

Report summarizing the diagnosis of barriers, needs and defining deficit social competences of adults with fewer opportunities - no higher education than level III of the European Qualifications Framework (i.e. a maximum of secondary education)

Country Italy

Smartly For Competences

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Introduction

The study was prepared by the „Eko Group Srl“. Concerning the project entitled „Smartly for competences“ implemented under the Erasmus+ Program (KA220-ADU- Cooperation Partnerships in the Adult Education Sector). The report is the result of activities undertaken as part of Work Package No. 2 – „Diagnostic workshops“. This is one of three studies, the other two are prepared by Partners from Poland and Romania.

The aim of the activities carried out under package 2 was:

- Learning about the barriers and needs of participants in terms of their social competences,
- Defining a catalog of the most deficient social competences for the target group.

The report summarizes diagnostic activities, describes the diagnostic methodology and the methods, techniques and work tools used. The obtained data and conclusions and recommendations based on them were presented.

1. Description of the diagnosed group

According to the project assumptions, the target group with which the Eko Group Srl works are adults with no higher education than level III of the European Qualifications Framework (i.e. a maximum of secondary education).

Diagnostic workshops were planned for 36 people (3 groups x 12 people on average). The recruitment of participants was carried out in February and March 2024. The applications were formally verified.

Ultimately, 36 people (16 women and 20 men) took part in the diagnostic workshops.

2. Subject, methods and tools of diagnosis

As part of the second work package, activities which were carried out aimed at:

- diagnosis of social competences of workshop participants,
- identifying barriers and needs of participants in terms of social competences,
- collecting materials on the basis of which reports will be prepared regarding the diagnosis of barriers and needs and identifying deficit of social competences among the target group.

The project refers to the social competences included in the Recommendation of the Council of the European Union of 22 May 2018 on key competences in the lifelong learning process (2018/C 189/01).

The following skills were analyzed:

1. constructive communication in various environments,
2. showing tolerance,
3. expressing and understanding different points of view,
4. negotiating and reaching compromises,
5. coping with stress and frustration,
6. team work,
7. assertiveness,
8. creating a climate of trust and the ability to empathize
9. overcoming prejudices, expressing respect for people, their diversity and needs,
10. identifying your own possibilities,
11. critical thinking,
12. decision-making,
13. defining and setting goals,
14. motivating yourself to act.

Design Thinking workshops were chosen as the diagnosis method because it allows for a thorough understanding of the participants' problems and needs.

The project partners jointly developed a workshop outline (Appendix No. 1). When planning classes, the specificity of target groups was taken into account, giving each partner the opportunity to freely select work techniques.

The workshop was planned taking into account the stages of the design thinking process, i.e.: empathization, needs diagnosis, idea generation and prototyping.

The workshop began with a survey that assessed the level of social competences possessed by the participants.

A survey questionnaire was used, consisting of 26 closed questions relating directly to selected social competences (appendix no. 1 to the workshop outline). Each participant completed the form independently.

The objectives of the meeting, the roles of the leader, and the rules and norms applicable during work were presented.

The trainers carried out exercises related to group integration. This element was introduced to increase the sense of security and create a positive atmosphere conducive active cooperation.

In accordance with the design thinking method, participants created personas (fictitious characters who belong to the same group, i.e. they are adults living in peripheral areas). The person's data was determined, including their names, age, place of residence, interests, social and professional situation

Personas were created to help participants identify needs and barriers in the area of social competences. Referring to a fictional character is easier than talking about yourself.

The next element of the meeting was a team exercise, which was selected to suit the specificity of the groups, in accordance with the assumptions of the scenario. A different exercise was used in each workshop. The task involved the development and implementation of a game, staging a fairy tale and a training game related to the cooperation of various social entities,

After the team work stage, a summary was made in the form of a moderated discussion. Reference was made to all social competences included in the diagnosis. The moderator encouraged all participants to comment on the needs, barriers and level of individual social competences.

Participants shared their opinions on the conclusions of the group work. They also referred to their functioning in everyday life.

To collect more extensive statements, the presenter used previously prepared personas.

The last element of the meeting was generating ideas. Participants wondered how adults can increase social competences. Particular attention was paid to competencies that, according to the participants, were the least developed in the group.

During the workshops, in order to deepen the diagnosis, the observation method was used. The classes were conducted by two people, which enabled obtaining more diagnostic data. The presenters' observations and conclusions were used in the report.

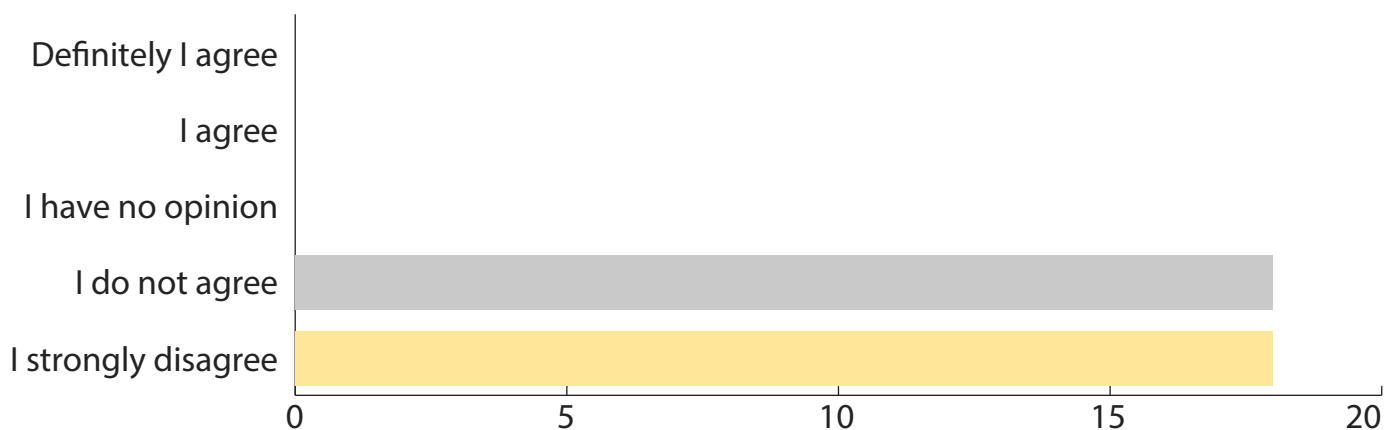
3. Analysis of diagnosis results

The diagnosis results were described separately for each of the 14 selected competencies. The description includes conclusions from observations of behavior during workshops, conversations with participants and analysis of survey results.

3.1 Ability to communicate constructively in a variety of environments

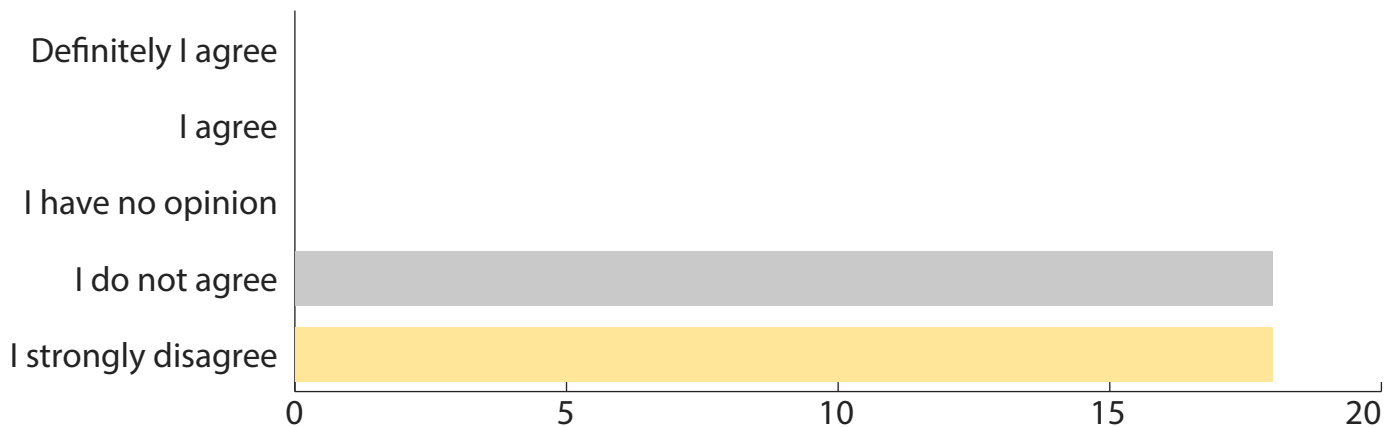
The majority of participants showed significant difficulty in constructive communication across various environments. 100% of participants disagreed on their ability to communicate constructively. This indicates a critical area for improvement as effective communication is foundational for social interactions and professional settings.

Graph no. 1: I believe that my communication skills are well developed.



The respondents assess their ability to communicate with people with different views as not good. The responses are summarized in the chart below

Graph no. 2: I can effectively talk about politics and religion even with people with different views



During the conversation, participants noticed differences in communication depending on the situation and circumstances. It is easier for them to communicate with people similar to them in terms of age, views, place of residence, origin, etc. For everyone, communicating in unknown, different environments is associated with feeling stress, strong emotions and general discomfort.

The participants' opinion is consistent with the observations made by the instructors. In all workshop groups, participants performed not so well in communicating. It was noticeable that the participants used clear and understandable language only sometimes. They formulated their messages not precisely. They used both verbal and non-verbal communication, but without the right control.

