



LIBRARY WITHOUT BORDERS

Good practices in informal adult education





INTRODUCTION

Libraries without borders – learning, sharing, and creating together.

What happens when librarians from European countries come together to exchange ideas, skills, and inspiration? The result is **Poaching in Culture, Poaching with Culture: Cultural Education in Digitalised Reality** – an Erasmus+ partnership between Gdynia Library (Poland), France Bevk Public Library Nova Gorica (Slovenia), and The Józef Andrzej and Andrzej Stanisław Załuski Municipal Public Library in Radom (Poland).

For 18 months, librarians travelled, observed, learned, and co-created – discovering new methods of engaging adult learners, integrating digital tools into cultural education, and strengthening the social role of libraries in their local communities. This collaboration resulted in a series of innovative workshop scenarios that any library in the world can adapt and use.

From Technology for Anti-Ageing sessions using robots to train the mind, to Polish Lessons for Foreigners that blend language learning with cultural immersion; from Creative Senior workshops that combine crafts, storytelling, and digital safety, to E-resources for Everyone and Know Your Town – this collection celebrates libraries as spaces of lifelong learning, creativity, and connection.

Each scenario reflects the shared belief that libraries are not just repositories of books – they are living laboratories of culture, helping people of all ages explore new technologies, express themselves creatively, and build stronger, more connected communities.

The final section, 10 Things (Or More) We Learned And Will Use in Our Libraries, highlights what participants took away from this exchange – from mastering digital storytelling and voice techniques to rediscovering the power of empathy, humour, and collaboration across cultures.

Whether you are a librarian, educator, or cultural worker, this booklet invites you to draw inspiration from our shared experiences. Use, adapt, and build upon these scenarios – and join us in continuing to make libraries vibrant, innovative spaces where knowledge truly knows no borders.



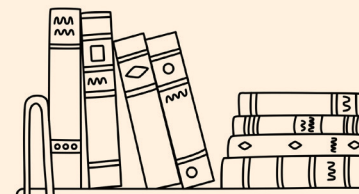


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THE FIVE WS: WHO, WHAT, WHEN, WHERE, AND WHY



WHO

GDYNIA LIBRARY // BIBLIOTEKA GDYNIA

The Gdynia Library is a municipal public library operating in Gdynia. Our network includes 20 branches of varying sizes that stimulate the social and cultural life of the city's residents. Our programme is tailored to the interests of various user groups: children, parents, seniors and students, regardless of their social status or background. In addition to free access to new books, comics, manga, audiobooks, board games and vinyl records, we also provide education and entertainment. Throughout the year, we organize dozens of author meetings, workshops, lectures, concerts, Polish language courses for foreigners, and we also regularly organize book clubs. The Gdynia Library's unique offerings include a light renovation equipment rental service, a seed library, a podcast room and a cargo bike for free use by readers.

Big events organized by the Gdynia Library include: The Gdynia Literary Award, one of the most important awards of its kind, which we have co-organized for several years with the Gdynia City Hall; Pasja Minicon, co-organized with readers since 2018 - a convention for teenagers and young adults dedicated to fantasy literature and more.

bibliotekagdynia.pl | IG: @bibliotekagdynia | YT: @bibliotekagdynia7137

FRANCE BEVK PUBLIC LIBRARY NOVA GORICA // **GORIŠKA KNJIŽNICA FRANCETA BEVKA NOVA GORICA**

France Bevk Public Library Nova Gorica was established in 1949. Since 2000, it has been housed in a distinctive monumental building shaped like a half-opened book. The library operates nine branches and a bookmobile unit, serving six municipalities with a total population of 51,154. With 24.68% of the population registered as members, the France Bevk Public Library ranks first among regional and seventh among all Slovenian public libraries.

The library is one of the most accessible cultural institutions in the region, welcoming over 1,000 visitors daily. Its collection includes more than 500,000 units of library material, along with access to a wide range of e-resources and databases. The library has a dedicated team of 50 employees who ensure the smooth running of its services and programs.

