SYNTHESES REPORT

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Project Title: Innovation and good practices exchange through adaptation and testing of Suggestopedia as a highly effective teaching method

Beneficiary Organization: Technical Training Bulgaria Ltd

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Table of Contents

PROJECT SUMMARY **3**

CONTEXT OF THE SUGGESTOPEDIC FRAMEWORK FOR DEVELOPING TRAINING COURSES AND MATERIALS **8**

Introduction to Suggestopedia 8

Key features of Suggestopedia: 8

SWAT Analysis of the internal and external issues 10

Good practices observed in the partner countries regarding the Basic skills adult education 12

Project Partner 1: BULGARIA 12

Project Partner 2: CYPRUS 13

Project Partner 3: FRANCE 14

Project Partner 4: ITALY: 15

Main similarities and synergies between the Suggestopedia system and the approaches applied within project partner countries 17

SCUOLA CENTRALE FORMAZIONE (SCF) 17

MEDIALYS / ALPES 17

TECHNICAL TRAINING LARNACA 18

LEARNER AND LEARNING NEEDS OF PARTNER INSTITUTIONS 18

CONCLUSION AND RECOMMENDATIONS 20

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PROJECT SUMMARY

Basic skills (literacy, numeracy, science, technology, English as a second language) are the foundation for further learning and are a gateway to employment and social inclusion, according Europe 2020 - the EU's strategic growth strategy. A key factor for achieving smart, sustainable, and inclusive growth is to implement policies, programmes and projects aimed at raising attainment levels and improving attitudes, with a particular emphasis on low-achievers. A special focus is needed to the achievements of adult learners and to their need of adaptation to the dynamic needs of the labor market and social inclusion.

One of the main objectives of the project “Innovation and good practices exchange through adaptation and testing of Suggestopedia as a highly effective teaching method” – IGETADAPT is to respond to the needs of adult learners of short-term and effective method for acquiring knowledge and skills contributing to their professional realization regardless of the field of career.

The project IGETADAPT is based on transfer of the "Suggestopedia" educational system and its adaptation to the methodologies used in trainings and education on Basic skills for adults.

Project’s idea is based on Suggestopedia’s principles – a combination of pedagogy and psychology. The system helps trainees for efficient learning in a positive and spontaneous way, without stress or fatigue, through mental relaxation and concentration unstressed and with the help of art.

The innovation within the project consists in the adaptation of the Suggestopetia system to the methodologies for Basic skills trainings. The Suggestopedia system is mostly used for foreign language education but in the last 5 years the methodology is applied experimentally and with high level of success in Bulgaria also for trainings and education on literacy and numeracy. With this project the system of Suggestopedia will serve as a basis for development of innovative methodology for Basic skills education of adults.

IGETADAPT project will have a direct impact on the local communities that benefit from the project but it will also have an indirect impact at national and European level by developing and promoting an innovative effective system for Basic skills adult learning.

In fact, people don't mastering the basic skills can benefit from project's tools which will help them to access further education and labor market - the level of unemployment in these communities could decrease because of the increase in the level of skills.

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IGETADAPT project was implemented transnationally, in partnership with T.T. Technical Training Centre Larnaca - Cyprus, Medialys – France, Scuola Centrale Formazione – Italy and Chamber of Commerce and Industry of Kyustendil – Bulgaria.

Target group - the identified project target groups are low-skilled adult people with basic training needs. The main objective of the trainings organized by the institutions is to provide a qualification for a specific basic training – e.g. foreign languages (English predominantly), IT courses, assistance courses, marketing and so on.

The main interested parties, who can benefit from Suggestopedia adaptation and implementation into their educational and training activities, are:

- ✓ Students, Trainees and particularly project target groups;
- ✓ Ministries of Education and other educational institutions;
- ✓ School administrations;
- ✓ University administrations;
- ✓ Vocational Training Centers and other learning organizations;
- ✓ Teachers, Lecturers and Trainers;
- ✓ Parents;
- ✓ Society;
- ✓ Business.

Under the project, following main outputs were achieved:

1. *COMMON METHODOLOGICAL FRAMEWORK*

Experts and methodologists from each project partner studied and compared the Suggestopedia educational system to the applied in each country methodologies for Basic skills adult education, in order to analyze the synergy between the approaches. A study of the good practices in each partner was carried out and partners identified the strengths and commons in partner's educational methods.

