.</p>	<p>Participants:</p> <p>-demonstrate optimal team coordination skills and time management</p> <p>-demonstrate effective decision-making and group management skills to achieve the set goals</p>
Main issues	Methods specific to adult pedagogy	Support materials	Assessment criteria / evaluation modalities
Fields of competence			
"Personal growth"			
<p>Competence area</p> <p>a) Recognizing and managing their learning needs and goals.</p>	<p>Reading / Debate</p> <p>Text / case study</p> <p>Group discussions</p>	<p>A set of texts - to identify a training model by meeting</p>	<p>Participants:</p>

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<p>b) Autonomous planning, implementation and evaluated of their own professional role and practice.</p> <p>c) An overview of one's own work and work of others.</p> <p>d) Establish and manage their learning goals.</p> <p>e) Be committed to and manage their professional development.</p> <p>Knowledge different forms of and environments for lifelong learning; methods of self-reflection and self-evaluation; different types of creativity techniques; relaxation techniques and methods for dealing with stress; psychology (self-perception and perception of others, as well as body language and self-representation); knowledge from the field of own personal growth specificities and limitations; knowledge of different coping strategies related for stressful situations</p> <p>Skills - assessment of their own limitations; assessment of their own learning needs; acquiring of needed strategies for verbal and non-verbal communication; training self-confidence, authenticity and natural response; separating personal life from the professional; critical assessment of their own career development; ability to switch flexibly between different target groups, topics and teaching-learning contexts; ability to set goals; ability to accept and respond to constructive criticism</p>	<p>Practical application</p> <p>Conversation</p> <p>Questions</p> <p>Explanation Presentation</p>	<p>with each other; the identity formed by the story, the story about me or about others (v. Seherezada)</p> <p>Self-rating grids</p>	<p>- will be able to write reflections on self-reflection sheets</p> <p>- be able to discuss / elaborate (possible) self-assessment grids for a literacy program</p> <p>- have the capacity to identify their learning needs and to set their own personal development goals; will be able to realize their own personal development project (interview)</p> <p>- will show creativity in terms of their own personal development (as a personal, individualized strategy, for example, write a text, a book etc.)</p>
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Attitudes - desire and the need for continuous learning; openness/extroversion; respectfulness; kindness; confidence/trustfulness; patience; tolerance; open-mindedness; credibility/trust worthiness; casualness/easiness			
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Methodology for piloting the FLF curriculum

The methodology includes aspects specific to children's pedagogy and psychopedagogy.

Here we are pursuing goals such as:

- a) improving child literacy skills and its development, well-being;
- b) improving parents' ability to support child literacy development and their children's well-being;
- c) improving parents' literacy skills

Tasks include: Working with children and adults, Working in groups, Projectwork, Teamwork, Searching and using resources

Methods: analysis, design and evaluation of literacy programs for the family, centered on three aspects: a. lecture; b. communication; c. reflection.

a. Lecture

a1) text reading and related activities in relation to areas relevant to the subjective well-being of children:

- house and family (house/dwelling, family members, family life)
- material well-being
- interpersonal relationships (friends, people in the neighborhood, relationships with people in general)
- home area/neighborhood (spaces for children)
- health
- free time (how the child uses leisure time, what he/she does in his spare time)
- school (colleagues, marks, things the child does at school)

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- personal satisfaction (freedom, opportunities for development, self-image, your person, the way you are listening to adults, self-confidence, safety, emotional well-being, areas in which you want to excel, positive / negative affective states)

Domains can be articulated as follows: to be (physical, psychological, spiritual), to belong (physical, social, community) to become (intellectual, spiritual).

a2) text reading and related activities, in relation to the following values: empathy, tolerance, respect for self and other, seriousness, altruism, availability, commitment, truth, generosity, understanding, sociability, kindness, diligence courage, togetherness, equality, civil, beautiful, gratitude, etc.

b. Communication. Formulation of the adult's personal experience in relation to the areas mentioned above. Introspection and communication strategies between adult and child.

c. Reflection: writing diaries, questionnaires, self-evaluation sheets, etc.

Types of activities. The research from *Comparative analyses* highlights some of the predominant activities in literacy programs in all five countries involved in the project:

a) at school, in the lessons of certain school subjects

b) at home or outside the home, as a family literacy activity.

The list records: play as a learning activity (games); group discussions; simulations / acting (shadow theater); role play; creative illustration; the play of writing, drawing through letters and words; stimulating learning by self-discovery, using reading for personal development, creativity, reflection and critical thinking; various reading forms (reading club, storytelling hours, intergenerational reading hours, playing time with the book, narrative stories that use puppets or local fairy tales, storytelling, storytelling with unpredictable / surprising endstories, etc.)) reading by model; listening and reading workshops, reading workshop; discussing books and getting familiar with the different types of texts; meeting with authors of children's books, poets, musicians, artists, actors. Creative processing of texts also involves the development of various types of intelligence, especially the social one (intra- and interpersonal) as an essential component of emotional intelligence; For this purpose, various types of relationships (in a very wide sense) that can be noticed in the reading texts and they can be analysis by the type, their structure, the empathetic character of the characters, the attitude of the characters, aspects related to types of communication, conflict resolution strategies, negotiation modalities of the participants in the relationship, etc. The programs also include extracurricular / recreational activities involving children: team games, sports, drawing / painting, excursions, museum visits, cinemas and libraries; guided tours in the natural environment, familiarity with cultural heritage, local traditions or specifics; creative workshops, crafts and illustrations of children's books; art workshops for children and adults. **Specific activities to reading in the family;** example: the approach model to texts for family literacy.