Each year, the library organizes over 700 events catering to diverse user groups. These include literary evenings, local heritage evenings, book presentations, storytime hours, guided tours for school groups, reading clubs and reading challenges. The Library promotes green values and strengthens environmental responsibility in the local community. As part of its commitment to sustainability, the library also operates a Seed Library and a Library of Things.

gkfb.si | IG: @goriska_knjiznica |
YT: @goriskaknjiznicafrancetabe4863

RADOM LIBRARY //

THE JOZEF ANDRZEJ AND ANDRZEJ STANISLAW ZALUSKI MUNICIPAL PUBLIC LIBRARY IN RADOM

The Józef A. and Andrzej S. Załuski Municipal Public Library in Radom is a dynamically operating cultural institution. The Main Library, the Children's Lending Library, the Multimedia Lending Library, the General Reading Room and the Regional Reading Room are located in a historic building in the city centre. It also houses the library's professional departments and the Director's office. Eleven library branches are located in scattered districts of Radom. The entire Library currently employs 80 people (including administration).

In addition to its basic functions, the Library in Radom also organizes cultural events: the Radom Literary Spring and the Radom Regional Publishing Fair, the Literary Award of the City of Radom, the Crime Festival - "There Will Be a Crime Story", the National Haiku Competition - "17 Syllables about Freedom", the literary competition "Radom Book Hunters". The Radom Library also organizes many literary meetings with writers, as well as other activities, aimed at promoting reading.

mbpradom.pl | IG: @bibliteka_radom | YT: @mbpradom1

WHAT, WHEN, WHERE AND WHY

Erasmus + Action 2. Poaching in Culture, Poaching with Culture. Cultural Education in Digitalised Reality

For 18 months, the Gdynia Library, the France Bevk Public Library Nova Gorica, and The Jozef Andrzej and Andrzej Stanislaw Zaluski Municipal Public Library in Radom exchanged knowledge and experiences in organizing and conducting classes for adults in libraries. Discussed topics included organizing festivals, using gamification tools and harnessing the potential of digital tools in library education. The aim of those meetings and discussions was to equip all librarians involved in the project with new skills that will allow them to organise new series of classes for adults.

The project aimed to improve the qualifications and competencies of library staff, as well as to internationalize their activities. By leveraging the partners' experiences, the libraries were able to expand and enrich their existing library classes, thus better fulfilling their mission of shaping literary culture and building social bonds.



Scenario 1. Technology for Anti-ageing: Mind Training for Seniors with Photon Robots

Workshop designed by: Gdynia Library

Duration: 5 to 6 hours

Number of participants: 20 (dependent on the number of robots owned)

Target group: seniors, older adults who face challenges with new technologies and/or need to boost their neuroplasticity and combat first signs of ageing

For this workshop, basic computer skills are sufficient; no coding or programming skills or knowledge of any programming language is required.

Learning outcomes:

- supporting brain work through logical and creative tasks
- strengthening brain activity that combats the first signs of ageing (neuroplasticity)
- exercising memory and spatial orientation and
- developing hand-eye coordination and reflexes
- overcoming fear of new technologies
- integration of senior citizens
- promoting life-long learning
- understanding of what are fake news
- improvement of critical thinking and fact-checking skills
- ability to recognize examples of fake news in media and daily life
- ability to identify misleading information and the mechanisms of their spreadability
- knowledge where and how to check the reliability of information

Materials: Photon robot (1 robot per 2 persons); tablets/smartphones with Photon Coding app; educational mats or tape for creating routes; props for the tasks (e.g. photos, coloured cards, small objects, Photon Flashcards).

Scenario:

The workshop is structured in 2 parts – both aim to familiarise seniors with new technologies. They can be conducted as a one long workshop or divided into shorter sessions.