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As a result, Common Methodological Framework was elaborated, containing information on observed target group needs in each country, similarities and strengths in each partner's methodologies, national and international context of the methodology and practical information on how to apply Suggestopedia's principles and how to adapt them into different training courses and programs.

2. *BASIC SKILLS SUGGESTOPEDIA TOOLS (BSS TOOLS)*

Three of the project partners - Technical Training Center Larnaca CY, Medialys FR and SCF IT developed their CURRICULA (learning framework and learning materials) according to their target groups. For the development of the tools partners use as a basis the developed Common Methodological framework. The principles and the philosophy of the Suggestopedia System were adapted by each partner, according to the local context and specific needs of their target groups. The developed tool includes adapted pedagogical materials.

As a result, each foreign partner developed its CURRICULA as follow: Oral English course for low-skilled people in Cyprus, Key skills - Re-learning of basic knowledge in France and "SOCIO-SANITARY CAREWORKER", Module: "Creation of Relationship through Help" in Italy.

3. *FINAL REPORT*

Under the final stage of the project, was elaborated and printed Common Methodological Framework - the Guide, as well as was elaborated USB multimedia presentation of Common Methodological Tool.

Other project results:

- ✓ the project consortium set up project team, consist of project coordinator from each partner and administrative staff;
- ✓ assignment of tasks within partner organizations;
- ✓ conclusion of partnership agreements;
- ✓ setting up of financial management rules, observing the financial rules of Erasmus+ funded projects;
- ✓ implemented 4 transnational project meetings – one kick-off meeting in Bulgaria in the period 15-16 December 2015, second TPM in Cyprus in the period 13-14 October 2016, third project meeting in Italy on 26.10.2017 and forth project meeting in France in the period 02-03 July 2018;

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- ✓ Exchanged good practices
- ✓ Developed questionnaires Target group needs and filled by representatives of the defined target group in each country. On the basis of the collected information, target group needs in the field of Basic skills adult education were identified
- ✓ Developed questionnaire partner's training experience, which were filled by each partner. On the basis of the collected information, similarities and strengths in each partner's methodologies were identified
- ✓ Developed analysis of national and international context of the methodology
- ✓ Developed IGETADAPT web site - http://igetadapt.org/, containing all project's results, analysis, reports and useful information
- ✓ Organized and implemented 3 Multiplier events: First was organized in Sofia on 27th April 2017 on the thematic "Suggestopedia system in Basic skills adult education". Second one was organized in Italy on 27.10.2017 on the thematic "Migrant alphabet". The third event were organized in France on 03.07.2018 on the thematic "Mastering basic skills and social inclusion". Each event was visited by local and foreigner guests, including representatives from institutions, related with projects thematic.
- ✓ Organized and conducted 5 day short-term training in Bulgaria for 9 trainers from each project partner (IT, FR and CY) in the period 05-09 December 2016. During the event, each participant was trained on how to implement and adapt a training course to the Suggestopedia's basic principles.
- ✓ Developed syntheses report
- ✓ Designed and printed 500 English copies of Common Methodological Framework - the Guide. The book was disseminated among stakeholders and will serve as a basis for further development of educational programmes and application of the Suggestopedia system in other fields of adult education
- ✓ Organized final press conference and round table with stakeholders in Bulgaria
- ✓ Elaborated and disseminated USB multimedia presentation of Common Methodological Tool
- ✓ Developed and disseminated 3 project newsletters among partner's internal and external network;

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The long-term impact of the project are created and strengthened partnership relations between all project partners, as a basis for future development and implementation of common projects in the field of education and training. Additional, according to the positive feedback, which all partners received from other national and foreign partners, the Suggestopedia methodology has created high interest and it is obvious that it has a lot of unexplored potentialities for the adult education (especially with vulnerable target groups). In this regard, the project will serve as a basis for future prolongation of its activities for creation and implementation of new training methodologies for vulnerable target groups (migrants, low-skilled people, etc.).

