STEP IN!
BUILDING INCLUSIVE SOCIETIES THROUGH ACTIVE CITIZENSHIP

HANDBOOK

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Project's homepage where all educational material can be found:

www.stepin-grundtvig.org

Contents

1 INTRODUCTION

This handbook is the result of the multilateral Grundtvig project 'Step in! Building inclusive societies through active citizenship'. In this project universities, research institutes, public authorities, NGOs, and adult education providers from Czech Republic, Cyprus, Germany, Italy, Scotland (GB), Slovenia, and Sweden combined their competences in the field of civic education, integration, and migration.

The project's overall aim is the promotion of the civil and political participation of migrants, ethnic and religious minorities in European receiving countries. Migrants and people of migrant origin constitute an important proportion - approximately 8.8 % - of societies in Europe; and the phenomenon is on the rise. However, the civic engagement and political participation of migrants and people of a migrant background is very low. This low level of involvement in the political process inevitably results in low representation at different levels of power. The political exclusion of migrants negatively affects social cohesion and social justice, and this exclusion compromises the democratic quality of representation and participation in receiving societies.

European societies are increasingly confronted with questions regarding social and political affiliations and the possibilities for the participation in civil life of all its citizens - including traditionally excluded groups like migrants and ethnic and religious minorities, and other socially deprived persons.

Adult education can play a key role in this regard: the promotion of migrants' key competences for active citizenship, lifelong learning and participation in civil societies is an important aspect of improving their chances of getting involved in the labour market and civil society.

But it is important to not only focus on migrants and minorities: key representatives of the majority society have to be addressed and enabled to overcome structural blocks to integration within the host countries' core institutions.

The Step in! project team developed seven workshop modules targeted at different actors of social inclusion:

- adult education trainers,
- staff of governmental institutions,
- stakeholders of religious institutions, and
- marginalised participants in adult education, e.g. migrants and socially deprived and thus often low-educated people.

THE WORKSHOP MODULES

Each of the seven workshop modules provides a brief theoretical introduction to its specific topics, practical guidelines for the trainer and practical exercises.

The first three modules cover different aspects of '*Intercultural competences*'. The division into three sub-modules accommodates the fact that intercultural competence is not one single competence but a set of different skills, competences, attitudes and aptitudes.

- '*Raising cultural awareness*': Enhancing awareness for one's own cultural imprints and how it affects interpersonal and intercultural relations.

- '*Unconscious perception patterns*': Understanding how unconscious prejudices and stereotypes affect the perception of others.

- '*Enhancing empathy in intercultural encounters*': Developing empathy of governmental staff.

The module '*Affect inclusion! Key competences and motivation*' is about strategies for raising and maintaining motivation of generally low-educated people in order to enhance the chances of access to adult learning. It deals with key competences and motivation and specific challenges that can occur in situations where people from disadvantaged groups face difficulties in finding the motivation to learn and gain the knowledge needed to improve their potential to enter the labour market and civil society.

The module '*Migrants' volunteering: Practices for participation*' introduces the innovative method of Open Space Technology in order to find creative solutions and ideas on how migrants, refugees and other marginalised people can participate in local community life in order to promote integration and social inclusion.

The module '*Inclusion of migrants through mutual religious understanding*' introduces strategies of enhancing social inclusion by promoting inter-religious dialogue between religious and faith-based institutions in local communities.

The module '*Mentoring: A practical step-in guide for greater participation*' provides a hands-on tool for implementing a mentoring programme with migrants and other socially deprived people in order to empower them to actively take part in social and political life in their communities, to strengthen their personal competences and enhance their employability.

The Step In! Project Team

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Compilation of framing activities

In this handbook you will find warm-up, reflexion, evaluation, and wrap-up activities in each module. Those exercises are more or less designed for the specific topic of the respective module.

This bank of activities provides you with an overview of warm-up and evaluation activities that frame your seminar in order to get to know to each other, create a good learning atmosphere and to evaluate the contents, methods, and the process of your seminar. In addition, some practical ideas are collected as regards **transfer** and **closing rituals**.

WARM-UP ACTIVITIES

Especially if the seminar group spends more than one day together it is worth spending some time getting to know to each other and creating a good spirit between the participants. Also in regard to the later content-related work it is worth creating a relaxed, open and personal work climate. A good atmosphere enhances the chance for in-depth discussions and personal exchange of experiences, problems, and possible solutions.

If your seminar only lasts one day the 'Getting-to-know-to-each-other' part can be shorter.

Name of activity	THE NAME GAME
Aims	Each participant introduces herself/himself by stating their own name combined with some personal statements. This creates a personal atmosphere right from the start. Social and societal dimensions of names may also be revealed: Some people are often wrongly addressed as a man / woman; people with rare or unusual names sometimes use another name to make it easier for others; etc. It becomes clear what a huge effect on one's own identity the name has. And sometimes some funny personal stories are told which provides a relaxed atmosphere.
Duration	Approx. 20 - 30 minutes - depends on group size. Each participant should introduce herself/himself.
Guidance for a proper performance	
Requirements	Big enough space for the group to form a circle.
Methodology	The group stands in a circle. The trainer tasks the group: Each person introduces herself/himself by stating answers to the following questions: • What is your name? • Who had given you your name? • What does your name mean? • Can you think of a short story related to your name? In order to break the ice the trainer can begin.

Name of activity	I AM THE ONLY ONE, WHO…
Aims	Getting to know to each other by finding things in common and respecting the uniqueness of a person. Creating a personal atmosphere.
Duration	Approx. 20-30 minutes
To be found in this handbook on page 19	

Name of activity	BUILDING A HUMAN NETWORK
Aims	This is a funny and active teambuilding activity showing the interconnectedness of all people. It also serves as a teambuilding activity. **Warm-up**: Starting the seminar with a teambuilding activity. **Wrap-up**: Closing the seminar with a little funny activity.
Duration	Approx.10 minutes
To be found in this handbook on page 31	

Name of activity	PARTICIPANTS' EXPECTATIONS
Aims	The principal purpose of these activities is to get to know the participants in more detail and to learn more about their expectations for the training. Even though you already have a more or less fixed seminar programme, there might be the possibility to spontaneously react to the participant's ideas and wishes.
Duration	Approx.10 minutes
To be found in this handbook on page 20	

EVALUATION ACTIVITIES

The evaluation activities provided here are applicable at the end of a one-day or a multi-day seminar.

However, multi-day seminars can profit from a short daily evaluation. Participants often remember things (activities, experiences, methods) that just happened and not those that happened three days before. Thereby, the overall impression of a multi-day seminar may be distorted.

Name of activity	TREE OF KNOWLEDGE
Aims	The trainer gets detailed feedback on the positive and negative aspects of the seminar and those that are capable of development / improvement.
Duration	Approx. 30-40 minutes
To be found in this handbook on page 30	

Name of activity	**LETTER OF EXPECTATIONS**
Aims	Participants can evaluate to which degree their expectations from the beginning of the seminar were met. Or to which degree their expectations changed in the course of the days. This activity is useful for a one-week-seminar, not very suitable for a short one.
Duration	Approx. 30-40 minutes
	Guidance for a proper performance
Requirements	Sheets of paper and an envelope for each participant.
Methodology	Participants are tasked with writing down their expectations of the seminar at the beginning and putting the paper into an envelope with their name on it. The trainer collects all envelopes and keeps them until the end of the seminar. At the end of the seminar participants get back their own letters of expectations. By reading the own expectations at the end of the seminar, participants can easily evaluate to what degree their expectations were met.
Evaluation	Participants are asked to give a short summary of their original expectations, to which degree they were met and how they feel about the result - maybe they are happy although their original expectations weren't met as they anticipated.

Name of activity	**SHORT DAILY EVALUATION**
Aims	In a multi-day seminar it can be reasonable to get a short feedback from your participants as regards the activities of that day.
Duration	5 minutes group work
	Guidance for a proper performance
Methodology	A short group activity, groups of 3-4 people, presenting their (group) feedback on flipchart paper

TRANSFER

The transfer of seminar contents, exercises, methods, ideas etc. into the everyday work life of participants is the central success factor of a seminar. Knowledge alone (most often) is not the key which leads to a modification of habits and actions: knowledge is not the same as competence or capability. Some things can be implemented immediately, some things need regular training before assimilated into their own strategies of action. The most important thing: You have to start immediately trying to incorporate what you have learned into your everyday routine.

At the end of a seminar it is often said, that the seminar and the methods were fun and very interesting. But the question of transfer into the everyday work of the participants is often doubted: Can what has just been learned be implemented at work, with colleagues, with your own participants or clients? Often there is the open question '*How* can what has been learned be realised?'

Whether your participants can put into practice newly learned methods, ideas, strategies, etc. depends mainly on them: They have to have the will to do it or at least to try it - and of course: believe in it! Fear and concerns about whether what has been learned can be implemented in their own practice shows that people often wish to hand over the responsibility for the practice onto the trainer, the seminar, their working environment etc. That's human.

Even in a bad seminar (which none of us will implement) you can learn something - at least you may learn what can be done wrong. As a result you can formulate goals for your own work, collect findings on how not to do it.

By reflecting and discussing on the possibilities of transfer of what has been learned into their own everyday work, your participants can focus on those aspects. They can exchange concerns, ideas for solutions, etc. Thus, there is an increased chance that the learning will be remembered and participants will be encouraged to at least try to make a little difference in the future.

Name of activity	**BRIDGE INTO EVERYDAY WORK**
Aims	This activity is about establishing a relationship between the seminar (contents, methods, activities) and the everyday working life of the participants. It examines to what degree the participants took away inspiration for their own work.
Duration	Approx. 30 - 40 minutes (depends on number of participants)
To be found in this handbook on page 30	

Name of activity	**WHERE DO WE GO FROM HERE?**
Aims	To show the positive effect of an evaluation, that there is or should be a response to and an action on any evaluation.
Duration	Approx. 30 - 60 minutes (depends on number of participants)
To be found in this handbook on page 68	

END OF SEMINAR: CLOSING RITUALS

At the end of (especially a multi-day) seminar a closing ritual is essential - like a personal getting-to-know-to-each-other-phase at the beginning. Especially in long seminars often an atmosphere of departure arises when the end is in sight. Some participants may think nothing important awaits them on the last day. Make sure you offer interesting topics and exercises on the last of your seminar days.

It can be helpful to make clear at the beginning at what point (time of day) of the last day all will end the seminar together. You may end the seminar with a funny wrap-up activity like 'Building a human network'.

Name of activity	BUILDING A HUMAN NETWORK
Duration	Approx.10 minutes
To be found in this handbook on page 31	

2 INTERCULTURAL COMPETENCES I: RAISING CULTURAL AWARENESS

ADDRESSEES

The addressees of this module are **Adult Education Trainers** who face challenges with equality and diversity in their daily work - in regards to their working teams as well as their learner groups.

This will especially help trainers in adult education with different backgrounds to their participants - in terms of social, cultural and professional aspects. It is important that adult education trainers have the competences to deal with intercultural situations in their learner groups in a sensitive and constructive manner.

AIMS OF THIS MODULE

This module is one of three that deals with intercultural encounters and specific challenges that can arise from contact between people of different cultural backgrounds.

This module puts a special focus on the following:

- Raising awareness for one's own cultural influences and how they affect interpersonal/ intercultural relations

- Providing an insight into the main terms and concepts necessary for recognizing, understanding and dealing with intercultural situations in adult education contexts

TIMING

Overall time requirement incl. breaks:	**approx. 6 hours.**	
Warm-up activity 1: 20-30 min	Evaluation activity 1:	approx. 30 min
Warm-up activity 2: approx. 30 min	Evaluation activity 2:	30-40 min
Reflection activity 1: 60-80 min	Wrap-up activity:	approx. 10 min
Reflection activity 2: approx. 40 min		

Note: The time requirement also depends on the number of participants.

REQUIREMENTS

Warm-up activity 1:	none
Warm-up activity 2:	pin board, felt pens for all participants, three coloured cards for each participant
Reflection activity 1:	4 tables and chairs according to number of participants, 4 card games with 32 cards, 4 copies of the rules of the game, paper and pens for a tally list for each table

Reflection activity 2:	Flip chart, one worksheet for each participant
Evaluation activity 1:	a pin board with paper, felt pens for all participants, cards in red, yellow and green (at least one - better two - of each colour for each participant)
Evaluation activity 2:	a pin board with paper, Cards to write on in three colours (3-6 per person), poster outlining the questions the participants should reflect upon, felt pens for all participants, pin board and pins or sticky tape
Wrap-up activity:	a big-enough room with enough space to move

Theoretical background

CULTURE

The origin of the word "culture", which is derived from the Latin word "*colere*" (to cultivate) or "*cultura*" and "*cultus*" (farming, cultivation and care), refers to a central aspect of all cultural concepts: They all describe something "made by human" – in contrast to things that are already present in nature.

Culture is the full range of learned human behaviour patterns. Culture is often referred to as something like 'lifestyle' or 'way of life', sometimes 'mentality': A set of beliefs, knowledge, attitudes, norms, values and behaviour shared by members of a society in a certain historical time and geographical area and acquired by individuals as a member of that society.

Culture always refers to social communities, which can be families, peer-groups, associations, business companies, ethnic or religious groups, geographical regions, nations, as well as world regions. People always belong to several social communities, thus the cultural patterns of one person are always individually diverse/heterogeneous.

Cultures are always subject to change, both *across generations* as well as *within one generation*. Individuals are always influenced but not determined by their culture. Furthermore, globalisation and the resulting communication and information flow, urbanisation, as well as increasing global migration, contribute to a new degree of cultural change. Nowadays, more and more people grow up in a bi- or multicultural environment. This does not only apply to children whose parents have different cultural backgrounds, but also to "culturally native" children who increasingly get to know other cultural frameworks.

INTERCULTURAL COMPETENCE

Most of the time we are not aware of our own culture, we experience our own view of the world as 'normal'. Our knowledge, emotional reactions and also our behaviour is shaped by our individual and cultural learning experiences throughout our lives.

Intercultural encounters are (often) characterised by the case that previous *intra*culturally accepted patterns of communication and interpretation are not reliably applicable. Thus, intercultural encounters are considered to be potentially more susceptible to misunderstandings and irritations.

We understand intercultural competence as the ability to (1) *recognize* and *respect* cultural factors and conditions regarding perception, appraisal, and awareness of ones-self and with respect to other people; and to (2) act in a way that makes it possible for all involved to express themselves in an intercultural aware (teaching and learning) environment.

Intercultural competence is not one single competence but rather a set of skills, aptitudes, and attitudes that support cooperative communication with people of different (socio-) cultural backgrounds. Since communication situations are many, there is not one single description of what intercultural competent behaviour is; no recipe to follow. But certain attitudes help to bridge cultures and to ease intercultural encounters:

Deal with not-knowing: You will experience situations in which other people behave and/or react in a way that does not make sense to you. Uncertainties regarding how to behave 'correctly' or how the communication partner will react are normal in intercultural encounters. The fact that our assumptions may be wrong is part of the process of becoming culturally aware. Understanding that uncertainties and situations where you do not know may occur, are normal in intercultural encounters and are not the fault of anybody, is a first step for staying calm and patient with yourself and other people.

Suspend judgements: Be aware that your interpretation of a situation may be wrong and affected by unconscious perception patterns and prejudices. Collect as much information as possible so you can describe the situation accurately before evaluating and judging it. Ask your colleagues for feedback and constantly check your assumptions to make sure that you clearly understand the situation.

Be empathic: In order to better understand another person, we need to try to stand in his/ her shoes, to see the situation from his/her point of view.

Become comfortable with ambiguity: The more complicated and uncertain life is, the more we tend to seek control. But intercultural encounters will put you in situations that you don't understand.

These attitudes cannot be learned in one day. To raise one's own awareness, to train oneself to remain calm and find solutions for intercultural misunderstandings or discontent is a lifelong process.

CULTURAL AWARENESS

Cultural awareness becomes central when we have to interact with people from other cultures. What is considered appropriate behaviour in one culture is sometimes inappropriate in another one. Misunderstandings arise when I use my own meanings to make sense of your reality.

Cultural awareness recognises that we are all shaped by our social and cultural background. It influences how we interpret the world around us, perceive ourselves and relate to other people. It involves the ability to stand back from ourselves and become aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?

Misinterpretations occur primarily when we lack an awareness of our own behavioural rules and project them onto others. In the absence of better knowledge, we tend to assume, instead of finding out, what certain behaviour means to the person involved. We don't need
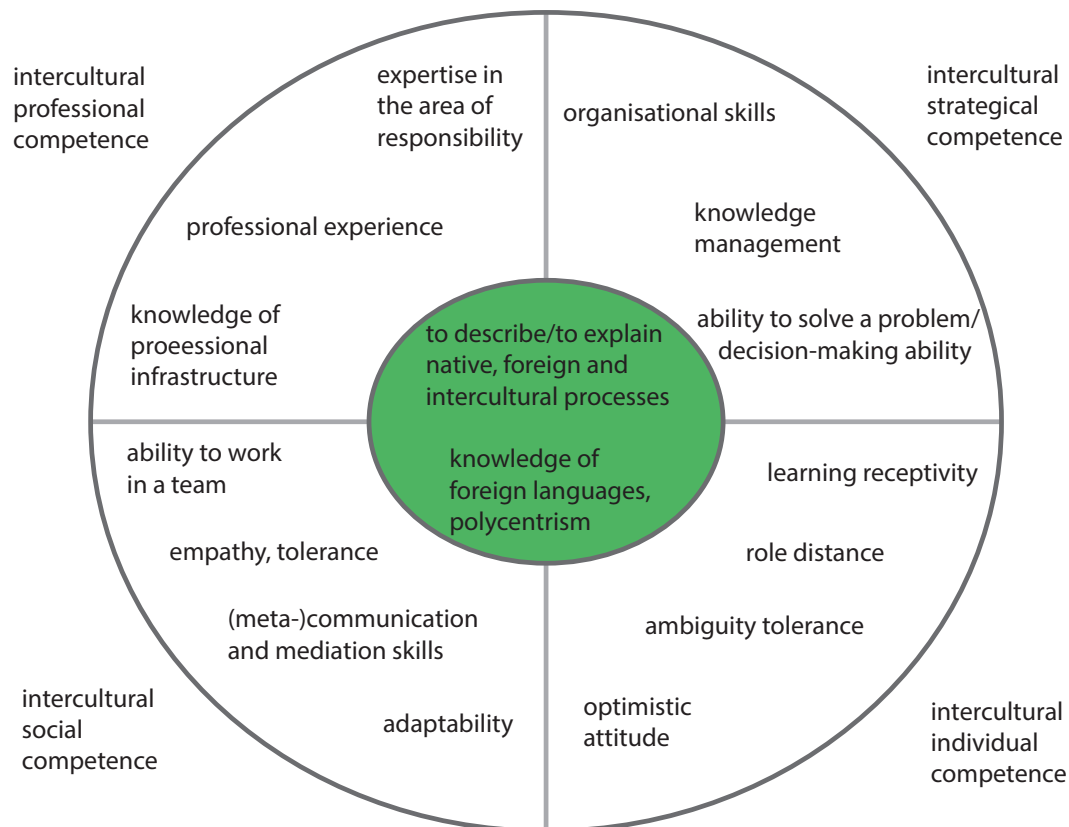
to be an expert in every culture or have all the answers to be culturally aware; rather, cultural awareness helps us to explore cultural issues more sensitively.

