

BuildIT!

Build your future piece by piece

AGREEMENT NUMBER: 2020-1-PL01-KA204-081703

Report

Pilot phase 2

August 2021 – January 2022

Ligue de l'Enseignement Nouvelle-Aquitaine
March 2022

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INTRODUCTION

BuildIT - Build your future piece by piece aims to support educators, by raising and developing their skills and improving teaching methods and tools through effective use of innovative solutions. The consortium develops innovative activities based on the Building Based Upskilling (BBU) methodology.

BUILDIT PARTNERS OBJECTIVES

- Providing innovative educational tools for adult educators: to ease learning process, to expand the competences of their trainees.
- Producing brand-new models and educational resources adapted to adult education.
- Reshaping adult learning image: attractive, accessible and useful with innovative methods and to engaged learners

METHODOLOGY

The design of a handbook, build on the innovative methodology of Building Based Upskilling is a new resource to catch the attention of adult learners into courses and improve educators teaching method and skills. This handbook contains innovative and interactive educational approaches, based on using building blocks, puzzles and other materials from which one can create and build in order to conceptualize and visualize abstract concepts. It will be divided into twelve modules that will explain how to develop the fundamental skills known as [transversal competences Key for Employability](#)

TARGETS

FIRST GROUP

Professionals involved in adult education with whom the innovative methodologies will be tested and validated to provide efficient tools according to their needs.

SECOND GROUP

NEETs and low skilled adults.

Adult educators will use the BBU methodology, to improve NEETs education skills and transversal competences, involve them and motivate them in their learning lessons, giving them more possibilities to enter the job market.

PARTNERS

COORDINATOR

- [Wyższa Szkoła Biznesu I Nauk O Zdrowiu](#) - WSBINOZ Łódź, Poland

PARTNERS

- [DAFO Gestión Estratégica S.L.](#), Valladolid, Spain
- [Topcoach SRQ](#) Bratislava, Slovakia
- [Eurocrea Merchant](#) Milan, Italy
- [Ligue de l'Enseignement Nouvelle-Aquitaine](#) - LENA_Bordeaux, France

CONTEXT OF THE REPORT

Between January and June 2021, the consortium designed 12 activities based on the BBU methodology. Each partner developed 2 to 3 strategic activities.

Then, the consortium designed a first methodological manual and a training plan for the adult trainers trained in the pilot phase 1.

PILOT PHASE 1

PERIOD

July 2021

AIM

The educators underwent a 2-day training to receive the knowledge and know-how of the BBU methodology and its activities.

TARGET GROUP

10 participants were trained in each partner country (50 people in total). Participants could be educators, trainers, pedagogues, psychologists and others working with adult learners.

The selection of participants was done by filling in a questionnaire (in which the participants explained their choice to participate in the pilot phase 1)

PILOT PHASE 2

Once the adult trainers had been trained, the BBU activities were tested with adult learners.

PERIOD

August 2021 – January 2022

AIM

The aim of the activity testing was to collect feedback to improve the content of the BBU manual, including feedback from learners and suggestions from adult educators.

For this purpose, at the end of each activity test, adult learners completed an evaluation form (in annex).

In addition, the adult educators were asked to briefly answer these questions:

- How does it work?
- Positive and negative points?
- Suggestions?

TARGET GROUP

100 learners per country (minimum) had to test the 2-3 activities, for a total of 500 learners who tested all 12 activities.

I. IMPLEMENTATION OF ACTIVITIES

PARTNERS AND ACTIVITIES IMPLEMENTED

PARTNERS	BBU ACTIVITIES CREATED	BBU ACTIVITIES TESTED
DAFO	<ol style="list-style-type: none"> Empathy / ability to build relationship "The empathy tower & the relationships bridge" Negotiation skills "The power-tower of negotiation" 	<ol style="list-style-type: none"> Learning orientation "Quick Glance" Decision making "Bartering Building Blocks"
LENA	<ol style="list-style-type: none"> Flexibility and adaptability "Puzzles for the pros" Collecting and proceeding information "Construction of abbreviations" Intercultural skills and global awareness "The values and objectives of the European Union" 	<ol style="list-style-type: none"> Organization and time management "The bigger picture" Leadership "Shapes in space"
WSBINOZ	<ol style="list-style-type: none"> Teamwork "Common building a house" Strategical and innovative thinking "Strategy of building the bridge" Problem solving "How to solve it?" 	<ol style="list-style-type: none"> Empathy / ability to build relationship "The empathy tower & the relationships bridge" Negotiation skills "The power-tower of negotiation"
EUROCREA MERCHANT	<ol style="list-style-type: none"> Organization and time management "The bigger picture" Leadership "Shapes in space" 	<ol style="list-style-type: none"> Teamwork "Common building a house" Strategical and innovative thinking "Strategy of building the bridge" Problem solving "How to solve it?"
TOPCOACH	<ol style="list-style-type: none"> Learning orientation "Quick Glance" Decision making "Bartering Building Blocks" 	<ol style="list-style-type: none"> Flexibility and adaptability "Puzzles for the pros" Collecting and proceeding information "Construction of abbreviations" Intercultural skills and global awareness "The values and objectives of the European Union"

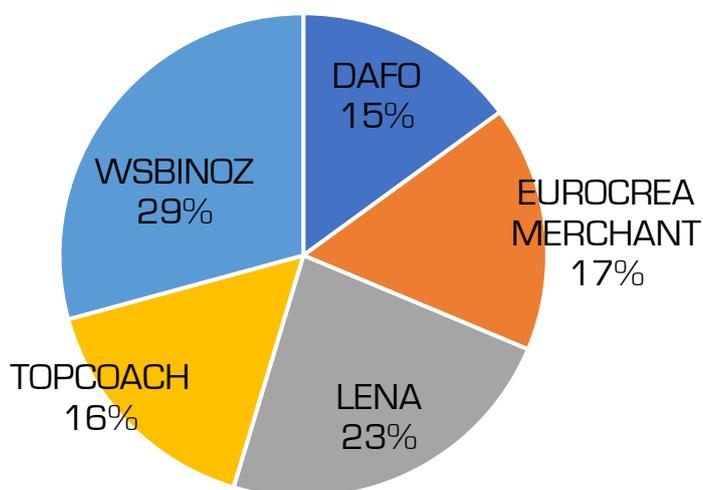
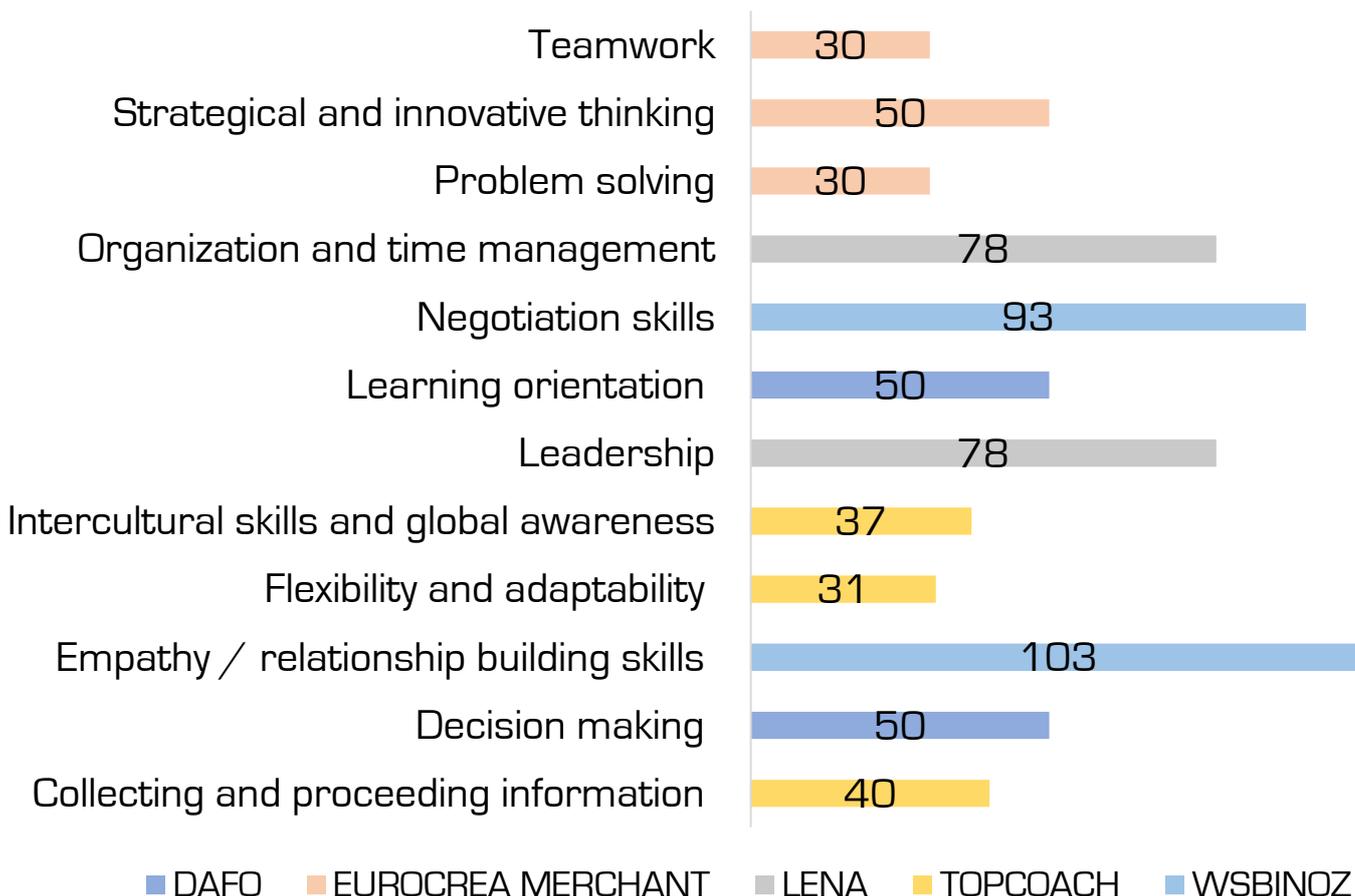
PARTNERS AND ACTIVITIES IMPLEMENTED

12 BBU activities tested by 670 adult learners

- Dafo: 2 activities by 100 persons
- Eurocrea Merchant: 3 activities by 110 persons¹
- LENA: 2 activities by 156 persons
- Topcoach: 3 activities by 108 persons
- WSBINOZ: 2 activities by 196 persons

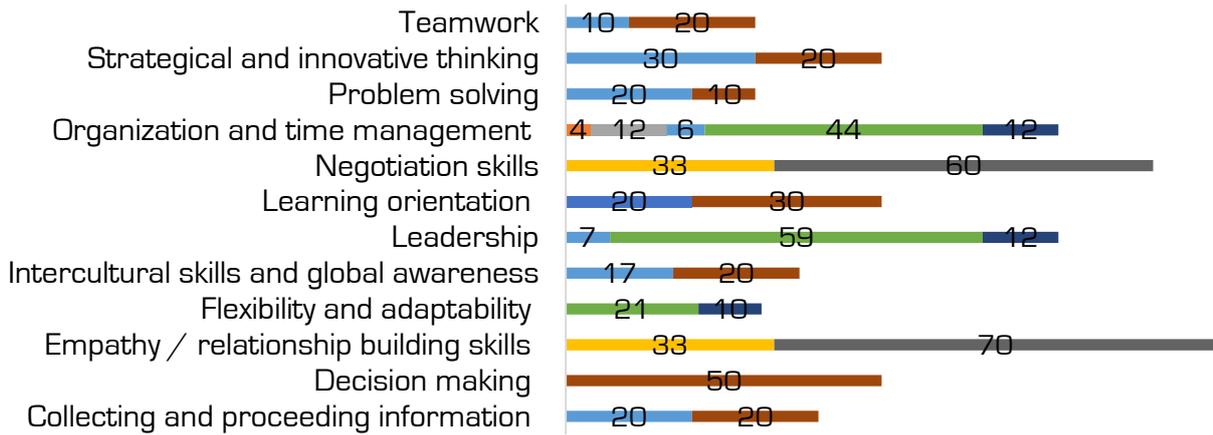
	Collecting and proceeding information	Decision making	Empathy / relationship	Flexibility and adaptability	Intercultural skills and global awareness	Leadership	Learning	Negotiation skills	Organization and time management	Problem solving	Strategical and innovative thinking	Team work:	Total
DAFO		50					50						100
EUROCREA MERCHANT										30	50	30	110
LENA						78			78				156
TOPCOACH	40			31	37								108
WSBINOZ			103					93					196
Total	40	50	103	31	37	78	50	93	78	30	50	30	670

¹ Eurocrea Merchant proposed activity testing to a sample of 100 people. It should be noted that 10 of them tested several activity tests, which is equivalent to 110 evaluations for 100 adult learners.

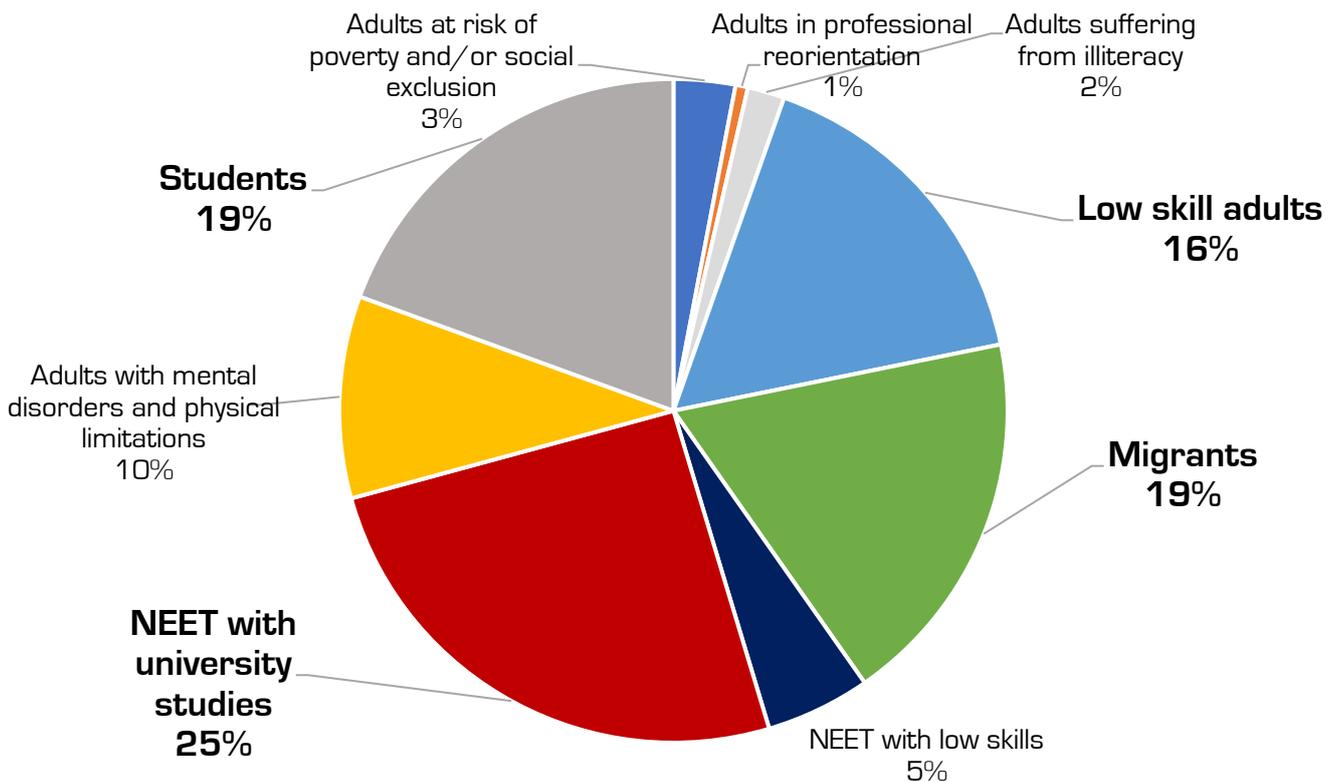


AUDIENCES

	Adults at risk of poverty and/or social exclusion	Adults in professional reorientation	Adults suffering from illiteracy	Low skill adults	Adults with mental disorders and physical limitations with disability certificates	Migrants	NEET with low skills	NEET with university studies	Students
Collecting and proceeding information				20				20	
Decision making								50	
Empathy / relationship building skills					33				70
Flexibility and adaptability						21	10		
Intercultural skills and global awareness				17				20	
Leadership				7		59	12		
Learning orientation	20							30	
Negotiation skills					33				60
Organization and time management		4	12	6		44	12		
Problem solving				20				10	
Strategical and innovative thinking				30				20	
Teamwork				10				20	
Total	20	4	12	110	66	124	34	170	130
				+			+	+	+



- Adults at risk of poverty and/or social exclusion
- Adults in professional reorientation
- Adults suffering from illiteracy
- Adults with mental disorders and physical limitations with disability certificates
- Low skill adults
- Migrants
- NEET with low skills
- NEET with university studies
- Students





Adult learners experimenting BBU activities



Adult learners experimenting BBU activities

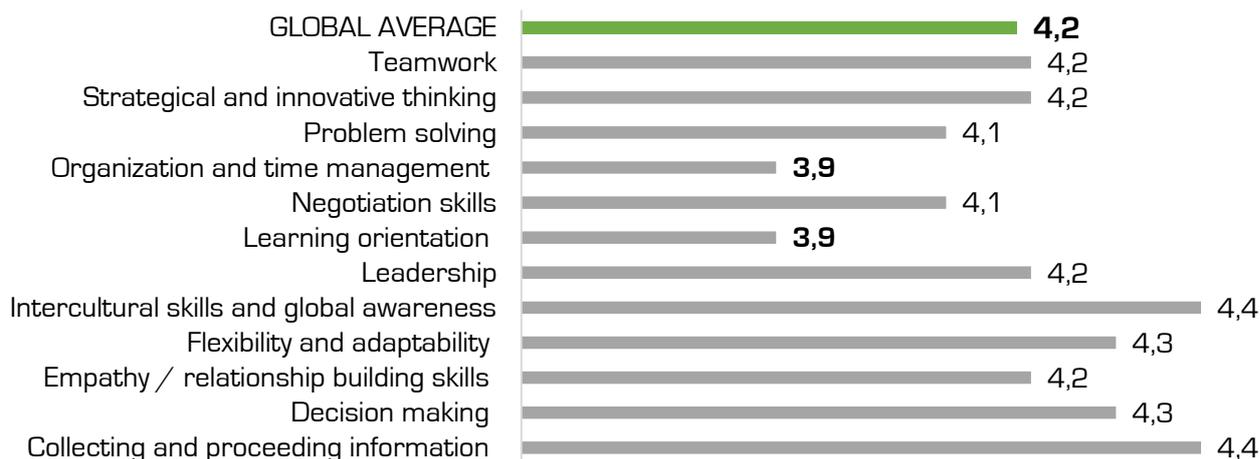
II. RATING OF ACTIVITIES

GLOBAL RATING

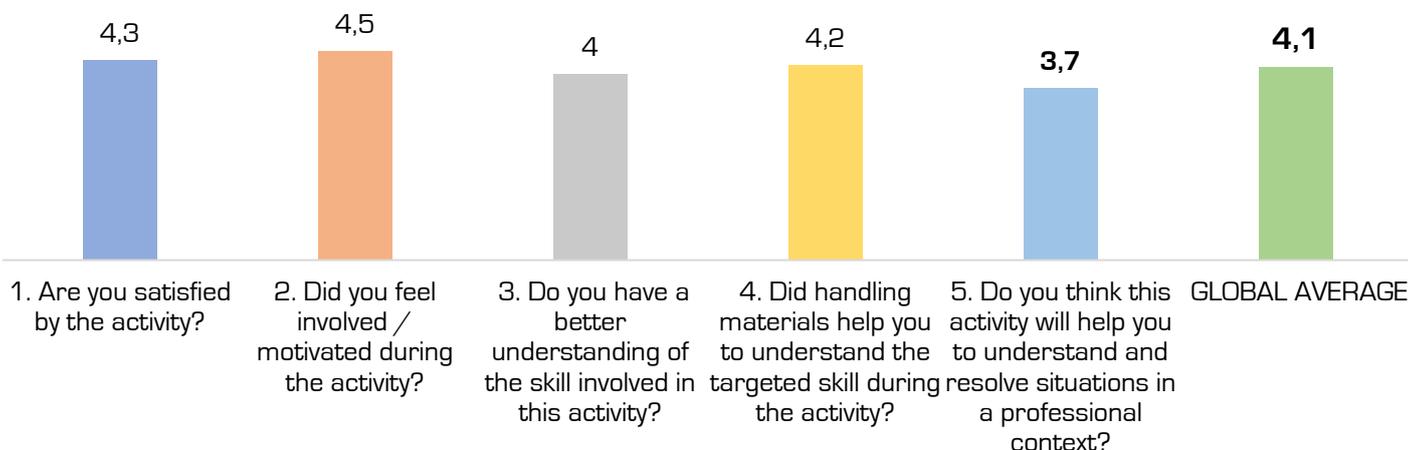
LEVEL OF SATISFACTION

	AVERAGE 1. Are you satisfied by the activity?	AVERAGE 2. Did you feel involved / motivated during the activity?	AVERAGE 3. Do you have a better understanding of the skill involved in this activity?	AVERAGE 4. Did handling materials help you to understand the targeted skill during the activity?	AVERAGE 5. Do you think this activity will help you to understand and resolve situations in a professional context?	TOTAL AVERAGE
Collecting and proceeding information	4,0	4,5	4,6	4,5	4,4	4,4
Decision making	4,5	4,6	4,1	4,2	3,9	4,3
Empathy / relationship building skills	4,6	4,9	3,8	4,5	3,2	4,2
Flexibility and adaptability	4,0	4,3	4,5	4,4	4,2	4,3
Intercultural skills and global awareness	4,3	4,3	4,3	4,4	4,4	4,4
Leadership	4,3	4,6	4,0	4,2	4,1	4,2
Learning orientation	4,1	4,1	3,8	3,6	3,7	3,9
Negotiation skills	4,6	4,9	3,7	4,5	3,0	4,1
Organization and time management	4,1	4,3	3,7	4,0	3,7	3,9
Problem solving	4,3	4,3	4,1	4,0	3,8	4,1
Strategical and innovative thinking	4,3	4,4	4,2	4,1	3,9	4,2
Teamwork	4,3	4,3	4,3	4,3	3,9	4,2
TOTAL	4,3	4,5	4,0	4,2	3,7	4,2

