



On April 1 and 2, 2019 in Silistra the following workshop has been held: *'1000 Interactive Exercises for Professional Communication with Paper Version Option'*.

On Bulgarian part Partner on the Project is the *Association of Women from the Danube-Silistra Region*, working with partners from 6 countries - Luxembourg, France, Germany, Bulgaria, Lithuania and Latvia, representatives of various educational institutions, university lecturers with experience in creating stuff for learning foreign language and integration in a foreign language environment, specialists with proven competencies in the social integration of young people.

The Project is being developed under the *Erasmus + Program*. It is a *European Program for Education, Training, Youth and Sport* and has a period of operation until 2020. It is based on an integrated approach that ensures effective interaction between all sectors in the fields of education, training, youth and sport. *The Erasmus + Program* supports activities in the fields of: *school education, higher education, vocational education and training, adult education, youth*. This Project is being developed under *Key Activity 2: Cooperation for Innovations and Exchange of Best Practices for the Realization of the Overall Goal of the End Product, aimed at successful Professional Communication in favor of Support for Integration on the Labor Market*.

This Project directly focuses on three key competences for lifelong learning defined by the European Framework, namely: mother language communication, foreign language skills as well as basic digital skills. The tool is primarily directed to professional communication, but it is obvious that there is a very wide intersection of common goals between brief and professional communication. The Project aims at offering a tool for young people in a period of training or professional integration, dual training to develop communication skills that go beyond common language skills.

The previous instrument – *'900 Exercises for Vocational Communication'* - developed by several of the current partners, is now widely used by teachers and trainers in vocational training, including in the field of training of disabled people. Certain parts of it are included in vocational training courses and even published in books. But formal vocational training programs are usually too technical and limited to spelling and grammar. At the same time in many countries the formal communication programs already include communication, the ability to communicate fully as a new competence, the acquisition of which is of particular importance especially for drop-outs and those with certain difficulties in acquiring knowledge and skills.

At the same time it is particularly important attractive and efficient pedagogical tools to be provided for trainees. This is precisely the purpose of this Project. It complements and enriches the previous *'900 Exercises for Vocational Communication'* which have offered

paper-based exercises. 100 new interactive exercises have been added. In this way mathematical skills are also included in the pedagogical tool for critical use of technology and the use of the rules of meaningful communication.

In the Pedagogical Tool developed by the Project '1000 Interactive Exercises for Vocational Communication with a Paper Version Option' developed in French, German, English, Bulgarian, Latvian and Lithuanian, almost a third of the exercises can be offered to young people with very short language skills. All exercises will be available on the Internet site at <https://www.euro-cordiale.lu/>, where other interesting pedagogical tools can also be found in Bulgarian.

The tool is based on a network of 6 skill types:

A: Oral communication

B: Information / Documentation

C: Understanding a message

D: Making a written message

E: Evaluating a message

F: Virtual communication techniques

These skills are divided into 136 operational objectives directly related to the skills needed in a vocational environment divided into three levels of difficulty. The proposed input level for the tool enables individualized learning, and the 'baseline' allows assessment of progress. The Lifelong Learning Module introduces teachers and trainers into the tool.

The idea is for an ever-wider range of young people to have the opportunity to be trained in adequate vocational communication by gaining insight into the parameters of this communication in the modern world and independently to represent themselves and their own competences to employers in the country and abroad.

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