Improving “Problem solving in technology-rich environments” skill of low-skilled adults with gamification, serious games and LARP

“skillUPgame”

IO1: Report on Needs Assessment on most appropriate gaming methodologies and development of guidelines

Trebnje, June 202

Improving “Problem solving in technology-rich environments” skill of low-skilled adults with gamification, serious games and LARP “skillUPgame”
Project number: KA2-AE3/19
Erasmus+Programme
KA2 – Cooperation for Innovation and the Exchange of Good Practices
KA204 – Strategic Partnerships for adult education
Grant Agreement number: 19-204-060382

Funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission.
This document reflects the view only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONTENTS

Chapter 1: The project “skillUPgame” 3
Aims and objectives of the project 3
The partnership 3
Chapter 2: Gamification in Adult Education 5
Chapter 3: The current situation in partner countries 6
Part A: The Questionnaires 6
Part B: The Focus Groups 62
Chapter 4: Recommendations emerging directly from gathered data 88
Part A: The Questionnaire 88

CHAPTER 1: THE PROJECT "SKILLUPGAME"

Aims and objectives of the project

There are millions of people in Europe without proper reading and writing, numeracy and digital skills. The PIAAC survey from 2014/2015 showed that 1 of 4 Europeans have struggle with basic numeracy. In addition the survey showed distribution of skills also has significant implications for how the benefits of economic growth are shared within societies. As Europe rushes into 4th industrial revolution there is a growing demand for high-level skills and transversal skills such as critical and innovative thinking, entrepreneurial mind-set, creativity… that will put individuals with these skills in favourable position. Concerns are regularly raised about a further deterioration in the position of the low-skilled in the near future, for example as the demand for their labour declines due to automation, robotization and relocation of work. Therefore it is crucial to raise basic skills with low-skilled adults
which are the basis for developing advanced skills needed for future occupations.

The MAIN AIM of the project is to develop/boost "Problem solving in technology-rich environments" skill which the latest PIAAC study has shown to be low among adults. At the same time this skill is of a key importance for the successful functioning in the current professions and future occupations, as well as for successful operation in everyday activities. "Problem solving in technology-rich environments" is defined as the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks and it is a combination of managing different basic skills: digital, literacy and numeracy in information society.

To this aim we will develop a comprehensive and participatory curriculum and methodology for adult educators for information society basic skills development with gamification, serious games and LARP that take into consideration adult learning principles (knowledge, experience and motivation), thus making learning experience more interesting, engaging and effective. The curriculum and methodology will be supported by curriculum and methodology implementation MOOC for teachers. Implementation and mainstreaming will be enabled by developed policy recommendation on multiplication of the curriculum and implementation methodology into EU adult education systems. Thus we will achieve long term impact and enable continuous use of project outputs.

The Curriculum on use of gamification, serious games and LARP with the development of "Problem solving in technology-rich environments" skill accompanied by curriculum and methodology implementation MOOC will offer the opportunity to all interested parties, within the education community, or within the wider community of stakeholders, to benefit from them as learning resources, or as awareness-raising and information resources. The package of curriculum, methodology, MOOC and recommendations and train-the-trainer programme will be the key product for sustaining the impact of the project in the future, explaining and urging stakeholders to use the methodology and tools.
The added value of the curriculum is to teach the adult educators how to use innovative teaching methods (gamification) in basics skills development with adults.

The partnership

The partnership consists of 5 partners from 5 EU countries - Slovenia, Lithuania, Spain, Ireland and Czech Republic. The project is coordinated by the Centre for education and culture Trebnje (CIK). CIK

Trebnje (SI) is an adult education provider with 60 years of experience in providing all sorts of lifelong learning programmes for adults. Adult education center offers a comprehensive range of education programmes: from elementary school for adults to secondary education programmes, as well as numerous non-formal education programmes (general education, vocational training and different courses). In recent years, increasing attention has been given to various projects that develop and encourage lifelong learning among different target groups, to raise their level of literacy, especially of socially week (elderly, rural residents, members of the Roma community, special needs persons, the unemployed, young, persons serving a prison sentence, etc).

Mise HERo (CZ) is formed based on the vision of using games and game mechanics in Education. The company focuses on 3 main areas: 1) developing games and implementing gamification for companies to be used to motivate and educate the employees (adaptation process, training portals, understanding the companies processes and how they connect together etc.), 2) developing and executing trainings or workshops to fix certain problematic aspect that the company or its teams are currently facing (soft skills development like leadership, communication, fluctuation prevention, lack of feedback, vision building, corporate values etc.), and finally 3) developing and executing trainings or workshops for young students (of all levels starting on elementary thru high schools to universities).

BETI (LT) has a lot of experience in development of multi-language Internet sites, content management systems (CMS) and learning management system (LMS) processes and procedures for various European funded projects. The Institute also have experience in e-learning technology solutions such as virtual learning environments, competence assessment tools, virtual learning objects, learning process organization and management instruments, video/audio recording and broadcasting technologies. Besides the professional experience in IT and education technology fields the Institute also expertizes in the development of distance learning courses in various digital environments and provides competence development of distance education course for developers, providers and administrators. Furthermore, BETI team has experience in development and provision of MOOCs (massive open online courses) methodology and MOOCs quality assurance.

I&F Education (IE) is an Irish based organisation working in and from Dublin for the educational development of people of all ages, especially in the areas of language acquisition, sport and personal development, youth and entrepreneurship. They stress and put the emphasis on lifelong learning as well as adult learning. I & F are involved in several European networks, secondary schools and youth clubs networks.

Aljaraque (ES) is a non profit foundation with the general aim of contribute to the comprehensive development of people, specifically those people in disadvantages circumstances like children, youth and women at risk of social exclusion. The Foundation has developed many cultural, educational and leisure and recreational activities with young people and women for charity. Their main objectives are To encourage, promote and support educational, scientific, cultural sports and non formal training aimed to collaborate in holistic development of children, youth and women, supporting other institutions in actions for helping in risk of social exclusion population and give tutelage services to people who need it.

The common factors of the partnership are the desire to support professional training of adult educators and upskilling of low-skilled adults, integration and inclusion of them into labour market and society in general, lifelong learning and support for the social inclusion of low-skilled adults.

CHAPTER 2: GAMIFICATION IN ADULT EDUCATION

GAMIFICATION: gaming offers answers on how to motivate and engage participants and how to meet their individual and specific needs. Gamification utilizes game elements that are proven to work wonders on massive data of the gaming world and applies them to non-gaming scenarios. In our case, to motivate participants in the training. Gamification helps with the motivation of diverse groups with different needs and different internal and external motivations.

SERIOUS (LEARNING) GAMES: Serious games are used in training courses to simulate certain situations where players can try different approaches in a safe environment to explore and experience the different solutions that follow. For lecturers, it is convenient among other things, as it is possible to use existing games freely available on the market. The serious games include, for example, board games, card games, computer games, VR and AR games, and more. However, games that can be used in training must be carefully chosen, because not every game is suitable for the development of selected knowledge and skills. For this reason, one of the topics for the trainers´ module will be how to select games that are applicable for their training needs.

LARP: Live action role playing – games including role playing are great for experiencing specific situations. The scenarios can be complex and very dynamic; immersive experiences help to develop understanding of real-life situations. The level of complexity is in sync with the skills of participants so regardless of the skill level of the participants they feel comfortable as they are the ones creating the story for the bigger part of the activity.

Gamification in adult education is about using game elements to motivate the training participants to be more involved in the training and creates immersion. Some game elements like story for example, give other game elements a meaning and keeps people interested. Other game elements such as real time feedback helps the participants see the result for their actions. Serious games and/or LARPs are parts of the whole gamification course design. Examples of other game elements are: progress bars, autonomy choices, avatars, count down, social gifting, mystery box and many others. Through the right mixture of the game elements we can get very motivating learning environments. Success of the training lies in correct analyses of the target group, understanding what are their needs, pains, what motivates them, what doesn´t and then use the right mix of techniques that will motivate them to get the most out of the training.

Gamification is being used in various fields – advertisement, onboarding, adaptation, education, internal communication, marketing, products and more everywhere where motivation is priority, gamification can be considered. Mise HERo has been successfully implementing gamification in soft skills courses for adults and young adults, adaptation sessions, to improve internal communication for companies and other fields. Inclusion of gamification helps with motivating people, engaging them into activities or topics. Concrete game elements are useful for connecting theory and experiences from the game environment with the practical and real results, goals, and strategies. The gamification design has a well-developed system of successions, rewards, levels and feedbacks which together creates the impulses for growing motivation and activity in short term courses but also in long term courses where it´s otherwise challenging to motivate participants for action in between the sessions and it also supports and retains interest of the course participants to be attentive and keep learning.

In courses for low skilled people developing skills in the technological rich environment, the biggest problems are often with low motivation of participants, lack of individual activity and willingness to

take part in the course activities. The trainers are very often educated and specialized in specific fields (psychology, IT, teaching something specific) but not as a trainer. That´s why they can benefit greatly from methodical framework for using and adapting team-work activities to their courses and how to use the games and game elements effectively. These are fields that could be supported through gamification and other methods that will be part of the SkillUpGame curriculum. Gamification, Serious games and LARPs helps in the field of finding new strategies to solving problems and finding new perspectives. SkillUpGame will give the trainers a set of concrete activities to use and framework on how to create own specific activities to fit their exact needs and gamification design to make more immersive trainings and to raise the motivation of their trainees specifically focused on literacy, numeracy and ICT skill building.

CHAPTER 3: THE CURRENT SITUATION IN PARTNER COUNTRIES

Part A: The Questionnaires

All partner countries where asked to collect data through a questionnaire from at least 30 low-skilled adults of their country. We collected data from 150 completed questionnaires from 5 different countries.

The Data

AGE AND GENDER

SPAIN:

Gender:
Female: **83.30% - 25 answers**
Male: **16,70% - 5 answers**

Age:
14 -16: **3,30% - 1 answers**
17 – 21: **3,30% - 1 answers**
22 – 30: **16,70% - 5 answers**
31 – 40: **33,30% - 10 answers**
41 – 50: **33,30% - 10 answers**
51 – 60: **3,30% - 5 answers**
61+: **6,70% - 2 answers**

CZECH REPUBLIC:

Gender:
Female: **60% - 18 answers**
Male: **40% - 12 answers**

Age:
14 -16: **0% - 0 answers**
17 – 21: **13,3% - 4 answers**
22 – 30: **16,7% - 5 answers**
31 – 40: **26,70% - 8 answers**
41 – 50: **26,70% - 8 answers**
51 – 60: **13,3% - 4 answers**
61+: **3,30% - 1 answers**

IRELAND:

Gender:
Female: **56,7% - 17 answers**
Male: **43,3% - 13 answers**

Age:
14 -16: **0% - 0 answers**
17 – 21: **13,3% - 4 answers**
22 – 30: **16,7% - 5 answers**
31 – 40: **26,70% - 8 answers**
41 – 50: **26,70% - 8 answers**
51 – 60: **13,3% - 4 answers**
61+: **3,30% - 1 answers**

SLOVENIA:

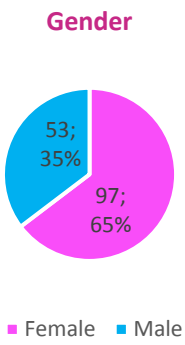
Gender:
Female: **63,3% - 19 answers**
Male: **36,7% - 11 answers**

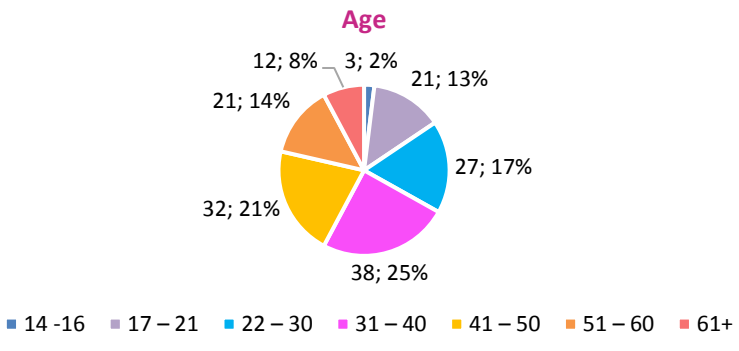
Age:
14 -16: **3,3% - 1 answer**
17 – 21: **3,3% - 1 answer**
22 – 30: **10% - 3 answers**
31 – 40: **26,7% - 8 answers**
41 – 50: **3,3% - 1 answer**
51 – 60: **26,7% - 8 answers**
61+: **26,7% - 8 answers**

LITHUANIA:

Gender:
Female: **60% - 18 answers**
Male: **40% - 12 answers**

Age:
16: **3,33% - 1 answers**
21: **36,66% - 11 answers**
30: **30% - 9 answers**
40: **13,33% - 4 answers**
50: **16,66% - 5 answers**
51 – 60: **0% - 0 answers**
61+: **0% - 0 answers**





Together we have 150 completed questionnaires in all the partners' countries. Our analysis shows that 65% of all the participants was female and 35% was men. Most of them was in the age of 31-40 years. Only 3 of the participants was in the group of age from 14-16.

EMPLOYMENT DATA

Spain:

Are you currently employed?
Yes: **23,30% - 7 answers**
No: **76,70% - 23 answers**

Current jobs that people have:
- Administrative
- Domestic Service
- Cleaner
- Household servants
- Hotels cleaners
- Home caregiver

Past jobs that people had:	Cleaning	Sales, telecommunication
Administrative	Commerce	Education, accounting
Factory employee	Secretary.	Supervision of works
Human resources manager	Customer service.	Firefighter, hospital, customer service
Adults caregiver	Homecare service	Packaging in supermarket
Hairdressing	Childcare, Elderly care	Teacher, businesswoman, cashier
HORECA	Domestic servant	Farming, Restaurants, hotels

Czech Republic:

Are you currently employed?
Yes: **33% - 10 answers**
No: **60% - 18 answers**
No answer: **7% - 2 answers**

Current jobs that people have:	- Self-employed
- office assistant	- plumber
- lecturer	- clinic
- in RomPraha NGO	- cashier
- social worker	- racer

Past jobs that people had:	nowhere	designer
tailor	Eliot, unloading sorting materials	warehouse employee
TRW	entrepreneur in automobiles	Tesco staff
Mladá Boleslav Smart Qvallity	social worker	Plumber, supporting builder
RomPraha z.s.	waiter	hospital staff
Lego	self employed	SBS Nepron

Ireland:

Are you currently employed?
Yes: **70% - 21 answers**
No: **30% - 9 answers**

Current jobs that people have :	Real Estate	Factory worker
Part time in a shop	Secretary	Computers
Part time guide	Administration	Lawyer
Au pair	Manual worker	Data Analyst
Supermarket	Self employed	Education
Marketing	Coaching	Sales and Project Management

Past jobs that people had:	Commercial	Secretary
Summer Camps	Factory	IT
Part time in a pub	Tour guide	Software analyst
Teaching	Shop and minding children	Administrative assistant
Music	Administration, costumer services, office management	Teaching
Nurse	Retail, sales	Sales, Banking, Account Management

Slovenia:

Are you currently employed?
Yes: **52% - 16 answers**
No: **48% - 15 answers**

Current jobs that people have:	Saleswoman (2 answers)
Counsellor in Employment office	Learning assistant in primary school
Personal assistant	Preschool teacher
Nurse	Worker in manufacturing (3 answers)
Coordinator	Cleaner
Woodworker	Postman

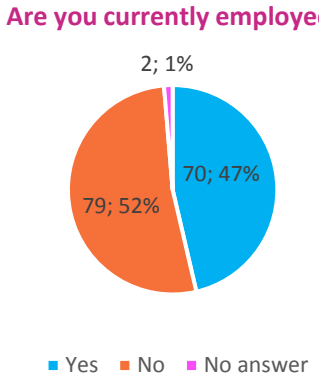
Past jobs that people had:	Worker in manufacturing	Seamstress
Administrative, Secretary	Accounting	Electrician
Worker in humanitarian society	Janitor, Maintainer	Seller
Worker in construction	Education	Waiter
Worker in the field of chemistry	Toolmaker, woodworker	Help in the kitchen
Technologist	Inspector	Policeman

Lithuania:

Are you currently employed?
Yes: **53% - 16 answers**
No: **47% - 14 answers**

Current jobs that people have:	Seller
Electrician	Nail artist
Mechanic	Production manager
Cleaner	Manager
Elderly care	Consumer support specialist
Secretary	Project manager

Past jobs that people had:	Hairdressing	Maid
Driver	Kids playroom administrator	Bartender
Security	Nanny	Wood operations
Sawmill	Electrician	Waitress
Chefs helper	Pizza delivery	Mechanic



47% of all the participants are employed, while 52% are unemployed. 2 participants didn't want to share their employment status. Most of the employed ones are employed in the field of: Education, Administration, Factory workers, Cleaning services, Sales (Supermarket), IT, project management, Nurse, Postman, … Most common past jobs were: Secretary, Education, Cleaning, Sales, Waitress, Wood operations, Music industry, Factory workers, …Most of the jobs are common in current employment and in the past one (Cleaning, Education works, Factory workers, Administrative work, Sales, …).

EDUCATION HISTORY

Spain:

Up to which level of schooling did you attend school:
Never attended or partially attended primary schooling – **2 answers**
Up to the age of 12 years - **1 answers**
Up to the age of 16 years – **6 answers**
Up to the age of 21 years – **9 answers**
University level – **12 answers**

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **6,70% - 2 answers**
EQF Level 1 (Primary education)- **3,30% - 1 answers**
EQF Level 2 (Basic Secondary Education)- **10% -3 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**6,70% -2 answers**
EQF Level 4 (Upper Secondary level) - **13,30% -4 answers**
EQF Level 5 (Post Secondary level)- **20%- 6 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **33,30% -10 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **6,70% - 2 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Czech Republic:

Up to which level of schooling did you attend school:
Never attended or partially attended primary schooling – **0 answers**
Up to the age of 12 years - **4 answers**
Up to the age of 16 years – **10 answers**
Up to the age of 21 years – **24 answers**

University level – **0 answers**

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **43% - 13 answers**
EQF Level 1 (Primary education)- **10% - 3 answers**
EQF Level 2 (Basic Secondary Education)- **37% -11 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**3% -1 answers**
EQF Level 4 (Upper Secondary level) - **0% -0 answers**
EQF Level 5 (Post Secondary level)- **0%- 0 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **3% -1 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **0% - 0 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Ireland:

Up to which level of schooling did you attend school:
Never attended or partially attended primary schooling – **0 answers**
Up to the age of 12 years - **0 answers**
Up to the age of 16 years – **4 answers**
Up to the age of 21 years – **12 answers**
University level – **14 answers**

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **0% - 0 answers**
EQF Level 1 (Primary education)- **0% - 0 answers**
EQF Level 2 (Basic Secondary Education)- **13% -4 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**0% -0 answers**
EQF Level 4 (Upper Secondary level) - **17% -5 answers**
EQF Level 5 (Post Secondary level)- **13%- 4 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **37% -11 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **20% - 6 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Slovenia:

Up to which level of schooling did you attend school:
Never attended or partially attended primary schooling – **2 answers**
Up to the age of 12 years - **0 answers**
Up to the age of 16 years – **9 answers**
Up to the age of 21 years – **10 answers**
University level – **9 answers**

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **7% - 2 answers**
EQF Level 1 (Primary education)- **3% - 1 answers**
EQF Level 2 (Basic Secondary Education)- **13% -4 answers**

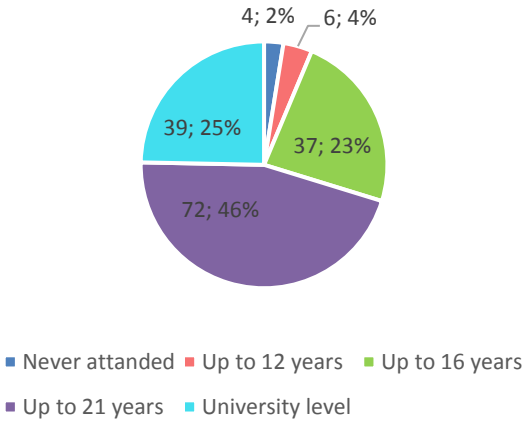
EQF Level 3 (Secondary education with a school leaving certificate)-**13% -4 answers**
EQF Level 4 (Upper Secondary level) - **27% -8 answers**
EQF Level 5 (Post Secondary level)- **7%- 2 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - 23**% -7 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **7% - 2 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Lithuania:

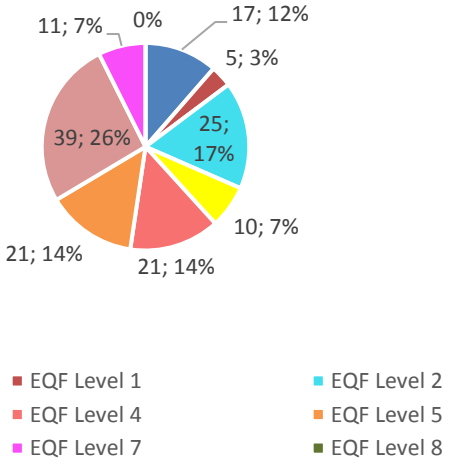
Up to which level of schooling did you attend school:
Never attended or partially attended primary schooling – **0 answers**
Up to the age of 12 years – **1 answers**
Up to the age of 16 years – **8 answers**
Up to the age of 21 years – **17 answers**
University level – **4 answers**

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **0% - 0 answers**
EQF Level 1 (Primary education)- **0% - 0 answers**
EQF Level 2 (Basic Secondary Education)- **10% -3 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**10% -3 answers**
EQF Level 4 (Upper Secondary level) - **13% -4 answers**
EQF Level 5 (Post Secondary level)- **30%- 9 answers**
EQF Level 6 (First Degree level e.g. B.A. English) -**33% -10 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **3% - 1 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Up to which level of schooling did you attend school?