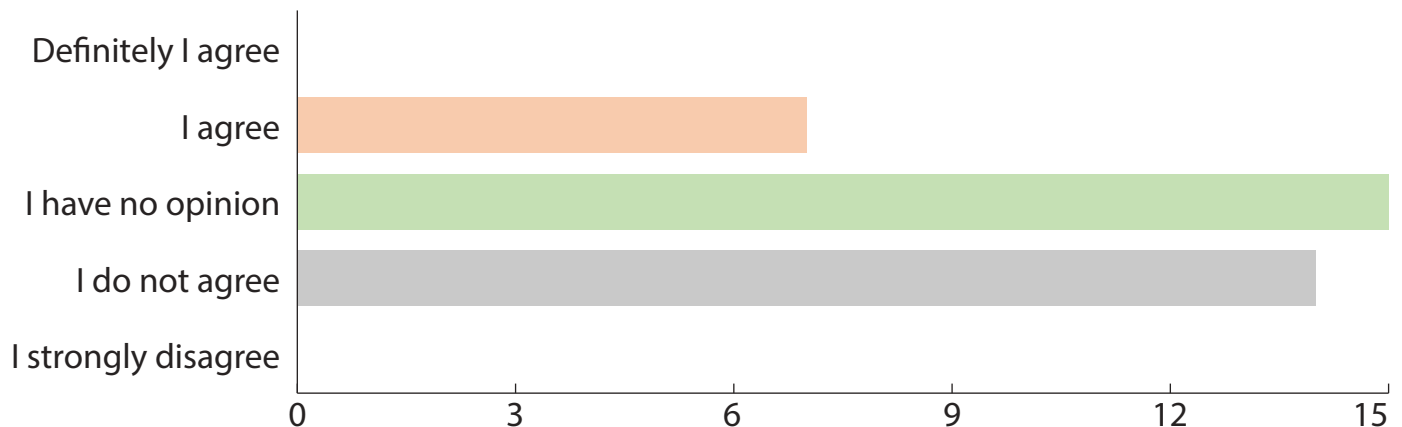
The level of constructive communication skills is low

3.2 Showing tolerance

During the workshops, participants were asked to share how they understood the concept of "tolerance". From the statements it can be concluded that tolerance is identified with the correct treatment of other people with whom we deal. It is a way of behaving and relating to others that allows us to function together.

Only 14 people indicated that they don't show high tolerance towards others.

Graph no. 3: I am a person who shows high tolerance towards others.



The level of tolerance in the group is moderate. The actual picture is difficult to clearly assess.

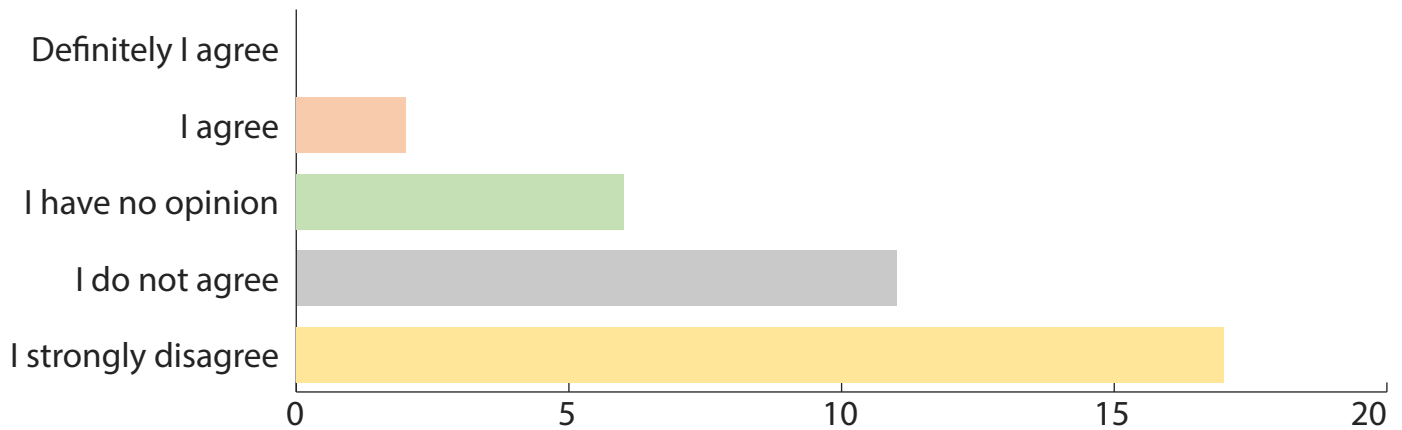
3.3 Expressing and understanding different points of view

People who took part in the workshops have low-medium developed skills in expressing and understanding different points of view. During tasks requiring the externalization of one's own opinions and views, freedom of expression was not high. Participants not so willingly shared their observations when they were diametrically different. The group's reaction to individual statements demonstrated understanding of different opinions or beliefs, contrary to what was stated in the questionnaires.

According to the leaders, there were no people in the group who could be diagnosed with high difficulties in this area.

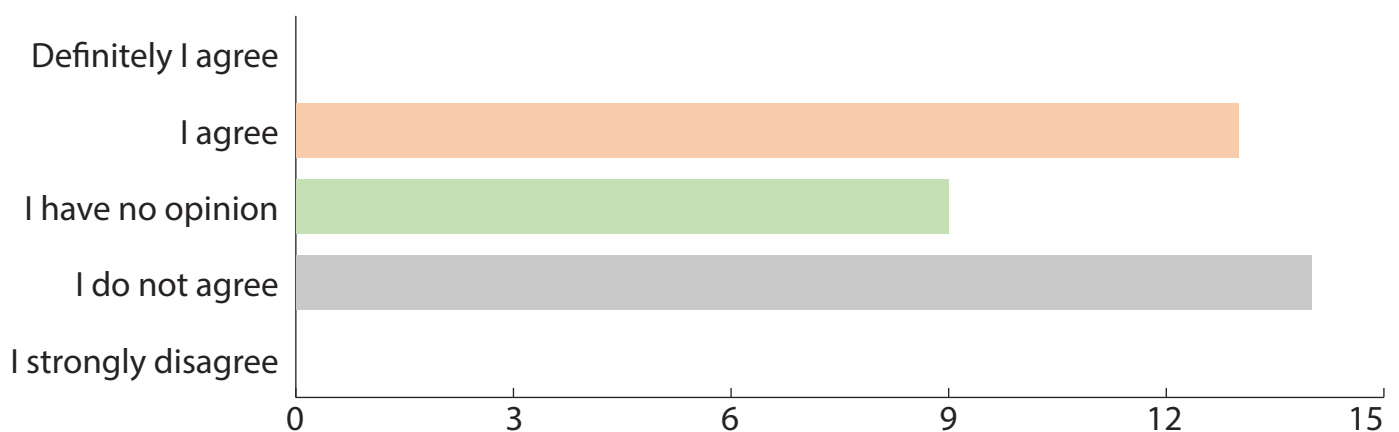
People felt that they were not so able to express their opinions in the company of people who disagreed with them (28 people held this opinion), but this was true only in part.

Graph no. 4: I can express my opinions in the company of people who disagree with me.



14 people do not agree with the statement: "I usually do not speak up in a group of people who have different views than me." 9 people have no opinion on this matter. 13 people confirm that they do not speak up when they are around people expressing different views.

Graph no. 5: In a group of people who have different views than me, I usually do not speak up.

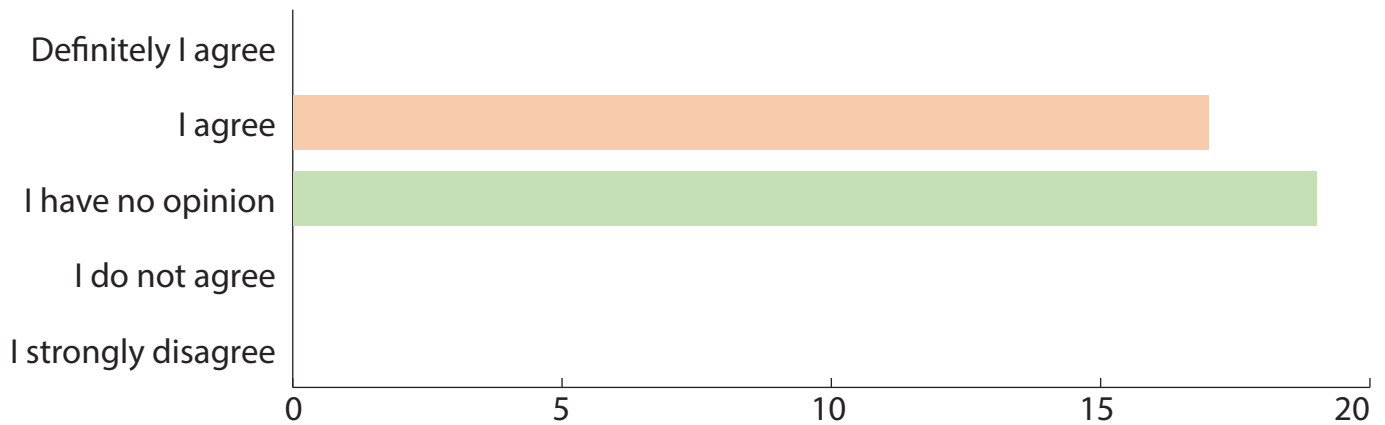


Based on observations of behavior, verbal declarations of the respondents and their opinions contained in the surveys, it should be concluded that the participants' skills in expressing and understanding various points of view are medium developed.

3.4 Negotiating and reaching compromises

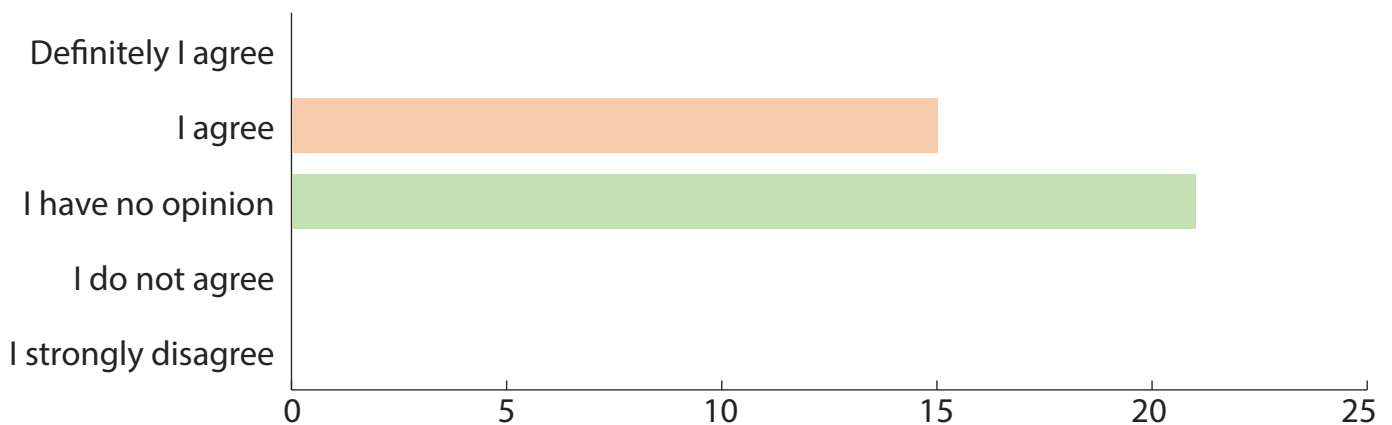
According to the Participants, their abilities to negotiate and reach compromises are high. 17 respondents expressed this opinion. 19 people do not have opinion.