Part 1 – Memory and neuroplasticity exercises

Introduction

Brief presentation of the Photon robot - what it can do, how it works, how to control the robot with code. Participants take turns controlling the robot on the pre-prepared field, trying to lead it to the first letter of their name and choose a favourite colour or a sound as a way of introducing themselves to the group. A simple exercise will help participants feel more relaxed, get to know each other and break the ice, as well as introduce them to the Photon Coding app “My name in colour.”

Memory and logical thinking training:

Materials needed for this part: Flashcards (or self-made worksheets), Photon Coding application

The facilitator draws 4 Flashcards/worksheets and arranges them in random order. The participants’ task is to remember their order and based on the memorized information, program the robot accordingly, so it will reproduce the flashcards instructions. When the task is finished, the group and the facilitator check together if all participants have succeeded in completing the task correctly. If there are errors – they can be corrected by the group.

This part may be adjusted to less and more experienced participants by decreasing or increasing the number of flashcards/worksheets.

Exercise “Tell me a fairy tale”

Exercise supports hand-eye coordination, reflexes and creativity.

Materials needed for this part: educational mat, worksheets with drawings or words, Photon Coding application

The leader places the cards on the fields of the mat, designates the starting field. Participants pass the tablet to each other to control the robot. The active participant (who holds the tablet) leads the robot to the first field and forms the first sentence of the story using the word they reached. Once the sentence is composed, he passes the tablet to the next person and so on until the story is complete.

Regular activities of this type improve brain function and slow age-related neurodegenerative processes (mild cognitive impairment or the early stages of dementia), since learning new skills helps to create new neural connections. Older people are often digitally excluded, and learning about new technologies in a safe environment, helps break down barriers. Working with Photon robots stimulates not only memory, logical thinking and creativity, but also reflexes, fine motor skills and hand-eye coordination. Working and learning together promotes social integration and relationship building.

Part 2 - How not to be fooled? Recognizing Fake News

This part is designed as an interactive seminar. A pre-prepared presentation will be needed.

This part is opened by an ice breaking exercise – participants are asked to share a piece of news they either read or shared to others that turned out to be fake. What was it about? How was it phrased? And how did they learn that it was false? Afterwards the group works together to write down on a large piece of paper fake news characteristics and try to form a definition based on their own experiences.

It is possible that one or few participants will claim they have never encountered fake news. If so – it is important to pay attention to their answers, since they would be most vulnerable to be influenced by fake news.

Afterwards the facilitator delivers a short lecture using the pre-prepared

presentation. It should include topics like history of fake news, famous hoaxes, types of fake news (e.g. clickbait, disinformation, advertorials), post-truth and emotional manipulation and deepfakes. Examples from one's country or region should be included. The presentation may include interactive elements – answering short questions, gathering ideas for e.g. with Mentimeter.

The presentation is followed by a “True or Fake” game – it can be delivered as a printed quiz or via an interactive app. The quiz should contain truth and false statements (e.g. “Sharks don't get cancer”). The facilitator should be able to explain why a statement is fake and the true nature of the statement.

A case study analysis should follow the game – participants work in small groups on a specific case (e.g. Winter of the century, 10 orphans from Aleppo or other that are relevant at the point of the exercise). After they present their reasoning, the whole group can comment. What was fake? Why did people believe it? How could it be checked? At the end the facilitator delivers the correct answer and explanation.

The last part of the exercise is the most important and should neither be skipped nor shortened. It may be prepared and led by the facilitator or with cooperation of a constable or a representative of another NGO organisation working towards digital education and anti-fake news education. Here participants learn the 6 rules of verification (check the author, source, date, pay attention to phrasing – is it emotional on purpose? – spelling, grammar and verifying the source). Reliable fact-checking websites and platforms should be introduced alongside an explanation on how to use them.

If you have any further questions regarding this scenario, please contact us at the following email address: promocja@bibliotekagdynia.pl

Scenario 2. Native Language Lessons for Foreigners

Workshop designed by: Gdynia Library

Duration: 8 hours

Target group: adult foreigners staying in Poland either already working or searching for work, study or social life in Poland

Number of participants: 10 to 12

The workshop can be divided into smaller meetings. It can be adapted for any native language lessons and use national resources (TV shows, films, music etc).