Level of the European Qualification Framework?



Most of our participants attended school up to 21 years. 26% of all the participants have level 6 of European Qualification Framework (The most common level). 17 % have level 2 – Basic secondary education and 14% of participants have level 4 and level 5. Not one of the participants reached level 8 – PhD. 12% of all participants (17 persons) never attended or did not complete Level 1 –Primary education. It is important to stand out that in Ireland only around 30% of the workforce has only Junior Certificate or less, while 10% has only primary level or no formal qualifications at all. Some of them have left school early, while other may not have found learning relevant to their needs.

BASIC AND GENERAL LITERACY

Spain:

Level of the European Qualification Framework (EQF) reached in native language?
Never attended or did not complete primary schooling-**6.70% -2 answers**
EQF Level 1 (Primary education)-**3.30% -1 answers**
EQF Level 2 (Basic Secondary Education)-**6.70% -2 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**10% -3 answers**
EQF Level 4 (Upper Secondary level)-**13.30% -4 answers**
EQF Level 5 (Post Secondary level)-**16.70% -5 answers**
EQF Level 6 (First Degree level e.g. B.A. English)-**36.70% -11 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English)-**6.70% -2 answers**
EQF Level 8 (PhD Level)-**0% - 0 answers**

Czech Republic:

Level of the European Qualification Framework (EQF) reached in native language?
Never attended or did not complete primary schooling-**13 answers**
EQF Level 1 (Primary education)-**3 answers**
EQF Level 2 (Basic Secondary Education)-**11 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**1 answer**
EQF Level 4 (Upper Secondary level)-**0 answers**
EQF Level 5 (Post Secondary level)- **0 answers**
EQF Level 6 (First Degree level e.g. B.A. English)-**1 answer**
EQF Level 7 (Masters Degree Level (e.g. MA English)-**0 answers**
EQF Level 8 (PhD Level)- **0 answers**

Ireland:

Level of the European Qualification Framework (EQF) reached in native language?
Never attended or did not complete primary schooling-**0 answers**
EQF Level 1 (Primary education)-**0 answers**
EQF Level 2 (Basic Secondary Education)-**4 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**0 answer**
EQF Level 4 (Upper Secondary level)-**6 answers**
EQF Level 5 (Post Secondary level)- **5 answers**
EQF Level 6 (First Degree level e.g. B.A. English)-**10 answer**
EQF Level 7 (Masters Degree Level (e.g. MA English)-**4 answers**
EQF Level 8 (PhD Level)- **1 answers**

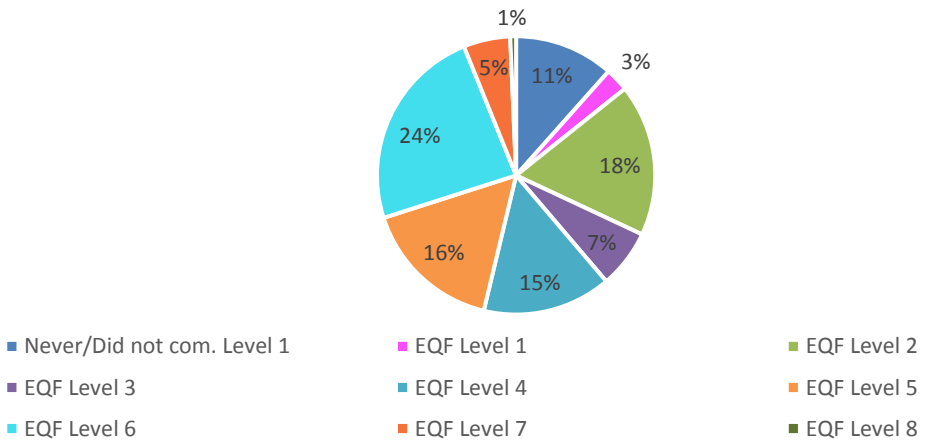
Slovenia:

Level of the European Qualification Framework (EQF) reached in native language?
Never attended or did not complete primary schooling-**2 answers**
EQF Level 1 (Primary education)-**0 answers**
EQF Level 2 (Basic Secondary Education)-**5 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**4 answer**
EQF Level 4 (Upper Secondary level)-**8 answers**
EQF Level 5 (Post Secondary level)- **1 answers**
EQF Level 6 (First Degree level e.g. B.A. English)-**6 answer**
EQF Level 7 (Masters Degree Level (e.g. MA English)-**2 answers**
EQF Level 8 (PhD Level)- **0 answers**

Lithuania:

Level of the European Qualification Framework (EQF) reached in native language?
Never attended or did not complete primary schooling-**0 answers**
EQF Level 1 (Primary education)-**0 answers**
EQF Level 2 (Basic Secondary Education)-**4 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**2 answers**
EQF Level 4 (Upper Secondary level)-**4 answers**
EQF Level 5 (Post Secondary level)- **13 answers**
EQF Level 6 (First Degree level e.g. B.A. English)-**7 answer**
EQF Level 7 (Masters Degree Level (e.g. MA English)-**0 answers**
EQF Level 8 (PhD Level)- **0 answers**

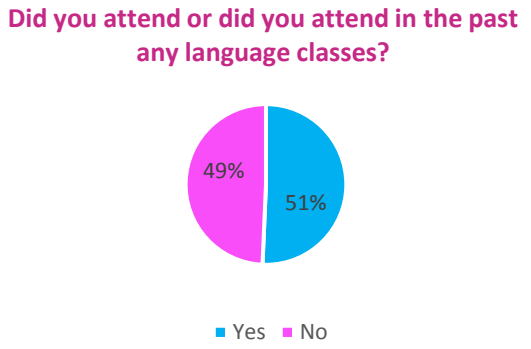
Level of the European Qualification Framework reached in native langugage:



Most commonly reached level of the European Qualification Framework in native language is level 6 - First Degree level (24%). Only one person has native language at level 8 – PhD. In general, more than half of the participants (54%) did not reach level 4. We can summarize that most of our participants are not so skilled in native language. This skill definitely needs to be improved.

Do you attend or did you attend in the past any language classes?

Country	Yes	No
Spain	**13**	**17**
Ireland	**24**	**6**
Czech Republic	**3**	**21**
Slovenia	**16**	**14**
Lithuania	**14**	**13**



Percentage between yes and no are nearly similar. But big difference is between countries. Ireland have high number in attending language class. 80% of all participants attended language class, while in Czech Republic is completely different. 86% of participants did not attend any language class. They are ignoring or being unaware of the contribution of such lessons to the improvement of their communication skills. One of the reasons why the participants didn't attend courses is also lack of resources.

If YES, do you feel that these classes:

Spain:

Question	Yes	No	I don't know
Improve your listening skills?	**15**	**0**	**15**
Improve your writing skills?	**15**	**0**	**15**
Improve your verbal skills?	**15**	**0**	**15**
Improve your reading skills?	**15**	**0**	**15**

Ireland:

Question	Yes	No	I don't know
Improve your listening skills?	**17**	**6**	**3**
Improve your writing skills?	**20**	**4**	**2**
Improve your verbal skills?	**17**	**7**	**2**
Improve your reading skills?	**20**	**5**	**2**

Czech Republic:

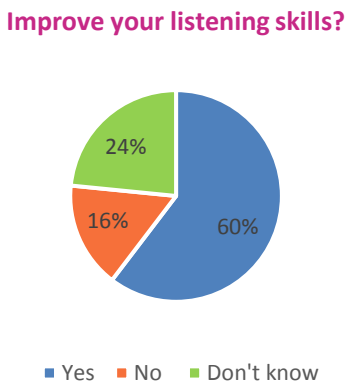
Question	Yes	No	I don't know
Improve your listening skills?	4	5	3
Improve your writing skills?	4	4	3
Improve your verbal skills?	/	/	/
Improve your reading skills?	3	5	3

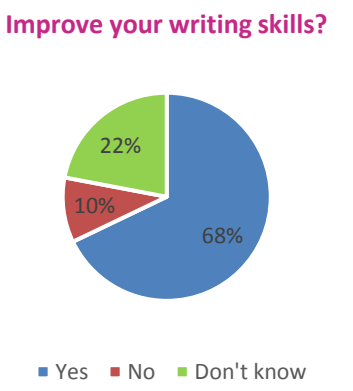
Slovenia:

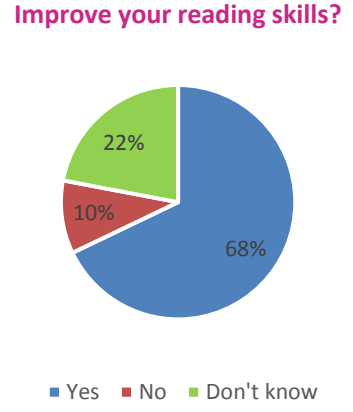
Question	Yes	No	I don't know
Improve your listening skills?	21	1	3
Improve your writing skills?	19	2	3
Improve your verbal skills?	19	1	4
Improve your reading skills?	20	1	3

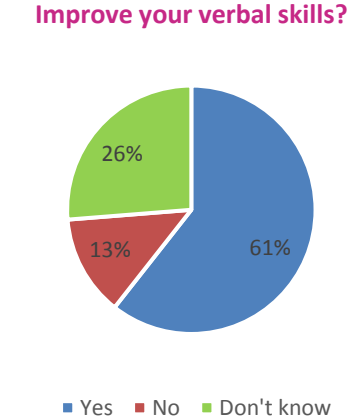
Lithuania:

Question	Yes	No	I don't know
Improve your listening skills?	10	6	1
Improve your writing skills?	15	0	15
Improve your verbal skills?	15	0	15
Improve your reading skills?	10	6	2









Most of the participants think that language classes are improving listening, writing, reading and verbal skills. We find out that a lot of persons didn't read questions carefully enough. Around 20-25% of all the participants didn't know what to answer.

Did you ever experience problems in reading and/or writing? If YES - can you, please describe these problems?

Spain:

Yes	9
No	20

Describe these problems:
- **Often my calligraphy is not eligible and I have a hard time writing** - **Spelling and writing problems** - **Confuse the letters** - **Distracted, lack of interest** - **The expression**

Ireland:

Yes	10
No	20

Describe these problems:
- **Never liked it** - **Spelling** - **Writing long pieces** - **Reading – dyslexia** - **Lack of vocabulary and grammar**

Czech Republic:

Yes	2
No	21

Describe these problems:
- **Doesn't know how to read or write** - **Problems with Czech grammar**

Slovenia:

Yes	7
No	24

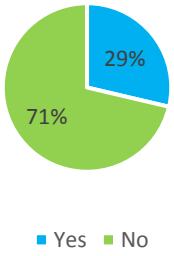
Describe these problems:
- **Problems with writing letters** - **Spelling problems** - **Harder to understand more professional word** - **Don't know where to put punctuation**

Lithuania:

Yes	13
No	17

Describe these problems:
- **Harder to understand words that they are not usually using** - **Spelling problems** - **Grammar problems** - **Harder to concentrate on more intellectual test** - **Slow reading and writing with mistakes** - **Don't know the meaning of all the words**

Did you ever experience problems in reading and/or writing?



Most of the participants in the questionnaire did not experience problems in reading or writing (71%), however 29% of them did point out problems with spelling, writing, problems with grammar, concentration, punctuations, lack of vocabulary, … In Ireland also mentioned the dyslexia. Lithuania have the highest percentage of the participants with reading or/and writing problems – 43%. The percentage (including all partners' countries) is still very high and needs to be considered.

How much help do you need from others in?

Spain:

	Always	Often	Sometimes	Don't need help
Filling out forms:	**2**	**2**	**15**	**11**
Reading letters, emails, etc.:	**2**	**1**	**7**	**19**
Writing letters or notes:	**1**	**0**	**9**	**18**
Understanding written information:	**1**	**1**	**12**	**15**

Ireland:

	Always	Often	Sometimes	Don't need help
Filling out forms:	**2**	**0**	**10**	**17**
Reading letters, emails, etc.:	**3**	**0**	**6**	**21**
Writing letters or notes:	**2**	**2**	**9**	**17**
Understanding written information:	**0**	**0**	**8**	**20**

Czech Republic:

	Always	Often	Sometimes	Don't need help
Filling out forms:	**3**	**2**	**16**	**4**
Reading letters, emails, etc.:	**1**	**4**	**2**	**17**
Writing letters or notes:	**1**	**4**	**7**	**12**
Understanding written information:	**3**	**3**	**14**	**5**

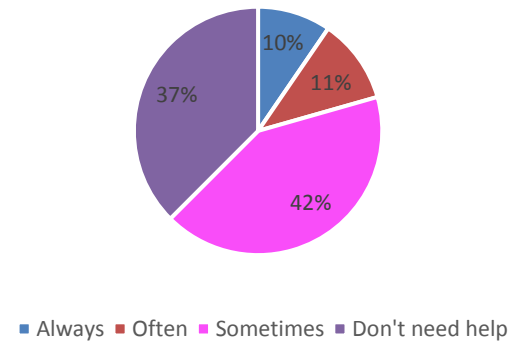
Slovenia:

	Always	Often	Sometimes	Don't need help
Filling out forms:	**2**	**4**	**13**	**10**
Reading letters, emails, etc.:	**2**	**4**	**10**	**13**
Writing letters or notes:	**3**	**3**	**9**	**12**
Understanding written information:	**1**	**4**	**12**	**512**

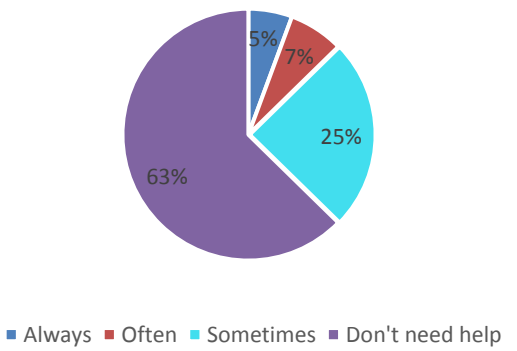
Lithuania:

	Always	Often	Sometimes	Don't need help
Filling out forms:	**1**	**7**	**13**	**9**
Reading letters, emails, etc.:	**0**	**1**	**10**	**19**
Writing letters or notes:	**0**	**4**	**9**	**17**
Understanding written information:	**0**	**2**	**11**	**17**

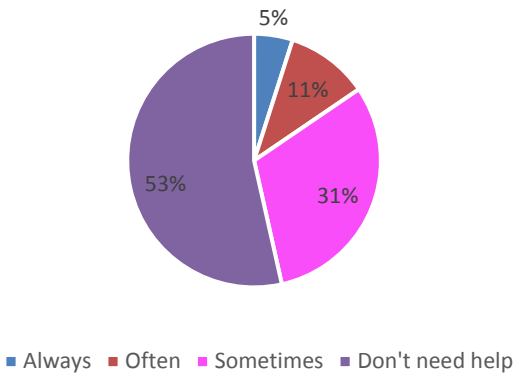
Filling out forms:



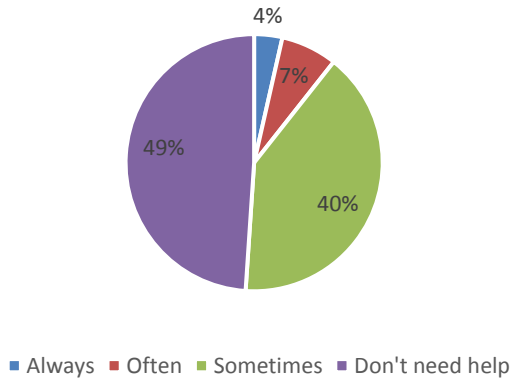
Reading letters, emails, etc.:



Writing letters or notes:



Understanding written information:



Most people don't need any help in this category, but they mention that this may happen sometimes. 10% of our participants always needs help in filling out forms, while 41% of them sometimes do. Reading letters, emails, etc. is activity that requires the least help. In other activities around 50% of participants always, sometimes or often needs help in fulfilling them.
We can say that around 50% of participants are not independent in the mentioned activities. We need to educate society and help them to become more independent.

How often do you make use of the library? Mention the title of a book you borrowed from the library in this last month.

Spain:

How often do you make use of the library?	
Once a week	**5**
Once a fortnight	**3**
Once a month	**6**
Never	**14**

Title of the book you borrowed:
- **Thermodynamics** - **Children's books** - **NO** - **Rich father, poor father** - **A column of fire** - **Paulo Coelho's book** - **The count of Monte-Cristo** - **Newspapers, Magazines** - **History of migration in Spain** - **Memory of a geisha** - **How to start economic entrepreneurship** - **My godmother** - **You want more** - **The secret** - **Pablo Neruda's poetry**

Ireland:

How often do you make use of the library?	
Once a week	**3**
Once a fortnight	**0**
Once a month	**3**
Never	**24**

Title of the book you borrowed:
- **College books** - **The seven habits of highly effective people** - **Don't remember** - **None** - **I don't read** - **Online** - **Handmaid tale** - **Mansfield park**

Czech Republic:

How often do you make use of the library?	
Once a week	**1**
Once a fortnight	**1**
Once a month	**5**
Never	**22**
Other	**0**

Title of the book you borrowed:
- **Czech German dictionary** - **English** - **Pedagogy assistance and the class environment** - **None** - **Tutanchamon** - **Three sisters**

Slovenia:

How often do you make use of the library?	
Once a week	**1**
Once a fortnight	**3**
Once a month	**13**
Never	**14**
Other	**0**

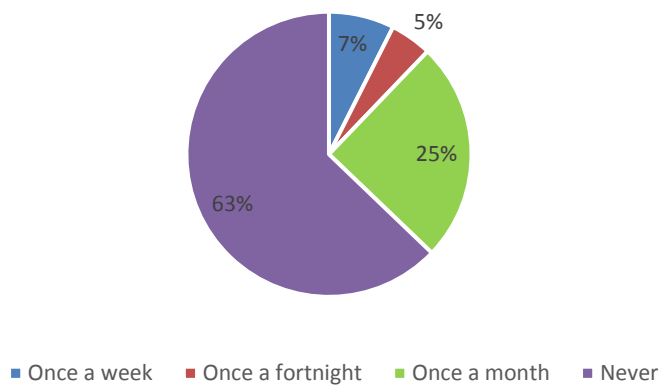
Title of the book you borrowed:	
- 100 rules of life - Argonauts of the Western Pacific - biodynamic gardening - The Whole-Brain Child: 12 Revolutionary Strategies to Nurture ... - Hercule poirot	- Baby names - Children's book - Fire, ass and snakes are not for toys - Skin in the game - Bio gardening - Book from Ivan Sivec - A novel - You Can Heal Your Life

Lithuania:

How often do you make use of the library?	
Once a week	**1**
Once a fortnight	**0**
Once a month	**10**
Never	**19**

Title of the book you borrowed:
- Harry Potter - The picture of Dorian Grey - Moon people - Romeo and Juliet - Boundaries: when to say yes, how to say no to take control of your life - "Eat, pray, love" - "The fault in our stars" - Black box effect - Da Vinci code - Silva Rerum - Geography hostages - Alchemic

How often do you make use of the library?



Most of the participants (63%) never visits library. Only 7% of them is visiting library once a week. It is important that we encourage people about importance of reading and visiting library. They need to be motivated. Participants who are sometimes visiting library listed book that they borrowed in last month. They listed different magazines, newspapers, fiction books, motivation book, children books, education books, … Ireland and Czech Republic have the highest rate of participants who never visits library. Their percentage is around 78%.

If you have a job, how often do you…

Spain:

… READ as part of your current job?	
Currently I am NOT in employment	19
Every day	5
A few times a week	3
Once a week	2
Never	1

… WRITE as part of your current job?	
Currently I am NOT in employment	22
Every day	5
A few times a week	2
Once a week	2
Never	1

Ireland:

… READ as part of your current job?	
Currently I am NOT in employment	3
Every day	12
A few times a week	7
Once a week	1
Never	7

… WRITE as part of your current job?	
Currently I am NOT in employment	3
Every day	13
A few times a week	6
Once a week	2
Never	6

Czech Republic:

… READ as part of your current job?	
Currently I am NOT in employment	12
Every day	8
A few times a week	1
Once a week	0
Never	2

… WRITE as part of your current job?	
Currently I am NOT in employment	5
Every day	8
A few times a week	2
Once a week	1
Never	1

Slovenia:

… READ as part of your current job?	
Currently I am NOT in employment	4
Every day	6
A few times a week	3
Once a week	4
Never	9

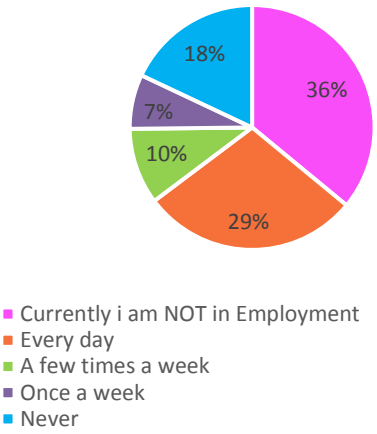
… WRITE as part of your current job?	
Currently I am NOT in employment	3
Every day	7
A few times a week	4
Once a week	5
Never	6

Lithuania:

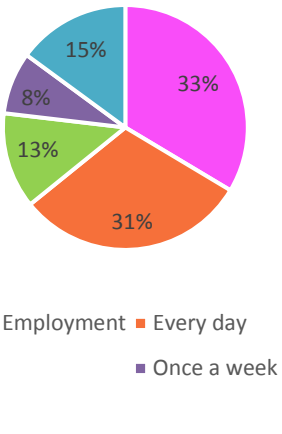
… READ as part of your current job?	
Currently I am NOT in employment	12
Every day	9
A few times a week	0
Once a week	3
Never	6

… WRITE as part of your current job?	
Currently I am NOT in employment	12
Every day	8
A few times a week	3
Once a week	1
Never	6

… READ as part of your current job?