Graph no. 6: I am a good negotiator



In problematic situations, 15 respondents try to reach a compromise, while 21 respondents do not have opinion.

Graph no. 7: When I solve a problem, I try to compromise.



The instructors assessed that during the workshop participants used their negotiation skills and were able to reach a compromise.

An example of using these skills in practice was establishing a common vision and developing a concept for staging a fairy tale by the first group. During the exercise, people were focused on cooperation and searching for solutions. In the first phase of work, two ideas were generated. This divided the group into supporters and opponents of each of them. Despite different ideas, there was constructive communication, and everyone was given the opportunity to express their views. There was a noticeable interest in learning the opinion of the opposing party. The participants gave rational arguments, trying to convince them to accept their ideas, and based on them, one of the concepts for further work was selected.

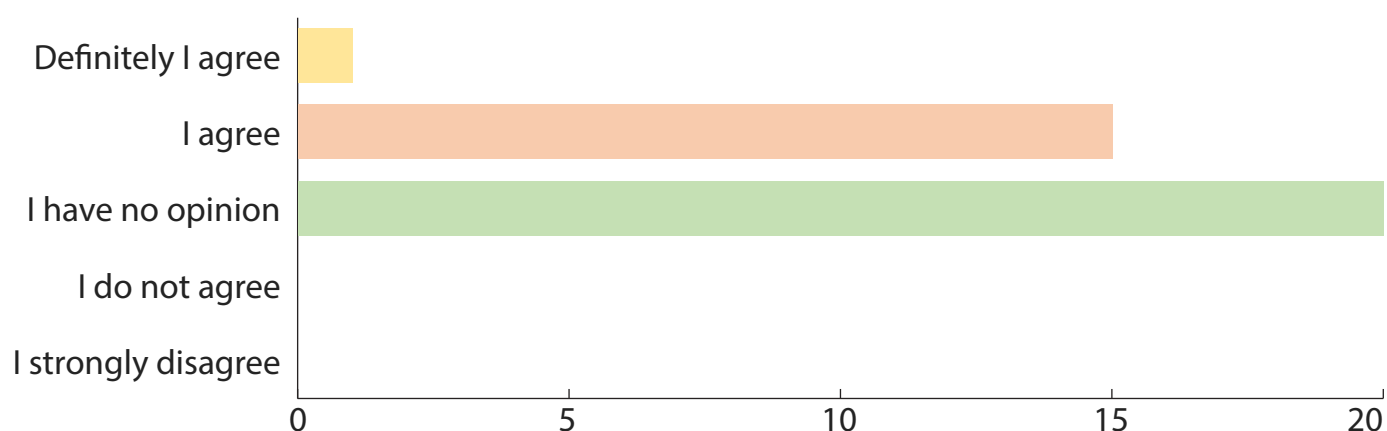
Another example of the use of negotiation skills was a task related to the need to achieve one's own goals in an exercise involving the role of various social entities. The participants had to communicate in order to jointly achieve each of their goals. The group achieved success by using their social skills.

The level of skills related to negotiating and reaching compromise in workshop groups was considered high.

3.5 Dealing with stress and frustration

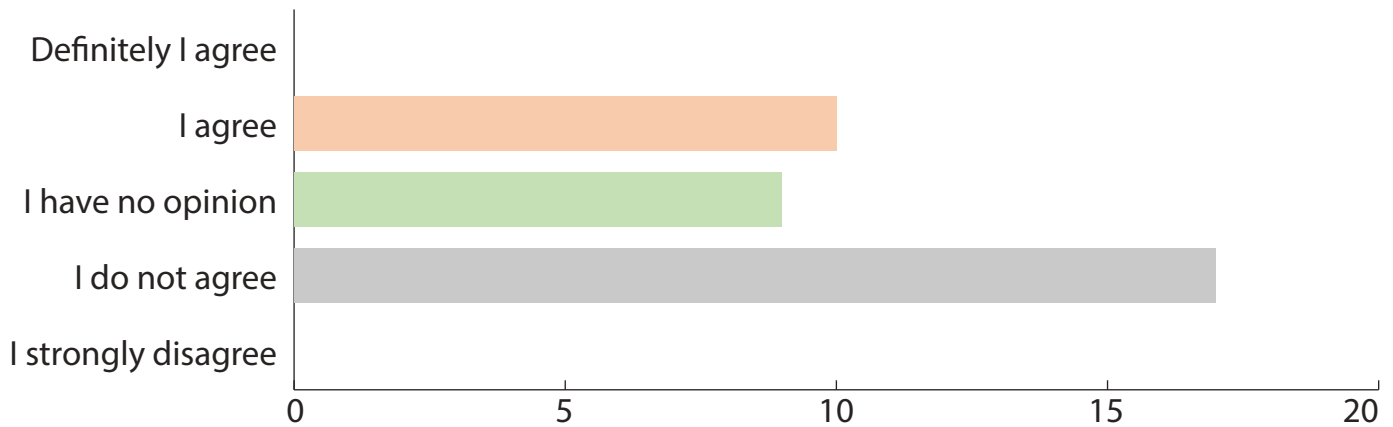
In the survey, 16 people said that they cope well with stress and frustration, 20 participants said they have no opinion.

Graph no. 8: I deal well with stress and frustration.

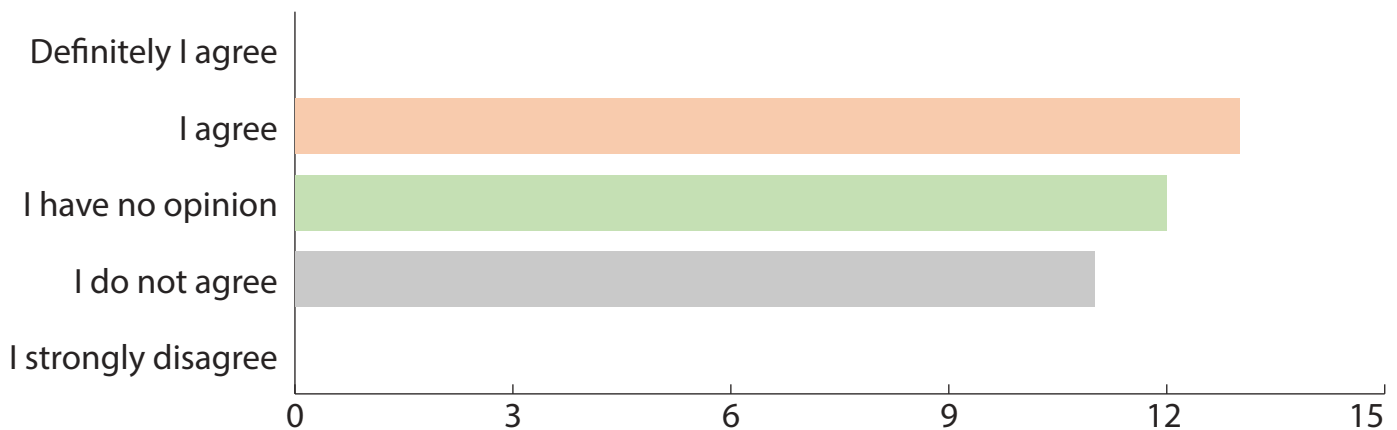


17 people find it difficult to remain composed and calm in stressful situations. 10 people said they are composed and calm in difficult situations and 9 people do not have an opinion.

Graph no. 9: In difficult situations, I am composed and calm.



Graph no. 10: When I encounter an abstacle that prevents me from archieving my goals, I get angry and upset.

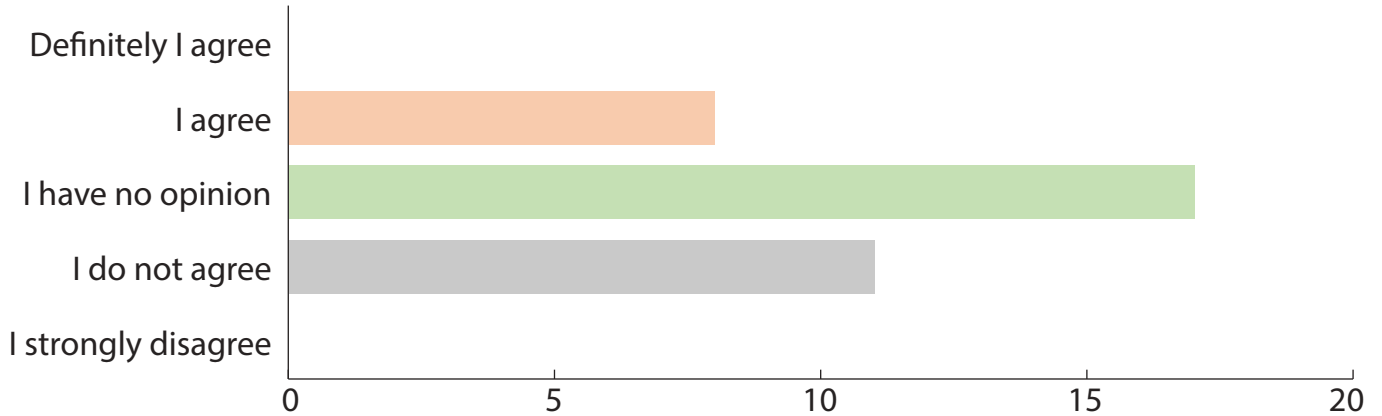


Based on the opinions of participants expressed in the survey and discussion, as well as information obtained from the workshop leaders, the level of skills in coping with stress and frustration was determined as moderate.