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CONTEXT OF THE SUGGESTOPEDIC FRAMEWORK FOR DEVELOPING TRAINING COURSES AND MATERIALS

Introduction to Suggestopedia

Suggestopedia is a teaching method based on the power of suggestion in learning; the notion being that positive suggestion makes the learner more receptive and, in turn, stimulates learning. Dr. Lozanov holds that a relaxed but focused state is the optimum state for learning. To create this relaxed state in the learner and to promote positive suggestion, Suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Music is central to the approach, as well.

The prime objective of Suggestopedia in foreign language teaching is to release most of students' unused physiological capacity to learn, to accelerate the process by which they learn to understand and use the target language for communication. Four factors considered essential in this process were the provision of a relaxed and comfortable learning environment, the use of soft Baroque music to help increase alpha brain waves and decrease blood pressure and heart rate (i.e. to increase relaxation), "desuggestion" in terms of the psychophysiological barriers learners place on their own learning potential, and "suggestibility" through the encouragement of learners assuming "child-like" and/or new roles and names in the target language.

Key features of Suggestopedia:

1. Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.
2. "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.
3. The teacher assumes a role of complete authority and control in the classroom.
4. Self-perceived and psychological barriers to learners' potential to learn are "desuggested".

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5. Students are encouraged to be child-like, take “mental trips with the teacher” and assume new roles and names in the target language in order to become more “suggestible”.
6. Baroque music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson.
7. Students work from lengthy dialogs in the target language, with an accompanying translation into the students’ native language.
8. Errors are tolerated, the emphasis being on content and not structure. Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.
9. Homework is limited to students re-reading the dialog they are studying – once before they go to sleep at night and once in the morning before they get up.
10. Music, drama and “the Arts” are integrated into the learning process as often as possible.

The authentic version of Suggestopedia presented by Dr. Lozanov in the mid-70s consists of the use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points. Typically, these dialogues are to be read aloud to the students to the accompaniment of music. The most formal of these readings, known as the "concert reading", typically employs a memorable piece of classical music.

A second, less formal reading employs a lighter, less striking piece of music, such as a piece of Baroque music, and this would take a less prominent role. During both types of reading, the learners sit in comfortable seats, armchairs rather than classroom chairs, in a suitably stimulating environment in terms of décor and lighting. After the readings of these long dialogues to the accompaniment of music, the teacher then makes use of the dialogues for more conventional language work.

The dialogues are internalized by the learners during the readings due both to the relaxed and receptive state of the learners and to the positive suggestion created by the music.

The use of music both in the background and as an accompaniment to certain activities is motivating and relaxing. Perhaps most importantly of all the ideas, creating conditions in which learners are alert and receptive can only have a positive effect on motivation. There is no doubt that Suggestopedia has raised some interesting questions in the areas of both learning and memory.

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SWAT Analysis of the internal and external issues

As seen from the table below, SWAT analysis of Suggestopedic educational system is presented, showing its strengths and weaknesses, opportunities and treats.

Strengths:

- ✓ Less stress learning approach
- ✓ High level of effectiveness and efficiency
- ✓ A humanistic approach, with a positive psycho-therapeutic side effect on students
- ✓ Better control of learning/training process
- ✓ High quality and long-term sustainable results
- ✓ Better understanding and enhanced memory formation
- ✓ Accelerated learning with shortened training cycles compared to other education methods

Weaknesses:

- ✓ Higher technical requirements for teachers and lecturers
- ✓ Interdisciplinary professional requirements
- ✓ Lack of adequate suggestopedian education programmes for teachers
- ✓ Lack of enough suggestopedian guides, books and manuals and less access to suggestopedia tools
- ✓ Additional investments and resources and requirements of specific training environment
- ✓ Need more time for training programmes preparation

Opportunities:

- ✓ Innovative approach

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- ✓ Potential for future recognition from various training and educational organizations
- ✓ More adequate method regarding new innovative training tools
- ✓ Suitable method for large learning formats and models
- ✓ More flexible for future improvement regarding dynamic learning needs
- ✓ Based on human physiology, the methodology can serve as a framework for everyday communication
- ✓ Suggestopedia generates better prepared students i.e. better quality human resource capacity
- ✓ Low or absence of legal framework regulations

Treats:

- ✓ Distrust from educational organization administrations, lectures and parents
- ✓ Negative impact and influence from parents
- ✓ More expensive approach
- ✓ Conservative and slowly process of changing of educational programmes from Ministries of education

In general, can be summarized, that Suggestopedia educational methods and approaches has a great potential for adaptation, not only to foreign languages training courses, but also to any kind of basic skills trainings. Additional advantage of the system, is that it can be applied to a great variety of trainees – from children, to adults, including low-skilled adults, and the level of successful learn of the materials will remain very high.