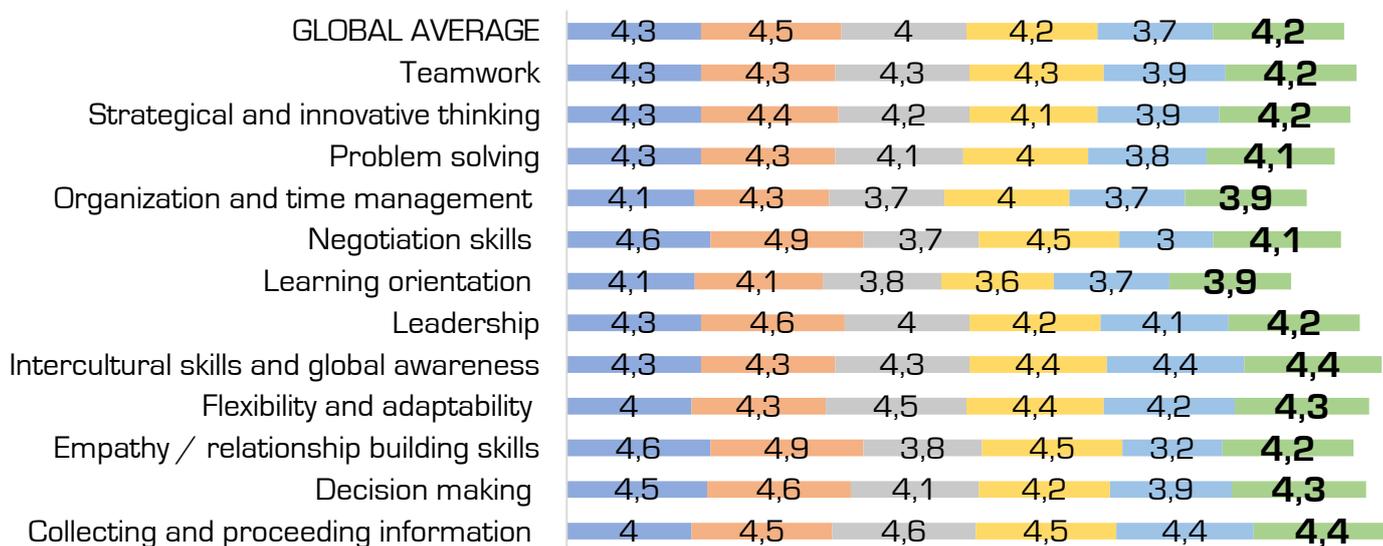
Average per activity (rating on a scale of 5)



Average per question (rating on a scale of 5)

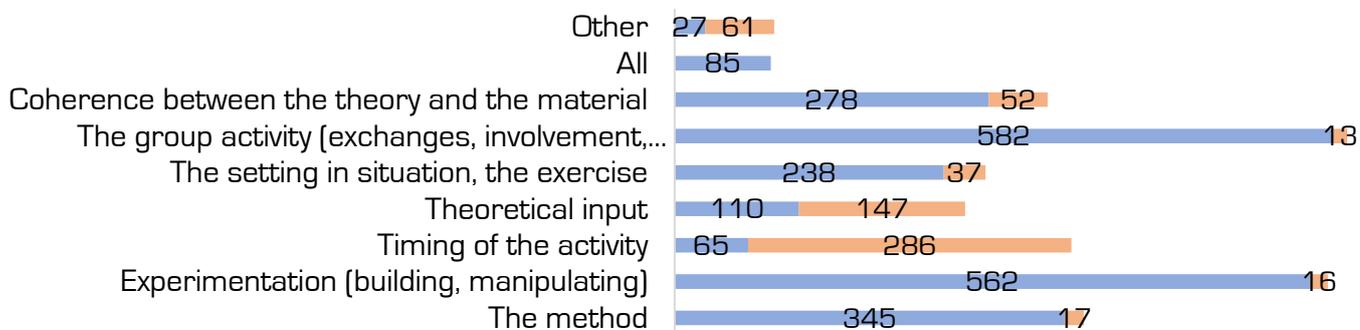


Average per question and activity (rating on a scale of 5)

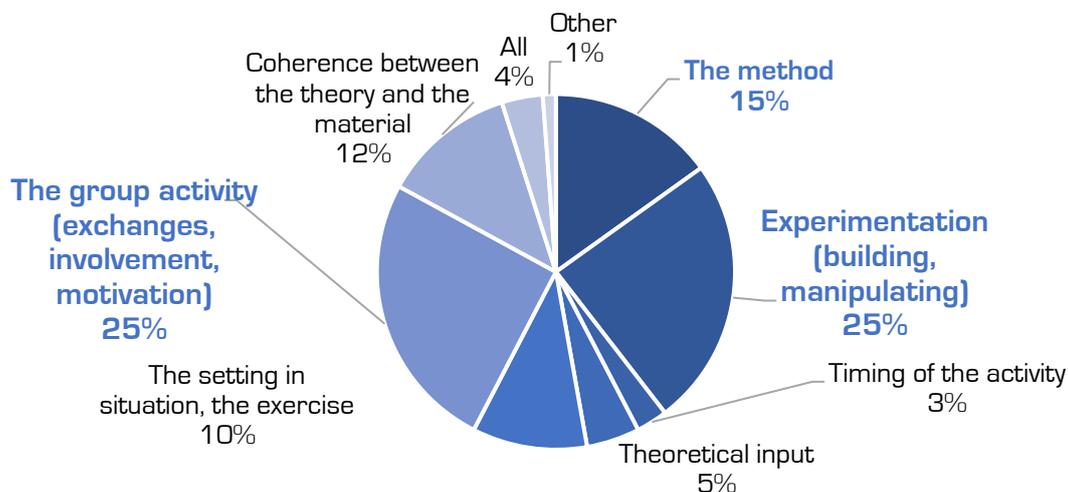


WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

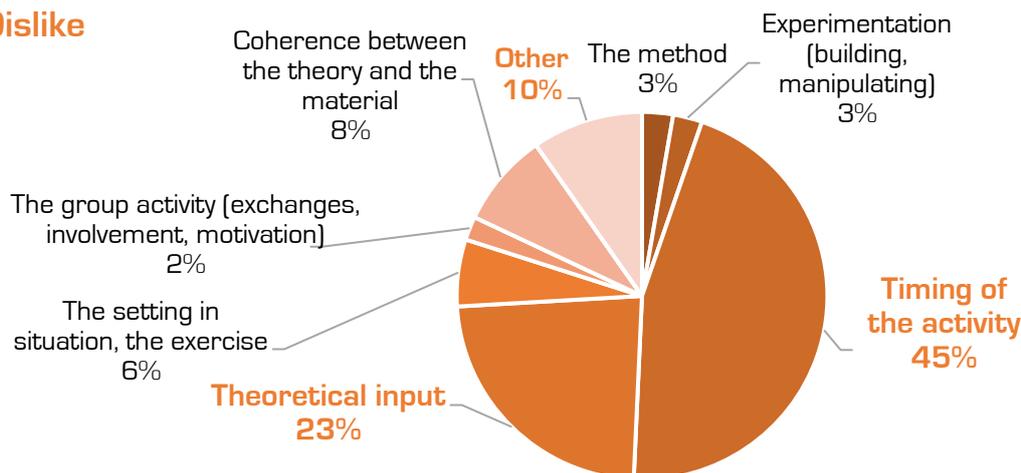
	The method	Experimentation (building, manipulating)	Timing of the activity	Theoretical input	The setting in situation, the exercise	The group activity (exchanges, involvement, motivation)	Coherence between the theory and the material	All	Other
Like	345	562	65	110	238	582	278	85	27
Dislike	17	16	286	147	37	13	52	-	61



Like



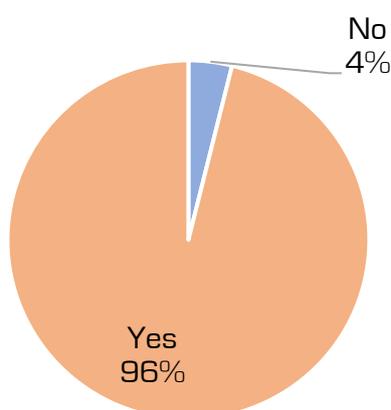
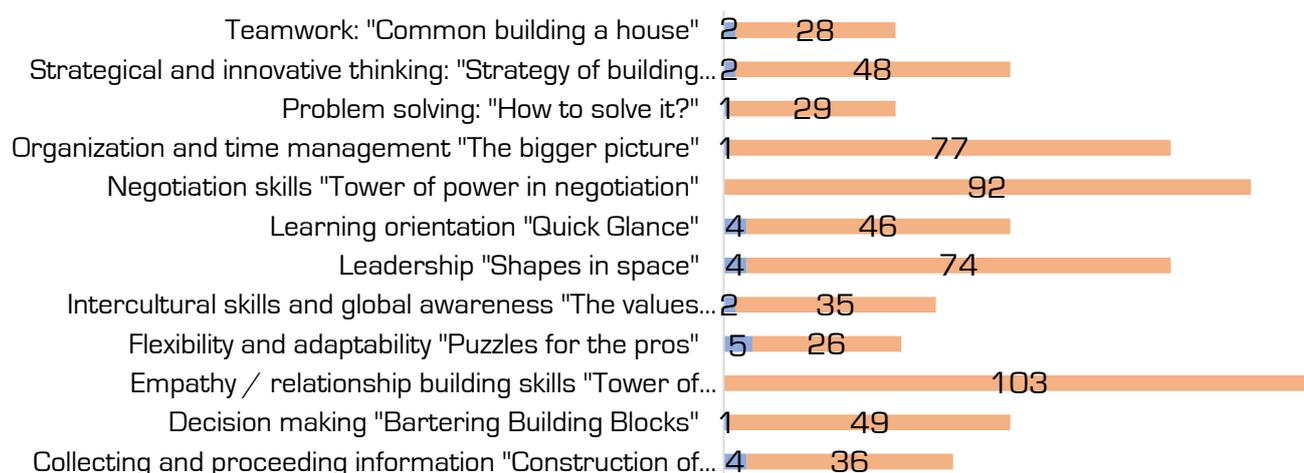
Dislike





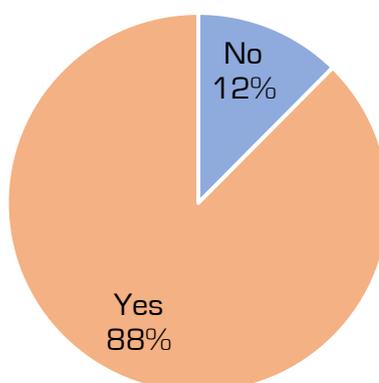
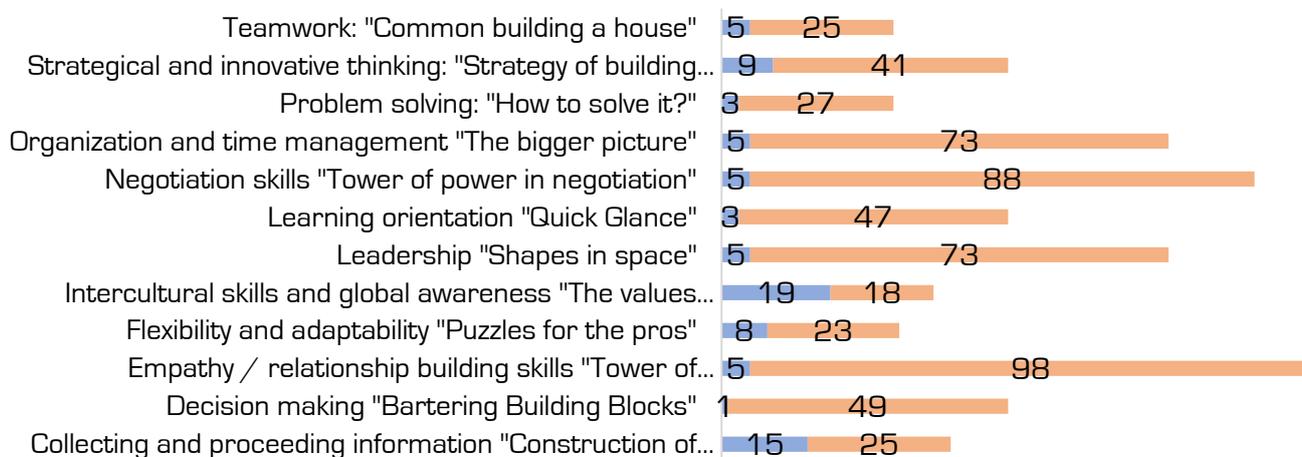
WOULD YOU RECOMMEND THIS ACTIVITY?

	No	Yes
Collecting and proceeding information "Construction of abbreviations"	4	36
Decision making "Bartering Building Blocks"	1	49
Empathy / relationship building skills "Tower of empathy and relationship bridge"	-	103
Flexibility and adaptability "Puzzles for the pros"	5	26
Intercultural skills and global awareness "The values and objectives of the European Union"	2	35
Leadership "Shapes in space"	4	74
Learning orientation "Quick Glance"	4	46
Negotiation skills "Tower of power in negotiation"	-	92
Organization and time management "The bigger picture"	1	77
Problem solving: "How to solve it?"	1	29
Strategical and innovative thinking: "Strategy of building the bridge"	2	48
Teamwork: "Common building a house"	2	28
Total	26	643



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

	No	Yes
Collecting and proceeding information "Construction of abbreviations"	15	25
Decision making "Bartering Building Blocks"	1	49
Empathy / relationship building skills "Tower of empathy and relationship bridge"	5	98
Flexibility and adaptability "Puzzles for the pros"	8	23
Intercultural skills and global awareness "The values and objectives of the European Union"	19	18
Leadership "Shapes in space"	5	73
Learning orientation "Quick Glance"	3	47
Negotiation skills "Tower of power in negotiation"	5	88
Organization and time management "The bigger picture"	5	73
Problem solving: "How to solve it?"	3	27
Strategical and innovative thinking: "Strategy of building the bridge"	9	41
Teamwork: "Common building a house"	5	25
Total	83	587



OVERALL FEEDBACK FROM ADULT LEARNERS

COMPETENCES	POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
Intercultural skills and global awareness "The values and objectives of the European Union"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials 	<ul style="list-style-type: none"> - Timing of the activity - Develop coherence between practice and theory
Flexibility and adaptability "Puzzles for the pros"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials 	<ul style="list-style-type: none"> - Timing of the activity
Collecting and proceeding information "Construction of abbreviations"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials 	<ul style="list-style-type: none"> - Timing of the activity - More theory
Decision making "Bartering Building Blocks"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials - Activity management 	<ul style="list-style-type: none"> - Timing of the activity - More theory and debriefing - Materials
Learning orientation "Quick Glance"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials 	<ul style="list-style-type: none"> - Timing of the activity - Theoretical input - Materials
Leadership "Shapes in space"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills 	<ul style="list-style-type: none"> - Understanding/ learning of skills - Materials
Organization and time management "The bigger picture"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials 	<ul style="list-style-type: none"> - Audiences - Timing of the activity - Materials - Understanding/ learning of skills
Empathy / ability to build relationship "The empathy tower & the relationships bridge"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Self-development - Materials 	<ul style="list-style-type: none"> - Understanding of the activity - Remarks on the topic of the activity
Negotiation skills "The power-tower of negotiation"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Self-development - Materials 	<ul style="list-style-type: none"> - Implementation and audience - Understanding of the activity - Course of the activity
Strategical and innovative thinking "Strategy of building the bridge"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills 	<ul style="list-style-type: none"> - Course of the activity - Remarks on target audiences - Other remarks
Problem solving "How to solve it?"	<ul style="list-style-type: none"> - Entertaining/ changing method - Understanding/ learning of skills - Materials 	<ul style="list-style-type: none"> - Audiences - Understanding of the activity - Materials - Other remarks
Teamwork "Common building a house"	<ul style="list-style-type: none"> - Understanding/ learning of skills - Entertaining/ changing method 	<ul style="list-style-type: none"> - Course of the activity - Audiences

Would you recommend this activity? **38,36%** had nothing to say

Would you like to participate in another activity? **38,51%** had nothing to say

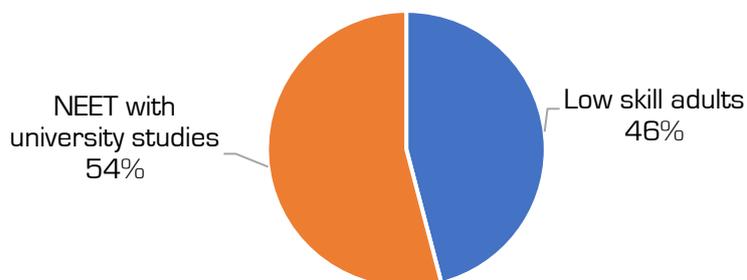
Recommendations / suggestions / comments: **40%** had nothing to add

RATING FOR EACH ACTIVITY

INTERCULTURAL SKILLS AND GLOBAL AWARENESS "THE VALUES AND OBJECTIVES OF THE EUROPEAN UNION"