3.6 Teamwork

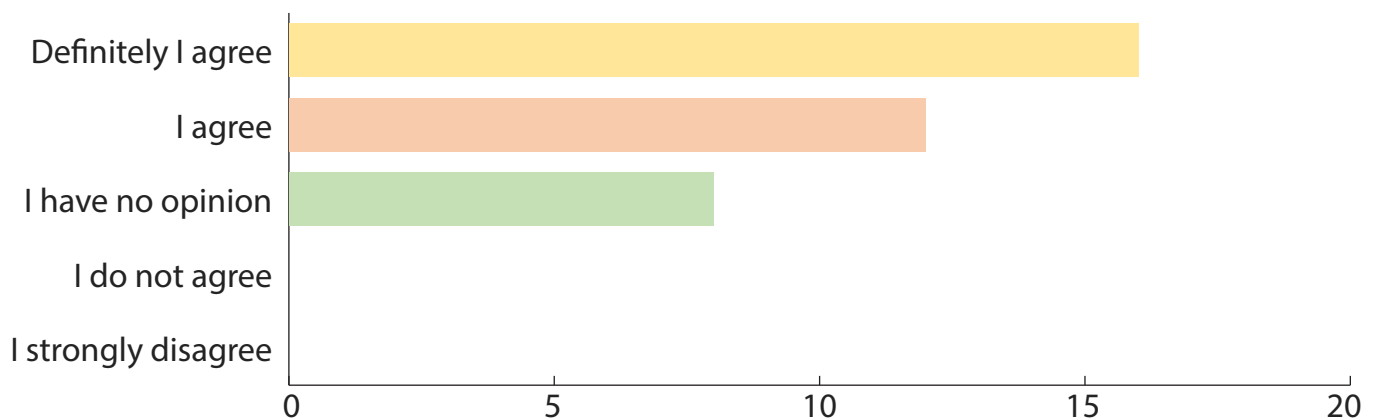
8 people agree, 11 people do not agree and 17 have no opinion.

Graph no. 11: When I work in a group, I am effective and satisfied



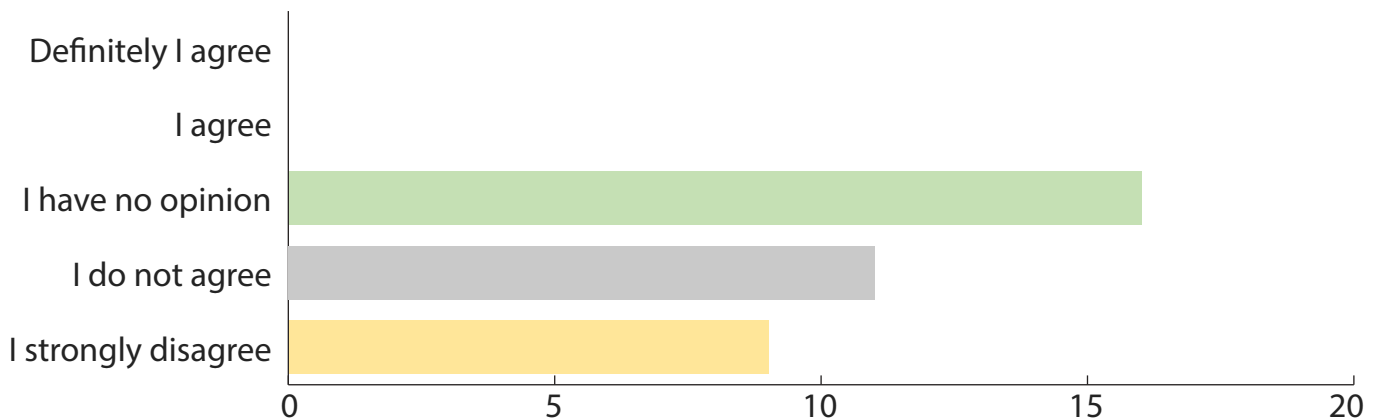
The vast majority of participants, 28 people, believe that they are good at teamwork. 8 people have no opinion.

Graph no. 12: I believe I am good at teamwork.



The respondents prefer teamwork, and cooperation with others is not difficult for most of them.

*Graph no. 13: I prefer working independently.
Collaborating with others is difficult for me.*



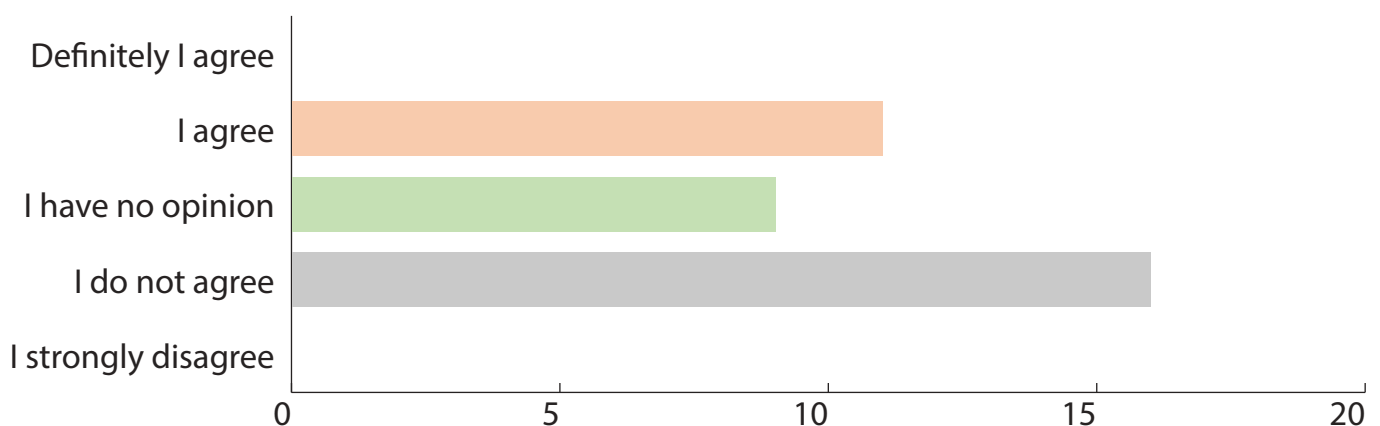
To sum up, the skill level associated with working in a group is high.

3.7 Assertiveness

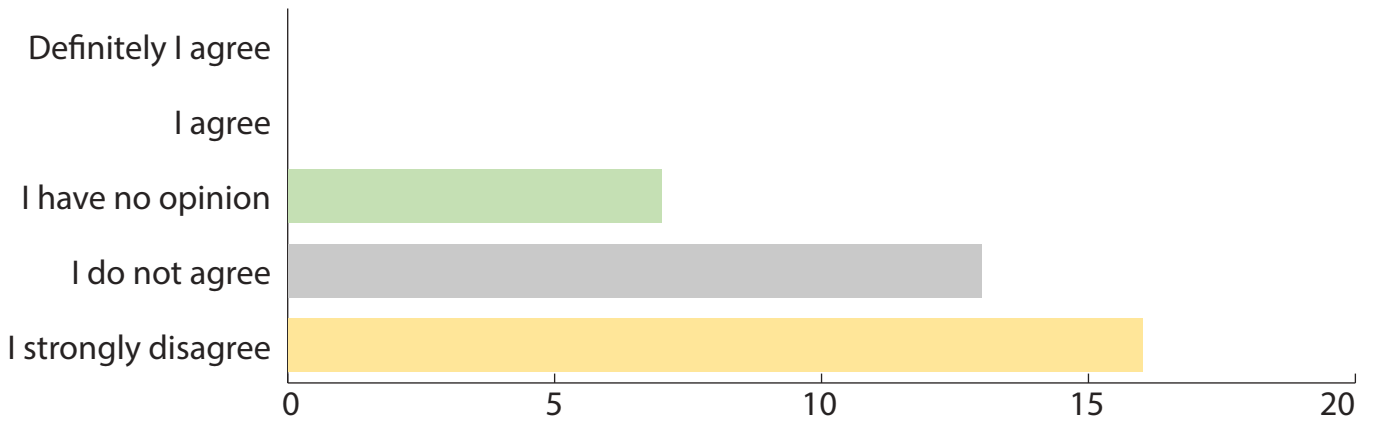
Assertiveness is a major area of concern, with many participants lacking confidence in their ability to be assertive. This is a critical skill that needs focused attention and development

Participants in the survey claim that they have difficulties in expressing their own opinions directly if others do not agree with them (16 respondents hold this opinion).

*Graph no. 14: I can usually express my opinions directly,
even if others disagree.*

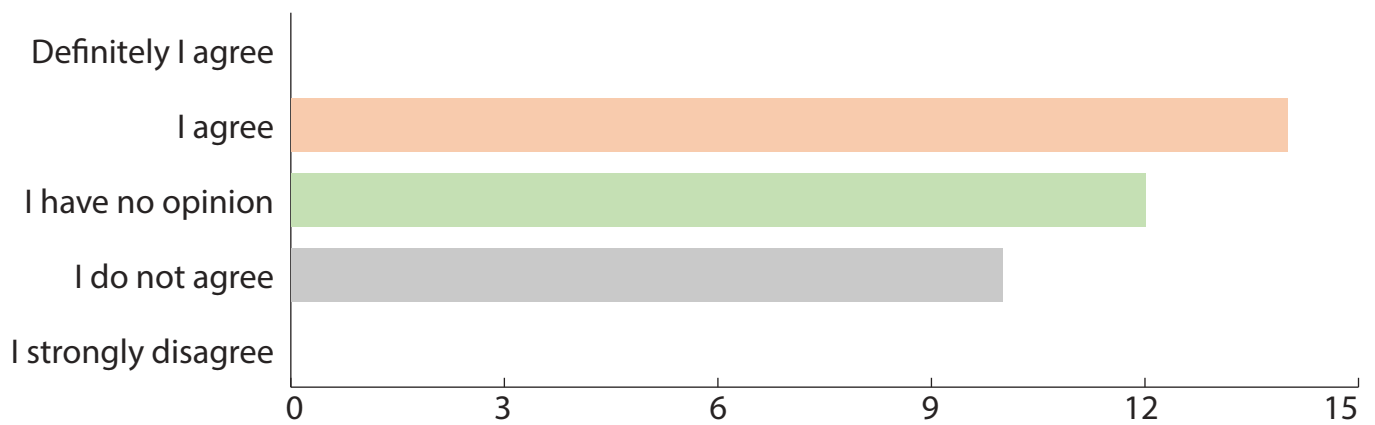


Graph no. 15: I am a person who gives in often.



Several participants believe that in some situations they sometimes lose their temper and treat people badly.

