Mobility+

VALORISATION WORKSHOP GUIDE

ADICE
COOPÉRATION ET
MOBILITÉS INTERNATIONALES

merseyside
EXPANDING
HORIZONS

JMK
JOHANNES
MIHKELSONI
KESKUS

EPN
GERMANY

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Mobility + project

+ This guide is developed within the frame of the Erasmus+ Key Action 2 Mobility+ project. The objective of the Mobility+ project is to inform and train adult education workers to ensure the quality of supporting future international mobility participants. The project partners believe that effective preparation is of key importance: preparation to improve awareness and use the most convincing arguments, evidence and resources to encourage and prepare future mobility participants so that their experience can be of the highest quality and benefits.

This project aims to fill this gap by designing innovative and adaptable training programmes and resources for adult education workers and their beneficiaries.

The Mobility+ project is carried out transnationally because each partner brings their experiences, already developed tools, and knowledge of international mobility project management to adapt them to the needs of the target groups. The partners are located in territories in which initiatives such as adult education linked to European and international mobility projects are less accessible or developed. Indeed, the project partners are based in urban areas of France, Germany, England and Estonia deeply impacted by unemployment. People who are far from employment must be remobilized and accompanied in basic knowledge and interpersonal skills. These prerequisites need the pursuit of actions adapted to individual situations.

The project developed complementary tools and methods to train adult education workers in the support of participants and especially those with fewer opportunities (support before, during and after their mobility project to ensure high quality experience and a strong impact on the professional and personal inclusion). This would be possible thanks to the experience of each partner and the skills developed in these sectors (mobility project management, training, employment, evaluation and certification).

+ **The partnership**
1. ADICE (France).
2. EPN Germany (Germany).
3. JOHANNES MIHKELSONI KESKUS (Estonia).
4. MEH (United Kingdom).

Introduction

The diagnosis and analysis conducted by Mobility+ project preliminary needs analysis and the experience of project partners showed that there is a need to support and prepare adult education workers in the understanding of the professionalizing aspect of international mobility. There are rather a few organisations working in the topic of adult education who have established a clear valorisation methodology and tools to support adult education workers who have participated in mobility activities. Therefore, in order to provide organisers of mobility projects, and also participants of mobility projects, with needed support to valorise acquired skills and knowledge in professional life, a Valorisation Workshop Guide was created.

Valorisation Workshop Guide is developed to monitor effectiveness of the follow up of participants upon return of mobility projects and reinforce the benefits of international mobility for workers in adult education field. The guide will help to grasp the professionalising aspect of international mobility, the obtained skills, and how to use them in their work. It provides sending organisations with needed methodology to train non-formal adult education field workers and help them work autonomously through the different modules of the workshop.

The guide provides the adult education workers with information and/or methodology on organising valorisation workshops after the arrival of participants:

- How to valorise the competences acquired
- How to make the project of mobility a real added value on return
- How to link this new professional experience in the future projects of the participants
- How to further reinforce the new acquired competences

The valorisation process is divided into eight categories in accordance with eight European key competences identified by the European Union:

1. Literacy competence

2. Multilingual competence

3. Personal, social, and learning to learn competence

4. Citizenship competence

5. Cultural awareness and expression competence

6. Entrepreneurship competence

7. Mathematical competence and competence in science, technology, and engineering

8. Digital competence

The guide could also be used to assist and support individually participants returning from mobility activities and finding the use of acquired knowledge and skills in the professional environment of the sending country.
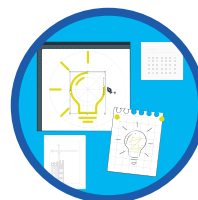
What does valorisation mean?

Within this Valorisation Workshop Guide the concept of 'valorisation' is defined as follows: *Valorisation is the process of creating value from knowledge, by making knowledge suitable and available for societal and/or economic application and by transforming it into products, services, processes and new business.'* [1]

Why is valorisation important?

Valorisation process provides the pool of experiences that can be used in a professional environment to improve professional development and broaden professional worldview. Valorisation is necessary in order to give sense to acquired skills and knowledge that can be used in a professional environment.

Valorisation Workshop

The valorisation workshop is intended to be user-friendly so as to encourage and organise the learning and seizing for all beneficiaries. The Workshop modules are developed with the idea of being implemented in a group situation and individually. The suggested number of participants per workshop is around 10-16 people. The number of participants lower than 17 gives better opportunity to have deeper general discussions with an opportunity to give a word to all participants, and to be able to analyse results of given activities more deeply.

The length of the valorisation workshop depends on the group size, and optimally could be between 1,5-3 hours. If neccessary, and possible then it could also be longer, but then there should be more breaks in between, so that participants would have time to rest in between the activities. It is suggested to provide some snacks during the workshop, so to keep up the mood and energy until the end of the workshop.

Valorisation Workshop activities are divided into eight categories in accordance with eight European key competences identified by the European Union:

1. Literacy competence

2. Multilingual competence

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8. Digital competence

Together with Valorisation Workshop Guide it is recommended to use Competences Manual (created within Mobility+ project) that describes each key competence in detail. Competences Manual helps educators to understand and explain key competences to the learners they work with enabling them to valorise the competences acquired during mobility projects abroad.

Given activities are given as an example that could be used during valorisation workshop. They can be organised in a way that is more suitable for the facilitators, and/or the participants. Each activity has estimated time written down, so that it would be easier to put together the exact programme of personalised valorisation workshop.

Valorisation workshop activities

Activities are divided in two: individual level and group level. Individual level activities can be completed before the workshop, to evaluate one`s skills. If needed they can also be used during the workshop as a short introduction or warm-up. Valorisation workshop activities, especially group level activities are suggested to be carried out in person. In case needed both individual and group level activities can also be modified, and carried out via suitable online video platform.

Valorisation workshop is meant to be planned by each origination considering the nature of mobility activities that participants took part in, and having the ability to concentrate on the competence that is more valuable considering the situation, experience, and goal of the valorisation process. Facilitators of the valorisation workshop can choose activities from the guide that resonate with their organisation, and are more suitable considering the background, and experience of the participants.

In case needed it is also possible to modify exsisting activities, and make them more suitable and relevant for the participants that are expected to participate in the valorisation workshop. It is also possible to make some activities shorter, or longer. Length of the activity is also dependable on the amount of participants, and their activity in the discussion. Most acitivities also have feedbacks and tips for facilitator to help coordinating the activity. Valorisation Workshop Guide is here to help you create a valorisation workshop that matches current needs of potential participants.

[1] Wakkee, I., Lips, F., Löwik, S., Wijnen, A., Schöller, D. (2021.. IXA Vaolrisation Guide - Practical Handbook for social sciences and humanities research.

1

Literacy
competence

Literacy competence

Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

INDIVIDUAL LEVEL

Activity 1: Summarise a text

Aim: capacity to understand a well-written text, appropriate the main ideas and synthesise the content in a short summary.

Needs: text (short story, piece of news, article), paper, pen

Time: 30 minutes

Actions step-by-step

1. The participant is given a text to read.
2. After reading it, the participant writes a short summary (max. 300 words).
3. The facilitator reads the written summary and gives the participant a feedback.

Feedback and tips

- The choice of text should take into consideration the level of knowledge of the participants and avoid overly difficult texts such as scientific articles or poems.

Activity 2: Correct a text in a limited amount of time

Aim: show that the participant masters appropriate vocabulary, spelling and grammar in his/her mother tongue

Needs: a one-page-long text written on purpose with grammatical and spelling mistakes, pen

Time: 10 minutes

Actions step-by-step

1. The participant is given a text
2. Participant corrects directly on the document the mistakes that he/she spots.
3. Once the participant claims to be finished, the facilitator checks if the participant has corrected everything and gives feedback

Feedback and tips

- This activity should be done on paper to avoid the help of automatic correcting and Internet.
- The facilitator should prepare him-/herself for possible questions that might arise concerning correct way of writing.
- A given text does not need to be long - half or one A4 page.

Activity 3: Understand different levels of language (colloquial, informal, formal)

Aim: analyse the connotation of words and juggle between different levels

Needs: list of words, pen, paper

Time: ~45 minutes in total (~15min for each task)

Actions step-by-step

1. The facilitator provides the participant with a list of words. In the list, there are always 3 words with the same meaning but belonging to different levels of language. The participant has to classify the words in a table with 3 columns: colloquial, informal, formal. Example: a man, a bloke, a male individual / to

urinate, to pee, to take a leak

2. Once the participant is finished, the facilitator checks if the table is correct.

3. The next task is to write a short text on a formal level using some of the words from the previous activity. He/she can choose the topic and which words to reuse, but the whole text needs to be very formal.

4. Once the participant is finished, the facilitator reads the text and gives feedback about its quality and adequacy to the formal level of language.

5. The final task is to prepare a story to be told orally, by using only colloquial speech. The participant takes some time to brainstorm, make up a story, write down the words he/she wants to use and then the participant tells the story to the facilitator.

6. The facilitator listens to the participant and then gives feedback about the quality of the story and adequacy to the colloquial level of language.

Feedback and tips

- In the first phase of the activity, the participant has some liberty in choosing synonyms. There can be different informal words to say "man" for example, and the facilitator should accept all of them as long as they have the same meaning.

GROUP LEVEL

Activity1: An argument to defend personal opinion

This activity could be done in groups of two or more. The participants face each other on a controversial topic and each participant prepares an argumentation to defend his opinion orally.

Aim: articulate ideas, present a justified point of view and convince the audience

Needs: papers, pens, topic ideas

- Society/political topic: nuclear vs renewable energy, vegan vs meat, free public transportation, legalization of cannabis, train vs plane

- Less serious and more fun topics: putting toothpaste before/after wetting the toothbrush, pouring cereals before/after milk, dogs vs cats, iPhone vs Samsung vs Huawei…

Time: 1 hour (20 minutes preparation + 30 minutes presentation + 10 minutes feedback)

Group size: 2-4 participants with the same topic, 6-12 participants in total

Actions step-by-step

1. The participants pick randomly a topic. The same topic should be proposed at least twice.

2. Participants with the same topic gather and decide which side they will take, as long as their views are opposed (ex one needs to be in favour, the other against). It does not need to reflect their real opinion, they just pretend for the activity.

3. Each participant prepares for him-/herself a list of arguments supporting his/her side on the topic and a connecting thread to present these arguments.

4. After 20 minutes, the whole group comes together.

5. One after the other, the topics with two different viewpoints are presented. Each participant holds a quick speech (5 min max) to try and convince the others of his view on a specific topic. After both participants who shared opposing views on the same topic have made their speech other participants can vote which one of the presentations sounded more convincing and had better argumentation.

6. Once everyone has spoken, the other participants are allowed to vote for each topic presented, which viewpoint they found the most convincing.

Feedback and tips

- In case there are three participants with the same topic then two represent the same side and one the opposing side. Everyone stands for him-/herself. In case there are four people with the same topic, then the argumentation could be done in pairs. Each participant would then have 2-3 minutes to present her/his arguments.

- Any topic can be used for this activity, even if one viewpoint is deemed wrong and the other right, as long as it is possible to find arguments to defend both sides.

- It is important to note that participants do not necessarily represent their personal opinion during this activity. This activity is more about the skills of argumentation and presentation.

Activity 2: Building word clouds
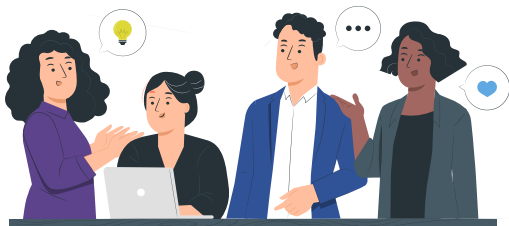
Aim: the idea of this game is to get participants thinking about all the different words that they can use to describe a topic.

Needs: cards with images of objects

Time: 30 minutes

Group size: several small groups of 2-3 persons each

Actions step-by-step

1. Participants are divided into small groups.
2. Each group is given a card which includes an image and a description of what the image is e.g. 'Cup of tea'. Each group has a different image and must be careful to ensure that the other groups do not see their image.
3. The groups are then asked to note down on flip chart paper as many words to describe the image without using the words they have been given i.e. if a group has the 'Cup of tea' card, they might note down the following words, but cannot use 'cup' or 'tea': Container, Liquid, Hot, British, China, Saucer, Mug, Infusion, Milk…
4. After about 10 minutes, each group in turn shows their list of words to the other group(s) who must try and guess what the image is.

Feedback and tips

- The feedback session can include counting the number of words found for each image and reflecting about the fact how easy or difficult was it to find several words.

Activity 3: Nonverbal communication "We have to move now!"

Aim: use your body/voice tone to express a feeling and interpret the body language of others

Needs: strips of paper with moods/emotions written on it, papers, pens

Time: 10 minutes

Group size: 6-10 people

Actions step-by-step

1. Cut several strips of paper.
2. On each strip of paper, write down a mood or a disposition like guilty, happy, suspicious, scared, angry, surprised, sneaky, or bored.
3. Fold the strips of paper and put them into a bowl. They will be used as prompts.
4. The participants sit in a circle.
5. Have each participant take a prompt from the bowl and read the same sentence, expressing the mood they've selected. In this way, each participant says the same thing but his/her nonverbal communication differs. The sentence should be ordinary, such as "We all need to gather our possessions and get out of here as soon as possible"
6. The participants are free to choose how they want to display their emotion - with hand gestures, face mimics, tone, rhythm of speech, etc. - but it is forbidden to add or remove words from the given sentence.
7. After each participant has read their sentence, the facilitator interrogates the group: for each reader, they should guess the emotion that was displayed. To help them, each participant can write down assumptions they made about each speaker as they read their prompts.

2

Multilingual competence

Multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Language competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s).

INDIVIDUAL LEVEL

Activity 1: Tell me about your day
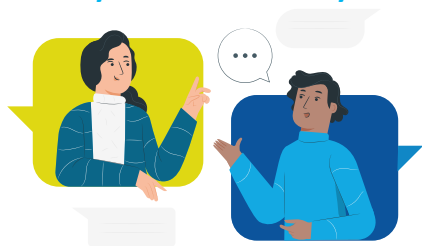
Aim: use everyday's life vocabulary and be able to communicate simple information in a foreign language spontaneously

Time: 5 minutes

Actions step-by-step

1. The facilitator asks the participant what he/she has done today/yesterday.
2. The participant has to describe the whole day, from morning till evening, by formulating complete sentences.
3. If a participant's answer is too short, the facilitator shall ask more questions to encourage him/her to speak longer, such as "what did you have for lunch", "what did you do first after waking up", "what was your mood of the day" etc.