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GOOD PRACTICES OBSERVED IN THE PARTNER COUNTRIES REGARDING THE BASIC SKILLS ADULT EDUCATION

Project Partner 1: BULGARIA

The Chamber of Commerce and Industry of Kyustendil (KCCI), Bulgaria was founded in 1999 and was registered as a non-governmental and not-for-profit organization.

Its mission is to develop, promote and protect the economic vitality of the region, through creating a positive and ethical business environment. The Institution is an active participant in numerous European projects. The Chamber is a collective member of the Bulgarian Chamber of Commerce and Industry (BCCI). It offers Business, Information and Training Services (vocational training, qualification seminars and courses, market researches, business planning, registration of companies). It developed 36 professional training courses.

Experience to be exchanged with partners:

Based on the traditions in provision of services to the business by BCCI for more than 110 years, KCCI is particularly successful in providing the following services:

- ✓ Surveys of the needs of employers from Kyustendil region and provision of more than 36 professional trainings;
- ✓ Provision of competent professional trainings in partnership with industry organizations and experts;
- ✓ Issues nationally and internationally recognized certificates for successfully passed training courses.
- ✓ Provision of professional trainings in the following fields: Business Administration and Management, Informatics, Industrial Technology - textiles, clothing, footwear and leather, hotel, restaurant and catering, Tourism, Health and Safety at Work.

How to benefit from suggestopedia:

The suggestopedic experience in organizing intensive courses for foreign languages for general purposes can be transferred to organizing language courses for the hotel and restaurant industry. Suggestopedia

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has also developed content and communicative skills integrated courses which can serve as a basis for specialized courses in the above areas.

Project Partner 2: CYPRUS

KEKAL, Cyprus develops education and training programs on an on-going basis and updates its methodologies, teaching materials and educational tools to best respond to the training needs of the learners. It has formed partnerships with VET centres in Greece where, in the program period 2007-2013, it developed and implemented major projects co-funded by the EU and the Greek government. It actively pursues innovation in education and training and collaborates with Universities in Cyprus and abroad on transnational and cross-border projects focusing on entrepreneurship and social entrepreneurship.

Experience to be exchanged with partners:

KEKAL has extensive experience in training and counselling services aimed at the development of social entrepreneurship for young people and adults. It has implemented a number of programs for building up the entrepreneurial social skills of young people, whether unemployed or in search of better professional prospects through self-employment and business initiatives, starting their own business. Also, it has implemented programs regarding teaching methods and skills for low-skilled people.

For this target group KEKAL has developed training courses to fishermen of 2 main fishing shelters in Cyprus. Through these training courses fishermen (low skilled people) were taught and trained on basic skills and tools (marketing, budgeting, e-commerce, first aid, Computers, Business Management, Health and Safety issues etc.) regarding their profession.

For the more business-minded people the organization has experience in providing training to young workers that manage agrotourism houses/lodging and businesses in rural areas. In general, KEKAL has a large experience in providing services and training to young entrepreneurs in order to help them to enter easily and smoothly the labor market.

The institution also organizes training courses in Leadership. They are designed for employees in a leadership position or all those who aspire to undertake such position. There are also courses in Emergency Response Planning, Team Building seminars.

The courses are usually of short duration and are intensive in character. The training methods include primarily presentations of lecture type, but also when appropriate, demonstrations, discussions, case studies and role plays. Multimedia facilities are widely used. The lecturers use their own materials.

How to benefit from suggestopedia:

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The suggestopedic experience in organizing intensive courses for foreign languages for general purposes at different levels can be used to improve the language training of young entrepreneurs as well as of low-skilled workers. Suggestopedia has also developed a content and communicative skills integrated course on Business Communication, including a chapter on Entrepreneurship, which can serve as a model for working out training materials in the area. Young people will be able to learn subject matter through English in a fast and effective way.