Learning outcomes: becoming familiar with essential phrases and expressions in the Polish language

- becoming familiar with different registers of Polish language (formal, semiformal, informal; contemporary, archaic words that are still albeit rarely used)
- learning about auto-presentation forms in different settings (formal, informal)
- learning about the digital online tools useful in studying
- learning how to prepare documents for job seeking (CV and cover letter)
- deepening knowledge about Polish culture
- strengthening social and cultural integration

Materials: internet access (WiFi), projector (or large screen), mobile device (participants), helpful websites: YouTube, Ninatka.pl, online platforms: Wordwall and Mentimeter, sample cover letter and CV templates available online, videos of public speeches available online, examples of dialogues and conversations available online.

Scenario:

Polish language classes presented here are designed to help foreigners learn and use Polish language. They are not a structured course, but they help to decode frequently used idiomatic expressions, different language registers, and recognize humour. They are also designed to help foreigners familiarise themselves with formal expressions used, for example, when looking for a job or writing a resume.

Part 1 - Introduction and Topic Presentation

In this part, participants get to know Polish linguistic culture, recognize and use most frequently used sentence structures and words and differentiate between them using real life examples: documents and/or web pages prints. Formal, daily, colloquial and Internet (including emojis) style of communication is discussed and analysed. Commonly used abbreviations and idioms are also introduced and discussed with participants leading to presentation of Polish humour. Since humour and irony are usually harder to decode by language learners, and introduced later in language classes, it is important to equip migrants living in Poland with tools to understand humour, irony and satire, since they will encounter them in their everyday lives. This is why the workshop also includes learning and explaining ironic sayings, situational humour (a Polish comedy TV show was particularly helpful with explaining and memorising different phrases and their usage), and satire (here we used a YouTube edutainment channel about history - Historia bez cenzury [History without censorship]).

Part 2 – Listening and Media Text Comprehension

In this part of the workshop, participants can choose what they would like to watch, using available free of charge resources – like YouTube or Ninateka.pl - or other sources in accordance with national copyright law. Short fragments and episodes are preferred, since they enable language and culture-oriented discussions as needed for understanding the audiovisual material during the screening.

Part 3 - Discussions and Exercises

Reinforcing acquired knowledge – listening and discussion of used language styles, idioms, humour with cultural context. Questions that can be asked: What communication styles were dominant in the material? Which idioms or abbreviations did you notice? What do they mean? In what way was the humour presented? Is it characteristic of Polish culture? Interpretative exercises may include: analysis of selected texts, dialogues, or speech segments focused on linguistics nuances; using idioms and abbreviations in conversation in class, comparison of different communication styles across different materials discussed so far with emphasis on the differences and contexts (what do they reveal about the speaker?).

Part 4 - Self-presentation

Using different language registers in practice will be useful while applying for work or integrating with new coworkers or students. This part is most practical – participants can role play job interviews (learn how to present their qualifications, experience and motivation using appropriate language and phrases), personal presentation (short speeches about themselves or of a specific topic), and train writing resumes and cover letters.

Part 5 - The Final Game

Consolidation of knowledge through a game – quick response and word challenges. The teacher can design the game/test using words participants learned and/or struggled with and prepare a game using Mentimeter or decide to use available ones on, for example, Wordwall.