Feedback and tips

- The feedback given by the facilitator should not only be based on the content of the story, but also on the spontaneity of the participant, his fluency in the language and hesitation or mistakes.
- It is essential for this activity that the facilitator understands the foreign language spoken by the participant.

Activity 2: Writing to your boss *vs* writing to your friend

Aim: be able to use colloquial and formal written language in the foreign language

Needs: paper, pen

Time: 30 minutes

Actions step-by-step

1. The participant chooses a topic to write about. Ex: tell about a conflict you have at work with a colleague, explain to the person they made a mistake, apologise for arriving late at a meeting, asking for a pay raise/money lending, etc.
2. The participant starts by writing a message to his/her friend, as if he/she was writing a phone text in a colloquial language. The text needs to be at least 150 words long.
3. Then the participant writes the message to his/her boss, as if he/she was writing an official e-mail in a formal language. The text needs to be at least 150 words long, but it is up to the participant to decide if it should be shorter/longer than the first message.
4. Once the participant is finished, he/she gives the two texts to the facilitator who reviews them and gives feedback on whether or not the participant succeeded in using the various levels of language.

Feedback and tips

- For this activity, the facilitator needs to have a very good grasp of the foreign language that participant uses.

Activity 3: Understanding a short clip in a foreign language
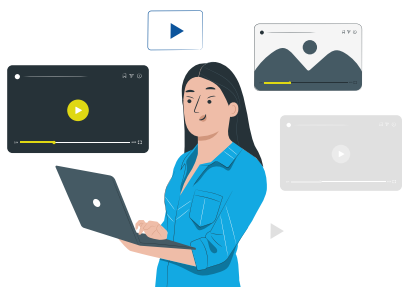
Aim: watch a short clip in a foreign language without subtitles and demonstrate a good understanding

Needs: clip picked by the facilitator, worksheet

Time: 30 minutes

Actions step-by-step

1. The participant reads the worksheet and checks what he/she will need to fill out i.e.:
   a. A short summary of the clip (100 words)
   b. A comment about whether he/she liked the clip or not
   c. A list of five new words he/she learned thanks to the clip
   d. Three idiomatic phrases learned in the clip
   e. A favourite quote from the clip
   f. A list with the names of all the characters shown in the clip
   g. If applicable, identify the various accents heard in the clip
   h. If applicable, specify the cultural/historical/political context around the clip
2. Then the participant watches the clip and takes notes if necessary.
3. After the clip, the participant fills out the worksheet entirely and sends it to the facilitator.

Examples of clip: news broadcast, movie clip, interview...

→ https://www.youtube.com/watch?v=iXTY7v_fFEQ

Feedback and tips

- Let the participant watch the clip as many times he/she wants, but give a limited time to fill out the task completely, including completing the worksheet.
- The clip should last 5-10 minutes, so that the participant has enough material to fill out the worksheet.

GROUP LEVEL
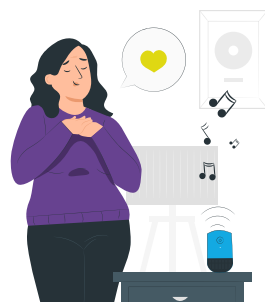
Activity 1: Share a beloved song in a foreign language

Aim: understand lyrics in a foreign language and translate/explain in his/her mother tongue. It is an activity that evaluates oral comprehension of a foreign language and spontaneous translation into the mother tongue, which are both valuable skills when working in a multilingual environment.

Needs: speaker, good wifi connection

Time: 5-6 minutes per song

Group size: 2-15 participants in total

Actions step-by-step

1. The participant chooses a song and plays it in front of others without commenting
2. While the song plays, the participant may take some notes to remember the lyrics
3. Once the song is over, the participant has two minutes to explain the general meaning of the song, the story it tells, the type of language used and translate at least five sentences from the song directly into the mother tongue.

Feedback and tips

- It is easier for the facilitator if he/she understands the foreign language that is used in the song.
- YouTube can be used to find the songs.
- It can be brought up that participating in cultural activities and introducing yourself to different parts of foreign culture supports language learning and through that develops also literacy in a foreign language.

Activity 2: Time's up

Aim: test various aspects of the participants' language skills in the foreign language (vocabulary, spontaneity, comprehension, reactivity, memory).

Needs: cards with words/concepts on it, flipchart to keep scores

Time: 30-60 minutes, adaptable depending on the number of words to guess

Group size: two or four groups of 3-5 participants

Actions step-by-step

1. The facilitator prepares the cards with ideas and concepts written on it in a foreign language.

   Tip: there should be at least 15 cards but there can be more, depending on the available time.

   Ex: Dog, teacher, pig, student, snake, baker, tiger, musician, lion, doctor, bird, house etc

2. Two groups sit, facing each other.

3. One person from one group volunteers to start, stands up and faces his/her group.

4. He/she takes a basket containing all the cards, picks one, reads it silently and has to make his/her group guess what the word is.

   He/she cannot use the word that is being guessed.

5. Once they have guessed or if they cannot guess, he/she takes another card and keeps playing as long as the 1-minute timer is not up.

6. Once the 60 seconds are up, the group counts how many cards they have guessed correctly.

7. The other group is next, and plays the cards remaining in the basket that have not been guessed yet.

8. The groups keep playing one after the other until there are no more cards to play.

9. Once they are finished, they start a new round with all cards but change the guessing modes.

Suggestions for the different guessing modes:

a. Describe the word on the card with a full sentence in the foreign language - no words limitation

b. Describe the word on the card using only three words in the foreign language

c. Describe the word on the card using only one synonym in the foreign language

d. Give the translation of the word in another language

e. Give a word that rhymes with the mystery word in the foreign language

f. Write all the letters of the word on the board but in the wrong order

Feedback and tips

- It is the same principle as the original Time's up game, but it should be played in a foreign language and the various steps are different.

- This activity is possible only if all the participants share one foreign language in common (ex English) or they can be split into two language groups (ex English and German).

- It is not compulsory to use all the guessing modes. The facilitator is free to choose which guessing modes to play and in which order.

Activity 3: The restaurant roleplay [2]

Aim: practice foreign language by role-playing an everyday life situation, interacting with people in a foreign language.

This is the most complex multilingual activity, because it implies being able to mimic a real-life situation, knowing all the vocabulary linked to this situation and interacting spontaneously in a foreign language.

It is good practice for customer and worker language in the restaurant setting.

Needs: role cards, some furniture for the scene (tables, chairs, bar, kitchen, cardboard to make menus, notepads to take orders...)

Time: 30 minutes

Group size: 10-15 participants
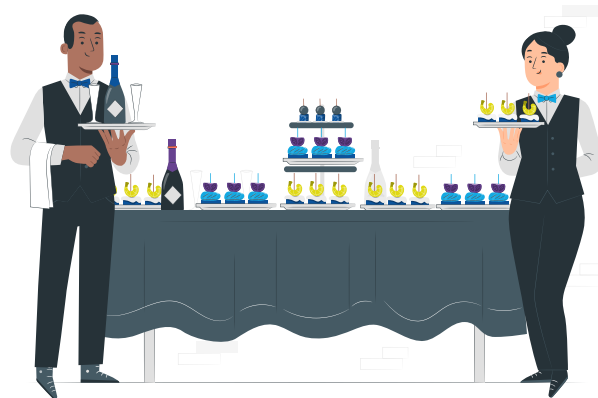
Roles to play

- Two waiters: one is friendly and clumsy and will cause an incident when serving the food and the other is professional but unfriendly
- One cook
- One couple on a date
- One family with children
- One customer eating alone

The customers can be different, but it is recommended to have three different tables.

Actions step-by-step

1. Each participant picks a card and reads the corresponding role. They have a few minutes to prepare themselves and get into character.
2. The facilitator distributes the props - the waiters will need menus and pads, the cook, if possible, some kitchen tools to pretend cooking.
3. Once everyone is ready, they position themselves according to their roles.
   a. The restaurant staff is waiting inside the restaurant
   b. The customers are at the door, ready to enter the restaurant
4. The participants role-play the situation by respecting the following order of actions:
   a. Welcoming and seating the customers
   b. Giving the menu and describing the specials
   c. Taking the order and bringing it to the cook
   d. Serving the food
   e. Addressing complaints
   f. Asking for the bill and paying

Feedback and tips

- Enough instructions should be given on the role cards so that the participants know how to play their characters and create some action during the role-play (ex one customer keeps complaining about everything, one speaks very loud and disturbs the others, one is undecided and keeps changing his order, etc.).

  Improvisation is also encouraged from the participants.
- All participants need to have a common foreign language.

2 FluentU. Get Active: 7 foreign language activities that keep students on their toes - By REVEL Arroway, Last updated: February 1, 2021

https://www.fluentu.com/blog/educator/foreign-language-activities/

3

Personal, social, and learning to learn competence

Personal, social, and learning to learn competence

Personal, social and learning to learn competence is the ability to reflect about yourself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support your physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

INDIVIDUAL LEVEL

Activity 1:
Your Wheel of Life[3] !

Aim: evaluating personal satisfaction with various aspects of your life

Needs: 'Wheel of life' printed out for each participant, pens

Time: 10 minutes

Actions step-by-step

1. Facilitator shares with participant the Wheel of Life. Participant looks at eight Wheel categories and thinks briefly what a satisfying life might look like for him/her in each area.

2. Next, each participant draws a line across each segment that represents his/her satisfaction score for each area. Imagine the centre of the wheel is 0 and the outer edge is 10. Participant chooses a value between 1 (very dissatisfied) and 10 (fully satisfied). Then draws a line and writes the score alongside (see example below). . By looking at a visual representation of all the areas of his/her life at once, the wheel helps the participant to better understand which of his/her life areas are flourishing and which ones need some attention, and improvement.

3 *The Strategic Planning, The Wheel of life,*
https://www.thestrategicplanning.com/wheel-of-life/
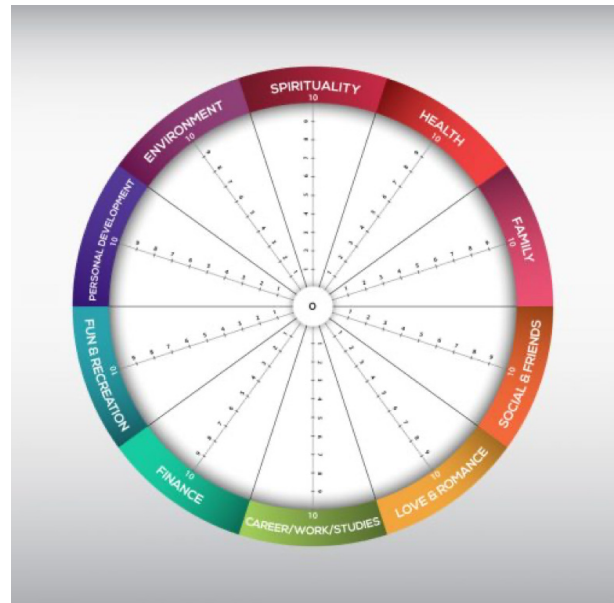
Example:
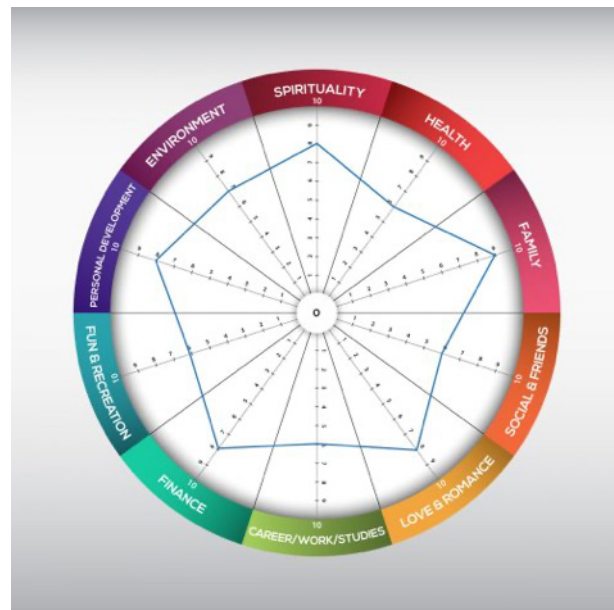
The Wheel of Life categories include:

1. **Health:** It includes your physical and mental health. Your Diet, sleep, rest, relaxation and exercise fall under this category.

2. **Finance:** It includes your income and your ability to manage your money effectively, save, budget, and invest.

3. **Career/ Work/ Studies:** It includes your purpose, success, growth and achievement. Even if you are

homemaker will also come under this.

4. **Family:** It includes your quality of relationship, healthy communication, quality time and support available within your family members

5. **Social & Friends:** It includes creating satisfying relationship with others. It includes positive, like-minded friends whom you can talk to about anything. Also, your social contribution falls here.

6. **Love & Romance:** If you're in a relationship, this represents your satisfaction with your relationship. If you're single, it represents the amount of love you feel in your life and how vibrantly you're living your life as a single. Just because you're single doesn't mean that you'll automatically get a 0/10; similarly just because you are with someone doesn't mean that you'll get a 10/10. A single can rate him/ herself highly here just as someone in a relationship can rate him/herself lowly here.

7. **Personal Development:** It includes your education, confidence, openness to new experiences and eagerness to learn.

8. **Fun & Recreation:** It includes how much you are enjoying your life, the amount of time you spend on your re-creation; explore your hobbies and interests outside of work.

9. **Environment:** It includes pleasant and stimulating environment that supports your well-being.

10. **Spirituality:** It includes your spiritual connection to both the inner and outer world.

Understanding scores:

8-10: If you have scored 8 – 10 for any of the categories. It means you are very satisfied in this particular area. It is important to ensure that this is maintained, but that improvement in this area is always possible.

5-7: If you have scored 5 – 7 for any of the categories, you are reasonably satisfied in that particular area but you can explore opportunities to move further in this category.

0-4: If you have scored 0 – 4 for any of the categories, you are not very satisfied in this particular area and you will need to explore ways of enhancing your satisfaction here. This is in fact very exciting because you haven't explored fully the opportunities that are available to you in this area.

Feedback and tips

• Ask the participants to use the first number (score) that pops into their head, not the number they think it should be

4 *Participate Learning (2018).. The Four Stages of Culture Shock, August 23, 2018,* https://www.participatelearning.com/blog/the-4-stages-of-culture-shock/

Activity 2: Ability to be self-critical

Aim: Understand and evaluate experience of living abroad and all of its aspects. Being able to be self-critical.