Project Partner 3: FRANCE

Médialys, France is a non-profit training organization. It is engaged in training people without qualification, or experience. The challenge is to develop activities aimed to support people at risk of poverty and social exclusion.

Experience to be exchanged with partners:

- ✓ Key Skills training: learning basic skills for people with difficulties in French.

It aims to enable people who do not master French and basic skills (including mathematics) to improve their level. The intention is to improve both their work skills, especially customer relations, and their access to training or employment. The target group consists of employees who have difficulties with French or some basic skills (simple math's problems, reading, writing), either because they come from other countries or because some of them failed at school.

- ✓ Job training : coaching and tutoring in the workplace

The coaching and mentoring sessions are set up individually or collectively. The main objective is to allow all employees to acquire the minimum knowledge and skills required to work at Médialys. Depending on their level, appropriate pedagogy is implemented. These skills can be transferred to any other job position.

- ✓ Reduction of the digital divide by use of laptops in our training courses and our monthly module of job search
- ✓ Clarifying and securing better access to one`s rights in particular concerning health and accommodation through partnership with hospitals, social workers, Council Houses, emergency housing.

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- ✓ Allowing a return to sustainable employment through individualized support in job search and accompaniment for autonomy.

How to benefit from suggestopedia:

The suggestopedic experience in organizing intensive courses for foreign languages for general purposes, in this case the first course for French, can be used to improve the language training of low-skilled workers, unemployed people, immigrants, etc. An additional suggestopedic course module can be developed with a focus on civil rights, more specifically on housing and health care.

Project Partner 4: ITALY:

Main activities of SCF can be divided into 3 areas according to the source of financing:

1) EU funded project. SCF has been participating, as promoter or partner, in a number of projects financed by EU, such as Grundtvig and Leonardo, IPA Adriatic, etc. and thus creating a network of partners in: Albania, Austria, Belgium, Bosnia, Bulgaria, Croatia, Cyprus, and many others.

2) Activities under Law 40/87. This area includes: - Innovation. In 2013, SCF launched the INN project (Innovation & Didactics), a 2-year-long project aiming to promote a renewed organization of the teaching process by changing the learning environment and integrating disciplines, tools, content and people.

3) ESF funded projects. SCF has regional accreditations in Veneto and Sicilia and therefore implements actions at the regional level too

Experience to be exchanged with partners:

Main sectors in which training for the young and the adult people are provided include the following topic areas: administration and secretariat, mechanics, electricity and electronics, tourism and cooking, beauty and wellness, promotion and welcoming in the touristic and hotel sector, graphic, agri-food, agriculture, sale, thermo-hydraulics, automotive, logistics, construction, wood, clothes, yachting, footwear, and chemistry.

SCF has developed a very successful course for Care Workers. In order to diversify the teaching methods SCF has united efforts with the Board of Teachers. These courses are aimed almost entirely at adults, both

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unemployed / employed. The courses have a duration of 1,000 hours divided into 480 classroom training (basic form and a professional module) and

The main TEACHING METHODS used include:

LEARNING BY DOING: learning by doing, through work, through the actions. In this way the subject becomes aware of why you need to know something and how certain knowledge can be used.

PROJECT WORK: It takes the form of a professional project done by the students at the end of a series of lectures.

SOCIAL GAME: Simulation Game of personal services, a specific case of social welfare. The aim is to obtain deeper experience and understanding of the "how" through the study of theory, group discussion and the use of tutorials.

ROLE PLAYS: It aims to bring out not only the different roles, behavioral norms, but also the individual person with his creativity. It consists of several stages: warming-up, action, cooling off, analysis.

OUTDOOR TRAINING It involves students in an environment and in situations other than those encountered daily, forcing them to think and act beyond the normal mental and behavioral patterns.

BRAIN STORMING: "Storm in the brain." It allows trainees to bring out the various ideas of the group members, which are then analyzed and criticized. Productive team work is encouraged.

PROBLEM SOLVING: It involves a set of processes in order to analyze, tackle, and solve problematic situations positively.

