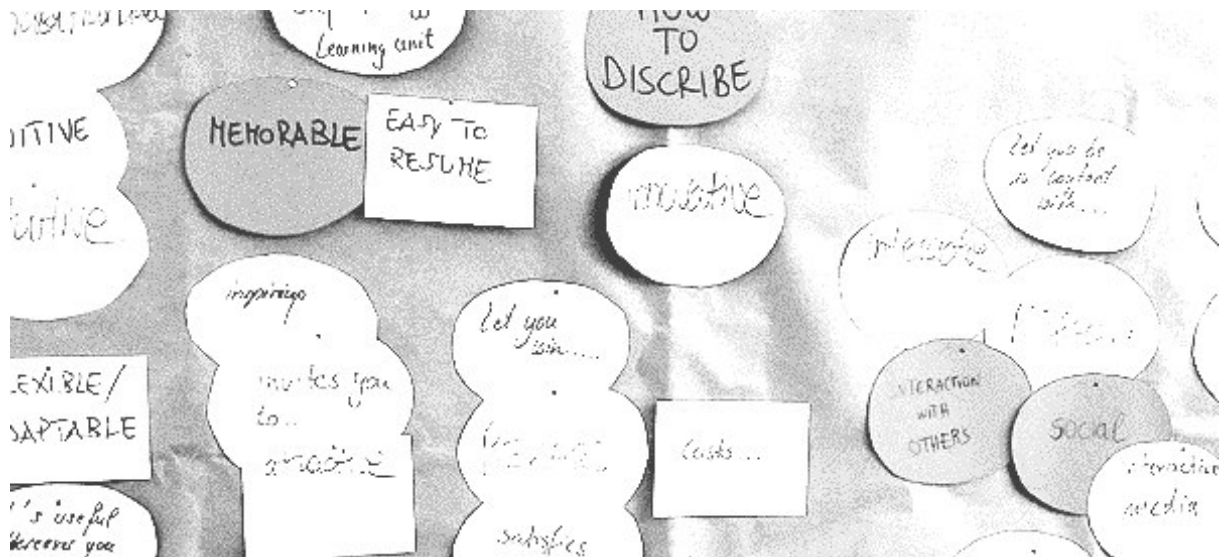




## Methods of Informal Training and Sharing of Professional Experiences between Tutors and Trainers in Literacy and Basic Skills



## 25 Best Practices



### Grundtvig Multilateral Project

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# Content

## Description


## Page No.

<b>Scotland</b>	<b>i-Develop</b>	<b>3-4</b>
	<b>Adult Literacies Online (ALO)</b>	<b>5-6</b>
	<b>The Swap Shop</b>	<b>6-7</b>
	<b>Job Shadowing</b>	<b>8-9</b>
	<b>Peer Counselling</b>	<b>9-10</b>
<b>Austria</b>	<b>Staff Meetings</b>	<b>11-12</b>
	<b>Supervision</b>	<b>13-15</b>
	<b>Job Shadowing</b>	<b>15-16</b>
	<b>basisbildung-alphabetisierung.at</b>	<b>17-19</b>
	<b>praxis-basisbildung.at</b>	<b>19-21</b>
<b>Germany</b>	<b>Peer Review</b>	<b>21-23</b>
	<b>Collegial Supervision</b>	<b>25-27</b>
	<b>Collegial Supervision online</b>	<b>27-30</b>
	<b>Internal Learning Portal</b>	<b>30-31</b>
	<b>Professional Diary</b>	<b>31-33</b>
<b>Switzerland</b>	<b>After Action Review (AAR)</b>	<b>33-34</b>
	<b>Writing Journal</b>	<b>35-36</b>
	<b>Padlet.com</b>	<b>36-37</b>
	<b>Etherpal</b>	<b>38-39</b>
	<b>Ilias</b>	<b>39-41</b>
<b>Poland</b>	<b>Goldenline</b>	<b>41-42</b>
	<b>Public Presentations</b>	<b>43-44</b>
	<b>Self Training</b>	<b>44-46</b>
	<b>Training Needs Analysis</b>	<b>46-47</b>
	<b>Handbook and Portal</b>	<b>48-49</b>

**ShareIT Scotland**


***i-develop***

<b>TITLE</b>	<b>'i-develop'</b> learning for Community Learning and Development (CLD)
<b>LOCATION</b>	Scotland
<b>ORGANISATION / INSTITUTION</b>	'i-develop' has taken over from 'All Scotland' as the one stop online resource for trainers working in the field of community learning and under that umbrella, basic skills education (or adult literacy and numeracy in Scotland). The online platform is supported by the Scottish Government and the Scottish Standards Council which aims to build a highly skilled community learning and development workforce for Scotland.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	Who benefits from the method? How many people are required / involved?  All CLD practitioners and subsequently those working in basic skills education in the community and in more formal learning environments are able to benefit from i-develop as part of their CPD. The Scottish Standards Council oversee the running of the platform as part of their commitment to providing targeted materials to community learning.
<b>CONTENT / LEARNING OUTCOMES</b>	The platform is aimed at a variety of different sectors within community learning. As the remit is very broad the approach of the platform is thematically so that the targeted audience can find the materials and resources relevant to their specific area of learning. For example: adult learning, adult literacies, capacity building, and working with young people.  The Framework integrates the theories and practices that help shape effective CPD for the CLD sector, such as peer sharing, communities of practice, learning journeys and reflection-in-action in order to shape a learning community of practitioners across CLD  There is also an e-learning section for developing skills in this area, as well as group forums for sharing ideas and experience.
<b>CONTEXT</b>	i-develop can be used anywhere and at any time by the users. No formal training is required however you should be able to use the internet and have access to a computer.

<b>DESCRIPTION OF PROCESS</b>	<p>You can access the platform through clicking onto <a href="http://www.i-develop-cld.org.uk/">http://www.i-develop-cld.org.uk/</a>. Once on you need to register by providing a username and password. Registering with the platform is free of charge. The portal offers a discrete group space where you can share your ideas with others online on your continuing professional development or develop your own space, as part of an organisation, where you are free to build your own professional learning resources.</p> <p>As well as this there is access to a self-development section where you can access information and advice on the following:</p> 
<b>RESSOURCES NEEDED</b>	<p>Time, computer or a mobile telephone with access to the internet. A quiet area to work or access to a set of headphones.</p>
<b>EVALUATION</b>	<p>Interactions on i-develop can be shared through various social media sites such as facebook or twitter. This allows for reflection and review.</p>

**ShareIT Scotland**

**Adult Literacies Online**

<b>TITLE</b>	Adult Literacies Online (ALO) <a href="http://www.adultliteraciesonline.com">http://www.adultliteraciesonline.com</a>
<b>LOCATION</b>	<i>Scotland</i>
<b>ORGANISATION / INSTITUTION</b>	Adult Literacies Online is supported by the Communities Team in Education Scotland. The online databank is a resource for teachers/trainers working in the field of Adult Literacies in Scotland and is a single point of access for resources
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	Individuals, providers and stakeholders in Scotland who have an active interest in the delivery and development and maintenance of Adult Literacy provision (Basic Skills education) in Scotland and in achieving the standards as set out in the National Curriculum Framework.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>The Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• To provide a single access databank for those involved in the provision and delivery of adult literacies education in Scotland.</li> <li>• To provide equal access to and participation in literacies learning</li> <li>• To provide an online community platform for the adult literacies and numeracy workforce.</li> <li>• To provide an online platform for the exchange of information through online discussions</li> <li>• To provide an online platform for adding and sharing of tutor resources.</li> <li>• To provide a facility to comment on resources you are developing or have downloaded from this website.</li> <li>• To provide a networking platform for the adult literacy and numeracy workforce and to share good practice.</li> </ul>
<b>CONTEXT</b>	Adult literacies online (ALO) was originally created by Learning Connections, a division of Scottish Government in response to a recommendation in the Adult Literacy and Numeracy report 2001. It is now managed by  Education Scotland, an agency of the Scottish Government. The resources are free on this

	<p>site. Where links are given to other websites, individuals should check their policy on using the materials on their site.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>The online databank is available instantly by clicking on <a href="http://www.adultliteraciesonline.com">http://www.adultliteraciesonline.com</a></p> <p>In Scotland, adult literacies teaching and learning follows the principles of the Scottish Adult Literacy and Numeracy Framework.  <a href="http://www.gov.scot/Resource/Doc/158952/0043191.pdf">http://www.gov.scot/Resource/Doc/158952/0043191.pdf</a></p> <p>The website should be used in conjunction with the Social Practice Model and The Wheel.  <a href="http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/adultliteracies/adultliteraciesinpractice/curriculumframework.asp">http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/adultliteracies/adultliteraciesinpractice/curriculumframework.asp</a></p> <p>If someone wants to join the online Community you need to register with the website, where you can interact through a discussion forum.</p>
<b>RESOURCES NEEDED</b>	<p>Computer/laptop with Internet access</p> <p>Time: for accessing resources, researching the Scottish Social Practice Model, networking.</p>
<b>EVALUATION</b>	<p>This learning tool can be evaluation in a number of ways. The online platform can be accessed, shared and evaluated with ALN peers in any country. Evaluation could be through an online log/diary/journal or on a shared platform for discussion and review.</p>