… WRITE as part of your current job?



Spain:

… your ability to read?	
A lot	**26**
Some	**2**
A little	**0**
Not at all	**2**

… your ability to write?	
A lot	**27**
Some	**2**
A little	**0**
Not at all	**1**

Ireland:

… your ability to read?	
A lot	**3**
Some	**3**
A little	**17**
Not at all	**7**

… your ability to write?	
A lot	**3**
Some	**3**
A little	**17**
Not at all	**7**

Czech Republic:

… your ability to read?	
A lot	**0**
Some	**1**
A little	**3**
Not at all	**19**

… your ability to write?	
A lot	**0**
Some	**2**
A little	**3**
Not at all	**16**

Slovenia:

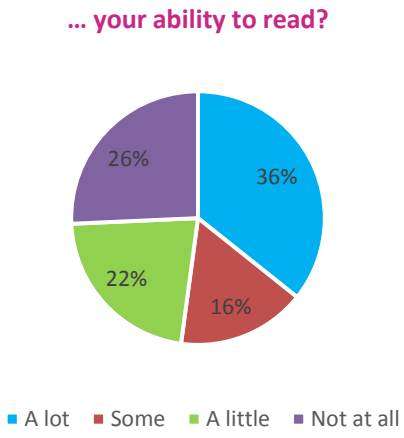
… your ability to read?	
A lot	12
Some	8
A little	6
Not at all	1

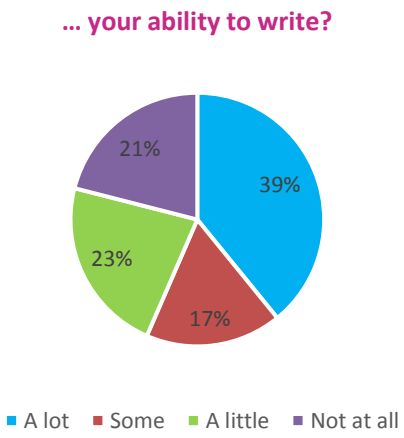
… your ability to write?	
A lot	10
Some	9
A little	6
Not at all	3

Lithuania:

… your ability to read?	
A lot	9
Some	9
A little	5
Not at all	7

… your ability to write?	
A lot	14
Some	8
A little	5
Not at all	2





It is interesting that a lot of participants (cca. 23%) think that improving their ability to read and write would not help them with finding a new job. If we connect this result with the previous one, we can see that it is similar percentage of the persons who are currently not employed and percentage of persons who think that improving their ability to write and read would help them a lot with finding a new job.

How often do you…

Spain:

Read newspapers/on-line news:	
Often	18
Sometimes	5
A little	5
Never	2

Read magazines:	
Often	7
Sometimes	6
A little	5
Never	9

Listen to the radio or tv:	
Often	15
Sometimes	7
A little	4
Never	2

Read books:	
Often	1
Sometimes	6
A little	8
Never	4

Read letters or emails:	
Often	15
Sometimes	3
A little	7
Never	5

Write letters or emails:	
Often	12
Sometimes	4
A little	8
Never	6

Ireland:

Read newspapers/on-line news:	
Often	14
Sometimes	11
A little	3
Never	2

Read magazines:	
Often	6
Sometimes	15
A little	7
Never	2

Listen to the radio or tv:	
Often	28
Sometimes	1
A little	1
Never	0

Read books:	
Often	3
Sometimes	9
A little	2
Never	15

Read letters or emails::	
Often	16
Sometimes	10
A little	4
Never	0

Write letters or emails:	
Often	15
Sometimes	7
A little	5
Never	3

Czech Republic:

Read newspapers/on-line news:	
Often	14
Sometimes	8
A little	5
Never	3

Read magazines:	
Often	5
Sometimes	16
A little	5
Never	3

Listen to the radio or tv:	
Often	19
Sometimes	10
A little	1
Never	0

Read books:	
Often	7
Sometimes	8
A little	7
Never	8

Read letters or emails:	
Often	14
Sometimes	7
A little	5
Never	4

Write letters or emails:	
Often	12
Sometimes	8
A little	4
Never	4

Slovenia:

Read newspapers/on-line news:	
Often	21
Sometimes	9
A little	1
Never	0

Read magazines:	
Often	6
Sometimes	14
A little	10
Never	1

Listen to the radio or tv:	
Often	27
Sometimes	3
A little	1
Never	0

Read books:	
Often	10
Sometimes	8
A little	2
Never	11

Read letters or emails:	
Often	19
Sometimes	3
A little	4
Never	5

Write letters or emails:	
Often	14
Sometimes	8
A little	3
Never	6

Lithuania:

Read newspapers/on-line news:	
Often	11
Sometimes	9
A little	6
Never	4

Read magazines:	
Often	5
Sometimes	9
A little	6
Never	10

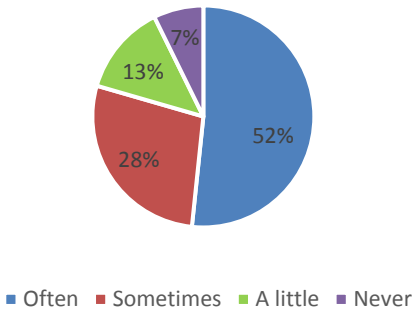
Listen to the radio or tv:	
Often	17
Sometimes	4
A little	5
Never	3

Read books:	
Often	4
Sometimes	5
A little	6
Never	15

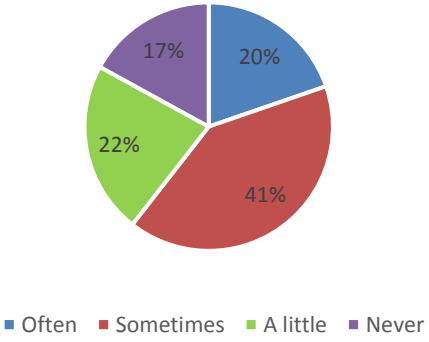
Read letters or emails:	
Often	10
Sometimes	3
A little	12
Never	5

Write letters or emails:	
Often	8
Sometimes	1
A little	8
Never	13

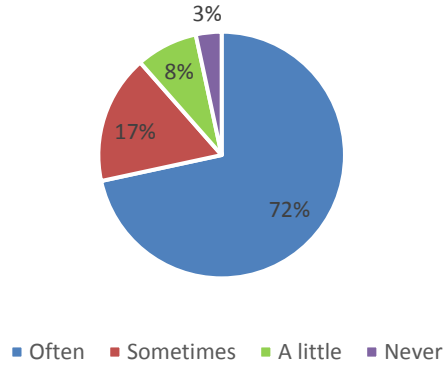
Read newspapers/on-line news:



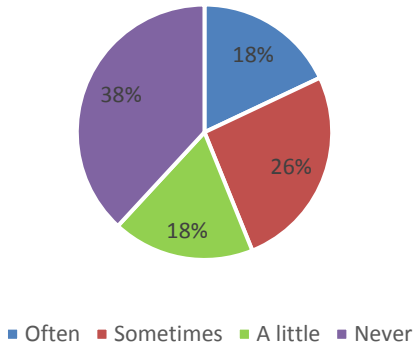
Read magazines:



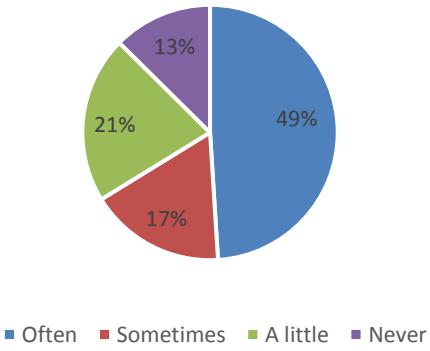
Listen to the radio or tv:



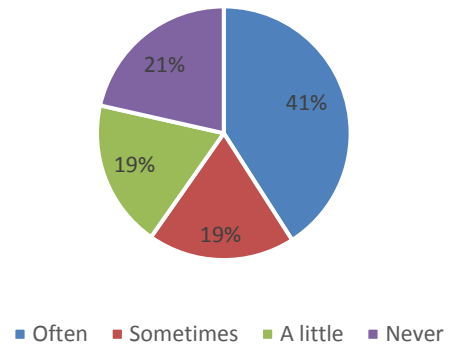
Read books:



Read letters or emails:



Write letters or emails:



73% of the participant is listening to the radio or television very often. Reading newspaper, letters or emails are also common activities. This results are showing us again that reading books are not popular among our participants (38% of participants never read books). People needs to be encouraged in reading and writing.

What did /didn't you like about the teaching of basic literacy or your language in school in your country?

Spain:

What did you like:		
- Orthography - The content - Grammar - Ethics and values - Maths - It was an opportunity to grow culturally - Learn useful things - Reading	- The learning that leaves - Literature - Relate - I liked everything but I didn't take much advantage - I liked learning to read the stories of my country. - Verbal communication and everything in education	- I learned to express myself - I liked that I learned, make letters and know a lot about history. Read stories and legends. - I didn't like it very much - The relationship with the people around you. - I really liked it because learning is good to express both in writing and in communication.
What didn't you like:		
- Nothing - Write - French - Maths - Language - Adapt to the vocabulary of each culture (Spanish, etc.)	- Social sciences - Classical reading - Few opportunities to attend if you were poor in my time, i had to work and there were no opportunities to combine studies and work - spelling	- Analyze - They do not leave freedom to think as one wants - not understand things - I liked it all. - Little study time - The alphabet

Ireland:

What did you like:		
- Nothing - Didn't do languages - Lots of interesting topics - Interaction and speaking	- It's important - Teacher was good - Inspiring teachers - Dedicated teachers - Loved it - Very little	- Understand better the language, interact with native teachers - Everything - Theatre - French teacher - I liked science subjects
What didn't you like:		
- Grammar - Nothing - Teachers were good - Too much teacher input - A lot reading	- homework - listening - Always boring - The teachers - Lack of practical - didn't really understand much	- Exercises - I didn't like philosophy - Endless grammar - Teachers too boring - Always the same

Czech Republic:

What did you like:		
- creative writing - literature - writing and reading	- don´t remember - nothing - language	- reading - writing - don´t know
What didn't you like:		
- grammar - everything - creative writing - don´t remember	- nothing - it was hard - dictations - reading	- the teacher and his way of teaching - don´t know - History

Slovenia:

What did you like:		
- Nothing - Learning our language - Nice and friendly teacher - Reading - Reading literature and analyzing Slovenian authors	- Writing essay - Schoolmates - Expanding our vocabulary - Learning to write - Not being alone in class	- Shorter class - Making posters - Getting to know new words - Teacher wasn't asking questions - Good classmates
What didn't you like:		
- Grammar - Too much rules - Bad explanation - Learning grammar rules - Low knowledge of my classmates	- Strict teacher - Method of education - Asking questions - Reading - Forced learning	- Speaking and learning in front of classmates - Learning poems "word by word" - Spelling

Lithuania:

What did you like:		
- It was not boring - That the teacher had a very simple teaching model - Learning poems and getting to know authors - Ability to learn grammar in order to be able to write correctly and not to embarrass myself - Literature texts and interpreting them - Finding new words to express myself better - I've liked the quizzes for authors	- I liked the language history - It's beneficial to know the spelling of your native language's words - Feeling that I'm improving - Grammar - Reading books - To create tasks for my classmates - Getting to know the authors	- Analysis of literature - They are teaching step by step - Visiting places relate with some poems - To get to know biographies of Lithuanian authors - To know the biographies of the other people. How they lived and etc. - To watch movies about author lives - I've liked scoring system for every task, and it was public, so it increased your motivation to learn and compete - History of the language
What didn't you like:		
- Grammar - It was very boring.	- Punctuation	- Writing essays - Outdated examples

- I did not like that we had very less freedom - The teacher - To do understandings of the texts. Not giving the freedom	- It was always work with some books and sheets. It was not involving - No freedom - Reading books - The amount of lessons	- Teacher lost all hope on bad students - tests and exams - It was not interactive - It was hard

For our participants it is important that the content is introduced in an interesting way. Teachers need to be good, dedicated and inspiring. Students are enjoying schoolmates company, and they like to have a good time. They see learning as an opportunity to grow culturally, to grow as a person and opportunity to acquire new skills so that they can learn how to express themselves both in writing and communicating. What they didn't like is learning grammar, strict teacher, test and exams, writing essay, boring content, …

What would you change in the teaching of basic literacy/language teaching in school in your country?

Spain:

- Nothing - Few hours in main subjects, such as language and mathematics - More practical - Ethics and values - English - More dedication time and greater reading promotion - More teaching - More encouragement in listening rather than grammar - Greater freedom	- That it be more oral and less written - I would like you to teach us two languages instead of one. - Teaching based on or framed in a book and there is no opening when experimenting, our teaching is very closed and with many students in each class	- It would change the way of study. Dig deeper into all aspects. - That the study will be impelled to read the book because it is no longer practiced, today only the cell phone is used - Should change for better teaching - More languages - Teaching

Ireland:

- Don't know - More interaction - More student involvement - Writing essays - More computer learning - Less writing - More fun - More comprehensive	- more talk and fewer exercises - Better teachers - Less homework - More practical, interactive. - more games - Dynamic - Theoretical subjects	- Fresh and participatory - More chat - More practical exercises - More speaking needed - I wouldn't change anything - More talking - Nothing - The methodology

Czech Republic:

- everything - don´t know - nothing - reading from books not pc	- better teaching - writing - I don´t know - Better approach to the students	- less complicated grammar - the teacher - giving freedom of thinking for myself and logical thinking

Slovenia:

- Nothing - Don't know - More different cases - Explanation - More practicality - Better teachers - literature	- Learning through practical cases - Relationship - More innovative way of teaching - New methods - Shorter class	- Teacher need to be more professional - More reading - More history - Learning grammar through practical cases - Learning more

Lithuania:

- I would involve more technological approach - I would make it easier - I would more concentrate on writing then reading - There's no need to learn all the grammar. Also, few writers are also not necessary. Exam results should not depend on one of student's writings. - Give freedom to children mind and expressions - Include more practice	- Adapting programme for the ones who have trouble concentrating on texts - Motivate students more - more interactivity, also, interpretation of author mindset is crazy. - Include more games so it would be not only useful but also fun	- I would include more group works and projects - I would shorten the list of mandatory to read books - I would encourage people to read more - Some public speech lessons - Methods of learning and teaching - At first, we need to teach kids grammar and just later on authors - To get more freedom - To make grammar more interactive because it is really boring and difficult

Things that need to be changed in the teaching of basic literacy/language teaching are organizing more group work, learning through practical cases and projects and introduction of new innovative teaching approaches to teachers. Students need to be more encouraged to read more, more involved in education process and more motivated to participate. They say that there is no need to learn so much grammar, but some of them would like to learn more languages instead. Students mind need to be free, they need to express themselves and told their opinions.

BASIC NUMERACY

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?

Spain:

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **6,70% - 2 answers**
EQF Level 1 (Primary education)- **3,30% - 1 answers**
EQF Level 2 (Basic Secondary Education)- **10% -3 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**3,30% -1 answer**
EQF Level 4 (Upper Secondary level) - **16,70% -5 answers**
EQF Level 5 (Post Secondary level)- **20%- 6 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **30,00% - 9 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **10% - 3 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Ireland:

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling - **0 answers**
EQF Level 1 (Primary education)- **0 answers**
EQF Level 2 (Basic Secondary Education)- **4 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**2 answers**
EQF Level 4 (Upper Secondary level) - **7 answers**
EQF Level 5 (Post Secondary level)- **6 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **7 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **2 answers**
EQF Level 8 (PhD Level) - **0% - 0 answers**

Czech Republic:

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling – 0 **answers**
EQF Level 1 (Primary education)- **12 answers**
EQF Level 2 (Basic Secondary Education)- **5 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**11 answers**
EQF Level 4 (Upper Secondary level) - **0 answers**
EQF Level 5 (Post Secondary level)- **0 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **1 answer**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **0 answers**
EQF Level 8 (PhD Level) **- 0 answers**

Slovenia:

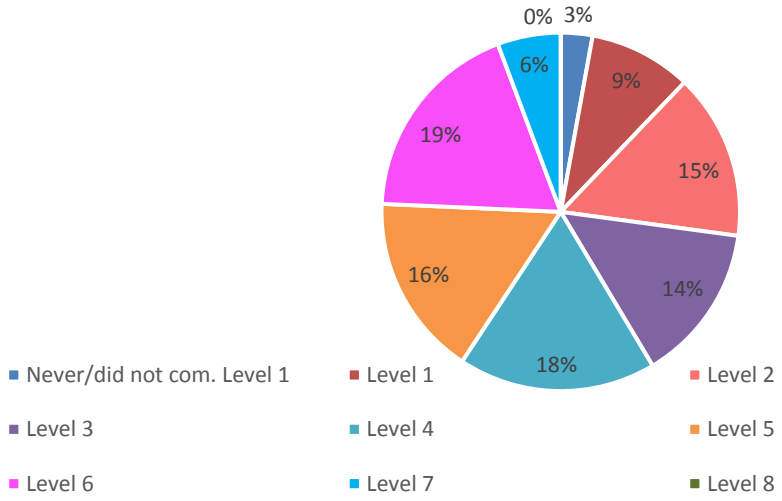
Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling – **2 answers**
EQF Level 1 (Primary education)- **0 answers**
EQF Level 2 (Basic Secondary Education)- **5 answers**
EQF Level 3 (Secondary education with a school leaving certificate)-**4 answers**
EQF Level 4 (Upper Secondary level) - **13 answers**
EQF Level 5 (Post Secondary level)- **1 answer**
EQF Level 6 (First Degree level e.g. B.A. English) - **2 answers**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **1 answers**
EQF Level 8 (PhD Level) **- 0 answers**

Lithuania:

Using the following table, which level of the European Qualification Framework (EQF) have you reached?
Never attended or did not complete primary schooling – 0 **answers**
EQF Level 1 (Primary education)- **0 answers**
EQF Level 2 (Basic Secondary Education)- **4 answers**

EQF Level 3 (Secondary education with a school leaving certificate)-**2 answers**
EQF Level 4 (Upper Secondary level) - **5 answers**
EQF Level 5 (Post Secondary level)- 1**0 answers**
EQF Level 6 (First Degree level e.g. B.A. English) - **7 answer**
EQF Level 7 (Masters Degree Level (e.g. MA English) - **2 answers**
EQF Level 8 (PhD Level) **- 0 answers**

Level of the EQF in the area of numeracy (mathematics):



Most of our participants reached level 6 in the area of numeracy(mathematic). Percentage of answers are similar between level 2 to level 6 (around 16%).

Do you attend or did you attend in the past any numeracy or mathematics classes?

Spain	
Yes	26
No	4

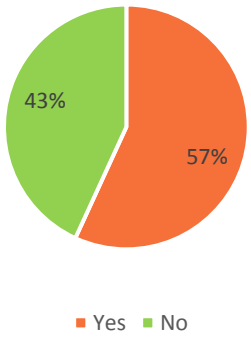
Ireland:	
Yes	27
No	2

Slovenia	
Yes	5
No	25

Lithuania	
Yes	12
No	18

Czech Republic	
Yes	13
No	14

Do/did you attend any numeracy ot mathematics classes?



Most of our participated do/did attend numeracy or mathematic class (57%). The lowest percentage is in Slovenia (only 17%). They explained that participants in Slovenia thought that this meant attending additional class. They attended math classes in primary school and high school but they did not attend anything besides that. The highest percentage is in Ireland. 93% of their participants attended numeracy or mathematical class.

At school, did you ever experience problems in numeracy and mathematics? If YES - can you, please describe these problems?

Spain

Yes	17
No	13

If yes (list all answers)		
- Algorithms, geometry - I had difficulties in solving problems - Square root - I did not understand mathematics	- I did not understand the numbers - Equations - I wasn't paying attention - Did not distinguish numbers well	- I attended classes a few time and I could not complete studies - Memorize - I did not understand math well - Pedagogy methods used

Ireland

Yes	13
No	16

If yes (list all answers)		
- Wasn't good with numbers - Understanding - exercises - Equations	- Generally bad at math's - Reading numbers - I always had problems. Never understood the use of it	- Working out exercises - Understand basic concepts - Didn't like it

Czech Republic

Yes	13
No	14

If yes (list all answers)		
- Equations, - Geometrics - fractions, - multiplications	- I don´t have logical, counting, - word problems - I didn´t know or	- understand the curriculum - more complicated division - Non acceptance of other solutions

Slovenia:

Yes	15
No	16

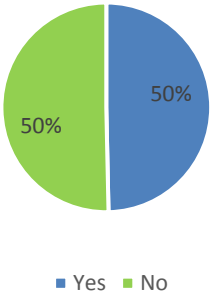
If yes (list all answers)		
- Poor explanation - Fraction	- Problems with multiplication table - Calculation	- Problems with equations - Geometry

Lithuania:

Yes	15
No	15

If yes (list all answers)		
- It was difficult to understand the questions - If you miss one lesson is already difficult to catch up and you fail - As I lived in village, the preparation was really bad and then we moved to city and I was not able to keep up	- It was difficult to understand some tasks and I was not sure how to adapt formulas - I'm not a fast learner, so I had to do some extra work in order to catch up - I'm not always aware how to calculate specific things	- The more difficult tasks, the more difficult to do it seemed. Also, I was afraid to ask so was just sitting around and doing nothing - It was hard for me to understand and remember formulas - Algebra - I was not able to learn at the same speed as others

Did you experience problems in numeracy/math?