Needs: pen, paper, four stages of culture shock printed out, or sent to each participant

Time: 15-30 minutes (depending on the experience and length of the mobility)

Actions step-by-step

1. Facilitator explains four phases of culture shock, and shares them in a written form to all participants.
2. Facilitator asks participants to think whether they had the experience of going through some of the phases of culture shock. Participant think about their experience when they were abroad
3. If needed the participants can also write down their expectations for their mobility before it happened, and if they would have done something differently looking back at their experience.

The four stages of culture shock [4]

1. **The honeymoon stage**

   The first stage of culture shock is often overwhelmingly positive. Travellers become infatuated with the language, people, and food in their new surroundings. At this stage, the trip or move seems like the greatest decision ever made and an exciting adventure. On short trips, the honeymoon phase may take over the entire experience, as the later effects of culture shock don't have time to set in. On longer trips, the honeymoon stage will usually phase out eventually.

2. **The frustration stage**

   Frustration may be the most difficult stage of culture shock and is probably familiar to anyone who has lived abroad or travels frequently. At this stage, the fatigue of not understanding gestures, signs, and the language sets in and miscommunications may be happening. Small things - losing keys, missing the bus, or not being able to easily order food in a restaurant - may trigger frustration. And while frustration comes and goes, it's a natural reaction for people spending extended time in new countries.

Bouts of depression or homesickness are common during the frustration stage.

3. The adjustment stage

Frustrations are often subdued as travellers begin to feel more familiar and comfortable with the cultures, people, food, and languages of new environments. Navigation becomes easier, and friends and communities of support are established. Details of local languages may become more recognizable during the adjustment stage.

4. The acceptance stage

Generally – though sometimes weeks, months, or years after wrestling with the emotional stages outlined above – the final stage of culture shock is acceptance. Acceptance doesn't mean that new cultures or environments are completely understood. Rather, it signifies that complete understanding isn't necessary to function and thrive in the new surroundings. During the acceptance stage, travellers are able to draw together the resources they need to feel at ease.

Feedback and tips

- It is ok if not all of the participants have experienced all of the phases of culture shock, or any phases. The shorter the mobility experience the less chances there are that participant has experienced any of these phases.
- It is important to note that these phases can occur when living in a foreign environment, and that it is ok to go through them. If some of the participants have experienced any of the phases then it is ok if they want to share their experience with other participants.
- Though it can be one of the hardest parts of traveling, culture shock is just as integral to the experience as food, people, and scenery. By recognizing it for what it is and finding ways to cope, you can prevent culture shock from ruining an otherwise enriching experience abroad.

Activity 3: KWL Chart
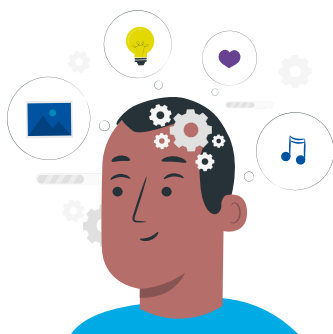
5 IMPACT, Vignettes De Pédagogie Active, SVA, published on Octobre 11, 2019 https://www.polymtl.ca/vignettes/sva

Aim: The KWL[5] (KnowWonderLearned) pedagogical formula allows participants to compare their ideas with what they already know, what they would like to know and what they have learned. The participant then creates links between his previous knowledge and his new knowledge.

Needs: internet connection, a printed out table with the different parts (see the example below)

Time: 1 hour

Actions step-by-step

The use of a KWL chart or graph is effective in this context, as it allows participants to organise their ideas according to what they already know, what they are curious about and what they discover during the lesson.

1. Facilitator gives a topic (Ex: "natural disasters" with the following categories: volcanic eruptions, shifting tectonic plates, earthquakes and cyclones)

2. Each participant should complete a KWL chart on one of the five natural hazards listed above. Here is an example of a table to be filled in:

KWL Chart

Name _____
Date _____

Topic: _____

Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned.

Figure source : https://commons.wikimedia.org/wiki/File:KWL_Chart.jpg

3. The facilitator gives participants a few minutes to complete the first two sections and then invites them to complete the third section by doing their own research using the computers. This step, which may take one or two hours, is crucial as it allows students to develop research skills.

4. Once the research is completed and the third section is finished, each participant presents the information gathered in the chart to the group, first mentioning what was known about the topic, then what they wanted to know and finally what was learned.

Mobility+

5. Applicable if the activity is done during the workshop: The facilitator intervenes to comment on the content presented by each participant and takes advantage of this moment to correct certain information if necessary. The other participants also participate by commenting on what their class-mates have said.

Feedback and tips

- Facilitators can choose topics that they are familiar with to make their job easier

GROUP LEVEL

Activity 1: Train ride

Aim: Analyse the situation and ways how to avoid possible conflict situation

Needs: papers with three strangers and a conflict, pens, papers

Time: 45 minutes

Group size: 2 people in each group, 4-6 groups

Actions step-by-step

1. The background story is presented to participants
   You drive in a train compartment for a week with three strangers who belong to different groups in society.
2. Each participant picks randomly a paper where there are three fixed strangers written on it. These are the people who will ride with him/her for three days in one train compartment. There is also written a conflict that has risen in the compartment. In the lottery all cases are presented two times, so now participants who have the same list of people can be divided in pairs. To make it easier give numbers to all the cases, and ask which number is written in the corner of the paper. People with the same number can pair up.

   Group 1: An overweight Swiss financial broker, loud Roma woman, an elderly woman with a walking stick. All three of them want to sleep on the lower berth/bunk, and loudly voice out their opinion.

   Group 2: Ukrainian soldier from Ukraine, A Kurdish refugee living in Germany on his way back from Libya, russian minority representative in Germany who supports russian government. There rises a heated discussion about the reasons behind the Ukrainian war that started in February 2022.

   Group 3: Very strict and serious catholic nun, 15 year old girl with short skirt and blue hair, 30-year old female prostitute. The prostitute invites a man in the compartment to have a chat with him. The nun is very angry, and voices out her opinion that she does not want this man to stay in this compartment.

3. Participants in pairs introduce to each other the way that they would resolve the conflict that has arisen within one train compartment.
4. Participants share the way that they resolved the conflict with other participants in large group. Other participants of the workshop can also share their opinion on the decision that has been made by each group, and explain their position and possible ways of resolving the conflict.

Feedback and tips

- Participants can also share alternative ways how they thought to resolve the conflict situation, and why they chose the way they chose.
- How did the combination of the strangers in one train compartment influence their decision? Why they chose the conflict resolution that they chose? How their prejudices influenced their opinion? Would the conflict resolution be different if there were other people in this train compartment? Why?

Activity 2: Improving skills

Aim: participants find way how to improve various skills

Needs: pen, paper, prepared list of skills

Time: 20-30 minutes (depends on the amount of groups)

Group size: 2-4 participants in a group, 2-8 groups

Actions step-by-step

1. Facilitator gives each group a list of skills. Each group has 3 skills on the list that they need to discuss and find at least 10 ways how they can improve this skill.
2. After discussion in small groups is finished each group has to present their skills and the ways they found how to improve these skills.

Feedback and tips

- It is also possible to make this activity shorter by letting each group choose one skill from the list and ways they found how to improve this skill that they will present to the whole group.
- It is important to note that for each skill there are various ways how to improve it, and this is important to remember. If one-way is not suitable, then there are always other options how to improve one`s skills in specific topic or acquire necessary knowledge.
- Additional information on learning skills https://www.indeed.com/career-advice/finding-a-job/learning-skills

Activity 3: Barnga game [6]

Aim: helps participants to better comprehend situation when arriving in a new cultural setting, faced with a whole new cultural reality.

Being in a new cultural situation certain things may not be understood or may seem inappropriate, shocking or even insulting.

What can we do, for example, when we realize that the "message" received by another person is not the "message" we originally communicated?

What can we do when we don't speak the same language as others nor share the same cultural references? How can we reconcile our differences and adapt to different situations?

6 *Intercultural Learning for Pupils and Teachers. Barnga - http://intercultural-learning.eu/Portfolio-Item/barnga/*

Barnga is a simulation game that can help address some of these questions. Each group involved in the game starts with a different set of instructions. Because the simulation places them in a situation that is awkward and frustrating, participants are forced to resolve communication problems with people who don't share their understanding of the rules of the game.

Needs:

- Printable ccopies of the "Rules of the game" (Appendix 1) and "Instructions for the tournament" for all participants (Appendix 2);
- Some pencils and blank sheets of paper;
- A bell;
- A deck of cards for each table. Each deck must be modified so that it includes only the following cards: cards 2 – 7 in each suit as well as all four aces;
- A copy of the "Discussion Guidesheet" (Appendix 3) for the facilitator;

Time: 60-90 minutes (explanation and practice time 20 minutes, game time 20-30 minutes, analysis of the game 20-30 minutes)

Group size: At least 15 participants are needed to play the game. Five tables with three participants playing at each table is the minimum.

Actions step-by-step

1. Players form five (or more) groups of similar sizes (3-6 players) and sit at a table where there is a set of rules and a deck of cards.
2. Players are given five minutes to study the rules and practice playing "Five Tricks". As a facilitator explain this game as a simulation that focuses on non-verbal communication. The objective of the game is to play cards and to win the game. The winning team will be the first team to reach the table with the highest number.
3. Once everyone has the hang of it, the facilitator collects the rule sheets and at the same time imposes a strict command of "no verbal communication." This means that players may gesture or draw pictures if they wish, but may neither speak (orally or by signing) nor write words. Clearly, communication, should it be needed, is going to be more difficult henceforth.
4. The facilitator then announces a tournament. As in any tournament, some players leave their home table and move to another, some from that other table have moved to yet another, and so on. They sit down at their new table, look around, and begin at once playing "Five Tricks."

Mobility+

5. Each round lasts a few minutes. Start playing.
6. Ring the bell to close a round of play once it is clear that most participants have finished playing. At this point, players should change tables. The players move tables according to this scheme:
   - The player who has won the most games during the round moves up to the next highest numbered table; (*if there are 5+ players per table, 2 players move)
   - The player who has lost the most games during the round moves down to the lowest numbered table (*if there are 5+ players per table, 2 players move
7. Throughout the game, facilitators should observe participants and take note of their reactions. Bring the game to a close when most players have changed tables and they have started to develop common rules at each table.
8. When it is time to finish the game, the facilitator organises a debriefing. As with any simulation, the debriefing is the most important part. It should be given about half the total time of game and can ideally follow the phases in order:

PHASE 1: Description

What did you expect at the beginning of the game?

What did you think or felt while playing?

What were your greatest successes / frustrations?

How did not being able to speak contribute to what you were feeling?

What was going on?

When did you realize that something was wrong?

How did you deal with it?

Many different explanations may arise. It is important to acknowledge them all. Some may think other players were cheating / they themselves had not learned the rules correctly / others didn't play by the rules because of lack of understanding / …

The hypothesis of multiple versions of the rules will come up. Confirm the truth once there has been ample opportunity for alternate explanations to emerge.

In fact, at the beginning of the game each group had received a slightly different version of a basic set of rules to "Five Tricks." In one set, for example, Ace is high; in another, Ace low.

In one set diamonds are trump, in another spades, in another there is no trump at all. Variations on these few differences are the only differences, no matter how many groups are playing. This means that virtually everything except one or two aspects is the same for everyone.

PHASE 2: Analysis

What specific real-life situations does Barnga simulate?

Have you ever had an experience where there was a rule difference you didn't know about?

How does this game focus our attention on the hidden aspects of culture?

What is the most important thing you have learned after playing Barnga?

What if you had been able to talk?

What if the play lasted longer?

What does the game experience suggest about what to do when you are in the situation in the real world?

Feedback and tips

Reflection upon the problems that arose while playing:
- During the game, all did their best, but each group was operating out of a different set of circumstances and ground rules.
- Many discovered or suspected that the rules were different, but didn't always know what to do to bridge the differences.
- Even if people knew how the rules were different, they didn't always know what to do to bridge the differences
- Communicating with the others is difficult; it demands sensitivity and creativity
- The above statements are true even when almost everything is the same and the differences are very few or hidden. In fact, when the differences are very few or hidden, it may be even more difficult to bridge them than when they are many and obvious.
- In spite of many similarities, people have differences in the way they do things. You have to understand and reconcile these differences to function effectively in a group.

4

Citizenship
competence

Citizenship competence

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

INDIVIDUAL LEVEL

Activity 1: Kahoot
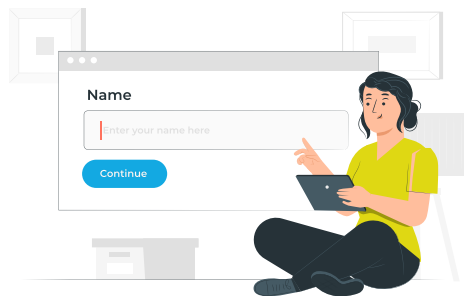
Aim: participants understand how well they navigate and are informed on the topic of European Citizenship and national citizenship/movements

Needs: each participants should have a phone and access to internet

Time: 10 minutes questionnaire + 20 minutes discussion

Group size: 10-12 people

Actions step-by-step

1. Prepare Kahoot questionnaire that you can send to the participants
2. Ask participants to fill out the Kahoot questionnaire.
3. After filling out the Kahoot questionnaire ask participants to draw the differences between European Citizenship and national citizenship/movements. How do they complement each other?

Example of questions:

An e-mail with a 1 MB attachment consumes the equivalent of a light bulb on for one hour: • 10 minutes • 25 minutes (right answer) • 60 minutes	The Internet emits as much greenhouse gas as: • The entire world's civil air traffic (right answer) • All European Union countries • China
The production of a television screen emits the same amount of greenhouse gases: • As a car journey from Lille to Strasbourg • A return trip by plane from Paris to Nice (right answer) • A trip by ferry Calais-Dover	Which plant requires the most water in its production? • Cotton (right answer) • Rice • Soybeans • Wheat
How many tonnes of clothing are thrown away each year in Europe? • 300 000 • 1 million • 4 million (right answer)	What is the main source of pollution in the oceans? • Microparticles released when we wash our clothes (right answer) • Plastic bottles • Fish droppings
What is nearly 48% of the water available in France used for? • Daily consumption (shower, dishwasher etc) • Industrial production (metallurgy, steel industry etc) • Agricultural production (soil watering, livestock consumption etc) (right answer)	Taking into account the whole production chain, which of these foods pollutes the most? • Pig • Cheese • Beef (right answer) • Rice

Feedback and tips

- There could be a discussion between the Kahoot questions after the right answer ise revealed.