### *ShareIT Scotland*

#### *The Swap Shop*

<b>TITLE</b>	<i>Swap Shop</i>
<b>LOCATION</b>	<i>Scotland</i>
<b>ORGANISATION / INSTITUTION</b>	Glasgow Council for the Voluntary Sector (GCVS) in conjunction with Glasgow's Learning

<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	12-15 Trainers from the key providers in Adult Literacy and Numeracy/Basic Skills Education (ALN/BSE) in Glasgow and from varying sectors from: Employability, Community, Voluntary and ESOL.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>The Learning outcomes: to share best practice across Glasgow city's different ALN/BSE sectors, to build on trainer skills, to build on trainer knowledge of ALN/BSE in Glasgow, to increase communication between trainers from a variety of ALN/BSE sectors, to raise awareness of support services that are available through the ALG for informal development of Community Learning and Development i.e., staff development classes and online forums for CPD etc.</p> <p>Trainers from all the ALG members are invited through the online forum, by leaflet and through the providers training network to a monthly 'Swap Shop'.</p>
<b>CONTEXT</b>	Context: GCVS is responsible for the Voluntary sector in Glasgow and have a dedicated ALN (BSE) team who provide support and information services to a range of organisations working in ALN (BSE) in Glasgow. The Swap Shop was initially set up for trainers to 'physically swap over' to other areas in Glasgow to experience working in another area and what this might mean for their teaching practice. The aim is to share ideas and good practices.
<b>DESCRIPTION OF PROCESS</b>	<p>An organisation/person hosts a Swap Shop.</p> <p>Someone presents a themed case-study.</p> <p>The group discuss the methods, tools, the situation.</p> <p>The methods, tools, situation (good/bad, useful/useless, problems/solutions) are analysed by the group.</p> <p>Attendees derive what they want/need from this new learning for their own provision. The host seeks verbal feed-back on the Swap Shop.</p>
<b>RESOURCES NEEDED</b>	Access to ICT and internet. Large room. Time to attend Swap Shop. Platform to organise attendance.
<b>EVALUATION</b>	This tool could be taken anywhere and evaluated in many ways. Through synchronous and asynchronous discussion, face to face, online journal/diary, e-newsletter, Questionnaire either online or paper based.

**ShareIT Scotland**

**Job Shadowing**

<b>TITLE</b>	Job Shadowing
<b>LOCATION</b>	Scotland
<b>ORGANISATION / INSTITUTION</b>	Jobs and Business Glasgow. JBG are part of Glasgow's Adult Learning Group which comprise the key providers of ALN (BSE) in Glasgow.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	Volunteer trainers working the ALN (BSE) teams across the Glasgow region. Numbers vary.
<b>CONTENT / LEARNING OUTCOMES</b>	<p><b>Job Shadowing</b></p> <p>JBG employ a number of voluntary trainers (of varying of qualifications and backgrounds) to work with their ALN (BSE) teams across Glasgow. Job shadowing is used as part of their professionalisation.</p>
<b>CONTEXT</b>	<p>JBG work with 5 teams in Glasgow. Each team will have one or perhaps more trainee tutors. The team leader will negotiate with the trainee tutor to establish a good day/time and group to work with and then arrange for the trainee to shadow one of the trained tutors.</p> <p>JBG are part of Glasgow's Adult Learning Group which comprise the key providers of ALN (BSE) in Glasgow covering the community, employability and voluntary sectors. In partnership they provide services and support to ALN (BSE) in Glasgow. JBG's focus is Employability in Glasgow and are they are city wide. They employ volunteer tutors in ALN (BSE) and undertake informal learning through job shadowing as part of their pathways to progress route for trainers.</p>
<b>DESCRIPTION OF PROCESS</b>	Job Shadowing: The trainee trainer works closely with the Team Leader or a qualified Trainer. They will follow the guidance of the tutor in providing ALN (BSE) support to small groups and on a one to one basis. They will be asked to reflect on their experience using a reflective diary/log. The person shadowing will review their practice and build on their knowledge and skills in the



	practical application of what they are learning while working. The Team Leader/trainer will mentor the person job shadowing and give feedback to support the development of their skills and knowledge base.
<b>RESOURCES NEEDED</b>	Time set aside for job shadowing. Access to ICT, Records of work. Access to online facilities for recording a reflective log/diary reflecting on what worked and what didn't and how this might be adapted to the needs of the target group.
<b>EVALUATION</b>	This method can be used in a variety of contexts. Evaluation can be through feedback, face to face/online discussion, observation and feedback, paper based or online journal/diary to reflect on practice.

***ShareIT Scotland***

***Peer Sharing/Peer Counselling***

<b>TITLE</b>	Case Study-Peer Sharing/Peer Counselling
<b>LOCATION</b>	Scotland
<b>ORGANISATION / INSTITUTION</b>	Jobs and Business Glasgow use case studies with peer counselling across their teams in Glasgow. JBG is part of the Adult Learning Group and this approach will be used throughout the Glasgow region to come up with solutions to problems related to teaching practice in ALN/BSE
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	There are five teams across the Glasgow region who benefit from this method. Each team has a team leader, trainer and volunteers – the number of volunteers can vary. Exact numbers to be confirmed.
<b>CONTENT / LEARNING OUTCOMES</b>	The Learning Outcomes are: to build greater communication between team members, to build trust between team members, develop team working skills, build on knowledge to adapt teaching practice/methods to the needs of the target audience, through informal dialogue to arrive at a solution to the ALN/BSE issue/problem

<b>CONTEXT</b>	<p>JBG are part of Glasgow’s Adult Learning Group which comprise the key providers of ALN/BSE in Glasgow covering the community, employability and voluntary sectors. In partnership they provide services and support for ALN/BSE in Glasgow. JBG deals with literacies linked to Employability in Glasgow and are city wide. Methodologies and strategies coming through Glasgow Life (who are the local government link to Education Scotland) are implemented across the ALG partnership. However because of the needs of target groups in specific areas of Glasgow they might not be 100% successful. Therefore the trainers involved in the team have to establish the solution through detailed analysis of the problem and learning from each other.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>Team members implement a particular strategy employed by JBG across all teams in the Glasgow Region. In one or more areas that strategy does not work. This is established through negotiation with the learner which is recorded in Independent Learning Plans and Records of Work. To solve the problem and arrive at a solution the trainers will arrange to meet and discuss the problem. They will reflect on their teaching practice initially to establish if there might be another approach using a reflective log/journal or the Record of Work with a group/individual. As a team they will hold a counsel one another on the problem, what worked and what didn’t work and the reasons for these are analysed. This process will be conducted through case study meetings which employ peer counselling procedures.</p> <p>This process may take place several times until a solution is found that adapts the strategy to the needs of the target group or the strategy is replaced by another.</p>
<b>RESOURCES NEEDED</b>	<p>The team members. Time set aside for discussion. Access to ICT and Internet. A private room. Time set aside for application and review, access to an online log/diary, online forum.</p>
<b>EVALUATION</b>	<p>This learning tool can be evaluation in a number of ways. This practice is not restricted to Scotland and could be shared and evaluated with ALN peers in any country through an online log/diary/journal or a shared platform for discussions.</p>

**ShareIT Austria**

**Staff Meetings**

<b>TITLE</b>	Regular staff meetings
<b>LOCATION</b>	Austria
<b>ORGANISATION / INSTITUTION</b>	Spread over all organisations providing basic skills offers in Austria.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group of the meetings are the trainers involved in basic skills provision. The team-leader normally facilitates the meetings.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>The meetings are held on a regular basis as a part of high quality training provision. There is an agenda prepared by the whole team in advance covering all relevant topics for the meeting. There is a facilitator (normally the team leader) and a team member takes minutes. Relevant topics are:</p> <p><b>News in the courses</b></p> <p>What kind of activities are going on in the courses? Trainers give a feedback to the news and changes in their classes. Basic skills offers in Austria are not just concentrated to urban areas. Most of the organisations established courses in rural areas, trainers have to commute.</p> <p><b>Participants' progress in the programmes</b></p> <p>A very important part of the team meetings is an exchange about participants in the courses. This exchange aims to support colleagues within the team. Case management, exchange of specific, individualized material for specific learning needs of participants keep quality of provision high.</p> <p><b>Planning of further trainings for trainers</b></p> <p>According to the trainers needs a yearly plan for further trainings for team staff is developed in this meetings.</p>