Graph no. 16: In some situations I sometimes lose my temper and behave badly towards people.



The ability of assertive behavior in the studied group is developed at a low level.

3.8 Creating a climate of trust and the ability to empathize

Participants are able to build trust in relationships with others. They believe that it is much easier for them to do this among people they know. It is a bit more difficult in an environment that is unfamiliar and new to them. They then need more time because they are not able to build direct and free relationships right away.

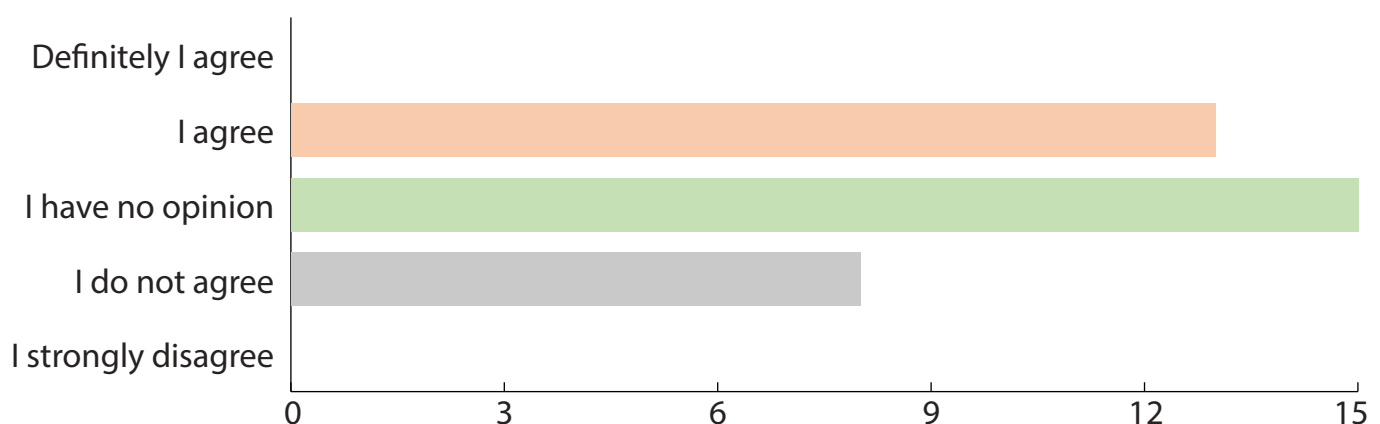
Most describe themselves as empathetic. The group included people with a very high level of empathy who use their altruistic attitudes and pro-social behaviors on a daily basis in voluntary activities. These people are active in non-governmental organizations working to support other people or act as guardians of dependent people. Three workshop participants had a heated discussion, considering themselves empathetic, despite their clearly lower level of ability to understand the other person's point of view and look at reality from that person's perspective.

Observing the behavior of the Participants at work, it was possible to notice that individual people cared about a good atmosphere, helped each other, treated each other in a friendly, direct manner, with understanding and attention to others. While working together, the participants showed mutual respect.

The survey included questions regarding the analyzed issue. The charts below summarize the responses.

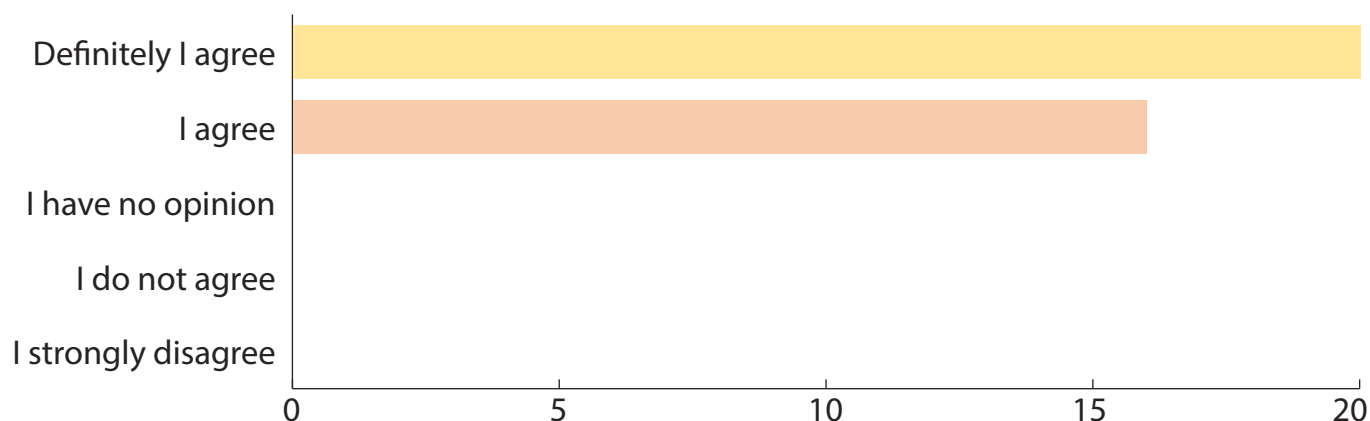
13 respondents admit that they care about a good atmosphere in the group, 15 have no opinion and 8 people do not agree.

Graph no. 17: I can empathize with other people's situations.



In the group, 100% of people declare that they can empathize with other people's situations.

Graph no. 18: I can empathize with other people's situations.



Creating a climate of trust and the ability to empathize in people undergoing diagnosis remains at a moderate level. Participants declare that they are empathetic people and say that they are able to build a positive atmosphere.

3.9 Overcoming prejudices, expressing respect for people, their diversity and needs

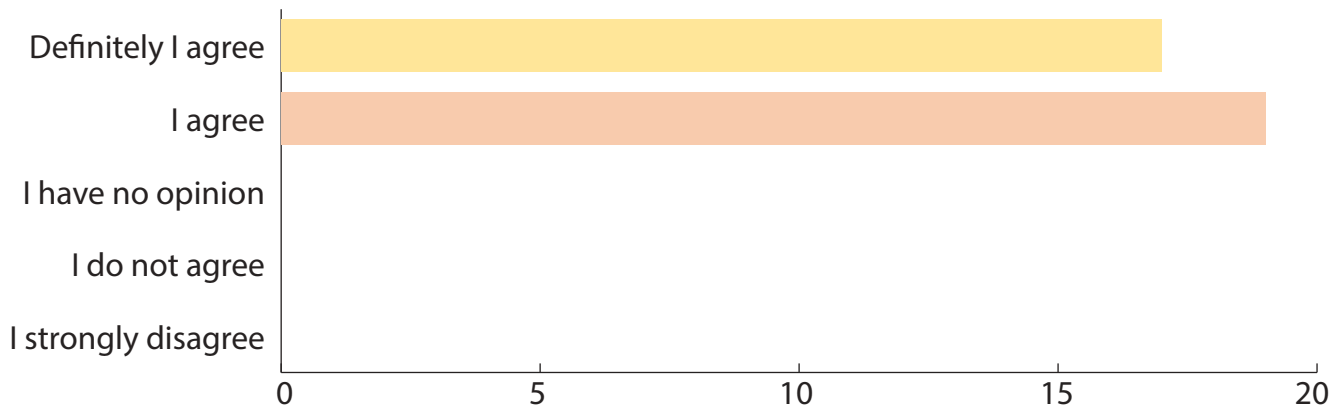
During the workshops, participants were talked to about prejudices against people of different cultures and nationalities, coming from different groups, including: people with disabilities, addicts, sexual minorities.

Participants express respect for other people, their diversity and needs.

100% of people agree.

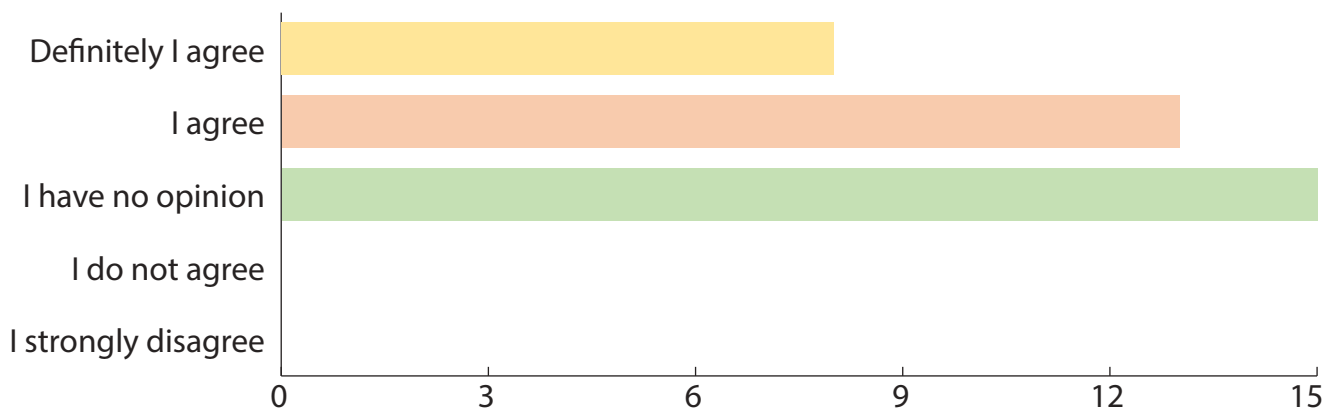
The level for this social competencies is high.

Graph no. 19: I respect other people, their diversity and needs.



In response to the question: "It doesn't bother me that people are different, e.g. they come from different countries, cultures", most people agreed with this opinion (13 people marked the answer I agree, 8 people strongly agree), the others had no opinion.