Activity 2:
Knowledge of European Union Quiz

Example of questions:

Which country is not part of the Schengen area? • Ireland (right answer) • Portugal • Iceland • Hungary	How much is the overall EU budget for 2021-2027? • 500 billion • 800 billion • 1800 billion (right answer) • 3000 billion
How many countries are there in the Eurozone? • 8 • 12 • 19 (right answer) • 27	When you travel in an EU country, you do not have to pay any extra charges to use your mobile phone. • True (right answer) • False
What is the purpose of the European Health Insurance Card? • To have the same access to healthcare as in your own country • To be reimbursed in case of an operation not covered in your own country • Have access to the public health system in the country of stay (right answer)	The French driving licence is valid in all 27 EU countries: • True (right answer) • False

Aim: participants understand the extent to which they can relate to and are informed about the European Union.

Needs: each participants should have a phone and access to internet

Time: 10 minutes questionnaire + 20 minutes discussion

Actions step-by-step

1. Prepare a Quiz that the facilitator can send to the participants.
2. Facilitator asks participants to answer the Quiz.
3. After answering the Quiz, the facilitator discusses with participants the importance of having a good knowledge of Europe.

Activity 3: How to be an active citizen?

Aim: show ways how to be an active citizen

Needs: paper, pen or access to smartphone/laptop to make notes

Time: 15 minutes

Actions step-by-step

1. Ask participants to describe at least five ways of

how he/she can be an active citizen. It can be on local, national and EU level. For example taking part in

national elections, organizing events on local level, answer on national polls etc.

2. Participants write down their thoughts, and explain with two-three sentences how he/she can be active, and how it supports the community.

Feedback and tips

- Activity can also be done on group level by bringing thoughts of each participant in the workshop group, and have a broader discussion on citizenship, and how we can be more active as citizens on local, national or EU level.
- It is important to note that any kind of small activity can make a change on broader scale, and encourage participants to voice out their opinion, because it makes a difference in the community.

GROUP LEVEL

**Activity 1:
Take action to protect the planet!**

Aim: evaluate knowledge of rights of the citizens and ways how citizens can influence politics and decisions done by the government, and voice out their opinion

Needs: papers, pens

Time: preparation 10 minutes individually,
15 minutes in pairs, presentation 20-30 minutes (depends on the number of participants and their experiences)

Group size: 10-12 people

Actions step-by-step

1. Present the topic to all participants. To topic could something thought provoking where citizens can participate in to influence important decisions. For example - green energy, food waste, environmentally friendly travel, duty of citizens to protect the environment.
2. Ask all participants to write down five ideas what they as citizens can do to protect the environment on national level and/or on European level.
3. Split participants into pairs to exchange the ideas to

develop them and to come up with an agreed list of five ideas.

4. Ask all pairs to present those five ideas to the whole group.
5. After presentations make 10 propositions on the computer or chart. Everybody can take on a task in preparation.

Feedback and tips

- Additional possibility is to take a video of presentations or final ideas.

**Activity 2:
Mindmap of European citizenship**
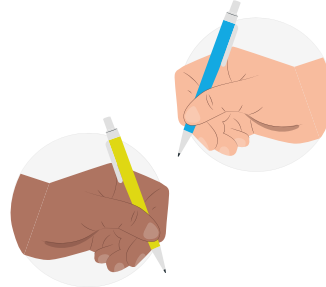
Aim: create a visual about European citizenship

Needs: markers, A2 papers

Time: 20 minutes

Group size: 2-4 participants, 2-8 groups

Actions step-by-step

1. Facilitator asks participants to divide into groups.
2. Facilitator explains that each group has to create a mindmap of European citizenship. It means that in the center of the paper you can write down "European citizenship", and from there start to draw out lines, and write down what European citizenship means to their group. It can be one word, or it can be a sentence. It can be a law, or it can just be an adjective that represents European citizenship to each participant.
3. When all groups are ready ask each group to present their mindmap, and explain what European Citizenship means to them, and what was important for them to draw out in their mindmap.

Feedback and tips

- Since the mindmap is participants personal representation then it is important to accept different kinds of representations and ways of doing the mindmap. Some participants might not have a lot information on their mindmap, and in that case they might not have such strong connection with European Ci-

tizenship, do not know specific laws that apply to EU Citizens, or have connection with EU institutions. It is important to not judge, or let other participants judge lack of knowledge. This activity is about personal opinion, and what European Citizenship means to participants who are in the group. Some participants might not have distinct connection with EU Citizenship

- It might be useful for facilitator to ask from participants a rhetorical questions that might start the discussion in the group, and help to draw mindmap - What would be different in our country if we would not be a part of European Union.

Activity 3:
Equality, human rights and inclusion[7]

Aim: Participants work cooperatively to create a map of their community and identify the rights associated with each major institution.

Needs: Art supplies, chart paper, access to internet

Time: 1 hour

Group size: 2-4 participants

Actions step-by-step

1. Divide participants into small groups and ask them to draw a map of their town (or neighborhood in the case of larger communities). They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations).

2. When the maps are complete, ask participants to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to pri-

vacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map.

3. Ask each group to present its map to the whole group and summarize its analysis of human rights exercised in the community.
   - Did any parts of your map have a high concentration of rights? How do you explain this?
   - Did any parts have few or no rights associations? How do you explain this?
   - Are there any articles of the UDHR that seem to be especially exercised in this community? How can this be explained?
   - Are there any articles of the UDHR that no group included on their map? How can this be explained?
   - Which of the rights identified are civil and political rights? Which are social, economic, and cultural rights? See Part V, A Human Rights Glossary. Did one kind of right predominate on the map? Did one kind of right predominate in certain areas (e.g., more civil and political rights associated with the court house, city hall, or police station)?
   - After discussion can anyone see new ways to add rights to their map, especially those that were not included in the first version?

4. Discuss:
   - Are there any places in this community where people's rights are violated?
   - Are there any people in this community whose rights are violated?
   - What happens in this community when someone's human rights are violated?
   - Are there any places in this community where people take action to protect human rights or prevent violations from occurring?

Feedback and tips

- It is important for facilitator to be mediator in case there are opposing views on some topics or details that are being discussed.

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7 *Human Rights Resource Center. Mapping Human Rights in Our Communities - by Nancy Flowers, 2000.*

http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity7.htm

5

Cultural awareness and expression competence

Cultural awareness and expression competence

Competence in cultural awareness and expression involves understanding and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

It involves being engaged in understanding, developing and expressing your own ideas and sense of place or role in society in a variety of ways and contexts.

INDIVIDUAL LEVEL

Activity 1: Differences in Culture

Aim: the ability to understand, learn and respect cultural differences and ability to express your own culture through various means. Realise there are only differences and no rights and wrongs when it comes to those differences.

Needs: access to internet

Time: 45 minutes

Actions step-by-step

1. Participant does research on two different cultures on his/her own and make a summary of both cultures in the following tables. There must be included two religions, two foods, two traditions and two art/music/culture/sports facts for each culture.

Culture 1

Name of culture	Religion	Food	Art/ Music/ Culture/ Sports	Tradition

Culture 2

Name of culture	Religion	Food	Art/ Music/ Culture/ Sports	Tradition

2. Then ask participants to summarise their own culture in the same way

Name of culture	Religion	Food	Art/ Music/ Culture/ Sports	Tradition

3. Participant chooses two parts of the cultures written above that interest his/her:

1. _____
2. _____
3. _____
4. _____

Feedback and tips

- Name of culture can be a nation or a subculture. Every participant can decide by him-/herself.
- Under tradition can also go customs.
- The idea of this activity is to make participants value cultural differences and respects other cultures.

Activity 2: The life-boat activity

Aim: check if you have cultural prejudices in favour/against certain people and recognise the dangers of labeling and stereotyping

Needs: worksheet, pen

Time: 30 minutes

Actions step-by-step

1. The participants are told that they are on a stranded island with four people. Out of the proposed list they have to choose four people who they will choose to be with on a stranded island.

2. Participants read the information sheet on every character and decide in preferance order which four people they would prefer to stay with on an island, and also why they chose each person in this exact order.

Information sheet on the characters:

1. The Captain - 52, years old, Has been a captain for 30 years and has had extensive survival training. Only speaks English.

2. Jose - 30 years old, Recent med school graduate on a cruise celebrating his graduation. Only speaks Spanish

3. Eric - 21 years old. College Spanish major. Speaks both Spanish and English.

4. Martha - 36 years old, On a cruise with her daughter Abigail. Some college education. Housewife. Only speaks English

5. Abigail - 5 year old, On cruise with her mother Martha; in-route to see grandparents for first time.

6. Beth - 45 years old, Marine biologist on research trip to study local islands and sea and plant life. Already as extensive knowledge of area. Only speaks English

7. Brutus - 27 years old. Stowaway on cruise. Accused of murdering wife back home. Sometimes has a bad temper. Former college swim champ, extremely physically gifted. Only speaks English

8. Paul - 72 years old, Ex-Army medic, who received the medal of honor in battle. Only speaks English.[8]

Feedback and tips

- Facilitator can add different characters to the information sheet, or modify the existing one.

- This activity can also be continued with discussion in large workshop group giving participants the perspective of the opinion of other participants. It can also be modified ino group level activity by dividing participants into group of 2-3 participants. The group has to collectively decide on the list of people they will choose to be on a stranded island.

Activity 3: General presentation [9]

Aim: Discussing about the different perceptions of culture

Needs: Pen, paper

Time: 30 minutes

Actions step-by-step

1. Prepare one copy of the following question per participant.

   a. How close do you usually stand to a friend while you are talking to them? What about if you are standing with a work colleague or a stranger? How close is too close?

   b. How much eye contact do you think is too much? How much eye contact is too little? Why?

   c. How comfortable are you when a friend touches your arm or pats you on the back? What about a colleague or an acquaintance? When does it become too much?

   d. When do you usually arrive at a party: On time? 15 minutes late? 2.5 hours late? 10 minutes early? How about a business meeting?

2. Start a discussion with the participants by asking the following questions:

   - Do you think your answers to these questions are influenced by your culture? Why/why not?

   - What other things do you think might be influenced by culture?

   - When you move to a new country, what aspects of culture are for you the most difficult to get used to? Why?

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8 *Mr Balsley's Social Studies, Lifeboat Activity, by Balsley, D. ,2013* https://dustincbalsley.wordpress.com/2013/08/19/lifeboat-activity/

9 *Youth Connections, Training for Youth Professional working in multicultural settings - 2021* https://www.youth-connection.eu/wp-content/uploads/2021/06/Training-Modules-for-youth-professionals-working-in-multicultural-settings-ENG.pdf

Feedback and tips

- Suggested method for the activity: How similar or different are participants opinions? If participants have the same cultural background are their thoughts rather similar or different?
- Let the participants answer the questions individually or in small groups and then start a wider/inter group discussion where everyone can voice their opinions.
- It is important to note that our perception of different cultural aspects can be somewhat similar with other representatives of our culture, but can also be different, and that is ok. Sometimes you can have more similarities concerning some cultural aspects with a foreigner than with represntative of your own culture/nation.

GROUP LEVEL

Activity 1: Differences in Culture
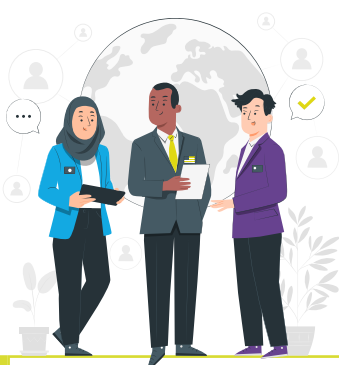
Aim: test competences around tolerance and flexibility

Needs: papers and pens for each group, questions projected on the wall or distributed on paper to each group

Time: 60 minutes

Group size: 2-4 participants per group

Actions step-by-step

1. In groups discuss each individuals' specific experiences of the list below 1-7.

   How have you personally experienced cultural and religious differences? Think about your mobility experience in another country:
   1. What events did you experience?
   2. What customs did you experience?
   3. What kind of art did you see?
   4. How did you adapt to the context to local cultures? Did you act accordingly?
   5. Did you respect the work culture and beliefs?
   6. Where you tolerant of those whose values that were different to yours?
   7. What religious differences did you experience?

Example of a mindmap:

2. One member of the group should make a mind map of all the different answers from each individual. This will be presented at the end to the whole group. (30 minutes)

3. Ask each group to present to the whole group their experiences after making the mind map. Let them present thoughts and experiences that were brought up in their group concerning answerin the questions written in the list. (30 minutes)

Feedback and tips

- Cultural differences can for example be body language and space differences, gift giving, table manners, addressing people, sharing personal information with co-workers etc
- Religious differences can be importance of attending the church, praying times, various religious traditions, religious events

Activity 2: Abigale [10]

Aim: determine the participants' interpretation of a vague story by using what they think is good/bad and evaluate how easy or difficult it is to negotiate about values.

Needs: enough space for participants to work individually, in small groups of 4-5 and in plenaries, copies of the following story:

"Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigale has to sleep with him in return. Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she does not want to interfere with Abigale's own business. In her desperation Abigale sleeps with Sinbad who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigale runs away.

Not far from Tom's house, Abigale meets John, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her."

Time: total time between 1 hour 15 minutes and 2 hours 15 minutes split accordingly:

- 5 min introduction
- 10 min individual reading and rating
- 30-45 min small group work
- 30 min in larger group (optional)
- 30-45 min evaluation in plenary

Group size: at least 5 participants and at the most 30 participants.

Actions step-by-step

1. Introduce the activity to the participants as being one about finding out about different values.

2. Ask everybody to read the story by him/herself and rank each character (Abigale, Tom, Sinbad, Abigale's mother and John) according to their behaviour: who acted the worst? who second worst? etc.

3. After participants have done their individual ranking, ask them to get together in small groups (3 to 6. to discuss about how they perceive the behaviour of the characters. Their task is to come up with a common ranking that everybody in the small group can agree on.

4. After the small groups have come up with their ranking, you can optionally repeat this phase by bringing two small groups together to form larger groups or directly evaluate the activity in plenary by first bringing the results and by discussing the similarities and differences between then.

Feedback and tips

- The ranking should not be based using mathematical methods but rather on the basis of understanding what is good and what is bad according to participants perception.
- It is essential to establish an open atmosphere in which every ranking of the story is accepted and avoid blaming people for arguments that might be considered "strange".

10 Council of Europe and European Commission, Intercultural Learning T-kit n°4, November 2000, pp.58-59 https://www.salto-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf

Activity 3: Where do you stand? [11]

Aim: get stimulated to think about a controversial issue, collect different arguments and be confronted with a diversity of opinions.

Needs: enough room for the group to split, a flipchart with statements written on its pages (one statement per page), two signs "Yes" and "No" stuck on opposite walls

Time: 30-60 minutes, depending on the number of statements discussed. Allocate 5-10 minutes per statement, discussion included.