	<p><b>Development of material in working groups</b></p> <p>Literacy and numeracy material in school books is not appropriate for the work with adults. Adult orientated teaching material is developed by trainers in working groups.</p> <p><b>Internal further trainings</b></p> <p>Often trainers put emphasis in a specific field of basic skills provision. Team meetings are a good possibility to share this knowledge.</p>
<b>CONTEXT</b>	Team meetings are held face to face in a plenary session.
<b>DESCRIPTION OF PROCESS</b>	<p>Preparation of an agenda for the meeting</p> <p>A facilitator is determined</p> <p>A team member takes minutes of the meeting</p> <p>Meeting takes place</p> <p>The minutes includes dates, to do's, deadlines, responsibilities</p>
<b>RESSOURCES NEEDED</b>	<p>Time: 4 hours a month</p> <p>1 conference room</p> <p>Resources of trainers to take part</p>
<b>EVALUATION</b>	<p><b>Goal Setting:</b></p> <p>Improve the quality of training provision for the participants.</p> <p>Exchange of knowledge</p> <p>Reflect on materials, settings, use of new media etc.</p> <p><b>Learning Outcomes:</b></p> <p>Promoting teamwork, increase of knowledge for unexperienced trainers, development of new ideas, settings. Creation of new material</p>

**ShareIT Austria**

**Supervision**

<b>TITLE</b>	Supervision
<b>LOCATION</b>	Austria
<b>ORGANISATION / INSTITUTION</b>	Spread over all organisations providing basic skills offers in Austria.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group of Supervision are the trainers involved in basic skills provision. An external Supervisor facilitates the meetings.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>Supervision is a form of counseling for employees, including psychosocial professions. Supervisions are guided by a supervisor, who usually has an appropriate qualification or additional training. Individuals, groups and organizations learn in a supervision to reflect and improve their professional or voluntary work. Participants agree objectives and goals with the supervisor. Contents are the practical work, the role and relationship dynamics between employees and clients, team collaboration or even handling of difficult situations within the organisation. Supervision is mainly used in the medical, social, educational and therapeutic area.</p> <p>The topics discussed and focussed within the supervision can be put directly into practice.</p>
<b>CONTEXT</b>	<p>The aim of Supervision is to reflect and find solutions for intense relationship dynamics between</p> <p><b>Trainers and participants</b></p> <p>Trainers in basic skills have a very challenging job. They deal with participants that are not used to learning or have made bad experiences with learning so far. Many of the participants suffer from mental strains, they have low self-esteem and feel ashamed of the fact that they have not managed to learn reading and writing when they attended school. Some of them are jobless and poor, some of them are homeless or have assisted housing. Against this</p>

	<p>background crisis is determined.</p> <p><b>Trainers among themselves</b></p> <p>Trainers of basic skills work together very close. They do team teaching or they develop specific adult orientated material together and they meet on a regular basis in team meetings. To keep up a healthy work environment, Supervision is a proved tool.</p> <p><b>Within the team or the organisation</b></p> <p>Basic skills offers are funded by the public body. The offers are granted as projects, very often for just 1 – 2 years. Although trainers are high educated (most of them have an academic degree) they have an precarious work situation. Organisations very often can't provide a secure working place.</p>
<p><b>DESCRIPTION OF PROCESS</b></p>	<p>An external Supervisor is invited to a preliminary talk to the team or the team leader. All topics are presented and the Supervisor can prepare in advance the agenda for the Supervision. During the Supervision are topics are covered and worked through. All talks in this setting are confidential, the trainers can speak honest without fear that anything leaks out to Superiors, participants or the public. Within the Supervision everyone tries to find solutions for the challenges and problems they are faced to.</p>
<p><b>RESSOURCES NEEDED</b></p>	<p>Time: 4 hours 4 times a year          1 conference room          Resources of trainers to take part</p>
<p><b>EVALUATION</b></p>	<p><b>Goal Setting:</b></p> <p>Collaborative learning          Finding solutions for internal team problems          Dealing with difficult participants          Overall goal is to deliver highest possible provision          Discussion between the supervisor and the trainers</p> <p><b>Learning Outcomes:</b></p> <p>Promoting teamwork,          Getting techniques for problem solving</p>

*ShareIT Austria*

*Job Shadowing*

<b>TITLE</b>	Job shadowing
<b>LOCATION</b>	Austria
<b>ORGANISATION / INSTITUTION</b>	Spread over all organisations providing basic skills offers in Austria.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group of job shadowing are unexperienced trainers who start to work in the field of basic skills provision.
<b>CONTENT / LEARNING OUTCOMES</b>	<b>Job shadowing</b> (or <b>work shadowing</b> ) in basic skills is a popular on-the-job learning. Essentially, job shadowing involves working with another experienced trainer who can help the person shadowing him or her to learn all aspects related to hold courses and dealing with participants. Basic skills organisations have been using this as a very effective tool to integrate novices in the team. At the core of job shadowing is its ability to transmit knowledge and expertise to another person. By doing a planned work, job shadowing can support knowledge management and ensuring that deep expertise and knowledge are not lost. Job shadowing helps both parties to learn and exchange ideas. It helps in networking, exploring opportunities, giving/receiving feedback, and collaboration with stakeholders involved in basic skills provision.
<b>CONTEXT</b>	An experienced trainer supports and guides a novice at the beginning of his or her work. This includes a common preparation of courses, detailed information about possible learning goals of participants and support and feedback in developing course material. The novice gets the opportunity to sit in on classes and gain experience. Responsibilities of the novice increases continuously, at the end of the process the novice is able to prepare and hold lessons completely on his or her own. The novice learns also to handle administrative work, such as keeping participants statistics on the computer how to report participants progress. This work is obligatory required by the funding authorities.

<b>DESCRIPTION OF PROCESS</b>	Job shadowing is mainly used to integrate novices in the team. An experienced trainer develops together with the novice a plan that covers the learning needs and interests of the novice as well as important tasks from the perspective of the experienced trainer. The duration of job shadowing differs due to existing resources. On average the novice accompanies the trainer for 1 – 2 weeks. Preparation of material, screening on existing material, learning how to develop an individual, tailor made learning plan and follow – up classes. The novice sits in on classes observing the trainer and starts to take over parts of the courses. At the end of the process the novice is able to hold lessons completely on his or her own and to handle all aspects to teach the target group.
<b>RESSOURCES NEEDED</b>	Time: 1 – 2 weeks Resources of novice and the experienced trainer has to be provided by the organisation
<b>EVALUATION</b>	<p><b>Goal Setting:</b>            Collaborative learning            Preparation of material            Screening on existing material            Handle a basic skills course on his or her own            Dealing with difficult participants            Overall goal is to deliver highest possible provision</p> <p><b>Learning Outcomes:</b>            Get a feeling for the needs of participants            Learn how to prepare specific, adult orientated material            Hold classes and handle administrative work independently</p>

*ShareIT Austria*

*Alphabetisierung.at*

<b>TITLE</b>	Basisbildung-alphabetisierung.at
<b>LOCATION</b>	Austria



<b>ORGANISATION / INSTITUTION</b>	Austrianwide website providing relevant information about basic skills.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group of the website are trainers, (potential) participants and all persons interested in basic skills.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>basisbildung-alphabetisierung.at is a national information platform for the field of basic skills in Austria. The aim of this tool is to provide relevant information for the topic, to promote basic skills and to support trainers, organizations, mediators, media representatives and even the general public.</p> <p><b>Alfa-Telefon</b> A very important part of the platform is the telephone hotline (“Alfa-Telefon”). This hotline has become an established institution and is distinguished by personal and personalized information services. Course seekers get concrete assistance in the search for the ideal range of courses, trainers can get information about vacancies in organizations and media representatives are offered latest news, data and results of studies concerning basic skills.</p> <p><b>Course offers</b> This area of the platform is an interactive tool for course seekers. It provides all offers of basic skills courses and for compulsory school offers. This tool is updated monthly, it is easy to handle and is a low threshold and anonymous first step into lifelong learning.</p> <p><b>Support for course providers</b> In this area of the website one will find relevant information for course providing organizations:</p> <ul style="list-style-type: none"> <li>• Experience- and technical reports from training providers and organizations at the interface</li> <li>• Technical papers and specialist articles that reflect the public discourse on the subject</li> <li>• Downloads, supporting handouts and manuals, brochures on the structure and quality development of basic skills programs.</li> <li>• Reading suggestions and advice to related links.</li> </ul> <p>The website supports all organizations in this field, regardless of their size in</p>