Becoming aware of our cultural dynamics is a difficult task because culture is not something we are conscious of. Since birth, we have learned to see and do things at an unconscious level. Our experiences, our values and our cultural background lead us to see and do things in a certain way. Sometimes we have to step outside of our cultural boundaries in order to realize the impact that our culture has on our behaviour. It is very helpful to gather feedback from foreign colleagues on our behaviour to get more clarity on our cultural traits.

However, it is always important to identify individual needs and preferences and remember that no individual can be reduced to a set of cultural norms. Within any culture, peoples' values, behaviour and beliefs can vary enormously. Differences may occur due to socio-economic background, level of education, rural or urban residence, identification with cultural and religious background, and different life experiences - including the experience of migration.

INTERCULTURAL COMPETENCE FOR EDUCATIONAL PROFESSIONALS

Whereas individual and social notions of intercultural competence are necessary for all citizens in modern European societies, educational professionals also need to consider professional and strategic aspects. The graphic below visualises the special demands placed on adult education staff. These professional and strategic competences need to be seen in light of intercultural awareness in order to act professionally in intercultural education contexts.

intercultural professional competence

expertise in the area of responsibility

organisational skills

intercultural strategical competence

professional experience

knowledge management

knowledge of proeessional infrastructure

to describe/to explain native, foreign and intercultural processes

ability to solve a problem/ decision-making ability

ability to work in a team

knowledge of foreign languages, polycentrism

learning receptivity

empathy, tolerance

role distance

(meta-)communication and mediation skills

ambiguity tolerance

intercultural social competence

adaptability

optimistic attitude

intercultural individual competence

Graphic: http://www.ikud-seminare.de/interkulturelle-kompetenz.html (02.10.2012)

Practical guidelines for the trainer

The following material provides didactic instructions on implementing the activities in the training. In general, the module consists of two warm-up activities, two reflection activities, two evaluation activities and one wrap-up activity.

GENERAL REMARKS CONCERNING THE IMPLEMENTATION

If possible, the course should be conducted by two trainers in order to reduce the labour input. Especially with respect to the group discussions, it is helpful to have two trainers: one who leads the discussion and one who is responsible for the management of the oral contributions. Having a person who organizes the order of the individual comments might be very useful with reference to the topic.

Intercultural competence is not a topic which is based on factual information, but rather a topic which is charged with emotion. It might be the case, that the topic evokes experience of discrimination in the participants, thus it can be a very personal subject. Therefore, two trainers make it easier to appreciate all oral contributions, ensuring a trouble-free discussion.

Concerning the choice of the trainers, it would be useful to have a mixed team: a man and a woman, someone who represents the majority group and someone who represents a minority group.

In addition, it would be helpful to carry out the course in a circle of chairs instead of sitting at tables (exception: activity "Take a stand"). A circle of chairs provides an open and stimulating learning atmosphere and symbolizes the personal involvement of all participants in the learning process. The goal of the course is not learning something from the trainer, but learning something in the process of interaction with each other. All participants should be actively involved in the learning process. You, as a trainer, should invite your participants to engage themselves in this learning process.

Intercultural competence is nothing which can be mediated from outside, but it's a process which can only be stimulated from the individuals themselves.

You, as a trainer, should be thought-provoking for your participants, raising awareness for the relevance of the topic. Therefore, it is of particular importance to plan enough time for a period of reflection at the end of every activity. There are two central questions:

1. *To what extent is the activity practically relevant?* (Always establish a link to the real world)

2. *What is the key message of this activity? What did the participants learn?* (Important in order to establish the link into the everyday work)

These periods of reflection are useful for the individual learning process of the participants. The learners should observe themselves while doing the activities, reflecting on the effects of the activities on themselves. In this context, it is helpful to exchange experiences with the other participants.

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Throughout the course of the activities, the participants are encouraged to rethink their current concept of culture. In addition, they are made aware of the difficulties of cross-cultural encounters. The two warm-up activities facilitate the introduction of the subject by creating a positive working environment. Here, the participants get to know each other and are invited to form a team. In the course of these 2 activities, there is the possibility to clarify expectations and wishes.

THE ACTIVITIES

WARM-UP

The first warm-up activity "I am the only one, who…" serves as an icebreaker, as the participants should have the courage to emphasise their singularity. The aim of this activity is to overcome the group's feeling of insecurity by removing barriers. At the content level, this experience enables the participants to comprehend the feelings of persons who are regarded to be "different"(e.g. immigrants), sensitising them for these problems. Throughout the activity, the group is confronted with the feeling of "being the only one". Hence, this activity is especially important for their work as educational trainers, as they need to handle these problems in their everyday life.

The second warm-up activity ("Eliciting expectations") places emphasis on the participant's expectations and wishes. All participants should be aware of their expectations in order to be able to evaluate the training adequately. The relevance of this activity consists in establishing the aim and content of this training. Hence, the participants get the feeling of being involved in the training's structural process.

REFLECTION

Subsequent to above, these follow with the period of reflection. Here, the participants should be forced to take a critical look on different concepts and understanding of culture. Furthermore, the sensitisation for the own taken-for-grantedness with respect to particular values and standards should be encouraged.

The first reflection activity "Take a stand" provides a simulation of real cross-cultural encounters. The participants are put in the position of an outsider becoming acquainted with a new culture. Therefore, they also need to bear occurring difficulties. This experience is very valuable for educational trainers, as it enables them to develop a sense of how it feels to act in a cross-cultural environment.

The second reflection activity "The rucksack model of culture" presents two different concepts of culture. In the course of the activity, all participants should fill up their individual cultural rucksack. Due to this, the participant's understanding of culture as a conglomerate of various aspects should be encouraged. Hence, the participants should learn that there is not a particular "Swedish" or "Italian" culture, but that culture also always depends on each person individually.

EVALUATION

Following this, the evaluation phase deals with the expectations and wishes of the participants and analyses their degree of fulfilment. In addition, the evaluation phase measures the training's impact on the participant's work as educational trainers.

The first activity "The tree of knowledge" evaluates the participant's satisfaction with the training. This experience is very important, as it not only reveals relevant feedback for the trainer, but it also helps the participants to estimate their learning progress throughout the course of the training. Furthermore, the different "fruits" of the tree help the participants to provide a well-balanced evaluation.

The second evaluation activity "Bridge into the everyday work" is primarily aimed at the participants themselves. Their learning progress is foregrounded, as they need to establish a relationship between the training and their actual work. The subject matter of the training should not only stand on its own, but its significance for the participant's work as educational trainers should be emphasised.

WRAP-UP

Finally, the activity part ends with a humorous wrap-up activity. This activity helps to build stronger ties with the other participants and involves a lot of teamwork.

The wrap-up activity "human network" serves as an allegory of our globalised world: Everything is connected with each other. This world-wide interdependency is visualised through this activity.

Please note: This activity can also be used as a warm-up activity, as it is a very active and social activity, supporting teambuilding.

Activities

WARM UP ACTIVITIES

Name of activity	I AM THE ONLY ONE, WHO…
Description	It is very important to establish a relation between the participants at the beginning of the course in order to develop a sense of community and belonging - this introductory game supports this idea. This activity provides an informal atmosphere and helps the trainer as well as the participants to get to know each other. With respect to the context of intercultural competence, the activity raises awareness for the challenges that people face who are considered to be "different". Although people have a lot of things in common, they are also different and unique. It can sometimes be difficult for us to deal with these cultural differences.
Duration	approximately 20-30 minutes
Aims	The main target of this activity is to gain an understanding that people are different and that it is important to consider this. Being "the only one" can be an everyday experience especially for immigrants and the participants of this activity experience this first-hand.
Guidance for a proper performance	
Materials needed	no materials necessary
Requirements	stand in a circle
Methodology	The group is standing in a circle. You as the trainer ask the participants: "Please think about something (a habit, an experience, a circumstance…), that you think no one else in the room shares." Then, each participant steps into the centre of the circle, only one at a time, and says: "I am the only one, who…" (e.g. "…always wears red socks"). If there is someone else in the group, who shares the same thing, this person joins the other participant in the centre in order to demonstrate this. In case of no one else sharing this experience, the group continues. It is not important to do it in turn. Sometime it takes pressure from people to allow them to step into the circle as soon as they can think of a habit, hobby, experience, etc. It is not absolutely required that they state something they really think no-one shares.

Guidance once the activity is over	At the end of the activity, the group discusses their feelings about being the only person in the centre of the circle (or not). The trainer responds to the individual feelings of the participants. In addition, the trainer needs to bear in mind that some participants might be too inhibited to expose their uniqueness in front of a big group they even hardly know. Interesting aspects: "How did it feel to be the only one in the middle of the group (or not)?" (e.g. relief, discomfort) "Were you surprised to be joined by XY?" (it can be surprising to be joined by a person you did not expect, or not to be joint by a person you actually did expect to be joined)
Evaluation	

Name of activity	**ELICITING EXPECTATIONS**
Description	The needs analysis at the start of the seminar will enable all participants to formulate themes for the seminar which are of special relevance to themselves. Although you might not be able to satisfy all expectations it is important to know what your participants are interested in.
Duration	Approximately half an hour
Aims	The principal purpose of this activity is to get to know the participants in more detail and to learn more about their expectations for the training. At the beginning of every seminar there should be a needs analysis in order to consider the individual ideas of the participants. Even though you already have a more or less fixed seminar programme, there might be the possibility to spontaneously react on the participant's ideas and wishes. Try to accommodate the interests of your participants as best as you can - you all want to spend a cheerful day with each other. Nevertheless, it is also important to emphasize that it is not possible to satisfy all expectations. You, as a trainer, should not worry about this - one cannot respond to all people's needs!
	Guidance for a proper performance
Materials needed	Enough cards for all participants (approx. three cards for each person)
Requirements	Felt pens for all, a pin board Every participant gets three cards on which he/she writes down his/her expectations.

Methodology	Attention:
	Everyone should write clearly and capitalized, using block letters,
	Not writing more than three-lines, and
	Only one thought per card.
	When the group has finished the writing, each participant should come in front and pin his/her card(s) onto the pin board. Encourage them to state one sentence for each card.
	You as the trainer should categorise the cards for better overview, a content-wise weighting is advisable!! Try to cluster the ideas of your participants in specific groups, e.g. with respect to content/topics or methodology/methods or theory-practice. The participants are invited to express their views orally: for example when they are not satisfied with the mapping made by the trainer.
	If enough space is available you may let the pin board stand aside during the whole training.
Guidance once the activity is over	This warm-up activity will be taken up again at the end of the training (activity: The tree of knowledge) in order to examine to what extent the expectations of the participants were satisfied.
Evaluation	Throughout the activity, the trainer learns a lot about the expectations of the participants and is now able (if necessary) to make some modifications to the seminar programme (e.g. add more theory/practice, integrate discussions on specific topics, etc.)
	It is now easier to respond to the participant's particular wishes and requirements.

2

Name of activity	TAKE A STAND!
Description	Participants play a simple card game in small groups, each group provided with slightly different rules, where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic communication rules. In discovering that the rules are different, players experience a mini culture shock similar to actual experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their "cross-cultural" groups. Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures. Participants are not forewarned that each is playing by different rules; in struggling to understand why other players don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters.
Duration	60 - 80 minutes
Aims	The aim of this activity is to recognize and to reflect on that even though we are ostensibly doing the same thing, people with different socio-cultural background perceive things differently, and/or play by different rules - and sometimes you only recognise this when it is too late and the misunderstanding has already happened. The participants should experience a feeling of discord caused by the different rules of the game and should understand and reconcile these differences if they want to function effectively in a cross-cultural group. The sensitization for this taken-for-grantedness should be encouraged.
	Guidance for a proper performance
Materials needed	4 card games (with 32 cards), 4 rules of the game, enough notepads and pens for the tally lists
Requirements	4 tables and chairs according to number of participants
Methodology	Preparation: The tables of the groups should ensure an adequate distance to the other group tables. This is to guarantee that the particular rules of the different groups remain secret. On each table there should be a copy of the rules for that table, a notepad and pen plus a deck of cards.

Methodology (continued)	To start, let the participants play a few round with the rules and *softly* talking allowed in order to get acquainted to the rules. Each table should make a tally list about the won tricks during the game (that person with the most tricks moves to the next table). Attention: If any questions arise, you should answer directly at the particular group tables in order to guarantee the secrecy of the different rules of the game. Everything is removed from the tables, talking is prohibited; only gestures are allowed for communication. Game continues with everyone at his/her home table. After allowing a few rounds without talking at the home table, participants must switch tables: the person who won the most tricks moves clockwise to the next table, the person who loses the most tricks moves counter-clockwise to the next table. What the players do not know is that each table has learned a different set of rules.
Guidance once the activity is over	After playing a number of rounds - either you set time limit, or allow the number of rotations according to the number of tables in play (4 rounds for 4 tables) the participants should be aware that they were playing by different rules, and the following questions should be discussed. The participants can stay in the last group they were in, or return to their home groups. Guiding questions for evaluation: How do you feel? What did you expect at the beginning of the game? When did you realize that something was wrong? How did you deal with it? How did the not being able to speak rule contribute to what you were feeling? During the reflection of this activity, the experiences of the activity should be related to real life experiences. Hence, the participants are invited to tell about incidents in their life in which they experienced communication difficulties.

✂

Game instructions

The card game includes 32 cards, 8 of every colour: spades, hearts, diamonds, and clubs. Spades are trump, hence it trumps all other colours.

Main target is to get as many tricks as possible. You won the trick when you played the highest card in one round. Per round each player plays out one card.

You must follow suit (play the colour that was played first) if you can; if you cannot follow suit, any card may be played. If there is a trump on the trick, the highest one wins, otherwise the highest card in the suit led wins. If there are two identical highest cards played, the first one played wins.

Game structure: The dealer shuffles cards. Each player receives five cards.

The player left to the dealer starts to play. The others follow clockwise. Per round each player plays one card. The highest card or trump wins.

Use a tally list to write down the number of tricks that everyone gained. The player who got the most tricks wins.

✂

Game instructions

The card game includes 32 cards, 8 of every colour: spades, hearts, diamonds, and clubs. Diamonds are trump, hence it trumps all other colours.

Main target is to get as many tricks as possible. You won the trick when you played the highest card in one round. Per round each player plays out one card.

You must follow suit (play the colour that was played first) if you can; if you cannot follow suit, any card may be played. If there is a trump on the trick, the highest one wins, otherwise the highest card in the suit led wins. If there are two identical highest cards played, the first one played wins.

Game structure: The dealer shuffles cards. Each player receives five cards.

The player left to the dealer starts to play. The others follow clockwise. Per round each player plays one card. The highest card or trump wins.

Use a tally list to write down the number of tricks that everyone gained. The player who got the most tricks wins.

✂

Game instructions

The card game includes 32 cards, 8 of every colour: spades, hearts, diamonds, and clubs. Hearts are trump, hence it trumps all other colours.

Main target is to get as many tricks as possible. You won the trick when you played the highest card in one round. Per round each player plays out one card.

You must follow suit (play the colour that was played first) if you can; if you cannot follow suit, any card may be played. If there is a trump on the trick, the highest one wins, otherwise the highest card in the suit led wins. If there are two identical highest cards played, the first one played wins.

Game structure: The dealer shuffles cards. Each player receives five cards.

The player left to the dealer starts to play. The others follow clockwise. Per round each player plays one card. The highest card or trump wins.

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✂

Game instructions

The card game includes 32 cards, 8 of every colour: spades, hearts, diamonds, and clubs. Clubs are trump, hence it trumps all other colours.

Main target is to get as many tricks as possible. You won the trick when you played the highest card in one round. Per round each player plays out one card.

You must follow suit (play the colour that was played first) if you can; if you cannot follow suit, any card may be played. If there is a trump on the trick, the highest one wins, otherwise the highest card in the suit led wins. If there are two identical highest cards played, the first one played wins.

Game structure: The dealer shuffles cards. Each player receives five cards.

The player left to the dealer starts to play. The others follow clockwise. Per round each player plays one card. The highest card or trump wins.

Use a tally list to write down the number of tricks that everyone gained. The player who got the most tricks wins.

Name of activity	**CULTURAL AWARENESS**
Description	This activity is about getting to know two different theoretical concepts of culture (iceberg model and rucksack model of culture). The iceberg model of culture serves as an introduction for cultural concepts in general. Following this, the participants deal with the further development of the iceberg model, namely the rucksack model of culture. By dealing with this cultural concept, the participants train their own cultural awareness and learn that culture always depends on the individual person. In order to illustrate the latter aspect, the participants all fill up their individual cultural rucksack - there are no limits to creativity!
Duration	approximately 40 minutes
Aims	The participants shall learn that culture is not a fixed homogeneous concept and they should be aware that people of *the same* culture do not necessarily live *the same* culture. In addition, culture shall be understood as an important part of the personal identity; as a socialized characteristic of both communities (typically) and individuals (specifically). Depending on when and where someone was born and raised, culture should be seen as a conglomerate of various characteristics.
Guidance for a proper performance	
Materials needed	One worksheet for each person
Requirements	Several group tables (according to the number of participants)
Methodology	***Possible input for the trainer:*** "When dealing with culture, it is important to become aware of our own cultural values, beliefs and perceptions. One concept of culture, illustrating the own cultural awareness, is the iceberg model of culture (*(trainer draws an iceberg on the flip chart: approx. 1/10 of the iceberg is above the water surface (a wavy line) whereas approx. 9/10 of the iceberg is below the surface)*. The iceberg model of culture emphasizes very clearly the deep rootedness and unawareness of most cultural patterns: While the larger part of culture remains secret far below the water surface, the conscious (visible) part of culture is much smaller than the unconscious (invisible) one. The group can collect aspects of culture that are visible and those which are invisible (unconscious) and writes them into the drawing.