The numbers are almost similar. Half of the participants experienced problems in numeracy or mathematic. Problems occurred because it was sometimes difficult for students to understand tasks/questions and because is difficult to learn formulas and equations. Paying attention and understanding math topics are difficult for a lot of students. This can be due to poor explanation from teacher or just because of the level of difficulties. Some of the participants are quicker learners than others. Not all of them are math expert.

How much help do you need from others in?

Spain:

Doing some measurement		**Calculating money**		**Act. that involve counting**		**Reading a thermometer**	
Always	0	Always	1	Always	2	Always	0
Often	4	Often	4	Often	1	Often	1
Sometimes	7	Sometimes	9	Sometimes	13	Sometimes	6
Don't need help	19	Don't need help	15	Don't need help	14	Don't need help	23
Comparing prices		**Calc. interest rates e.g. 3% interest rate**		**Calc. area of the room**		**Working with proportions**	
Always	0	Always	5	Always	5	Always	3
Often	0	Often	2	Often	2	Often	0
Sometimes	5	Sometimes	11	Sometimes	11	Sometimes	11
Don't need help	24	Don't need help	11	Don't need help	10	Don't need help	14
Reading a bus timetable		**Interpreting a graph**					
Always	0	Always	4				
Often	0	Often	0				
Sometimes	3	Sometimes	9				
Don't need help	26	Don't need help	15				

Ireland:

Doing some measurement		**Calculating money**		**Act. that involve counting**		**Reading a thermometer**	
Always	0	Always	0	Always	0	Always	1
Often	1	Often	6	Often	4	Often	1
Sometimes	8	Sometimes	7	Sometimes	3	Sometimes	2
Don't need help	19	Don't need help	16	Don't need help	22	Don't need help	24
Comparing prices		**Calc. interest rates e.g. 3% interest rate**		**Calc. area of the room**		**Working with proportions**	
Always	0	Always	2	Always	0	Always	0
Often	1	Often	3	Often	4	Often	2
Sometimes	3	Sometimes	9	Sometimes	9	Sometimes	4
Don't need help	25	Don't need help	15	Don't need help	16	Don't need help	23
Reading a bus timetable		**Interpreting a graph**					
Always	1	Always	1				
Often	0	Often	1				

Sometimes	3	Sometimes	6
Don't need help	25	Don't need help	21

Czech Republic:

Doing some measurement		**Calculating money**		**Act. that involve counting**		**Reading a thermometer**	
Always	4	Always	10	Always	4	Always	1
Often	4	Often	7	Often	4	Often	3
Sometimes	6	Sometimes	3	Sometimes	6	Sometimes	2
Don't need help	15	Don't need help	10	Don't need help	15	Don't need help	23
Comparing prices		**Calc. interest rates e.g. 3% interest rate**		**Calc. area of the room**		**Working with proportions**	
Always	1	Always	9	Always	5	Always	5
Often	1	Often	6	Often	6	Often	3
Sometimes	5	Sometimes	10	Sometimes	10	Sometimes	8
Don't need help	22	Don't need help	5	Don't need help	9	Don't need help	13
Reading a bus timetable		**Interpreting a graph**					
Always	1	Always	5				
Often	0	Often	3				
Sometimes	8	Sometimes	16				
Don't need help	20	Don't need help	6				

Slovenia:

Doing some measurement		**Calculating money**		**Act. that involve counting**		**Reading a thermometer**	
Always	4	Always	1	Always	1	Always	2
Often	0	Often	1	Often	2	Often	0
Sometimes	10	Sometimes	7	Sometimes	4	Sometimes	6
Don't need help	17	Don't need help	22	Don't need help	24	Don't need help	23
Comparing prices		**Calc. interest rates e.g. 3% interest rate**		**Calc. area of the room**		**Working with proportions**	
Always	1	Always	4	Always	4	Always	1
Often	2	Often	2	Often	2	Often	2
Sometimes	6	Sometimes	11	Sometimes	5	Sometimes	9
Don't need help	22	Don't need help	13	Don't need help	20	Don't need help	19
Reading a bus timetable		**Interpreting a graph**					
Always	1	Always	4				
Often	4	Often	1				
Sometimes	4	Sometimes	13				
Don't need help	22	Don't need help	13				

Lithuania:

Doing some measurement	
Always	1
Often	0
Sometimes	13
Don't need help	16

Calculating money	
Always	0
Often	4
Sometimes	9
Don't need help	17

Act. that involve counting	
Always	2
Often	4
Sometimes	6
Don't need help	18

Reading a thermometer	
Always	1
Often	0
Sometimes	1
Don't need help	28

Comparing prices	
Always	0
Often	1
Sometimes	3
Don't need help	26

Calc. interest rates e.g. 3% interest rate	
Always	12
Often	9
Sometimes	6
Don't need help	3

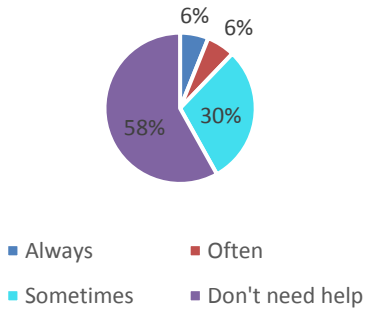
Calc. area of the room	
Always	1
Often	2
Sometimes	14
Don't need help	13

Working with proportions	
Always	3
Often	4
Sometimes	10
Don't need help	12

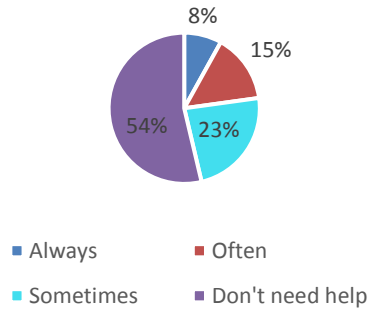
Reading a bus timetable	
Always	1
Often	0
Sometimes	0
Don't need help	29

Interpreting a graph	
Always	9
Often	2
Sometimes	4
Don't need help	15

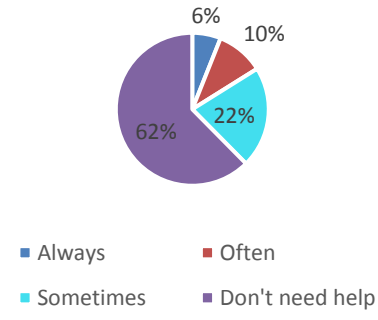
Doing some measurment:



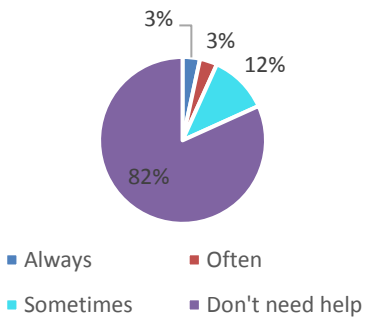
Calculating money:



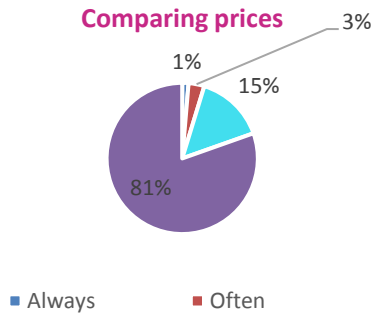
Act. that incolve counting:



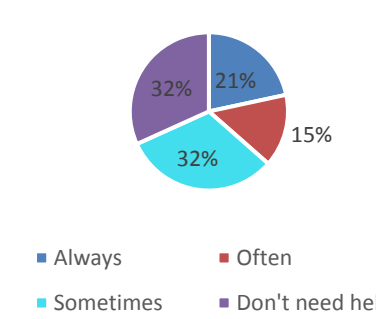
Reading a thermometer



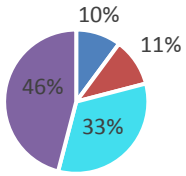
Comparing prices



Calc. interest rates

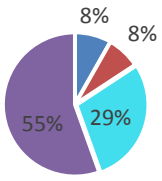


Calc. area of the room



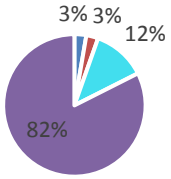
Always Often Sometimes Don't need help

Working with proportions



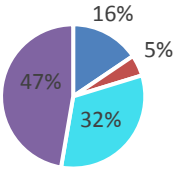
Always Often Sometimes Don't need help

Reading a bus timetable



Always Often Sometimes Don't need help

Interpreting a graph



Always Often Sometimes Don't need help

When it comes to simple operations in the numerical or mathematical field, most participants (82%), said they had no problems with simple measurements, calculating VAT, counting or comparing prices. However, these difficulties increase when they need to interpret a graph, calculate interest rate or calculate area of the room. Around half of the participants never need help with the activities above. We need to empower people about doing this kind of activities, so they can be more independent.

Did you ever sit for a mathematics/numeracy test or examination? If YES - can you, please name the examination(s)?

Spain:

Yes	4
No	23

If Yes:
- Square roots
- Timed tests of mathematical aptitude
- Financial mathematics
- Unspecified

Ireland:

Yes	18
No	11

If Yes:
- Leaving Certificate
- School Certificate
- Junior and Leaving Certificate
- Calculus and Algebra

Czech Republic:

Yes	3
No	26

If Yes:
- in machine production - graduation exam

Slovenia:

Yes	5
No	25

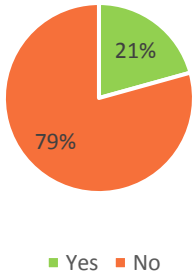
If Yes:
- Primary school - Exam in collage - Tests - Entrance exam

Lithuania:

Yes	0
No	30

If Yes:
- /

Did you ever sit for a math/numeracy test/examination)



Most of the participant never sit for a mathematic/numeracy test or examination. Only 21% did. Most of them who did, the listed different school test and exams in primary and secondary education. Few of them had math test in collage, or they had some kind of entrance exam. Two answers are connected with aptitude test and test in machine production which are connected to a job selection process.

If you have a job, how often do you use mathematics as part of your current job and How much do you think would it help you find a (new) job if you improved your mathematics skills?

Spain:

How often do you use mathematics as part of your current job?	
Currently I do not work	**3**
Every day	**8**
A few times a week	**1**
Once a week	**1**
Never	**7**

How much would it help you find a (new) job, if you improve your math skills?	
A lot	**22**
Some	**5**
A little	**0**
Not at all	**3**

Ireland:

How often do you use mathematics as part of your current job?	
Currently I do not work	**4**
Every day	**4**
A few times a week	**14**
Once a week	**2**
Never	**5**

How much would it help you find a (new) job, if you improve your math skills?	
A lot	**1**
Some	**8**
A little	**13**
Not at all	**7**

Czech Republic:

How often do you use mathematics as part of your current job?	
Currently I do not work	**7**
Every day	**5**
A few times a week	**1**
Once a week	**3**
Never	**7**

How much would it help you find a (new) job, if you improve your math skills?	
A lot	**0**
Some	**4**
A little	**6**
Not at all	**16**

Slovenia:

How often do you use mathematics as part of your current job?	
Currently I do not work	**6**
Every day	**8**
A few times a week	**3**
Once a week	**3**
Never	**5**

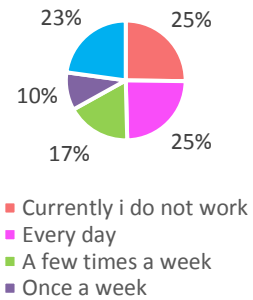
How much would it help you find a (new) job, if you improve your math skills?	
A lot	**11**
Some	**6**
A little	**9**
Not at all	**3**

Lithuania:

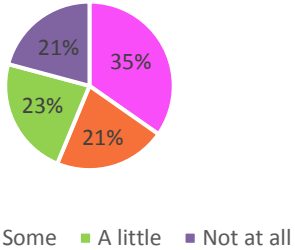
How often do you use mathematics as part of your current job?	
Currently I do not work	**12**
Every day	**6**
A few times a week	**3**
Once a week	**4**
Never	**5**

How much would it help you find a (new) job, if you improve your math skills?	
A lot	**16**
Some	**8**
A little	**5**
Not at all	**1**

How often do you use mathematics as part of your current job?



How much would improving you math skills help?



25% of all participants are currently not working. Only 25% of participants use mathematics as part of their job. The percentage is very low. We need to encourage participants that they upskill during their free time (home time), this is useful for keeping brains active and healthy. Around 56% of them think that improving math skills would help them (a lot or some) to get a (new) job. So they are aware of the importance of upskilling, we just need to motivate them and organize them different courses.

What did and didn't you like about the teaching of mathematics in schools in your country?

Spain:

What did you like about the teaching of mathematics in school?		
- I liked it all - Probability - Learn to add and perform basic operations - Abstract thinking - Add, subtract, and multiply. - Add, summarize, divide - I did not like it - Learn practical things - I like it because I can count and count	- I like it a lot because with what I learn I can defend myself. - Learn to add and subtract - You need concentration - I really liked accounting - Trigonometry - That they are very intense in teaching and there are young talent programs to exceed and learn thoroughly	- The quality which was explained so that the student could understand it was excellent - Learn a lot of things - The necessary and obligatory - Geometry - Opportunities - Drawing, geometry - Sums - Logical reasoning
What didn't you like about the teaching of mathematics in school?		
- Calculations - Praxis - Equations - I could learn more - The square root - Pedagogy	- Geometry - NOTHING - I did not like it - Little freedom - I liked it all. - The division	- That everything be improved so that the children come out better - problems - That currently has a low level of explanation by the teacher for the use of the calculator and the cell phone

Ireland:

What did you like about the teaching of mathematics in school?		
- Very little - Nothing - Teachers - Álgebra	- Teaching skills - It's regular - Good - Fresh	- I liked all about math - They need to get better teachers - Solve problems
What didn't you like about the teaching of mathematics in school?		
- Too hard - Boring - The teaching system - Repetition - Didn't look after all levels - Never understood the use of complicated mathematics	- Too theoretical - exercises - Teachers - All the homework and exercises - Everything - They need a better curriculum - Theoretical subjects	- Poor explanations - Classes were too long - Boring exercises - I liked all - Too many exercises - Long exercises - No practical application

Czech Republic:

What did you like about the teaching of mathematics in school?		
- Nothing - I am bad at it I didn´t like it - didn´t like it	- I don´t remember - To change something - to cancel fractions	- multiplication and geometry - Geometry - don´t know
What didn't you like about the teaching of mathematics in school?		
- everything - I don´t know - Nothing - I don´t like - I don´t remember	- fractions and division - I don´t know - total repressing of logical - teacher wasn´t kind - counting exercises	- thinking - everything - fractions

Slovenia:

What did you like about the teaching of mathematics in school?		
- Nothing - Basics - Everything - Practical explanation - Rational number - Equation	- Numbers - ration of numbers - Logical sequence - Geometry - Learn how to use math in real life	- Understanding what was the teacher saying, math is clear to me - Calculation - Drawing geometric shapes
What didn't you like about the teaching of mathematics in school?		
- Too little practical explanation - Teacher - Everything	- Learning math rules - Bad teacher's explanation - Heavy mathematical equation - mathematical functions	- Too much content - Geometry

Lithuania:

What did you like about the teaching of mathematics in school?		
- It is useful - Algebra - Everything - Nothing - It just was easy and clear, with its logic and rules - The teacher was cool - I liked that it is strict to the rules - Create tasks - Practice -	- Feeling of getting the answer right - Discovering new methods of how to calculate things - Thinking logically and not always as others tells me to - I loved knowing things and being able to show off to my younger friends - Projects - It was as close as possible to the real life examples	- They try to involve technologies - Practical, real life tasks - Clear instructions - Continuity and clearance - Compete with the class who is the fastest at doing calculations - To reach the goal - Working and looking for solutions when in groups -
What didn't you like about the teaching of mathematics in school?		
- Too little practical explanation - Teacher - Everything	- Learning math rules - Bad teacher's explanation - Heavy mathematical equation - mathematical functions	- Too much content - Geometry

For our participants it is important that the content is useful and practical. Content need to be explained on an interested way. It is important that teachers are good and friendly. Some of the participants like to compete in a class, they like to show off to their younger friends. When the students guess the right answer and understand the topics they feel good. All of the partners pointed out the importance of the teachers' explanations. In all of the partners' countries pointed out that they didn't like math teacher in school. Math is hard, a lot of students are not good in this kind of topics so the content is not popular between them. Teachers need to understand that.

What would you change in the teaching of mathematics in schools in your country?

Spain:

What would you change		
- Didactics - Nothing - The subject matter that is less complex - Teachers and who will teach more and more easily	- Less use of technologies and return to traditional education in elementary school - Methodology - Freedom - Less cell phones in classes	- Make it more practical in your classes - i would not change but nothing, but i would incorporate more mathematics in teaching - More advanced

Ireland:

What would you change		
- Don't know - More real life situations - More practical examples - More videos - Games	- More and frequent - more practice - Approach - More oriented to understanding the use of it	- Participation - More interaction - Nothing - more computers and tablets

Czech Republic:

What would you change		
- I didn´t like it - everything - I don´t know - equations	- To encourage independence and give a chance to get to the solution my way - Nothing	- teachers - more explanation of the details - impatient teacher

Slovenia:

What would you change		
- Nothing - More practical examples - Better teacher - Better understanding of Romas language - More exercises	- Everything - Don't know - Bigger emphasis on mathematical content, that we are using in real life - Free time	- Additional help for those who doesn't understand math well. Students are a lot of time left alone, they are losing motivation in grades are lower.

Lithuania:

What would you change		
- I would make it more technologically improved - More peer to peer learning	- I would give more time for specific topics to really understand them	- Decrease the number of homework given to children

- Maybe incorporating different tools for learning - More time explaining how to do what - I would facilitate the amount of things kids are taught of - I would narrow down the program for students	- Leave only practical's things to learn which will benefit us in the future - It should be more adapted to the real-life tasks and do not be just some formulas which we will never need - Involve students into process by developing some different approach, using more life cases, using technologies to do some calculations etc.	- Interactivity and technologies must be included - I think that students need to experience when they need math and to see it as in school it seems that you will never need it - Let young and active people to show kids that math can be interesting

Modern way of teaching and involving more technology into teaching model. Students need to know, how would learning math be important/included in their life. Content of the learning process need to be adapted to more practical use and real life problems and examples. Additional help need to be provided for students who doesn't understand math well. In Slovenia participants pointed out that it would also be good that the teacher would know Romas language. This way we can connect teachers with students on more personal level. Teaching math needs to implement more innovative and technologically improved methods. This way we can show students that math can be also interesting.

DIGITAL LITERACY

Spain:

I have got a …		**Did you ever use computer or smartphone to buy things online?**	
Laptop or desktop computer	14	Yes	18
Mobile phone	29	No	11
A tablet	6		
Other	0	**Which browser did you use?**	
		- Amazon app (5 anwers) - Google Chrome (11 asnwers) - Facebook (3 asnwers) - Youtube (1 asnwer)	

If you use computer/smartphone, do you use it to browse internet?	
Yes	27
No	3
If yes, name the browser you use:	
- Google Chrome – 22 answers - Internet Explorer – 4 answers - Mozila Firefox – 1 asnwer	

Ireland:

I have got a …		Did you ever use computer or smartphone to buy things online?	
Laptop or desktop computer	15	Yes	25
Mobile phone	27	No	4
A tablet	17		
Other	0	**Which browser did you use?**	
		- Google Chrome - Safari - Internet Explorer - Apps - Amazon	

If you use computer/smartphone, do you use it to browse internet?	
Yes	24
No	2
If yes, name the browser you use:	
- Google Chrome - Mozilla Firefox - Youtube	

Czech Republic:

I have got a …		Did you ever use computer or smartphone to buy things online?	
Laptop or desktop computer	17	Yes	12
Mobile phone	25	No	10
A tablet	13		
Other	0	**Which browser did you use?**	
		- Google Chrome - Safari - Mozila Firefox	

If you use computer/smartphone, do you use it to browse internet?	
Yes	25
No	4
If yes, name the browser you use:	
- Google Chrome - Safari - Internet Explorer - Mozilla Firefox	

Slovenia:

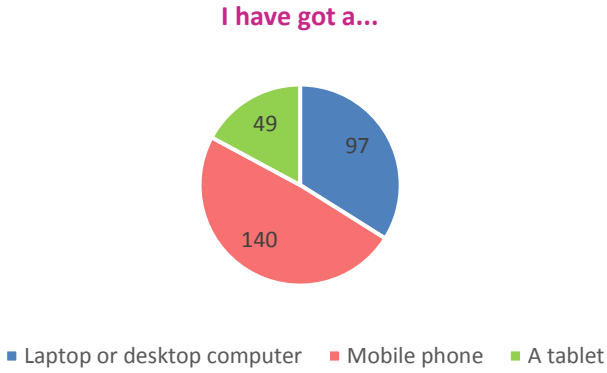
I have got a …		Did you ever use computer or smartphone to buy things online?	
Laptop or desktop computer	25	Yes	14
Mobile phone	30	No	16
A tablet	3		
Other	0	**Which browser did you use?**	
		- Google Chrome - Gmail - Wish - Amazon - Wikipedia - Anything	

If you use computer/smartphone, do you use it to browse internet?	
Yes	28
No	2
If yes, name the browser you use:	
- Google Chrome - Gmail - Internet Explorer - Wikipedia	

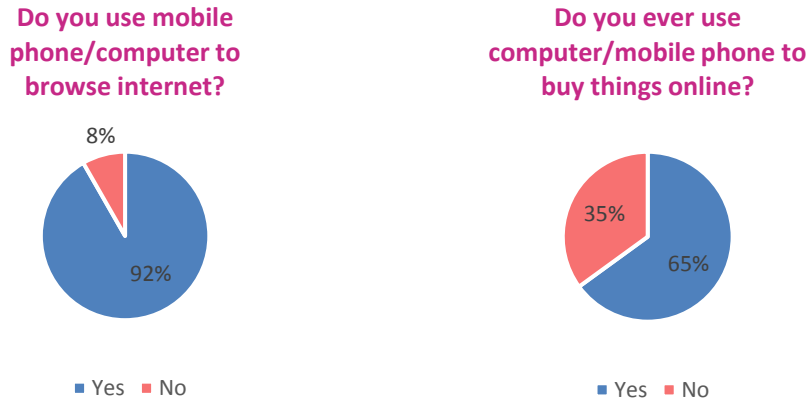
Lithuania:

I have got a …		Did you ever use computer or smartphone to buy things online?	
Laptop or desktop computer	26	Yes	22
Mobile phone	29	No	8
A tablet	10		
Other	0	**Which browser did you use?**	
		- Google Chrome - Safari - Firefox - Opera	

If you use computer/smartphone, do you use it to browse internet?	
Yes	29
No	1
If yes, name the browser you use:	
- Google Chrome - Safari - Internet Explorer - Mozilla Firefox	



140 participants have mobile phone. Only 10 persons don't or they just didn't answer the question. We can generalize that almost all of the participants own a mobile phone. Around 65% (97 persons) of participants own a laptop or desktop computer. A tablet is not very popular, only 49 participants have it. Lithuania pointed out that it doesn't mean that participants who have mobile phone have also smartphones.