	<p>their public relations work. It offers the possibility to promote event dates, published products, reports and literature tips to make it available to the general public.</p> <p><b>Training material</b> This section is especially for trainers. All training material offered were created by literacy and basic skills trainers, uploaded to the website and shared. After receiving a password and a username, every trainer has the possibility to share own material or to download existing documents. The materials are sorted into four main categories: German, mathematics, ICT and educational software.</p>
<b>CONTEXT</b>	The website was developed by experts in basic skills to support trainers, participants, organizations, media representatives and the general public.
<b>DESCRIPTION OF PROCESS</b>	<p><b>Training material</b> Apply for a username and password Upload your training material and share it to other trainers Download existing material</p>
<b>RESSOURCES NEEDED</b>	From the trainer's perspective: 30 minutes a week to be updated about latest news and new materials
<b>EVALUATION</b>	<p><b>Goal Setting:</b> Improve the quality of training provision for the participants. Exchange of knowledge Having a broad collection of useful material</p> <p><b>Learning Outcomes:</b> Creation of new material Get ideas for the development of relevant, state of the art material Keep basic skills provision on a high quality level</p>

**ShareIT Austria**

**Praxis-basisbildung.at**

<b>TITLE</b>	praxis-basisbildung.at
<b>LOCATION</b>	Austria
<b>ORGANISATION / INSTITUTION</b>	Online platform developed by the project in.motion – basic skills in Austria (In.Bewegung-Netzwerk Basisbildung und Alphabetisierung in Österreich)
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	Trainers of basic skills offers
<b>CONTENT / LEARNING OUTCOMES</b>	<p>This blog has been developed and installed by partner institutions of the network project in motion (In.Bewegung) dealing with quality development for practitioners of basic skills offers (trainers, team-leaders and counsellors) to offer them a networking platform .</p> <p>The aim of this blog is</p> <ul style="list-style-type: none"> <li>• To initiate cross-organizational networking</li> <li>• Create participation and reflection spaces</li> <li>• Set professional impulses</li> <li>• Provide critical examination of the topic "quality in basic skills"</li> </ul> <p>The basic idea of this blog is: experts write for experts. The authors of the blog come ideally from the basic skills practice, they are trainers or counsellors.</p> <p>The contents are quality of teaching and learning processes and promoting good transferable practice examples from the world of basic skills but also from other areas of adult education.</p> <p>The articles in this blog are referring to methods, tools, tips, tricks, creative networking and peer education (network meetings, job shadowing, case studies, peer learning, etc.)</p>



## Trainers in Literacy and Basic Skills Informal Knowledge Transfer

	<p>Articles deals with evaluation and recognition of acquired skills, they allow a glimpse behind the scenes of everyday work of trainers. The blog also acts as a networking tool, an informal communication and planning platform for trainers to provide an even higher quality in training.</p> <p>The blog informs about latest news, training for trainers and interesting events concerning basic skills or adult education in general.</p>
<b>CONTEXT</b>	<p>The blog was developed by experts in basic skills dealing with quality management to support the professional exchange of trainers. Trainers get the possibility to share their experience, their good practices, they can virtually keep in touch with colleagues of other organizations and spread their special knowledge about lessons and practices.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>Trainers need to apply for a username and a password. After receiving these <b>data, they are free to writ and post on the blog.</b></p>
<b>RESSOURCES NEEDED</b>	<p>2 hours a month for writing and posting 1 hour a month for reading and commenting</p>
<b>EVALUATION</b>	<p><b>Goal Setting</b> Learning from each other. Share knowledge, present new material, discuss settings.</p> <p><b>Learning Outcomes</b> Interpersonal communication cross institutional, personal development, public presentation of own experiences</p>

**ShareIT Germany**

**Peer Review**

<b>TITLE</b>	Collegial sitting in on classes with collegial feedback – “peer review”
<b>LOCATION</b>	Hamburg, Germany
<b>ORGANISATION / INSTITUTION</b>	SBB Kompetenz GmbH, SBB Stiftung Berufliche Bildung
<b>NUMBER OF PARTICIPANTS</b>	Partner or group work (at least 2)
<b>CONTENT</b>	Sitting in on classes during lessons by learning partners Feedback by colleagues Entire process on the basis of informal learning
<b>CONTEXT</b>	<p>Two or more colleagues get together.</p> <p>The entire peer review process will take place in accordance with the principles of informal learning. Thus, the learning process is self-determined, which has a highly motivated and interested learning result.</p> <p>Furthermore, the process is characterized by a necessity for reflection that takes place independently of an institutionalized training processes. Also practical, an interest in direct problem solving as well as a non-hierarchical, respectful and trusting cooperation are crucial.</p> <p>Especially for the sitting in on class is to ensure that joint action on the basis of transparency, openness, trust and confidentiality regarding discussed contents and mutual respect is guaranteed.</p> <p>The sitting in on class can take place in person or by video recording. In a feedback process value freedom, objectivity, neutrality and a constructive and always benevolent behaviour are essential.</p>

### DESCRIPTION OF PROCESS

The peer review process is carried out in 8 steps:

#### **Recruiting partners**

Partner should be chosen of a similar editorial context. The process can be carried out in pairs or in a group. The rule here is that a larger number of group members has a larger and more diverse educational value, as the partners learn from each other.

#### **First preparatory meeting**

All partners discuss and formulate goals, desires and expectations of the peer review. Also rules and principles for the overall cooperation should be determined.

It has to be discussed which observation priorities and techniques (questionnaires, learning sketch, selective or open) will apply for the sitting in on class. Also indicators for monitoring are to be set.

A reflection sheet for the visited partner is prepared for the evaluation interview and an evaluation sheet for the entire procedure, which is to be filled in after the full completion of the peer review. A timetable will be set for the whole procedure.

#### **Joint creation of working documents**

The needed evaluation sheets are created in accordance with the previous agreement.

#### **Sitting in on classes**

The sitting in on classes is carried out in accordance with the agreements. The after-interview is being prepared.

#### **Role change**

If provided, the roles can be exchanged and the sitting in on class is carried out by each other's partner or group member.

#### **Evaluation**

The entire process can be evaluated. For this purpose, an evaluation form can be used, if it has been created previously.

<b>RESSOURCES NEEDED</b>	<p>The time frame is to be agreed flexibly within the group, as the peer review is organized independently.</p> <p>At least two persons are needed.</p> <p>A sufficient time for all eight steps of the peer review must be at hand.</p>
<b>EVALUATION</b>	<p><b>Goal Setting</b> The partner / group members will have the opportunity to extend their network. This is also for freelance staff.</p> <p>In educational institutions the professionalization of teaching skills and quality assurance will be contributed by peer review.</p> <p><b>Learning Outcomes:</b> The partner / group members receive due to their own motivation and commitment an intensive insight into the methods of teaching others.</p> <p>The visited partners receive valuable suggestions to improve their instructional design.</p>

*ShareIT Germany*

*Collegial Supervision*

<b>TITLE</b>	Collegial supervision after the Heilsbronner model
<b>LOCATION</b>	Hamburg, Germany
<b>ORGANISATION / INSTITUTION</b>	SBB Kompetenz GmbH, SBB Stiftung Berufliche Bildung
<b>NUMBER OF PARTICIPANTS</b>	Undecided, but at least 3

<b>CONTENT</b>	<p>Method for finding approaches to solutions in case problems          All participants take advantage from the expertise of our colleagues          Distribution of participants in group roles: Host, case explainer, advisory team</p>
<b>CONTEXT</b>	<p>The method can be applied in any professional context. It can also be performed with courses and classes.          Based on the method are equality of hierarchy, trust and mutual respect.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>The roles "host" and "advisory team" will be awarded.</p> <p>The ten steps of collegial consultation are respected. The host takes care that the individual steps are complied with. The steps may not be skipped.          Before starting each consulting sequence the roles must be reassigned. Always start with the first step          Uninterrupted, attentive listening ensures the mutual respect that is essential for the method.          The ten steps of collegial consultation after the Heilbronner model are:</p> <ul style="list-style-type: none"> <li>• Defining the host and the case</li> <li>• Recitation of the case by the case explainer</li> <li>• Set of comprehension questions on the case by the advisory team (Attention: Only questions concerning understanding information on the case are allowed)</li> <li>• Collecting ideas and impressions by the advisory team</li> <li>• Feedback of the case explainer concerning the relevance and priority of the collected ideas and impressions</li> <li>• Collecting solution proposals by the advisory team</li> <li>• Feedback of the case explainer concerning the relevance and priority of the proposed solutions</li> <li>• Exchange and discussion of uncertainties and solutions between the case explainer and the advisory team</li> <li>• During the final stage the host and the advisory team share gained experience in practice. Attention: Own experiences are not allowed to be told before step nine)</li> <li>• In the meta-round a mutual feedback is given between the respective roles and a more collegial consulting sequence is discussed</li> </ul>