If you have any further questions regarding this scenario, please contact us at the following email address: promocja@bibliotekagdynia.pl

Scenario 3. Creative Senior

Workshop designed by: The Jozef Andrzej and Andrzej Stanislaw Zaluski
Municipal Public Library in Radom

Duration: 6 hours (3 meetings)

Target group: seniors facing challenges with social interactions due to lower mobility and fewer occasions to meet new people, who struggle with first signs of ageing and need structured classes to improve their health, breathing, motor skills and memory

Number of participants: max. 15 (depending on the space available)

Learning outcomes:

- strengthening fine motor skills
- developing creative thinking in new arts and crafts
- increase in neuroplasticity of the brain by acquiring new manual skills
- increase in self-confidence
- by making new contacts with other seniors, reducing the likelihood of depression or lessen its negative effects
- voice projection will improve respiratory capacity
- increase in knowledge of digital tools
- gaining more confidence in using new digital solutions

Materials: music playback equipment and sound editing software (Audacity; YouTube platform); graphic design software, e.g. Canva; projector or a big screen; sewing and art supplies, and board games; gymnastics and play equipment: hula hoop, rope, balls, scarves, balloons; pre-prepared text for the folk stories game; digital and online word puzzle materials.

Scenario:

This workshop can be conducted as a single session or divided into a series of workshops. It is made up of smaller parts that can be mixed according to the facilitator's needs, to achieve the workshop's objectives.

Part 1 – Breathing warm-up

Participants learn basic breathing techniques that can help them in daily life to combat stress, strengthen lungs and help in various medical conditions. Other speech therapy exercises may also be introduced, like tongue twisters and play with various consonants and vowels.

Part 2 – Charades

In this part participants are asked to train non-verbal communication and creativity. Participants can either describe without words an object they spotted in their immediate environment and others have to guess what it is, or the game may be played more traditionally with pre-prepared subjects to be shown. Charades are often initially met with reserve, but with time they significantly boost positive and cheerful mood as well as relaxation.

Part 3 – Books, books, books

An easy and fun game improving coordination and movement – participants share dance moves that have to be copied by the next person in the chain. As the number of movements to be repeated increases, participants will not only boost their creativity by coming up with new sequences to add to the chain, but also improve their motor memory.

In the second part, the participants play a musical game in which they must guess the song title after listening to a 5-second song snippet. This exercise

improves memory recollection and parts of the brain associated with music. The songs can be combined in a single file (e.g. with Audacity).

Part 4 – Music and dance games

An easy and fun game improving coordination and movement – participants share dance moves that have to be copied by the next person in the chain. As the number of movements to be repeated increases, participants will not only boost their creativity by coming up with new sequences to add to the chain, but also improve their motor memory.

In the second part, the participants play a musical game in which they must guess the song title after listening to a 5-second song snippet. This exercise improves memory recollection and parts of the brain associated with music. The songs can be combined in a single file (e.g. with Audacity).

Part 5 – Folk tales

Participants meet in the Library with cookies and tea and retell ancient legends – they can either recall them from memory, or the facilitator may prepare a story and ask participants to retell them creatively. Memory, vocal projection, and diction are practiced here – the facilitator can choose to include a short presentation of different public speaking techniques (they will compliment the breathing techniques from part 1).

In the second part, participants play a game of searching for an object associated with the retold legend, e.g. a fern flower. The facilitator prepares an obstacle course leading to finding the object – the game may be designed as an escape room, which will also introduce new technologies to seniors (qr codes).

Part 6 – Arts and crafts workshops

This part of the workshop helps with fine motor skills and improves neural activity in the brain. The participants learn or refine their crafts skills – crocheting, sewing, embroidery or painting. Writing poetry and playing board

games may also be included. It can be either a workshop dedicated to one skill or every senior chooses what they want to create and present their craft to the group. The workshop can also provide a basis for exchange of ideas leading to improvement in the crafts.

Part 7 – Safe e-Senior

The last part addresses the important issue of digital security. This part requires access to a computer for each of the participants. The instructor demonstrates the key principles of online security, what are and how to use strong passwords, underlines the necessity of regular software updates and not clicking any suspicious links or opening attachments from unknown senders. If other instructions or clarifications are required (e.g. how to use email, how to write one etc.) - they can be included during this part according to the group needs.