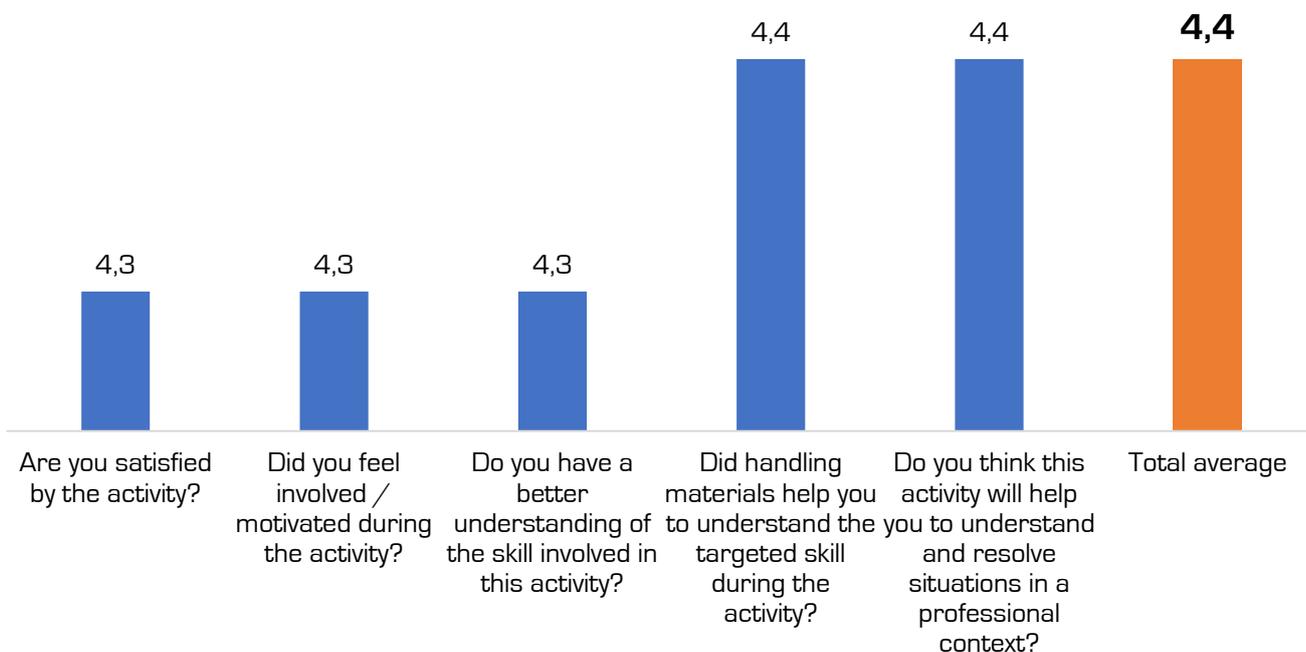
AUDIENCES

Targets	Group	Number of adult learners
Low skill adults	6-10 persons	17
NEET with university studies	11-20 persons	20
Total adult learners		37



RATINGS

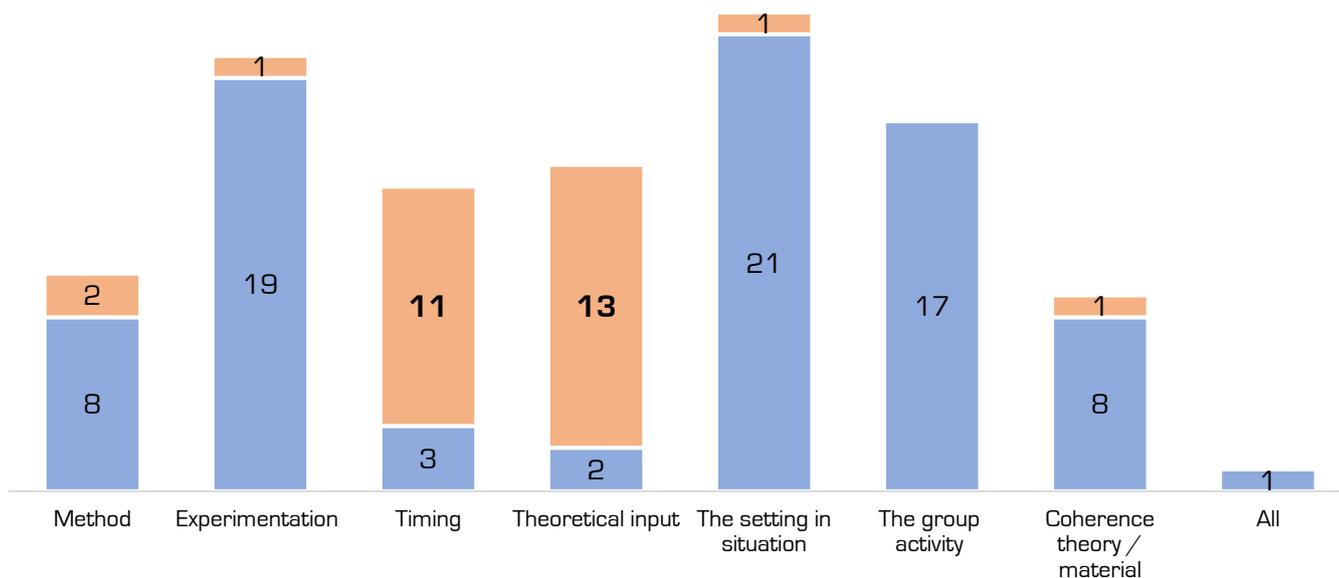
Are you satisfied by the activity?	4,3
Did you feel involved / motivated during the activity?	4,3
Do you have a better understanding of the skill involved in this activity?	4,3
Did handling materials help you to understand the targeted skill during the activity?	4,4
Do you think this activity will help you to understand and resolve situations in a professional context?	4,4
Total average	4,4



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

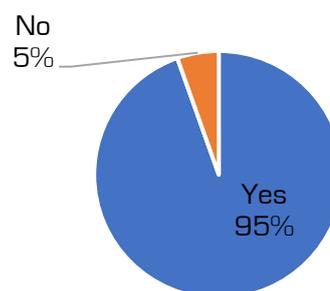
Like	Dislike
8	2
19	1
3	11
2	13
21	1
17	-
8	1
1	-



WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
35	2

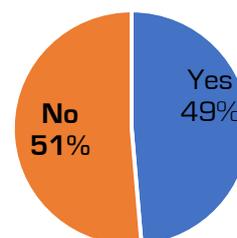
No comments



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
18	19

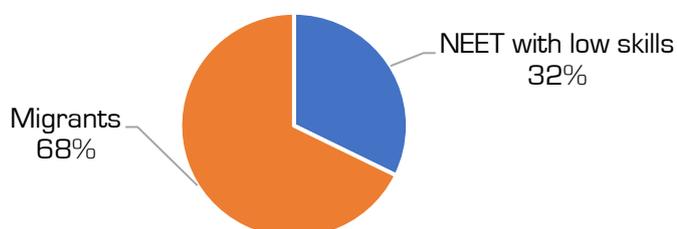
No comments



FLEXIBILITY AND ADAPTABILITY "PUZZLES FOR THE PROS"

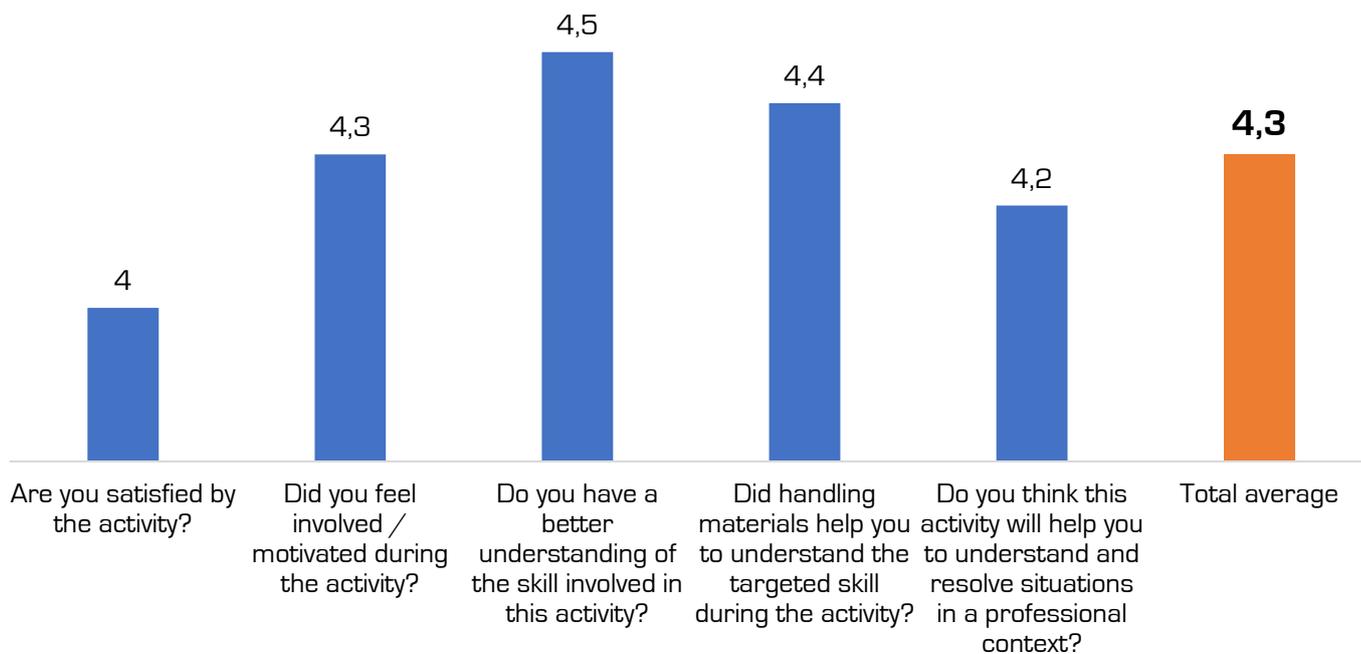
AUDIENCES

Targets	Group	Number of adult learners
NEET with low skills	6-10 persons	10
Migrants	11-20 persons	21
Total adult learners		31



RATINGS

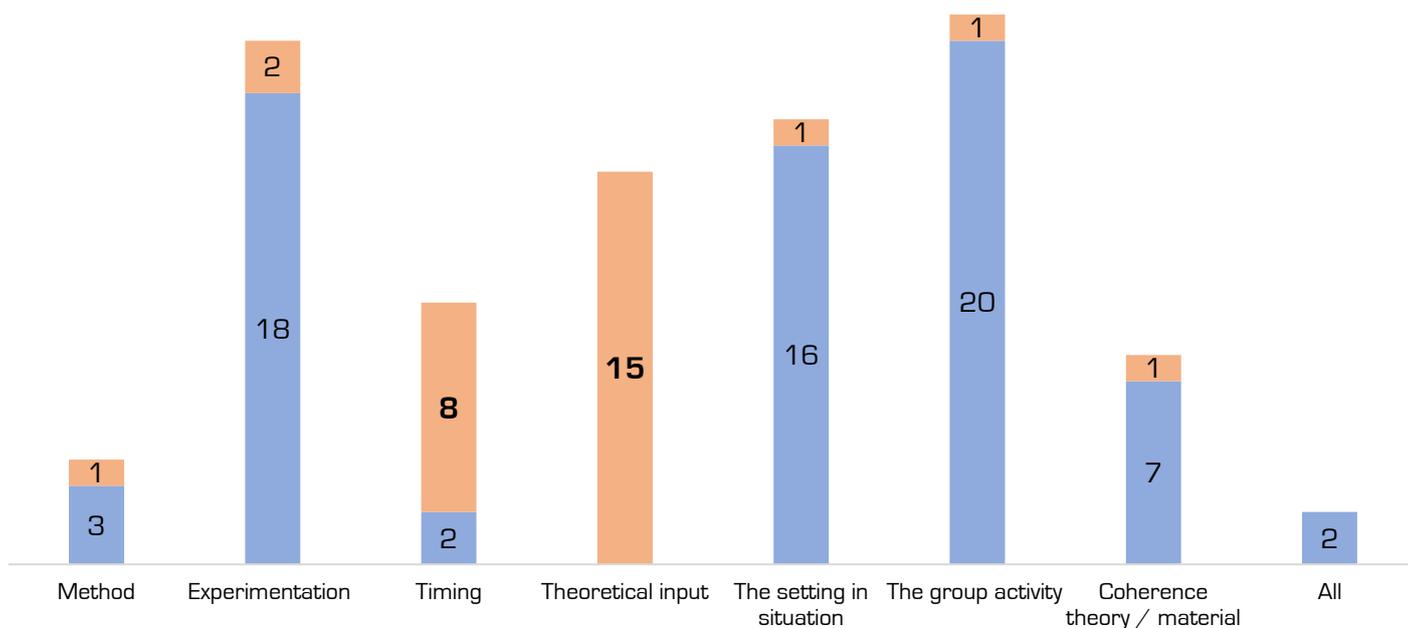
Are you satisfied by the activity?	4,0
Did you feel involved / motivated during the activity?	4,3
Do you have a better understanding of the skill involved in this activity?	4,5
Did handling materials help you to understand the targeted skill during the activity?	4,4
Do you think this activity will help you to understand and resolve situations in a professional context?	4,2
Total average	4,3



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

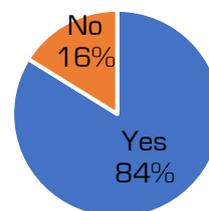
Like	Dislike
3	1
18	2
2	8
-	15
16	1
20	1
7	1
2	-



WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
26	5

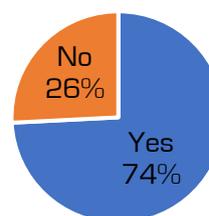
No comments



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
23	8

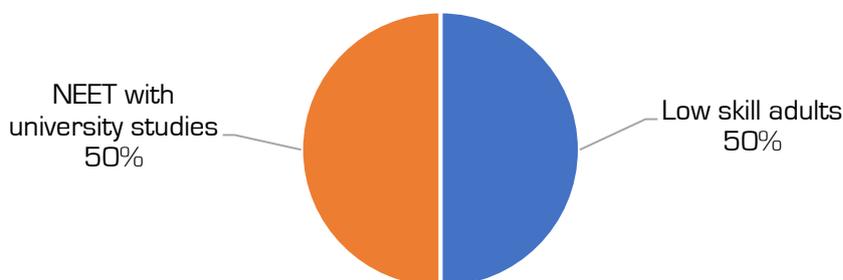
No comments



COLLECTING AND PROCEEDING INFORMATION "CONSTRUCTION OF ABBREVIATIONS"

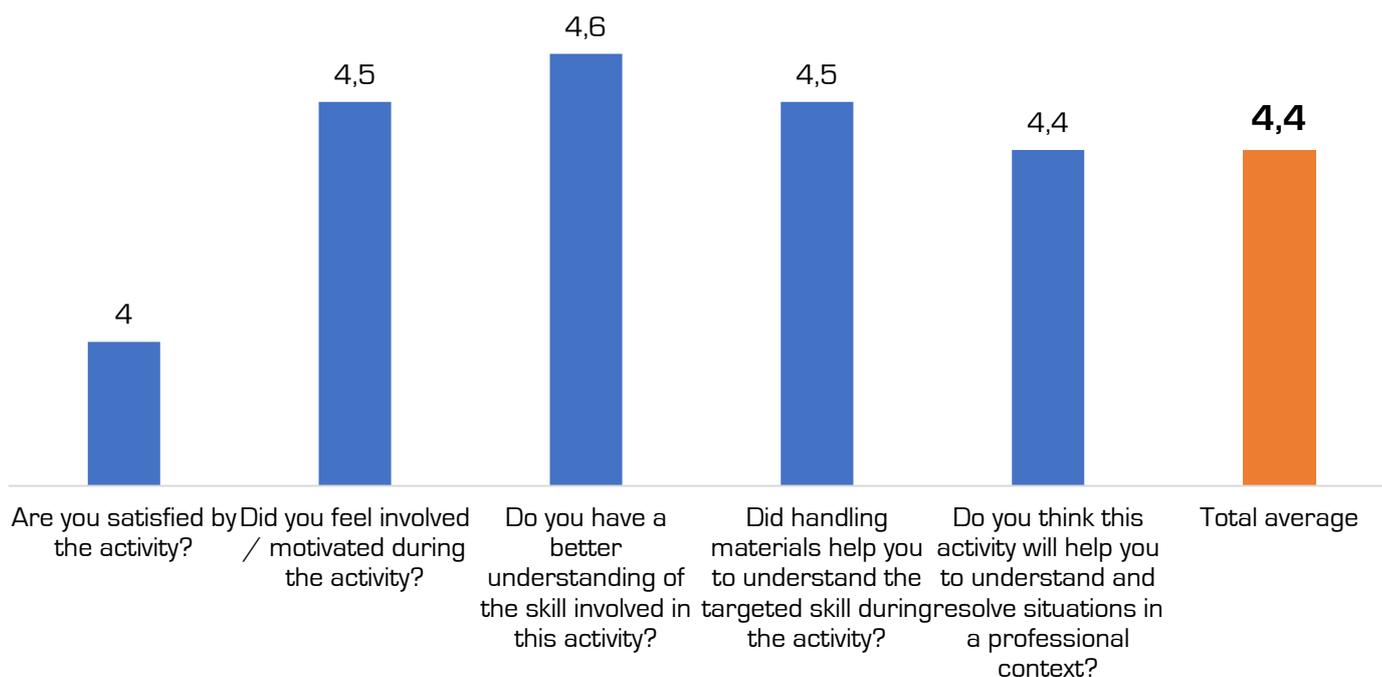
AUDIENCES

Targets	Group	Number of adult learners
Low skill adults	11-20 persons	20
NEET with university studies	11-20 persons	20
Total adult learners		40



RATINGS

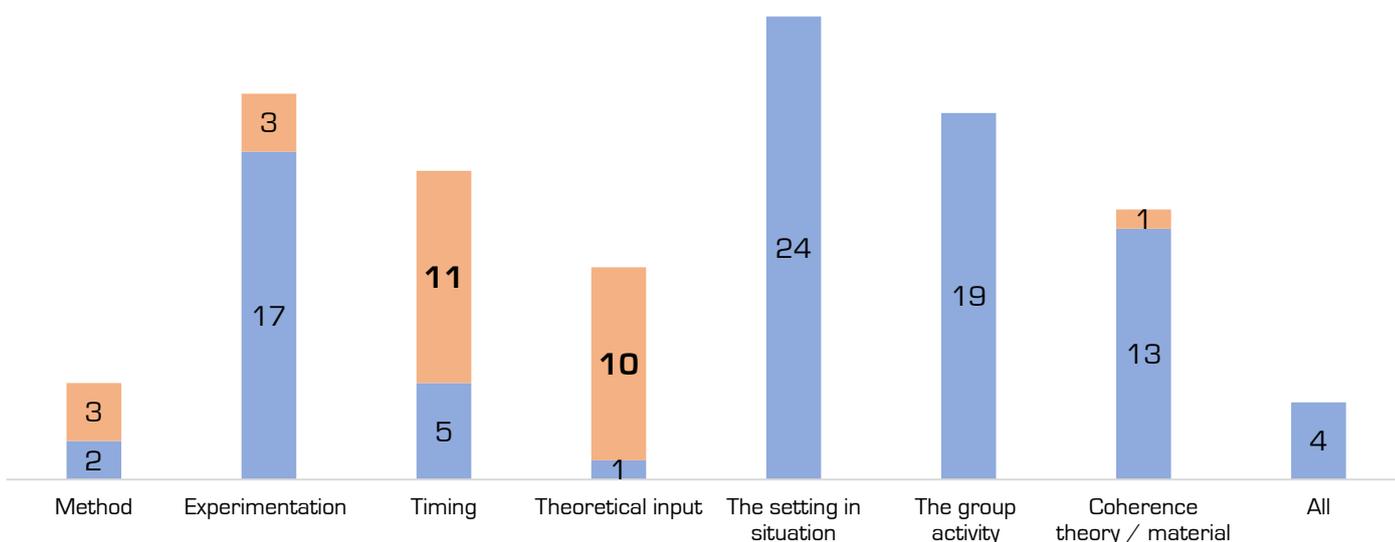
Are you satisfied by the activity?	4,0
Did you feel involved / motivated during the activity?	4,5
Do you have a better understanding of the skill involved in this activity?	4,6
Did handling materials help you to understand the targeted skill during the activity?	4,5
Do you think this activity will help you to understand and resolve situations in a professional context?	4,4
Total average	4,4



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

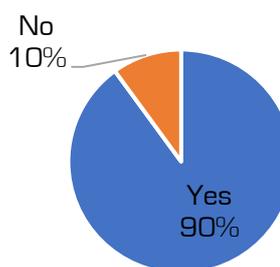
Like	Dislike
2	3
17	3
5	11
1	10
24	-
19	-
13	1
4	-



WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
36	4

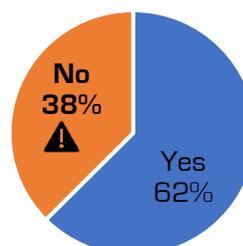
No comments



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
25	15

No comments



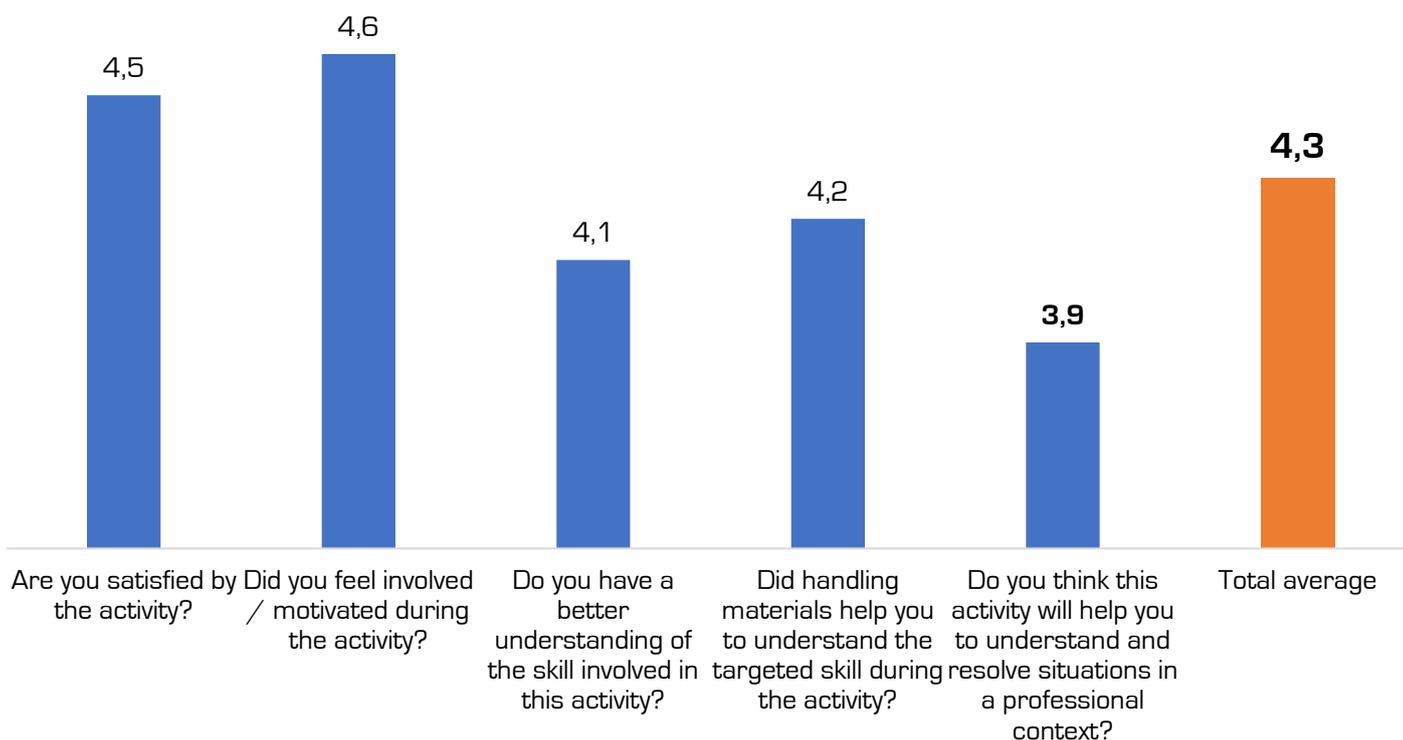
DECISION MAKING "BARTERING BUILDING BLOCKS"

AUDIENCES

Targets	Group	Number of adult learners
NEET with university studies	10 persons	50
Total adult learners		50

RATINGS

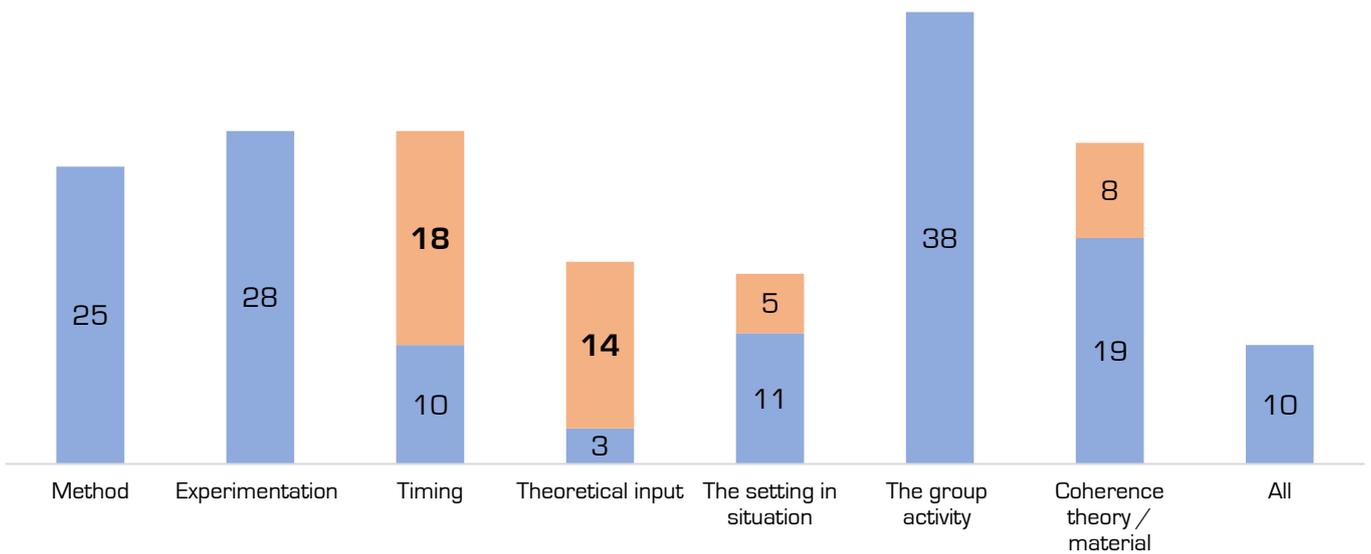
Are you satisfied by the activity?	4,5
Did you feel involved / motivated during the activity?	4,6
Do you have a better understanding of the skill involved in this activity?	4,1
Did handling materials help you to understand the targeted skill during the activity?	4,2
Do you think this activity will help you to understand and resolve situations in a professional context?	3,9
Total average	4,3



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

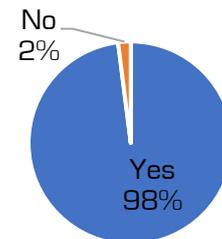
The method
Experimentation (building, manipulating)
Timing of the activity
Theoretical input
The setting in situation, the exercise
The group activity (exchanges, involvement, motivation)
Coherence between the theory and the material
All

Like	Dislike
25	-
28	-
10	18
3	14
11	5
38	-
19	8
10	-



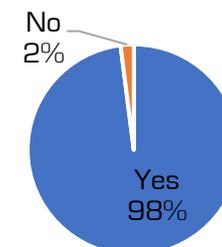
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
49	1



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
49	1



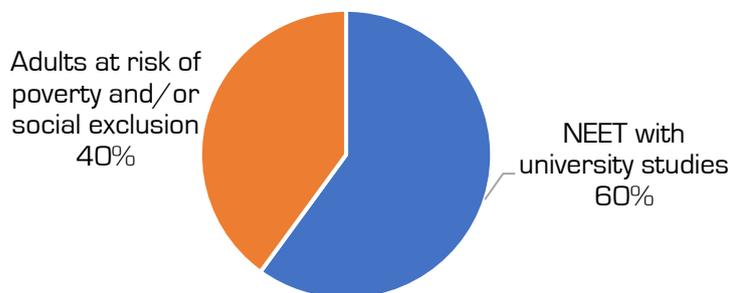
ADULTS LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - Learning, dynamic, useful, fun, playful, entertaining engaging, educational, new, original, different. - It is an entertaining, relaxing and different way to learn. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - The activity helps to learn, understand and develop certain skills. It helps to understand how choices affect everything around us. - We felt motivated and developed an important skill in a good experience. - It is a good activity for learning to work with others, to coordinate and to manage a deadline. It encourages people to make decisions, cooperate and help each other. It helps to improve decision-making skills. - It is a wonderful activity for developing cooperative time management and other transversal skills. - This activity is not only about decision making, but also about team building and time management. <p>MATERIALS</p> <ul style="list-style-type: none"> - Puzzles are very educational, different and original materials. Puzzles are good educational resources for adults as well. - The material made it possible to enjoy the activity. It is a different way of learning and developing skills, using puzzles. It is a fun way to learn. <p>ACTIVITY MANAGEMENT</p> <ul style="list-style-type: none"> - The activity is easy to manage and explain. - It is a very calming but also competitive activity. - The common goal is clear and easily achievable. Everyone has a role to play. 	<p>TIMING OF THE ACTIVITY</p> <ul style="list-style-type: none"> - More time would be appreciated to complete the puzzles. Although time is of the essence, it is also important in the decision making process. <p>MORE THEORY AND DEBRIEFING</p> <ul style="list-style-type: none"> - More theory and explanation of how the skill could be implemented in real life would be interesting. - More debriefing would be necessary. - More explanation of the link between the exercise and the theory of competence is necessary. More time spent explaining the theory would be relevant. <p>MATERIALS</p> <ul style="list-style-type: none"> - Perhaps propose 3-dimensional puzzles, to increase the difficulty. - Perhaps the puzzles should also have a theme. - The puzzles should be more difficult, to be suitable for adults.

LEARNING ORIENTATION "QUICK GLANCE"

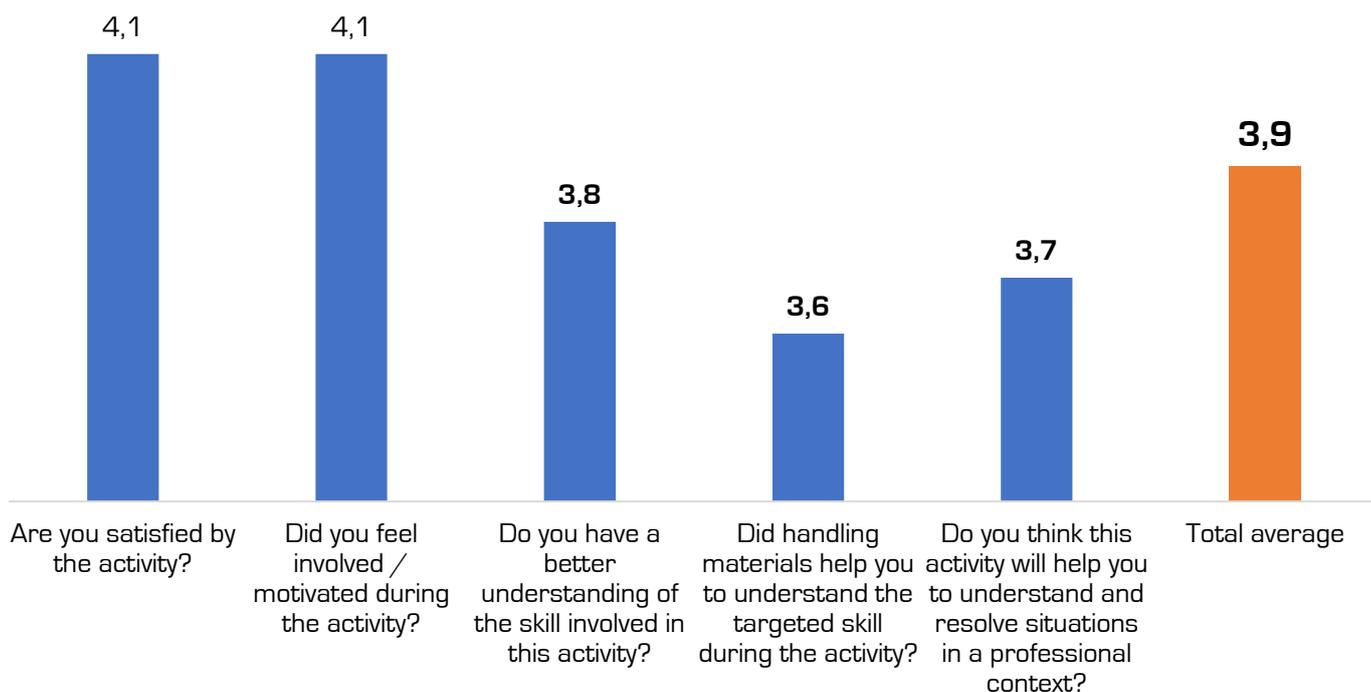
AUDIENCES

Targets	Group	Number of adult learners
NEET with university studies	10 persons	30
Adults at risk of poverty and/or social exclusion	10 persons	20
Total adult learners		50



RATINGS

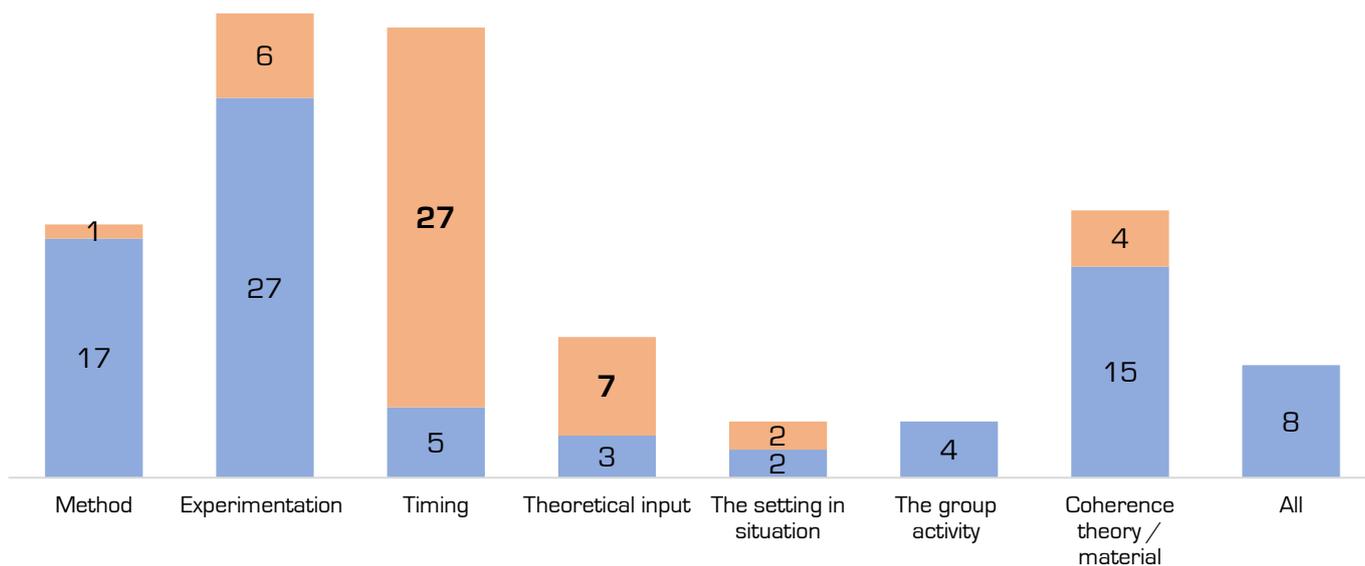
Are you satisfied by the activity?	4,1
Did you feel involved / motivated during the activity?	4,1
Do you have a better understanding of the skill involved in this activity?	3,8
Did handling materials help you to understand the targeted skill during the activity?	3,6
Do you think this activity will help you to understand and resolve situations in a professional context?	3,7
Total average	3,9



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

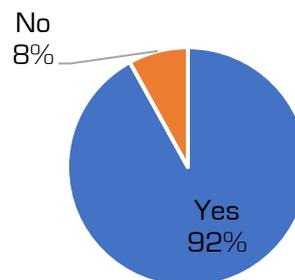
The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

Like	Dislike
17	1
27	6
5	27
3	7
2	2
4	-
15	4
8	-



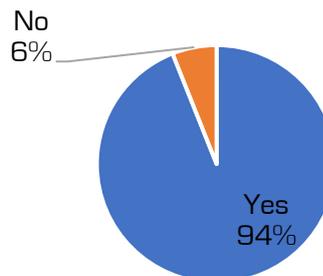
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
46	4



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
47	3



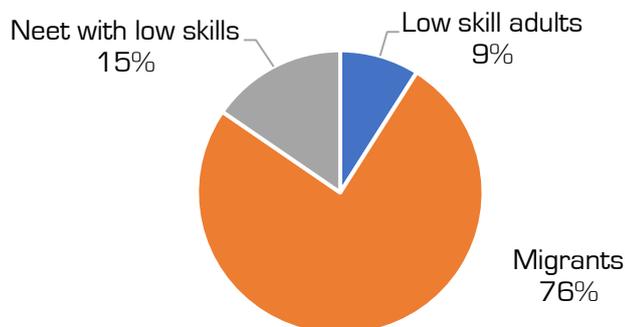
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - It is a new way of learning and improving skills while playing. - It is a dynamic and fun way to learn. - The method helps to understand the theory better. - It is a dynamic and fun way to learn. It is interesting and beneficial. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - The methodology of the activity helps to develop new skills. It is an interactive way to develop skills and learn new things. - It is a good activity for developing memory and teamwork. It helps to improve concentration on details and memory. It is good for our memory. - It is also a good activity for team building as it promotes teamwork. - It develops team spirit, support, new methods. - It is also a good activity for team building and role allocation within the group. - This activity helps to observe communication and teamwork skills within the group, problem solving and concentration. It helps to improve oneself and one's abilities. - It is a useful and entertaining activity to understand and develop skills. It helps to develop several skills, such as communication. <p>MATERIALS</p> <ul style="list-style-type: none"> - Legos are effective for understanding difficult concepts. Legos are an interactive way to learn by doing. - Legos help cognitive development - The material and the theory are well connected. You learn in a dynamic and interactive way. 	<p>TIMING OF THE ACTIVITY</p> <ul style="list-style-type: none"> - Give more time to observe and better memorise the original structure. - Give less time to reproduce the structure for more dynamism. <p>THE SHAPE TO REPLICATE</p> <ul style="list-style-type: none"> - Proposing a simpler form of building to reproduce would be easier and would allow more focus on communication around the colours. - Establishing standard rules for structure, timing and colours can be helpful. <p>MATERIALS</p> <ul style="list-style-type: none"> - Propose bigger blocks to avoid frustration.