<b>RESSOURCES NEEDED</b>	<p>More than 3 team members are needed. The method can be performed with up to 15 people, in case of doubt but also more.</p> <p>Each consulting sequence requires approximately 85 minutes. A longer period may overexert the participants and lead to inattention. In several cases, where appropriate, a division on several days is recommended.</p> <p>A room is required. Furthermore it has to be paid attention to a peaceful atmosphere.</p> <p>All participants must be in the same place at the same time.</p>
<b>EVALUATION</b>	<p><b>Goal Setting</b></p> <p>The case explainer comes to new solutions for his case problem. He feels supported and valued.</p> <p>All participants benefit from the experience and suggestions of the other members. The collegial consultation can be evaluated positively on the team structure</p> <p><b>Learning Outcomes</b></p> <p>All group members will receive new ideas and benefit from knowledge and experience of the other participants. The effectiveness of informal learning for the entire group is clarified.</p>

**ShareIT Germany**

**Collegial Supervision Online**

<b>TITLE</b>	ONLINE- Collegial supervision after the Heilsbronner model
<b>LOCATION</b>	Hamburg, Germany
<b>ORGANISATION / INSTITUTION</b>	SBB Kompetenz GmbH, SBB Stiftung Berufliche Bildung

<b>NUMBER OF PARTICIPANTS</b>	Maximum 7, but at least 3
<b>CONTENT</b>	<p>Method for finding approaches to solutions in case problems.</p> <p>Roles (Host, case explainer, advisory team) and rules of collegial supervision are complied with all participants take advantage from the expertise of our colleagues.</p> <p>Method takes place online and asynchronous</p>
<b>CONTEXT</b>	<p>On kokom.net users can enter a virtual meeting house. It contains various floors and rooms. Registration and use is free. Only registered users can participate in consultation processes. The virtual space has a photo gallery, a wiki-area and an archive. Participants can and work together to files and documents and present them each other. The case explainer creates the virtual meeting room, invites participants and manages documents and files.</p> <p>All participants will be informed by mail about new posts and can participate actively after registration.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>The room is set up by the case explainer who invites the participants. The roles "host" and "advisory team" will be assigned. The ten steps of collegial consultation are respected. The steps are displayed in separately and the current phase is highlighted. The host takes care that the individual steps are complied with. The steps may not be skipped. Before each consulting sequence the roles must be reassigned. Always start with the first step.</p> <p>The ten steps of collegial consultation after the Heilbronner model are:</p> <ul style="list-style-type: none"> <li>• Defining the host and the case</li> <li>• Recitation of the case by the case explainer</li> <li>• Set of comprehension questions on the case by the advisory team (Attention: Only questions concerning understanding information on the case are allowed)</li> <li>• Collecting ideas and impressions by the advisory team</li> <li>• Feedback of the case explainer concerning the relevance and priority</li> </ul>

	<p>of the collected ideas and impressions</p> <ul style="list-style-type: none"> <li>• Collecting solution proposals by the advisory team</li> <li>• Feedback of the case explainer concerning the relevance and priority of the proposed solutions</li> <li>• Exchange and discussion of uncertainties and solutions between the case explainer and the advisory team</li> <li>• During the final stage the host and the advisory team share gained experience in practice. (Attention: Own experiences are not allowed to be told before step nine)</li> </ul> <p>In the meta-round a mutual feedback is given between the respective roles and a more collegial consulting sequence is discussed</p>
<p><b>RESSOURCES NEEDED</b></p>	<p>Up to 7 participants are required. More than three participants should be available.</p> <p>A relationship of trust and confidentiality must be guaranteed.</p> <p>Each participant needs a computer with internet access</p> <p>The method is time-flexible and not fixed, as it is asynchronous.</p> <p>Physical presence of all participants is not necessary.</p> <p>Rooms are not required as all participants can take part of their respective location.</p>
<p><b>EVALUATION</b></p>	<p><b>Goal Setting:</b></p> <p>The case explainer comes to new solutions for his case problem. He feels supported and valued.</p> <p>All participants benefit from the experience and suggestions of the other members. The collegial consultation can be transferred positively on the team structure</p> <p><b>Learning Outcomes:</b></p> <p>All group members will receive new ideas and benefit from knowledge and experience of the other participants.</p> <p>The effectiveness of informal learning for the entire group is clarified.</p>

<b>RESSOURCES NEEDED</b>	<p>Up to 7 participants are required. More than three participants should be available.</p> <p>A relationship of trust and confidentiality must be guaranteed.</p> <p>Each participant needs a computer with internet access</p> <p>The method is time-flexible and not fixed, as it is asynchronous.</p> <p>Physical presence of all participants is not necessary.</p> <p>Rooms are not required as all participants can take part of their respective location.</p>
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***ShareIT Germany***

***Internal Learning Portal***

<b>TITLE</b>	Internal Learning Portal
<b>LOCATION</b>	Hamburg, Germany
<b>ORGANISATION / INSTITUTION</b>	SBB Kompetenz GmbH, SBB Stiftung Berufliche Bildung
<b>NUMBER OF PARTICIPANTS</b>	Unlimited
<b>CONTENT</b>	<p>Online platform with versatile educational content in the fields of basic education and expertise and information about the labor market</p> <p>Clear, easy to understand and well structured small units of learning topics.</p> <p>Methodological Diversity: reading, audio files, videos, interactive exercises, self-tests for independent learning</p>

<b>CONTEXT</b>	Online platform for independent, informal learning in an educational institution. Both learners and staff can use the Learning Portal to find well selected and prepared information quickly Trainers can use learning materials for their lessons
<b>DESCRIPTION OF PROCESS</b>	Visit of the learning portal Browsing and specifically looking for information Work out and learn short units independently Jobs and apply information research
<b>RESSOURCES NEEDED</b>	Sufficient number of computers with Internet access • Server, Software, Staff and time for the collection and treatment of learning topics and data maintenance.
<b>EVALUATION</b>	<b>Goal Setting</b>  Learners and employees always have the ability to reach well-prepared information and learning materials quickly and to acquire the content.

***ShareIT Germany***

***Professional Diary***

<b>TITLE</b>	Professional Diary
<b>LOCATION</b>	Hamburg, Germany

<b>ORGANISATION / INSTITUTION</b>	SBB Kompetenz GmbH, SBB Stiftung Berufliche Bildung
<b>NUMBER OF PARTICIPANTS</b>	1
<b>CONTENT</b>	<p>Subjective, honest assessment of own impressions. Information and arrangements can be recorded.</p> <p>Highly versatile possibilities of using the diary as an analogue or digital diary. In the analogue form texts, pictures and drawings can be used in the digital variant files can also be imported. In addition, the digital diary is subsequently easier to edit.</p> <p>Attention: The focus should always be on the honest recording of subjective impressions and thoughts.</p> <p>Personal impressions can be recorded, how the course of an event was perceived, if the own objectives were achieved and finally the own actions can be reflected.</p>
<b>CONTEXT</b>	<p>Keeping a professional diary may be useful in any career field, at any position and at any learning context.</p> <p>Many margin information, small arrangements and own impressions are lost with time, so that by using a diary a good remembrance and reflection aid is formed for each field.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>A professional diary should be kept regularly, such as daily or weekly. Depending on the individual context and meaning all types of information and impressions may be recorded and all types of materials can be added.</p> <p>It should be ensured that the focus of the diary is always on the subjective impressions and honesty of the author who wrote the diary by himself.</p>

<b>RESSOURCES NEEDED</b>	<p>A regularly targeted, self-selected period of time has to be spent, that is however flexibly selectable.</p> <p>Optionally a notebook or a computer with Office or a diary software is required. Major programs are for example toolittle, RedNotebook or Daria.</p>
<b>EVALUATION</b>	<p><b>Goal Setting</b> Information and impressions are recorded. It is very honest in his diary, what the author pays attention to in his professional context.</p> <p><b>Learning Outcomes</b> The memory and the self-reflection are supported. Entries can help to structure themes.</p>