Group size: 5-10 participants

Actions step-by-step

1. Prepare a number of statements (5-10) that touch various aspects of culture and diversity.
2. Show statements only one at a time.
3. Present a statement to participants, give them time to read and understand it, clarifying potential questions if need be.
4. Ask them to decide whether they agree or disagree with it.
5. Once they have decided, they go to the appropriate side of the room in front of the "Yes" or "No" sign. Everybody has to take a stand, no one stays in the middle.
6. Once everybody has taken a side, participants are asked to explain to each other why they agree or disagree with the statement.
7. Participants are free to change sides during the discussion if they have been convinced by an argument they heard.

How to write a good statement?

- use words that all participants understand
- is formulated in such a way that there is hardly any discussion on what the statement means
- is a clear statement
- is not completely obvious to participants and is debatable
- invites people to (dis)agree by touching crucial aspects of the issue at stake
- check there are two opposing etreme points of views to the issue
- avoid using words that make things relative and diffuse such as "rather" or "maybe"

Examples of statements:

- "There is no such thing as national culture"
- "Every generation has their own culture"
- "An international team works more effectively together than a team of same-nationality"
- "Integration and assimilation have the same meaning"
- "A culturals shock can only happen in a foreign country"
- "There is no such thing as European culture"

Feedback and tips

- Facilitator makes sure that there is room for everybody to participate and avoid situation where few people dominate the whole discussion.
- There is no need to reach a consensus for each statements, the facilitator decides when it is a good time to finish the discussion and move on to the next statement.

11 *Intercultural Learning T-kit, Council of Europe and European Commission, November 2000, pp.53-54* https://www.salto-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf

6

Entrepreneurship
competence

Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

INDIVIDUAL LEVEL

Activity 1: How to plan an event?
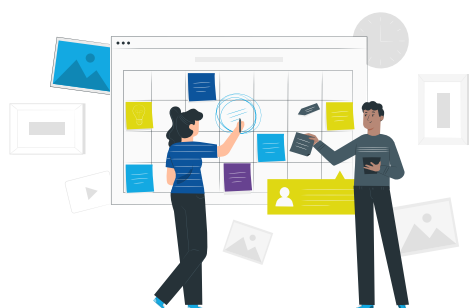
Aim: The purpose of this activity is to know how to plan the key steps in the organization of an event in a chronological manner. The activity consists of developing an activity plan.

Needs: paper, pen, printed out charts

Time: 30 minutes

Actions step-by-step

1. The first step is to provide a description of the activity. Participants can have the freedom to choose the event that will motivate them and strengthen their entrepreneurial spirit.

   If they don't have an idea, here is an example: they will be asked to draw up an activity plan for a charity event to raise funds for war refugees.

   "You need to organize a charity event to raise money for war refugees. The charity event will take place in one month, on the 30th day of the month. It is up to you to propose an activity plan, outlining the different key steps in the plan for the evening. To do this, you can use chart/table as a guide."

2. Participants first write down their ideas. Then, once they have a clear idea of the different elements needed to organise a charity event, they can start filling out a chart to help them visualise these steps (example is below). They have to create their own chart.

   The purpose of the activity is not to find financial compromises or to know what cost will be involved. This is just to organise different steps in a chronological way.

3. Each participant gives feedback and explains how they came up with their plan and why they did it this way.

4. After each participant gives feedback, the facilitator provides his/her own feedback and can analyse a concrete example of the proposed activities.

Feedback and tips

- The facilitator should be able to interpret the tables of each group. The facilitator should be able to understand the example table. The orange boxes are the days when the activities in the right column must be performed. Example: On days 5 and 6, you have to find the activities according to the theme and find the room.

- The facilitator should check that the activities are consistent with the theme and that their timing is logical and feasible.

Mobility+

Name of the project: Charity event

Timetable

Project Activity:

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Day of the event 30
Find a theme																														
Find activities according to the theme																														
Find a room																														
Reservation of the room																														
Renting of the room																														
Table and chairs																														
Catering : Find a caterer																														
Catering: Renting of the caterer services																														
Support of communication (flyers, posters)																														
Communication about the event																														
Inscription to the event																														

Activity 2: Verbalising an action

Aim: allow participants to verbalize an action they may have undertaken, to explain it by presenting it and to learn to value it.

Needs: This activity should be done before the training. Only the restitution can be done during the training.

Time: 1 hour

Actions step-by-step

1. Participant reflects on an action he/she took during their mobility project. To help them, they can identify the following points:

- **Activity:** what kind of activity it is.
- **Objective:** what were the objectives of this activity.
- **Time:** how long it took them (time for reflection, preparation and implementation)
- **Ressources (human OR material):** Did they need help from other people, used materials in particular.
- **Number of people:** how many people were involved, who they are.
- **Expected result:** what were the expected results, how did they determine them.
- **Outcomes:** what were the outcomes (Were they different from the expected results?)
- **Impact:** what were the impacts of this activity (on the target public or other).
- **Sustainability:** what have they put in place to ensure the sustainability of the activity.

2. Participants are asked to give an oral report of what they prepared before the training. They have a few minutes to prepare an "elevator pitch/speech" about their action. An elevator pitch/speech is a quick overview of the requested topic that makes listener interested in the topic. In this case the main goal is to prepare a short and effective speech that shares all the neccessary information about an action they did during their mobility experience.

3. Each participant reports on their activity in 5 minutes and explains how it was an initiative they took and how they were able to demonstrate entrepreneurship.

Here is an example of an elevator pitch:

- **Engage the listener:** "Hello, my name is Bob. I did an international mobility with the European Solidarity Corps in a Wild Turtle Rehabilitation Centre in Greece. Having always been sensitive to the condition of animals, volunteering in this centre seemed an obvious choice."
- **Explain what you do:** "I accompanied the people in charge and the veterinarians on the spot to carry out the first steps in the preservation and rehabilitation of the turtles that had just arrived at the Centre. That is to say, feeding them, giving them first aid and monitoring them at critical moments. "
- **Communicate your value:** "My ability to adapt and take the initiative enabled me to develop fully during my mobility and to make proposals for various activities. "
- **Promote an achievement:** "During my mobility I had the opportunity to set up workshops with children to address the issue of animal conservation. "
- **Demonstrate your passion:** "I loved my project and it allowed me to find my way. In the new school year, I'm going to start training as an animal protector. "

Feedback and tips

- The facilitator can make a list of points to be addressed by the participants during their elevator pitch/speech. Then, when participants make their presentation, the facilitator can check off what has been covered. This allows the facilitator to tell the participants what they forgot to mention that was important to understand the context.
- They can also comment on their diction (too fast, too slow), their posture (arms crossed, always moving, straight on their feet,...), their body language (speak with their hands, don't look you in the eyes,...).
- An elevator pitch/speech is a quick synopsis of your background and experience. The reason it's called an elevator pitch is that it should be short enough to present during a brief elevator ride, that makes a point and that is interesting to listen to.

Activity 3: Coloured blocks [12]

Aim: The objectives are to teach the importance of organizational skills, demonstrate the value of doing important tasks first and show how planning can help them finish their to-do list quicker.

Needs: colored blocks (can be dice, legos,...), pen, paper

Time: 30 minutes

Actions step-by-step

1. Give the same number of coloured blocks to the participants. The blocks must be similar in size and color. Each participant should have as many red blocks as the others, for example). Facilitators place the colored blocks in front of each participant.

2. Participants can only use their non-dominant hand to do the activity. They will have to pick the blocks one by one.

3. Before each round, facilitators express how long participants will have to pick their blocks.

4. Once the time is up, each participant receives a point for each block that they have. Facilitators write down the results of each participant.

5. The participants place all their blocks in front of them. For the next round, the facilitators assign a value point to each color. Then the participants repeat the activity. They will have to think about the strategy they use to put their blocks together and how many points are associated with each block. When the time is up, the facilitators collect the results on another sheet of paper.

6. At the end, the facilitator gives the results and each participant has the opportunity to explain their choice of strategy.

Feedback and tips

- Facilitators can ask participants what their strategy was. Did they prefer to take as many blocks as possible without paying attention to the color? Did they prefer to target the blocks with the most points first?
- If facilitators are comfortable, they can analyse each other's strategy. Were participants organised and prioritised?

12 Time Doctor, Top 10 Time Management Activities and Games for Productivity, by Liam McIvor Martin https://biz30.timedoctor.com/time-management-activities/

GROUP LEVEL

Activity 1: Planes [13]

Aim: The objective of this activity is to observe how the groups divide the tasks: choose a name for their company, create a logo, decide on the number of airplanes to create, create one prototype or several, etc... It highlights the following points:

- Adaptability
- Reaction
- Distribution of tasks
- Leadership
- Respecting deadlines and engagements

Participants should be able to agree on realistic goals that they will have to achieve by adopting set objectives. The facilitator observes and analyses the strategies and mechanisms of cooperation and division of labour within each team. The facilitator assigns a number to each participant.

Time: 35 minutes

Group size: 5-6 participants

Needs: Each team has the same material (sheets of different sizes, thicknesses and colours, scissors, coloured pencils).

The idea is that in groups, people create their own small company. They have to respect both the time and number of planes agreed on at the beginning. The time of construction of the planes is 15 minutes, before that, it is necessary to give a time of preparation allowing them to create their small company.

Actions step-by-step

1. Conception/design phase: 10 minutes

   The participants focus first on defining their prototype. Then they build them and divide the tasks. They then agree on a production target.

2. Commitment phase: 5 minutes

   After deciding on the prototype, the name of their

13 Nicola JOUSSE, Le grand livre des jeux de formation, Eyrolles, published in 2020, p222

company and their logo, each team announces their manufacturing objective: how many planes on such and such a model. This commitment is put down in writing.

3. Manufacturing phase: 15 minutes

Each company launches into their production and has 15 minutes to achieve the goals they have committed to.

Beware, the facilitator may cause difficulties by invoking incidents such as:

- The workers number 2 have an accident and stop working.
- Due to the harsh working conditions: number 6 goes on strike.
- The number 1st changes company.
- Following a HR decision, numbers 3 and 5 switch jobs.

4. Test phase: 5 minutes

After 15 minutes the production stops. Each team moves to one end of the room considered to be the launch site/test track. Each team takes turns to >

> launch.

The evaluation is collective. Each participant, except for the competing team, assigns points between 1 and 5 for each of the company's criteria (quality, reliability, aesthetics, etc.).

The facilitator can add extra points:

- +10 points if the objective is reached
- -1 point for each plane less (if 7 planes instead of 10 -> 3 points less)
- +1 point for each additional plane (if 12 planes instead of 10 -> 2 points more)

The team with the most points wins.

Feedback and tips

- The facilitator does not intervene during the phases, except for the 3rd phase where he can add difficulties to each team. He/she observes what is being done in the different teams and announces the instructions as they are given (time allowed for each phase)

Activity 2: Business Model Canva [14]

Aim: The Business Model Canva was developed by Alexandre Osterwalder and is a very efficient tool to analyse and design a business model.

Needs: A Business Model Canva template to be filled out on a large white sheet for all participants to write on.

Time: 2 hours

Group size: 2-6 participants

Actions step-by-step

1. Find a business subject to build (example: a theatre, a food truck, ...)

2. Complete the following table:

Participants can use several colours that represent different customer segments. The segments may have different distribution channels, relationships or revenue sources. Some may have common criteria.

Business Model Canva: *Title of the company*				
Keys partners	Keys activities	Value propositions	Customer Relationships	Customer segments
	Key resources		Channels	
Cost structure		Revenue Streams		

14 *Gray Brown Macanufo, Game storming: Jouer pour innover. Pour les innovateurs, les visionnaires et les pionniers, Diateino, published in 2014, p.151.*

Thanks to the Business Model Canva, participants are able to present a concrete project idea with all the elements necessary for its development.

Feedback and tips

- It is important for facilitators to understand the table themselves. They can practice doing the activity by themselves beforehand. They should be able to explain what each part represents. For example:
- Key partners: Who are the key partners/suppliers? What key activities do your partners perform?
- Key activities: What key activities does your value proposition require? Customer relations?
- Key resources: Types of resources: physical, intellectual, human, financial
- Value propositions: What customer need were you meeting? What offer do you have for each customer segment?
- Customer Relationships: What relationship does each customer segment want you to establish and maintain with them? Co-creation, self-service, personalized assistance, communities,...
- Channels: What channels are used to reach each segment? What is the level of channel integration? Which ones are most profitable?
- Customer segments: For whom do you create value? Who are your main customers?
- Cost structure: What are the most important costs?
- Revenue Streams: What added value are your customers willing to pay for? What is the share of each source of income on the overall income?

Activity 3: The 5 euros envelope challenge [15]

Aim: Encouraging creativity and resourcefulness
Needs: paper, pen
Time: 1 hour 15 minutes
Group size: 3-4 participants

Actions step-by-step

1. Before distributing the envelopes to the teams, facilitator explain the rules of the activity. Each team will receive an envelope with money in it, and then they will have 45 minutes to think about how they can make more money with this initial amount. This is not a field activity, participants have to make assumptions about what is and is not feasible.
2. Facilitators form groups of 3-4 people and distribute them around the room so that the groups do not listen to the discussions of the other groups. Facilitators hand out an envelope containing 5 euros to each team.
3. Facilitators give them 45 minutes to think about how they can make more money from 5 euros. Then he/she can move from group to group to observe how the activities are going.
4. After 45 minutes of brainstorming, the groups come together and each group explains the amount they had managed to raise. How they did it and why they chose this way.
5. The team with the most money "wins" the activity.

Here are some examples of activities that participants can do to earn more money with their €5 envelope:

- Running a stall selling cold drinks on the street.
- Reserving restaurant places and selling them to people who have not made a reservation once they are there.
- Selling their talents and time.

Feedback and tips

- Facilitators should keep in mind that the activities proposed by the teams should be feasible within the time limit. Facilitators can use their observation time to remind them if the group has ideas that are too ambitious or not feasible.
- Participants may be surprised by the relatively small amount in their envelope. Facilitators should therefore explain to them that they need to be creative and can ask them "how can you make money from nothing?"