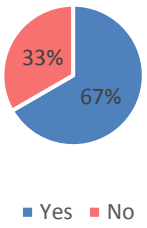


Most of our participants (92%) are using mobile phone or desktop computer to browse on internet. They listed the following browsers: Internet Explorer, Opera, Google Chrome, Mozilla Firefox, Safari. A majority of our participants (65%) are using their computers or mobile phones to buy things online. When they were questioned about the browsers that they use they listed: Explorer, Opera, Google Chrome, Mozilla Firefox, Safari, Apps, Wish, Amazon, Wikipedia, Gmail.

Did you ever read the newspapers online?

Spain:		**Ireland:**	
Yes	20	Yes	22
No	10	No	7
Czech Republic		**Slovenia:**	
Yes	19	Yes	21
No	9	No	9
Lithuania:			
Yes	16		
No	14		

Did you ever read the newspapers online?



Most of our participants (67%) are read newspaper online.

Do you have an email address and which of the following is correct?

Spain:

Do you have an email address?	
Yes	29
No	1

Which of the following email address is correct	
anny@gmail.comm	1
anny@gmail.com.com	0
anny@gmail.com	27

Ireland:

Do you have an email address?	
Yes	25
No	4

Which of the following email address is correct	
anny@gmail.comm	1
anny@gmail.com.com	0
anny@gmail.com	28

Czech Republic:

Do you have an email address?	
Yes	20
No	7

Which of the following email address is correct	
anny@gmail.comm	1
anny@gmail.com.com	1
anny@gmail.com	22

Slovenia:

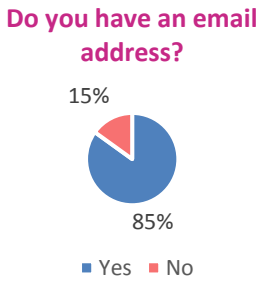
Do you have an email address?	
Yes	25
No	5

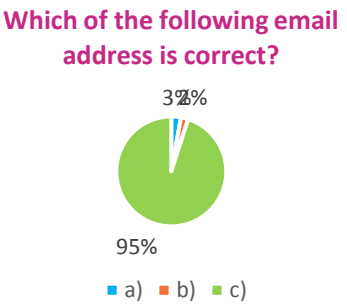
Which of the following email address is correct	
anny@gmail.comm	0
anny@gmail.com.com	0
anny@gmail.com	30

Lithuania:

Do you have an email address?	
Yes	25
No	5

Which of the following email address is correct	
anny@gmail.comm	1
anny@gmail.com.com	2
anny@gmail.com	27





Most of our participants have their email address created. They can also recognize the right form of an email address. We can postpone that they know how to write and use email.

Which of the following social media sites do you use?

Spain:

I do not use social media	3
Facebook	26
Instagram	17
Snapchat	6
Youtube	23
Twitter	10
LinkedIn	4
Whatsapp	1

Czech Republic:

I do not use social media	4
Facebook	15
Instagram	10
Snapchat	1
Youtube	14
Twitter	2
LinkedIn	0
Whatsapp	1

Lithuania:

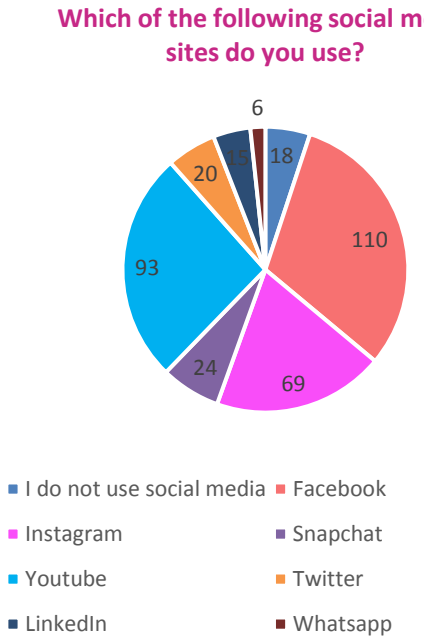
I do not use social media	3
Facebook	26
Instagram	16
Snapchat	7
Youtube	23
Twitter	3
LinkedIn	4
Whatsapp	0

Ireland:

I do not use social media	0
Facebook	21
Instagram	17
Snapchat	2
Youtube	16
Twitter	4
LinkedIn	6
Whatsapp	4

Slovenia:

I do not use social media	8
Facebook	22
Instagram	9
Snapchat	8
Youtube	17
Twitter	1
LinkedIn	1
Other	0



Facebook, YouTube and Instagram looks to be the most popular social media sites. 73% of all the participants have created Facebook account.
It is interesting that only 15 participants (10%) are using LinkedIn. LinkedIn can be useful for finding a (new) job. Maybe we need to educate and inform our society about positive aspects of other social media sites.

How would you rate your...?

Spain:

Typing skills?		**Web searching skills?**		**Ability to use a computer?**	
No idea	3	No idea	1	No idea	1
Poor	6	Poor	4	Poor	3
Acceptable	12	Acceptable	5	Acceptable	6
Good	6	Good	9	Good	10
Super	2	Super	9	Super	9
Ability to use smart phone?		**Ability to use the internet?**		**Ability to transfer data from device to computer?**	
No idea	3	No idea	1	No idea	5
Poor	3	Poor	3	Poor	1
Acceptable	4	Acceptable	5	Acceptable	3
Good	5	Good	7	Good	8
Super	1	Super	13	Super	10

Ireland:

Typing skills?		**Web searching skills?**		**Ability to use a computer?**	
No idea	0	No idea	0	No idea	0
Poor	7	Poor	3	Poor	3
Acceptable	6	Acceptable	3	Acceptable	5
Good	7	Good	10	Good	9
Super	9	Super	13	Super	12

Ability to use smart phone?		Ability to use the internet?		Ability to transfer data from device to computer?	
No idea	0	No idea	0	No idea	2
Poor	0	Poor	2	Poor	3
Acceptable	6	Acceptable	4	Acceptable	3
Good	4	Good	4	Good	11
Super	18	Super	19	Super	10

Czech Republic:

Typing skills?		Web searching skills?		Ability to use a computer?	
No idea	1	No idea	0	No idea	0
Poor	3	Poor	4	Poor	5
Acceptable	13	Acceptable	11	Acceptable	8
Good	8	Good	8	Good	11
Super	5	Super	7	Super	6
Ability to use smart phone?		**Ability to use the internet?**		**Ability to transfer data from device to computer?**	
No idea	1	No idea	0	No idea	0
Poor	3	Poor	4	Poor	6
Acceptable	7	Acceptable	7	Acceptable	10
Good	9	Good	11	Good	7
Super	10	Super	8	Super	7

Slovenia:

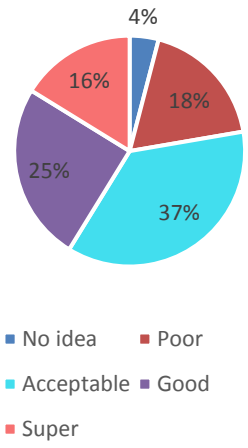
Typing skills?		Web searching skills?		Ability to use a computer?	
No idea	1	No idea	1	No idea	1
Poor	6	Poor	3	Poor	6
Acceptable	12	Acceptable	10	Acceptable	13
Good	8	Good	10	Good	6
Super	4	Super	7	Super	5
Ability to use smart phone?		**Ability to use the internet?**		**Ability to transfer data from device to computer?**	
No idea	1	No idea	1	No idea	1
Poor	5	Poor	5	Poor	10
Acceptable	11	Acceptable	10	Acceptable	9
Good	5	Good	7	Good	4
Super	9	Super	8	Super	7

Lithuania:

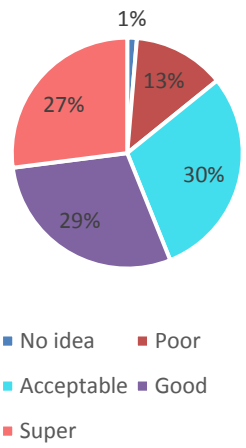
Typing skills?		Web searching skills?		Ability to use a computer?	
No idea	1	No idea	0	No idea	0
Poor	5	Poor	5	Poor	5
Acceptable	11	Acceptable	15	Acceptable	10
Good	8	Good	6	Good	11
Super	4	Super	4	Super	4

Ability to use smart phone?		Ability to use the internet?		Ability to transfer data from device to computer?	
No idea	1	No idea	1	No idea	3
Poor	1	Poor	0	Poor	7
Acceptable	4	Acceptable	15	Acceptable	13
Good	15	Good	10	Good	3
Super	9	Super	4	Super	4

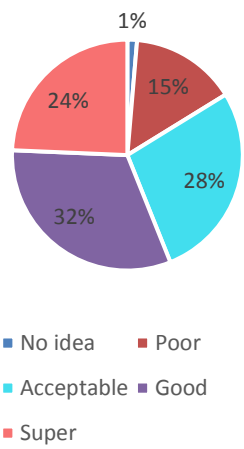
Typing skills?



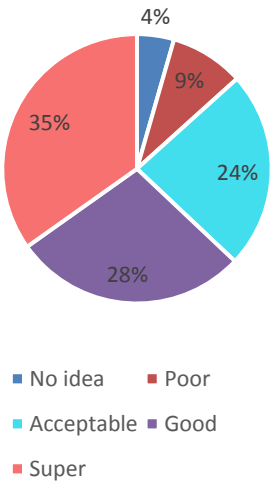
Web searching skills?



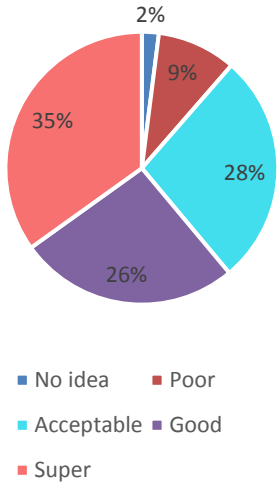
Ability to use computer?



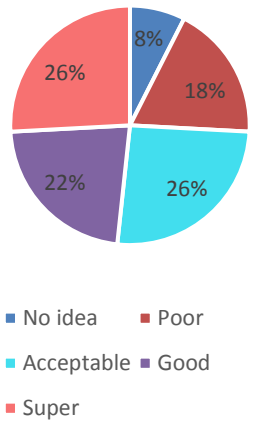
Ability to use smart phone?



Ability to use internet?



Ability to transfer data from device to computer?



The typing skills and ability to transfer data from device to computer are the one that obtains the lowest results. Generally, we can say that they are more skilled with working with smartphones and using internet (and web searching) on phone rather than computers.

Do you attend or did you attend in the past any digital literacy classes?

Spain:

Yes	13
No	17

Ireland:

Yes	15
No	14

Czech Republic:

Yes	7
No	13

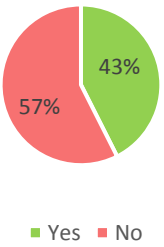
Slovenia:

Yes	16
No	16

Lithuania:

Yes	9
No	21

Do/did you attend any digital literacy classes?



Majority of participants (57%) never attended any digital literacy classes. In Lithuania and Czech Republic is low number of persons who attend or did attend any digital literacy class. In Czech Republic only 20 persons answer this question so the result is not totally accurate.
Still it is really important to encourage people to enroll in these kind of classes. Technology is evolving, we need to follow the development and stay ahead of it.

If you have a job, how often do you use computer as part of your current job?

Spain:

Currently I do not work	21
Every day	1
A few times a week	1
Once a week	2
Never	3

Ireland:

Currently I do not work	3
Every day	11
A few times a week	5
Once a week	3
Never	7

Czech Republic:

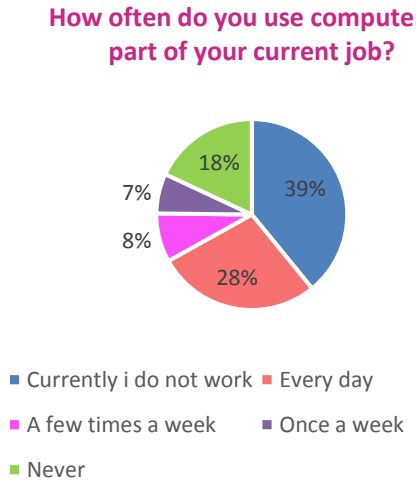
Currently I do not work	9
Every day	8
A few times a week	0
Once a week	2
Never	2

Slovenia:

Currently I do not work	7
Every day	11
A few times a week	2
Once a week	0
Never	6

Lithuania:

Currently I do not work	12
Every day	6
A few times a week	3
Once a week	2
Never	6



The percentage of the persons who are currently not employed is high (39%). Only 28% of participants are using computer on an everyday base. Upskilling those who are currently not employed needs to be one of our priority. We need to empower unemployed ones with knowledge, so they could be more competent on a labor market.

PERSONAL MOTIVATION

What is it that you enjoy the most in the training / learning process?

Spain:

- Interact with peers - The way to teach, meet colleagues… - Everything - Have the possibility to improve the language. - learn a lot of interesting things	- The innovation - Acquire knowledge - Learn new things and put them into practice - I like to learn things to work better - I like to learn much more than I know	- What you can personally ask and practice - Knowing new things, do activities with which to learn more. - The teachings. What one learns more every day. - Challenge and personal growth - Use logic

Ireland:

- Talking to others - Asking questions - exchanges ideas - Improvement - Practical courses	- Motivation - new things - New ideas - practical side - Getting new skills	- Learning - Computer systems - All subject in relation with sciences - Learn new skills and apply them to my daily life or job

Czech Republic:

-	-	-

Slovenia:

- New things, knowledge - Understanding my personal role and objective and subjective responsibility in organizational process - Practical advises	- Using new knowledge in everyday life - Computer literacy - Nothing, I don't like to learn - Developing new skills	- Achievements - To memorize something - Exercise - I don't like forced learning, being forced to do something - Don't know - Socializing

Lithuania:

- Interactive solutions, not only books - I am most excited about the new things that I learn - Getting to know new things and becoming smarter	- Group work - Clear instructions and different tools for learning - New experiences - Being surrounded by people -	- Learning how to solve different problems - technologies, practice - discussions, workshops - The content must be really involving - To see my progress - To get knowledge and to see my progress -

Important thing in which they enjoy the most in the learning process is talking to others (interaction), learning new and interesting things and using knowledge in everyday life. They don't like to be forced into doing something. Big motivation is that they can see their progress and that they develop their skills so they can grow personally.

Do you like to work alone or with your fellow co-eds?

Spain:

Alone	3
With others	11
Depends on situation	11
I don't mind	5

Ireland:

Alone	2
With others	16
Depends on situation	9
I don't mind	2

Czech Republic:

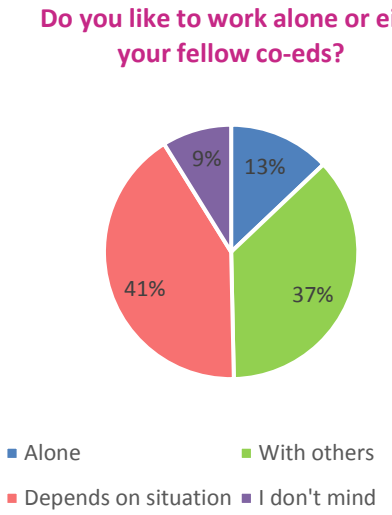
Alone	6
With others	6
Depends on situation	12
I don't mind	4

Slovenia:

Alone	5
With others	9
Depends on situation	16
I don't mind	0

Lithuania:

Alone	3
With others	12
Depends on situation	13
I don't mind	2



Majority answered that it depends on situation. Sometimes they like to work alone, others in a group. But most of the time, they like to work with others (with their co-eds).

Do you enjoy:

Spain:

Winning against other people		**Getting better in something challenging**		**Explore the unknown**	
Love it	13	Love it	26	Love it	26
I do sometimes	7	I do sometimes	3	I do sometimes	2
I don't mind	7	I don't mind	0	I don't mind	0
I don't like it	1	I don't like it	0	I don't like it	0
Socialize with others		**Participate in act. Proposed by the trainer**			
Love it	26	Love it	24		
I do sometimes	3	I do sometimes	3		
I don't mind	0	I don't mind	0		
I don't like it	0	I don't like it	0		

Ireland:

Winning against other people		**Getting better in something challenging**		**Explore the unknown**	
Love it	10	Love it	6	Love it	7
I do sometimes	10	I do sometimes	17	I do sometimes	16
I don't mind	9	I don't mind	6	I don't mind	5
I don't like it	0	I don't like it	0	I don't like it	1
Socialize with others		**Participate in act. Proposed by the trainer**			
Love it	25	Love it	7		
I do sometimes	3	I do sometimes	7		
I don't mind	1	I don't mind	6		
I don't like it	0	I don't like it	9		

Czech Republic:

Winning against other people		**Getting better in something challenging**		**Explore the unknown**	
Love it	3	Love it	15	Love it	8
I do sometimes	5	I do sometimes	7	I do sometimes	10
I don't mind	14	I don't mind	6	I don't mind	11
I don't like it	7	I don't like it	1	I don't like it	1
Socialize with others		**Participate in act. Proposed by the trainer**			
Love it	12	Love it	4		
I do sometimes	6	I do sometimes	5		
I don't mind	8	I don't mind	14		
I don't like it	3	I don't like it	6		

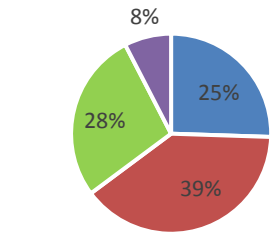
Slovenia:

Winning against other people		**Getting better in something challenging**		**Explore the unknown**	
Love it	2	Love it	11	Love it	10
I do sometimes	17	I do sometimes	15	I do sometimes	16
I don't mind	9	I don't mind	4	I don't mind	3
I don't like it	2	I don't like it	1	I don't like it	1
Socialize with others		**Participate in act. Proposed by the trainer**			
Love it	15	Love it	7		
I do sometimes	14	I do sometimes	15		
I don't mind	1	I don't mind	4		
I don't like it	1	I don't like it	3		

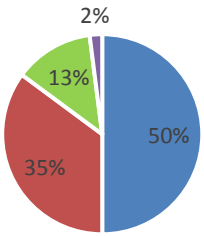
Lithuania:

Winning against other people		**Getting better in something challenging**		**Explore the unknown**	
Love it	9	Love it	16	Love it	12
I do sometimes	18	I do sometimes	10	I do sometimes	11
I don't mind	1	I don't mind	3	I don't mind	5
I don't like it	1	I don't like it	1	I don't like it	2
Socialize with others		**Participate in act. Proposed by the trainer**			
Love it	16	Love it	1		
I do sometimes	10	I do sometimes	8		
I don't mind	4	I don't mind	12		
I don't like it	0	I don't like it	8		

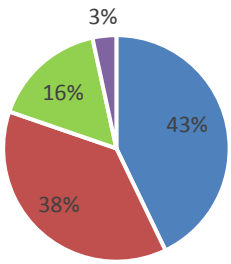
Winning against other people.



Getting better in something challenging.



Explore the unknown.

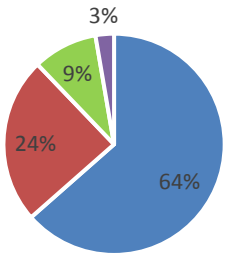




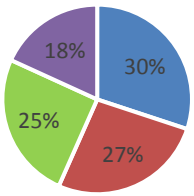




Socialize with others.



Participate in act. proposed by the trainer.





We can conclude, that our participants enjoy the most when they can socialize with others. In previous results we also saw that they enjoy working together in a group and that what they love the most in the teaching process is interaction and socializing with other students. So interaction is a key factor in education process. They also like to explore the unknown and to get better in something challenging. The lowest results are in participating in activities proposed by the mentor/trainer. We can assume that participants like to choose for themselves what they want to do. This way they have better control of their learning process.

What was the last game you played (doesn't matter on form or platform)? What did you enjoy about it and how did you make you feel?