**ShareIT Switzerland**

**After Action Review (AAR)**

<b>TITLE</b>	After Action Review AAR
<b>LOCATION</b>	Switzerland
<b>ORGANISATION / INSTITUTION</b>	The AAR is used by many organizations in the field of adult education.
<b>TARGET GROUP/ NUMBER OF PARTICIPANTS</b>	The target group of AAR is a group of trainers or decision-makers wanting to exchange and reflect on a finished process.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>An after action review (AAR) is a structured review or de-brief process for analyzing <i>what</i> happened, <i>why</i> it happened, and <i>how</i> it can be done better by the participants and those responsible for the project or event. After action reviews in the formal sense were originally developed by the U.S. Army.</p> <p>AAR</p> <ul style="list-style-type: none"> <li>• helps to reflect a process in order to formulate potentials for the future</li> </ul>

	<ul style="list-style-type: none"> <li>• promotes openness, tolerance and the willingness to learn of a group</li> <li>• doesn't focus on problems but reveals mistakes and success factors of a problem to everyone in the group</li> <li>• allows exchange based in the workspace or in practice</li> </ul>
<b>CONTEXT</b>	An AAR helps analyzing a process or a project.
<b>DESCRIPTION OF PROCESS</b>	<p>Definition of intended situation, goals.</p> <p>Reflection of (chronological) process and actual state: Reflection on actions, expectations and emotions</p> <p>Target-performance comparison. Which elements led to success/failure? Definition of lessons learned, potentials</p> <div style="text-align: center;"> <pre> graph TD     A[1. What was supposed to happen?] --&gt; D((4. What can we learn?))     B[2. What did actually happen?] --&gt; D     C[3. Why were there differences?] --&gt; D         </pre> </div>
<b>RESSOURCES NEEDED</b>	<p>Depending on the level of formality, there is visual support needed.</p> <p>An AAR can be carried out in 30 minutes or take up to several hours depending on its level of formality.</p>
<b>EVALUATION</b>	Allows a target-performance comparison, which helps to evaluate a process



**ShareIT Switzerland**

**Writing Journal**

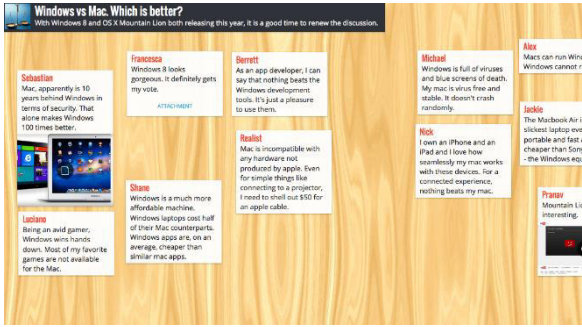
<b>TITLE</b>	Writing journal
<b>LOCATION</b>	Switzerland
<b>ORGANISATION / INSTITUTION</b>	The writing journal is a common method used by many individuals in the field of adult education and beyond.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group is any individual wanting to reflect on a learning process.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>A writing journal is a diary that allows gathering ideas and getting rid of stressful thoughts. The person can write down her/his thoughts anytime and use the diary for the exchange with colleagues, for example.</p> <p>Learning outcomes of the method are: self-reflection, reflection of a learning process, liberation of thoughts, giving room to creativity and ideas.</p>
<b>CONTEXT</b>	A writing journal can be used by any person anytime on the media (on paper or virtually) she/he likes.
<b>DESCRIPTION OF PROCESS</b>	<p>One option of a writing journal are the morning pages. Every morning, when the mind is still free of stressful thoughts, the person writes down what pops up in her/his mind. This helps to come up with new thoughts and be creative.</p> <p>Another option to use a writing journal is to write down thoughts that are bothering without thinking about it too much. This serves as a liberation of (unconscious) thoughts and reflect on them but can also be used to look back on the issues that were bothering and analyze the learning process.</p> <p>This archive of thoughts can also be an interesting basis for the discussion with colleagues</p>
<b>RESSOURCES NEEDED</b>	<p>The writing journal can be realized either on paper or virtually.</p> <p>With little investment in time, for example 5 minutes every morning or 30</p>

	minutes every week, the results are already rewarding.
<b>EVALUATION</b>	A writing journal is a very good tool to evaluate a personal learning process. By looking back in the entries there's often an evolution of thoughts, ideas and attitudes visible. This overview promotes self-reflection and further development of personal and professional skills.

**ShareIT Switzerland**

**Padlet.com**

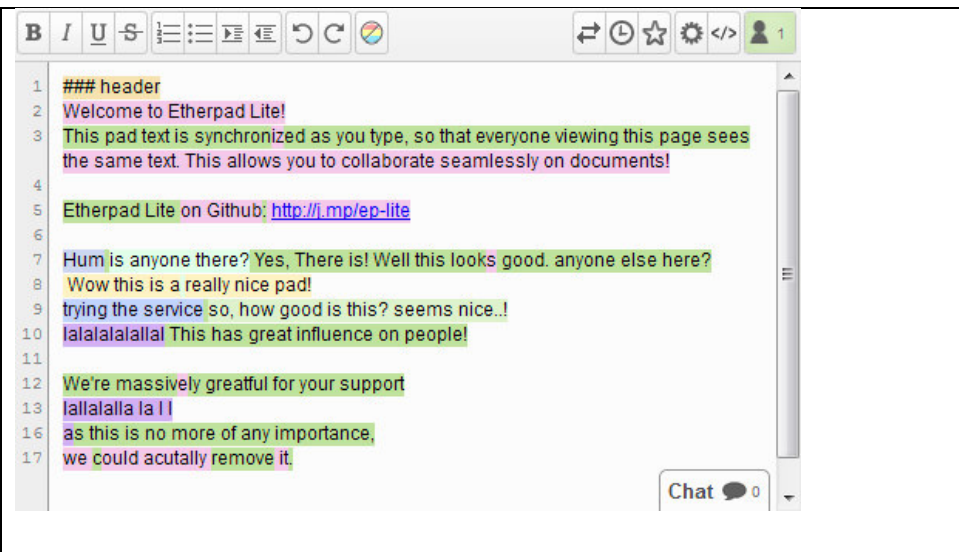
<b>TITLE</b>	Padlet.com – virtual wall to post notes and media
<b>LOCATION</b>	Switzerland
<b>ORGANISATION / INSTITUTION</b>	padlet.com is used by many organizations in the field of adult education and beyond.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group could be trainers collaborating regularly or in a specific project wanting to share their thoughts.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>Padlet.com is a virtual wall to post notes and multimedia. It allows instant and multimedia online collaboration and exchange.</p> <p>This tool can be used in many different ways. It is very useful for effective and instant collaboration on a specific subject. But also it can be used for informal long-term exchange of colleagues for example.</p> <p>The wall can be easily deleted after a short-term exchange or kept for a long period of time. Moreover, it can be used in a very flexible way with little graphic and organizational limits.</p> <p>Learning outcomes of the method are: peer counselling, developing skills in using virtual platforms as tools for professional exchange.</p>
<b>CONTEXT</b>	Padlet is an international online platform that is available in various languages.
<b>DESCRIPTION OF</b>	If trainers want to exchange themselves on a Padlet they proceed the following

<p><b>PROCESS</b></p>	<p>way:</p> <p>One person creates a new wall.          This person invites his colleagues by sharing a link by e-mail or social media.          All the users can post notes and multimedia on the wall.          All users can comment on these posts.</p> <ul style="list-style-type: none"> <li>• The interaction is virtual and in real time.</li> <li>• The wall can be embedded on other websites, for example the company website.</li> <li>• No login is required.</li> </ul> 
<p><b>RESSOURCES NEEDED</b></p>	<p>The user needs a computer or a mobile device to access the internet.          Padlet is free.</p> <p>There are paying options for companies, which wish more control of functions and design, privacy and capacity.</p>
<p><b>EVALUATION</b></p>	<p>The whole interaction on Padlet can be exported and shared.</p> <p>A discussion on a certain topic can be exported in various formats and shared by e-mail or social media. This allows evaluating the discussion afterwards.</p>