Family Literacy Facilitators Training Program

B. PREPARATION OF THE TRAINING PROGRAM (LEARNING/TEACHING/TRAINING ACTIVITIES – LTТА)(AETSM, PORTUGAL)

Family Literacy Facilitators Training Program

C. PREPARATION OF THE PILOTING ACTIVITIES – STEPS FOR PILOTING (ALV, ROMANIA)

During the curriculum piloting period, the following steps will be followed (recommended):

1. Choosing the location for the family literacy program and obtaining the agreement from institution management to run the pilot program within that educational establishment / institution
2. Participants (family literacy facilitators-FLF) will be familiarized with the materials in the portfolio received for training (including: models for approaching the texts for the family literacy activity, course support, various learning materials, bibliographic resources , questionnaires for obtaining feedback from learners, SWOT analysis model etc.)
3. Election / electing of the family by the FLF with whom the literacy program will be piloted
4. Establishment of relationship with the family, finding its expectations and negotiating organizational aspects (e.g. number or period of meetings, duration, convenient day and time, reading interests, favourite texts, difficulty of texts to be dealt with, volume of lectured materials, etc.)
5. Planning the literacy work in the family (implementation plan): date, duration, location, objectives, learning materials, material resources, time resources, bibliographic resources, activity itself, evaluation methods, etc.
6. Effective implementation of the elaborated plan, carrying out the proper literacy activities in the family
7. Filling a self-reflecting card (which may contain, for example, the following questions / reflections: "what do I feel at the end of the activity?", "what went well?", "what should be optimized?"; "what would be meant to introduce into activities?", "what should I need to give up?", "how do I feel about the future of work with this family?" etc.)
8. FLF's rhythmic assessment of the quality of the steps taken by obtaining feedback from the family (through various elaborated tools)
9. Finalization of the literacy program, administration of the final evaluation questionnaire
10. SWOT analysis by FLF at the end of piloting period
11. FLF participation in all follow-up activities
12. Program optimization based on experience in the piloting phase.

NB. Question: Would it be necessary to sign a contract with each FLF (to make them responsible) for piloting and participation in follow-up activities ?

Family Literacy Facilitators Training Program

D. EVALUATION OF THE PILOTING ACTIVITIES (ALV, ROMANIA)

The research goes beyond the strict framework of the Erasmus+ project. It proposes to evaluate the training program results for the family literacy facilitators in the 5 participating countries and the impact of their intervention on the families they will work with during the piloting period. The research will be carried out as a survey based on questionnaires (quantitative analysis) and on interviews (qualitative analysis).

Theme: the Family literacy premise for a quality living

Objectives:

- Evaluate the training program delivered to the family literacy facilitators
- Evaluate the results of the children before and after piloting
- Evaluate the parents' attitude towards family literacy

The target group will be made up of learners – the family literacy facilitators, parents and children.

The research period: February 2018 - December 2018

ALV and partner tasks:

The research is initiated by the ALV that will develop the evaluation tools - will translate them into English, process the collected information and prepare the research report. The partners will translate the research tools into their mother tongue, manage them and synthesize the conclusions (each for their country).

Family Literacy Facilitators Training Program**Questionnaire applied at the beginning
of the training program for family literacy facilitators:**

1. Sex Male..... Female
2. Age under 20 20-30 30-40 40-50 50-60 over 60
3. Occupation:

If you belong to several category check all boxes(e.g. teacher and trainer)

Teacher Librarian Trainer All Other (specify) _____

I am not in work field (student, pensioner, etc.)

4. If you check for teacher, please answer:

Subject _____

Students' age you teach 3-6 years, 7-11, 12-15 16-19, 20 or 19

5. Are you working in area urban rural urban and rural

6. Where did you hear about this training program: _____

7. What was the motivation that prompted you to join this training program:

8. Do you have previous experiences in the field of family literacy yes no

9. If you answer yes, which are these:

10. What qualities you think you have, that recommend to participate to this training:



Family Literacy Facilitators Training Program

11. What skills/competences do you want to gain from participating to this training program?

12. What are other expectations for this training?

13. How do you intend to capitalize on the skills acquired in the training program in the future?

THANK YOU FOR YOUR TIME!

Family Literacy Facilitators Training Program

E. FOLLOW-UP ACTIVITIES (ALV, ROMANIA)

Upon completion of the training program, the trainer will meet all the literacy facilitators in the family, rhythmically (three months after finishing the piloting, september / october 2018).

The purpose of the meetings is to see what kind of family literacy activities they have carried out, how its works, what problems have arisen and how they can be optimized, etc., what are their results and what kind of changes are necessary.

At each meeting with family literacy facilitators, the trainer will team up with the facilitators with a diagnosis of the SWOT analysis presented below:

I N T E R N A L	<p>Strengths</p> <p>Strengths of family literacy:</p>	<p>Weaknesses</p> <p>Aspects of family literacy activities to be optimized:</p>
E X T E R N A L	<p>Opportunities</p> <p>Positive external conditions that you can not control but that you can turn into advantages:</p>	<p>Threats</p> <p>Negative external conditions that you can not control and whose effect may affect your activities:</p>

Following this diagnosis problems will be inventoried and will identify solutions in creative ways to improve or even eliminate difficulties or issues.

Follow-up activities will contribute to the completion of the curriculum and learning materials, according to the project Gantt diagram.