2

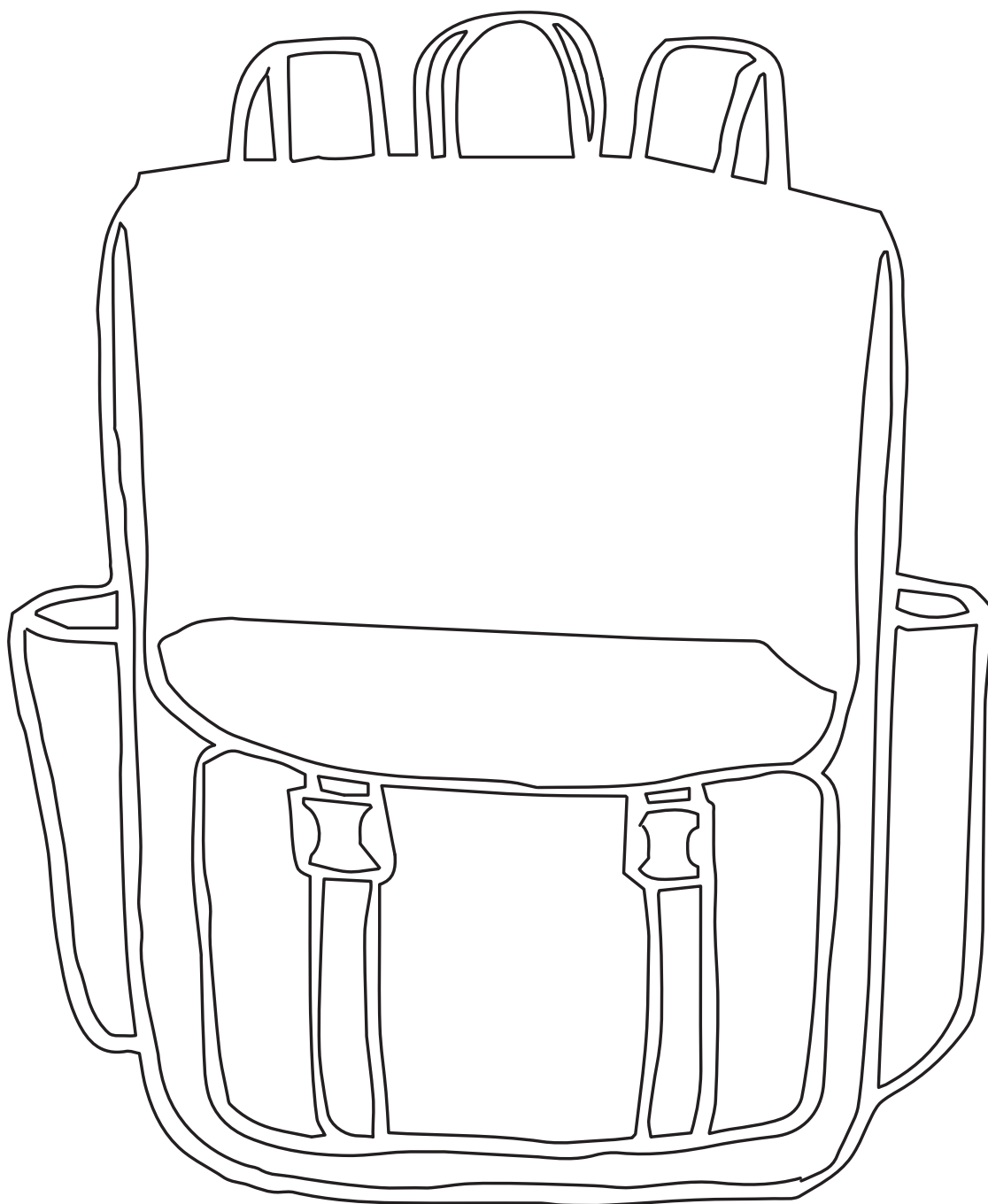|	
Methodology (continued)	This perception of culture reminds one of an iceberg, as one can only see the tip, while the rest of the iceberg remains undetected below the surface. The iceberg model is very useful for a first orientation; nevertheless the concept is too one-dimensional and too reduced for a full overview of culture. A rather new model, the rucksack model of culture, tries to compensate the limitations of the iceberg model. Here, culture is presented as a rucksack, brimming over with diverse aspects of one's personality. The image of culture as a rucksack a person carries throughout his/her life underlines the individual character of cultural imprints. Although culture is something collectively shared between members of a social community, culture is at the same time something very personal, influenced by biographic experiences of an individual person. Nowadays, many people live in different countries, speak various languages, prefer culinary diversity, and express themselves in an individual way as regards to clothing, music, body language, linguistic code, aesthetic preferences, political orientations, and religious and philosophical views of the world. ***Instructions for the participants:*** Now, you have the task to fill up your own cultural rucksack - think of all the things that make you a unique person!" • trainer hands out worksheets (10 minutes for filling up the rucksack) After filling up the rucksack, the participants deal with the reflective questions in small groups (up to 4 persons in each group). Suggestion: The division into groups takes place via counting (1-2-3) in order to guarantee the heterogeneity of the groups. • reflective questions, see below (Guidance once the activity is over) Then, the small groups exchange their experiences of filling up the cultural rucksack. Subsequent to this, a general exchange of experiences with respect to the cultural rucksack follows. You, as a trainer, moderate the discussion referring again to the reflective questions (see below).

Guidance once the activity is over	Recommendations and questions on which to reflect on:

What was surprising when filling up the rucksack?

What was difficult to express?

Where there any "things" that did not fit into the rucksack? If yes, why?

What distinguishes your rucksack from the rucksack of the other participants? What are similarities or differences?

What effects does diversity have on our living together in general? |
| Evaluation | The trainer invites the participants to do a pre-post comparison with respect to the group's opinion of culture.

To what extent did their view on culture change in the course of this activity?

What did they get out of it? |

Worksheet:
The rucksack model: Culture as your personal luggage

With the symbol of a rucksack you can express your cultural, social and personal background. Think about what symbolises your own belongings, what formed your character.

Fill up your personal rucksack: Who or what played a role (role models, stories, experiences, etc.)? Which influences were or are still active?

EVALUATION ACTIVITIES

2

Name of activity	THE TREE OF KNOWLEDGE
Description	This evaluation activity is a very active one; every participant can share his/her experience with the group. Furthermore, this activity forces the group to think about strengths and weaknesses of the training, contributing to an authentic evaluation.
Duration	Approximately half an hour
Aims	"The tree of knowledge" should provide feedback on the training, gaining insight into the participant's degree of satisfaction.
	Guidance for a proper performance
Materials needed	A pin board with paper with a drawing of a tree (tree roots, tree trunk and leaves)
Requirements	Felt pens, cards in red, yellow and green (at least one - better two - of each colour for each participant)
Methodology	Every participant gets three cards (a red one, a green one, and a yellow one). While the red card ("ripe fruits") describes positive impressions of the training, the green card ("delicate buds") includes improvements, wishes, and unresolved issues. In addition, the yellow card ("deciduous fruits") represents unsuccessful aspects of the training. All members of the group write down one comment for each card. Then, one by one, all participants glue their cards on the tree: The ripe fruits on the treetop, the delicate buds on the branches, and finally the deciduous fruits on the ground. Try to encourage your participants to write a comment on each card in order to guarantee a balanced evaluation!
Guidance once the activity is over	The trainer discusses the results with the group, having consideration for the emotional state of the participants.

Name of activity	BRIDGE INTO THE EVERYDAY WORK
Description	This activity is not about evaluating the training, but about establishing a relationship to the real world and everyday working life of the participants. It examines to what degree the participants took away inspiration for their own work.
Duration	Approx. 30 - 40 minutes (depends on number of participants)

Aims	The central question of this activity is to ask oneself to what extent the training helped to support the everyday work of the participants. Hence, this activity should build a bridge between the training and the everyday (working) life of the participants.
Guidance for a proper performance	
Materials needed	A pin board with paper and a drawing of a bridge Cards to write on in three colours (3-6 per person) Poster outlining the questions the participants should reflect upon: I learned… Particularly important for my practical work was… In the near future I will try…
Requirements	Felt pens for all participants, pin board and pins (or use the wall and sticky tape)
Methodology	Cards are distributed to participants, 3-6 cards per person. Participants should write down their answers, thoughts according to the three questions - only one thought per card! One by one come to the front, pins his/her cards to the bridge and explains orally what kind of impressions they take home.
Guidance once the activity is over	In general, the group should discuss in what way the bridge to the everyday work did succeed.

WRAP-UP ACTIVITY

Name of activity	**BUILDING A HUMAN NETWORK**
Description	It is a funny activity showing the interconnectedness of all people. It also serves as a teambuilding activity.
Duration	Approx.10 minutes
Aims	Closing the seminar with a little funny activity. Starting the seminar with a teambuilding activity.
Guidance for a proper performance	
Materials needed	No materials necessary
Requirements	One needs enough space in the room for all participants

Methodology	The trainer and all participants stand in a circle shoulder to shoulder with their arms stretched out in front of them. Then, all should reach out their hands and should grab hands across the circle, so that each person holds hands with two other people.

Attention: no one should hold the hand of the persons immediately beside them! The result will be a human mess that will look like a big knot of hands. After this, the trainer tells the participants to untangle the knot without letting go of the hands. Of course, all participants will have to climb under and over each other's arms. It takes a little patience, but the surprising result will be one or two big circles - people connected into a physical network. |

RESOURCES

Key Resources: Intercultural Dialogue à http://www.culturalpolicies.net/web/intercultural-dialogue-resources.php

Key Competences for Lifelong Learning. A European Reference Framework à http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf (EN)

Research voor Beleid: Key competences for adult learning professionals. Contribution to the development of a reference framework of key competences for adult learning professionals à http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf (EN)

Council of Europe: White Paper on Intercultural Dialogue à http://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_EN.asp (EN)

Federal Agency for Civic Education (Bundeszentrale für Politische Bildung), Dossier: Cultural Education à http://www.bpb.de/gesellschaft/kultur/kulturelle-bildung/ (DE)

http://www.culturaldiversity.com.au/practice-guides/cultural-awareness (27.05.2013)

http://www.culturosity.com/articles/whatisculturalawareness.htm (27.05.2013

Graphic: http://www.ikud-seminare.de/interkulturelle-kompetenz.html (02.10.2012)

3 INTERCULTURAL COMPETENCES II: UNCONSCIOUS PERCEPTION PATTERNS

ADDRESSEES

Adult education trainers

AIMS OF THIS MODULE

The trainers will

- develop skills and knowledge related to difference

- be able to deal efficiently with immigrants

- understand and use practices of intercultural education

- understand how unconscious prejudices and stereotypes affect the perception of others

TIMING

6 hours

Theoretical background

DIFFERENCE

Diversity is a term with several meanings. Generally, diversity refers to 'differences' and the ways in which people can differ. Maybe this sounds simple, but a closer view will show the determination of the meaning of this term in a difficult task since people differ in many ways- for example, differences based on gender, physical and mental ability, to national origin, sexual identity, religion, level of education, age, family status, economic status, etc. These differences may also find expression in terms of experiences, values, ways of thinking, behaviour, communication and working.

Probably all have heard the word 'diversity' and we have related it to the word 'variety'. Until now, however, we may have associated this term with issues related to the functioning of an organization- if we do this, probably is a fairly recent addition to the specific vocabulary relating to organizational issues.

Equality and diversity are central to every human transaction. Understanding the basic principles of equality and diversity is important for everyone, regardless of the type of organization for which they work and the role they have to play. Both equality and diversity are issues that impinge on every activity undertaken by an organization and are important in the process of action. The approach to an organization's equality and diversity has implications for organizational success- this assessment developed more recently and led to a more systematic identification and exploration of this topic.

INTERCULTURALISM

Interculturalism asks for the equal treatment and promotion all cultures that coexist in one country, interculturalism aims to develop a common political culture based on the values of democracy, freedom and human rights, as identified through a liberal political discourse. Interculturalism encourages interaction between the communities living in the same country.

EQUAL OPPORTUNITIES

Equal opportunities relate to the fair and impartial treatment of all people and create conditions that encourage and respect diversity, and ensure the dignity, both in the workplace and in the wider society.

MULTICULTURALISM

> "The term multiculturalism can denote concrete cultural/societal reality (various ethnic groups living in one state), it can be connected to a theory (as a category which denotes specific relations among various ethnic groups living in one state), or it can combine both aspects and thus it emerges as a political program and a movement for change of existing relations or as a principle of official politics towards the autochtonous and migrant ethnic minorities"

Lukšič-Hacin, Marina (1999), Multiculturalism and Migration, Ljubljana: ZRC SAZU: 83-84.

UNDERSTANDING OF ATTITUDES AND PERCEPTIONS

We have already discussed the broader concepts of equality and diversity. It is important to focus briefly on how human relationships affect our own beliefs - or otherwise, on how they affect our 'attitudes and perceptions'. It is important to properly assess this effect (by individuals and organizations) in order to have efficient implementation measures for improvement on issues related to equality and diversity. On a basic level, there are three categories of thought and action which receive frequent reference in this field:

BIAS

Bias is a result from a view based on unsatisfactory evidence. It is often the view of an individual formed after an initial experience that has insufficient basis for drawing conclusions. The bias can be of either positive or negative nature.
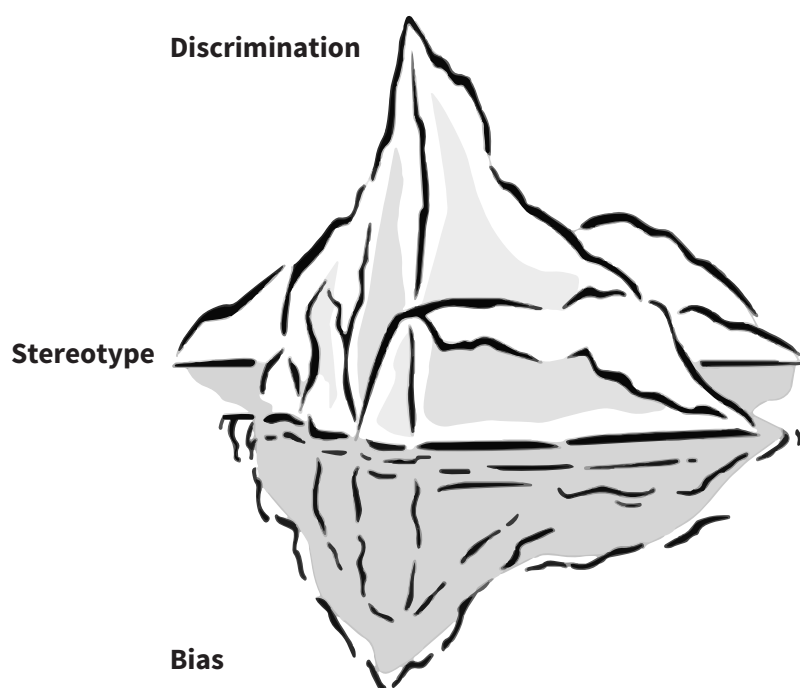
STEREOTYPE

A generalization applied to all members of a particular group –which ignores the 'here and now'.

Take the next two minutes to think about the stereotypes you face in your everyday life!

DISCRIMINATION

Choosing a negative approach (or good behaviour) which is addressed solely to a particular person or group.

Discrimination

Stereotype

Bias

The model above illustrates how prejudice, stereotypes and discrimination are related. Using the analogy of an iceberg, we observe that the term 'bias' is located at the base, below the water surface.

Despite the fact that the bias is not easily visible, however, it has a significant effect on our behaviour - and on our actions. The ratio shows the 'stereotype' in the water. The stereotypes we shape are influenced by our prejudices - as well as the prejudices that are promoted through television, newspapers, our parents, our friends, etc. - which in turn affect our behaviour.

The term "discrimination" is at the top of the iceberg - is out of the water and seen clearly. In this case there is a reference to a "practice" of discriminatory behaviour. In fact, 90% of an iceberg is below the water surface. Similarly our behaviour is determined at 90% of prejudices and stereotypes. It is often said that "bias is thought and discrimination is the act. 'Prejudices and beliefs are at the core of who we are - they determine our behaviour. Although the bias is hidden, however, it defines the rights we give to others and to ourselves, and how we behave. This ratio indicates: (a) the ways in which our behaviour is influenced by our own biases or the prejudices of those around us, and the stereotypes that are created based on these biases (b) the manner in which our perceptions can affect our daily transactions, and the impact of these transactions.

Practical guidelines for the trainer

1. The purpose of this course is to help learners understand and use effective practice for active learning for active citizenship. In addition, they will also be able to deal efficiently with immigrants. For achieving this purpose we need a methodology that will enable learners to penetrate deeper into the course's issues and engage them into active learning.

2. For this reason we follow problem solving techniques and collaborative approaches in order to increase interaction and active learning between the participants and the instructor but also to increase interaction among all participants.

3. The room for the course should be a room with tables (not an amphitheatre). The tables could be put together in order to have groups of five working together.

4. It is very important to encourage all participants to express their views on the different issues discussed. The instructor should pay particular attention to providing equal opportunities to all learners. In some cases there are people who may dominate the discussion and impose their own ideas to the group.

5. During these discussions there might be people who are not very talkative. It is important to encourage them to express their views and even if they do not speak it is good to wait for them to think (at least 30 seconds).

6. It is crucial for the development of these activities to let the participants talk about their own experiences and exchange ideas with the other participants. In this way they can challenge their own prejudices and ideas.