**ShareIT Switzerland**

**Etherpad.org**

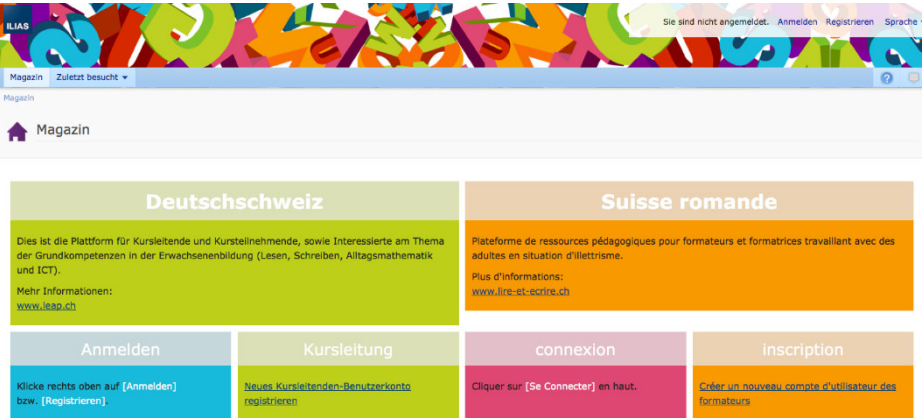
<b>TITLE</b>	etherpad.org
<b>LOCATION</b>	Switzerland
<b>ORGANISATION / INSTITUTION</b>	Used by many organizations in the field of adult education and various other fields in order to collaborate.
<b>TARGET GROUP / NUMBER OF PARTICIPANTS</b>	The target group could be trainers collaborating regularly or in a specific project wanting to work on common documents or developing a new project together.
<b>CONTENT / LEARNING OUTCOMES</b>	Etherpad is a highly customizable Open Source online editor providing collaborative editing in really real-time. This online tool can help a team to work on a text simultaneously and therefore simplify collaboration.
<b>CONTEXT</b>	Etherpad is an international online tool that is available in different languages.
<b>DESCRIPTION OF PROCESS</b>	<p>To work with Etherpad, you proceed as follows:</p> <p>An administrator creates a pad online  The administrator invites/shares with people the pad via social media or e-mail  The participants can now post a text and discuss it virtually</p> <p>Etherpad's characteristics are:</p> <p>Text is automatically synchronized  Interact virtually in real time  Can be embedded on other websites  No login is required</p>

	
<p><b>RESSOURCES NEEDED</b></p>	<p>The user needs a computer or a mobile device to access the internet. Etherpad is free.</p>
<p><b>EVALUATION</b></p>	<p>The whole interaction on Etherpad can be exported and shared.</p> <p>A discussion on a certain topic can be exported in various formats and shared by e-mail or social media. This allows evaluating the discussion afterwards.</p>

**ShareIT Switzerland**

**ilias.ch**

<p><b>TITLE</b></p>	<p>ilias.ch</p>
<p><b>LOCATION</b></p>	<p>Switzerland</p>
<p><b>ORGANISATION / INSTITUTION</b></p>	<p>Various education providers all over Switzerland and Germany use the ILIAS e-learning system.</p> <p>Swiss examples of its use are the Swiss Numeracy Network (Netzwerk Alltagsmathematik, <a href="http://www.netzwerk-alltagsmathematik.ch">www.netzwerk-alltagsmathematik.ch</a>) or LEAP («Literalität in Alltag und Beruf LAB», <a href="http://www.leap.ch">www.leap.ch</a>)</p>

<b>TARGET GROUP/ NUMBER OF PARTICIPANTS</b>	It's either trainers and other actors involved exchanging material or opinions. Or it can be used as an e-learning platform with students.
<b>CONTENT / LEARNING OUTCOMES</b>	<p>ILIAS is similar to Moodle and can be either used as an e-learning platform or a platform for exchange of didactical resources or opinions between trainers.</p> <p>Users of the platform need to register in order to access the database. Once registered they can up- and download materials, post events or create their own learning environment.</p>
<b>CONTEXT</b>	ILIAS is originally an open source e-learning system and is now used by various education providers.
<b>DESCRIPTION OF PROCESS</b>	<p>Users can register and:</p> <ul style="list-style-type: none"> <li>Browse, up- and download digital resources</li> <li>Take part and initiate discussion</li> <li>Create courses and administrate an e-learning system</li> <li>Create events and invite participants</li> <li>Invite new users</li> </ul> 
<b>RESSOURCES NEEDED</b>	<p>Little time to set up platform</p> <p>Money: free</p> <p>Competences:</p> <ul style="list-style-type: none"> <li>• administrator: technical knowledge of using platform</li> <li>• users: use of computer</li> </ul>

<b>EVALUATION</b>	The platform helps to exchange knowledge and resources and reflect on materials.
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**ShareIT Poland**

**Goldenline**

<b>TITLE</b>	Ongoing contact and exchange of best practice in internet thematic groups and forums of trainers - Goldenline (portal for professionals on education and human resources management)
<b>LOCATION</b>	<i>Poland</i>
<b>ORGANISATION / INSTITUTION</b>	The practice is not institutionalized. It is organized upon open thematic groups on Internet portal
<b>NUMBER OF PARTICIPANTS</b>	Open groups, everyone interested could join and collaborate.
<b>CONTENT</b>	<p>Peer exchange via Internet portal. It is process of constant learning and exchange of information. Social media can facilitate cost- and time-effective professional exchange. Portals such as Goldenline enable informal professionalization through different methods: mutual counselling and peer learning, giving feedback. Networking and informal exchange on the portal is based on the thematic groups. Participants develop communication skills at forums and during discussions between trainers on their didactic practice and ways of solving problems. Users gain practical information about current recruitments of trainers (job possibilities) and information on training possibilities.</p> <p>Learning outcomes of the method are: setting the network of professional contacts, peer counselling, developing skills in using social media as tools for professional exchange.</p>
<b>CONTEXT</b>	Goldenline is the biggest portal for professionals in Poland. It is a social media portal where trainers and other professionals can establish user accounts for networking, exchange of information and job searching. It gives the possibility of informal online exchange within thematic groups. It could be used by trainers and teachers in basic skills, all interested in training and self-development.

<b>DESCRIPTION OF PROCESS</b>	<p>The process is based on informal online exchange with other users. Users establish user accounts and log into the portal. There is possibility to join different thematic groups, e.g. Young trainers. Within the thematic groups, users start discussions on different topics (training possibilities, effective didactic methods etc.). Users establish accounts presenting their professional experience – portfolio (educational background, work experience, interests). The collaboration and professional exchange may concentrate on:</p> <ul style="list-style-type: none"> <li>• - Discussions between trainers on their didactic practice and ways of solving problems</li> <li>• Exchanging of information of current recruitments of trainers (job possibilities)</li> <li>• - Sharing information on training possibilities</li> </ul>
<b>RESSOURCES NEEDED</b>	<p>The method is time- and cost-effective. It requires access to Internet and basic skills in use of ICT: exchange through discussions on forum, following hyperlinks to search for information. Through the cooperation network of contact could be established.</p>
<b>EVALUATION</b>	<p>This tool could be evaluated by different means. It provides opportunity to exchange views, to find new training and job possibilities, to network with other trainers. Social media provide possibility to cooperate on different levels. It enables to maintain ongoing contact with other trainers and professionals in the field of education regardless of distance.</p>

***ShareIT Poland***

***Public Presentations***

<b>TITLE</b>	Delivering public presentations on a given topic / practicing techniques and analysing presentation
<b>LOCATION</b>	<i>Poland</i>
<b>ORGANISATION / INSTITUTION</b>	Toastmasters International. Branch of the Association in Lodz. Informal exchange in a group of members



<b>NUMBER OF PARTICIPANTS</b>	Group of people. It depends on the topic of the presentations and availability of time.
<b>CONTENT</b>	Participation in the activities enables to develop soft skills, especially public presentation. The presentations on a given topic are occasion to exchange of practical information on communication skills. During the discussions participants are analysing the presentations with focus on continuous improvement. Toastmasters also constitute a network of trainers and professional from different fields that organize training events, presentations, leadership trainings. Such meetings are occasion to gain contacts and learn one from another.
<b>CONTEXT</b>	Toastmasters International is a non-profit educational organization that operates clubs worldwide for the purpose of helping members to improve their communication, public speaking, and leadership skills. Such skills are also valuable for the professional development of basic skills trainers. The practice is applied with the group of members of Toastmasters International, Branch in Lodz. Members meet on regular basis. They organize different kinds of trainings and events that help people to deliver public presentations and to develop communication and leadership skills. It could be useful for trainers and teachers and all people interested in developing their skills in public presentations who want to become trainers in future.
<b>DESCRIPTION OF PROCESS</b>	The practice is based on the membership in association and regular participation in meetings organized by Toastmasters. Each month meetings are organized and presentations are delivered on a given topic (known beforehand). Participants prepare presentation and deliver them to the public. After the presentations members discuss and analyse the presentations with focus on continuous improvement. Different events to develop skills are also organized.
<b>RESSOURCES NEEDED</b>	Participation requires devoting time for regular meetings of the group. Basic presentation skills are also required: delivering presentation to groups of people, discussions with peers.
<b>EVALUATION</b>	The method is evaluated by face to face discussions. Feedback provided by peers on performance of colleagues. The evaluation is very important part of this method of professional exchange. During the discussions peers reveal opinions on the presentations. The learning outcomes are: better self-awareness, informal professional exchange, better communication skills,

	leadership skills.
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**ShareIT Poland**