Spain:

What was the last game you played?		
- Uno	- Football	- Puzzle
- Chess	- Cards	- Word search
- Candy Crush	- Video game	- Sequence
- Bingo	- Monopoly	- Jenga
- Dominoes	- Mario Bros	- I do not like games

- Hide-and-seek	- Pictionary	- None
What did you enjoy about it?		
- Strategy - Competitiveness - Entertainment and learning (Fun) - The calculations and playing in groups - Win my friends	- Social interaction - The challenge - The time to make the other guess what i am drawing - That i could compete with my children	- That i can exceed levels and the best that i share with my son and together enjoying the games - Learn vocabulary - Mental calculation
How did you make you feel?		
- Very well - All right - Comfortable - Good, because my son was happy - Very funny - Happy, fun	- Out of the world - Good, done when finished - Lots of excitement, lots of adrenaline and lots of fun - I felt good - Interesting	- Funny - Very well. Relax - Intellectual - Okay, relax. - I always have a great time

Ireland:

What was the last game you played?		
- Sudoku - Aworded - Basketball - Computer console - Candy crush - Never	- Todsy - Word search - Mobile games - Snakes and ladders - Chess - Murder in the Alps	- Golf - Under water hockey - Sport, tennis, etc - Animal crossing - Tetris - Soccer
What did you enjoy about it?		
- Spending time relaxing - Quiet time - Time for myself - Exciting and challenging - It's was a fun sport that helped me keep fit - Getting a buzz - Team effort	- Gets my mind off other things - Time with others - competition - mechanical, visuals - playing against others - Brain train - Peace and quiet	- I learn new vocabulary and I can practice brain challenges - Playing with my kids - Solve it - It was fun
How did you make you feel?		
- Relaxed, no stress - Good, Great, Happy - Frustrated sometimes! - Proudness	- Forget about work and family issues - Peace and quiet at last! - Unique	- It was fun - Excited about overcoming the challenges

Czech Republic:

What was the last game you played?		
- I don´t play games - človeče nezlob se (board game) - Prší (simple card game)	- Pexeso - chess - Nothing - The Witcher 3 (PC game)	- Cards - Aion - The Witcher, Vigor - Slož slovo (words game)

	- Mobile game	
What did you enjoy about it?		
- Winning, tension - teamwork with the kids - logical games - memory exercises	- solidarity - domino, chess - everything, nothing - That I have to think	- to remember information - played with my son - strategy, story
How did you make you feel?		
- normal I am not a fanatic - good, fine, comfortable	- confused, focused - Young	- It was fun, I enjoyed it - Super, I let off steam

Slovenia:

What was the last game you played?		
- Word games - Candy Crush Soda - Don't have any time	- Word picnic on phone - Sudoku, puzzle, chess - Sims, Ps 4 gta 5	- Don't get mad -
What did you enjoy about it?		
- Entertainment - That you need to observe and think - Time flows by	- Interesting game - Independent - Smile of a child who runs and waits that he can be catched.	- Smile, happiness - Playing games in couple - Challenge
How did you make you feel?		
- Good	- Relaxed	- Happy

Lithuania:

What was the last game you played?		
- Today - Candy Crush: 2 answers - Super Mario bros - Doodle jump - 8 Ball Pool - Kardashians - Episode	- Sugar Rush - Sims: 3 answers - VRChat - UNO - Sudoku - Mobile legends - Club Penguin - Ligretto	- Duolingo - Runes of Magic - Monopoly: 2 answers - PubG: 3 answers - Scrabble - Tresure Hunt - Coin Master
What did you enjoy about it?		
- Intensive atmosphere, to win, get some good stuff which helps you during the game - Gambling and cooperation with team - Strategic thinking -	- It is easy to understand, you can play with your friends - Creating the environment as I want and having some character which is similar to me - Storyline - It's fun, involving and multiple players can play	- Colors, fun illustrations - The ability to decide for others, create my own world - It improves logic skills - It brings back a lot of memories - Learning new language -
How did you make you feel?		
- Happy, relaxed - Good, joyful - Focused	- Nostalgic - Inspired and motivated - Concentrated, involved	- Happy, confident - Gambling and tense - I felt powerful

- Excited - Concentrated and it was fun	- Responsible, concentrated, sort of relaxed and happy	

After evaluating the issues mentioned above, we can say that traditional board games (chess, Uno, Sudoku, puzzle, cards, Tetris, …) are the most played by our students. Only in low proportion of them listed that they play PC games and some of them point out that they don't like playing game at all.
Among the most valued aspects of the gaming process are entertainment, competitiveness and offering a means of social interaction with others and especially with their children. Playing games makes them feel young and nostalgic.
All the participants pointed out that the fun experience is the most important element of playing games and that it meant a disconnection from daily problems and worries while it lasted and opportunity to de-stress and relax. They all stated that they felt very happy, excited and enthusiastic when they managed to win or achieve the challenge.
It is interesting that our participants appreciate the design of the games among other things. They pointed out storylines, teamwork, graphic, colors, sound, …

Part B: The Focus Groups

In our focus groups there were 31 adult education professionals with different teaching profiles participating. They all have years of experience in adult education with a vast knowledge on the target group.

First question was about experience in teaching adults and we found out the following results:

Spain: Their average experience with teaching adults is around 11 years.

Czech Republic: experience in adult education are ranging from 2 to 20 years. The average for everyone is calculated to be 9 years.

Ireland: The experience of teachers ranged from 4 to over 20 years in teaching adults in different contexts

Slovenia: Experience with teaching adults are ranging from 5 to 13 years.

Czech Republic: Training experience range from 2 to 20 years. The average is calculated to be 9 years.

Lithuania: Experience with teaching adults range from 5 to 13 years. Average for everyone is around 9 years.

Teachers who participated in the focus groups in 5 countries have from 2 to 20 years of experience in the field of adult education. There was no one without any experience with adult learners and some of them have vast experience.

The Curriculum will provide minimum methodological background needed for the work with the group, so that everyone can use the game/gamification and facilitate the important moments and points for the practical use in real life situations.

In second question we asked about types of students, that teachers have taught over the years. We collected the following results:

Spain: Unemployed people, people at risk of social exclusion, young and old people, immigrants, refugees, inmates and low skilled adults.

Czech Republic: university students, unemployed, general public, foreigners, mothers after maternity leave, children 12-13 years old, Romas, women of all ages, elderly men and women (70+), pregnant women, handicapped, low skilled people

Ireland: Employed people, adult learners with ability to design, deliver and manage training programs.

Slovenia: adults who need to develop or improve their language skills, active members of University of the Third Age, students from a more disadvantaged groups: The Roma, migrants, inmates, unemployed, older persons, students without elementary or secondary education

Lithuania: unemployed signed up by the National Labor Agency, students who finished school and are not employed for a long time, students at risk of social exclusion

If we collect all the results, we can see, that most of them have really wide range of different learners. Some of them are focused only on adult learners (Ireland, Slovenia, Lithuania), while some of them teach also younger learners (Spain, Czech Republic). It is important to point out that Ireland have very specific target group – adult learners with ability to design, while other partners are teaching more general public and adults from different deprived environments (unemployed, foreigners, migrants, inmates, older persons...) who are usually also poorly educated.

There could be a challenge to discuss different needs of participant groups, which are quite diverse in the target group of their training courses. The methodology will concentrate on the common topics and needs of the trainers.

Third question was about topics that they teach.

Spain: Training for job searching, digital literacy, education to obtain Secondary Education for Adult, healthy eating, first aid, health care, coaching, effective communication, literacy and Spanish training for foreigners, Environment education, soft skills, …

Czech Republic: Psychotherapeutic topics, Therapeutic counselling, motivation, self-confidence, preparation for job interviews, Communication skills like assertiveness, Czech language for foreigners and Health related topics, motivation, psychology, self-confidence, personal strengths and weaknesses, dealing with conflicts, requalification: what they like, what they can do for living to get employed.

Ireland: developing skills for adults to get back at work, Business, English as a foreign language, IT and Computers, Accountancy, Arts & Crafts and Hobbies (short courses to upskill).

Slovenia: English (grammar and everyday life conversation), Biology, Chemistry – topics connected with everyday life, language of environment, computer science, math, physics, free time activities like crochet and bobbin lace making

Lithuania: Empowerment for job searching, interviews, representation techniques, CV's, digital literacy, soft skills, equal opportunities, job market tendencies, basics of math, Lithuanian and English language, ethics and specific job related skills.

All of the participants are teaching wide range of different programmes, mostly skills development programmes and other lifelong learning programmes to raise levels of literacy and job searching skills programmes. The given answers confirm that teachers have a lot of experience with less educated adults, as they teach the contents to raise their basic skills.

Why did you become a trainer/adult educator?

Spain: Due to the need in their jobs. After the first experience, this motivation grew and they continued to train to become professional in contents addressed to adult education and to develop pedagogical skills to achieve a higher motivation of their students and to make their classes more enjoyable. Some of the participants were trained specifically for education at the time of their entering in the University, and later within education, they switched to adult education.

Czech Republic: pure interest, because they enjoy doing this job, because this time they have more time and space for balancing work and family, they enjoy meeting different clients, they love to work with people, because of the need in their work, it is motivational to receive positive feedback from their students.

Ireland: Most of the participants were trained specifically as adult educators, as this sector is quite popular in Ireland and access is quite wide. They like helping people

Slovenia: they like working with people and helping them with the opportunity to learn something new. Working with adult learns is suited for them. Teaching makes them happy.

Lithuania: Some of them were choosing pedagogy studies and were prepared to teach at schools. Later, they decided to switch to adult learning as it seemed easier and more interesting. Others were working in projects sectors when developing some training materials for adult learners and got opportunity to train them. After that, they've switched to adult training sector.

Some of the participants always wanted to be a teacher. They studied education or pedagogy. Others started to teach due to the need in their job, but they grow into it and started to enjoy teaching. Receiving positive feedbacks, helping others and meeting new clients/learners is becoming more and more motivational.

Have you ever come across gamification in teaching? Do you know what it is about?

Spain: Half of the participants knew what gaming in education consisted of, the other half admitted to knowing what it consists of when the concept is defined. All of them agreed that throughout their

experience as teachers they have found some dynamics and games to motivate the students as well as they have participated in gaming techniques throughout their own experience.

Czech Republic: Some trainers have a basic idea on its application in involving trainees and a few reported to have attended one training on the concept. One explained that some games principles are incorporated in her workshops.

Ireland: Most of them used gamification as part of their lessons, but this varied depending on their years of expertise. The older teachers used it less and focused more on getting the curriculum covered. They mentioned they lacked the time and sometimes the energy to implement those games. The younger teachers came across gamification as part of their certification. Some of them have attended gamification workshops and one of them has actually organized courses with some colleagues as part of their adult education college brief.

Slovenia: They have heard about gamification, and they know that it is becoming increasingly popular, even though concept is not new. Gamification is the use of game principles and ideas in the classroom context in order to engage and motivate students and make learning more engaging.

Lithuania: All of the participants said that they know what is gamification in teaching but just two of them used it before.

Most of our partner's participants are aware of what is the meaning of gamification in teaching. Using gamification at work is still not very common in our participant's work. Ireland pointed out, that there can be important difference between the older and younger teachers observed. Older teachers are more focused on getting the curriculum covered, while young ones came across gamification as part of their certification.

The trainers have different level of experience with games in education, in various topics and courses. While using games they concentrate on motivation and engagement of participants. In comparation to the focus group, Ireland has the most experienced trainers with bigger methodical and knowledge background. This imbalance of experience could be problematic for designing the content of the common workshop.
The workshop will be designed to address that issue so trainers with more experiences can also develop their creative potential.

To what extent did you try using gamification in your teachings?

Spain: They all agree that they use gaming whenever they can and mainly aimed at motivating and encouraging the participation of their students. Generally, it is discussed that there is a great lack of knowledge on the subject and that there is very little offer in the market to teach gamification or techniques to motivate/encourage the participation of adult students. Some of the participants have carried out their teaching work by means of virtual e-learning platforms (MOOC type). It is in these platforms where they least put gamification into practice and where they show that they have fewer resources to do so.

Czech Republic: Some trainers have used role play, worksheets, quizzes, stories, interactive drawings, practical activities, cards such as Dixit in career coaching and pexeso. One trainer said 10 - 20% of her training is gamification cantered. Games are played during the assessment centers, stories used,

towers created from wooden skewers, collective agreements done. Games are observed and afterwards the strategies are discussed.

Ireland: Teachers used games aimed at motivating and encouraging participation of adult students who are generally shy and non-engaging. With the rise of portable video games, mobile games and social media platform games, adults seem to have more and more interest in playing and engaging in different ways than just the traditional chalk and talk. Gamification was said to improve retention of knowledge and it was used a lot in Business courses, because it has the potential to simulate real time situations, show cause and effect relationships and show how business decisions influence organisations. Some adult students are suspicious of gamification as they think they are a waste of time in their desire to learn and advance.

Slovenia: They sometimes use games or apply gaming elements to the teaching process to keep the topic fun or to encourage the learners to participate and overcome their fear of speaking in front of the class.

Lithuania: Just two of the participants used it before. They've used it for interactive quizzes and some real-life situation analysis (What would you do?). One participant admitted that was searching for gamification methods to increase student's involvement. Those who did not use it, said that there is a little of knowledge on how to use gamification, to what extent. Also, they've admitted that the ones in charge do not really allow to improvise with the techniques unless you develop the methodology in advance, and they confirm it.

We can summarize that most of our participants are aware of what the meaning of gamification is, but there is a lack of knowledge on that subject. Gamification is appropriate to use when the students are shy and non-engaging or when we want to introduce topic in a fun way, so we can encourage learners to participate.

The trainers know that games are good to be used in ice breaking activities, motivation, engagement. Some of them have already tried to use games as a simulation for real life situation. This is the point we would like to develop more in the workshop – how to use games and gamification for real life awareness, discussion, facilitation and to show ways and possibilities to change/choose the strategy to solve it.

We will also focus on existing games and their use, sources, standards, frameworks to develop own games/activities and also how to motivate the participants to take a part in the game activity in both the workshop and the curriculum.

Do you know any good learning games, that has proven to be successful in teaching low-skilled adults?

Spain: They agreed that these presentation games can become a real problem if they are used in a long term or in the case of large groups. Role-playing is one of the most widely used games to tackle the job interview and other activities to promote job search. The Trivial to make assessments at the end of each thematic block. Another more advanced example that younger participants in the group use to make assessments about the content they have learned is: Kahoot, Plickers, Trivinet, Toovari, Quizizz. In addition, some of them claim to have made games such as "Gymkana" or "Escape room" to encourage group work and to work on some skills such as effective time control, conflict management, etc.

Czech Republic: Trainers mentioned - Stories, role playing, Cards such as Dixit, Drawing activities, combination with art-therapy. Others mentioned they do not know many games but expressed interest to learn more about them.

Ireland: Business and IT games: Hot seat, Charades, Party interview, Role-plays, Case Studies, Jigsaw, Quizzes; English as a foreign language: Articulate , Charades, Countdown, Call My Bluff, Jeopardy, Password, Whisper Challenge, Kings Cup, Kahoot

Slovenia: The most successful games for them are guessing games and memory games supported with visual materials. Board games and role playing are also popular. All the games need to be connected with the topics that the students need to learn, and they can develop critical thinking. Other suggested games are also: Padlet, Quizlet, Quizizz, PowToon, Socrative, EDpuzzle, Kahoot,…

Lithuania: Kahoot, Daily Badges, Quizzes. Participants admitted that sometimes they do not use programs or games but create it by their selves based on teamwork and admit that student prefer working in groups and having some common projects or task to do. It increases their motivation, time management, teamwork abilities, leader abilities and many more.

All the partners pointed out different games that they use in their teaching. Teachers are still not aware of a lot of games but they are willing to learn it. One of the most successful games is role-playing. All of the partners participants are using it. Other popular games are Kahoot and Quizizz. Using games in teaching plan can increase student's motivation in learning.

As an example, during the introduction we can use well-known games (Kahoot, Quizziz, role play) and build upon them later with other lesser known games within the methodological recommendations.

For the low-skilled people target group there is in most cases a long learning curve on using technical equipment as smart phones or PC. That's why board games and other offline activities which could be organised within the classroom will take major part in the curriculum. Online application and games will be introduced as well, but the simplicity of use will take significant part in the selection process.

Do you currently use games in your trainings?

Spain: At this point, there was a clear difference with those younger trainers who are involved in researching which games are most useful and effective in teaching adults. They even make their own resources by using cheap materials bought in stores for low-cost crafts. Nowadays, older trainers face greater obstacles when playing games. Most of them say that adult learners that they are currently working with, do not allow them to use the games in the classroom.

Czech Republic: There were mixed answers within this group of trainers. One explained that they are used, but are done so intuitively –they have not been exactly trained for using gamification, so they are not aware what can be used in some situations and how, if there are more options on how to use one game, for example.

Ireland: All teachers used games to a certain extent, but not in all lessons. The use games depended on the topic.

Slovenia: Yes, sometimes, but to a limited extend. It depends on which topic do the teachers teach and on student's mood. Sometimes students don't want to play games, they just want to listen to teacher's explanation.

Lithuania: All of the participants admitted that they were thinking about it but it is very difficult to do it by your own. It takes time and knowledge how to control and evaluate work done. However, just two of them stated that at once in a week they are trying two include some gamification activities.

We can conclude that teachers do use games sometimes. But is very difficult because they are not educated about gamification, so it takes more time and effort to organise a lesson. They are using games based on their knowledge and topic that they teach. Once again we can see the difference between younger and older teacher.

Key questions to be addressed: Why do we use gamification in education? (Theory of learning, brain functions, games.) How and when to work with gamification? How to manage and prepare a lesson with gamification?

These questions we will be answered within the curriculum – how to work with the target group, personal typology - and fulfil the learning goals. Several gamification training design frameworks will be introduced to from simple to more complex for the trainers to choose from. There will also be the workshop to train the trainers of low skilled target group – the abovementioned questions will be further discussed in the workshop and the design frameworks introduced and discussed.

One of the topics to be included in the curriculum will be also the preparation of trainers, sources and using the methodology on different levels.

If you do use games in trainings which games and how (for what) have you been using them?

Spain: The examples given in question 7 (kahoot, plickers...) and also other kinds of games such as crosswords, word searches,...are used as already mentioned for the evaluation of learned contents. The role play, theatre and representation activities, are used to rehearse real situations that they have to face in their daily life. In the development of role plays, they often make videos that can be very useful for students to see how they have dealt with that situation and how they evaluate themselves. They also use games such as "ice - breaking" techniques at the beginning of a group so that they do not feel shy and promote cohesion in the group. Moreover, when the attention span is low, they also play "Brain breakers", which are short games to break the rhythm and continue the training after a few minutes and with a relaxed mind.

Czech Republic: In general games helped to diversify, increase attention, maintain concentration in longer time blocks / programs, memorize information, engage participants, enhance participant activity. It is useful also while Building a tower, to encourage collective agreement, working with giving and accepting praise and negotiation. The goal is to observe participants and analyse what type of work they suitable for, whether they are individualities, team players, how they communicate, use arguments etc and to provide constructive feedback in order to help them find a job. Another trainer mentioned using stories about controversial situations and several possibilities how the characters could act – the students discuss how they perceive the actions. Another tool is Cooperative discussion when the group has to decide what they would take to a deserted island for survival. Thirdly, a useful method is when the teacher is describing some picture with partial information and trainees draw and

compare results, thus highlighting how information is perceived differently by different people in communication exercises.

Ireland: All the games discussed (see question 7) and others mentioned afterwards fell into several categories: Warm-ups: Ice breakers, Problem-based, Mobile / tablet apps (interactive), Competition, Grading and Awarding

Slovenia: They are using simple games to build and test vocabulary/knowledge and encourage speaking and participation, such as: Role Playing, Hangman, Hot Seat, Charades, Pictionary, Word Bits board game, Memory, using smart phones… We are using games also as an ice-breakers. It is important phase in a course or education, so that students can get to know others participants and they can feel more relaxed in a group.

Lithuania: Kahoot and Quizzes used for knowledge evaluation. Daily Badges – to increase motivation to do tasks.

Games are used for evaluation of learned contents, to rehearse real situations that our students can face in their daily life, for participation encouragement, to increase attention, maintain concentration, memorize informations... Games are also used as an „ice-breaker« at the beginning of a group/course, so that students don't feel shy and they can get to know others participants. It is important that we observe participants and analyses what type of work they are suitable for (individual or group).

We can see a big difference between teaching foreign languages and teaching soft skills. The language barrier is often the main thing we have to take into consideration before we choose the right game. When we teach soft skills or IT courses, there are different challenges, but not the language.

For the different goals like ice breaking, memorizing or role plays there are different ways what and how to use game activities. In the workshop and the curriculum we will take into consideration the main types of target groups – language courses, soft skills, IT courses, mathematics.

What are the major challenges you expect to solve with gamification?

Spain: The biggest challenge they intend to face with the use of gamification is the motivation and involvement in the learning of their students. Another challenge they face is to help their students learn the content in an effective and meaningful way so that they achieve better grades and pass their assessment and exams successfully.

Czech Republic: The various challenges are: Need to increase motivation, make training more interesting, increase concentration span of trainees. The content and methods must be appropriate to the group. A major challenge is when the participants are passive, they don't want to participate, be involved, they are not interested in the topic, they just want to sit through the training. It is important to choose activities and games which are interesting for everyone, it is also more challenging for trainer to work with the group when there are more interactive activities, because conflicts may arise etc. Some may find it a challenge to also enhance the techniques that are used already

Ireland: Educators have tested gamification and have seen positive results. There are a variety of ways to introduce gamification in the classroom. The idea is to spark discussion and provide examples in

which gamification makes learning more engaging. The challenge is always to try and engage all adult students so that nobody is left behind.

Slovenia: Major challenges are to increase students' motivation to learn and improve, help them to retain knowledge, develop theirs decision-making skills and encourage healthy competitiveness, as well as break down psychological barriers. One of the major challenges is also choosing the right method/game, and explaining the rules on easy and interesting way.

Lithuania: Increase the motivation to learn, involve students to the learning process, faster and more effective learning, not static learning environment.

The biggest challenges that they think they will face and solve are: need to increase motivation, make training/course/content more interesting, increase student concentration, developing their decision-making skills, encourage healthy competitiveness, break down psychological barriers, spark a discussion, traying to engage all adult students so that nobody is left behind,... One of the major challenges is also choosing the right method/game, and explaining the rules on easy and interesting way.