LEADERSHIP "SHAPES IN SPACE"

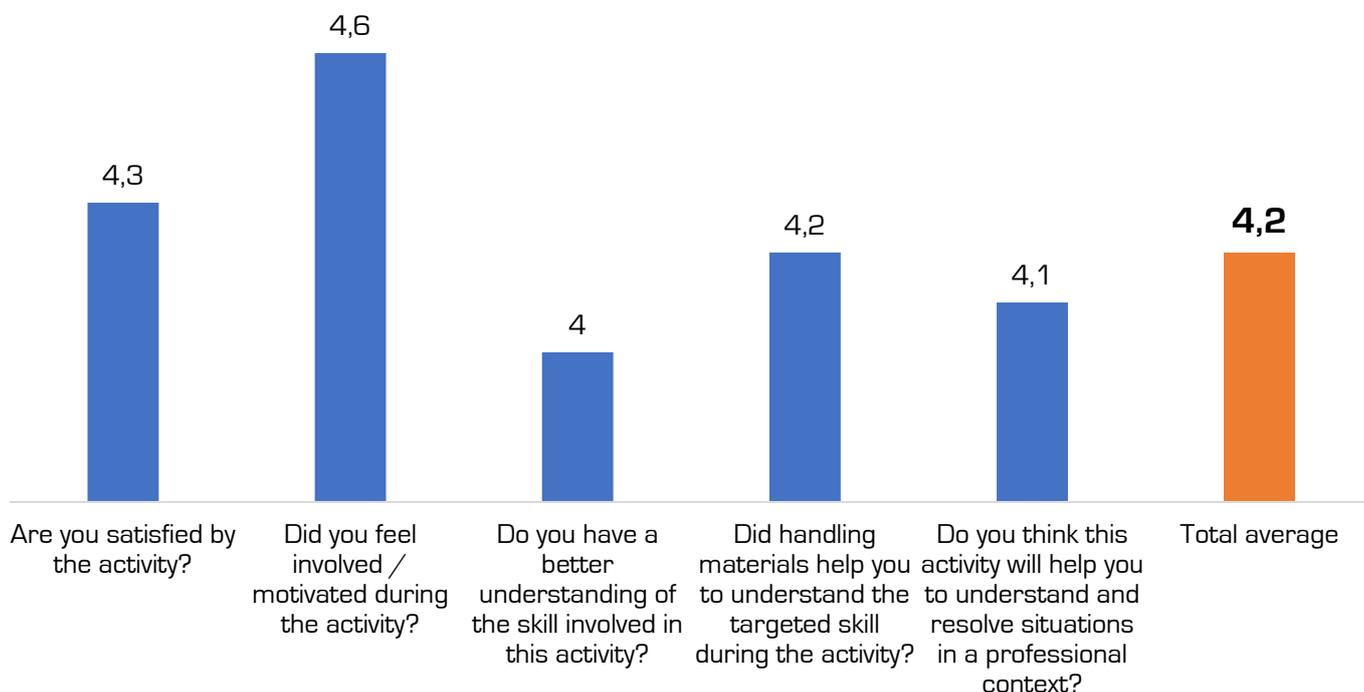
AUDIENCES

Targets	Group	Number of adult learners
Low skill adults	6-10 persons	7
Migrants	6-10 persons	53
Migrants suffering from illiteracy	6-10 persons	6
Neet with low skills	More than 10 persons	12
Total adult learners		78



RATINGS

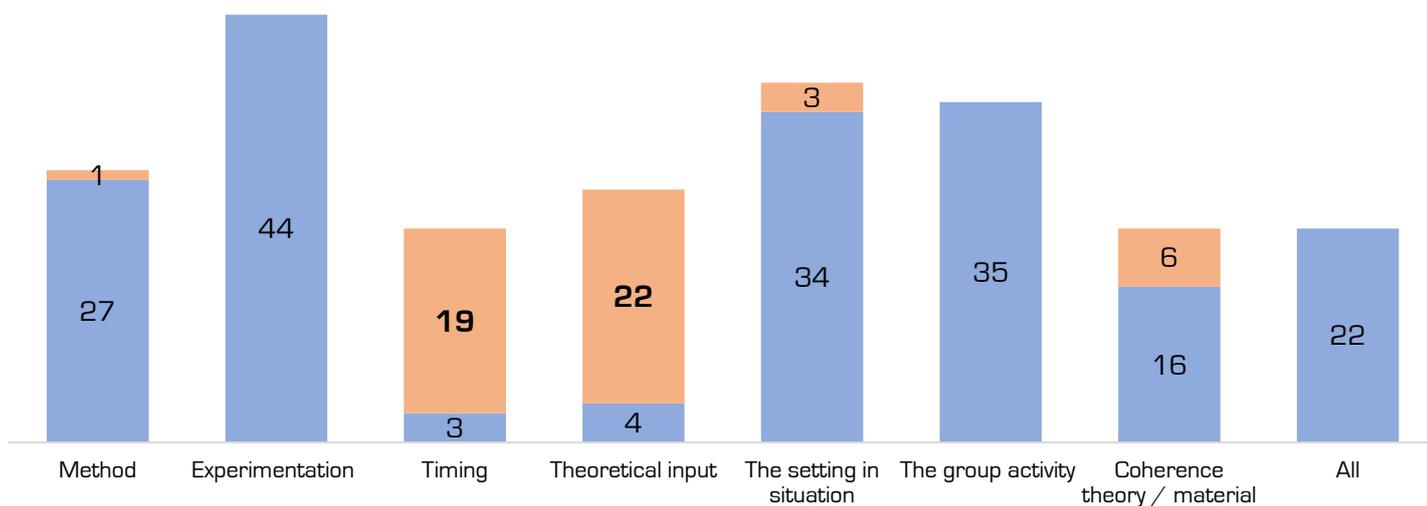
Are you satisfied by the activity?	4,3
Did you feel involved / motivated during the activity?	4,6
Do you have a better understanding of the skill involved in this activity?	4,0
Did handling materials help you to understand the targeted skill during the activity?	4,2
Do you think this activity will help you to understand and resolve situations in a professional context?	4,1
Total average	4,2



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

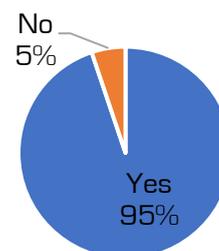
The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

Like	Dislike
27	1
44	-
3	19
4	22
34	3
35	-
16	6
22	-



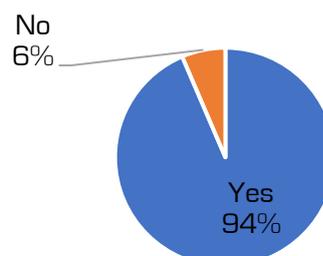
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
74	4



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
73	5



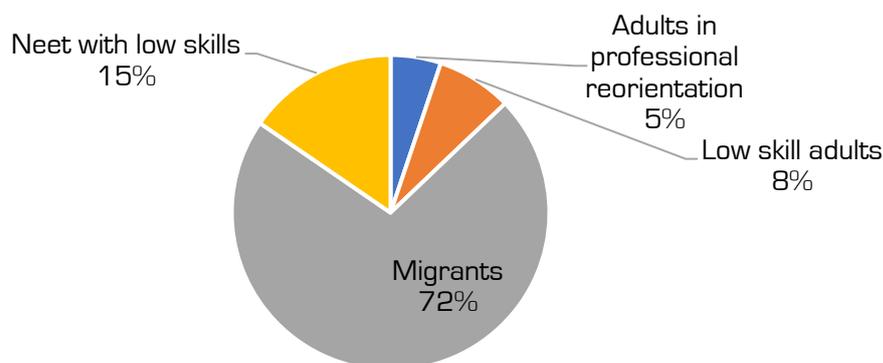
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/ CHANGING METHOD</p> <ul style="list-style-type: none"> - Practical, fulfilling, dynamic and fun activity. - Everyone does it together. - Exchange between participants during the test very interesting. Allows more cohesion in the group. <p>UNDERSTANDING/ LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Good activity for experimenting, building, manipulating, reflecting and sharing with others, for deepening and using vocabulary. - Good activity to understand the subject. - Talking and building is perfect for learning. - The activity helps to learn more and better. - The activity is very useful to understand why these skills are important for the job. - Activity helps to learn more about soft skills. 	<p>UNDERSTANDING/ LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - This activity is more about communication or leadership. - The level activity is low. - Theoretical input can be complicated for the migrant audience. - Very interesting activity for memorising and mastering vocabulary. - Activity not understood by all learners. <p>MATERIALS</p> <ul style="list-style-type: none"> - Provide more materials

ORGANIZATION AND TIME MANAGEMENT "THE BIGGER PICTURE"

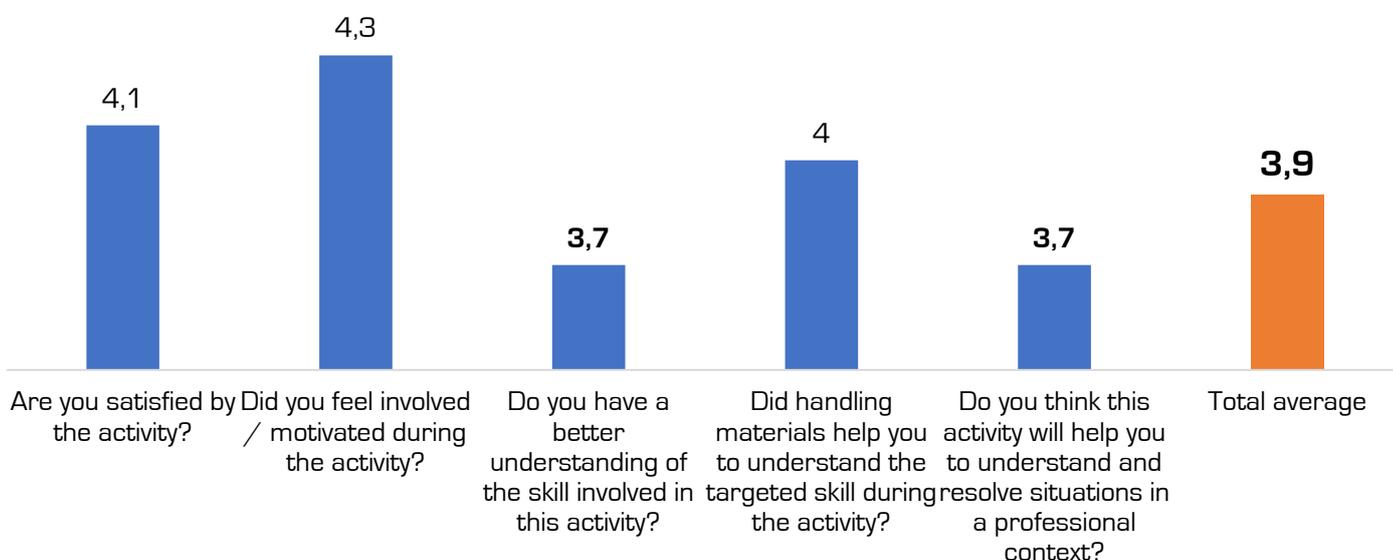
AUDIENCES

Targets	Group	Number of adult learners
Adults in professional reorientation	Less than 6 persons	4
Low skill adults	6-10 persons	6
Migrants	6-10 persons	50
Migrants suffering from illiteracy	6-10 persons	6
NEETs with low skills	More than 10 persons	12
Total adult learners		78



RATINGS

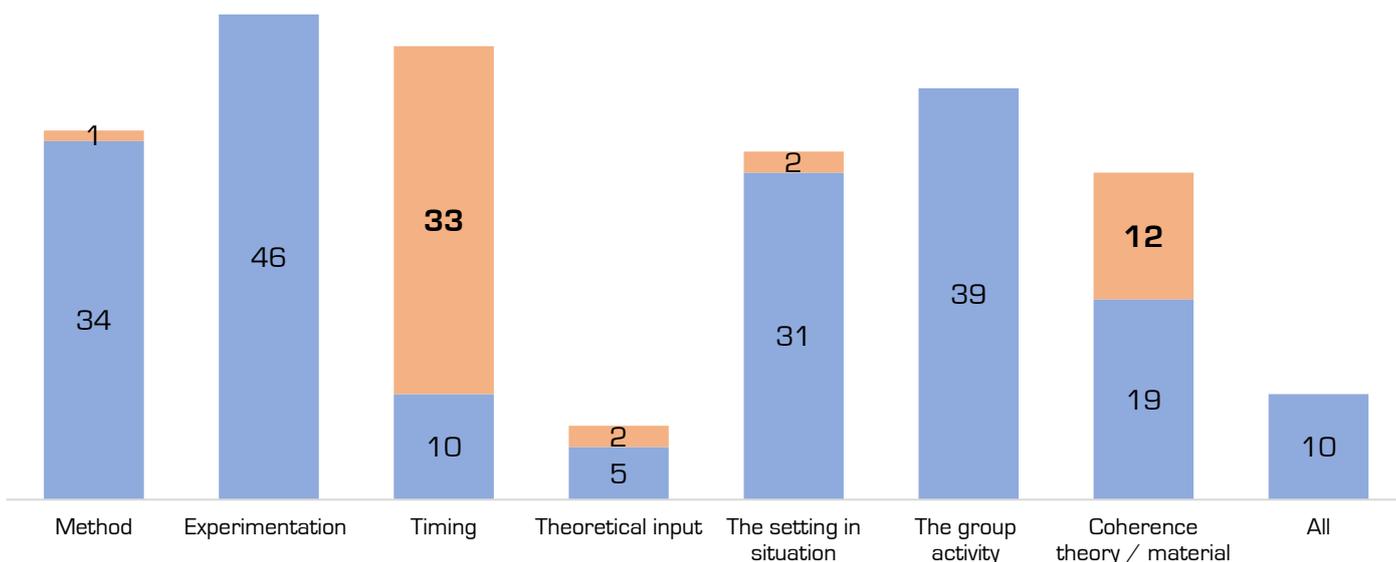
Are you satisfied by the activity?	4,1
Did you feel involved / motivated during the activity?	4,3
Do you have a better understanding of the skill involved in this activity?	3,7
Did handling materials help you to understand the targeted skill during the activity?	4,0
Do you think this activity will help you to understand and resolve situations in a professional context?	3,7
Total average	3,9



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

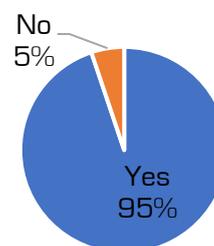
The method	Like	34	Dislike	1
Experimentation (building, manipulating)	Like	46	Dislike	-
Timing of the activity	Like	10	Dislike	33
Theoretical input	Like	5	Dislike	2
The setting in situation, the exercise	Like	31	Dislike	2
The group activity (exchanges, involvement, motivation)	Like	39	Dislike	-
Coherence between the theory and the material	Like	19	Dislike	12
All	Like	10	Dislike	-

Like	Dislike
34	1
46	-
10	33
5	2
31	2
39	-
19	12
10	-



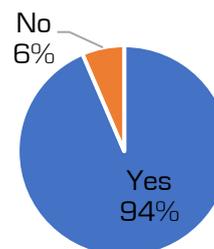
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
74	4



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
73	5



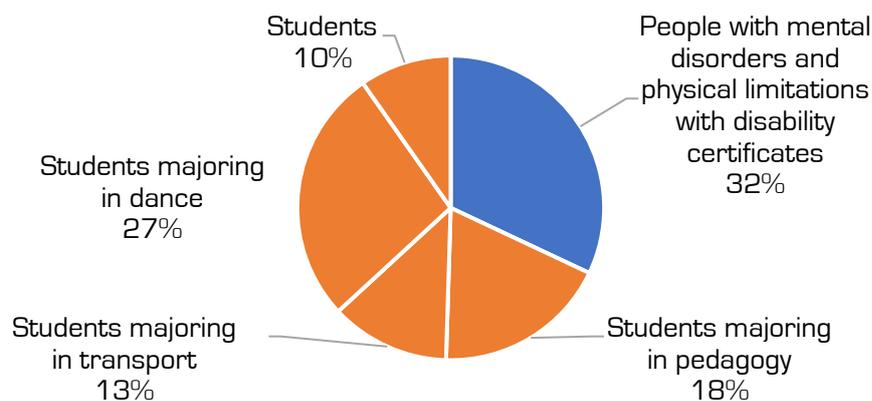
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - Interesting, funny, dynamic, original, motivating activity. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Helping to learn more and together <p>MATERIALS</p> <ul style="list-style-type: none"> - The material is interesting/relevant. 	<p>AUDIENCES</p> <ul style="list-style-type: none"> - The activity is a childish activity. <p>TIMING</p> <ul style="list-style-type: none"> - The duration of the activity is short <p>MATERIAL</p> <ul style="list-style-type: none"> - Proposing different levels of difficulty of puzzles according to the level of the groups. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - The skill is a bit difficult to understand. - Some participants did not understand the objective.

EMPATHY / ABILITY TO BUILD RELATIONSHIP "THE EMPATHY TOWER & THE RELATIONSHIPS BRIDGE"

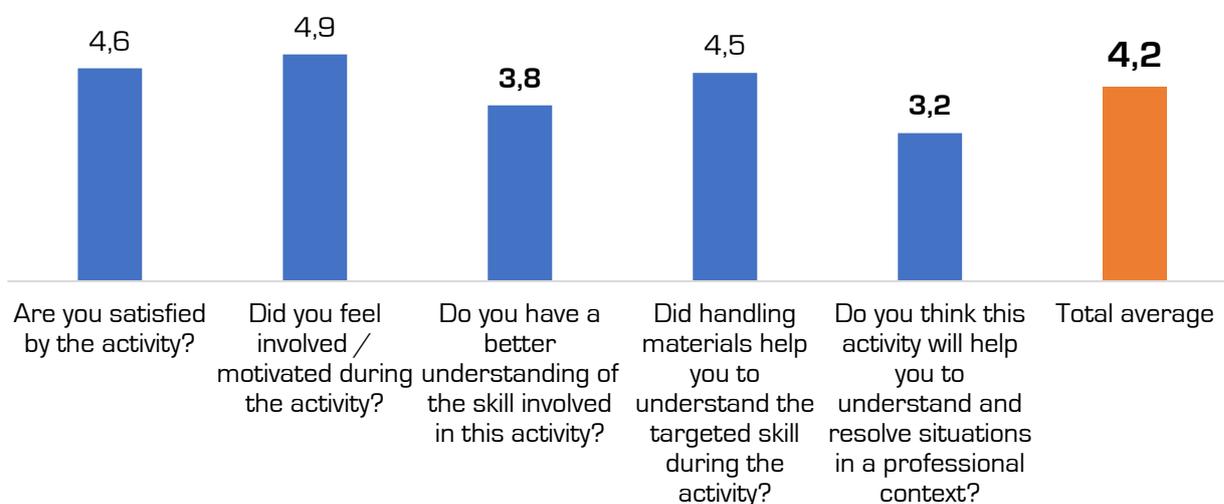
AUDIENCES

Targets	Group	Number of adult learners
Adults with mental disorders and physical limitations with disability certificates	More than 20 persons	33
Students majoring in pedagogy	10 - 20 persons	19
Students majoring in transport	10 - 20 persons	13
Students majoring in dance	More than 20 persons	28
Students	6-10 persons	10
Total adult learners		103



RATINGS

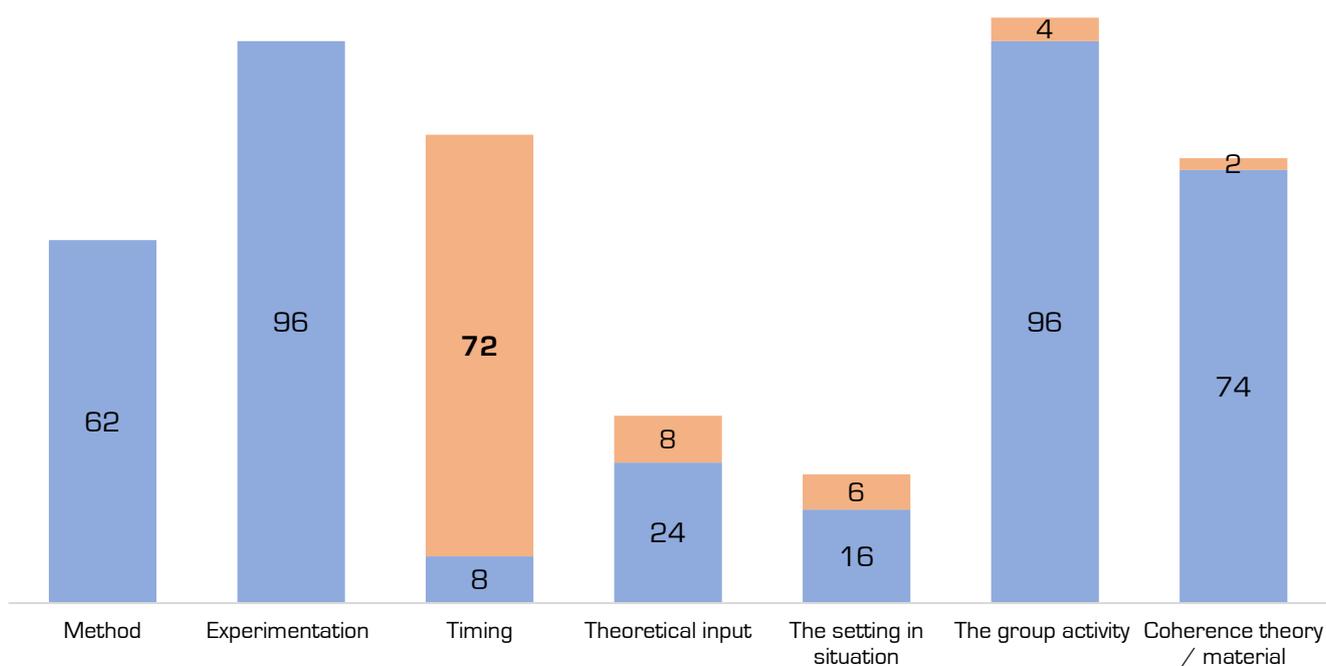
Are you satisfied by the activity?	4.6
Did you feel involved / motivated during the activity?	4.9
Do you have a better understanding of the skill involved in this activity?	3.8
Did handling materials help you to understand the targeted skill during the activity?	4.5
Do you think this activity will help you to understand and resolve situations in a professional context?	3.2
Total average	4.2



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

Like	Dislike
62	-
96	-
8	72
24	8
16	6
96	4
74	2
-	-



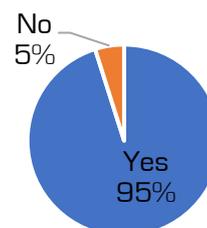
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
103	-



Would you like to participate in another activity?