If you have any further questions regarding this scenario, please contact us at the following email address: promocja@mbpradom.pl

Scenario 4. Storytelling

Workshop designed by: The Jozef Andrzej and Andrzej Stanislaw Zaluski
Municipal Public Library in Radom

Duration: 6 hours

Target group: adults seeking to improve their public speaking skills, specialists wanting to improve their storytelling skills in their professional work (e.g. in marketing or advertisement), university students, parents or grandparents wanting to improve their storytelling to engage and enrich their children's imagination, seniors wanting to improve their memory and speech

Number of participants: 15

Learning outcomes:

- ability to independently create and present a coherent, engaging story using narrative techniques and verbal and nonverbal communication tools,
- learning to build a narrative from concept to conclusion,
- understanding the importance of emotion and rhythm in storytelling,
- practicing of stage posture, gestures, voice control, and diction,
- conscious usage of gestures, facial expressions, speech tempo, and intonation to reinforce their message and evoke emotions in their audience
- gaining greater confidence in public speaking and learn to better understand and interpret emotions (own and audiences),
- gaining knowledge about the functioning of the Library and the role of cultural activities in integrating the local community,
- learning the basic concepts and functions of oral storytelling (verbalisms, verbal and nonverbal communication, narrative devices).

Materials: fragments of stories, myths, anecdotes (does not have to be printed); flipchart or whiteboard and markers.

Scenario:

The workshop is divided into 6 parts.

Part 1 - Introduction and integration

In this part we welcome the participants and briefly outline the purpose of the meeting. Afterward they take part in “My Name as a Story” exercise – each participant shares their name and adds a short, fictional story about how it came to be. This breaks the ice and immediately introduces a narrative element. The part concludes with a discussion of the workshop schedule and establishing rules for the workshop (respect, non-judgment, openness to creativity).

Part 2 - Theory in a Nutshell – What is a Good Story?

The second part focuses on the theory of narration. Participants are introduced to short story examples (fable fragment, anecdote, myth) and analyse together what draws us in in those stories. This is followed by a discussion of narrative elements: protagonist, goal, obstacle/conflict, antagonist, climax, resolution. The differences between written and oral storytelling – the role of eye contact, voice modulation, and pauses – are also discussed.

Part 3 - Storyteller’s Tools

The third part of the workshop introduces voice emission elements. Participants exercise diction with tongue twisters and work with diaphragmatic breathing. Afterwards they work on their voice by changing tempo and intonation depending on the emotions in the story. After working on verbal communication mini exercises on nonverbal components of communication follow: divided into pairs, the participants are asked to retell a short scene using only gestures or facial expressions, without words. Afterward the whole group analyses how gestures and posture influence the reception of the story (can be done in pairs, depending on number of participants).

Part 4 - Creative Workshop – Building a Story

After working on theory and voice emission participants work on building their own story. Starting with the „Three-Word Story” exercise in which participants are divided into groups. Each group draws three words and, within 5 minutes, creates a short story that connects them. Afterwards the group discusses and evaluates what they find most engaging. Having those conclusions in mind participants analyse famous fairy tales and legends – recognizing narrative patterns and emotional climaxes.

Part 5 - A Stage for Everyone

In this part each participant chooses a fragment from a fairy tale, legend, or their own story and prepares a short, 2 to 3 minutes presentation. During the presentation the participant uses learned techniques: voice modulation, eye contact, gestures, and dramatic pauses. After each presentation there will be a short round of questions and comments from the audience.

Part 6 - Feedback and Summary

In the last part the facilitator provides feedback to each participant in the following format: strengths – areas for improvement – and suggestions for future exercises. The workshop group can share their reflections for example how they can use storytelling in their daily lives and work. The facilitator encourages participants to take advantage of the cultural and educational offerings of the Municipal Public Library in Radom.

If you have any further questions regarding this scenario, please contact us at the following email address: promocja@mbpradom.pl

Scenario 5. E-resources for Everyone

Workshop designed by: France Bevk Public Library Nova Gorica

Duration: 6 hours

Number of participants: 20

Target group: older adults and seniors who face significant challenges when navigating many e-resources that are available online. They struggle to use various digital platforms efficiently and to differentiate between trustworthy and misleading or outdated resources.