7. The art activity is an activity that can help participants express their 'hidden' perceptions on the issues discussed. During the instruction it is important for the instructor to be closed to the learners and discuss their drawings with them. In this way they can expresses their views on what they are doing but also get to know each other better.

8. It's good to provide time to participants present their collaborative work. In this way they can express their views and at the same time enter into a discussion with their colleagues/classmates about the content of the course. This discussion will allow the instructor to intervene and make his/her own comments.

9. The final activity can be exploited further by asking participants to interpret the story but also to reflect on their own ways of working.

Activities

WARM-UP ACTIVITY

Name of activity	**VOCABULARY EXPLANATIONS**
Description	In this exercise, participants are asked to give definitions for the following terms: • Prejudice • Discrimination • Racism The definitions for each word will come from two sources: the perception of every one present, and the notes of the instructor (see above).
Duration	40 minutes
Aims	To help participants to focus on the meanings of these phenomena and to understand the difficulty of an effort to determine the above terms and the implications of choosing one definition rather than another. To help participants to appreciate the importance of language in discussions on multicultural issues and social justice, as well as the way in which the process of defining concepts serve to better understand the conditions.
	Guidance for a proper performance
Methodology	The facilitator will divide the participants into groups of 6-10 people to ensure the participation of all. The facilitator of each group will give the floor to each participant to explain the definition of the word 'bias'. The team will continue the same process in relation to 'discrimination' and 'racism' trying to reach a commonly accepted definition of the terms. (Rarely will agree on a specific definition) All definitions will be discussed. At the end there will be a discussion among all participants.
Guidance once the activity is over	Facilitator Notes 1. Definitions **Bias** -The bias is a result of a view based on unsatisfactory evidence. It is often the view of an individual formed after an initial experience that is insufficient basis for drawing conclusions. The bias can be of either positive or negative nature.

Discrimination - The choice of a negative approach (or good behaviour) which is exclusively directed towards a particular person or a group.

Racism - is the belief that race is the primary determinant of human traits and capacities and those racial differences produce an inherent superiority of a particular racial group.

Guidance once the activity is over (continued)

2. An issue often raised is whether prejudice and discrimination can be positive (I'm biased towards my children, I have bias towards food).It is important to note that the topics are discussed in the context of social justice, where for any bias directed at one person there is a corresponding bias directed at another person.

3. Based on the above definitions, anyone can be racist or sexist. It is very important to discuss the issue of power. For example, one definition of racism can be ' somebody is biased or he/she discriminates because of a race, and he/she has the power to enforce it. In this case someone may argue that only men are sexists and only whites are racists. This view has a significant impact on several people who answer that 'others' are equally racists. This response gives us a good opportunity to distinguish between the individual racist behaviour and the racist behaviour of an institution.

4. Enough time should be devoted to discuss the issue of power. Many participants find it difficult to understand its importance. They should discuss examples of racism as they appear from the behaviour of people. They should also compare and contrast the racist behaviour of a body or department in which different economic, class, and social issues are involved. In this way the issue of power can be better understood. Some groups do not hold the political, economic, or social power to incorporate a racist behaviour in the way an organization functions.

It is important to recognize that we all have personal power on a personal level and that what is important is how it is used: In defence of the 'right' issues? Who creates the rules and who benefit from them? (question of institutional power).

5. The main point of this exercise is to open the debate on the difficult concepts that are the subject of this exercise and the development of an understanding of how different people use the same words but attach different meanings to them and they mean different things.

Guidance once the activity is over (continued)	**6.** Note that when you do not understand the meaning of a word, look for its meaning in the dictionary. Challenge the participants to explore the meanings of the words 'black' and 'white' and watch their connotations.

REFLECTION ACTIVITIES

|	
Name of activity	**PERCEPTIONS AND VIEWS ANALYSIS**
Description	Learners will see the optical illusion pictures, as well as the ambiguous and abstract images, and they are asked to describe what they see
Duration	3 hours
Aims	To develop the perception that biases influence the interpretation and reality
Guidance for a proper performance	
Materials needed	A series of images whose size can be used for slide show (see Annex)
Requirements	
Methodology	Observe the first image for a short time and give a detailed explanation of it. Then we discuss the reasons some people see one image others a second one. We make particular reference to personal beliefs and values. Observe the second image for a short time and give a detailed explanation of it. Then we discuss the reasons some people see one image others a second one. We make particular reference to stereotypes and prejudices. In this way we continue with the rest of images.
Guidance once the activity is over	Logic: We tend to see only what we expect or want to see. Our personal beliefs and opinions affect the way we experience reality. Stereotypes, generalizations and prejudices reduce our contact with the world. By understanding this process, students will be able to broaden their perspectives reconsidering their initial estimates and expectations, thus becoming more flexible and tolerant.

3

Name of activity	COLLABORATIVE ART-MAKING FOR REDUCING MARGINALISATION
Description	Learners will work collaboratively to do a piece of art and in discussing it they come to understand the difference
Duration	3 hours
Aims	Our aim is to make the participants feel closer to their team, and as members of it, to 'enter' into a common 'game' and a common creation. At the same time, our aim with this activity is for the individuality of each person to be exhibited, since the piece of each one is different from the others. Thus, the difference functions as enrichment.
Guidance for a proper performance	
Materials needed	Colour pencils, markers, pastels, paper: A4 + A2 (cardboard)
Methodology	We ask participants to draw whatever they want, and after we copy the drawings, they select a piece of their copied drawing, cut it, and glue it onto a big piece of cardboard making up a new, collaborative drawing. After that, they tell a story about it (brainstorming technique and papier colle). Learners are free to draw a subject of their choice using the material they want. Whichever learner finishes he/she describes his/her drawing to the rest of the group. Some learners may narrate certain impressive stories. After that, their drawings are copied and the learners chose a piece of their copied drawings. After they cut it, they put it, without gluing it, onto a big piece of cardboard. The different pieces are discussed and each learner talks about his/her own piece. The different pieces are moved on the cardboard until they reached a final form, and of course, a final story. At this stage learners glue the different pieces, and the result is a collaborative papier colle.

EVALUATION ACTIVITY

Name of activity	EVALUATION
Description	The students work in groups and discuss the meaning of a vignette
Duration	30 minutes
Aims	To evaluate their intercultural competences
Guidance for a proper performance	
Materials needed	One vignette
Methodology	Students are divided into groups of 4. They read the vignette and discuss the meanings and implications of it for intercultural education. Then they report to the whole group.
Guidance once the activity is over	Vignette "I am looking for friends. What does that mean -- tame?" "It is an act too often neglected," said the fox. "It means to establish ties." "To establish ties?" "Just that," said the fox. "To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world…." ——— Antoine de Saint-Exupéry, The Little Prince

WHAT DO YOU SEE?
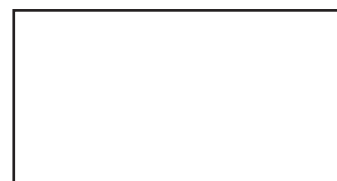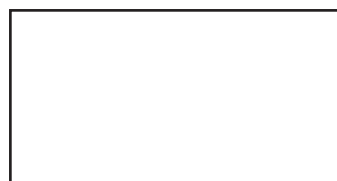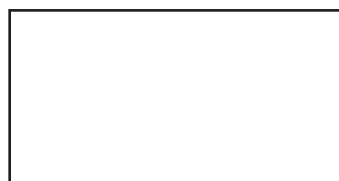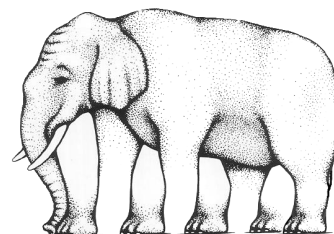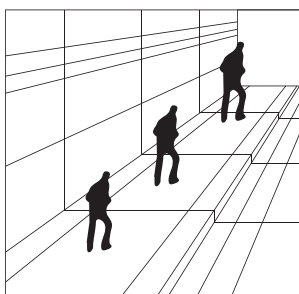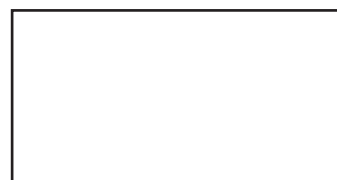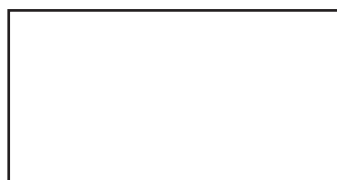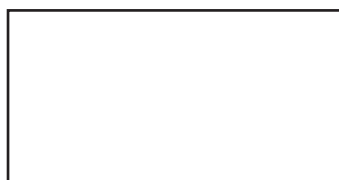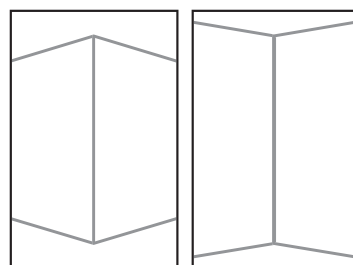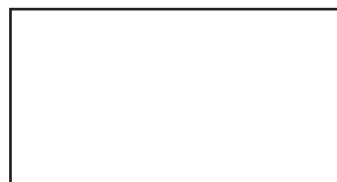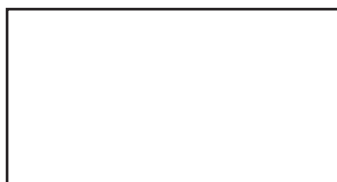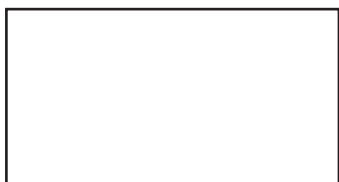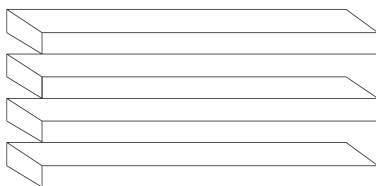
4 INTERCULTURAL COMPETENCES III: ENHANCING EMPATHY IN INTERCULTURAL ENCOUNTERS

ADDRESSEES

The target group is staff in government institutions (ministries, public bodies) working with migrants or who have a key role in creating policies for migrants.

AIMS OF THIS MODULE

To enhance the development of civic competences including intercultural competences of civil servants;

To develop innovative teaching/learning approaches and strategies;

To enhance intercultural dialogue between migrants and civil servants.

TIMING

8 hours

REQUIREMENTS

In order to implement the course the following is needed:

- A room with chairs and tables;
- A computer for PowerPoint presentations;
- A DVD projector,
- A yard or a large room without tables and chairs;
- Small sheets of paper with the identities of migrants and members of (vulnerable) groups written on them;
- Short films on the topic of migrants;
- A copy machine for materials;
- Pencils or pens.

Theoretical background

MULTICULTURAL EUROPE

In contemporary European societies migration is increasing and multiculturalism is a fact of life. Globalisation even enhances migrations. As the active population is decreasing in Europe, migrants represent an important source of economic capital beside social, human and cultural capital. In the European Commission's strategy EUROPE 2020: A European strategy for smart, sustainable and inclusive growth from 2010 the following target was

emphasised and considered critical for the success of Europe by 2020: "– The employment rate of the population aged 20-64 should increase from the current 69% to at least 75%, including through the greater involvement of women, older workers and the better integration of migrants in the work force" (European Commission 2010: 8).

INTEGRATION IS A JOINT PROJECT

In order to get migrants integrated into receiving countries, it is not enough that migrants adapt to the majority population and learn from it, but also the majority population has to adapt to migrants and learn from them. In this way we can speak about learning cultures which produce cultural capital, because they enable cultural exchange (Vrečer 2011). In assimilation processes the exchange between cultures is limited; therefore the cultural capital is lower, because migrants are not allowed to practice their own culture in the public sphere of the receiving country. Besides, in assimilation the majority population does not adapt to migrants, but only migrants adapt to the majority population. Therefore assimilation is not an effective way to include migrants into the receiving country. Integration or multicultural strategies enable an effective way to include migrants into the receiving country on condition that those strategies are implemented in the everyday life of migrants. Unfortunately, it a characteristic of many contemporary European societies that they put into force integration policies, but they rarely implement them, so the claim of the assimilation of migrants is present, although it produces human costs and has not been politically correct for many years. According to the MIPEX III research (2011) on the implementation of integration in 33 countries by the Migration Policy Group and the British Council, the most efficient integration of migrants is in Sweden[1]. The countries with slightly lower scores were Portugal, Canada, Finland, and the Netherlands.

In order to enable effective integration, there have to be conditions for multicultural dialogue in which both migrants and majority population are involved. Intercultural dialogue is a precondition for lasting peace. However, we cannot achieve efficient multicultural dialogue, if people who are involved in it, do not have intercultural competence, which means the capacities for the adequate and efficient management of interactions with people from different cultural and ethnic backgrounds. Intercultural competence is indeed a precondition for successful intercultural dialogue. The Council of Europe emphasizes in its White Paper on Intercultural Dialogue that it is important for teachers and government staff to acquire intercultural competence (Council of Europe 2008).

THE ROLE OF GOVERNMENTAL INSTITUTIONS

Intercultural competence is not only important for migrants, but also for the majority population of receiving countries. This includes government staff from ministries and other public bodies working with migrants or who have a key role in creating policies for migrants. Those institutions are very often the first institutions with which migrants come into contact, when they come to the receiving country. If governmental staff have intercultural competence, they might achieve a better understanding of migrants. **Empathy** is one of the most important dimensions of intercultural competence which enables an understanding of other people; without empathy the development of other dimensions of intercultural competence is weaker and limited (Vrečer 2011). However, beside empathy the development of other affective abilities is important for government staff, for example: respecting the

1   More information: http://www.mipex.eu (05.09.2012)

opinions of others and being able to change the perspective (it is important to recognize and respect cultural differences and different opinions that are the result of them), openness (for new experience, for new cultural realities and different perspectives), tolerance is important as well, and flexibility, sensitivity, appreciation, awareness etc. People who are aware of their own cultural identity, feel more confident with people with a different cultural identity, they do not feel threatened by it.

Besides affective abilities that are components of intercultural competence, the following (behavioural) skills are important for government staff: stress management, conflict management, communication skills, and non-violent communication etc. Beside affective abilities and behavioural skills governmental staff also need language ability, specific knowledge of the countries and cultures from which migrants come from as well as general knowledge of the migration and integration processes. It is also very important that government staff who come into contact with migrants do not react ethnocentrically, which means that they do not think that the values, knowledge and moral standards of their own culture are the "benchmark" for other cultures. Government staff should be encouraged to recognize their own stereotypes and prejudice and be able to get rid of them.

By enhancing multicultural dialogue and by enabling integration of migrants, the acquisition of intercultural competence contributes to social cohesion in the receiving country.

Practical guidelines for the trainer

In order to enable government staff to acquire intercultural competence, we developed an 8-hour course with the following content:

- **Migration and integration processes of migrants** (2 pedagogical hours)

- **Legislation on migrants and migrants' rights** (2 pedagogical hours)

- **Intercultural competence as a key competence** (2 pedagogical hours)

- **Raising awareness of intercultural dialogue** (2 pedagogical hours)

This course provides governmental staff with the knowledge of migration and integration processes in a specific country including its legislation in this regard and common principles on integration developed by the EU. Furthermore, the legislation on migrants and migrants' rights will be discussed, which gives the insight into the situation in which migrants live in a receiving country. Using case studies of migrants, the realization of their rights in practice will be presented. The context of intercultural competence development will be explained as well as intercultural competence as a key competence, which is necessary for people in order to be included into contemporary society. Persons who do not have key competences risk social exclusion. The last part of the course will focus on the sensitization of government staff for intercultural dialogue. It will provide a synthesis of the above mentioned knowledge. Discussions will be encouraged on ethnicity, multiculturalism, language and discourse (which structures relations), and on we-they relations in terms of exclusion versus inclusion. Government staff will learn to observe stereotypes in a film and recognize their own prejudice in discourse and in relations on the level of everyday professional practice in their state/place of work.

The course will include several methods. It will be a combination of workshops + role plays + films + lectures. Active participation of participants will be encouraged. There will be particular emphasis on discussions, which will be encouraged during the lectures as an essential part of workshops, at the same time short films will serve as introductions to discussions.

The following basic learning principles will be applied:

1. **The principle of three aspects of learning: cognitive, emotional, psychometric**

   The course aims to establish the harmonization between lectures (predominantly cognitive learning), workshops, and films (predominantly emotional learning + cognitive). One workshop (role-play) will be performed on the yard or a large room (it will include all three aspects of learning).

2. **The principle of past experiences**

   The participants should be encouraged to apply their intercultural experiences in the learning process. The teacher should approach those intercultural experiences with respect and should pay attention to stereotypes and prejudice, which can block further learning. Other positive intercultural experiences are approached as an important source for further learning.

3. **The principle of intercultural education**

   Cultural diversity in learning environments needs to be scrutinized, it needs to be emphasized that cultural diversity enriches us. Teachers should strengthen the critical thinking of participants about their own cultural patterns. A teacher should ask their participants about their cultural background, (s)he should listen and learn about participants' traditions and cultures.

SUSTAINABILITY: HOW TO INCLUDE WHAT HAS BEEN LEARNED..

… into everyday work

As cultural and ethnic diversity are facts of contemporary societies, it is important that all government staff know how to deal with diversity, this is even more important for those civil servants who come into contact with migrants while performing their work. As acquiring intercultural competence is a special skill and at the same time a process of lifelong learning, one course is not enough to ensure sustainable development of these competences, government staff should participate in several courses on intercultural competence during the years (Vrečer 2009). Intercultural competence equips government staff with the skills needed to avoid misunderstandings with people of different cultural and ethnic backgrounds and help them to prevent conflicts. Intercultural competence can help government staff to make their services more efficient and to reduce stress at work. It is of crucial importance that the leading staff of government institutions acquire intercultural competence as well.