MORE GOOD PRACTICES: MENTORING

Through the mentoring scheme we improve the professionalism of colleagues, promote the integration of new employees help people who are experiencing a major transition phase switching from one service to another, etc. The Mentor becomes a reference point for their colleagues, "a positive leader" capable of influencing behavior and results.

How to benefit from suggestopedia:

As already mentioned suggestopedia has developed content and communicative skills integrated courses which can serve as a model for specialized courses in various areas depending on partners` needs. In this particular case the suggestopedic experience can be helpful in designing an intensive basic course or core modules in social care/health care intended for the elderly, socially disadvantaged, handicapped, etc.

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MAIN SIMILARITIES AND SYNERGIES BETWEEN THE SUGGESTOPEDIA SYSTEM AND THE APPROACHES APPLIED WITHIN PROJECT PARTNER COUNTRIES

SCUOLA CENTRALE FORMAZIONE (SCF), Educational Institution accredited in the Veneto Region for both secondary and vocational education. In terms of educational activities, it has developed a methodology for apprenticeship for Healthcare Assistants who work in both the public and private field.

The methodology used at the institution is based on doing, operating, acting, playing games that simulate healthcare-related activities. It does not aim at "knowing that" but at "knowing how to" instead, which makes the participants understand the reason why it is necessary to know something and how this knowledge can be used. In other words, most of what suggestopedia is has been recognized as important for training by the institution.

The extra mile added by suggestopedia provides the trainees with understanding to the "how to" orchestrated with games and exercises to try and reach a high level of realism in a stimuli-rich environment and concreteness that can demonstrate that there is a link between the definition of aims and the results that must be reached.

MEDIALYS / ALPES focus on the intervention of the training organization by: providing training in line with the expectations of the structures and people concerned; the pedagogical progression follows the situations experienced by the participants; pedagogical progression considers people; learning outcomes are easily transferable in real-life situations. This approach allows building educational sequences common to all participants; it facilitates the progressive acquisition of the specific objectives by each.

The added value of suggestopedia emerges from the scenario, written purposely for the course, the role games, the decoration, the positive attitude. Both the teachers and students share that learning to communicate in an affirmative and positive way is a challenge, but then it is a lifetime achievement that proves to be invaluable.

The main objectives of the suggestopedia course are: re-learning of basic knowledge in French language and mathematics. The main expected results are: enable employees to be more comfortable in their daily work through better communication, to promote the entry into qualifying training and to speed up the access to ordinary employment.

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TECHNICAL TRAINING LARNACA has experience with immigrant and low-skilled students, who need to acquire a language core of English quickly, and thanks to suggestopedia that all seems feasible - it appears very interesting and intriguing for both students and teachers.

Low-skilled people tend to underestimate their own abilities or judge their lack of success from a negative perspective. Thus, the suggestopedic oral 5-Day English course involves a variety of interesting for the target audience topics, which combine with the attitudes and experiences of Suggestopedia as a teaching/learning language method from both teachers and adult low-skilled students.

Technical Training has profound experience in courses, but suggestopedia added a touch to a better understanding. The objective of the course is to provide a short, introductory training in English to low-skilled adult students by use of Suggestopedia as a teaching method to reach a certain level in terms of expressing oneself in a set of everyday situations, pronunciation accuracy, motivation and creating the notion that "we are not that old to learn", or laconically said: to boost motivation (so that later on these students enroll with confidence in a standard course). Most often these are the cornerstones, which lead to motivation and interest loss in low-educated people. They neither feel supported by teachers, nor can handle the pace of the race.

LEARNER AND LEARNING NEEDS OF PARTNER INSTITUTIONS

A Needs Analysis Questionnaire, consisting of 33 items was distributed among the project partners. Apart from collecting biographical data, it explored the needs of representative groups of trainees. Needs were approached from the point of view of target needs, current needs and difficulties, learning needs, learning preferences, skills profile, general attitude towards the training process and trainers, as well as expectations for changes in training in order to increase effectiveness. There was a group of questions which specifically focused on some characteristics of the suggestopedic teaching and learning process and they yielded valuable information, obtained from the trainees under investigation, regarding their needs and believes in relation to the global approach to the teaching material, the use of art, the creation of an atmosphere of relaxation and practically oriented communication.