15 Jon M Huntsman School of Business, Utha State University, The Envelope Experiment - Encouraging Creativity and Resourcefulness, https://huntsman.usu.edu/learntwice/articles/the-envelope-experiment-encouraging-creativity-and-resourcefulness
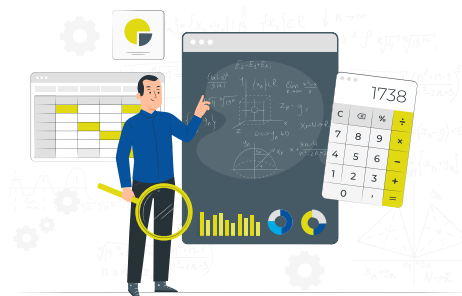
7

Mathematical competence and competence in science, technology, and engineering

Mathematical competence and competence in science, technology, and engineering

Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

INDIVIDUAL LEVEL

Activity 1: Math test on everyday activities
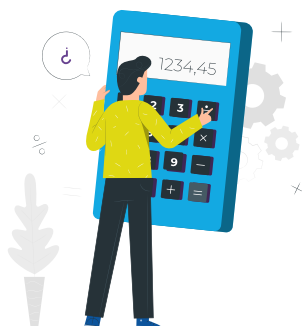
Aim: Take a math test on everyday activities. Each question is at a different level to be able to evaluate the level of the participants.

Facilitators should be present to supervise and ensure that participants do not use tools to help them.

Needs: printed out papers with math tests for each participant, paper, pen

Time: 20-25 minutes

Actions step-by-step

1. **Jet lag:** The time zone for France is GMT+1. The time zone of China is GMT+8. 8-1 = 7. There is a 7-hour time difference between France and China. When it is noon in Paris, it is 7pm in China (12+7)
   - I am in China and I want to call my family at 6:30 pm. What time will it be in France? (answer: 11:30am).
   - The time zone of Turkey is GMT+3. What time is it in Turkey when it is 8 am in France ? (answer: 11 am).

2. Currency conversion:
   - 1 euro represents 7.4391 Danish krone. If I have 35 euros, how much is that in Danish krone? (answer: 260,3685..
   - I came back from Denmark a week ago. I have 1055 Danish kroner left and I want to convert it into euros. How much will I get back in euros? (answer: 141,81). (As facilitator you can ask the commission rate to make the question more difficult and to represent reality)

3. Sales:
   - I want to buy a pair of pants. The initial price is 19.99 euros, it is sold at 30%. How much are these pants worth after the sale ? (answer: 13.99).
   - I bought a camera to take pictures during my trip for 130 euros. Its initial price was 200 euros. What was the discount percentage? (answer: 35%).

4. Volume conversion:
   - My recipe indicates to use 155 cl of milk, how much is that in L? (answer: 1,55 L).
   - Before I go abroad, I have to run a marathon. This marathon is 15,000 meters long. How much does that represent in miles ? (answer: 9,32 miles).
   - I have to ride to another city which is 15 miles away. How much does that represent in kilometers? (answer: 24,1 km)

5. Calculate a monthly budget: I receive an allowance of 856 euros per month. I pay 340 euros of rent without the charges, which are 25 euros more. I spend 10% of my allowance on food. How much money do I have left for the rest of my expenses? (Leisure, sports, other...) (Answer: 362,4.

Feedback and tips

- Depending on the tool they want to use (paper, digital tool) to do the test, facilitators can prepare beforehand the way they want to give the answers (orally, by giving a written paper with the answers and explanations, by using a tool that automatically gives the right answer at the end of each question,…)
- It is up to facilitator to decide if the actvity is done with the supervision to make sure that the participants don't use any tools to do the math, or not.

Activity 2: Establish an easy budget

Aim: to successfully establish a budget by taking into account various demands and steps required

Needs: paper, pen, calculator.

Time: 1 hour

Actions step-by-step

1. The purpose of this activity is to financially organise a training course for professionals. The goal is to succeed in establishing a budget that is in line with the expectations of the request. First, the facilitator should provide the information for the participants to begin the activity:

   "You need to organize a three day training for 20 professionals in Lille. Here is the information that is shared with you:

   Type of unit:
   - VISA / transport / Accomodation / Food & Drinks
   - Project manager / Trainers
   - Sheet / Pen / Notebook / Computer / Room
   - Flyers / Printing / Translation

2. Then participants fill in the following table:

3. Each participant presents and explains their results. The facilitator gives a common feedback of the activity, explaining how to do it and how to properly budget with the given information.

Feedback and tips

- Facilitators can have a version of the filled out table to give as an example at the end.
- The aim is not to say whether the proposed figures are right or wrong, but to be able to assess their logic.
- Ask the participant questions to find out how they did it. Which costs were prioritised?

Identify resources	Type of unit	Number of unit	Number of times	Unit cost	Total cost
Staff					
Material					
Renting					
Service					

Activity 3: How to cite and reference?

Aim: Give capacity to individuals to understand citation of statistics and research

Needs: a text (provided below), device to answer questions

Time: 30 minutes (done in a group or on their own)
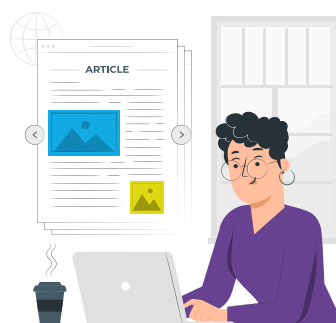
Actions step-by-step

1. The participant is given an article profiling a sewing machine repairer to understand differences between reference and opinion.

2. The Participant is given key words and definitions:

   Citation: A quotation from or reference to a book, paper, or author, especially in a scholarly work

   Statistics: The practice or science of collecting and analysing numerical data

   Forecast: Predict or estimate (a future event or trend)

   Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge

3. Participant reads the article in order to answer questions regarding citation.

One of the more lasting changes from the Pandemic is the shift from fast fashion to upcycling and crafting. "Crafting is something I've always loved," said Emma Dwyer, an overlocker specialist with her own sewing-machine workshop in Wavertree, Liverpool, UK. Gone are the days when men took DT and women took Textiles.

Fashion and textiles have also been taken up by younger and male crafters[1] , and the whole industry has been thriving through the pandemic.[2]

This may be due to the increase in anxiety and depression, which has risen 25% in the Pandemic according to the WHO.[3]

Sewing is known to help relieve stress,[4]

among many other benefits, and people around the world are realising that this has not merely been a relief of boredom like Zoom Quizzes and baking banana bread, but a lifeline. People's conscience around the environment and desire to continue lockdown passions will also have played a factor in sewing being taken up by younger groups.[5]

Local shopping is also great for the environment[6], as fast fashion is both bad for the oceans, workers and agriculture.

The growing popularity of the BBC's Great British Sewing Bee has gone hand in hand with the rise in popularity of upcycling.

Along with inflation and popularity, sewing machine costs are also rising and predicted to inflate further according to a Market Research Report highlighted in "Market Watch."[7]

Emma helps solve this issue by offering affordable rates for her repairs to expensive items vital to crafting, and helps people keep their passions and projects going.

One of the biggest issues in the gender wage gap is the issue of childcare[8], and Emma is a mother who runs her own business.

The wage gap is highest for those with a degree, but her skill is no longer taught in colleges and is therefore in high demand. S

he has balanced her life and work as an entrepreneur, and will look to take on a staff member in the coming years as her demand grows.

One of the ways to shatter glass ceilings is for women to build new ceilings.

Emma doesn't build ceilings, but she does own her own sewing machine repair company and has decades of experience with this skill and passion.

Enterprise is something which hasn't come naturally, but rather she grew into it through learning her trade and gaining clients.

Emma has clients all over the city of Liverpool, and wants to be "THE Merseyside Sewing-Machine Repairer."

She has had clients from Lancashire, Manchester and Wales and enquiries across the country, and is looking forward to seeing her business expand!

You can find out more from her below:

Website: http://www.edsewingmachines.co.uk/

Instagram: @liverpoolsewingmachines

Facebook: https://www.facebook.com/edsewingmachinerepairs

4. After reading the article, the participant answers the following questions:

   a. Identify one quote from Emma Dwyer

   b. Identify one opinion from the writer

   c. Where has the writer cited an external article?

   d. Which citation is a forecast and which citation is reporting scientific data?

   e. Where has the writer used a statistic?

Feedback and tips

- Facilitator can also find another article that suits the aim and needs of the activity, and make related questions according to the article.

[1] *The New York Times, More Men Reach for Sewing Machines,* https://www.nytimes.com/2020/12/09/fashion/sewing-patterns.html

[2] *Lifestyle, Coronavirus: Sewing and knitting sales booming as Britain gets crafty at home, by Emily Jupp, March 24, 2020* https://inews.co.uk/inews-lifestyle/coronavirus-social-distancing-self-isolation-sewing-knitting-sales-increase-411331

[3] *World Health Organisation, COVID-19 pandemic triggers 25% increase in prevalence of anxiety and depression worldwide, March 2, 2022,* https://www.who.int/news/item/02-03-2022-covid-19-pandemic-triggers-25-increase-in-prevalence-of-anxiety-and-depression-worldwide

[4] *The Guardian, The calming effects of sewing can help people express and heal themselves , by Clara Hunter, February 23, 2019* https://www.theguardian.com/lifeandstyle/2019/feb/23/the-calming-effects-of-sewing-can-help-people-express-and-calm-themselves

[5] *SEW, The Rise of Millennial Sewing, by Shaina Mack,* https://www.sewmag.co.uk/blog/the-rise-of-millennial-sewing

[6] *PSCI, The impact of fast fashion on the environment, by Ngan Le, July 20, 2020* https://psci.princeton.edu/tips/2020/7/20/the-impact-of-fast-fashion-on-the-environment

[7] *Market Watch, Sewing Machines Market In 2022 with a CAGR of % : Share, Industry Size, Key Major Challenges, Drivers, Growth Opportunities Analysis Forecast 2025 with Top Countries Data, May 23, 2022* https://www.marketwatch.com/press-release/sewing-machines-market-in-2022-with-a-cagr-of-share-industry-size-key-major-challenges-drivers-growth-opportunities-analysis-forecast-2025-with-top-countries-data-2022-05-23#:~:text=The%20Global%20Sewing%20Machines%20market%20is%20anticipated%20to,is%20expected%20to%20rise%20over%20the%20projected%20horizon.

[8] *The New York Times, The Gender Pay Gap Is Largely Because of Motherhood,* https://www.nytimes.com/2017/05/13/upshot/the-gender-pay-gap-is-largely-because-of-motherhood.html

GROUP LEVEL

Activity 1: 100 euros game [16]
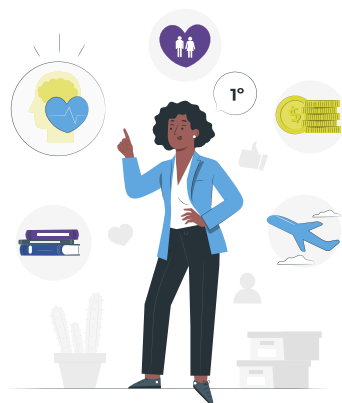
16 *Gray Brown Macanufo, Game storming: Jouer pour innover. Pour les innovateurs, les visionnaires et les pionniers, Diateino, published in 2014, p.231.*

Aim: to use the prioritization technique. Participants assign a certain value to different items on a list by spending 100 fictitious euros.

Needs: pen, paper

Time: Depending on the length of the list and the size of the group, can be up to 45 minutes (decisions about money spent and reflections on the results of the game).

Group size: 3-5 participants.

Actions step-by-step

1. Make a list of items to prioritize. They will be included in a matrix/table with two other columns: amounts spent and justification:

Items/ Subjects	Amounts (€)	Why?

2. Launch the activity by presenting the challenge to the participants

They have a total of 100 euros to buy the different items on the list. The amounts are allocated in order of importance and must be chosen by the whole group. The amounts should not be based on the actual costs of the items (their cost in real life). The principle of the game is based on the notion of importance.

The list of items:
1. Camera
2. Smartphone
3. Access to internet
4. SMS
5. Solitaire game
6. Tape recorder
7. Matches
8. Lamp with batteries

When the matrix/table is completed, ask participants to explain their decisions and reasoning. By selecting and prioritizing important items, the matrix can then be used as a reference for future project decisions.

Example:

Items/ Subjects	Amounts (€)	Why?
Access to internet	18 €	To warn others and ask for help
Matches	6.50 €	To be able to make fire easily
Smartphone	55 €	To contact the emergency services
SMS	7.50 €	Help in case of emergency
Camera	5.25 €	Document for insurance
Solitaire game	0.75 €	De-stressing
Tape recorder	3 €	Record inter-views of the disaster
Lamp with batteries	4 €	To be able to move in the dark

Feedback and tips

- Facilitators should ensure that participants understand that prices should not be used in real life, but should be set according to the importance of using the object
- Facilitators, when giving feedback, should be non-judgmental and should tell the groups how their answers are relevant or not. Then they can show the example given above.
- The items on the list can be changed by the facilitator, and the story behind the items as well.

  For example the backstory could be about survival in the wilderness, or it could be about everyday life, and items that they would use on everyday basis. The important part is that they work as a team, agree on priorities that are discussed in the group, and know how to explain their choices.

17 Nicola JOUSSE, Le grand livre des jeux de formation, Eyrolles, published in 2020, p230-234

Activity 2: Plan an event budget [17]

Aim: In group, participants are requested to draft and agree on a budget to organize an event.

Needs: paper, pen, printed out information sheet

Time: 2 hours

Group size: 6 participants

Actions step-by-step

1. Every participant get an information sheet with different information:
  - 1 info on the program
  - 1 info on the rent of the room (number of days * rate for each day...)
  - 1 info on the catering (number of meals * number of people...)
  - 1 info on the daily rates of the people representation
  - 1 info on budget for dissemination: printing, layout, ticket printing
  - 1 info on the transportation (number of people * means of transport needed...)

Example:

Festival program:	Private theater rental
- 1 evening + 2 afternoons - fee for the company: 1500€/performance Private theater rental	- 500€ per evening performance - 300€ a, afternoon

Meal for 15 people of the troop, the restaurant charges:	Accommodation negotiated to the minimum in a hotel on the outskirts: 60€ per night - breakfast included - per person
- 20 € per person for lunches - 30 € for dinners	

Printing:	Rental of a minibus made
• Ticketing ($100 per performance),	available to the troupe for the duration of the festival: 250€ per 24h, unlimited mileage.
• 200 posters (1 200€)	Departure the next morning of the last day (without minicar).

2. Give a description to all participants (number of performance days). This description can vary from one group to another. Everyone calculates the budget needed for each category and then everyone agrees on a final budget corresponding to the total funding that was allocated. Try to find agreements when not enough budget or otherwise.

VARIATION: the facilitator can bring difficulties throughout the participants' reflection.

For example:

- "There are two vegetarian people and vegetarian meals cost €2 more".
- "On the 3rd day, the minibus breaks down, we have to find another way of transportation".

3. Each group explains the result obtained.

Feedback and tips

- The game can be played several times, changing the number of performances.
- Facilitators, when giving feedback, should be non-judgmental and should tell the groups how their answers are relevant or not. Then they can show the example given above.
- Facilitators need to assess whether or not they can make variations. Do not do this if the groups are already struggling with the activity.