Acquiring intercultural competence is important for the government staff not only to manage interactions with people from different cultures or social backgrounds more efficiently at the workplace, but also to manage such interactions in their everyday life and for their personal development. Namely besides enabling personal growth, acquiring intercultural competence enhances the cultural intelligence of people. Cultural intelligence was described in 2004 by Brooks Peterson, who defines it as »…the ability to engage in a set of behaviours that uses skills (i.e. language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility), that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts« (Peterson 2004: 89). The same author thinks that one possesses competences when one reaches certain minimal standards and the intelligence is a term which refers to more developed capacities. Cultural intelligence is not fixed, it is a process which can be improved, and the most effective way of improving it is by acquiring intercultural competence.

… into the working environment

It is important that government institutions employ people with migrant and ethnic background; the structure of government staff should reflect the composition of the inhabitants of the state. Therefore the government institutions should adopt policies for equal opportunities for all despite their cultural, ethnic background, handicap, sex, age etc. Some (usually Western) European states encourage the adoption of equal opportunities policies; however, some (usually Eastern) European states lack incentives of this kind. It would be effective if the European Commission obliged the EU member states to adopt such policies in all institutions, especially governmental institutions. Besides policies for equal opportunities, it is recommended that government institutions adopt diversity guides or strategies in order to reach objectives regarding diversity in the workplace. In those guides the roles and the responsibilities of governmental employees should be written, as well as the principles of dealing with diversity at the workplace. A diversity strategy is a strategy which promotes respecting and celebrating differences at the workplace. It should include various differences such as sex, sexual orientation, ethnicity, religion, handicap, age etc. Diversity guides or strategies should be included in the strategic planning of governmental or other organisations.

Government staff should endeavour to meet the needs of people from different cultural and ethnic backgrounds, their services should be culturally appropriate and accessible to

the aforementioned people. In order to be able to meet the needs of people from different cultural and ethnic backgrounds, it is recommended that the latter are included in the decision making processes of governmental institutions. Steps should be taken to reduce the barriers that prevent people from different cultural and ethnic backgrounds accessing the services that governmental institutions provide. Related to that, it is of special importance that migrants get properly informed about their rights and the services that are available for them.

Another way of acknowledging diversity in government institutions and other workplaces is to enable their staff to be able to express their religion. Therefore, especially for Muslims, it is important that they have the premises available for prayer. It is also beneficial if the religious holidays of migrants and ethnic minorities are taken into consideration. It is recommended that they should be able to take a day off when they have their religious holiday.

It is important that government staff follow the principle of the best interests of migrants and that in cases of dubious legislation; they take decisions which benefit migrants (Strategy for the inclusion of migrants into adult education 2013).

Activities

WARM-UP ACTIVITY

Name of activity	**EXPECTATIONS BEFORE THE TRAINING**
Description	Before starting the training, the participants are given small sheets of paper. They are requested to write down their expectations of the course before the beginning of it. Afterwards the adult educator or organiser of the training collects these sheets of paper and sticks them to the flipchart. In this way they are available to all adult educators who will teach in the training and to participants as well.
Duration	5 minutes
Aims	To identify the expectations of participants before the beginning of the training
Guidance for a proper performance	
Materials needed	Small sheets of paper (one for each participant) A flipchart Pens (as many as there are participants)
Guidance once the activity is over	Adult educators who teach in the training read the participants' expectations before the training and attempt to take the participants' wishes into account during the training. The participants are instructed that after the training the expectations will be read aloud and there will be a discussion to see if the expectations were met during the training.

REFLEXION ACTIVITY

Name of activity	**UNDERSTANDING MIGRANTS AND MEMBERS OF VULNERABLE GROUPS[2]**
Description	This is a workshop. The number of participants is not limited. It is recommended that the workshop takes place in the yard, if the weather is bad, it could also be in a large room with no tables or with tables on the side of the room. Aim of this activity is to be put into the position of a person from a vulnerable group and observe one's own feelings.
Duration	Approximately 30 – 45 minutes (depends on the number of participants and the length of the discussion after the workshop)
Aims	To develop intercultural competence (empathy), To enable understanding of migrants and members of vulnerable groups
Guidance for a proper performance	
Materials needed	Sheets of paper with the identities of migrants or members from (vulnerable) groups written on them
Requirements	A yard or a large room without tables and chairs, if they are in the room, they should be put on the side
Methodology	Workshop that enhances three aspects of learning: cognitive, emotional and psychometric. Participants should stand in line; the empty space of the yard should be ahead of them. Each participant gets a sheet of paper with the identity of a person from a specific group (asylum seekers, refugees, economic migrants, members of other groups etc.) written on it. Participants should not share the contents of the sheet of paper with other participants until the end of the workshop. Thus participants get their "new identity". The examples of these new identities are, for example, a refugee from Sierra Leone, an asylum seeker from Iraq, a manager from a computer company, a seasonal worker from Kosovo, a professor at the university, a cleaning lady, a construction worker from Bosnia-Herzegovina, a handicapped person, a fashion designer from Great Britain, a cook from China, a homeless person from Romania, a medical doctor from Latvia, a member of the parliament, a computer engineer from India etc.

| 4 | Methodology (continued) | The adult educator stands in front of the line of participants. S(he) explains to them that now they have a new identity (each according to what is written on the sheet of paper they have received). The participants are told that the adult educator will make several statements one by one and if the statement is valid for their new identity, they should make one step forward; otherwise they should remain where they were.

Participants are instructed to observe their feelings when they 'can' move or not in a yard or a room. Then the second statement is made by the adult educator and the process is repeated until the last statement. The adult educator gives approximately 10 statements, such as for example:

1. In summer you can afford a vacation abroad.

2. You can afford the membership in a tennis club.

3. You can vote in the state in which you are currently living.

4. In case of unemployment, you are entitled to unemployment benefits.

5. You can buy a new car.

6. You can buy your own flat.

Etc.

At the end of the workshop it is evident that some participants moved a few steps ahead, while some moved very little or did not move at all. The participants are requested to remain in their positions for a while. The adult educator asks each participant one by one to reveal his/her new identity (who they are) and starts asking the participants in front how they felt when they were able to move. Each participant tells of his/her feelings. |
|---|---|---|
| | Evaluation/Reflexion | At the end of the workshop there is a discussion in which the results of the workshop are evaluated.

The experience with the workshop shows that people whose identities were from vulnerable groups and who could not make one or some steps forward felt very unpleasant, while those who were able to make more steps forward felt very good. The participants' experience in the past implementations of the workshop shows that it is difficult to be in a position of members of vulnerable groups even for couple of minutes. In this way the participants get better understanding of the life situations and feelings of migrants and members of other vulnerable groups.

The discussion about the effects of the workshop follows. |

EVALUATION ACTIVITY

Name of activity	EVALUATION AT THE END OF THE TRAINING
Description	The evaluation questionnaire will be given to the participants at the end of the training to be filled in on the spot anonymously. The participants will answer the questions about their demographic characteristics (age, education, sex) and about their satisfaction with the training (with the organisation of the training and the performance of adult educators). The participants will be requested to identify the strengths and the weaknesses of the training. They will also be requested to write in which way the training can be improved in the future.
Duration	10 minutes
Aims	To evaluate the success of the training, To find out the strengths and the weaknesses of the training, To find out the participants' recommendations for the improvement of the training.
Guidance for a proper performance	
Materials needed	Questionnaires, Pens
Methodology	Quantitative and qualitative analysis

WRAP-UP ACTIVITY

Name of activity	EXPECTATIONS AFTER THE TRAINING
Description	This is a discussion about the realization of the expectations of the training. The participants' expectations written before the training are read aloud and it is discussed if they were realized. At the end of the discussion the participants are asked about their expectations about future trainings on the topic of intercultural competence.
Duration	Approximately 10 -15 minutes
Aims	To evaluate if participants' expectations before the training were realized, To identify participants' expectations for future training.
Guidance for a proper performance	
Materials needed	Sheets of paper on which participants' expectations before the training were written
Methodology	Discussion
Evaluation	There will be a discussion and evaluation of whether the participants' expectations before the training were realized during the training

RESOURCES

Banks, A., James, Banks Mcgee, A. Cherry (eds). (2007). *Multicultural Education: Issues and Perspectives.* United States of America: John Wiley and Sons, Inc.

Council of Europe (2008). White Paper on Intercultural Dialogue »Living Together as Equals in Dignity«.

European Commission (2010). EUROPE 2020. A European strategy for smart, sustainable and inclusive growth.

Lukšič-Hacin, Marina (1999), Multiculturalism and Migration, Ljubljana: ZRC SAZU (in Slovene) .

Lustig, Myron W., Koester Jolene (2006). *Intercultural Competence: Inter-personal Communication Across Cultures*, London: Pearson Education, Inc.

Peterson, Brooks (2004). *Cultural Intelligence: A Guide to working with people from other cultures*, London: Intercultural Press, Inc.

Strategy for the inclusion of migrants into adult education (2013). Slovenia. (In Slovene).

Vrečer, Natalija (2011). Intercultural Competencies as a Precondition for Successful Intercultural Dialogue. In Marina Lukšič Hacin, Mirjam Milharčič Hladnik, Mitja Sardoč (eds.) *Intercultural Relations as Active Citizenship*. Ljubljana: ZRC Publishing House, ZRC SAZU, pp. 169-179 (in Slovene).

Vrečer, Natalija (ed.) (2009). Intercultural Competencies in Adult Education. Ljubljana: Slovenian Institute for Adult Education (in Slovene). E-book:

http://arhiv.acs.si/publikacije/Medkulturne_ kompetence_v_izobrazevanju_odraslih.pdf

2   The idea for this workshop sprang from similar workshop which was performed by Matilde Grünhage-Monetti, M.Sc. and Beate Schmidt-Behlau, Phd, in scope of the international conference No Quality without Equality – No Equality without Quality, which occurred in Bonn, Germany on 6. 11. - 7. 11. 2006. The conference was organized by DVV International.

5 AFFECT INCLUSION! KEY COMPETENCES AND MOTIVATION

ADDRESSEES

The direct target group of this module is adult education providers. However, the final beneficiaries are migrants and staff from host countries' core institutions. The role of adult education in strengthening social inclusion and gender equality is much about improving the attractiveness of and access to adult learning, especially for low-skilled adults, disadvantaged and marginalized citizens and migrants. Factors like Independence, Self-confidence, and Knowledge of society, Emancipation and Language skills are essential for migrants to be able to fully participate in society. And last but not least: important for potential changes in the score on the active citizenship scale (see below).

AIMS OF THIS MODULE

This module deals with key competences and motivation and specific challenges that can occur in situations where people from disadvantaged groups face difficulties in finding motivation to learn and gain the knowledge to improve their potential for entering the labour market and society.

This module puts special focus on the following:

- Raising awareness of key competences and the mechanisms of motivation and how this can affect integration

- Providing insight into central terms and concepts necessary for recognizing, understanding and dealing with motivation in adult education contexts

The aim is to provide a comprehensive and well- balanced list of the key competences that are needed for personal fulfilment, social inclusion and employment in a knowledge-based society.

The "Active Citizen Scale" (built on "A ladder of Citizen Participation", S.R. Arnstein, 1969) can serve as a tool to measure changes in the individual immigrant development and change towards becoming an active citizen.

TIMING

Overall time requirement incl. breaks:	**approx. 6 hours.**
Warm-up activity: 30-40 min	Evaluation activity: approx. 60 min
Fish Bowl: 60-90 min	Wrap-up activity: approx. 60 min
Reflection activity: approx. 40 min	

Note: The time requirement also depends on number of participants.

REQUIREMENTS

Warm-up activity:	Audio-video equipment (for Power Point presentation), flipchart, flipchart paper, markers (for group work and reporting), voice recorder (if the participants agree to use a voice recorder) A good sized room for the Fish Bowl activity plus chairs for every participant
Reflection activity:	Paper and pencil
Evaluation activity:	Pencil and questionnaire in paper form
Wrap-up activity:	Pencil and paper, flip charts for presentation of results from each group. Filled in evaluation forms from the previous exercise.

Theoretical background

KEY COMPETENCES

The terms 'competence' and 'key competence' are preferred to 'basic skills', which was considered too restrictive as it was generally taken to refer to basic literacy and numeracy and to what are known variously as 'survival' or 'life' skills. 'Competence' is considered to refer to a combination of skills, knowledge, aptitudes and attitudes, and to include the disposition to learn in addition to know- how. A 'key competence' is one crucial for three aspects of life (Living on the Edge of Chaos: Leading Schools Into the Global Age, 2008)

1. **personal fulfilment and development throughout life (cultural capital):** key competences must enable people to pursue individual objectives in life, driven by personal interests, aspirations and the desire to continue learning throughout life;

2. **active citizenship and inclusion (social capital):** key competences should allow everybody to participate as an active citizen in society;

3. **employability (human capital):** the capacity of each and every person to obtain a decent job in the labour market. (source:)

The definition stresses that key competences should be transferable, and therefore applicable in many situations and contexts, and multifunctional, in that they can be used to achieve several objectives, to solve different kinds of problems and to accomplish different kinds of tasks. Key competences are a prerequisite for adequate personal performance in life, work and subsequent learning.

Specific educational provision for groups at risk of social exclusion — for example, migrants, ethnic minorities, young people and adults with low levels of initial educational attainment, those living in remote and isolated areas, etc.

Educational provision for learners with special educational needs — whilst it is recognized that not all learners with special educational needs will be able to achieve all of these

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Section 5: Affect inclusion! Key competences and motivation

competences, they have an entitlement to access educational provision to help them meet their full potential in achieving learning goals that go some way towards the key competences outlined above. This means that learners with special educational needs should have access to suitably differentiated and individualized learning programs based on the framework of the key competences.

THE EIGHT DOMAINS OF KEY COMPETENCES

In its Recommendation on key competences for lifelong learning, the European Commission sets out the eight key competences (Official Journal of the European Union, Dec 2006/L394):

1. communication in the mother tongue;

2. communication in foreign languages;

3. competences in maths, science and technology;

4. digital competence;

5. learning to learn;

6. interpersonal, intercultural and social competences, and civic competence;

7. entrepreneurship;

8. cultural expression.

MOTIVATION

Key aspects of our understanding of motivation are related to: **attitudes** (as a combination of ideas, information and emotions based on which a person reacts to the environment); **needs** (internal forces leading a person to one direction for achieving a goal); **stimulations** (external factors making the adult learner to stay active); **affectivity** (regards mainly the emotion, fading away in time after an event, being replaced by reflection and rationalisation); **competence** (the perception of the capacities of the self, in close relation with the social image we want to develop and maintain); **reinforcements** (corresponding to the external stimuli increasing the probability of a behaviour to repeat) (Wlodkowski, 1985).

But what is "motivation" in the field of teaching and learning? How to define and categorize motivation drivers? Which of them could serve by attracting migrants? How to raise motivation and sustainably preserve their interest in foreign language acquisition and civic action?

In general, motivation has to be self-motivation. People have to be doing something because they want to do it, not someone else. The following step is to agree on a working definition of motivation in learning activities. The starting point is the definition of the adult as a person with a specific social status recognized by the society (i.e. worker, citizen) and with responsibility for its existence. As an adult who is learning, the working experience is not sufficient for the professional development and hence the need for being involved in new learning activities (i.e. social and civic learning activities). For adult learners, motivation is a complex of processes adopting behaviour, getting a direction and keeping it, preferring one direction to other ones.

The participants are also introduced to the learning principles framing this concept:

- One person is always motivated to act, if not for learning, for doing something else.

- One person is responsible for its motivation.

- Learning is not possible without motivation

- Every interaction with adult learners should aim at contributing to the amelioration of their motivation.

    (Wlodkowski, 1985)

The trainer will also introduce the idea of a unique and universal intervention strategy for facilitating learning. Trainers will offer their views on the possibility of such an intervention and will discuss possible influence factors such as learner individual characteristics, learning environment, curriculum specificity etc.

Pleasure can come under the guise of a great feeling when you are proud of something you have done. The evidence shows that in fact one of the intrinsic reasons we do things is not to necessarily obtain financial rewards but social rewards like praise and admiration from others.

The term "motivation" describes:

"Why people decide to do something, how long they are willing to sustain the activity [and] how hard they are going to pursue it"

Dörnyei, Zoltan, 2001a: Motivational Strategies in the Language Classroom. Cambridge: Cambridge University Press.

MOTIVATIONAL STRATEGIES

Individual approach

Why is it necessary to individualize the learning activities, taking into account the expectations and perceptions (leading to motivation) of each of your learners? The trainers will explore why the conditions of an effective learning strategy and why one size fits all interventions have little chance to succeed in learning activities.

Raising awareness over the importance of focussing on each learner, the next step is to introduce the main areas that the trainers could influence allowing individualization/ personalization:

- teaching materials and teaching aids,

- forms of organizing learning activities

- facilitation strategies,

- teaching strategies and role of individual tasks combined with group activities

- assessment strategies.

The trainers experience is very important in discussing what interventions proved to be effective and what was less effective, in what kind of contexts.

Also the value of an activity is directly linked with the goals a student follows. Without a goal, any learning activity becomes difficult to be valorised. A learner could rarely understand

motivation in a learning context without having as a reference a set of objectives, conscious or unconscious. Also the learner should understand that this is a continuous project (a quality circle) and the perceptions on the value/relevance of the activity should be followed during the entire life of the learning program.

A list of common errors leading to the underachievement of the learners, from the perspective of eroding their trust in relevance/value of the learning experience, including:

- lack of transparency in presenting the learning expected outcomes;

- lack of opportunities to collect learners feed-back on their perceptions on value of the learning activities;

- lack of awareness or misunderstanding learners needs;

- exclusive focus on learning content;

- lack of involvement of external stakeholders/partners in the learning processes.

MAINTAINING MOTIVATION

Because learners engage in order to meet specific goals, it is important for teachers to clearly understand what those goals are and to organize instruction so that they are met. Its good practice to set up individualized "packaging" of instruction targeted on learner's specific goals. For example, in one of the learners, working in the tourist sector, the learner had the goal of obtaining a driver's license. In response, the teacher obtained a copy of the driver's license examination manual and used it for reading material for that learner. This "practice" empowered the learner's instrumental motivation. (Compare to CLIL)

It can be concluded that motivation plays a significant role in the process of learning a language and other key competences. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning.

Immigrants should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

Motivation fluctuates, and it is challenging to keep learners' motivation at a high level all the time. When designing a program or course, teachers/trainers must take into consideration that each learner has different interests and expectations.