According to the gathered information, following conclusions can be outlined:

- ✓ The group of respondents included a different ratio of male and female representatives;
- ✓ Their age was in the range of 20-65 years old. Their educational status also varied significantly.

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- ✓ The representative groups included employed and unemployed trainees.
- ✓ A high percentage of the respondents have attended different training courses before (83.3% in Bulgaria, 48.1% in France, 60% in Cyprus, 93.7% in Italy). The courses were both intensive and extensive and varied in length in the range of 4-26 weeks. The method of teaching included lectures and more practical sessions but as it becomes clear not always in the right combination.
- ✓ The majority of respondents appear to be satisfied with the methods of training (especially in the case of Bulgaria, Cyprus and France) and also with the usefulness of the courses.
- ✓ Around a third and more of all trainees felt bored to a certain degree by the course procedure (33.3% in Bulgaria, 32.4% in France, 27.7% in Italy, 51.7 in Cyprus). A significant part of the trainees felt tired and bored in two of the countries: 48.9% of trainees in Italy experienced feelings of boredom, most probably because of the length of the course (as might be judged by their comments later) and 48.3% of the trainees in Cyprus felt likewise.
- ✓ The most favored option for learning seems to be a combination of attending lectures and taking notes, of studying on-line and also in a group. The French representatives demonstrate a clear preference for more interactive group work as a means of effective learning.
- ✓ The subject matter of the courses also varies to include areas such as Social and Health Care Operators, IT, Information security, Technical Skills, Key Skills, Sales Techniques, Job Search, Learning to Talk, Discovery of Trades, etc. There were only few language courses which correlate with the distinct need for more language training, a fact which will become evident later.
- ✓ In general, all trainees in the four countries under investigation are expecting and recommended more practical work, more discussions, more interaction between trainees, between them and their trainers, improved evaluation techniques.
- ✓ When asked how important the personality of the trainer is more than 70% of all trainees in all the four countries agree that this is of extremely high importance.

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CONCLUSION AND RECOMMENDATIONS

IGETADAPT is a project, where the main principles and features of suggestopedia are addressed, paying attention to the educational implications and applications of the suggestive approach in the field of language teaching methodology and social-sanitary care.

The suggestive approach in language teaching emphasizes humanism as the most significant element in the teaching process. As the main proposition behind it, humanistic education seeks to emphasize that the affective aspects of language learning are as important as the cognitive aspects, and therefore the learner should be treated in some sense as a 'whole person', that is, every student in the classroom should first be looked at as a human, then a learner.

Therefore, teachers, paying attention to the students' affect and emotional states, should expect that the answers to language learning problems are more likely to come from psychology than from linguistics. Students' Psychological states, as well as their background, can influence their language performance and learning practices either positively or negatively. Being happy in a certain day can enhance one's performance while being sad and distressed can frustrate the student to work efficiently.

Dissemination is, in other words, important and wanted. We need badly teachers who are aware of the methodology used in the project and can use it.

However, there is a fact that is somehow ignored by some teachers seeking to attribute the problem to cognitive or linguistic matters. Rooted in constructivist social perspective, humanistic education tries to engage students in interactional practices. Therefore, the educator should be able to create social relations together with a positive atmosphere in the classroom, and organize cooperative language work, by enhancing the students' emotions.

Finding a motivating force in learners but also in herself/himself should be a primary goal to the teacher to promote humanistic, but as well effective and motivating, inspiring and long-lasting language teaching, which can influence the personal development of each participant in the classroom.

Finally, teachers should also find some time to learn to think about their role and to reflect on what they are going to do in the classroom as well as on what is happening around them. Only if they are willing to explore their own emotional reactions to students along with their potential and power in the classroom, can they grow and develop both personally and professionally and, as a result, can foster the growth and development of the learners‟ knowledge as well doing this. By behaving so, students grow the ability of learning autonomy.

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Humanistic teaching methodology like suggestopedia, as was noted earlier, makes use of a comforting environment for language learning. As a matter of fact, as a basic premise teacher has to use multiple entries in language teaching.

So, in language teaching, teachers should always bear the affective factors in their minds and put students in the first place and then they may achieve the success in language teaching.

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