Yes	No
98	5



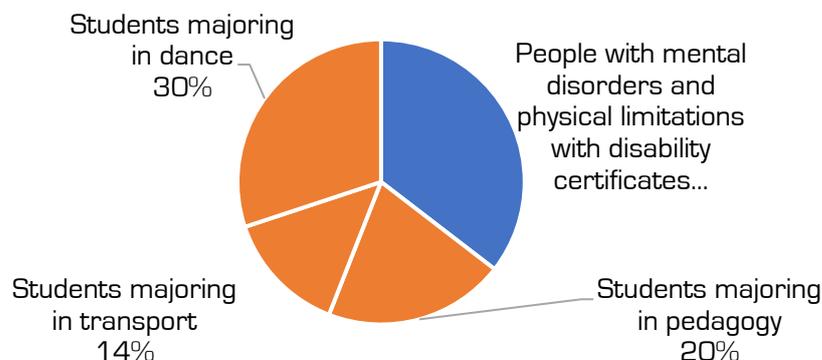
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - Fun, interesting, funny, useful. - Fun and learning at the same time. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Useful activity for developing communication in the group, learning to cooperate, integrating into a group, reaching consensus, stimulating creativity, allowing to watch what others do, developing active listening, working in a group... - Activity to be recommended because of the method and the activation of the whole group - Exercise for all age groups, including children. - The activity recalls and reinforces knowledge about empathy. - Recalls and reinforces knowledge about empathy. <p>SELF-DEVELOPMENT</p> <ul style="list-style-type: none"> - Group activities are interesting for own development. <p>MATERIALS</p> <ul style="list-style-type: none"> - An interesting choice. Unusual use of blocks: it is fun, different. 	<p>IMPLEMENTATION AND AUDIENCE</p> <ul style="list-style-type: none"> - This method is difficult to implement fully and to succeed with different audiences. - The first part of the exercise was boring compared to the second (for some participants). For others it was interesting, as there is an interest in finding words and compromises. The more participants there are, the more ideas there are. <p>UNDERSTANDING OF THE ACTIVITY</p> <ul style="list-style-type: none"> - It is difficult to understand and remember everything. <p>COURSE OF THE ACTIVITY</p> <ul style="list-style-type: none"> - Asking for 10 key words to search for to define the term empathy is too much. Ask for less.

NEGOTIATION SKILLS "THE POWER-TOWER OF NEGOTIATION"

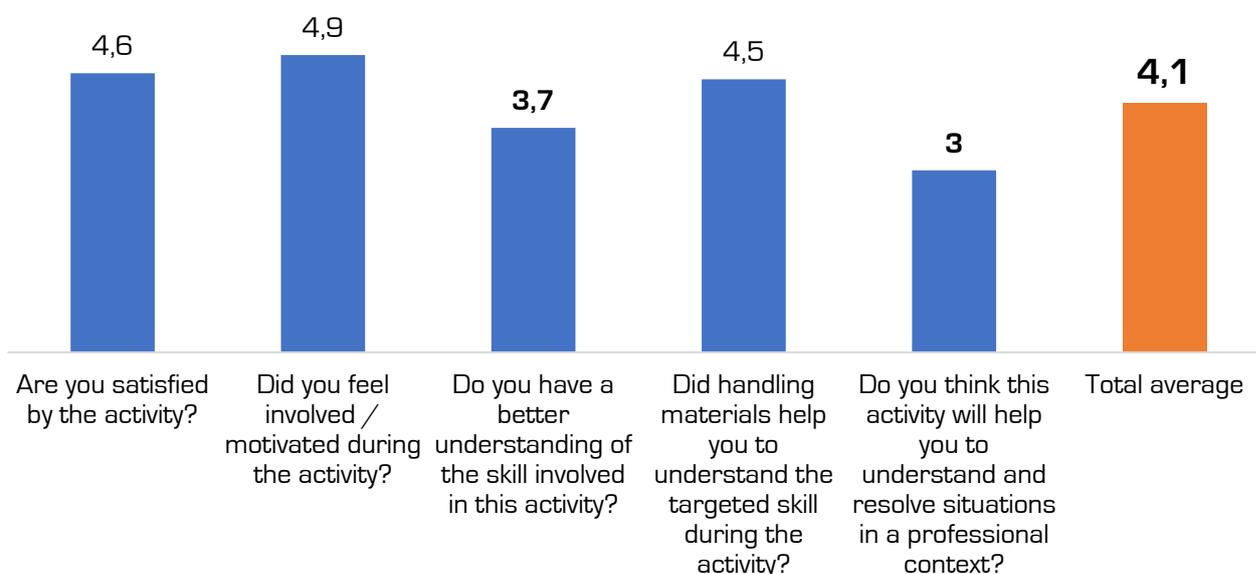
AUDIENCES

Targets	Group	Number of adult learners
Adults with mental disorders and physical limitations with disability certificates	More than 20 persons	33
Students majoring in pedagogy	10 - 20 persons	19
Students majoring in transport	10 - 20 persons	13
Students majoring in dance	More than 20 persons	28
Total adult learners		93



RATINGS

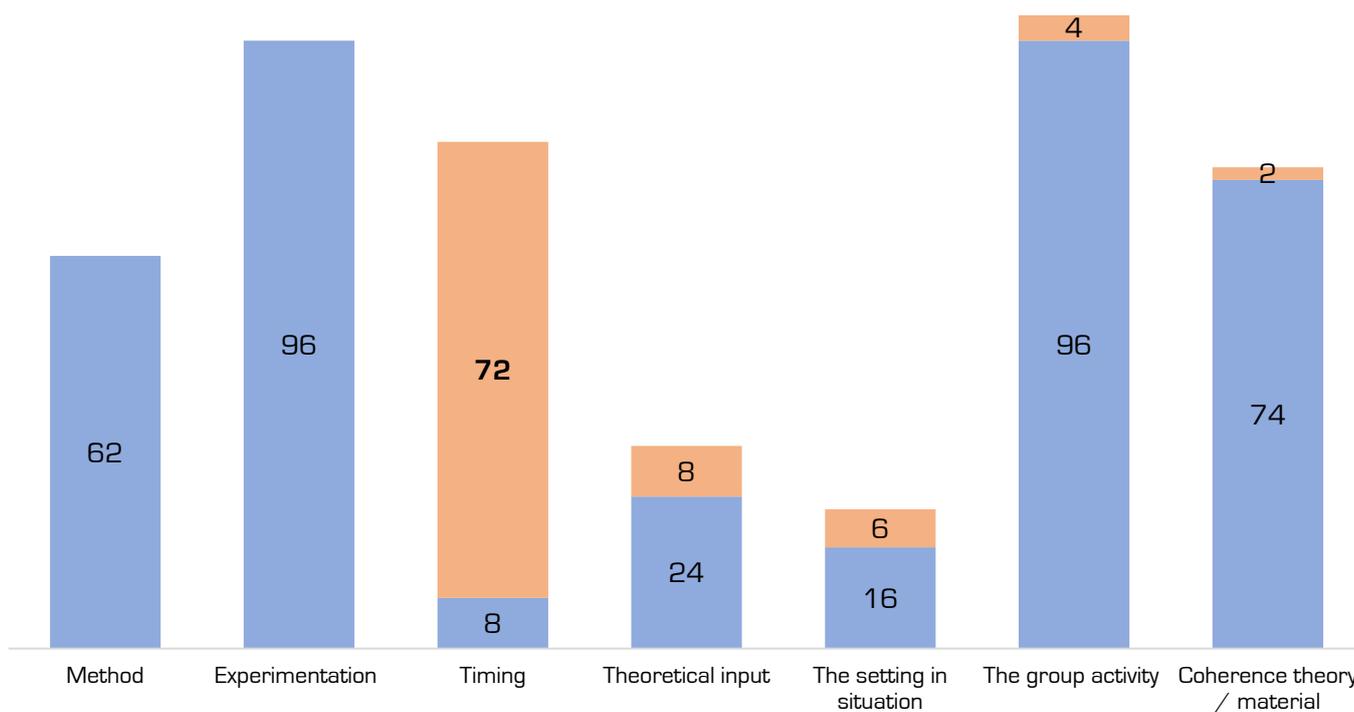
Are you satisfied by the activity?	4.6
Did you feel involved / motivated during the activity?	4.9
Do you have a better understanding of the skill involved in this activity?	3.7
Did handling materials help you to understand the targeted skill during the activity?	4.5
Do you think this activity will help you to understand and resolve situations in a professional context?	3.0
Total average	4.1



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

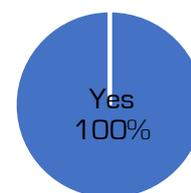
The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

Like	Dislike
62	-
96	-
8	72
24	8
16	6
96	4
74	2
-	-



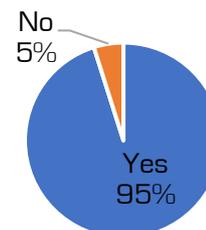
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
93	-



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
88	5



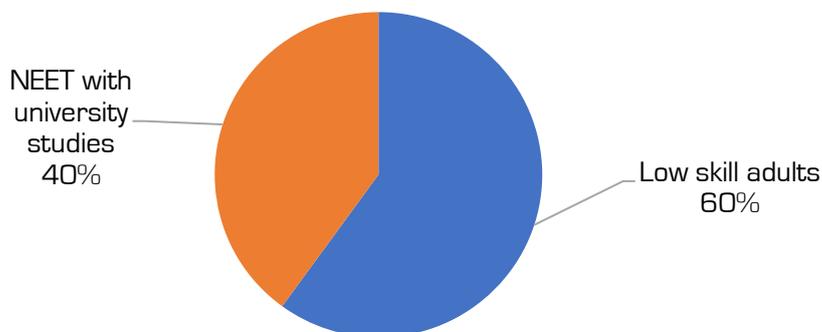
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - Fun, interesting, funny, useful. - Fun and learning at the same time. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Useful activity to develop communication in the group, learn to cooperate, integrate in a group, obtain consensus, stimulate creativity, allow to watch what others do, develop active listening, work in a group.... - Good activity because of the method and the participation of the whole group. - Exercise for all age groups, including children. <p>SELF-DEVELOPMENT</p> <ul style="list-style-type: none"> - Group activities are interesting for personal development. <p>MATERIALS</p> <ul style="list-style-type: none"> - Unusual use of blocks: fun, different. 	<p>UNDERSTANDING OF THE ACTIVITY</p> <ul style="list-style-type: none"> - It is difficult to understand and remember instructions. - This method is difficult to implement and successful for different audiences. <p>REMARKS ON THE TOPIC OF THE ACTIVITY</p> <ul style="list-style-type: none"> - The object of negotiation itself did not motivate to obtain it. - Low level of difficulty when negotiating the puzzles. - The puzzles were not interesting enough to negotiate.

STRATEGICAL AND INNOVATIVE THINKING "STRATEGY OF BUILDING THE BRIDGE"

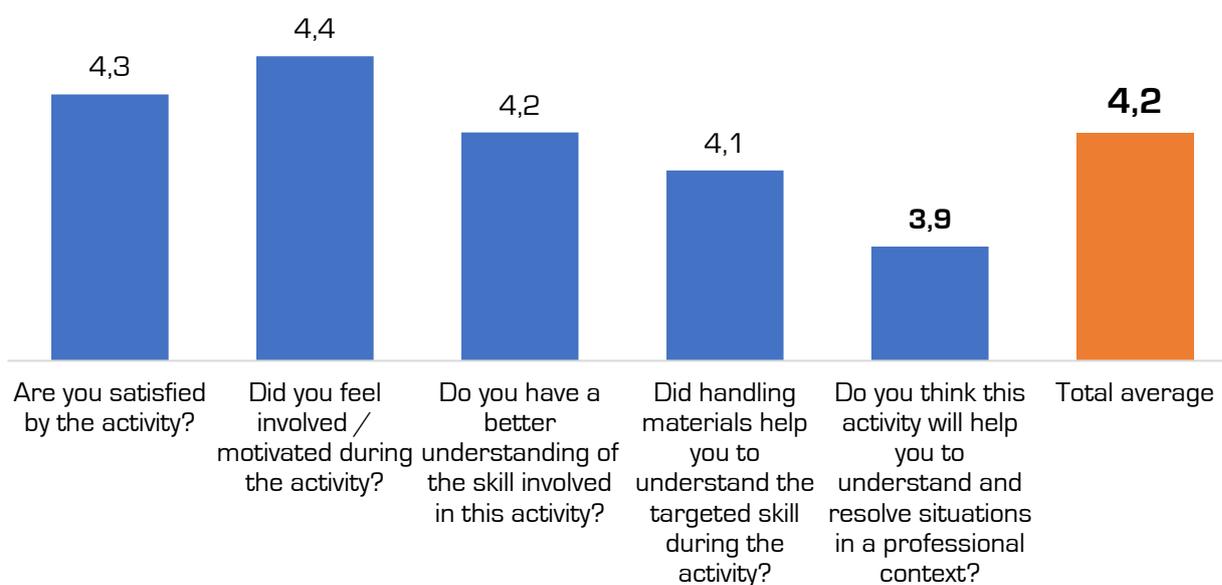
AUDIENCES

Targets	Group	Number of adult learners
Low skill adults	6-10 persons	30
NEET with university studies	6-10 persons	20
Total adult learners		50



RATINGS

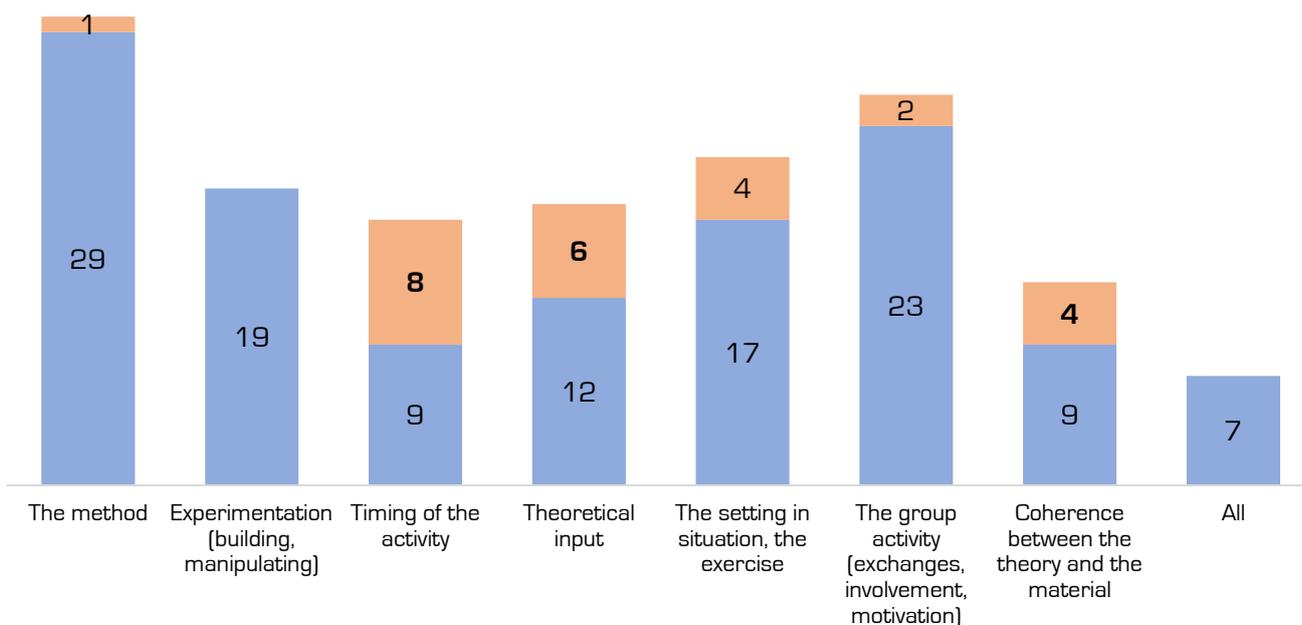
Are you satisfied by the activity?	4,3
Did you feel involved / motivated during the activity?	4,4
Do you have a better understanding of the skill involved in this activity?	4,2
Did handling materials help you to understand the targeted skill during the activity?	4,1
Do you think this activity will help you to understand and resolve situations in a professional context?	3,9
Total average	4,2



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

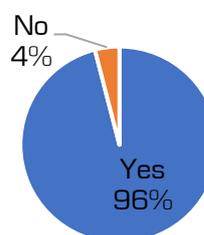
The method	29	1
Experimentation (building, manipulating)	19	-
Timing of the activity	9	8
Theoretical input	12	6
The setting in situation, the exercise	17	4
The group activity (exchanges, involvement, motivation)	23	2
Coherence between the theory and the material	9	4
All	7	-

Like	Dislike
29	1
19	-
9	8
12	6
17	4
23	2
9	4
7	-



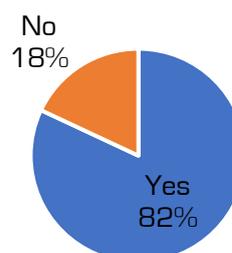
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
48	2



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
41	9



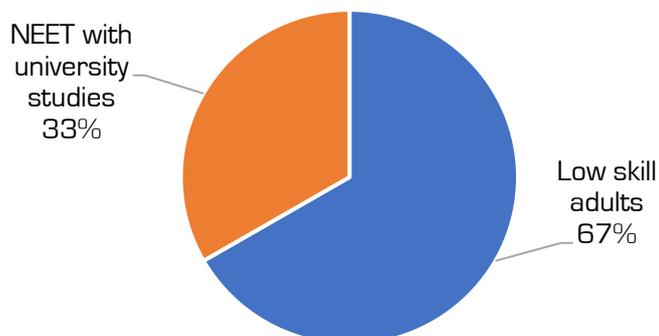
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - The method is interesting, creative, fun - New and fun way of learning. - It is a different way of learning, more involving than a theoretical lesson. The method allows you to learn while having fun. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Helps to make an abstract concept concrete and to understand the exercise better. - Helps to learn new things, new concepts, and new skills. - Useful to improve the concepts explained. - It is an opportunity to learn new things in a fun way. - Activities use practical materials and theoretical concepts. 	<p>COURSE OF THE ACTIVITY</p> <ul style="list-style-type: none"> - Imagine a more practical exercise without too much theory and preparation in the initial phase. - The group was not very involved. Some wanted to make decisions for everyone. - Give more space to theory. <p>REMARKS ON TARGET AUDIENCES</p> <ul style="list-style-type: none"> - Complicated concepts for using games such as building blocks. - Activities more suitable for primary school learners. <p>OTHER REMARKS</p> <ul style="list-style-type: none"> - Prepare materials with concepts to study at home. - Activities should be simple so that the exercise is clear and not too complicated. - Some people are not convinced of the usefulness of this method.

PROBLEM SOLVING "HOW TO SOLVE IT?"