Activity 3: Psychometric tests

Aim: to measure the participants' thinking skills as well as their comprehension and logic skills.

Needs: examples of psychometric tests

Time: facilitators can set a time limit for each answer. Do 5-10 activities.

Group size: 2 participants

Actions step-by-step

1. Find your psychometric tests. There are some available and free on the internet or in dedicated books.
2. Form groups, give them the activity and allow them time to complete them. In pairs, they can help each other to find the solution .
3. When all the groups have finished, the facilitators give the answers and an explanation for each group.

Feedback and tips

- The aim here is not to find out who answers best, but to allow the participants to work on their logical thinking.
- No need to note or see if all the participants are right everywhere. The whole point is that they leave with the explanation.
- This type of activity is offered in competitions or interviews for certain positions, so it is relevant to address it so that participants can prepare for it.

8

Digital competence

Digital competence

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

INDIVIDUAL LEVEL

Activity 1: Interactive presentation

Aim: using digital knowledge and skills

Needs: access to a computer and internet

Time: 1-2 hours

Actions step-by-step

1. Participants are asked to create an interactive digital presentation of their mobility experience. It can be a PowerPoint presentation, a video, or any other form of digital presentation. The goal is to make an overview and share his/her mobility experience with other viewers.

Feedback and tips

- Facilitator can share with participants' platforms, or ideas of how this presentation can be done.
- Facilitator can also choose one form to make a presentation, and all participants have to use that.

Activity 2: Creating a LinkedIn Profile
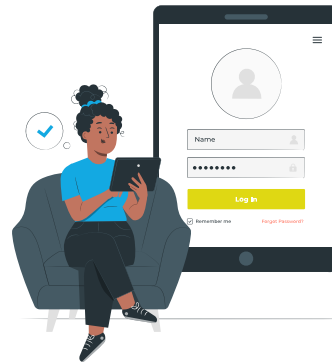
Aim: to create a LinkedIn profile that captures the skills and experience of the individual and also clearly indicates the types of volunteering opportunities that the individual is targeting within the Mobility+ programme. The profile is to effectively highlight their personal competencies and enable them to start developing a professional network.

Needs: each participant will create a LinkedIn profile and set it up, so it has the appropriate filters for the above.

Time: 2 hours

Group size: Individual or small group

Actions step-by-step

1. Participants to review a range of other existing LinkedIn profiles and identify strengths and weaknesses in each
2. Develop a template covering:
   - educational experience
   - work experience
   - related voluntary and other activities
   - key skills
   - personal attributes
   - values and ethics
3. A one-to-one discussion would be held to discuss the content with the participant and ensure their understanding of the task and indeed if they feel comfortable to complete it.
4. Participants need to capture an appropriate image of themselves for the profile.
5. The profile needs to be drafted and then edited so it's impact on those reading their profile is maximised.

6. Participants are asked to identify five bullet points per heading (as per bullet 2 above) examples of which can be:

- Educational Experience: Qualifications in chronological order - most recent first
- Work Experience (employer, role, dates, key duties, key achievements)
- Related Voluntary and Other Activities
- What they did
- Who benefitted within their community
- What they learnt about themselves as individuals
- How it contributed to their journey to date
- Key Skills (what they offer in relation to specific roles)
- Personal attributes (what they bring to an organisation and a team (who they are as much as what they do))
- Value and Ethics
- What matters to them and how this relates to the type of placement they are seeking and organisation.
- Participants will have creative control of their LinkedIn profile including layout, images, and fonts.
- Once the participant has completed their LinkedIn profile, they will present it back to the facilitator and they will discuss the content.
- The discussion will also include who the participant will share their profile with - to assess it's 'fitness for purpose' - e.g. one of the project partners who will provide feedback and constructive comments on how it can be improved both in content and appearance - again to maximise impact and capture attention of those viewing the profile.

Feedback and tips
- Peer discussion will be helpful - around knowledge and experience of using LinkedIn and reviewing existing example profiles
- Individuals to be encouraged to be focused, but creative - and give thought to the 'tone' of the profile as much as it's content. The purpose of the profile is to engage, not just inform.

Examples of LinkedIn Profiles
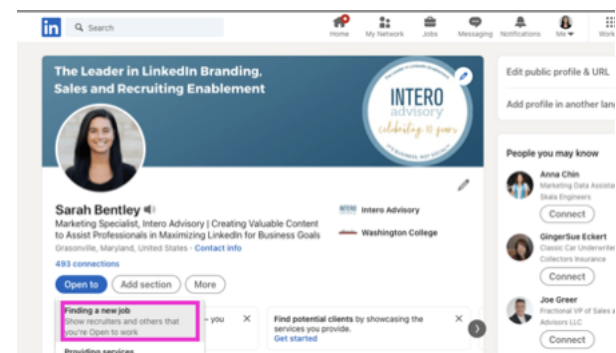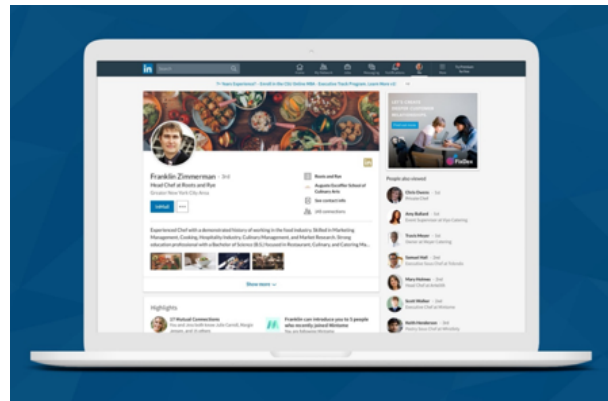
Figure source 2: LinkedIn, LinkedIn Tips to Keep Your Profile Fresh, Charu Jangid, April 12, 2018,

https://blog.linkedin.com/2018/april/12/linkedin-tips-to-keep-your-profile-fresh

Figure source: BizAtomic, Biz Tips: How to Add Job Preferences to Your LinkedIn Profile, Septembre 11, 2021,

https://bizatomic.net/biz-tips-how-to-add-job-preferences-to-your-linkedin-profile/

Activity 3: Digital One-Page Profiles

Aim: a One Page Profile captures all the important information about a person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me. Participants are encouraged to include a representative image; it could be themselves or something representative such as a beach, flag or animal.

Needs: each participant will create a digital one-page profile, access to computer and internet

Time: 1 hour

Actions step-by-step

1. Invite participants to download Canva and create a one-page profile template (Canva.com)

2. The template design should include three headings, what people appreciate about me, what is important to me and how best to support me.

3. A one to one discussion would be held to discuss the content with the participant and ensure their understanding of the task and indeed if they feel comfortable to complete it. For example, some may find it challenging to identify what others appreciate in them. Through conversation, more ideas may start to surface.

4. Participants are encouraged to include an image representative of themselves

   Make it clear to participants that all information needs to be contained within one page; this will involve digital skill and presentation skills to share with others their personal profile.

5. Participants are asked to identify five bullet points per heading. For example:
   - What people appreciate about me? (generous, understanding, communication, empathetic, approachable
   - What is important to me? (family, friends, work, travelling, music)
   - How best to support me? (listening, talking, emotional support, feeling valued, allow autonomy)

6. Participants will have creative control of their one-page profiles including colours, images, fonts and layout. Once the participant has completed their one page profile, they will present it back to the facilitator and they will discuss the content. The discussion will also include who the participant will share their profile with, for example an host organisation who the participant may want to volunteer with,

Feedback and tips

- Participants will need time to reflect and consider the content of their one page profile; it may be difficult to come up with ideas initially, discussion is crucial
- Creativity should be encouraged; this profile is a representation of them
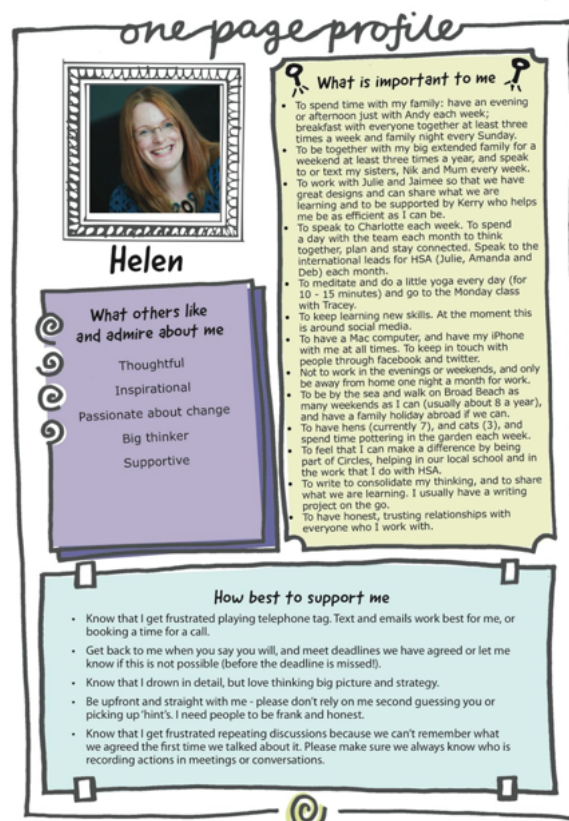
Example of a one-page profile

Figure source: Special Needs Jungle, Using One Page Profiles for your special needs child, Debs Aspland, 17. veebruar 2014,

https://www.specialneedsjungle.com/one-page-profile-can-improve-special-needs-childs-life/

GROUP LEVEL

Activity 1: Task management

Aim: finish the required task, and find necessary information

Needs: markers, flip chart paper

Time: 45 minutes

Group size: 2-4 participants in each group, 3-4 groups

Actions step-by-step

1. Facilitator divides participants in groups and poses a question: „If you had to book a medical appointment online, what are the steps you would need to take to do that using technology? Lets assume you have unfortunately broken your ankle. How would you order your food shopping using technology and have it delivered to your home? What are the technology steps you would take (app?, online?)"

2. Groups need to create an excel document that captures how much it costs to run a home for two people. The costs need to be within a monthly budget of 2,000 euro and need to include rent, council, food, fuel for home, water to house, car payment, fuel for car, insurances for both house and car. If you can't create the excel document in group, what are the steps you would take to create one and include this data?

Feedback and tips

• The task could be about finding solution in the context of your home country, or foreign country where the mobility project was carried out. In the latter case all participants who are in the same group should have done mobility in the same foreign country.

Activity 2: "Own it" workshop [18]

Aim: to be aware and learn about the ethical and legal issues surrounding the access and use of information (mainly online). To understand the consequences of not respecting the copyrights put on information, such as photos available online. To be able to access and use correctly licensed information, such as photos, and to give copyright credits when creating online content.

Needs: access to laptop / smartphone / tablet

Time: session one (25 minutes), session two (30 minutes), session three (20 minutes), session 4 (35 minutes)

Group size: 3 participants

Actions step-by-step

1. Session one
   • Split the participants into teams of three members, and tell them that each team has to create a post for the Facebook group they are all in, for this workshop. The key words for the story are: cake, national day, and national flag. They need to use a photo or more photos they find online, and add a message in the post, saying something about the photo they find.
   • At the end of the activity, in-group, and check the posts the teams developed. Ask each team to tell from where they got the photo, and then check with them if the photo they used was license protected.
   • Reflect with the participants on the consequences of using license protected photos, without asking permission or paying for them.

2. Session two
   • Tell the participants a story about making 24,000 EUR from a Norwegian national day cake photo: in 2014, the Norwegian blogger, Anne Brith Davidsen, made a traditional cake for Norway National Day and put the photo online. The cake and the photo looked so appetizing that everyone started to use the photo online, including

18 *Skill IT. Skill IT for Youth Integrating Digital and Future Skills into Youth Work* - *https://digipathways.io/workshop/own-it/*

big stores. Since 2014, people and companies still use the photo without taking into consideration the copyright Anne Brith put on the photo. Thus, since then, the blogger sends an invoice to anyone who uses her picture without having purchased the rights. So far, she made over 24,000 euros. Read the full story (get help from Google Translate if you do not speak Norwegian) here.

- Then, introduce to the participants the basics on the legal framework of copyrights and types of licenses; also, provide them with examples of sources where they can find free license photos or photos under a Creative Commons license, such as Google Image search, Flickr, Spark or Canva databases. Also, instruct them on how they should credit these photos.

3. Session three

- Ask the participants to go back in their teams of three, and develop a photo story, using Adobe Spark. They need to use in their Spark page at least three photos from Adobe Spark database. The key words for their story are: friends, trip, and happiness.

4. Session four

- The teams show the pages they developed to the whole group. Wrap-up the workshop session, by asking the participants to mention the main things they learned about legal and ethical issues on using and accessing information online.

Feedback and tips

- The example story in session two can be changed, as well as keywords used in session one and four.

Activity 3: Digital One-Page City Profile

Aim: a one-page city profile capturing key information about the city you choose. The aim is to use digital skill and encourage listeners to visit that city.

Needs: access to computer and internet, available Canva profile

Time: 1 hour 30 minutes

Group size: 2-5 participants

Actions step-by-step

1. Divide participants into groups

2. Invite each group to download Canva, pick one city in Europe and create a one-page city profile template (Canva.com).

3. The template design should include three headings, what makes this city worth visiting? Where to go in this city and what is this city known for? Ask groups to determine roles and responsibilities among themselves. For example two people in the group will research and gather information on the chosen city. Two will be responsible for the layout and others will be responsible for the visual identity.

4. Facilitator makes it clear to participants that all information needs to be contained within one page. This will involve digital skill and presentation skills to share with others their city profile. Participants have creative control of their one-page city profile including colours, images, fonts and layout.

5. Each group will identify five bullet points per heading. For example:

- What makes this city worth visiting? - People, Football, Music, Culture, Arts
- Where to go in this city? - Albert Dock, Liverpool Football Club, The Cavern, Sefton Park, Baltic Market
- What is this city known for? -Football, Beautiful Buildings, Music History, Maritime History, Urban Green Spaces

6. After all groups have finished their one-page profile in Canva facilitator asks participants to present it to other groups. Each group has 3-4 minutes to present their one-page profile. Other groups can make comments. Facilitator can give feedback concerning technical details, creativity, details, and other parts of one-page profile that seem important to note. It is not allowed to criticize the work done by each group, if necessary give constructive criticism, so they know how to do certain things better next time.

Feedback and tips

- The group members all need to have a role, responsibility and coordinate the activity to develop a one-page profile that celebrates one city
- Creativity should be encouraged; this profile is participants` representation of the chosen city

Conclusion

Conclusion of the valorisation workshop

After going through various competences and evaluation of acquired skills and knowledge the facilitator should make a conclusion of the workshop. It is important to bring out all the competences that were evaluated during the workshop, and let participants share their thoughts and feeling on the workshop, and on the personal evaluation process concerning recent mobility experience.