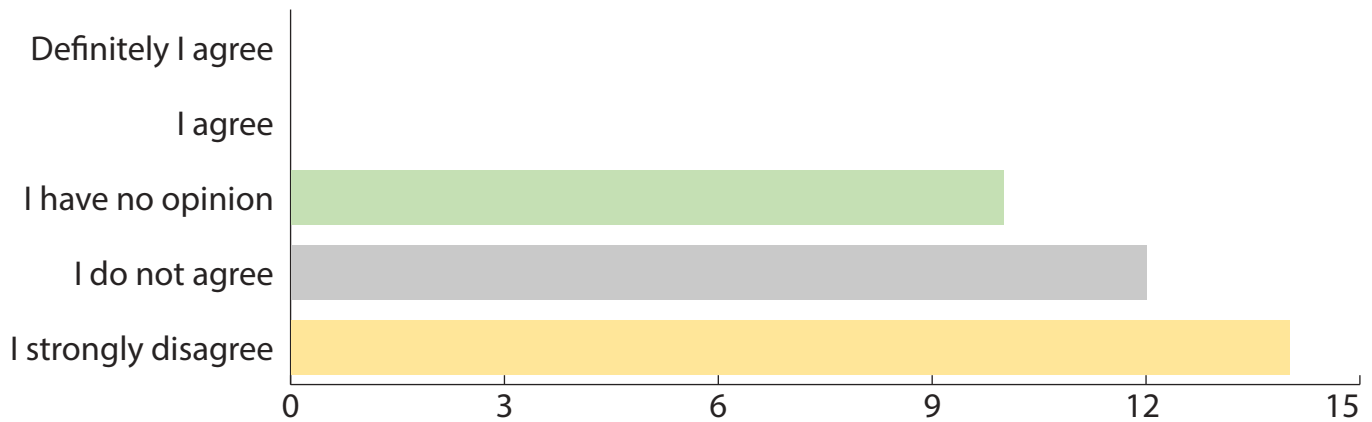
Graph no. 20: It doesn't bother me that people are different, e.g. they come from different countries or cultures.



3.10 Identifying your own opportunities

Workshop participants have difficulty identifying their own possibilities. This is confirmed by the survey results. 12 respondents said they disagreed and 14 people strongly disagreed with the statement: "I know myself and my own capabilities well.". The others have no opinion on this. The answers provided are shown in the chart below.

Graph no. 21: I know myself and my own capabilities well.

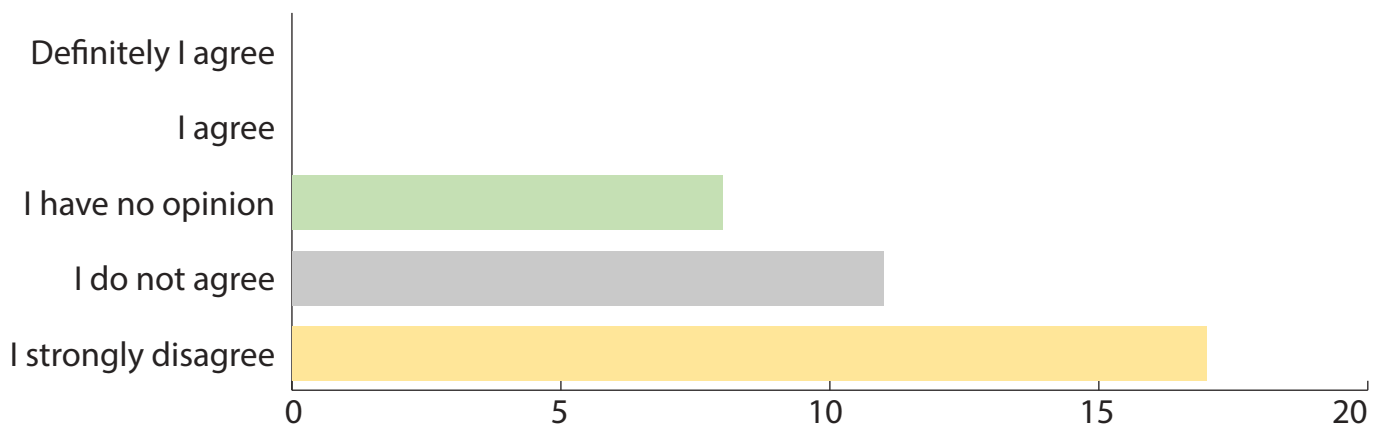


The participants of the workshops found it difficult to identify their strengths and weaknesses, rank the values they follow, and describe their own aspirations.

3.11 Critical thinking

Critical thinking is a notably weak area, with many participants feeling unsure of their abilities. This competence is essential for problem-solving and every day life, indicating a significant need for focused development. 11 people do not agree with this statement, 17 people strongly disagree. The others have no opinion.

Graph no. 22: When making decisions, I consider various arguments and try to assess the situation objectively.

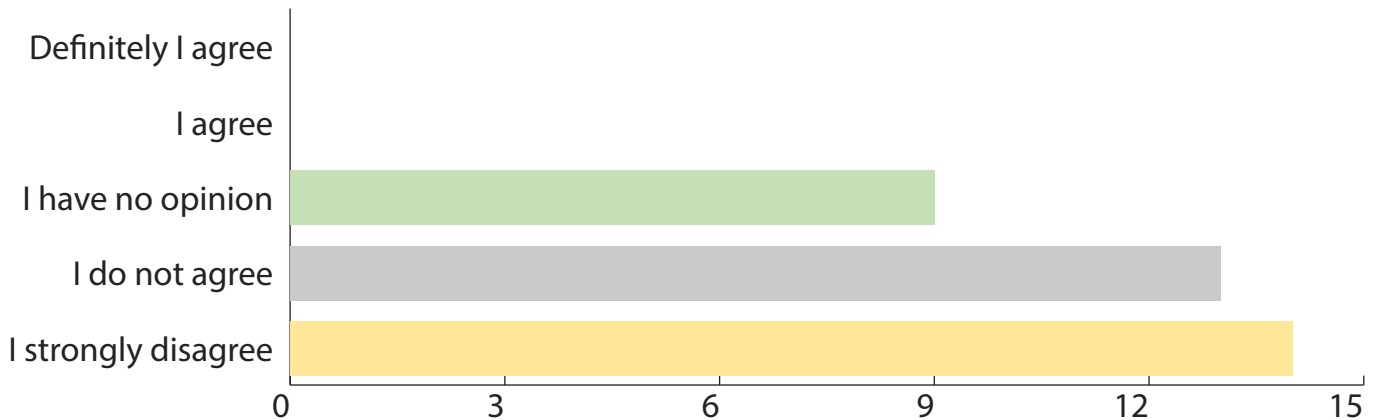


Observing the use of critical thinking skills in workshop work, it can be concluded that this competence is developed by the Participants at a very low level.

3.12 Decision-making

Participants believe that they have difficulties in making decisions.

Graph no. 23: I don't have difficulty making decisions.



During the workshops, participants made decisions many times, contrary to what was stated. This was not a problem in all workshop groups. Some, mostly unconsciously, used elements of individual stages of this process. The main problem comes from Critical Thinking, which does not allow participants to analyze situations well in order to make decisions.

There were noticeable differences between group and independent decision-making. In situations requiring joint decisions, the selection of options was faster.

Based on the results of the survey, observations and opinions of the Participants, it can be concluded that the level of decision-making skills is moderate.

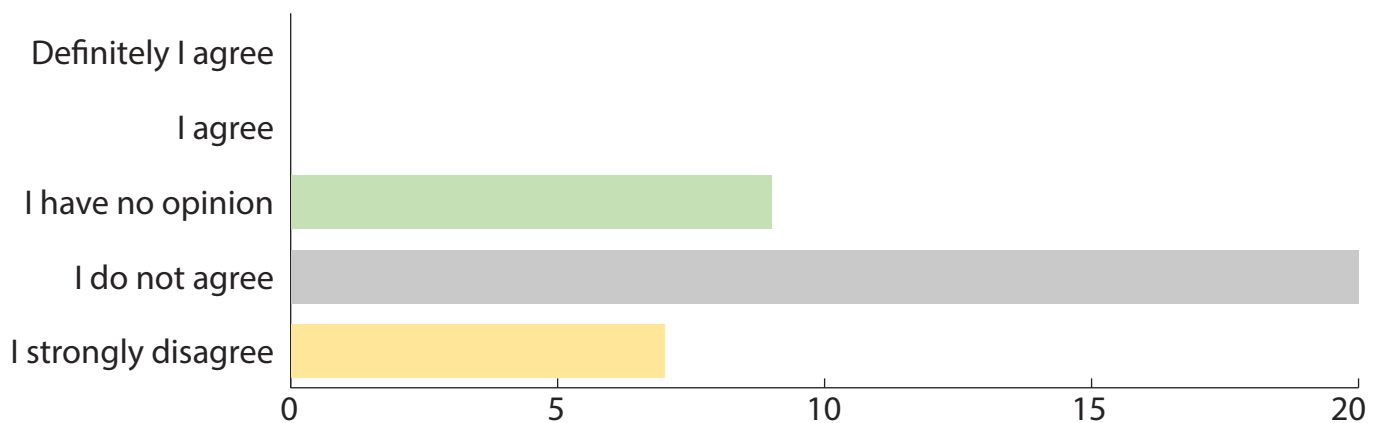
3.13 Defining and setting goals

During the workshops, the topic of defining and setting goals was discussed.

During the workshop, participants used their knowledge and intuition to plan joint work. They effectively set goals that were achieved, contrary to what was stated.

The chart below shows the distribution of the answers provided.

Graph no. 24: I can set my own goals.

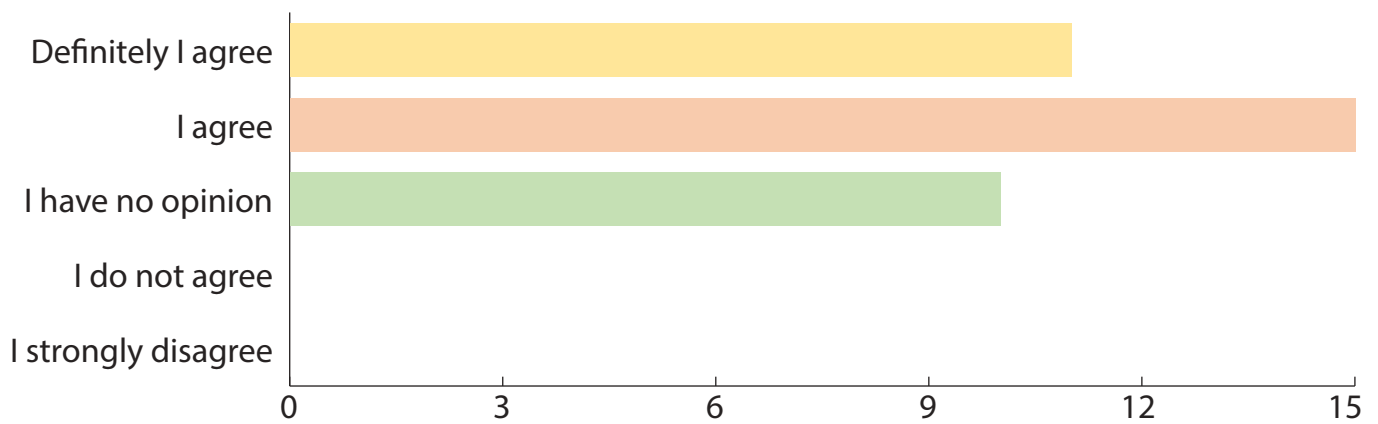


The participants' level of skills related to defining and setting goals is moderate-low.