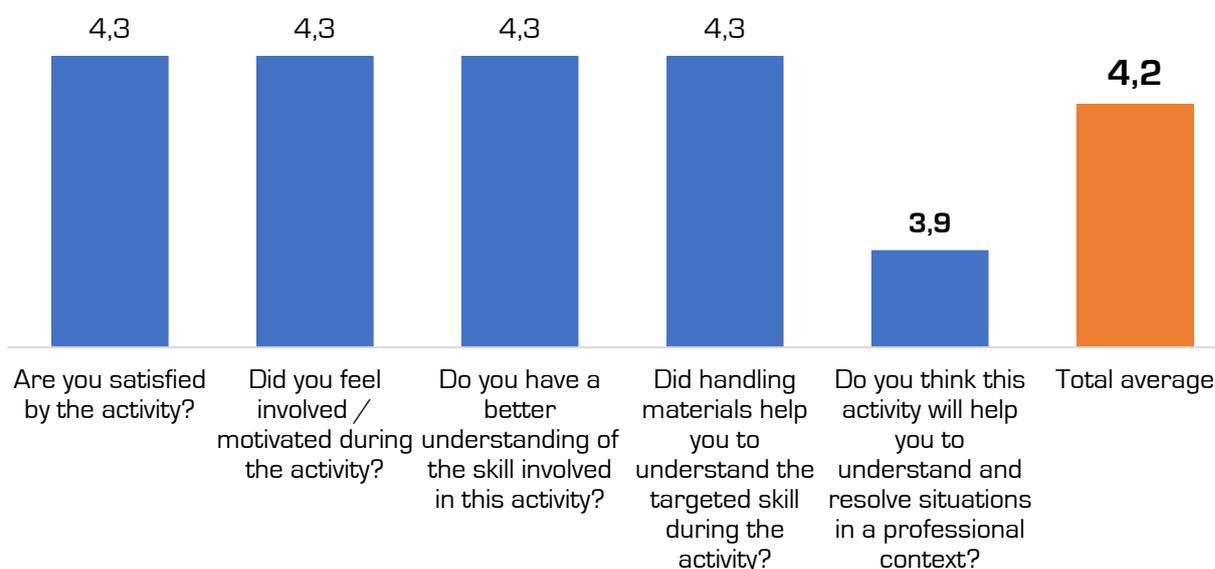
AUDIENCES

Targets	Group	Number of adult learners
Low skill adults	6-10 persons	20
NEET with university studies	6-10 persons	10
Total adult learners		30



RATINGS

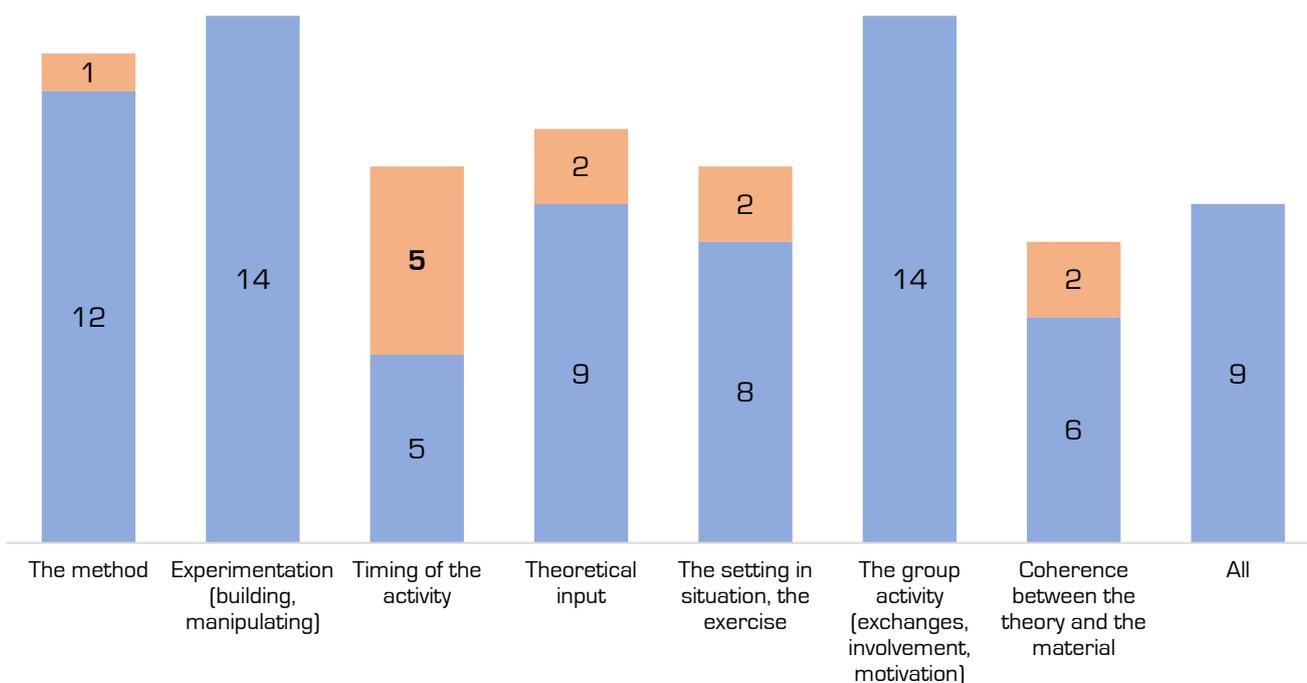
Are you satisfied by the activity?	4,3
Did you feel involved / motivated during the activity?	4,3
Do you have a better understanding of the skill involved in this activity?	4,3
Did handling materials help you to understand the targeted skill during the activity?	4,3
Do you think this activity will help you to understand and resolve situations in a professional context?	3,9
Total average	4,2



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

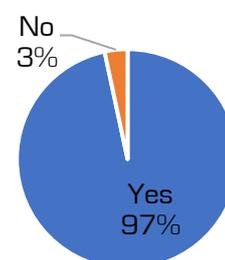
The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

Like	Dislike
12	1
14	-
5	5
9	2
8	2
14	-
6	2
9	-



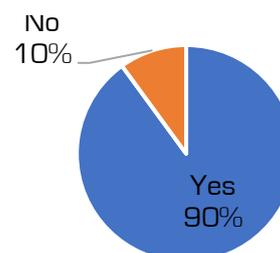
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
29	1



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
27	3



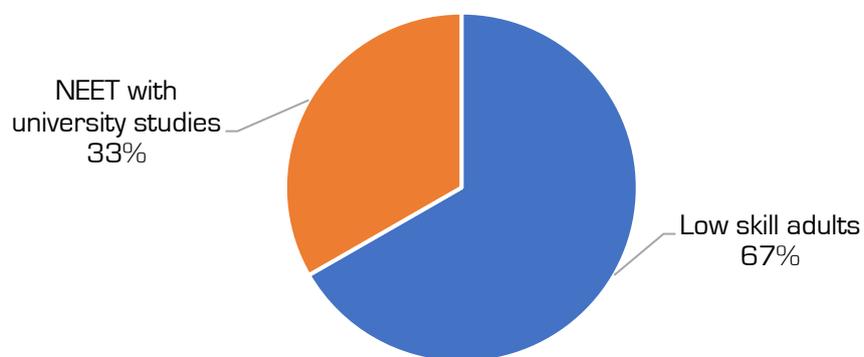
ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - Fun, innovative. - It is a different way of learning, more involving than a theoretical course. - Learning by playing is good and fun. <p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Learning through play is an ideal way to learn new concepts without effort. - Helps to learn new concepts - Fun group activity. <p>MATERIALS</p> <ul style="list-style-type: none"> - Using materials and practical exercises to teach theoretical concepts is a good way to learn. 	<p>AUDIENCES</p> <ul style="list-style-type: none"> - Activities more suitable for primary school learners. <p>UNDERSTANDING OF THE ACTIVITY</p> <ul style="list-style-type: none"> - The exercise needs to be modified, as it is too complicated to explain. - Make the exercises easier. Simplify the activities, as the explanation of the game is very complex. - Adapt the activities to involve more adults: make the exercises easier. - Good activity for teaching concepts, but complicated to implement / explain. <p>MATERIALS</p> <ul style="list-style-type: none"> - Provide more materials <p>OTHER REMARKS</p> <ul style="list-style-type: none"> - Nice activity but some are not convinced of the usefulness of this method with other types of concepts.

TEAMWORK "COMMON BUILDING A HOUSE"

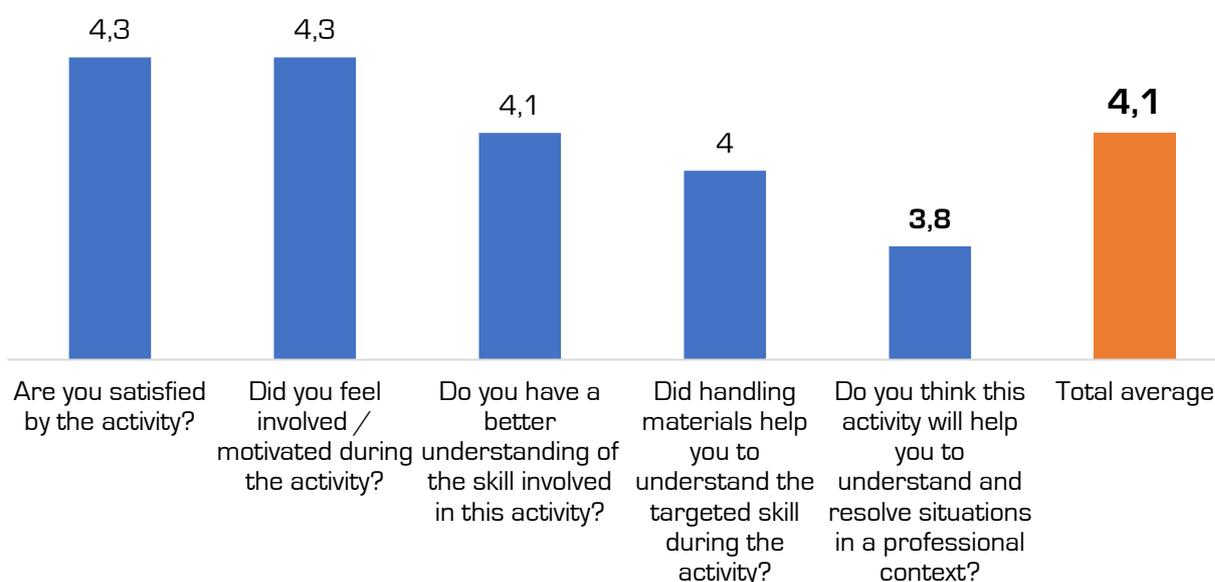
AUDIENCES

Targets	Group	Number of adult learners
Low skill adults	6-10 persons	20
NEET with university studies	6-10 persons	10
Total adult learners		30



RATINGS

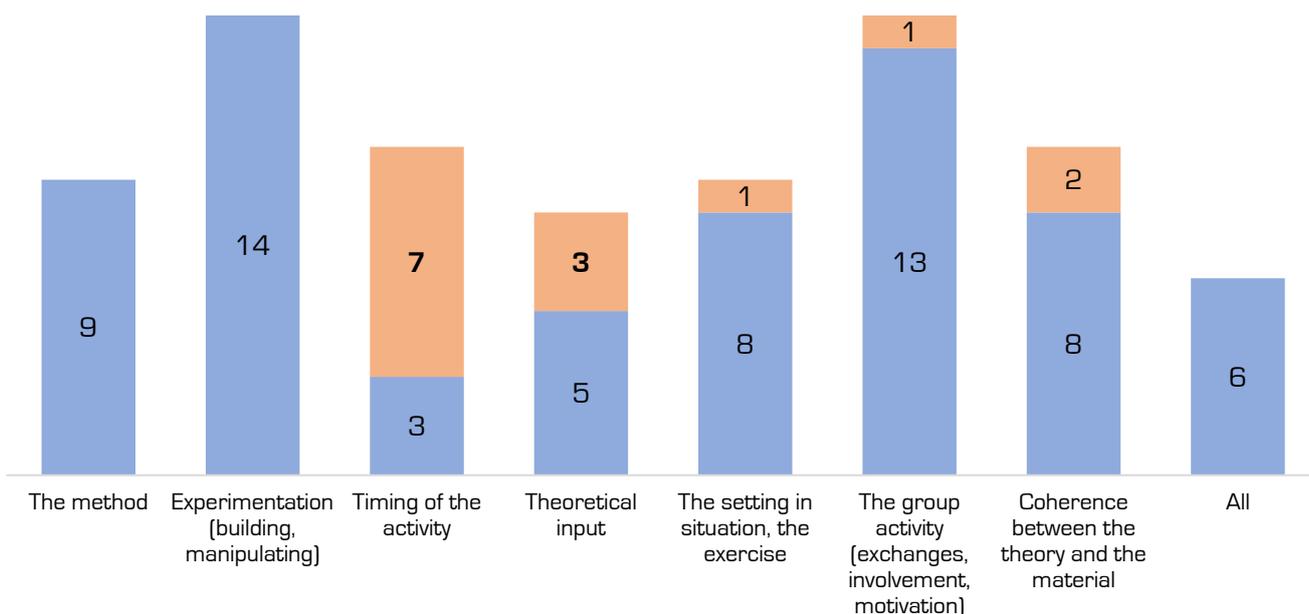
Are you satisfied by the activity?	4,3
Did you feel involved / motivated during the activity?	4,3
Do you have a better understanding of the skill involved in this activity?	4,1
Did handling materials help you to understand the targeted skill during the activity?	4,0
Do you think this activity will help you to understand and resolve situations in a professional context?	3,8
Total average	4,1



WHAT DID YOU LIKE / DISLIKE IN THE ACTIVITY?

The method
 Experimentation (building, manipulating)
 Timing of the activity
 Theoretical input
 The setting in situation, the exercise
 The group activity (exchanges, involvement, motivation)
 Coherence between the theory and the material
 All

Like	Dislike
9	-
14	-
3	7
5	3
8	1
13	1
8	2
6	-



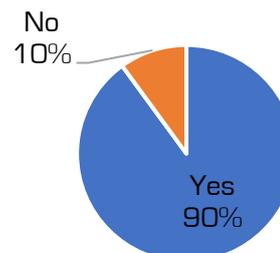
WOULD YOU RECOMMEND THIS ACTIVITY?

Yes	No
30	0



WOULD YOU LIKE TO PARTICIPATE IN ANOTHER ACTIVITY?

Yes	No
27	3



ADULT LEARNERS COMMENTS

POSITIVE COMMENTS	TO TAKE INTO CONSIDERATION
<p>UNDERSTANDING/LEARNING OF SKILLS</p> <ul style="list-style-type: none"> - Very interesting in terms of the collaboration and the theoretical part. - Stimulating, innovative, practical, interesting. - The activity helps to understand how to collaborate with others. - The use of materials helped to visualise the abstract concepts. <p>ENTERTAINING/CHANGING METHOD</p> <ul style="list-style-type: none"> - Helps to learn new topics while having fun. - Enjoyable method and activity. - Helps to learn by working with others. - New types of learning. - This method is useful for learning in a fun way, without any particular effort. 	<p>COURSE OF THE ACTIVITY</p> <ul style="list-style-type: none"> - Modulate the exercise according to the type of audience. - Providing more theoretical content may help learners. <p>AUDIENCES</p> <ul style="list-style-type: none"> - Activities not intended for adults.

III. FEEDBACK EDUCATORS

At the end of the tests of the 12 activities, the adult educators were asked to answer 3 questions:

1. How does it work?
2. Positive and negative points?
3. Suggestions?

TOPCOACH

ACTIVITIES TESTED	IMPLEMENTATION PILOT PHASE 2	POSITIVE POINTS	NEGATIVE POINTS	SUGGESTIONS
<p>Flexibility and adaptability "Puzzles for the pros"</p> <p>Collecting and proceeding information "Construction of abbreviations"</p> <p>Intercultural skills and global awareness "The values and objectives of the European Union"</p>	<p>The pilot went well. All trainers proceed them in a very positive way. Educators appreciated the new methodology included in the learning system. As it consists from practical and theoretical parts. Trainings with building blocks make from each adult a little child, which is more open, more creative and willing to learn and discover something new.</p>	<p>- Exercise - The methodology and its effect on learning</p> <p>Both exercises were the most interesting parts of the trainings/pilot phase2. It means that the BBU methodology had an extensive effect on learning and students. Comparing to training without this methodology, the motivation to learn and continue studies/trainings, which includes this methodology, is higher.</p>	<p>- Timing - Theoretical input</p> <p>In both topics, the timing of different theoretical and practical part could be still adjusted. This also depends on the group dynamic and how fast the learners will understand what they need to do, what is this methodology about and how to implement it into exercises. For some learners, there was a bit a lot of theory, but this can be always adjusted by each trainer regarding the student group need and speed</p>	<p>Even there are some negative points, in general, it went well and was successful. Our suggestion is to fully understand the training participants and based on that adjust the length of theory and exercises. In addition, it can be adjusted on the training according to ad-hoc feedback and according to the group dynamic.</p>

DAFO

ACTIVITIES TESTED	IMPLEMENTATION PILOT PHASE 2	POSITIVE POINTS	NEGATIVE POINTS	SUGGESTIONS
Decision making "Bartering Building Blocks"	- What material to use is not clear (building blocks or puzzles)	<ul style="list-style-type: none"> - It also helps developing persuasive communication and negotiation skills - Theoretical introduction about the competence clearly described. - Example of styles of decision making useful for the participants to auto analyse their style after the practical activity. - Debriefing questions useful to make learners understand how the exercise actually helped develop the decision making competence. 	- Confusion about the materials	<ul style="list-style-type: none"> - Change the name of the activity to match the proposed materials - Mention that can be done with both puzzles or building blocks (otherwise may cause confusion for the educators)
Learning orientation "Quick Glance"	<ul style="list-style-type: none"> - Theoretical introduction about competence was briefly and clearly described - The comparison between performance-oriented people and learning-orienting people served to better understand the purpose of the practical exercise. Adult learners responded well to the practical activity, all participated actively. - Debriefing questions were useful to make them understand how the exercise actually helped develop the learning orientation skill. 	<ul style="list-style-type: none"> - Original activity and materials to target the development of competences. - The activity also stimulated the development of other competences such as teamwork and communication; 	<ul style="list-style-type: none"> - Playing the 5 rounds in a row was too long. The adult learners got tired and started losing their motivation and engagement. - Lego pieces were too small, to handle it easily 	<ul style="list-style-type: none"> - Propose a little break after the 3rd round (maybe breathe some fresh air, or play some energizer) just to refresh their mind, to keep learners engaged until the end, and avoid the loss of the focus and motivation during all the activity. - Give tips about how many pieces of Lego are necessary for the activity to build the structure. In this way, the educators could have a better organization and preparation for the challenge. (For example, use 20 to 50 pieces for the first round, 45 to 80 pieces for the second one and so on...) - Use bigger Lego pieces

LENA

ACTIVITIES TESTED	IMPLEMENTATION PILOT PHASE 2	POSITIVE POINTS	NEGATIVE POINTS	SUGGESTIONS
<p>Organization and time management "The bigger picture"</p>	<ul style="list-style-type: none"> - The fun aspect and the originality of the BBU methodology encouraged participants to get involved with enthusiasm. - The entertainment aspect is a real motivator - The activities allow a better understanding of the targeted competence. The participants were able to make the link with the professional context and their current work placement/job search process (defining the objective, establishing a plan, prioritising tasks, planning, setting deadlines...) 	<ul style="list-style-type: none"> - The entertainment aspect is a real motivator 	<ul style="list-style-type: none"> - The entertainment side of the activity tends to outweigh the educational side. - The percentage scale is complicated to implement - Communication is not emphasised enough - The timing of the puzzles is not sufficient - Brainstorming is not an obvious practice in terms of encouraging group interaction. 	<ul style="list-style-type: none"> - Change/adapt vocabulary related to activities (terms of consistency, method) according to the learners' audiences - Debriefing questions to be reviewed (do not really encourage learners to participate)
<p>Leadership "Shapes in space"</p>	<ul style="list-style-type: none"> - The involvement (and related interaction between participants) in the BBU activities reveals that the BBU methodology is a real strength in a language learning context 	<ul style="list-style-type: none"> - The activity allowed a better understanding of the targeted competence. The learners were able to make the link with the professional context and their current work placement search process (defining the objective, establishing a plan, prioritising tasks, planning, setting deadlines, etc.) 	<ul style="list-style-type: none"> - Lack of coherence between the construction activity and the direct link to the skill, especially for leadership. - Link between the material and the acquisition objective too weak. - Notion of leader is not understood by the learners, at least not thanks to the indications given in the teaching sheet. 	<ul style="list-style-type: none"> - Reinforce the theory (more explanations) associated with the activities <p>NB: different relationship to the game according to the learners' cultures / origins</p>

ACTIVITIES TESTED	IMPLEMENTATION PILOT PHASE 2	POSITIVE POINTS	NEGATIVE POINTS	SUGGESTIONS
<p>Empathy / ability to build relationship "The empathy tower & the relationships bridge"</p>	<ul style="list-style-type: none"> - The entire methodology was positively assessed by all educators. Everyone paid attention to the involvement of participants in working with blocks. - Educators working with adult learners were very satisfied with the implementation of the exercises. - In three cases, exercises in this group were piloted during workshops on developing interpersonal competences, in one group as an element of learning a foreign language. 	<ul style="list-style-type: none"> - Interesting method - Stimulating creativity - Unusual use of blocks - Important aspects, e.g. empathy - Possibility to adapt exercises for each age group - Fun for the participants - Good atmosphere during the activities - Fun and learning at the same time 	<ul style="list-style-type: none"> - the first part did not arouse the interest of all participants, which influenced their involvement in the further part of the activity, the second part was definitely more interesting 	<ul style="list-style-type: none"> - Asking questions in a direct way can be problematic depending on the group. Consider individual work and additional guidelines on how to be emphatic, simplification of the theoretical parts, and reduction of the number of blocks - Adapt the duration of exercises to the groups - For foreign language learners: introduce new vocabulary, think of instructions in foreign language. - Difficulty in listing 10 emotions. 5 would be a good number.
<p>Negotiation skills "The power-tower of negotiation"</p>	<ul style="list-style-type: none"> - All educators working with learners emphasized the high commitment of the participants and the motivation for classes. 	<ul style="list-style-type: none"> - Possibility of using the method in learning a foreign language - increasing the attractiveness of classes through a new methodology - Recalling positive childhood memories 	<ul style="list-style-type: none"> - Doesn't teach you how to negotiate at work - No motivation to negotiate a puzzle - Not enough attractive material for participants (it depends on the group) - Difficulty for some participants to determine which negotiator they were. 	<ul style="list-style-type: none"> - Depending on the group, adapt: duration, theory, material (replace a puzzle with text by a puzzle with a picture), accompany participants individually, do not divide participants into groups, but build a tower collectively - Based on the first part of the exercise, the participants were not able to determine which negotiator they were. - Add a part where participants, in groups, write information themselves that answers the question of improving negotiation skills during the interview, and then share it with the group

EUROCREA MERCHANT

OVERALL FEEDBACK ON PHASE 2

In general, the educators found some initial scepticism from some learners, especially those more used to work with a traditional learning method, which leaves little space for practical activities or group exercises. Compared to other European countries where practical activities are more present in education, teaching in Italy is still very much centred on the teacher-student pair. This type of teaching has also led some learners to underestimate, at least initially, the effectiveness of such an educational method proposed by the project, precisely because it is considered more as a “game” than a real learning exercise. However, educators reported that, despite this premise, most learners enjoyed the proposed activities and reconsidered their use for educational purposes.