ACTIVE CITIZEN SCALE

1. **Isolated**	Mostly unorganized social participation	Hardly any contacts with others outside living quarters. Contacts are restricted to functional contacts (like staff in shop, health and welfare, bus drivers etc.)
2. **Social contacts outside the house**		Visit to friends and neighbours, off and on visiting an organized activity. Does not take part in activities which have a responsibility to others
3. **Participation in organized activities**	Organized social participation	Participating in (citizenship) courses, liberal and adult education without work component, organized activities etc. on a regular basis. I.e. voluntary work less than once a week.
4. **Unpaid work**		Work with full pay from social welfare etc. i.e. voluntary work, work placement, citizenship courses with a work component, vocational education with small portion of work placement, combinations of vocational education, work placement, language training etc. at lower educational level.
5. **Paid work with support**	Social participation	Work in combination with part payment from social welfare, or in combination with a form of formal education. Also working in combination with citizenship courses or adult education, education and training arrangement with an accent on working at a training position (4 days) in combination with training.
6. **Paid work**		Working without any support, as an employee with an official contract, as an entrepreneur, self-employed etc. Following professional vocational education without having any allowances.

Source: This scale is developed from S.R. Arnstein (1969), A ladder of Citizen Participation

Timing is crucial when involving learning, education and change. The longer the periods of inactivity the more difficult it is to enhance drivers for change and motivation, the process of social inclusion is quite time-consuming as it is.

Becoming an active citizen involves quite a lot of activity and effort from the individual immigrant, most often they are dependent on some kind of support from society in terms of social welfare and employment services and their officials in the integration process.

One common feature of integration processes, however, is that they involve learning and thereby change, including cultural adjustment involving conflict and possible psychological disturbance. Integration is not, then, an easy path.

It is true that we are all human beings with the same needs, hopes and fears but barriers to personal fulfilment are much higher for refugees and immigrants than for natives. Moving from one complex system to another requires much practical and cultural learning and adaptation and there may be linguistic and cultural barriers to communication with natives.

Where guidance meets the needs of people from a variety of backgrounds (not only refugees and immigrants), we may call it multicultural guidance.

Thus, "counsellors need to recognise that all of their guidance seekers bring their unique personal history and cultures (e.g. gender, social class, religion, language, etc.) into the guidance and counselling process" (Launikari & Puukari 2005). It is unhelpful to pre-determine from even a profound understanding of the nature of culture, of cultural variables and of a guidance seeker's particular cultural background the actual situation, knowledge and mind-set of individual refugees and immigrants.

The competencies of a culturally competent counsellor have been described as awareness of one's own assumptions, values and biases; understanding the worldview of a culturally different guidance seeker; and ability to develop appropriate strategies and techniques. Beliefs and attitudes, knowledge and skills underpin each of these three aspects.

It is necessary, therefore, for counsellors to possess a greater understanding of culture and its relation to individuals. In this way, they can distinguish between the potential effects of a particular culture and the whole, complex person beside them and use appropriate methods to elicit the personal history, talents, potential, interests and needs of the guidance seeker in terms of the new environment. Knowledge of the local labour market and its unwritten rules and customs and of local educational providers is part of any guidance counsellor's remit. Knowledge of local interpretation services, availability of educational funding, suitability of educational provision and assessment of qualifications, skills and competences are part of the guidance toolbox.

Practical guidelines for the trainer

The activities in this module are designed to make the participants aware and focused on different factors that will create or raise their motivation in learning situations and to raise their awareness of their own possibility and responsibility in their situation.

The activities are also meant to make teachers/trainers aware of their role and responsibility in making the learning situation suitable for the needs of the participants.

Key areas of discussion:

- how individual characteristics are related to motivational factors; to what degree specific individual features (i.e. self-confidence, curiosity/interest for a specific area, sociability and supportive attitude towards the teachers/tutors etc.) are directly relevant for an increased or a decreased level of motivation;

- how motivations occur and evolve and what are the most important types of motivation, (i.e. internal/intrinsic motivation vs. external motivation, positive vs. negative motivation etc.). based on what criteria;
- how can the personal level of motivation for performing a specific teaching/learning activity be assessed and what tools to use for this purpose.

There are, according to Wiener (1985), three dimensions of learners motivations: linked with the cause (internal/external); stability (stable or that could be modified) and the degree of control (could be controlled or out of control). Based on this dimensions we could observe that effort is a cause of motivation that it is internal, that could be modified and also that could be controlled while luck or bad luck are external, could be modified but are out of our control.

The perceptions are directly dependent on the individual characteristics, so the motivational dynamics start with an event that a person will interpret as being positive or negative and that it will be associated with a specific cause. According to Weiner, this process is influenced by various factors such as:

- previous knowledge
- values
- beliefs

Given the cause identified by a learner, specific expectations, self-esteem patterns and emotions appear. The teacher/trainer has therefore a key role in understanding the position of each learner and also the consequences towards all this areas. For example, if a learner believes that he is not smart enough to learn a specific skill, this entails that he sees the challenge as having a cause that is internal (depends on him), stable (could not be changed) and could not be controlled (he has no power to change it). Given this perception, it is very likely that the learner will decrease the level of effort, feeling ashamed or giving up to that learning activity. Without proper guidance and understanding, the participant could see the lower level of motivation of learner but could not influence it positively.

In the case of motivation things could not be described as black or white. In most of the cases we could observe degrees of motivation: different motivation levels among the learners; different motivation level in the case of the same learner, but in different moments of the learning processes; different group-motivation levels, in the case of two distinct groups you work with etc.

Why is it necessary to individualize the learning activities, taking into account the expectations and perceptions (leading to motivation) of each of your learners? The participants will explore why the conditions of an effective learning strategy and why one size fits all interventions have little chances to succeed in intergenerational learning activities.

Raising awareness over the importance of focus on each learner, the next step is to introduce the main areas that the teacher/trainer could influence allowing individualization/ personalization:

- teaching materials and teaching aids,
- forms of organising learning activities

- facilitation strategies,

- teaching strategies and role of individual tasks combined with group activities

- assessment strategies.

The activities are quite short, thus not having the participants reluctant to this kind of activity. The main idea is the individual perspective, having the participants to work and think/reflect over their situation, to discover features previously undiscovered or never thought of in a positive way.

ACTIVITIES

Specific interactive activities such as individual and group work, front-debates, role-playing will be used to make the participants aware of the different degrees of learner resistance due to low motivation factors. Therefore after all activities will be performed, the participant will have a more in-depth understanding on the various conceptions on motivation, seen from the perspective of learning processes (and will be guided for further reading, if the topic is of interest). The starting point will be an ice-breaking exercise exploring participants conceptions on motivation, based on their prior experience (see hand-out 1).

The participants are also introduced to the learning principles framing this concept:

- One person is always motivated to act, if not for learning, for doing something else.

- One person is responsible for its motivation.

- Learning is not possible without motivation

- Every interaction with adult learners should aim at contributing to the amelioration of their motivation.

Activities

5

WARM UP ACTIVITY

Name of activity	WHAT IS YOUR MOTIVATION?
Description	The activity will be based mainly on participants' input, both in sharing experiences in working with highly/low motivated other learners and finding specific characteristics for their motivation. Taking into account the number of participants, the activities could be performed as individualized or as a group activity (using hand-out 1 / see annex). The trainer has a moderator role, helping the participants to highlight the common ideas.
Duration	Introduction of the module structure and main aims – 5-10 minutes Group work (4 participants/team) - 10 minutes Group reporting and general discussion - 10-15 minutes Participants individual feed-back (fish bowl method) – 30-60 minutes (optional) Final conclusions - 10 minutes In all approx. 40 minutes (60-90 minutes more if using the optional fish bowl exercise)
Aims	Create the foundation for a basic understanding of the concept of motivation, from the perspective of a multicultural learning context. Based on the results of this activity, the participants will be able to understand in a more effective way current conceptions on motivation and agree on a working definition.
Guidance for a proper performance	
Materials needed	Audio-video equipment (for Power Point presentation), flipchart, flipchart paper, markers (for group work and reporting), voice recorder (if the participants agree to use a voice recorder), For the (optional) fish bowl activity: printed hand-outs (Fish bowl activities force participants to listen actively to the experiences and perspectives of a specific group of people. A learner fish bowl gives pre-service and in-service educators an opportunity to hear the experiences, ideas, and feedback of current students while giving the learners an opportunity to be active in the dialogue on educational equity). Hand out 2.

Methodology	After an overall introduction of the topic and structure of the module, the learning activity will start with an ice-breaking exercise focused on identifying the prior experience of participants in motivational strategies and also in defining the main features of the motivation of adult learners. Each participant will describe an event they have experienced as involved in a learning activity that leads to the identification of a motivated learner. Also the participants will detail the main reasons for arguing why that one learner was really motivated and also be able to reflect on what, in their situation, creates and enhances motivation. All the answers bowl be presented and discussed in a plenary session. To make a more in-depth analysis the participants will do the same exercise for the opposite case, a de-motivated participant. Again, the participants should explain and discuss their answers. The facilitator will record the input of each participant and will review the main indicators of motivation/de-motivation presented. The next activity will make a systematic review of the findings, offering the participants the opportunity to create a mind-map of motivation for learning.
Guidance once the activity is over	The following guidance will focus on maintaining the individual learner's feelings for motivation, the positive effects of having this in mind.
Evaluation	The entire unit will be assessed based on a fish bowl exercise (see appendix 2); four volunteers will sit in front of the class and will take turns in making a short comment on the activities; any other participant could intervene and replace one of the colleagues. But no comments on the four learners input are allowed. A voice recorder can be used during this exercise (be sure to have agreed this with all the participants before start). It will be passed to the following colleague as soon as the comment was made and will keep an in-depth qualitative account of the participants input. It will allow later on summarizing the feed-back and identifying areas of improvement.

Name of activity	**THE FISH BOWL**
Description	Fish bowl activities force participants to listen actively to the experiences and perspectives of a specific group of people. A learner fish bowl gives pre-service and in-service educators an opportunity to hear the experiences, ideas, and feedback of current learners while giving the learners an opportunity to be active in the dialogue on educational equity.

Duration	This activity requires 60-90 minutes.
Aims	A few simple strategies will help you facilitate this activity smoothly. First, remember that this activity is as much about reminding teachers that the learners are their most important resources as it is about teaching. As mentioned above, it is thus crucial that observers show maximum respect to the fish bowl participants by following the silence ground rule. It may take some effort to enforce this ground rule, as many teachers are not fully ready to play the role of learner from people who may be their own learners. Consider writing something on the chalkboard or newsprint pad such as "We are all teachers. We are all learners." Learner fish bowl discussions usually are most successful when they are informal. Remember that the fish bowl participants may not have had an opportunity to get to know the participants of your class or workshop. A noticeable level of tension often is evident in the room as teachers learn about their own possible areas for improvement from their learners and the learners try to respectfully critique the people who they have been taught to trust and respect. A variety of strategies can be used to ease the tension, ranging from starting with a fun icebreaker to serving snacks.
	Guidance for a proper performance
Materials needed	The only major resources needed for this activity are current the immigrant learners. Experience has been that eight or ten students comprise an optimum fish bowl group. To prepare for the actual fish bowl dialogue, ask the fish bowl learners to sit in a circle in the middle of the room. Your class or workshop participants, or the "observers," should sit in a larger circle around the fish bowl learners. For the fish bowl activity: printed hand-outs (Fish bowl activities force participants to listen actively to the experiences and perspectives of a specific group of people. A learner fish bowl gives pre-service and in-service educators an opportunity to hear the experiences, ideas, and feedback of current students while giving the learners an opportunity to be active in the dialogue on educational equity). Hand out 2.

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Section 5: Affect inclusion! Key competences and motivation

Methodology	The following steps will set the ground rules, then initiate and process the dialogue for the fish bowl activity:

1. One important ground rule must guide the participation of the observers: During the course of the fish bowl, observers are not allowed to speak. Their job is to listen and learn from the fish bowl participants. Mention that the observers will have an opportunity to discuss any issues that emerge in later processing dialogue.

2. If possible, assign one of the fish bowl participants the role of facilitator. It will be her or his responsibility to ask questions, facilitate the fish bowl discussion, and make sure everyone has an opportunity to talk. If necessary, you can play the role of facilitator.

3. The topics to be discussed by the fish bowl can be developed to be relevant to your course or workshop. For the most part, fish bowl participants should have an opportunity to take the conversation where they want - or need - it to go. If it becomes necessary to push the conversation along, possible prompts include the following:

   - What are your favourite things about education?
   - What aspects of your education do you feel should be improved?
   - What can your teachers do to help you learn better?
   - Share a story about when one of your teachers did something that made you feel especially included in the learning process.
   - Share a story about when you felt you were especially excluded from your own learning process.
   - Who is your favourite teacher? Why?
   - Who is your least favourite teacher? Why?
   - What do you feel is the role of education in your life?
   - What do you feel should be the major goals of education?

Make sure everybody in the fish bowl has an opportunity to talk.

Allow the fish bowl discussion to continue for at least 30 minutes. You can allow it to continue longer if time permits.

Make sure everybody in the fish bowl has an opportunity to talk.

Allow the fish bowl discussion to continue for at least 30 minutes. You can allow it to continue longer if time permits. |

Methodology (continued)	When the fish bowl discussion winds down, divide the combination of your participants and the fish bowl participants into small groups of 6-10. This will provide the observers an opportunity to ask for clarification on comments made during the fish bowl. Instruct the observers that they are not to invalidate or question the participants' experiences or perspectives. They should use the small group discussions only to learn more from the fish bowl participants. Allow at least 30 minutes for small group discussions.
	After small group discussions, call everyone back together. This will be the final processing discussion. A variety of questions can guide this conversation:
	To the observers: Was it difficult to not respond to the fishbowl participants comments during the fishbowl? Why?
	To the fishbowl participants: How did it feel to share your feelings about school, knowing that these teachers were listening closely?
	To the fishbowl participants: Do you usually have opportunities to share your perspectives on your education?
	To the observers: Did you hear anything from the fishbowl that surprised you?
	To wrap up the exercise, pose a final question, giving everyone an opportunity to answer: What is one thing you have learned from this experience?
Guidance once the activity is over	Following guidance will focus on maintaining the individual learner's feelings for motivation, the positive effects of having this in mind.
Evaluation	The entire unit will be assessed based on a fish bowl exercise; four volunteers will sit in front of the class and will take turns in making a short comment on the activities; any other participant could intervene and replace one of the colleagues. But no comments on the four learners input are allowed. A voice recorder can be used during this exercise (be sure to have agreed this with all the participants before start).
	It will be passed to the following colleague as soon as the comment was made and will keep an in-depth qualitative account of the participants input. It will allow later on summarizing the feed-back and identifying areas of improvement.

REFLEXION ACTIVITY

Name of activity	**I, ME AND MYSELF**
Description	A reflective exercise that should be used as a primer, gives the individual the opportunity to think and reflect about some general questions, regarding any topic like learning / learning process / motivation / personal aims etc. and relate to the answers given to those questions. This activity is for the learners to carry out individually and should be as spontaneous as possible.
Duration	30-45 min individually work Can be combined with one hour in a group discussing the questions and answers if the participants agree to do so.
Aims	To make the participants think about things they usually do and to put their answer on paper. Start the process of reflective thinking by reading and give their own answers meaning and context (with or without help from the teacher/trainer). Optional: To discuss and reflect about their answers in a group session moderated by the teacher/trainer. To start a process of planning using their answers as a starting point to develop an action plan for future use.
Guidance for a proper performance	
Materials needed	Paper and pencil (see appendix Hand out 3)
Methodology	An introduction is made by the teacher/trainer. The teacher/trainer stresses the importance of giving as spontaneous answers as possible! The teacher/trainer should determine the ability of the individual in answering the questions to be able to support where necessary. Make sure the participants get enough space to ensure "privacy".
Guidance once the activity is over	Personal development is to be considered a continuous process and guidance should be provided alongside this process with the participants.

EVALUATION ACTIVITY

Name of the activity	**THE ACTIVE CITIZEN SCALE**
Description	Evaluation is of great importance in all aspects and stages of teaching and learning. All too often it is seen as the last activity and yet it is an iterative process and should take place at every stage in the design, production, and implementation/integration of a new educational intervention whether it is as a complete course, part of a course, or a particular session or teaching aid. This evaluation tool allows both teachers/trainers and participants to evaluate and measure the degree of motivation based on a "Zero-measurement" scale which can be used on a continuous basis throughout the module.
Duration	1 hour
Aims	The aim of this activity is for the teachers/trainers and the participants to assess current status regarding level of motivation and consequently act upon the results. Are they moving in the right direction, what kind of actions should be taken?
Guidance for a proper performance	
Materials needed	Pencil and questionnaire in paper form (see appendix 3).
Methodology	This activity uses the questionnaire in appendix 3 and it is used at the beginning of this activity to get a status on the participant's level in the "Active citizenship scale" and to measure the changes in Independency, Self-confidence, Knowledge of society, Emancipation and Language skills. This measurement is to be made several times during a learning process to be able to see changes, to see in what direction the change is taking place and to be able to prepare actions if changes do not occur in the way they are anticipated.
Guidance once the activity is over	This activity needs guidance alongside with the process of the questionnaire, individual guidance is preferred.

WRAP UP ACTIVITY

Name of the activity	**WHERE DO WE GO FROM HERE?**
Description	This activity is about the results from evaluations conducted. How to use the collected material, views and results. To be able to answer questions like 'did we got the right answers?', 'what conclusions can we make from this material?', 'is there a need for change?', 'did we ask the right questions?' etc.
Duration	30-60 minutes
Aims	The aim is to show the possible effects of an evaluation, that there is or should be response and action upon any evaluation.

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Section 5: Affect inclusion! Key competences and motivation

Guidance for a proper performance	
Materials needed	Pencil and paper, flip charts for presentation of results from each group. Filled in evaluation forms from the previous exercise. (see appendix Hand out 2)
Methodology	The teacher/trainer explains the exercise to the group Participants divided into groups make list of ideas of actions to be considered from these forms Participants get into pairs and discuss their findings and put their result on a flip chart paper The teacher/trainer discuss the findings together with the participants encourages a group discussion and asks the group for feedback
Guidance once the activity is over	The teacher/trainer asks the whole group about their experiences, successes and difficulties and facilitates a group discussion. The teacher/trainer should link their questions with the learning outcomes accordingly and write down the participant's feedback on a flip chart paper.