3.14 Motivating yourself to take action

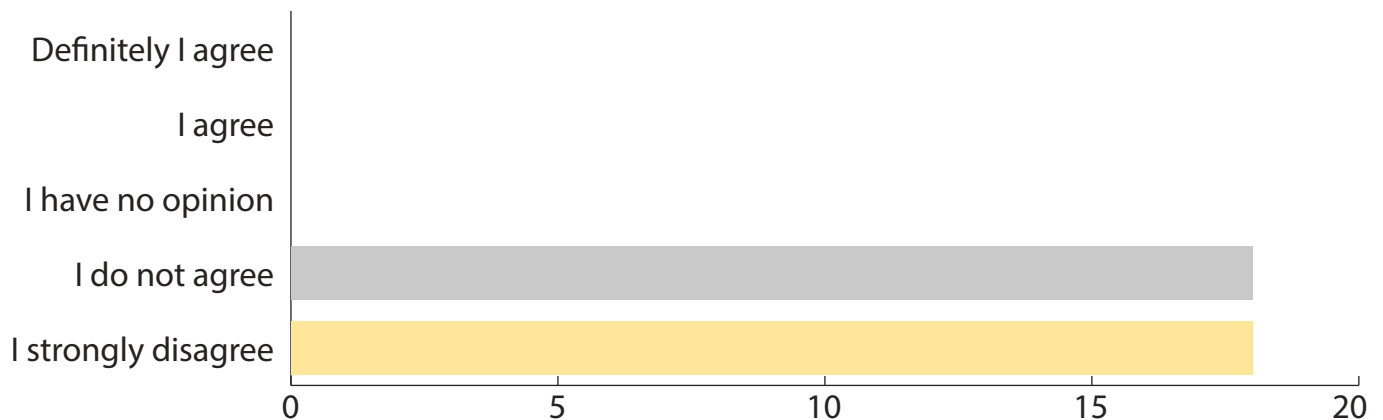
The vast majority of workshop participants, expressing their opinions in the survey, believe that they are highly motivated people.

Graph no. 25: I am a highly motivated person.



100% of people said that when they encounter obstacles in achieving their goals, they do not withdraw.

Graph no. 26: When I encounter obstacles in achieving my goal, I withdraw.



In the discussion, participants confirm that they belong to a group of people with high motivation.

Based on the opinions of the Participants and their observations in action, it can be concluded that the level of motivation to act in this group is high.

4. Conclusions and recommendations, including barriers and needs

Based on the analysis of data collected during the diagnosis, the level of social competences of adults with fewer opportunities was assessed - 36 people with no higher education than level III of the European Qualifications Framework (i.e. a maximum of secondary education).

The surveyed group is diverse in terms of the level of competences it possesses. Some of the skills are mastered by the Participants at a satisfactory level, others can be described as deficient.

The analyzed competencies were divided into three groups. Competencies were distinguished: highly developed, moderately developed and low developed.

The table contains a list of competencies taking into account their level in the studied group.

<i>Competencies developed at a high level</i>	<ul style="list-style-type: none">- Teamwork,- Motivating yourself to act,- Negotiating and reaching compromises,- Respect for people and diversity
<i>Competencies developed at a moderate level</i>	<ul style="list-style-type: none">- Showing tolerance,- Defining and setting goals- Coping with stress and frustration- Decision-making,- Creating a climate of trust, the ability to empathize,- Expressing and understanding different points of view,
<i>Competencies developed at a low level</i>	<ul style="list-style-type: none">- Constructive communication in various environments,- Assertiveness,- Critical thinking

From the data it can be concluded that the general level of social competences in the studied group is heterogeneous. Three competencies were rated as low developed, six were classified as moderate, and four were highly developed.

The conclusions from the research analysis indicate that adults with fewer opportunities (those with no higher education than level III of the European Qualifications Framework) should primarily strengthen competences related to:

- Constructive communication in various environments,
- Assertiveness,
- Critical thinking

It is also advisable to work on the following competencies:

- showing tolerance,
- defining and setting goals,
- coping with stress and frustration,
- decision-making,
- creating a climate of trust, the ability to empathize,
- expressing and understanding different points of view.

Based on the opinions of the participants and the observations of the leaders, it is possible to define barriers and needs that affect the level of social skills in the target group. The target group consists of adults with no higher education than level III of the European Qualifications Framework, which corresponds to a maximum of secondary education.

Causes/Barriers Influencing the Reduced Level of Social Competences:

The lack of a high level of education among the participants has significantly impacted the development of essential social competencies such as constructive communication, assertiveness, and critical thinking. Without advanced educational opportunities, individuals often have limited exposure to diverse perspectives, structured critical thinking exercises, and environments that encourage assertive behavior. This educational gap results in a reduced ability to engage in meaningful dialogue, advocate for oneself, and critically analyze situations, ultimately hindering their social and professional interactions. In the study group, there is a noticeable need to strengthen social competences, especially those which, as diagnosed, are at a low and moderate level.

Based on the idea generation stage during the workshops, it is recommended to carry out educational activities aimed at increasing social competences. Participants emphasized that they would like to take part in activities that:

- will not be conducted using delivery methods, e.g. in the form of lectures or presentations,
- will enable participatory involvement of participants, promoting involvement and high activity,
- provide attractive content, e.g. classes that develop interests (participants mentioned photography, choreography, theater, culinary, and handicraft classes),
- equip them with skills that will be useful in everyday life,
- will create the opportunity to share their own experience,
- will be conducted in a friendly atmosphere, with respect for each other, without judgment.

The aim of the second work package called "Diagnostic workshops" was to diagnose the social competences of the target group.

Thanks to the collected materials, barriers, needs and the lowest level of social competences were identified.

The opinion of the participants and the conclusions from observations coming from those conducting the diagnosis confirm that an important condition for a person's contentment and life satisfaction is mastering social skills.

Our lives are connected with the influence and behavior of other people, groups and communities. Skillful social coexistence with others is an important condition for proper functioning of a person in various situations.

According to the participants, people cope with life differently depending on the level of their social competences. It was also noticed that high social competences of residents contribute to the efficient functioning of entire local communities. Therefore, in terms of both individual and community benefits, it is worth developing social competences. We will deal with this in subsequent work packages.

Appendix No. 1

WORKSHOP OUTLINE - DIAGNOSIS OF SOCIAL COMPETENCES			
PARTICIPANTS:	<ul style="list-style-type: none"> - Poland: 36 adults living in peripheral areas (12 people x 3 groups). - Italy: 36 adults with low level of education (12 people x 3 groups). - Romania: 36 adults with disabilities (12 people x 3 groups). 		
FORM OF CLASSES:	<ul style="list-style-type: none"> - Diagnostic workshops conducted using the design thinking method. 		
TECHNICAL CONDITIONS:	<ul style="list-style-type: none"> - It is recommended to conduct the workshops in a room that allows participants to move freely. The preferred arrangement allows the leader and participants to sit in a circle, with access to the tables. 		
WORKSHOP OBJECTIVES:	<ul style="list-style-type: none"> - Diagnosis of social competences of workshop participants. - Recognition of participants' barriers and needs in terms of personal competences - Collecting materials on the basis of which reports will be prepared regarding the diagnosis of barriers and needs and identifying deficit personal competences among the target group. 		
COURSE OF THE MEETING			
EXERCISE	TIME	DESCRIPTION	METHODOLOGICAL GUIDELINES
Questionnaire.	15 minutes	The classes begin with participants completing a survey questionnaire (Appendix No. 1: survey questionnaire) regarding their opinions about their own social competences.	The survey should be distributed to participants before the group introduction stage begins and the leader is introduced.
Introduction to classes	15 minutes	<p>The presenter briefly introduces himself. Describes his role, goals and topic of the meeting.</p> <p>Presents applicable group rules and norms. He writes them down on a flipchart.</p>	

		<p>Sample rules:</p> <ul style="list-style-type: none"> • <i>Discretion – we do not reveal details about who did or said what during classes to people outside the group;</i> • <i>We are obliged to respect and tolerate each other’s autonomy (we do not put pressure, we do not judge, we do not interpret)</i> • <i>We allow everyone to keep their own opinion (we do not discuss, we do not convince someone that someone is wrong);</i> • <i>We focus on what is happening „here and now”; we are not talking about absentees;</i> • <i>Only one person always speaks, we speak one by one (one speaks - the rest listens);</i> • <i>Obstacles have priority if someone is disturbed by something in external conditions, e.g. it is stuffy, or they feel significant a discomfort, e.g. they have a headache and want to take a pill, they talk about it openly and take appropriate actions.</i> 	
<i>Integration.</i>	<i>30 minutes</i>	<p><i>Group integration exercises are selected each time according to needs.</i></p> <p><i>In the case of groups composed of people who know each other, we suggest that each participant briefly introduce himself and tell a few sentences about himself.</i></p> <p><i>In the case of groups composed of people who have not had contact with each other before, it is advisable to introduce an additional exercise.</i></p> <p><i>In this case you can use:</i></p> <p>Exercise 1 „Interview in pairs”</p> <p><i>People can freely choose pairs.</i></p> <p><i>They are divided into person A and B. The task of person A is to provide person B with as much information about themselves as possible. Person B’s task is to remember as much of this information as possible.</i></p>	