In the workshop and the curriculum one of the topics will be apply to the theory of gamification and scientific research to help the trainers to understand the gamification theory and its benefits in education. We will work with the gamification design connected with the theory of teaching and how our brain works.

The topic of participants' motivation will be a part of the curriculum and will consists of participants' experience with games, rate of autonomy in the course, self-motivation to take a part on the course and the personality of the trainer. We will discuss this topic in one of the workshop sessions.

Is there anything you fear or that is stopping you in using gamification and or games in your trainings?

Spain: The factors that the group consider to be the most conditioning ones for the application of gamification, are the lack of time when preparing the classes and also during the course of them, because we have to give priority to theoretical content, since the official evaluations and tests are based on theoretical learning that takes precedence over that which uses "learning by doing". Another barrier are the facilities with reduced spaces that do not leave much room for games. Also, the small budget allocated for this purpose is another obstacle. On the other hand, there are few tools available on the market to introduce gamification in adult education. It would be very useful to have game kits or at least methodologies with practical examples for the development or introduction of applied games in their classes.

Czech Republic: It is challenging when trainers have to pass a lot of information or have little time during the program. Then gamification is not used. If the alternate happens, gamification is considered a great tool because it is easier to retain information this way. Some trainers lack enough inspiration when it comes to their specific target group or wonder if adults would want to play and if it would interest them. Another trainer shared a logistical angle – when they travel to meet clients, it is difficult to carry props, games and materials in the bus.

Ireland: Teachers remarked that what makes them a bit reluctant at times to use gamification is the time it takes to get all organized before, during and after the sessions. Finding the right resources that fit like a glove is not always easy and it takes a concerted effort for institutions and getting all teachers to agree.

Slovenia: Competitive environment does not work for everybody and establishing a ranking system or a reward system might dishearten those who are less successful. It is really important that the teacher is well prepared, so that the game can be successful. We are aware that preparation takes a lot of time. Teachers need to research different methods and games all the time, so they can upgrade their knowledge. Today this appears as a problem, because teachers are facing lack of time for this kind of research. They have much more other urgent and important stuff to do first.

Lithuania: The biggest fear was named as lack of preparation to introduce technologies to students. Trainers do not have enough time to be fully prepared for games in between theories lessons. Also, some of the students do not have smartphones or computers and not all classrooms in the VET centers have ones. The third issue is that almost all gamification techniques are described in English and not all training providers are capable to understand everything and to use it properly.
Common and the biggest fear that is stopping our partners in using gamification and games in their class is lack of time. It is important that teachers are well prepared for the teaching, they need to research different methods and games, but their priority is to teach theoretical content first, because of the evaluation and different tests (grades). So we can say that they are facing a big lack of time for combining theoretical contents and gamification. For other fears they listed: reduced space in classroom, that doesn't leave much room for games; small budget; lack of inspiration; competitive environment does not work for everybody; some of the classrooms are not well equipped with technologies, ...

One of the most common setbacks when applying gamification to the trainings is the lack of time. That´s why it´s important to include clear step-by-step approach starting with simpler games and activities. These will be tested in a way to observe how participants react to different game mechanics, what motivates them and what does not. They will get more confidence with the small successes within the games and more complex gamification will be added when the trainer masters the basics, and are able to estimate how much gamification is beneficial and when it´s too much.

Another way how to fix the time constraint issue is inclusion of examples that can be used for a wide range of target groups and/or topics, with simple enough implementation so the trainer can take it and implement it within very short period of time. Thus, he doesn´t have to get heavily invested into the methodology and why it works - the trainer can do so later after seeing the benefits it brings to his class.

Fears about too much competitiveness, computer issues and similar are not a problem as introduced methods utilize other aspects (creativity, team cooperation and others) and forms (board games, card games instead of phones and PCs for example.)

The curriculum will include the whole design process of how to implement game techniques to the training and based on this needs analysis it´s clear that the structure has to keep in mind the wide skill range of trainers - starting from non-professional trainers to trainers that already are using some forms of gamification and can benefit from more advanced topics.

Another thing that can help any trainer of any experience level are “cheat sheets”, easy check points, tutorials, infographics or guidelines for implementing the methodology. Easy, clear and step by step clarification of the options to take, materials to prepare etc.

Which part of your training would you like to improve? (multiple choice)
- *Ice break*
- *Theory*
- *Practical aspects*
- *Others*

Spain: On the whole, it has been stated that more resources are needed to improve:
-Group work, Ice breakers and Brain breakers
Resources to implement gamification in their virtual e-learning classes.

Czech Republic: The trainers shared aspects of parts of the training where there is scope for improvement: Introduction - getting the people involved, motivate them, so that there is something for them in the training that motivates them to stay until the end. Content - Take a particular topic that is taught commonly and create a full program including gamification, and also try specific activities, such as – skill building. Movement (physical activities) can also be incorporated in workshops. Practical aspects - Try to make the practical parts of workshops more interesting, enjoyable – including soft skills, motivation (civic, law, labor law, financial literacy and other subjects).

Ireland: Improving all aspects is at stake:
- multiple choice, Ice break, Theory, Practical aspects

Conducting case studies was mentioned as one more aspect to learn. Interactive platforms was also a challenge because they take time to learn and put into practice.

Slovenia: The most common part which needs to be improved is practical aspects. But ice breakers and theory are also important.

Lithuania: All participants agreed that ice break and practical aspects are the most needed to improve.

They all agreed that **ice breakers** (introduction, motivating people, getting them involved) and **practical aspects** (trying to make practical parts of workshop more interesting, enjoyable) need to be improved.

Based on the answers we can see that all aspects are included in the answers and trainers have clear goals of when to use gamification. It will thus be practical to include clear distinction in the curriculum of those different stages of trainings, giving a trainer with specific goal in mind the ability to find the right techniques for his needs.

Do you have any other ideas that could be included in the SkillUPGame methodology?

Spain: It would be great if we could have a virtual portal of resources where adult education trainers could share and download resources to play games in class. It would be also necessary the proposal to create gamification tools in order to use and introduce them in eLearning mode.

Czech Republic: Methodology should be easy to understand. The clients are often working on emotions, so there is a need to engage them emotionally.

Ireland: To have one place where to go and get all resources, including digital ones, divided by sections depending on subject and classroom use.

Slovenia: It would be good and useful that we put together a list /manual or platform of different useful games with introduction. This time it would be easier for teacher, because they wouldn't need to search and brows on internet.

Lithuania: Some gamification toolkit where trainers would be able to access gamification methods, methodologies and etc.

Partners are suggesting virtual portal with resources where education trainers could share and download resources to play games in class. Our methodology needs to be easy to understandable.

In the project we are going to develop a web repository where all games and other project outputs will be freely accessible. Our outputs will be also available as MOOC which will be even more appealing for teachers

It will be extremely important to have clear categorization of materials that we are going to develop in various formats (the web repository and the MOOC) so any trainer can intuitively get to the source materials he/she needs as the lack of time is amongst the biggest reasons trainers don´t implement gamification as much as they would like to.

We should fine tune the categorization throughout the material development process, getting feedbacks from the trainers early on in the development process so it eases the future wide spread of the project outputs beyond current partnership.

Target students (teachers' point of view)

Who are the students you plan to train using the SkillUpGame methodology?

Spain: The students they plan to train using the SkillUpGame methodology have several profiles, but they all share that they are people at risk of social exclusion:

- People with a migrant background in search of employment
- Refugees, asylum seekers, who are trained to acquire skills and adapt to the new Host Society
- People who are studying to obtain the regulated Secondary Education qualification
- People who want to train to be carers of dependent people at home
- People who are interested in further training in transversal skills that enrich their curriculum

Adults attending training courses for employment in the field of health at a basic level.

Czech Republic: Potential target groups: Psychiatric patients, single mothers in difficult life situation, unemployed, (mainly Roma around Plzeň city). Unemployed women with children, foreigners learning Czech, middle aged. For the Roma community, trainers recommend using videos, pictures or simple games as meant for children. This is because they do not like to analyse. As for the unemployed people: they can be made to be able to see themselves from a different perspective using game and simulation - they want to learn and take away something they can use at home, to

connect with their real life, their stereotypes. They can be encouraged to look deeper within the self - to start praising oneself for what was done well, what gave joy, etc.

Ireland: There are various profiles, but all of them have the same in common, either low qualified adults or migrant communities whose English is not up to scratch.

- Migrants looking for employment
- Foreigners trying to adapt to new setting
- People interested in further education training to enhance their CV
- Adults upskilling and attending courses hoping to get a job

Slovenia: Adult learners, students of Third age university, Romas, adult learners with migrant background, prisoners, unemployed persons who are looking for a new employment; adult learners who are facing social exclusion....

Lithuania: People who are studying to obtain the regulated Secondary Education qualification; People who are interested in further training in transversal skills that enrich their curriculum. Students which are at the risk of exclusion; Young people who are preparing themselves for the labor market.

All the partners have really wide range of students: adult learners with migrant background, refugees, students who want to obtain regulated Secondary Education qualification, students who want to upskill and improve their transversal skills, Psychiatric patients, single mothers in difficult life situation, unemployed, Romas, students of Third age university, Young people who are preparing themselves for the labor market, …

They all have in common that they come from deprived social environment, they are usually faced with difficult life situations and are generally less educated or low-skilled which is the target group of skillUPgame project.

Understanding the training participants is one of the most important aspects that leads to successful implementation of any methods in training. This is particularly important for gamification as techniques that can be very motivational for some people can easily be discouraging for others. The needs analysis shows we have great variety of trainees that will go through the testing which will help tremendously in proving effectiveness of proposed methods in various environments and will lead to greater fine-tuning to the specifics of each potential target audience.

The curriculum will also include topics on understanding and testing the needs of participants to further deal with specific needs of participants with more complicated study needs and backgrounds.

What are cultural and educational specifics of those students?

Spain: Distinctions between the native population that has a low level of education and at the same time presents a lack of culture, communication skills and soft skills. In general, they have few technological skills, which means that they are at a lower level of access to quality training and employment opportunities. On the other hand, population with a migrant background, mostly women who come to the country in search of work opportunities, they generally have low educational levels, to which must be added deficiencies in communication and cultural skills and few technological skills. They generally do not have great educational aspirations and are very unmotivated due to the loneliness they often suffer.

In addition, we distinguish another group (refugees and/or asylum seekers) who do have a higher educational level (university level in most cases) but who suffer from a brutal cultural uprooting that makes them to undertake a training process starting from basic levels and acquire skills that allow them to manage effectively in the host society overcoming cultural and sometimes language barriers.

Czech Republic: Similar observations apply to all disadvantaged groups: reduced attention due to greater stress (in life and class), anxiety, relationship (they want to solve only their problem, not the group). They are often shy, they have very little social contact, and low self-confidence. For the unemployed group: When they find that somebody wants to help them, teach them something new it is motivational for them, then they are open to participation and learning. As for the Roma community – In general it is seen that they have low motivation, a low dedication to work, lack of responsibility and goal setting and lack of motivation to learn and develop. They often don´t come to the trainings. Moreover, there is a problem with Roma with a strong hierarchy in groups – if the oldest doesn´t speak, nobody talks. It is very difficult for an outsider to get their trust. Another trainer explained the Roma demographic in details: It is not easy to discuss education with them. They expect something for free in exchange (day care for children, requalification, pay for their ticket etc.). They don´t want to put in any effort, they want others to do it for them and assume that the government needs to take care of them. There is minimal self-reflection and the willingness to change. They don't understand why they should learn something if it doesn't influence their present state, nor do they understand the term "better job" (even if an easier and well paid job is offered which is more interesting, they eventually choose a "less qualified job" which is objectively worse from the trainer´s perspective).

Ireland: Many of those with migrant backgrounds are women whose English may not be perfect but hoping to upskill and overcome language barriers and adapt to the host culture.

Slovenia: Older adults require more encouragement and patience to overcome what they see as their biggest disadvantage: not being able to remember new information as efficiently as they would like because of their age. A lot of our student are also facing lower educational skills, and problem with concentration. Especially Romas, they don't have any motivation for education and learning, so motivating them is really hard.

Lithuania: There are several groups:
Older generation (40+) with digital literacy background, Young people just after school (18 to 21) with digital literacy background, People at all ages with no digital literacy background, People who are at social exclusion risks with some lack communication, concentration and etc.

We need to be aware, that students from disadvantaged groups are facing reduced attention due to greater stress, anxiety, they are often shy, they have very little social contact and low self-confidence. Older adult students require more encouragement and patience to overcome what they see as their biggest disadvantage: not being able to remember new information as efficiently as they would like because of their age. Roma students don't have any motivation for education and learning, they have low dedication to work, lack of responsibility and goal setting and lack of motivation to learn and develop. It is very difficult for an outsider to get their trust. Population with a migrant background, mostly women who come to the country in search of work opportunities, they generally have low educational levels, to which must be added deficiencies in communication and cultural skills and few technological skills. Many of those with migrant backgrounds whose English may not be perfect but they are hoping to upskill and overcome language barriers and adapt to the host culture. It is

important that teachers are getting to know students so they can be offered the best training suited to their needs.

Similar to the question before, specific barriers coming from the differences among the participants must be addressed within the curriculum as some groups require different approaches than others. Here it´s very important to give trainers various examples and concrete cases and point out the specific approaches that they can take to cater to their specific needs. It will be impossible to cover all the variation of cultural aspects that can have impact on the training so the trainer's own experience and understanding of the cultural specifics of their training participants is key in more specific cases. However, the curriculum will include the common markers of various cultural specifics mentioned here (low-self-confidence, language barrier, lack of motivation and such) and how to address them.

What are the differences between general population and those students in the training?

Spain: The main difference with the rest of the population is the situation of risk and few job opportunities they face. Also, the cultural differences that are an additional barrier in the process of adaptation to the society that hosts them. On the other hand, the differences between the educational systems of their countries of origin and those of Europe, as well as the barriers that language sometimes entails. But the main characteristic is that they go to training, unmotivated, tired after a long working day often in very vulnerable conditions.

Czech Republic: Trainers explained the situations for different groups: Mothers with young children have time constraints so the trainings need to be quick and effective. Many trainees are not motivated to participate in the courses, often they attend as a requirement from the state. They are observed to refrain from making any notes, they are passive or have not identified any area they want to improve in themselves. The unemployed groups are not happy about their situation and they want to change it. Romas are a completely different cultural group with different mindset, behaviour and way of living in a society. They bring very little self-reflection, lack of motivation and willingness to change something. They do not have efficient and reliable work habits, they do not respect timing, learning. They come to the course usually because they need some exact help – e.g. fill in a request form for a flat, solving debts, fill the tax form or expect some free service in exchange, e.g. day care for children, tickets, etc.

Ireland: There is a massive difference between those who are natives and those whose mother language is not English. Both groups are eager to make strides and learn, but the language barrier is big handicap.

Slovenia: We are facing multiple problems with discipline and maintaining concentration (especially with Romas). Our students need to practice more and they need more time and explanations to understand specific knowledge. Younger people are learning faster.

Lithuania: Usually, these students are not motivated to study and go to centers just to get the money from the government. Also, they have bad basic literacy skills, calculations and writing. Usually, they do not know any foreign language.
The worst issue is that they lack communication and ethic skills.

The main differences between general population and students in the training are cultural differences, difference between educational system in their country and in Europe (host country), lack of time, lack

of motivation (sometimes they attend course only to get the money from the government), multiple problems with discipline and maintaining concentration (especially with Romas). Some of them don't have efficient and reliable work habits, learning is not their priority or value. There are differences between different target groups. We also cannot say that they are all the same. We have also exceptions, some of them are eager to learn and are more motivated, but in general we are facing with problems written in the beginning.

In your opinion, to what extent are adults that you work with low-skilled?

Spain: Adults who have received very basic training and who are returning to their training process to improve their job opportunities, and who have a low level of communication skills, technology and soft skills; adult refugees and/or asylum seekers who have a higher educational level but who are returning to their training process to adapt to the host society and must deal with learning intercultural and transversal skills linked to the search for employment and learning the language of the host society.

Czech Republic: The trainers agree that low skilled people usually have only basic education in primary school (up to 7th class as most often they failed 2 times). They don't understand the written text or more complicated speech (at times not able to think critically about information they read or hear). Some Roma may have finished the elementary school, but might have low IQ. It differs from case by case, it depends whether the person has clear motivation to change something in their life. Unemployed people - they usually have the elementary school completed, might have lower IQ, some of them might be intelligent, but lazy.

Ireland: Many adults don't have basic secondary education, but those with migrant backgrounds differ: some hardly have education at all, but others are qualified and they need to get their competencies somehow certified.

Slovenia: It depends on the group we are working with. Migrant women and Roma students are usually even without primary education. They lack writing, reading, digital, mathematical skills. Some of them are not classified as low-skilled however they face issues because of their age. They are able to learn and understand but need a little more time to learn.

Lithuania: To the great extent. These students lack social skills at first. Also, they are not motivated to fill the gaps in writing, reading, math, calculation, accountancy etc. They do think they are not capable of doing something more than just working and less payed jobs for long hours. They are not interested in some cultural events

Participants are teaching several target groups. Some of adults are low skilled, they have received very basic education and are returning to their education process to improve their job opportunities. Some of them don't understand the written text or more complicated speech (at times not able to think critically about information they read or hear, some of them might have lower IQ, some of them might be intelligent, but some of them just do not feel motivated to learn). Older learners are able to learn and understand but because of their age they need a little more time. It differs from case by case, it depends whether the person has clear motivation to change something in their life.

The curriculum has to clearly show the benefits of the proposed methodology on low motivated target groups so the trainers will feel motivated enough to invest their energy into implementing it. The introduction has to clearly and briefly show how this material can be the answer to some of the readers' training challenges especially in the motivation of the participants' department and also negate some of the common fears and restrictions that keep trainers from implementing methods like gamification into their trainings.

What are the major challenges you face in teaching low-skilled adults?

Spain: All participants agreed that the greatest challenge is to motivate them not to quit the training and to face their training process in a positive and goal-oriented way and to accept professional challenges.

Czech Republic: It is a challenge to create something that will be interesting for target groups, to create a relationship of respect, get their attention. It is important to make lessons easy to understand and make students focus better. Workshops should have smoking pauses and refreshments, otherwise they would not attend the courses. With Roma people - a challenge is their lack of motivation and to keep them entertained till the end, their willingness to change anything and working habits.

Ireland: Motivation (not to learn, but to participate) and engagement (because in some cases they are not native speakers) were mentioned as the top 2 challenges.

Slovenia: Low-skilled adults may not see the importance or usefulness of a skill such as knowing a foreign language or they do not trust their abilities and need more encouragement. Because of the lower skills, they don't recognize education as an important value. Their motivation for learning is lower, it is harder to convince them, that they need to attend class. Teachers need to make more interesting and entertaining classes so they can maybe motivate them into cooperation.

Lithuania: All of the participant agreed that students lack motivation to learn and it is the biggest challenge how to motivate them and to increase their confidence levels.

The biggest challenge our participants face are motivation and encouragement. It is important that teachers motivate their students that they don't quit training, that they increase their level of confidence, that they help student realize that upskilling is important for them. Class need to be organized with smoking pauses and refreshments, otherwise they would not attend the courses. Teachers need to make more interesting and entertaining classes so they can maybe motivate them into cooperation.

What helps you the most to prepare a successful training/lesson?

Spain: Proper Planning; A good supply of different resources and with different kinds of support (technological, material, human...). To have a work team with which to share experiences and ask for opinions and assessments

Czech Republic: It is crucial to think the activities through with regards to specific target groups and reserve more time for thorough preparation. The courses need to be entertaining. Students can take away maximum 3-4 pieces of information. Lot of thought has to be given on how to motivate and entertain trainees. Addition of games, interesting and variety of activities, topics and forms of meetings are often helpful. One trainer explained how she makes the content interesting – the best ways so far

has been an interpretation of cards, so she tries to put important information on them. What also helps is playing some games and educating them subtly without them being aware of intimidating lessons being taught to them.

Ireland: Preparing lessons properly beforehand and having all resources ready. Testing students properly can be a challenge in this regard.

Slovenia: Adapting the lesson to the level of the participants' knowledge and keeping in mind their current capabilities as well as interests (deliberately picking content they know they will find more engaging).
It is important that teachers make a good time and content plan. They need to put out which goals they want to attempt in the training, and which methods and materials would they use.

Lithuania: Good practices example, new methodologies, technologies, interesting topics, additional courses.

Proper planning is an important step. Lessons need to be adapted to the participants' knowledge. Teachers need to keep in mind their current capabilities as well as interests (deliberately picking content they know they will find more engaging). Using different games, interesting and variety activities, topics and methods are often helpful.

The curriculum will contain resources (games categorized for quick pre-selection) and tools to ease up the implementation of discussed methodology into a training and step by step explanation on how the whole training design works.

What helps you the most during a successful training/lesson?

Spain: The use of different resources to keep students motivated; Change from time to time to vary the pace; Collaborative group work; Encourage the participation of students and even involve them in preparing some classes and explaining them to their partners.; Facilitate breaks from time to time, because they promote group cohesion and make them more motivated; An appropriate combination of theoretical and practical content; Involving students in the planning of the class; A group evaluation should be carried out from time to time to correct possible failures and make improvements; Play small competitive games to review the contents in class that make them have fun and assimilate what they have learned in a playful way

Czech Republic: Trainers agree that confidence in themselves and in the prepared content, along with a positive approach help them conduct a successful training. Its best to allow trainees tell their personal stories, get them personally involved. They like to share their experience and problems. Feedback from students help to improve trainings. Having an Individual approach - to follow each student if they understood everything makes them feel valued as learners, If there are more trainers at the same time, trainers need to specify clearly the roles of each present. There should be a variety of content, high quality presentation style of the lecturer, adequate length of the course for it to be well received.