Sustainability

In learning situations the successful transfer of knowledge and experience directly depends of the level of motivation of all actors involved. Both teachers/trainers and migrants play an active role in its occurrence and there is no unidirectional instructional paradigm (as in the traditional view on learning). Thus, the more motivated the actors are, the more likely they are to achieve all learning objectives followed and reach a high level of engagement from their part. We could even say that if we are able to ensure a good motivation level within our learners, we can positively focus on developing their qualities rather than eliminate errors and so being more effective in our intergenerational learning activities.

Annex

5

HAND-OUT 1

I. Please describe an event you have experienced as a participant involved in a learning process that indicated to you what *a motivated learner is*.

_____

_____

_____

_____

_____

II. What are the main reasons that you can present to demonstrate that the learner was really motivated? Please refer to observed characteristics.

_____

_____

_____

_____

_____

III. Please describe an event you have experienced as a participant involved in a process that indicated to you what a de-motivated learner is.

_____

_____

_____

_____

_____

IV. What are the main reasons that you can present to demonstrate that the learner was really de-motivated? Please refer to observed characteristics.

_____

_____

_____

_____

_____

_____

Summary:

Participants (name)	Indicators of motivation	Indicators of de-motivation
1		
2		
3		
…		

Please compare the answers of the participants and see what the common indicators of motivation and de-motivation are. Could you start from here to explore a working definition of the motivation within intergenerational learning processes?

HAND-OUT 2
ZERO MEASUREMENT, MID MEASUREMENT AND POST MEASUREMENT

Intake form for zero measurement

This information can be registered in a more gradual way during the first couple of weeks to prevent that all these questions are addressed in the beginning. This could be very demotivating.

Some of the information will be based on estimation by the coach; other information will be more factual.

Information is collected for each individual participant the coach is working with in the pilot project. The coach or project coordinator then combines this to a small report that describes the characteristics of the target group and calculates the average score of all participants for those issues that require for an individual score.

Target group characteristics

For each participant indicate:

Start date:	
Active Citizenship Level (1-6):	
Age:	
Cultural background:	
Religion:	
Living in this country for how many years?	
Living situation and marital state:	
Family, children (number):	
Economic situation, income situation:	
Health situation (as known); potential risks due to health situation:	
Educational level at start of the pilot:	
Prior work experience (if applicable):	

Collect these statistics and write a short summary of the main characteristics of your target group.

General citizenship characteristics

Indicate on a scale from 1 (meaning "very little") to 10 (meaning "very high") for each participant:

1. Degree of Independency:

1	2	3	4	5	6	7	8	9	10

By "Independency" in this project we mean: Instead of living rather isolated and dependent of their partner, children and people in their direct environment, the target group shows competence in going to school, training, adult education independently, in participating in activities and /or in being able to go to official authorities by themselves.

2. Degree of Self Confidence:

1	2	3	4	5	6	7	8	9	10

By "Self Confidence" we mean the degree in which the target group shows confidence when deciding for some target, activity, action etc. or when acting and responding as a participant within a group.

3. Degree of Knowledge of the Society:

1	2	3	4	5	6	7	8	9	10

By level of knowledge of the society we mean the general knowledge of the participants of the work of those institutes in your country that are offering services related to living, income, health, culture, education and work.

4. Degree of Language Skills of host country:

1	2	3	4	5	6	7	8	9	10

Objective indicator available to substantiate this: (which official certificate, measure, or official test score is available?)

Official measure:
Test Score / level:

5. Degree of Emancipation:

1	2	3	4	5	6	7	8	9	10

By emancipation we mean the degree in which women in the target group have become more capable in standing up for their own, making new contacts and in participating in organized activities (courses i.e.).

HAND-OUT 3
I, ME AND MYSELF

Primer for personal development

Answer the following questions spontaneously, you can write more than one answer to each question.

When doing a chore or assignment that makes me feel happy or proud I am doing this:

_____

_____

_____

_____

How do other people notice that I am happy or proud?

_____

_____

_____

_____

The current challenges for me are:

_____

_____

_____

_____

What makes a challenge for me?

_____

_____

_____

_____

Some of my best abilities are:

_____

_____

_____

How do other people describe my abilities?

_____

_____

_____

When I was young it was fun to do:

_____

_____

_____

And what do I think about that now?

_____

_____

_____

Do you see a pattern? Underline keywords that you think is important for you to develop and be happy in your job, education, training, and spare time.

In regard to your answers and current situation, what do you miss? What can you improve yourself?

_____

_____

_____

_____

REFLECTIVE WRITING

Get a pad of unlined paper and two different colours of pens or pencils and retreat to a quiet place with no distractions

With your dominant hand (for most people it's the right hand) write down a question you would like to ask about your life

With your non-dominant hand, let the answer flow onto the paper

This exercise will put you in touch with the other side of your brain and give you your own answers in a loving and sometimes cryptic way that you will understand. It frees insight and creativity as it rises above the conscious chatter.

You will not know what is exactly being written until after it is written. There may also be drawings that you will not know until it is finished. You will, however, have a sense of trust and excitement in whatever is flowing onto the paper from the creative side of your brain.

It's best not to show it to anyone unless you are certain that you can trust them. Others may or may not understand, and may judge or criticize you. Although it will inspire you, wait until you find the strength in it since it may even be prophetic for you and hasn't come into view yet.

6 MIGRANTS' VOLUNTEERING: PRACTICES FOR PARTICIPATION

ADDRESSEES

The direct addressees of this educational module are those professional and non-specialists who work daily in a multicultural context encouraging migrant citizens to participate in local community life and to promote and increase the integration processes. They are: social operators, informal educators, educators, volunteers in organizations dealing with integration and representatives of foreign organizations.

AIMS OF THIS MODULE

- To focus on the fundamentals of the topic of migrants' involvement in voluntary activities
- To share the needs, the good practice and the formative and educational expertise of the operators who work with migrants and promote voluntary work and active citizenship
- To develop a new working model to improve the participation of migrant citizens, as a way to take part to the civic dimension of the community

TIMING

The educational module proposed is **8 hours** long, structured throughout the day.

The methodology of Open Space Technology (OST), which is proposed, works properly when the discussion process has enough time to develop and is not interrupted.

It is possible to set up a refreshment stand to manage meal time quickly so as to not interrupt the activity.

REQUIREMENTS

The training activity needs a lot of space, furniture:

Spaces:

- **a big comfortable room** with chairs placed in circle for the plenary session at the beginning and the end of the day
- **a place for a buffet** (it could be a corridor among the rooms)
- at least **5 rooms with chairs**, for possible group work, the scale depends on number of participants.

In general, for the plenary and the group sessions, the chairs are in circle, to indicate an assembly of equals, where the differences between people - age, role, etc. - are to be considered just as elements of curiosity and potential enrichment, but they do not have to be translated into definitions, influencing the participants' actions.

6

Equipment:

- At least **6 laptops**; 5 to write the reports of the group work - each group has its laptop and one laptop is for the final report, to digitize the results of the discussion and create a document called the "instant book" to give back immediately to all participants

- **5 pen drives** to save the document of the group session and give them to the participant who write up the instant group work

- **Posters, post it and drawing pens**.

- For the plenary session: a few blocks of post it with different colours, a few posters and drawing pens on which to write up the work programme, so that everybody can see it during the whole working session.

- For each group 2–3 posters, a block of post it and 3 drawing pens, on which to write the result of discussion and ideas.

- **A camera** to take photos, **a printer** to print the instant book, **a scanner** to scan the document written with pen.

People:

- Staff organisation (at least 4 people with the organisational and thematic skills) to
  - focus on the idea and the question of the training day
  - prepare the invitation
  - Send the invitation to the people who could be interested and invite them
  - Prepare the places of the training day
  - Buy and prepare the staff for the lunch
  - Meet people for interview and transcribe the accounts
  - Go in each group to listen and to help them to focus the mission/goal

- A trainer to
  - introduce the task of the day
  - help people to recap the ideas
  - divide the ideas into groups of ideas
  - give time to the group sessions
  - listen to the group report
  - prepare a final summary that takes into account the ideas of the working groups

- An assistant, with graphical skills, to:
  - Prepare, the graphic idea of the instant book
  - Meet all the groups and explain to them how to write the group report
  - Take the picture of the groups
  - Ask the name of all participants in each group
  - Collect all the group records and the final accounts
  - Print the instant book

Theoretical background

VOLUNTEERING AND PARTICIPATION OF IMMIGRANTS

Interest in migrant volunteering has been rising in the past years especially in those countries with a strong civil society tradition and longstanding awareness of the key role that volunteering has for the social fabric and cohesion of society. Recognition of the fact that civic participation and voluntary action is an important cornerstone of a thriving democracy leads to a strong interest in whether immigrant communities are part of this cornerstone and, if not, what must be done to encourage civic activities in these communities.

WHAT IS VOLUNTEERING?

Voluntary action can be defined as the sum of all activities, which citizens do for each other unpaid and based on their free will. It is a resource for the two-way integration process, which has not yet received full recognition. It has been demonstrated that these activities foster inter-community relations, help to combat racism and intolerance, and develop the personal and professional skills of those involved. Indeed, the European Commission underlines that "meeting others is an important step in settling down and becoming a part of the host society and that interaction between different cultures and religions will increase tolerance and respect" (European Commission 2003:22).

Volunteering can play a role as an indicator of integration and contributes to several other indicators as it enables migrants to acquire basic knowledge of the host society, to participate in society through non-formal and informal education and to improve their employability on the labour market. It also generally contributes to the empowerment of migrants and activates their capacity for self-help. Volunteering also enables the host society to deal better with increasing diversity and to accommodate change, as well as being a means by which both immigrants and non-immigrants meet to take civic action on community issues that matter to both of them.

Member States' integration policies continue to focus largely on integration into the labour market. While this is an important dimension of social inclusion, it does not address the exclusion of those migrants who are not (and will never be) involved in the labour market. Migration, integration and volunteering are subject to considerable public and political debate in Europe.

The potential of volunteering for integration is, however, not realised automatically. It requires targeted policies and efforts by all stakeholders to ensure equal access to organisations and institutions, as well as the openness of the host society to facilitate this access and accommodate the immigrant in ways that help to break down existing barriers.

REMOVING BARRIERS MUST BE A COMMON EFFORT OF ALL STAKEHOLDERS

- Volunteer organisations and migrant organisations need to improve their knowledge of the possibilities that volunteering offer migrants;
- Mainstream organisations need to become accessible to migrants, to commit to diversity and to offer quality and empowering volunteer placements;

- Government needs to tear down legal barriers related to the status of migrants;
- Migrant organisations need to foster both bonding and bridging social capital in migrant communities.

Networking between migrant and mainstream organisations has been noted as a key component of success. Government at different levels should help create an enabling environment both for volunteering in general and for migrants to get involved in volunteering. The best initiatives start bottom-up – but need a framework in which to emerge.

Third country nationals are far from being a homogenous group – which makes it impossible to find solutions to integration that fits them all. In addition, they form only a fraction of the total number of immigrants in European countries and it seems sometimes to be somewhat "artificial" to focus only on them. When promoting migrant volunteering, mainstream organisations tend not to have strategies on third country nationals in particular, but they want to embrace different immigrant communities. Integration policies often target naturalized immigrants who have, because of the naturalization, ceased to be third country nationals. Reality proves to be too complex to fit into such clear-cut categories.

Involving migrants in volunteer activities is very important to promote joint working of the private social sector and public corporations to promote different experiences such as:

- intercultural activities in schools
- coordination of migrant communities that live in the area
- cultural meetings
- meeting places (and especially for women)
- youth centres for pre-adolescents and young people carrying out support, prevention and promotion activities for the new generations of immigrants.

Starting with these considerations and the experience gained during the last 10 years of work with foreign citizens involved in voluntary work, we want to propose this educational module, in which its participants can analyse and discuss the practices used, focus on the fundamentals and build proposals to improve and develop new ways of involving foreign citizens.

IMMIGRANT / MIGRANT

A person who expects to stay in a country other than his/her native country for a certain period of time other than for tourism or for seasonal work. Taking into account new forms of migratory flows, the term of "migrant" seems to be more suitable, reflecting the fact that immigrants might emigrate again.

THIRD COUNTRY NATIONAL

Any person who is not a national of an EU Member State.

VOLUNTEERING

Refers to all different forms in which citizens do unpaid activities for others based on their free will and serving the general interest of society. Volunteering encompasses

"voluntary action" (comprising informal volunteering and volunteering in an organised context), "voluntary work" (work done in an organised context for mainstream or migrant organisations) and "voluntary service" meaning fulltime and short term voluntary work (normally not more than one year), often specifically targeted at young persons.

MAINSTREAM ORGANISATION

Organisation available to all parts of society not explicitly targeting or run by specific social or ethnic groups. Examples are organisations such as the Red Cross or Volunteer Centres.

MIGRANT ORGANISATION

Organisation run essentially by migrants, focusing on advocacy work and / or providing social or cultural services for the community (migrant community and host community as well).

Practical guidelines for the trainer

An innovative methodology to meet above written aims is the Open Space Technology (OST), because it is especially effective when the purpose is to promote mutual learning in a group of people, innovation from everyday life and good practices.

The OST developed as a methodology in the mid-1980's from the work of an American lecturer, Harrison Owen, who noticed that the most enriching and productive part of lectures and meetings was the coffee-break, namely the moments in which people felt free to talk to whoever they wanted about the topics they wanted as long as they wanted. He therefore developed a methodology that allowed the same freedom and creativity in discussing general topics of interest to the participants. It can be used for groups from 25 to 1000 persons, to discuss different topics.

WHAT IS OPEN SPACE TECHNOLOGY?

Open Space Technology is one way to enable all kinds of people, in any kind of organization, to create inspired meetings and events. Over the last 20+ years, it has also become clear that opening space, as an intentional leadership practice, can create inspired organizations, where ordinary people work together to create extraordinary results with regularity.

In Open Space meetings, events and organizations, participants create and manage their own agenda of parallel working sessions around a central theme of strategic importance, such as: What is the strategy, group, organization or community that all stakeholders can support and work together to create?

With groups of 25 to 1000 people -- working in one-day workshops, three-day conferences, or the regular weekly staff meeting -- the common result is a powerful, effective connecting and strengthening of what's already happening in the organization: planning and action, learning and doing, passion and responsibility, participation and performance.

WHEN AND WHY?

Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done was yesterday. It's been called passion bounded by responsibility, the energy of a good coffee break, intentional self-organization, spirit at work, chaos and creativity, evolution in organization, and a simple, powerful way to get people and organizations moving -- when and where it's needed most.

And, while Open Space is known for its apparent lack of structure and welcoming of surprises, it turns out that the Open Space meeting or organization is actually very structured -- but that structure is so perfectly fit to the people and the work at hand, that it goes unnoticed in its proper role of supporting (not blocking) best work. In fact, the stories and work plans woven in Open Space are generally more complex, more robust, more durable - and can move a great deal faster than expert- or management-driven designs.

WHAT WILL HAPPEN?

We never know exactly what will happen when we open the space for people to do their most important work, but we can guarantee these results when any group gets into Open Space:

1. All of the issues that are MOST important to the participants will be raised.

2. All of the issues raised will be addressed by those participants most qualified and capable of getting something done on each of them.

3. In a time as short as one or two days, all of the most important ideas, discussion, data, recommendations, conclusions, questions for further study, and plans for immediate action will be documented in one comprehensive report -- finished, printed and in the hands of participants when they leave: INSTANT BOOK.

4. When appropriate and time is allowed for it, the total contents of this report document can be focused and prioritized in a matter of a few hours, even with very large groups (100's).

5. After an event, all of these results can be made available to an entire organization or community within days of the event, so the conversation can invite every stakeholder into implementation -- right now.

6. AND... results like these can be planned and implemented faster than any other kind of so-called "large-group intervention." It is literally possible to accomplish in days and weeks what some other approaches take months and years to do.

The good news, and the bad news, is that it works. Good news because it gets people and work moving, bad news because that may mean lots of things are going to be different from before. Wanted things can appear, unwanted things disappear, and sometime vice versa -- but that's how life is. In short, then, Open Space brings life back to organizations and organizations back to life.

HOW DOES OST IN OUR MODULE WORK?

The steps:

1. A staff meeting to discuss:
   - the idea of the training day
   - focus the question to ask the participants
   - define hours/days and logistical staff
   - define the initial speech and an idea of the day's programme
   - define the layout of the instant book

2. Promote the meeting by internet, personal invitation, call people that could be interested (social operators, informal educators, educators, volunteers in organizations dealing with integration and representatives of foreign organizations in the area). There's no limited number and deadline for subscription. In this way it's impossible to know how many people will participate but it's important they will be at least 25/30.

3. Define the spaces: plenary room, the place for the buffet, the rooms for group sessions and the furniture (laptops, posters, post it, pen drives, drawing pens, camera, printer, scanner)

4. Initial plenary session, group sessions and final plenary session

Regarding step 1

The choice of the **topic is crucial**, because it is the topic that will focus the discussion and encourage group participation. It has to be specific enough to inspire participation and suggest a direction for the group and at the same time it has to be open enough to let people's imagination get off the ground.

A starting question will be formulated, which will provide the structure for the contents that will emerge from the OST. To set an Open Space, a few things are needed: a clear, concrete and relevant discussion topic, an interested group of people willing to commit themselves, time, space and a leader.

To choose **the place and hours**, it's important to think about the people engaged and the people we would like to engage. We choose a central place, attainable by everybody by bus, cars, bikes or on foot. To allow participation by parents, especially migrant women, a possible solution is to engage a babysitter.

The **food** prepared was vegetarian and for everybody (children and adults).

The **initial introduction** must explain the OST methodology; this methodology asks people to build content together through the design of concrete actions. It's also important to explain the question, what it means, to create a common understanding.

It's possible to build up a (staff and trainer) **questionnaire*** to investigate some aspects of the theme and interview various types of people before the training day to have documents to start the discussion and give some points for reflection.