**Self Training**

<b>TITLE</b>	Self-training on the basis of tutorials, webcasts and best practice available online (for example on Youtube)
<b>LOCATION</b>	Poland
<b>ORGANISATION / INSTITUTION</b>	Non-institutionalised method of informal learning and exchange.
<b>NUMBER OF PARTICIPANTS</b>	Global range, all users of Internet
<b>CONTENT</b>	<p>The range of competences that could be developed by this method is very broad. It could be personal competences, social competences, soft skills or professional knowledge. It is based on the observation of peers and discussion.</p> <p>There are different channels presenting various aspects of training, from planning and analysing the needs of the trainers, to techniques of delivering of classes. There is broad range of formats: materials are presented as webcasts (streaming) with possibility to interact live with the tutor, films uploaded into Youtube where viewers could submit their comments, multimedia presentations uploaded online (e.g. Prezi). It provides the possibility to establish contact and networking with people from abroad.</p> <p>Learning outcomes of the training on the basis of such practice include:</p> <p>Implementation of new techniques into training practice, gaining new approach towards learners and learning process, exchanging views with other trainers and teachers in basic skills.</p>
<b>CONTEXT</b>	This way of exchange is very informal. It is not limited to trainers in basic skills but directed to everybody interested in particular topic. So the possibility of exchange is wider and not limited to restricted group of people. As the educational resources are available online it is flexible method: time and

	<p>distance are not limiting the use.</p>
<p><b>DESCRIPTION OF PROCESS</b></p>	<p>The process is very informal. There are several elements that may be included:</p> <ul style="list-style-type: none"> <li>Observation how others deliver trainings</li> <li>Gaining practical skills and knowledge on delivering trainings</li> <li>Enriching the methodologies with new exercises and techniques</li> <li>Networking with other trainers: establishing contacts to other trainers, discussing and online evaluation of didactic methods.</li> </ul> <p>The elements of the process may appear in different order. Some of them may not be applicable if trainers are not interested in particular cases.</p>
<p><b>RESSOURCES NEEDED</b></p>	<p>This way of exchange requires basic skills on use of ICT and access to Internet. Time is needed for observation, discussions, networking. In terms of financial resources is the most available way of exchanging. It is also the most comfortable for people who have other obligations and are not able to attend traditional methods based on face to face contact.</p> <p>Such a method of informal and co-operative professionalization enables to get in touch with people from abroad where physical contact is not possible. Such a way of networking and informal exchange of professionals with possibility to collaborate on online platform would be good and efficient tool for professional exchange on a transnational level.</p>
<p><b>EVALUATION</b></p>	<p>This method is usually evaluated on the informal basis. Tutorials and other films downloaded on internet portal (such as Youtube) are commented by the users, while during webcasts it is possible to provide feedback and interact in the real time.</p> <p>Trainers expressed they can use the Internet educational resources regardless of time and location. This flexibility is a big advantage for people having a lot of obligations and limited time for regular training and self-development.</p>

**ShareIT Poland**

**Training Needs Analysis**

<b>TITLE</b>	Developing skills in training needs analysis of beneficiaries
<b>LOCATION</b>	Poland
<b>ORGANISATION / INSTITUTION</b>	Non-institutionalised, standardised within the training companies
<b>NUMBER OF PARTICIPANTS</b>	Minimum 2 participants (trainer, person from HR department)
<b>CONTENT</b>	<p>This kind of informal exchange enables trainers in basic skills to develop evaluation techniques and methods of analysis of training needs. Trainers that are able to analyse the training needs of their beneficiaries can adjust the programmes of the trainings to meet the expectations of participants in order to guarantee satisfaction. This method is based on peer counselling and internal collaboration within the companies.</p> <p>After completed practice trainers gain new perspective of the training process. They are acknowledged to the evaluation techniques and methods of training needs analysis. It strengthens the teams and helps to provide good quality of services.</p>
<b>CONTEXT</b>	<p>This practice is applied within training institutions. It requires collaboration between trainers in basic skills and HR specialists. Trainers highlighted the need to adjust the training to needs of particular groups of beneficiaries, taking account different circumstances (cultural background, age, education level) and training aims.</p> <p>Trainers on basic skills often do not know much about their beneficiaries before the training starts. Then, during the training time is required to assess the level of knowledge or particular needs of beneficiaries. If time is allocated to analyse the needs of beneficiaries before the start, trainers can modify the approach towards learning process.</p> <p>It is also important for the trainer to assess the learning outcomes after the</p>

	end of the training. If the trainer has knowledge on the tools and methodology of evaluation he/she can apply it in his work and develop his methods continuously.
<b>DESCRIPTION OF PROCESS</b>	The process is based on the cooperation between the trainers and HR departments. The practice of training institutions requires initial training needs analysis of participants of courses prior to the training process. Such analysis could be performed jointly by staff responsible for recruitment and trainers. It is especially important when tailor-made courses are introduced for closed groups of people (e.g. employees of one enterprise).
<b>RESSOURCES NEEDED</b>	This method requires good communication and collaboration between HR department (persons in charge of training needs analysis/recruitment and trainers). From the side of trainers basic knowledge on evaluation techniques and tools is required. Trainers highlighted that sometimes there is lack of understanding of the management of the training institutions how important close cooperation between training and recruiting staff.
<b>EVALUATION</b>	The method could be evaluated by different means. It could be discussed between the members of the team. There could be also quantitative measures, analysis of the satisfaction of the participants of the trainings. The learning outcomes of the trainers involved are: better knowledge of evaluation techniques, developing practical skills in analysing training needs of beneficiaries.

***ShareIT Poland***

***Trainer's Handbook and trenergo.pl***

<b>TITLE</b>	Trainer's Handbook („Podręcznik trenera”) and portal for trainers trenergo.pl
<b>LOCATION</b>	<i>Poland</i>
<b>ORGANISATION / INSTITUTION</b>	Non-institutionalised cooperation. Developed by Obserwatorium Zarządzania within the project entitled Good NGO Trainer

<b>NUMBER OF PARTICIPANTS</b>	Non-applicable
<b>CONTENT</b>	<p>trenerngo.pl is a portal for trainers where they can find practical information and educational resources. Portal contains many educational resources: multimedia and videos on different aspects of delivering the trainings. Forum with access limited to registered users was also established. It is a place where trainers can exchange views and knowledge. The portal also contains section with links to other organizations associating trainers where useful information could be found.</p> <p>One of the most useful resources are results that are available on the portal is the Trainer's Handbook that provides trainers with practical information how to deliver trainings to ensure good quality. It gives tips how to plan the events and how communicate with beneficiaries to catch their attention and avoid conflicts in group. This Handbook focuses on several aspects of working with groups of people. It provides information how to give feedback to participants and how important it is in the learning process. Trainers could also benefit from practical methods of organization and planning of training: analysing the training needs of the beneficiaries, developing the plan and schedule of the training.</p> <p>The learning outcomes of the process depend on the commitment of the person (trainer) who implements the techniques presented in the guidebook. The outcomes include the following areas: - interpersonal communication, - personal and professional development of the trainer, - management of the process in group, - organization and planning of trainings, - public presentations.</p>
<b>CONTEXT</b>	<p>The portal <a href="http://trenerngo.pl">trenerngo.pl</a> was developed within the framework of a project entitled Good NGO Trainer (Dobry Trener NGO) co-financed by the EEA Grants. This portal and materials are addresses to trainers and teachers, especially those from NGOs working with adult beneficiaries.</p>
<b>DESCRIPTION OF PROCESS</b>	<p>The process is based on self-training. It could be also used by trainers of trainers to facilitate the learning process. The portal contains a lot of useful information in different formats: videos to watch, documents and reports to upload and read. It also includes forum for trainers to exchange views. One of the results of the project is the Trainers' Handbook which provides trainers with practical tips how to deliver trainings: how to provide feedback, how to</p>

	catch the attention of the group etc. It is divided into five chapters: Interpersonal communication, Personal and professional development of the trainer, Management of the process in group, Organization and planning of trainings, Public presentations.
<b>RESSOURCES NEEDED</b>	Basic IT knowledge and skills are required. Application of these methods and products requires possibility of testing it with groups of beneficiaries. It could be implemented in different types of settings and with different beneficiaries.
<b>EVALUATION</b>	The process could be evaluated by different means. Trainers could discuss on the forum. As this is teaching material for self-training it can be used regardless of time and location.



**The Partners:**

Glasgow Clyde College (Glasgow)

36,6 Competence Centre (Lodz)

Stiftung Berufliche Bildung (Hamburg)

Swiss Federation for Adult Learning (Zürich)

Inspire - Verein für Bildung und Management (Graz)



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