The educators had participated in the first online phase, where the activities were proposed in a more simplified way and adapted to an online space. It was not so easy for them to set up the exercise in the same way as the one described in the Handbook, but they adapted some activities according to their needs and those of the learners.

FEEDBACKS FOR EACH ACTIVITY:

Implementation Teamwork "Common building a house"

- The learners enjoyed distributing the roles of the game and building the house. They understood the link between the exercise and the skill to be acquired. The learners found the proposed theory useful; however, the educators suggest having additional material on the theoretical part. Indeed, the theoretical part is quite complex to remember (different roles/advantages/disadvantages), it would have been useful to have a summary diagram (e.g. cards presenting each role with advantages and disadvantages?) or a PTT presentation, which help the educators to explain.
- The debriefing questions were very useful to get learners' impressions of the activity and to reflect on some aspects of teamwork. The educators really enjoyed this part of the exercise.
- The skill was also interesting because everyone works in teams with other people: understanding the mechanics of this activity can be very useful and visible to the learners.
- However, the reproduction of roles is not so immediate and especially in some cases (like the observer). It can be boring and lose the attention of the person who has this task.

Implementation Strategical and innovative thinking "Strategy of building the bridge"

- Educators noted that the proposed duration is not entirely relevant for implementation. For example, the activity of developing a common strategy was not very interesting for the learners and therefore the proposed duration of 45 minutes is too long.
- The learners found the strategy and bridge design phase less interesting than the actual construction phase. To make the activity more interesting, they should perhaps think about using a different and more complex material, both in terms of material and size, to make the design phase more creative and interesting. Also, the figure of the leader of the activity was not received in the best way and in fact there were more people who took on this task even though they were not the ones designated at the beginning.
- The scoring grid was definitely a fun element that helped to make the exercise more interesting and dynamic.
- The theoretical input was very simple and therefore easy to manage.

Implementation Problem solving "How to solve it?"

- The debriefing questions posed by the educators were useful to better understand some issues of the activity and to bring out critical points and strengths. The educators found the proposed questions interesting and useful to engage the class in a discussion.
- The educators preferred to adopt the post-it solution proposed in pilot phase 1 rather than the building blocks. In fact, this activity is based on the identification of a problem and its causes, so they found useful the input of "writing" in each post-it a cause leading to the problem and building with them two towers (problems and solutions), as if they were the bricks of two buildings.
- Learners generally appreciated the theoretical input of the activity and the exercise helped them to analyse the way they reasoned about the issues. In general, educators consider that this activity could include different materials such as post-it notes or sheets of paper on which to construct conceptual maps, in order to make the process of ideas concerning the development of a problem and its solution more schematic and visible.

ACTIVITIES TESTED	POSITIVE POINTS	NEGATIVE POINTS / SUGGESTIONS	GLOBAL SUGGESTIONS
Teamwork "Common building a house"	<ul style="list-style-type: none"> - The educators noticed a lot of interest from the learners in the proposed exercise and competence. - It is a competence that can be easily compared to many aspects of working and private life - The theory of this activity is very rich and interesting. 	<ul style="list-style-type: none"> - Theoretical explanation could be facilitated by the development of a schematic support (summary slides, role cards, advantages and disadvantages of Belbin roles). - It is not easy to recreate the roles proposed by the activity, some roles are less active in the game and make learners lose concentration. 	<ul style="list-style-type: none"> - In general, educators found the instructions in the exercise quite complex and repetitive, somewhat confusing. Educators found it complicated, in spite of the explanation received during phase 1, to re-read and resume the activities. For those who have not received a direct explanation it might be difficult to interpret the exercise correctly.
Strategical and innovative thinking "Strategy of building the bridge"	<ul style="list-style-type: none"> - Theoretical input understandable and easily transmitted to learners - Scoring system, which makes the exercise more fun and competitive - Exercise that stimulates teamwork and related competence 	<ul style="list-style-type: none"> - Some phases, such as that of devising the action strategy, are a little slow and uninspiring; this could be improved by making the materials more complex (in size, weight, shape, etc.). - It is difficult to keep the learners' attention during the whole exercise. - The task of the group leader is not well understood in this context - The timing is not relevant to the actual implementation of the exercise 	<ul style="list-style-type: none"> - In the Handbook for each activity, the transversal competences that will be developed are indicated. It would be interesting to develop this part further, perhaps by indicating in the activity, which steps contribute to the development of a certain transversal competence.
Problem solving "How to solve it?"	<ul style="list-style-type: none"> - The exercise is structured in a suitable way. The activity is not too complex and is easily understood by the learners. - The exercise prepares for group discussion and interaction. Sharing an issue created a good discussion in the group because everyone found a way to participate in the discussion. - Theory and practice are well integrated in this activity. The theory behind problem solving was very much appreciated because the learners did not know that there were 'steps' to be taken in reasoning when analysing a problem and solving it. 	<ul style="list-style-type: none"> - It is not easy to meet the time limit indicated by each sub-activity. It depends on many factors that may change such as the number of learners, the type of learners, the attitude of the learners towards the activity or topic etc. - The choice of materials. The educators propose to use post it (as proposed in pilot phase 1) or other similar materials. 	<ul style="list-style-type: none"> - Leave more flexibility and interpretation of the activities to the educators, who will be able to modify the activities according to the group, the spaces, the time, the general situation (e.g. Covid 19), etc. In order not to distort the nature of the exercise, guidelines could be included on what can be modified and what should be kept for the success of the activity. - The theoretical inputs were very much appreciated. In some activities you could add more theory or provide examples or links where educators and learners can continue to explore that topic if they are interested. It would also be interesting to have some slides or theoretical schemes to leave to the learners after the exercise.

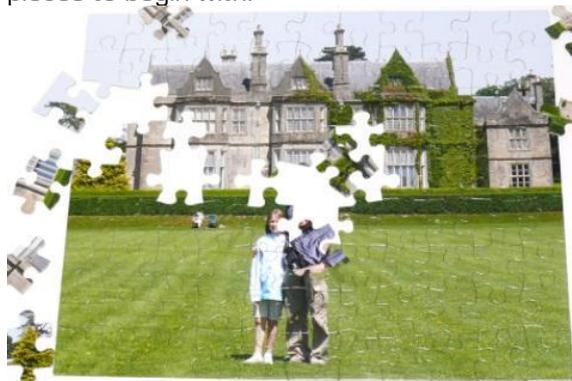
IV. RECOMMENDATIONS

RECOMMENDATIONS FOR ADAPTING BBU ACTIVITIES FOR VISUALLY IMPAIRED PEOPLE (DAFO)

BBU activities are hands-on learning activities, which are recommended for the teaching and training of visually impaired adults. However, after testing some of the activities with visually impaired educators, we have realised that some modifications would definitely improve the experience of the activity for visually impaired adults. The recommendations related to the modification of the activities are mostly related to the materials to use and the time planned for the activities.

REGULAR PUZZLES

Jigsaw puzzles are perfect for visually impaired people to spend their time and enjoy the moment. Each piece has a different edge and can be combined by trial and error. It is best to start with a small amount of pieces to begin with.



Regular Jigsaw Puzzle

Recommendations for BBU activities materials:

- Puzzles with bigger and/or thicker pieces
- Small amount of pieces
- Wooden puzzles (as they are thicker)
- Provide more time for the activity, as assembling the puzzle may take longer
- Foresee extra time for describing the image of the puzzle, after they finish assembling

TANGRAM

Tangram is a Chinese puzzle made by cutting a square of thin material into five triangles, a square, and a rhomboid, which are capable of being recombined in many different figures. Visually impaired people are capable of handling them properly and recreating shapes. The only challenge is the way of showing them what shape to recreate, as normally is shown through an image.



Tangram

Recommendations for BBU activities materials:

- Tangram may replace the puzzles in the BBU activities in which the building blocks are recommended.
- The shape to be reproduce can be done as well using the pieces of tangram and they should touch only the borders of the figure;
- The drawing may have the borders of the shape embossed, so they can touch it and feel the edge of the figure they need to recreate

KATAMINO

This puzzle with chunky shapes is also a game that can be played by blind people without modification. The board dividers are numbered and although it would be possible to simply count from one end, braille stickers would be more convenient. The only difficulty is that each new challenge is given in a table in the rule book so either this will need to be read by a sighted person or a version that is braille or tactile will need to be created.



Katamino

Recommendations for BBU activities materials:

- The pieces of the Katamino game can be used to replace the regular puzzles and will be easier for them to handle wooden pieces and match them into the board, rather than create a regular puzzle

REGULAR BUILDING BLOCKS/BRICKS

Building blocks (usually made of wood) or building bricks (usually made of plastic) can be easily handled by visually impaired people and as a fact they are used in plenty of educational activities for children.



Colourful wooden building blocks



Wooden building blocks



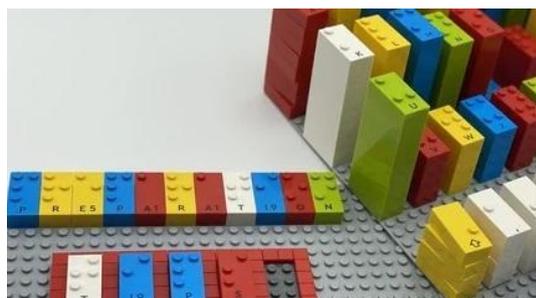
Colourful plastic building bricks

Recommendations for BBU activities materials:

- choose block or bricks of the same colour or the colours are not important anymore in the construction of the figures and the focus is only on the shape created;
- in case you want to take into consideration different colours in the construction of the figures glue different texture on each colour, to help differentiate the colours;

LEGO BRAILLE BRICKS

The Lego Company created special bricks in braille, together with a MOOC on how to use it and 108 educational activities for children. (www.legobraillebricks.com).



Lego Braille Bricks

Recommendations for BBU activities materials:

- Lego Braille Bricks may replace the building blocks in the BBU activities in which the building blocks are recommended.

RECOMMENDATION FOR ADAPTING BBU ACTIVITIES FOR ELDERLY PEOPLE WITH DISABILITIES (WSBINOZ)

Based on the experiences from educators after the implementation of Pilot phase 2 of the BBU methodology, some recommendations and suggestions that should be kept in mind. When working this methodology with elderly people with various deficits and difficulties (including people with various degrees of intellectual disability, visually impaired, with Down syndrome, autism spectrum disorders, memory disorders, schizophrenia or emotional disorders) are proposed.

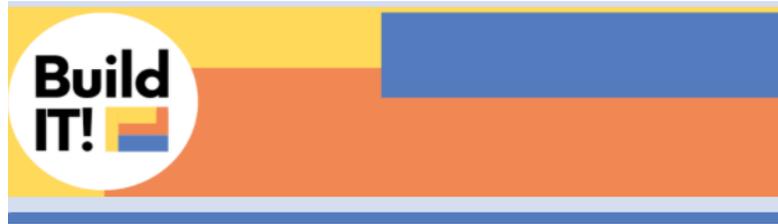
1. The content of the instruction needs to be modified for participants. In senior groups, the tasks should be carried out in truncated forms. The educator significantly changed the instructions in such a way that they were understandable to the participants of this group.
The group required additional instructions and guidance:
 - Providing specific real-life examples
 - The need to practice spatial orientation
 - The need to practice identifying the colours of the blocks.
2. Participants need frequent breaks during activities due to low concentration of attention on the task.
 - Introducing breaks according to the participants' needs.
 - Extending the duration of exercises.
3. The educator can build an exemplary bridge and tower to illustrate the participants what the exercise is about.
4. There was a need for the educator to get involved in the exercise - for example, writing slogans on cards, reading them and helping to arrange them on the towers.
5. Additional exercises in recognizing colours and spatial relations between objects.
6. Possibility of using alternative communication - barriers were observed in the exercises due to difficulties in communication and the small amount of words that the participants had at their disposal.
7. Difficulties in carrying out the exercises were caused by the low efficiency of fine motor skills of some people and at the same time these exercises were an opportunity to develop these skills.
8. Developing additional skills in the field of fine motor skills and spatial orientation, which were needed to perform the task.
9. More direct examples of negotiation specifying the type of negotiator
10. The importance of empathy and building relationships will be more understandable when the educator uses examples from everyday life.
11. Fewer theories for people with memory impairment. Simplifying the theoretical part.
12. More illustrative material should be recommended - a picture puzzle was used to complete the exercise, because the participants participating in the exercise were not able to remember the text - the definition of negotiation skills.
13. Due to the possibilities of the group, it was necessary to ask questions very directly (lack of courage, boldness, withdrawal, uncertainty ...)
14. The participants, due to their illnesses, had a problem with concentration and finding the number of words needed in the tasks and problems with distinguishing colours - In the practical part, help in identifying the names of uniform blocks for pairs. Limiting the number of blocks to build your own

- tower (5 pcs) and a common tower (8 pcs). Writing aid finding synonyms for empathy describing colours.
15. Materials of various structures needed for a blind person to mark the colours of the blocks - the bridge of relations.
 16. Due to the disease entities occurring in the participants of the exercises: schizophrenia, paranoid schizophrenia, behavioural and emotional disorders - the use of negotiation skills focused primarily on the personal life, life of the nursing house and, optionally, on the professional life of the participants.
 17. The importance of negotiation skills was more understandable when the educator based them on examples from everyday life. However, this has an impact on the possible professional life, as it is not impossible for a sick person to start working.
 18. Scenarios for role play, both from the professional area and from everyday life, would be helpful in the exercise. It would be an aid in understanding what negotiation skills are.
 19. Another solution would be to add boards with a short comic book form. The boards would define, for example, the types of negotiators.
 20. Giving up the time that determines the framework for performing the exercise.
 21. Giving up the measurements of the towers made in order to avoid rivalry and thus the evaluation: better, worse.
 22. Supplementing the exercises with the content needed for a given group (in accordance with its specificity), e.g. benefits of empathy in the nursing house, everyday life and work environment (optional); Tips on how to be more empathetic in the nursing house, in daily life and in the work environment
 23. The theoretical part is too boring for the selected audience - more pictures or visual teaching aids are required
 24. Additional motivating factors - in the form of rewards or other non-verbal benefits



ANNEX

BBU ACTIVITY EVALUATION FORM



BuildIT! - BUILD YOUR FUTURE PIECE BY PIECE

Welcome

You have just participated in a BBU training course. In order to improve its content, please complete this questionnaire.

About the project :

The BuildIT project aims to design a new educational methodology called Building Based Upskilling and strategic activities based on it and to provide them to adult educators. These trainers will be able to use it with their learners, more specifically NEETs, to improve their transversal and key competences.

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Part to be completed by the educator

1. Competence learned (selection between the 12 competences) + name of activity *

- Intercultural skills and global awareness "The values and objectives of the European Union"
- Flexibility and adaptability "Puzzles for the pros"
- Strategic and innovative thinking "Strategy of building the bridge"
- Organization and time management "The bigger picture"
- Decision making "Bartering Building Blocks"
- Teamwork "Common building a house"
- Empathy / ability to build relationship "The empathy tower & the relationships bridge"
- Problem solving "How to solve it?"
- Learning orientation "Quick Glance"
- Negotiation skills "The power-tower of negotiation"
- Leadership "Shapes in space"
- Collecting and proceeding information "Construction of abbreviations"

2. Number of learners *

- 6-10 persons
- 11-20 persons
- More than 20 persons



3. What is your target group? *

- NEET with university studies
- NEET with low skills
- Migrants
- Low skill adults
- Autre : _____

Part to be completed by the learner

Part 1. Completion of the activity

1. Are you satisfied by the activity? *

	1	2	3	4	5	
Low	<input type="radio"/>	High				

2. Did you feel involved / motivated during the activity? *

	1	2	3	4	5	
Low	<input type="radio"/>	High				

3. Do you have a better understanding of the skill involved in this activity? *

	1	2	3	4	5	
Low	<input type="radio"/>	High				

4. Did handling materials help you to understand the targeted skill during the activity? *

	1	2	3	4	5	
Low	<input type="radio"/>	High				

5. Do you think this activity will help you to understand and resolve situations in a professional context?

	1	2	3	4	5	
Low	<input type="radio"/>	High				



Part to be completed by the learner

Part 2. Individual comments

1. What did you like in the activity? (Several options available) *

- The method
- Experimentation (building, manipulating)
- Timing of the activity
- Theoretical input
- The setting in situation, the exercise
- The group activity (exchanges, involvement, motivation)
- Coherence between the theory and the material
- All
- Autre : _____

2. What did you not like in the activity? (Several options available) *

- The method
- Experimentation (building, manipulating)
- Timing of the activity
- Theoretical input
- The setting in situation, the exercise
- The group activity (exchanges, involvement, motivation)
- Coherence between the theory and the material
- All
- Autre : _____

3. Would you recommend this activity? *

- Yes
- No



3. Would you recommend this activity? *

Yes

No

Explain your answer in a few words (optional) :

Votre réponse

4. Would you like to participate in another activity? *

Oui

Non

Explain your answer in a few words (optional) :

Votre réponse

5. Do you have anything to add, to suggest?

Votre réponse

3. Would you recommend this activity? *

Yes

No

Explain your answer in a few words (optional) :

Votre réponse

4. Would you like to participate in another activity? *

Oui

Non

Explain your answer in a few words (optional) :

Votre réponse

5. Do you have anything to add, to suggest?

Votre réponse



BuildIT!

Build your future piece by piece

AGREEMENT NUMBER: 2020-1-PL01-KA204-081703

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"BuildIT : Build your future piece by piece"
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