		<p>After 5 minutes, the participants switch roles.</p> <p>The instructor suggests the scope of information you need to obtain:</p> <ul style="list-style-type: none"> • Interlocutor's interests, • What a person does most often on Sunday morning • What subject at school is most interesting to a given person, • Who the person would like to be in the future, • If a person could conjure up an education and a job for themselves, what would it be? <p>On the forum, each person provides at least five of the most interesting information they have learned about their partner.</p> <p>Exercise 2 „Name and adjective” The leader introduces himself by giving his name and an adjective that describes him, starting with the first letter of his name, e.g. cheerful Wiola, joyful Renata, ambitious Asia, etc. Then he asks people to do the same.</p> <p>Exercise 3 „Tree” The moderator divides the participants into two groups. Each group draws the outlines of a tree on a large flipchart. The participants' task is to write down 10 things inside the tree that connect them (what everyone in the group likes, dislikes, has or does not have), e.g. we all like summer, none of us has a dog.</p> <p>Then, the group's task is to write, outside the outline of the drawn tree, 5 things that are specific only to a given person from the group, e.g. only he was on vacation, only he can sew. Next, we list the differentiating features for each member of the group. After the groups finish their work, they present their results in the forum.</p>	
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<p><i>Creating personas.</i></p>	<p><i>30 minutes</i></p>	<p><i>Participants are given the task of creating personas.</i></p> <p><i>A persona is a fictional character representing a person who belongs to the same group from which the participants of the classes come, i.e. adults:.</i></p> <ul style="list-style-type: none"> <i>• living in peripheral areas,</i> <i>• low level of education</i> <i>• with disabilities</i> <p><i>The persona can be described, drawn, pasted, e.g. from newspapers.</i></p> <p><i>The Group establishes contractual arrangements for persons:</i></p> <ul style="list-style-type: none"> <i>• first name and last name</i> <i>• domicile,</i> <i>• age,</i> <i>• interests,</i> <i>• who does he live with</i> <i>• professional activity,</i> <i>• what problems it faces,</i> <i>• what he likes to do</i> <i>• what are his goals, desires, needs,</i> <i>• what is she happy about, proud of etc.</i> <p><i>The group presents the created persona. The leader places it in a visible place.</i></p>	<p><i>The created persona will make it easier for Participants to identify their needs and needs and barriers in the area of social competences.</i></p> <p><i>For many people, talking directly about themselves is difficult. Referring to a fictional character that reflects the characteristics of the group will make the job much easier.</i></p> <p><i>In each country, a persona is created that is consistent with the target group.</i></p> <p><i>In the case of groups consisting only of women, we create a female persona.</i></p> <p><i>In the case of groups consisting only of men, we create a male persona.</i></p> <p><i>In the case of mixed groups, we create two personas – male and female.</i></p>
<p><i>Task for the group.</i></p>	<p><i>120 minutes</i></p>	<p><i>Exercise suggestions:</i></p> <p><i>Exercise 1</i></p>	<p><i>The exercise is the main part of the workshop. It should be adapted to the group's capabilities. Please remember that when implementing it, participants should use how the greatest number of social competences.</i></p>

	<p><i>The group's task is to develop and create a game (board, card, etc.). The theme of the game is to promote the area where the participants live. It may be the entire region, a selected area or a specific town.</i></p> <p><i>The game must have:</i></p> <ul style="list-style-type: none"> • <i>instructions explaining the rules,</i> • <i>board, cards or other game elements,</i> • <i>a short description of how the game will contribute to the promotion of the selected area.</i> <p><i>Participants are provided with auxiliary materials, including: colored and white paper, cardboard, tapes, glue, scissors, paints, tissue paper, newspapers, and plasticine.</i></p> <p><i>The task can be considered completed when the group presents the game and its premise to the leader and a short game takes place.</i></p> <p>Exercise 2</p> <p><i>The group is to prepare stagings of any well-known fairy tale, e.g. „Little Red Riding Hood”, „Cinderella”, „Puss in Boots”. The presenter provides the following guidelines:</i></p> <ul style="list-style-type: none"> • <i>the performance must last at least 10 minutes,</i> • <i>all participants must take an active part in the presentation of the fairy tale,</i> • <i>the content of a well-known fairy tale can be modified, e.g. by adding additional characters or changing the ending,</i> • <i>a necessary condition is the creation of scenography and costumes,</i> • <i>the performance may be e.g. a puppet show or a musical.</i> 	<p><i>The instructor can choose one of the proposed exercises or use his own.</i></p> <p><i>After explaining the rules and course of the exercise, the leader's role should be limited down to a minimum. The leader observes the work and tries to draw his own conclusions about the level of individual social competences.</i></p> <p><i>What is important is the independent work of participants and their use of various social competences to complete the task.</i></p> <p><i>The leader supports the participants if necessary.</i></p>
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<p>Summary</p>	<p>60 minutes.</p>	<p>The leader begins a summary of the participants' joint work. He asks you to share your reflection.</p> <p>Stage 1 Moderated discussion Conducts moderated discussions in which he can use questions:</p> <ul style="list-style-type: none"> • To what extent did you manage to complete the task? • Are you satisfied with the results of your work? • What made it easier for you to work together? • What made the work more difficult? • What competencies were useful in performing the task? • What competencies were insufficient or missing when carrying out the task? • Which competencies would be worth increasing? <p>If the participants are not willing to participate in the discussion or their statements are laconic and sparse in content, the moderator may refer to the developed personas. Participants should then be asked to imagine that these personas took part in the exercise and asked to answer in relation to the personas.</p> <p>Stage 2 Competence axis The leader puts tape on the floor/wall. Marks the "100%" symbol at one end and the "0%" symbol at the other end. Participants receive 16 A4 sheets of paper with competencies listed (Appendix No. 3: competencies). The leader asks the participants to place their competencies together on a line, illustrating their level while performing a common task.</p> <p>After completing the exercise, the instructor asks additional questions to obtain information about the reasons why some competencies are more and others less developed. What barriers and needs do adults have in this regard?</p>	<p>The summary will consist in the a competencies they used while working together to complete the task, what their level is, which competencies should be strengthened, etc.</p> <p>Based on his own observation of the participants, the leader draws conclusions about the barriers, needs and most deficient social competences.</p>
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		<p>Stage 3 Brainstorming – generating ideas <i>Participants together think about ideas on how adults can improve social competences while learning „indirectly“. The group focuses on the competencies that it assesses as least developed. The teacher asks you to indicate the topics of the classes that would be interesting and would contribute to the growth of competences.</i></p>	
<p><i>Additional exercises</i></p>		<p>Exercise suggestions:</p> <p>Exercise 1 <i>The leader stands up and performs a simple movement - e.g. clapping. Then the next player repeats the move and adds his own. Every person in the group does the same. The game is played without words, and if someone says even a word, they are out of the game.</i></p> <p>Exercise 2 <i>One person leaves the room and the others choose an adjective, e.g. slow. When the person comes back, they have to guess a given adjective, so they ask everyone to behave in that way. Then the exercise is repeated with another adjective.</i></p> <p>Exercise 3 <i>We divide the group into three teams. The leader shows a cup and explains that the teams' task will be to come up with as many unconventional uses for the cup as possible. Groups work on time. The leader measures 3 minutes, and the groups write down on pieces of paper the different uses of the cup (e.g. ashtray, flowerpot, measuring cup for loose products, spittoon, earring, hat, spatula, etc.). After 3 minutes measured by the trainer, the groups finish their work. They then take turns reading one use of the cup at a time. If the cup's use is identical, it is removed from the lists of those groups in any of the other groups. Only applications that appear on the sheet of one group remain undeleted. The group that finds the most original ideas for using the cup wins the game.</i></p>	<p><i>Exercises are an additional form of work during the workshop. Whether they will be used depends on the host. They can be used to improve the atmosphere during a meeting, increase the level of commitment and concentration or integrate the group. It is worth using them in situations when participants show a decrease in energy and willingness to work.</i></p>

		<p>Exercise 4 <i>The leader asks the participants to construct a building together by joining together and adopting characteristic positions. They can be: a suspension bridge, a ship, an antenna, a temple, a library.</i></p> <p>Exercise 5 <i>The leader asks the participants to imitate the movements of various birds, such as a duck, a pigeon or a crane, by moving around the room and imitating sounds.</i></p> <p>Exercise 6 <i>The presenter asks each participant to introduce themselves by providing three pieces of information about themselves. These can be stories from the past, achievements, character traits. Of these, two pieces of information should be true and the third piece should be false. The group's task is to guess which of the presented information is false. If the group does not express consensus, a vote may be introduced. At the end, the person speaking explains what information was true and what was not.</i></p>	
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Appendix No. 2: survey questionnaire

QUESTIONNAIRE

Read the following sentences carefully. Consider how well they describe you and your behavior. Write an answer from 1 to 5, depending on whether you agree or disagree with the statement:

1	2	3	4	5
<i>I strongly disagree</i>	<i>I do not agree</i>	<i>I have no opinion</i>	<i>I agree</i>	<i>Definitely I agree</i>

No	QUESTIONS	RESULTS
1	<i>I believe that my communication skills are well developed.</i>	
2	<i>I can effectively talk about politics and religion even with people with different views.</i>	
3	<i>I prefer working independently. Collaborating with others is difficult for me.</i>	
4	<i>In a group of people who have different views than me, I usually do not speak up.</i>	
5	<i>When I solve a problem, I try to compromise.</i>	
6	<i>When I encounter obstacles in achieving my goal, I withdraw.</i>	
7	<i>I am a good negotiator.</i>	
8	<i>In difficult situations, I am composed and calm.</i>	
9	<i>I deal well with stress and frustration.</i>	
10	<i>I believe I am good at teamwork.</i>	
11	<i>I can usually express my opinions directly, even if others disagree.</i>	
12	<i>In some situations I sometimes lose my temper and behave badly towards people.</i>	
13	<i>I am a person who gives in often.</i>	
14	<i>I care about a good atmosphere in the group.</i>	

15	<i>I can empathize with other people's situations.</i>	
16	<i>I respect other people, their diversity and needs.</i>	
17	<i>It doesn't bother me that people are different, e.g. they come from different countries or cultures.</i>	
18	<i>I know myself and my own capabilities well.</i>	
19	<i>When making decisions, I consider various arguments and try to assess the situation objectively.</i>	
20	<i>I don't have difficulty making decisions.</i>	
21	<i>I can set my own goals.</i>	
22	<i>I am a highly motivated person.</i>	
23	<i>I am a person who shows high tolerance towards others.</i>	
24	<i>I can express my opinions in the company of people who disagree with me.</i>	
25	<i>When I encounter an obstacle that prevents me from achieving my goals, I get angry and upset.</i>	
26	<i>When I work in a group, I am effective and satisfied.</i>	

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