This workshop model can be adapted to suit different groups and knowledge levels and can be tailored to highlight specific e-resources. It's recommended to repeat the sessions periodically or to increase the difficulty level of using a specific resource.

Learning outcomes:

- learning how to evaluate online information, how to identify and avoid fake news and how to critically evaluate content
- mastering basic online security practices, including protection of personal data, creating strong passwords, and identifying suspicious emails
- learning about artificial intelligence
- improving digital skills and usage of digital technology (laptops, the internet, free e-resources)
- learning how to navigate diverse databases, from digital libraries to streaming platforms
- learning how to connect and use local history databases, cultural and historical archives
- gaining knowledge that enables them to be more independent, better informed, have a higher quality of life, and be more confident in managing their lives..

Materials: a whiteboard, computer, laptops, smartphones, projection screen, projector, a pre-prepared presentation.

Scenario:

The workshop is designed to equip library users with skills to navigate the electronic resources that libraries offer and co-create. During the session, participants also learn about safe internet use and available resources, including e-books, audiobooks, digital libraries, streaming websites and more. The emphasis is put on practical learning, account setup and tips for independent use.

The workshop is structured in 3 parts.

Part 1 – Safe and Responsible Internet Us

The first part is meant to educate participants on best practices for navigating the web securely. This part covers topics such as protecting personal information, recognizing fake news and recognizing content made by artificial intelligence. Through real-life examples, participants learn how to use the internet safely and responsibly.

Part 2 – E-resources Created by the Library

The second part focuses on library e-resources that are co-created by the library, such as e-books (e.g., CobissEla), digital libraries (e.g., Digital Library of Slovenia), local history websites (e.g., Kamra and Obrazi slovenskih pokrajin) and book recommendation websites (e.g., Dobreknjige.si).

Part 3 – E-resources Provided by the Library

In the third part, participants get to know e-resources that the library offers to its patrons for example, online encyclopedias (e.g. Encyclopedia Britannica), databases (e.g. EbscoHOST), audiobooks (e.g. Audibook), online newspapers (e.g. Pressreader) and streaming websites (e.g. Slovenian Film Database).

In the second and third part of the workshop, participants receive information on how to register, access resources, use advanced functions and how

to use these e-resources on various devices, including laptops, tablets and smartphones.

Throughout the workshop, there is one-on-one support to address individual needs or technical issues. Additionally, time is set aside for Q&A.

If you have any further questions regarding this scenario, please contact us at the following email address: goriska.knjiznica@gkfb.si.

Scenario 6. Get to Know Your Town

Workshop designed by: France Bevk Public Library Nova Gorica

Duration: 6 hours

Number of participants: max. 25

Target group: young adults between the ages of 15 and 29 who face various challenges in education and employment. School dropouts, unemployed individuals seeking (re)integration into education or the labour market, and those in need of guidance, support, and motivation for further personal and professional development.

This workshop can be tailored to different groups, for example, school children, students, newcomers to the town and seniors.

Learning outcomes:

- improved knowledge of city's key administrative institutions and as a result improvement of social adaptation
- improvement of orientation in the town through a guided walk
- improvement of knowledge about local history – key historical and cultural institutions, notable individuals, cultural heritage
- enhancement of digital literacy through interactive activities
- improvement of manual skills and motor coordination
- introduction to the region's rich storytelling traditions and folk tales, which foster a deeper connection with one's cultural roots and strengthen social reintegration

Materials: a whiteboard, computer, projection screen, projector, access to Canva and a prepared presentation, 3D pens, detailed plans of each side of the library (step-by-step instructions for constructing a 3D model), old postcards and newspapers, general office supplies (pencils, markers, coloured pencils), curated descriptions of selected city landmarks or points of interest, interactive quiz about city's history.