It is recommended to do a short reflection circle and ask each participant how they feel in terms of activities that were done during the workshop? Do they feel that activities helped them to understand and evaluate competences developed during the mobility? In which way? Which skills and knowledge developed the most during their mobility? Which skills and knowledge they feel they could have developed more during their mobility? What was hardest skill to master during the mobility? Which skill/knowledge/competence was the most important one to develop during the mobility that would be most useful on professional level in home country?

It is important to make participants understand and value skills and knowledge they acquired during their mobility activity.

Here are two activities to be done at the end of the workshop.

Most valuable skill/knowledge

The facilitator gives each participant a sticky note and asks to write down a competence that they developed the most, or acquired skills/knowledge they value the most. Facilitator asks to write down skills/knowledge of the competence they chose. Highlight the most important parts for the participant. After participants are given some time to finish the given task and are ready to share their thoughts then facilitator asks each participant to describe the skills/knowledge acquired, and other participants have to guess and say out loud which competence the presenter is talking about. At the end of this document (Appendix 4) is a conclusive table of practical examples of 8 European key competences that facilitator can use as supportive information for this activity.

Evaluation form

Facilitator asks all participants to fill out evaluation form where they evaluate changes in various skills. It is the continuation of the questionnaire they filled out before the mobility activity.

Conclusion of Valorisation Workshop Guide

The Valorisation Workshop Guide has been developed to monitor effectiveness of the follow up of participants upon return of mobility projects and reinforce the benefits of international mobility for workers in adult education field. The guide provides adult education workers with information and/or methodology on organising valorisation workshops after the arrival of participants back to sending country.

The valorisation process is divided into eight categories in accordance with eight European key competences identified by the European Union:

1. Literacy competence
2. Multilingual competence
3. Personal, social, and learning to learn competence
4. Citizenship competence
5. Cultural awareness and expression competence
6. Entrepreneurship competence
7. Mathematical competence and competence in science, technology, and engineering
8. Digital competence

Going through valorisation process it is helpful to have Mobility+ Competences Manual at hand.

Hopefully this guide will support adult education workers in organising valorisation workshops, and through that help participants to evaluate their experiences and aqcuired skills and knowledge during the mobility activity. The guide could also support people who participated in mobility activities to find use of acquired knowledge and skills in the professional environment of sending country. It is important that all participants value skills and knowledge they acquired during their mobility activity, know how to use them in their everyday and/or professional life, and value their mobility experience.

Appendix

Appendix 1 - Rules of the game

FIVE TRICKS

A card game that is easy to learn and easy to play

	VERSION 1
Cards	You need 28 cards to play the game: cards from each suit between 2 and 7, and the ace. The ace is the weakest card.
Players	There are generally 3 to 4 players per table.
Dealing the cards	One player shuffles the cards and deals them out one at a time. Each player receives between 4 and 7 cards, depending on how many players there are.
Starting the game	The person who is at the left of the dealer plays first. The others take turns laying down one card each. These cards together make what is called a trick. It is possible that some players may not have any cards left to play for the last trick.
Taking a trick	The person who has played the strongest card takes the trick and sets it aside.
The next round	The person who took the trick starts the next round. This is repeated until all cards have been played.
Following suit	The person who starts the round can play a card of any suit. The other players must follow suit (play a card of the same suit if they have one). If a player does not have a card of the same suit, (s)he plays any other card. The trick is taken by the strongest card of the correct suit.
Trump	There is no trump in this game.
The end of the game	The game ends when all cards have been played. The player with the most tricks wins the game. The player with the least tricks loses.

FIVE TRICKS

A card game that is easy to learn and easy to play

	VERSION 2
Cards	You need 28 cards to play the game: cards from each suit between 2 and 7, and the ace. The ace is the strongest card.
Players	There are generally 3 to 4 players per table.
Dealing the cards	One player shuffles the cards and deals them out one at a time. Each player receives between 4 and 7 cards, depending on how many players there are.
Starting the game	The person who is at the left of the dealer plays first. The others take turns laying down one card each. These cards together make what is called a trick. It is possible that some players may not have any cards left to play for the last trick.
Taking a trick	The person who has played the strongest card takes the trick and sets it aside.
The next round	The person who took the trick starts the next round. This is repeated until all cards have been played.
Following suit	The person who starts the round can play a card of any suit. The other players must follow suit (play a card of the same suit if they have one). If a player does not have a card of the same suit, (s)he plays any other card. The trick is taken by the strongest card of the correct suit.
Trump	Spades are trump. If a player does not have a card in the requested suit, (s)he can play a spade. This is called "trumping". The strongest spade played takes the trick.
The end of the game	The game ends when all cards have been played. The player with the most tricks wins the game. The player with the least tricks loses.

FIVE TRICKS

A card game that is easy to learn and easy to play

	VERSION 3
Cards	You need 28 cards to play the game: cards from each suit between 2 and 7, and the ace. The ace is the strongest card.
Players	There are generally 3 to 4 players per table.
Dealing the cards	One player shuffles the cards and deals them out one at a time. Each player receives between 4 and 7 cards, depending on how many players there are.
Starting the game	The person who is at the left of the dealer plays first. The others take turns laying down one card each. These cards together make what is called a trick. It is possible that some players may not have any cards left to play for the last trick.
Taking a trick	The person who has played the strongest card takes the trick and sets it aside.
The next round	The person who took the trick starts the next round. This is repeated until all cards have been played.
Following suit	The person who starts the round can play a card of any suit. The other players must follow suit (play a card of the same suit if they have one). If a player does not have a card of the same suit, (s)he plays any other card. The trick is taken by the strongest card of the correct suit.
Trump	Diamonds are trump. When it is his/her turn, a player can decide to play a diamond, even if (s)he has a card in the requested suit. This is called "trumping". The strongest diamond played takes the trick.
The end of the game	The game ends when all cards have been played. The player with the most tricks wins the game. The player with the least tricks loses.

Appendix 2
Instructions for the tournament

You will have approximately five minutes to study the rules of the card game and to practice in silence. Throughout the practice period and the game, all verbal and written communication is forbidden. You may draw or use gestures, but you may not speak or write.

You must learn the rules of the game by heart because once the five minutes are up; you must hand in your copy of the rules. Once all copies have been gathered, the tournament will begin.

The tournament will consist of several rounds. For each round, there will be a winner and a loser.

The winner of a hand is the person who has taken the most tricks. If there are players who have not finished their hand at the end of the round, the winner is the person who has taken the most tricks until that point. The person who won the most hands during a round is the winner of the round. A round consists of several hands.

Each round will be a few minutes long.

At the end of the round, players will change tables. The player who has won the most hands moves up to the next highest table. (For example, the winner at table 1 moves to table 2.) Look at the table numbers carefully.

The player with the lowest number of hands goes to the next lowest table. (For example, the loser from table 3 moves to table 2.)

The other players stay where they are.

The tables with the highest and lowest numbers (tables 1 and 10) are the exception. The player from the last table who loses stays at that table as does the winner from the last table.

The outcome of a tie will be decided based on the alphabetical order of the players' first names.

Appendix 3
Discussion Guidesheet

Phase 1: Description

You can start by saying: "Before we start the analysis of the experience, we will start by learning what you have felt during the game: frustration, happiness, sadness, proudness, etc."

- What did you think or felt during play?
- What were your greatest frustrations and / or successes during play?

The question of whether or not different groups received different versions of "Five Tricks" will come up. If it comes up early, acknowledge it but do not make an issue out of it; press for other frustrations, successes, etc. But after a while ask how many think there were different versions. Then ask those who do not think so (or who are not sure) what else might have been going on. Eventually confirm the truth but not before there has been ample opportunity for alternate explanations to emerge. Help them understand that each person interpreted the few discrepancies very differently, and that this caused a great deal of consternation, frustration, uncertainty, suspicion, etc.

Phase 2: Analysis

Several major problems arose during Barnga. You can summarize these quickly.

- During the game, all did their best, but each group was operating out of a different set of circumstances and ground rules.
- Many discovered or suspected that the rules were different, but didn't always know what to do to bridge the differences.
- Even if people knew how the rules were different, they didn't always know what to do to bridge the differences
- Communicating with the others is difficult; it demands sensitivity and creativity.
- The above statements are true even when almost everything is the same and the differences are very few or hidden. In fact, when the differences are very few or hidden, it may be even more difficult to bridge them than when they are many and obvious.
- In spite of many similarities, people have differences in the way they do things. You have to understand and reconcile these differences to function effectively in a group.

Questions to ask to participants:

- What specific real-life situations does Barnga simulate?
- Have you ever had an experience where there was a "rule difference" you didn't know about?
- How did your view of things change once you became aware of the difference? In retrospect, how could you have handled the situation differently?
- Are there any similarities between the Tournament rules in Barnga and real-life "movement rules"?
- Choose a couple of the situations. What are the underlying causes of the problems that they raise?
- What does the game experience suggest about what to do when you are in the situation in the real world? (Try to remember what you did during the game which "worked")
- What is the most important thing you have learned after playing Barnga?

Appendix 4
Practical examples
of 8 European key competences

See table next page

LITERACY	MULTILINGUAL	PERSONAL, SOCIAL AND LEARNING TO LEARN	CITIZENSHIP
EXPRESS	**EXPRESS**	**LEARNING PROCESS**	**CIVIC ENGAGEMENT**
+ Express ideas.	+ Express yourself in everyday life situation.	+ Willingness to learn new things; try to improve.	+ Understanding the value of voting.
++ Express yourself clearly and efficiently in job interviews.	++ Ask questions to others.	++ Look for new learning resources; learning by doing; Learning from different mistakes.	++ Political awareness and taking part in elections.
+++ Provide informal and formal feedback within meetings around a subject area or them.	+++ Negotiate with clients, use professional language in a work environment.	+++ Be a self-directed learner; put yourself in a new and challenging environment. Critical thinking.	+++ Support solidarity action.
++++ Give a speech, argue and debate in a conference.	++++ Give a speech; argue and debate in a conference.	++++ Knowledge to analyse the type of learning that suits you best.	++++ Carry out solidarity actions that will benefit the community.
WRITE	**WRITE**	**PROBLEM SOLVING**	**SUSTAINABILITY**
+ Write an email or an official letter. Develop and deliver a presentation outlining a theory or idea.	+ Write an email.	+ Identify a problem.	+ Be aware of the importance of waste sorting.
++ Write without grammatical mistake for an application form.	++ Write without grammatical mistake.	++ Do not panic in new situation; breaking down the problem and assessing the risks.	++ Implement waste sorting in your daily life.
+++ Write a project report in a professional context.	+++ Write a project report in a professional context.	+++ Transfer the different competences in different fields, identify alterations and propose new solutions.	+++ Implement and raise awareness of others in waste sorting.
++++ Summarise, synthesise, and write a thesis.	++++ Summarising and synthesising, writing a thesis without mistakes.	++++ Manage the pressure in unexpected situations and apply the most suitable solution.	++++ Carry out concrete actions and involve others in waste sorting activities.
UNDERSTAND	**UNDERSTAND**	**CONFLICT MANAGEMENT**	**EU CITIZENSHIP**
+ Understand and listen to others. Be able to interpret and enter a dialogue with peers about a theory or idea.	+ Understand and listen to others.	+ Understand a conflict situation.	+ Understanding the concept of EU citizenship.
++ Understand the levels of language to use.	++ Understand a native speaker.	++ Ability not to panic in a conflict situation.	++ Actively using your rights as an EU citizen (voting, travelling, working abroad, consular protection...).
+++ Understand people's feelings and opinion.	+++ Understand the level of language to use to express yourself in a professional context.	+++ Understand the different conflict situations and be able to react to them.	+++ Explaining to other what EU citizenship means.
++++ Understand non-verbal communication.	++++ Translation and interpretation of a foreign language.	++++ Understand how to resolve disagreements in a constructive manner.	++++ Reflecting and promoting a deeper EU citizenship.

CULTURAL AWARENESS AND EXPRESSION	ENTREPRENEURSHIP	MATHEMATICS, SCIENCE, TECHNOLOGY AND ENGINEERING	DIGITAL
CULTURAL DIFFERENCE	**METHOD AND SENSE OF ORGANISATION**	**BUDGET**	**OFFICE AUTOMATION USE**
+ Knowledge about different culture.	+ Organising daily work, carrying out tasks.	+ Calculate personal own budget.	+ Creating content (documents, presentations, spreadsheets).
++ Learn from other cultures.	++ Have working methods, respect deadlines.	++ Plan the budget of an action.	++ Formatting content.
+++ Know about the multicultural shock.	+++ Ability to synthesise and be able to prioritise work-load.	+++ Monitor and manage the budget.	+++ Extract information to create dynamic content (graphs and tables from a spreadsheet, etc).
++++ Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.	++++ Developing and implementing organisational tasks.	++++ Report the balance.	++++ Automating tasks with the macro recorder and visual basic.
TOLERANCE AND RESPECT	**TAKE INITIATIVE**	**EXCEL**	**DIGITAL APPLICATIONS AND SOLUTIONS**
+ Respect the different nationality.	+ Have an idea: coming up with the new ideas.	+ Enter the numbers and use basic calculations.	+ Send an email.
++ Appreciating different cultures.	++ Analyse: critical thinking and ability to analyse the context.	++ Create charts / graphics.	++ Write a Cover letter.
+++ Be tolerant. Adapting to different customs in different contexts.	+++ Preparing an initiative to move from idea to action.	+++ Use formulae to create statistics.	+++ Use the social networks to apply and search for a job.
++++ Accept that there is not a culture better than another.	++++ Starting a new initiative.	++++ Use macros.	++++ Create your own CV using a content creation software (Photoshop, Indesign, Canva).
INTERACTION WITH OTHERS	**TEAMWORK**	**CALCULATION**	**WEB**
+ Knowing how to live together.	+ Respect work in a group.	+ Know how to calculate without calculator.	+ Access and use of a website.
++ Listen to other opinion.	++ Ability to cooperate and trust colleagues.	++ Understand how to reason with numbers and other mathematical concepts.	++ Manage a website.
+++ Respond open-mindedly to different ideas and values.	+++ Respect the deadlines and collaborate efficiently with the group.	+++ Demonstrate ability to reason with numbers and other mathematical concepts.	+++ Create a new website using WordPress or existing templates.
++++ Welcome different ideas and values to enrich yourself and your own culture.	++++ Manage a team and supervise, delegate.	++++ Demonstrate capacity to evaluate scientific arguments.	++++ Create a website from scratch using code language.