Ireland: -Planning; Using a variety of methods; Review materials ahead of the class; Monitoring progress of students; Encouraging students to keep upskilling

Slovenia: Keeping the lesson fun and casual. Using different approaches and materials (different games, using videos, pictures…) to prevent the lesson from becoming boring. All the contents need to

be connected, so the students would easily understand all the content. It is important that teachers use their knowledge and expertise, and they use this in practice.

Lithuania: Practical tasks, team work, tasks preparations for other students, an appropriate combination of theoretical and practical content, progress tracking.

Using different resources and methods to keep students motivated, being well prepared with content, positive approach, monitoring progress of students, encouraging students to keep learning, allowing students to tell personal stories and get them personally involved, appropriate combination of theoretical and practical content and playing small competitive games to review in a fun way what they learned in class.

Although the answers show that the trainers are using a variety of methods to keep their groups focused and involved, it seems that gamification is not commonly used. Nevertheless, the trainers express the need for such methods in order to work with their groups efficiently. Therefore, we believe that using gamification and serious games into their lessons would be a true value addition and that they are willing and open to learn about such new methods.

What is the time span of your students' concentration?

Spain: The attention doesn't go beyond one hour or 75 minutes, whereas for the group activities or practical content, the concentration time increased to almost two hours.
After these times, it is necessary to establish rest times to help maintain concentration.

Czech Republic: Trainees can be attentive 30 mins in a session of 40. Elderly people can be alert maximum 30 minutes while middle aged people up to 90 minutes. Roma community usually has a span of 45 minutes at once, 3-4 hours in total, while unemployed people have 60 - 120 minutes at once, 6 hours in total. Maximum time span is 3-5 minutes during the card interpretation while it is maximum 10-15 minutes during individual consultation when they have some problem they need to solve related to job, social counselling etc. 3 hours of training plus a break is suggested by a trainer, according to whom the duration of 6 hours workshop is too long.

Ireland: The figure 10-20 minutes was mentioned, but there was no consensus. The idea was to change activities often during the same lesson to avoid losing students and keeping them engaged.

Slovenia: It varies, but normally up to an hour and a half for older persons, and around 30 minutes or less for low-skilled.

Lithuania: One and a half hour most.

It depends on a target group. Low skilled can be attentive up to 30 minutes. Others can attend 60 min or an hour and a half, some of them maybe even 2 hours. When we reach our students limit, it is important that we establish rest time, so that students can maintain concentration. It is important for everyone that teachers are changing activities often during the same lesson, so that they can avoid losing students concentration.

If the time span of your students is low, what helps you the most in the past to extend it?

Spain: Some trainers (the youngest ones) pointed out that what increases this concentration time is to establish "Brain breakers" activities that motivate the students and help them to resume the activity in a more motivated way after the small game or activity. They also pointed out that it is useful to establish short breaks planned every hour and a half of class. In addition, establishing competitions among work groups to achieve a clearly defined goal and challenge also helps to increase concentration and attention time in an effective way.

Czech Republic: Some trainers highlighted the need to raise the personal interest of participants, to let them tell their personal stories as they enjoy this and want to share their experiences and problems. Card interpretation helps one trainer in her work to motivate trainees. Similar interactive exercises, allowing them to actively involved also works. Cigarette and snack break is quite important for trainees of various groups. Also, they like to have possibility to talk to each other - when they have a real problem they need to solve.

Ireland: The various backgrounds affected this outcome, but the idea was to keep finding was to engage the students. Gamification helps to focus the mind and not see everything as theory and consequently, engaging the audience more. A couple of teachers remarked on the sacrifice some students made to be at the classes and find a better future for themselves and their families.

Slovenia: Stepping away from a demanding topic, engaging in conversation, and introducing a game or a fun activity (for example something creative, like a themed mind map).

Lithuania: Breaks, teamwork, some tasks using technologies, case analysis, real life examples, practice tasks.

Some participants highlighted the need to rise personal interest of students, using “brain breakers” activities, that can motivate students. It is useful to establish short breaks and to step away from a demanding topic. Students like to have possibility to talk to each other - when they have a real problem they need to solve. Gamification helps to focus the mind and not see everything as theory.

What motivates your students?

Spain: Because the students that all participants train are people who undertake a training process after a period of formative inactivity, what motivates the students most is to see how they advance effectively throughout the training. Thus, it is necessary to design activities in which these students can evaluate what they have learned.
They are also motivated by activities where they can exchange their experience and even where they can collaborate and/or help other colleagues.
Ultimately, what motivates them is to be the protagonists of their learning period, even participating in the planning of classes and teaching some of them.
The learning methodology in projects can sometimes be very useful.

Czech Republic: For the Roma community it relates to getting something for free, that somebody deals with their problems instead of them, helping them remain at the unemployment office.
For the Unemployed, it signifies that they will start working and will get out of their financial crisis. They are motivated to pursue options that help to change their living situation.
Sometimes trainees are motivated when there is some recommendation from their family members, or have real problem to solve (e.g. have a new home) or there is the incentive to receive something at the end of the lesson (e.g. filled tax form, filled request form for a flat etc.). Alternatively, telling them

they "have to" join is a motivating factor, as they need the confirmation of attendance for the state office. When they meet more often, the bond in the group is created. They like to get to know something new about themselves, like psycho-diagnostic tests etc.
Some want to learn in order to get a better job and gain new skills that are useful in this time and age. Sometimes a change of qualification or re-qualification opportunities are appealing to them in order to find better employment.
In the midst of training, it is useful for rotating activities, maybe even topic to introduce something different for a while and then get back to previous topic of focus. This breaks the monotonous structure.

Ireland: Students need to feel motivated to pay attention. Why should they stay interested in the topics? What's in it for them? Individualized instruction during each lesson can be tricky in large classes, but you can try to appeal more generally to the things that keep learners alert—for example, by grounding theoretical concepts in real-life scenarios and drawing on examples from students' daily routines.
Involving students in lesson planning was also mentioned in this context. The logic behind this one is quite simple: people like to design experiences for themselves and for others. If students have personally contributed to a lesson, they are much more likely to stay interested to see how it plays out.

Slovenia: A chance to learn something new, stay active, improve their skills, become more confident when communicating in a foreign language (meeting people or travelling). Using different pictures, connecting contents with real life experience, providing interesting information's, using their smart phones, social networks…

Lithuania: Progress tracking, when they see how much they've achieved, competition with other classmates, good practices speech from professionals.

What motivates the students is to see how they advance effectively throughout the training, to involve them in lesson planning, raise their confidence when communicating in a foreign language…. Some of the students are motivated because they want to learn something new, so they can a better or a new job. If students have personally contributed to a lesson, they are much more likely to stay interested to see how it plays out.

The answers show that even though the type of audience varies, it might be a challenge for all the trainers to keep their students motivated. A few of the elements used in gamification have been mentioned by the trainers as being used, mainly in a form of individual activities. All those game elements and others that weren´t mentioned will be part of the curriculum including the use cases from real trainings. One of the key methods that will be also introduced in the curriculum will be the method of "story framing". By "framing" a training session (comprising of variety of activities within multiple hours) with a story we encourage a natural curiosity and motivation in the trainees, as it naturally connects the separate pieces of the training.

What demotivates your students?

Spain: Above all, they are demotivated by a class that is mostly based on theoretical content in which they can hardly find effective practical application.
They are also obviously demotivated by the difficulties in finding a balance between the training and their everyday life, so they need to find the content useful for their job search process.

Another factor that discourages students is the lack of employment opportunities they choose, so we must offer them methodologies and training that increase their competitiveness in the market.

Czech Republic: The length of the course, writing tests and questioning, making notes, too much information can disinterest participants.
For the Unemployed people, boredom, incomprehensibility, monotonous presentation, lack of examples, trainer without a spark can be demotivating. They want to develop and work with an agenda. Some feel that they won't be employed because they have children.
As for the Roma community: learning, answering questions, tests, length of workshop, filling in evaluation questionnaires and tables can be demotivating. They usually tend to answer in one word- yes /no / I don't know. Due to societal discrimination, they feel that as a gypsy/Roma nobody will employ them anyway. Often they are demotivated from the very beginning – only the fact that a different skin colour is a factor of demotivation. There are very few Roma adult teachers. However, when the teacher is Roma, his/her acceptability among trainee group depends on clan, family, caste.

Ireland: The endless theory and sometimes the lack of prospects, but in Ireland unemployment is low and finding a job is reasonably easy, but upskilling is key to getting more than just a basic salary or minimum salary even.

Slovenia: Lack of evident progress (especially when comparing themselves to students who are more successful), not achieving their goals fast enough, not understanding the more complex aspects of the language/content. It is huge minus if they need to write down long answers, if the teacher shows control over them, testing knowledge (especially for Romas).

Lithuania: A lot of theory, lack of job opportunities.

Most of our participants' students are demotivated because of the length of the course, or if the course is mostly based on theoretical content in which they can hardly find effective practical application. It is demotivating, if the students started to compare themselves with students who are more successful. Especially for Romas it is a huge minus if they need to learn, if the teacher shows control over them, if they need to answer questions, write tests, filling in evaluation questionnaires and tables,…

In order not to demotivate the students as expressed above we will emphasize on practising facilitation with the trainers. Facilitation is a necessary tool to be used with a gamified content. Once the trainees experience the game, facilitation allows a natural learning flow, as every student gets his or her own AHA moments, creates connections and actually learns. In this way one cannot be demotivated either by comparing him or her with the others, lack of practical application of what they are learning or by the direction the trainer is giving to the training. The learning is unique to each student.

What are their fears?

Spain: Their main fears are not being able to adapt to a changing labor market where digital skills are a key factor for a person to be competitive and to increase their job opportunities. Above all, they face the fear of a new society for them (in the case of people of immigrant and refugee origin) and a change in their life that comes often unexpectedly and shockingly.

With respect to students who are facing the process of preparing for a Secondary Education certificate, the biggest fear they face is a possible failure of the exam and not getting the certificate. Otherwise, they would not increase their opportunities for professional and work development.

Czech Republic: Highest priority to them is their health and health of their family (plus having a home). During the training they are often afraid to be embarrassed in front of the group. They are afraid they might not be understood. In the case of our psychiatrist trainer, they think of her as a doctor and they are intimidated. At times they don't want to learn things about themselves that they don't like.
Post training, they fear they will not have high enough income to make their living or that they will not be able to get a job. Some worry that they will not be getting the social allowance anymore. They don't want to be job-less and penniless after the end of the project.

Ireland: Not fitting in properly (as many are migrants) and not coming up to the mark in finding the job they seek when they have finished their course.

Slovenia: In the case of learning a foreign language, the students' biggest fear is always speaking the language – actually using it in real life – and making mistakes. On other aspects of their biggest fear is to stand out, they are afraid to show that they don't understand, they don't want to ask "stupid" questions, …
Lithuania: They are afraid of not being capable to catch up with the labor market. Also, they are afraid that they are getting not the practical tasks which may help them but the theory which they do not remember. Participants stated that students are afraid of exams or being judged by the classmates.

During the training they are often afraid to be embarrassed in front of the group. They don't want to stand out, they are afraid to show that they don't understand, they don't want to ask "stupid" questions and don't want to be judged by the classmates … Their fears are also about not being able to adapt to a changing labor market or facing a new society. Possible failure of the exam and not getting the certificate is also one of the big fears.
Post training, they fear that they won't have high enough income to make their living or that they will not be able to get a job. They don't want to be job-less.
What would you say are the biggest unfulfilled or partly unfulfilled needs of your adult learners?

Spain: Above all, the need to be motivated during the classes and more effective training for the development of transversal and soft skills that allow them to face their job search process. Likewise, they do not have effective communication skills to solve some conflict situations that may arise. On the other hand, they find the contents not very adapted to the current reality for those students who are preparing to obtain the certificate of Secondary Education. They are frequently far away and not very appropriate for a person who has abandoned Secondary Education in the past due to a lack of motivation

Czech Republic: For Roma people racism is considered as the main problem, the reason why they are where they are. They experience a lack of empathy and openness and willingness. The question is often how to mirror this back to them and avoid them blaming racism. Often it is seen that they only respect a Roma trainer.
As for Unemployed participants, financial uncertainty, lack of safety, not identifying where the problem is and why they are not doing well – are realities. They are not happy with their lives, the relationships with their family members and on the top of that they don't have money and a job.
Trainees come with unreasonable expectations – thinking that from one course they will get remedy for their life situation. But they usually have a combination of problems (alcohol, debts, children in

orphanages, etc.). Some believe they will be given homes because their friend told them that they got it, so they will get it too. Having a completely distorted idea of reality, they can't think critically. Many of their material needs, basic existential needs are not met. They have not reached a sense of self-fulfilment from the world outside.
Trainers agree that more practice and having the lessons more often can help these people develop themselves and their confidence.

Ireland: A bit the same, not adapting properly due to communication issues and not having the required level to be able to find that job to keep your family going.

Slovenia: Not having learned the language skills as children. They didn't care about the school in younger years or getting to know life knowledge and feel regret. Especially women, they are often left behind in the shadow of society.
Lithuania: There are not enough tasks and materials on motivating them. Also, there are not quite a lot of practical tasks. One of the biggest – use of technologies in everyday life.
The need to be motivated during the classes and more effective training for the development of transversal and soft skills that allow them to face their job search process. Contents of the class are not very adapted to the current reality students/real life situation. Especially for Roma people prejudice by mainstream society is considered as the main problem, the reason why they are where they are. They are facing lack of empathy and openness and willingness.
Many of students' material needs, basic existential needs are not met/fulfilled. They have not reached a sense of self-fulfilment from the world outside.
It is crucial to establish a trustful environment in a training group, so that the students are not afraid to speak up. This is being set in the very beginning of the training session, so we will explore a variety of gamified ice-breakers in our methodology. Furthermore, the trainers' ability to openly facilitate any sort of emotion occurring in the group is particularly important, which supports our previous finding to also practice facilitation with the trainers.
How does your regular training/lesson look like?
Spain: The participants agree that their training courses have short periods of time dedicated to the exhibition, where the theoretical contents are explained. At the end of each unit some of them point out that they establish evaluation dynamics to see the level of assimilation of the key contents of the training.
Some professionals introduce the methodology of the game in their classes on a regular basis and these are the moments when their students are most motivated.
They all emphasize that it should be valued the enormous effort that their students make to change their lives and to undertake the trainings that are a challenge and imply a great effort for them.
Normally everyone has few dropouts during the course. At the end of the training courses, what they value most is the appreciation of students for having contributed to improving their professional profile and social circle. This is common to all the trainers who point out that these training courses contribute to the social and civic development of the students.

Czech Republic:

1) 3-4 hours max, 45 min lesson, 20 minutes break
- Expectations, ice break, opening theme
- 3 main ideas to take - understanding, explanation
- Experience the terms - training, play, test roles, etc.
- Summary of what they are learning, questions, sharing experiences and personal stories, what other topics it has opened

2) 6 hours long training with breaks, about 8-10 trainees, small room, one table, ice breaker and included topics are: motivation, introduction, the main subject, conclusion

3) Language training for Foreigners: small group with 3 people, ice-breaking questions, asking what the trainees did last week, vocabulary on the given topic, grammar, conversation, deciding about the topic for the next session.
Health therapy for Elderly consists of exercises on chairs, relaxing activities and sharing on a specific topic.

4) Trainings - theoretical introduction for groups to understand what the topic is about and why that is happening. Then practical examples on their subjects and how to get a solution. Assessment centres incorporate game and an individual feedback.

5) General training sessions are designed as:

- The duration is maximum 2 – 4 hours – during the time the are given breaks - to smoke, to go to the toilet, to drink, to snack and talk to each other
- during the time the trainer delivers lectures
- from time to time the students ask some questions
- sometimes PowerPoint presentations are used
- sometime the students get a paper with some easy texts with pictures
- quite often it is an individual consultancy session

Ireland: Teacher understood that lifelong learning is key to stay competitive in the new labor market. Time for planning lessons and delivering properly is always a challenge for adult education teachers.

Slovenia: In adult education it is important to use the right methods and approaches. Motivating them is a challenge because in a lot of cases education is not particularly high on their level of values. When they decide to participate in a programme, it is important that teachers prepare an interesting lesson and try to present it in a way that is understandable and relatable to them, taking account their life experience. Students are always given handouts and after the initial explanation of the topic they are encouraged to speak / read out loud / translate and ask questions if something needs clarifying. They often write and draw on the board to explain or give more detail, or use video and audio materials. They strive to keep a relaxed, positive classroom atmosphere. Sometimes they don't have a chance to present the topics and the students want to only chat and talk about everyday stuff. This is also good so that teacher can create a bond with students. Teachers always need to leave their problems and fears outside the classroom. They need to put on a smile and a friendly face.
Lithuania: All of the participants agreed that they are making pre assessment tests, then working on the theoretical part. After that they are evaluating knowledge with the post assessment test. Some of the participants said that at the end of the day some students get the badges for specific tasks or competencies, it helps to keep students motivated.
One participant everyday tries to introduce some group work activities.
Teachers have different methods for organizing a lesson. Some of them are starting with "ice-breakers", it is important to include regular breaks and summaries of what they are learning in the training. It is also important to include theoretical and practical aspects of a content. Sometimes learners fail to attend classes. They either have a lack of motivation, or other obstacles (house chores, work, children, lack of finances, etc.). Sometimes teachers don't have a chance to present the topics and the students want to only chat and talk about everyday stuff. This is also good so that teacher can

create a bond with students. Some of the participants said that at the end of the day/class some students get the badges for specific tasks or competencies, it helps to keep students motivated. At the end of the training courses, what they value most is the appreciation of students for having contributed to improving their professional profile and social circle.

For the curriculum to succeed it´s clear that proposed methods and activities have to fit in quite different environments and training structures. Fortunately, gamification is very flexible in this regard. Different applications between trainers will be great for needed evaluation and fine-tuning of the curriculum throughout its creation and testing period.

CHAPTER 4: RECOMMENDATIONS EMERGING DIRECTLY FROM GATHERED DATA

Part A: The Questionnaire

1. Lack of skills in Literacy and Numeracy

Even though the participants from the research have reached different levels of education (some even higher levels) there is still a rather high percentage of those who feel they have a lack in basic literacy or/and numeracy. We can generalize that higher education does not automatically mean high basic skills and that some people need upskilling despite higher education.

2. Rather good digital skills

Participants from our research use digital devices (mostly smartphones) on a daily basis. They browse internet, the majority knows and/or use social media and have personal email account. They are not particularly confident in using the computer. The obtained data also suggest say that they are more skilled using smartphones for their digital activities than computers. When introducing digital gamification into learning process one should take this into account.

3. Interaction with others

Participants expressed that they enjoy the most when they can socialize and interact with others. The gathered data has also shown that they enjoy working together in a group, explore the unknown and getting better in something challenging. Interaction is a key factor in education process.

4. Avoiding traditional teaching in adult education

When asked about their dislikes in compulsive education they stressed on strict and non-engaging teachers, tests and exams, boring content, which is all related to the traditional way of teaching. On the other hand, they feel that the content needs to be explained in an interested way and that the contents they study need to make sense to them; learning process needs to be adapted to more practical use and real-life problems and examples.

5. Personal growth

Adult learners like to see their progress in learning process and they want to develop their skills so they can grow personally.

6. Experience with games

Traditional board games (chess, Uno, Sudoku, puzzle, cards, Tetris, …) are the most played by participants in the research. Only in low proportion of them listed that they play PC games and some of them point out that they don't like playing game at all. Among the most valued aspects of the gaming process are entertainment, competitiveness and offering a means of social interaction with others and especially with their children. Playing games makes them feel young and nostalgic. All the participants pointed out that the fun experience is the most important element of playing.

Part B: The Focus Groups

1. Gamification

From the result of the focus group discussions, it is clear that trainers have different levels of understanding of gamification. Usually trainers have some experience with games but not gamification as such that utilizes game elements like story, leaderboards, real time feedback, avatars, mystery boxes etc. In the curriculum we will introduce all trainers to the necessary level of understanding of gamification, serious games, LARPs and its application in the adult training and its benefits on motivation of the participants and other aspects of the training.

2. Target groups

From the focus group answers its clear that the trainers train variety of trainees with different needs and backgrounds and we can expect even more variety from non-participating trainers. We will focus part of the curriculum on how to do participant analysis (SWOT, Personas, Players Typology) as part of trainer preparation when preparing training content and lesson plan.

3. Motivation

Raising and keeping motivation during the lessons is one of the main goals of the trainers. The curriculum will focus on methods and tools that can help trainers raise motivation of their trainees. It will contain games and game techniques that can be used in vast variety of cases for motivating participants with different needs and in all the different training stages. The methods and concrete applications of gamification, serious games and LARPS will be explained and linked to result of participant analysis for a greater impact on specific target group.

4. Games

From the results of the focus group there is a clear need for categorization of the games – this will help trainers to quickly identify the specific games for their needs. The trainers know some games and they need a platform to search for more games that can be used. We will also include in the curriculum the framework on how to utilize gamification techniques to adapt in their trainings. Games that simulate real life situations will be also included, so the participants can explore options and try new things in a safe environment, without the fear of failing and competition. Examples of both the online and offline games (card games, board games and such) will be present to fit different trainers' needs.

5. Methods

Facilitation will be introduced to the trainers in the curriculum which will help with transforming the experience, strategies, and other realizations from the game environment to the real-life scenarios. Amongst the resources there will also be sets of cards that help trainers to choose the right training methods – some of which may be new for some trainers. These methodological cards contain information about all the common methods that can be used in trainings. Other cards that can be used for training design process and fine-tuning of the trainings will be introduced as well.