Scenario:

With the focus on local history, this workshop provides an opportunity to discover the local area of the library and helps to illuminate the town's history and important individuals. With a walking tour, hands-on activities, storytelling and gamification, it offers a perfect way to learn more about the local history and to connect with the past.

The workshop consists of 5 parts. They can be carried out on the same or different days.

Part 1 – The Town

A guided walk through the town along a prepared route with at least one librarian. The walk begins and ends in front of the central unit of the library. Along the route, participants visit the town's key landmarks, streets, squares, and other famous sites. During the walk, they are introduced to the town's historical development, key institutions and notable individuals.

Part 2 – The Library

A guided tour of the library and a visit to the local history department. Here, participants explore historical materials such as old postcards and newspaper articles, which document the town's past. These materials are used to compare the historic appearance of the town to what they saw during the city tour. Participants learn of important individuals who contributed to the development of the town (local writers, teachers, architects, businessmen etc). Participants also learn to use and to contribute to local history portals (in Slovenia: Kamra and Obrazi slovenskih pokrajin).

Part 3 – Consolidation of Knowledge

The third segment helps to solidify the acquired knowledge through an interactive quiz about the town's history and key landmarks. For the quiz you can use presentations, popular quiz apps or any other interactive methods.

Part 4 – Spatial Knowledge and Motor Skills

In the fourth part, participants improve their motor coordination by using 3D pens to build a model of a famous town building, such as the library, castle or another landmark. It also improves spatial orientation and mental manipulation of objects.

Part 5 – Local History and Storytelling

In the final part of the workshop, participants are introduced to the region's rich storytelling tradition through local stories and folk tales that connect the past with the present.

If you have any further questions regarding this scenario, please contact us at the following email address: goriska.knjiznica@gkfb.si



10 THINGS (OR MORE) WE LEARNED AND WILL USE IN OUR LIBRARIES

- ◆ Promoting active exploration of local heritage through interactive and gamified learning experiences.
- ◆ Integrating digital literacy in a practical and supportive way to increase awareness and use of e-resources.
- ◆ Encouraging hands-on creativity and the development of digital skills through active, technology-based learning experiences.
- ◆ How to use modern digital tools: GPT chat; audio and video editing programs; and graphic design programs.
- ◆ How to care for our voices so they last as long as possible (vocal techniques) and how to overcome stress and fear of public speaking – and the fact that both are important for librarians, even though it is not obvious.
- ◆ Discovering differences and similarities between libraries in European countries, which helped us feel more empowered and connected.
- ◆ How to overcome your own impostor syndrome when communicating in a foreign language, so that you can work together, draw on your experiences and learn from other librarians.
- ◆ How to develop cultural competences and build social bonds in the local space in libraries.

- ◆ How to use the cultural knowledge acquired during mobility in everyday work and how to reduce the likelihood of barriers arising from cultural differences in the future.
- ◆ When working online it is essential to appoint a group leader responsible for keeping track of deadlines and preparing the agenda for each meeting.
- ◆ As librarians we are very similar. We all share common passions and are committed to our work, but we also face similar challenges and difficulties in our everyday work.

EDITORIAL

Library without borders. Good practices in informal adult education

Authors:

GDYNIA LIBRARY: Karolina Rybicka, Karolina Jaskierska, Karol Żachowski, Katarzyna Sołowska-Maciejak, Małgorzata Trejtowicz, Monika Konkel

FRANCE BEVK PUBLIC LIBRARY NOVA GORICA: Tina Podgornik, Maruša Mugerli Lavrenčič, Alenka Purkart, Polona Palčič, Ana Kosič, Manja Pergar

RADOM LIBRARY: Kinga Olbromska-Miłosz, Małgorzata Pawlak, Katarzyna Kosterna, Paulina Siwecka, Joanna Gołąbek, Dariusz Wróbel

Cover: Katarzyna Marlewska

DTP: Katarzyna Marlewska

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