The **day's programme** must be adaptable to what could happen during the training. There must be an initial moment of reflection and emergence of ideas of at least two hours; a

final plenary session in which each group reports their ideas and the trainer makes the final summary of at least two hour long (it depends also of how many groups there are). The group sessions must be at least two hour long, the group has a mission: write a document with concrete actions to build up the topic. In this case, the group must be able to think, speak, firm up their ideas and write them down. In the time between this sections (initial, working groups and final plenary) people are free to access to the buffet, and stop in corridor to talk.

The **layout** of the instant book has to be simple because it must be adaptable to insert the report with the idea of the day, space for photos and group session reports, which are documents we don't have at the moment of the planning. While the instant book is in progress and the interviews made, the description of the methodology and the issue addressed could be inserted.

Regarding step 2

The training could be promoted by internet (mail, newsletter, websites), personal invitation, or phone calls to people that could be interested.

The people invited were:

- social operators
- informal educators
- educators
- volunteers in organizations dealing with integration
- representatives of foreign organizations in the area
- migrants mothers and fathers with children of school age
- institutions
- ecclesiastical authorities

Regarding steps 3 and 4

We define the spaces: plenary room, the place for buffet, the rooms for group sessions and the furniture (laptops, posters, post it, pen drives, drawing pens, camera, printer, and scanner).

The participants must be really interested in the topic and ready to discuss it seriously. Freedom and responsibility are essential conditions to start a process of creative learning.

Freedom allows the participants to explore and experiment with new things and responsibility makes sure that freedom and experimentation are conducted accurately.

Each OST has a basic structure and a system of procedures aimed at creating an environment to enable the participants to be completely autonomous working on the topics they want to discuss.

The basic elements of this procedure system are: the introduction, the definition of the programme, the opening of the discussion space and the conclusions.

There was:

In the plenary room, the initial introduction

- a moment of welcome, explanation of OST methodology and an introduction of the topic

- trainer asks each participant to write down their name, surname and email address

- moments of mutual knowledge

- moment in which the question of the training is developed together

- moment in which trainer asks participants to think of possible topics/ideas as an answer of the question and to write them on a post-it added to a poster that everybody can see. However, if someone posts a topic, the system expects that the person has a real passion for the issue and can start the discussion on it. No limit exists on the number of issues that the meeting can post.

- trainer reads all the post-its and assembles them in few topics (at least 4, they will be the workgroups)

- trainer asks people to choose a topic; each topic is a group of people, there could be the possibility in which there's no people for each topic so the topic that hasn't been chosen, will not create a group

- each room has the name of a group and participant joins the room chosen

While the participant is joining the room, the buffet is in the corridor and he could stop and talk, eat, drink...

In the group rooms:

- each group has a room with an open door or a space and in the same building and floor of the other groups, if somebody changes his mind and wants to try another topic, he is free to go away and reach another group (»two feet rule«, is the rule based on responsibility, you have two feet and if you don't agree, don't like your group, you're free to go away and not just complain)

- each group has to talk about the topic and the aim is to write an activity that is concrete and achievable

- each group has to elect a representative to talk about the idea of the group into the plenary session

- each group has to fill in just one paper (report), no more; save it into pen drive and give it to the person responsible for the instant book

During the group session, staff go in each group to listen, to help the group focus on the goal, to take a picture and give all this documentation to the person responsible for instant book.

The trainer says STOP to the group session, (STOP time depends of how many groups we have) and invites them all to the plenary room.

In the plenary room:

- plenary session in which the representative of each group explains the idea and the group atmosphere
- people can ask questions to every group
- final summary of the trainer with a commentary about the ideas and to give people a picture of the theme today and the possible future solutions

During the final plenary session, the person responsible for the instant book:

- collects all the report groups
- assembles them in the instant book
- copies the instant book for each participant
- delivery of the instant book and greetings

The ideal staff for this methodology is described as being "fully present and totally invisible", "holding a space" for participants to self-organize, rather than managing or directing the conversations.

Activities

WARM UP ACTIVITIES

It is very important to create a group; all the first activities will be settled up to reach a good energy and motivation.

Name of activity	MUTUAL KNOWLEDGE
Description	The participants sit in a circle. The facilitator will greet the people and asks them to introduce themselves and talk about the expectations of the day.
Duration	20 minutes
Aims	icebreaking
Guidance for a proper performance	
Materials needed	Flip board, chairs (in round), 1 personal computer (to summarize contents and dialogues)
Methodology	The trainers could also read some interviews (already done) without giving any comment, just to introduce the theme and let the audience think about their own opinions.

Name of activity	**MUTUAL TRUST**
Description	The trainer briefly speaks about the theme, without giving a lengthy speech, then invites all participants to identify any issue or opportunity related to the theme. Participants willing to raise a topic will write it on a sheet of paper and posting it on a poster. That wall becomes the agenda for the meeting. The group creates the working agenda. No participant is obliged to suggest issues, but anyone may do so.
Duration	30 minutes
Aims	Definition of the theme and creation of group works
Guidance for a proper performance	
Materials needed	Flip board, chairs (in round), 1 personal computer (to summarize contents and dialogues)
Methodology	cooperative methods: a specific question asked to the "round table" of the OST. For example: how can we involve and promote an active participation of migrants in volunteer activities?

REFLEXION ACTIVITIES

An Open Space Technology lesson/unit lasts 8 hours.

The approach is most distinctive for its initial lack of an agenda, which sets the stage for the meeting's participants to create the agenda for themselves, in the first 30–90 minutes of the meeting or event. Typically, an "open space" meeting will begin with short introductions by trainer.

The activities of reflection cannot be defined a priori and emerge and develop during the progress of group. The trainer becomes a facilitator of discussion and as such put in place strategies to encourage participation and contributions of each, the concentration on the subject of work.

The evidence of the work of the group discussion, organized group reports, are the basic material for drafting the final report (Instant book) that will be returned to all participants during the final plenary of the day.

* We decided to inspire the reflection through some interviews we conducted with 5 different people. We choose these subjects because they were interesting categories to explore to reach our goal.

We meet 5 different kinds of people, such as:

1. a person engaged in a lot of topics and under stress

2. migrants

3. a person interested in many topics and with a lot of energy to spend

4. a person working in an institutional entity and with doubts about the centre

5. a person working with new generation

The questionnaire:

- Did you participate to intercultural events in Parma?

- Where? How? Why?

- In your opinion, is it important to meet people in public spaces and build up activities together?

- In your opinion, what is the purpose of a space in which people can talk about interculturalism?

- Who is the absent in these kinds of activities? How can they be reached? What is the best way to contact/invite them?

- When and what kind of instruments can be used to motivate people? (food, meeting..)

- How would you invite people to participate?

- In your opinion, what's the meaning of participate?

- What could add to the citizenship of the migrants?

- How could you describe a person which has a high degree of participation? And a low degree?

- What kind of activities could we organize to increase participation?

- What kind of space could be defined as "citizenship" and not only a space for the "same people"?

- What kind of activities could we build together without copying existing activities?

- What kind of activities you judge as "open to everybody"?

During the initial presentation, we read some phrases of these interviews for launching the discussion.

EVALUATION ACTIVITIES

Name of activity	QUESTIONNAIRE
Description	Trainer and facilitators give to all the participants a final questionnaire after the course. The questionnaire evaluates the outcomes of the course. We want to rate: trainer's performance, personal participation of the group, impact of the theme and relevance to the daily work._ Questionnaires also include suggestions and criticisms.
Duration	20/30 minutes
Aims	To reach a good evaluation and give feedback to the trainers/ facilitators, to improve the module in the future
Guidance for a proper performance	
Materials needed	Sheets of paper
Methodology	Trainers distribute the questionnaires, participants fill them in. Participants have to rate their satisfaction

Evaluation:	Trainer and facilitators after a week (in a specific meeting) collect all the data from the questionnaires. They also give their own feedback.

WRAP-UP ACTIVITIES

Final presentation in which trainer must talk about:

- Main themes that emerged from the groups

- Create a link between themes and »make culture«: create physical spaces, concrete activities related to a cultural think, from practice to narrative

- From the theme to practical ideas: for example the theme of motherhood – organize a Mother's Day Festival in which they can talk about motherhood around the world

- Exchange: to go out of context to meet others

- People engaged in this training are a link between institutions and individuals, their role is crucial

- Meeting between politicians and people: politics must enter into the situations

- Transversality: speak not only of individual aspects but issues common to most nationalities (work, homosexuality, feelings …)

- Leadership and collaboration: the figure of the individual who is not a member of any format but wants to participate

INSTANT BOOK: in a short time all of the most important ideas, discussion, conclusions, questions and plans will be documented in one comprehensive report -- printed and in the hands of participants when they leave.

RESOURCES

Immigration report of Provincia di Parma 2011;

www.loci.it - Open Space Technology - Guida all'uso – italian version of the handbook by Harrison Owen

www.openspaceworld.org

www.openspaceworldscape.org

Tales from Open Space, Harrison Owen, Abbott Publishing

"Open Space Technology: A User's Guide, Harrison Owen

Marianella Sclavi – Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte – Mondadori editore - 2003

Marianella Sclavi – Ciao mamma, vado in Cina – IPOC 2009

European Commission (2010). EUROPE 2020. A European strategy for smart, sustainable and inclusive growth.

European Agenda for the integration of Third-Country Nationals (2011)

7 INCLUSION OF MIGRANTS THROUGH MUTUAL RELIGIOUS UNDERSTANDING

ADDRESSEES

Churches and religious organizations, church representatives and leaders

AIMS OF THIS MODULE

- to increase the intercultural competences of religious representatives
- to improve their knowledge about different ways of how to involve excluded groups within their religious communities
- to share experiences
- to use innovative methodologies and approaches to intercultural dialogue in education
- to counter stereotypes in the society

TIMING

9 hours

REQUIREMENTS

Flipcharts, PC, projector, papers, pens

METHODS

Simulation exercise, group discussion, role plays, individual reflection, theoretical inputs, power point presentation

Introduction

Immigration is a permanent feature of European society. A critical aspect of managing migration is the successful integration of legally residing immigrants and their descendants. It is vital for Member States to maintain and further develop societies in which newcomers feel welcome, which are defined by a spirit of mutual understanding and accommodation, and where there are clear expectations of all residents — new and old. Integration takes place simultaneously at the individual, family, and general community and State levels. Consequently successful integration policy must engage the local, regional, and national institutions, with which immigrants interact, in both the public and private realms[1].

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1   Council of the European Union: Immigrant Integration Policy in the European Union. 14615/04 (Presse 321), available at:
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/jha/82745.pdf,

This module was developed in order to fill the gap within existing integration policies and involve religious leaders and representatives of churches in the process of integration of excluded groups and migrants to the society.

The National Needs Analysis, carried out within the Step In Project, generated various results. Concerning the migrants´ perspectives the analysis has shown that migrant´s lack of skills for successful participation is closely linked to the main barriers for participation:

(i)   lack of language skills,

(ii)   insufficient orientation in host country,

(iii)   lack of knowledge of the host country legal system). Religious representatives have the potential to acquire a role of "integration agents" and help them to overcome these barriers.

Theoretical background

Integration is a dynamic, two-way process, as declared by the EU Common Basic Principles on Integration. The degree to which integration initiatives can be regarded as successful depends not only on the actual participation of refugees or migrants in all aspects of social life, but also on the openness of that society. An important aspect of integration is whether the refugee feels accepted by the host community and has got the feeling that he or she is a part of the community[2]. Newly-arrived migrants, who are unfamiliar with their new host society, often seek support from religious communities, whose leaders can therefore play a crucial role in how migrants relate to and integrate into their host communities.

The role of representatives of religious organizations and churches in integration has not been so far widely recognized. Religious leaders have got the potential to influence the integration of foreigners, shape their values and thus activities targeting them should be complementary to all the integration efforts within the European Union.

The integration process consists of Participation, communication and emancipation. Stimulation of these processes helps to give meaningful content to an effective integration process[3]. Churches and religious organizations thus play an important part in the integration of excluded groups and migrants, since they, through personal contact, can offer guidance and support for them, but also by providing local communities with information and advice and by reminding them their responsibilities.

Religion has ambivalent social effects. On one hand, it can have an enormous cultural and social potential. With the help of religion, communities and societies can develop, citizens' social and civil engagement can be built up, and people can be motivated to cooperate. Religion may be unifying when establishing emotional ties between people and offering links with secular value systems, helping to structure or restructure social coexistence. On the other hand, religion can also separate people and have divisive effects when it obstructs processes of social integration or promotes processes of social segregation. In religious

2   VluchtelingenWerk Nederland: You need two hands to clap: Good practises in Integration from the network of the Dutch Council for Refugees.2005, p.5

3   Bono, A.: Study: Catholic churches key in integrating immigrants into U.S., 2006, available at: http://www.catholic.org/national/national_story.php?id=20973, 20.9.2012.

communities, newly-arrived migrants may seek to maintain their identities and build up unity, as well as to obtain practical support, guidance, and help for every-day life[4].

Still, many government agencies and municipalities do not pay considerable attention to the promotion of interfaith communication. Many integration policies in EU Member States follow the principles laid out in the common EU policy documents – e.g. protection of freedom of religion, non-discrimination and promotion of dialogue with faith organizations. However, according to the research report, the uneven attention paid to religious factors in national integration policy papers suggests that in most EU countries, immigrant religion leaders who wish and are able to act as integration agents may lack the political support, especially on a national level[5]. Migrant religious communities are also not recognized as integration actors in many EU Member States. At the same time, religious leaders lack information about the integration strategies or plans. Some of them already have some experience with Christian ecumenism or inter-faith dialogue, leading towards cooperation among diverse religions and are involved in the dialogue with leaders of different faiths.

We would like to note that the workshop module does not aim in any sense to discriminate those immigrants who are atheist and thus do not belong to any religious community. The module is simply a complementary effort along with all the other integration efforts within society. It does not aim to side-line immigrants not involved in faith communities, nor strengthen the role of religious representatives in their own communities. All immigrants need integration help and this module only creates a platform for developing a more tolerant environment for the benefits of the whole of society.

RELIGIOUS REPRESENTATIVES AS INTEGRATION AGENTS

Religion constitutes personal issues regarding the spiritual life of an individual. Religion affects a number of aspects of individual life, including the development of personal identity and the day-to-day aspects of living as a migrant in a European state. For many people, religion is a component of their personal identity. Their religion is the basis for their value system, which also shapes their daily life. Religion may also become an important part of the identity of a migrant even if he or she had rather little interest in religious matters until leaving his or her home country. In new situations, such as those incurred through the process of migration, having left behind family and social links, individuals may join religious communities more eagerly[6]. Religion can also create possibilities for a sense of belonging.

When individuals are discriminated against, oppressed, and persecuted on the basis of their self-defined or attributed belonging, their sense of belonging to a group is likely to gain in importance[7]. Scholars at first paid little attention to the religious aspects of migration and their sociological significance. Immigrants were mainly seen as guest workers, foreigners

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4   IOM: DIRECT: Dialogue for integration: Engaging religious communities, available at: http://www.iom.fi/images/stories/ publications/books/direct_discussion_paper_web.pdf, 30.09.2012

5   IOM: DIRECT: Dialogue for integration: Engaging religious communities, available at: http://www.iom.fi/images/stories/ publications/books/direct_discussion_paper_web.pdf, 30.09.2012

6   Peschke, Doris: The Role of Religion for the Integration of Migrants and Institutional Responses in Europe: Some Reflections, Academic journal article from *The Ecumenical Review*, Vol. 61, No. 4, 2009, available at: http://www.questia.com/ library/1G1-215061713/the-role-of-religion-for-the-integration-of-migrants, 20.9.2012

7   Gurr, Ted Robert & Pitsch, Anne (2003). Ethnopolitical conflict and separatist violence. In Wilhelm Heitmeyer & John Hagan (Eds.), The international handbook of violence research (pp.227-245). Dordrecht: Kluwer.

or ethnic minorities. Later on, some studies focused on their religion and cultural identity. Most of them were about Muslims, the development of their identity, the formation of their organizations and other aspects of the culture or structure of their religious communities[8].

Nowadays, more attention has to be paid to the role of religion leaders as integration agents.

POSSIBLE BENEFITS OF INVOLVEMENT OF RELIGIOUS LEADERS FOR MIGRANTS´ INTEGRATION

Our module is based on an assumption that migrant religious communities and their leaders can and do play a role in positively supporting immigrants' integration processes in a variety of ways. On a general level, religious communities can contribute to increased social capital based on the fact that they are constructed as social networks (with "memberships" and recognised authority figures) and by providing links to the wider community. [9]

Religious affiliation can contribute to creating and maintaining a balanced identity and provide a sense of belonging, which is important in particular for many migrants moving to new and unfamiliar societies.

Churches "reaffirm old traditions, practices and beliefs from migrants' countries of origin, and simultaneously expose migrants to the culture, institutions and traditions of their new home." Churches attract migrants because they "often provide a place of refuge and encounter for recent immigrants from similar backgrounds, provide tangible services to help them adapt to their life in a new country and offer a sense of community to those far from their place of origin," the study said.[10]

The module seeks to involve religious leaders in a debate on questions of religious practices in a multicultural society and to explore the response of traditional churches to challenges posed by growing migration. In particular, it considers the different forms of belonging which can be provided by a religious community and emphasize the positive benefits of the involvement of excluded groups into a religious community to both parts- migrants themselves, but also EU nationals-members of the church. The module builds on the benefits of being exposed to differences, reconsidering stereotypes, establishing new social connections, benefiting from new cultural traditions, and moving ahead towards diverse multicultural co-existence.

As stated in the Belief in Dialogue: A Good Practice Guide, produced by the Scottish Government[11], understanding, acceptance and respect develop when people get to know each other at a personal level.

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8   Penninx (Imes) a col: Policymaking related to immigration and integration:a review of the literature of the Dutch case, available at : http://dare.uva.nl/document/39852, 25.9.2012

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INTERFAITH (INTERRELIGIOUS) DIALOGUE

Cooperative, constructive and positive interaction between people of different religious traditions (i.e., "faiths") and/or spiritual or humanistic beliefs, at both the individual and institutional levels.

MULTI-FAITH APPROACH

Involving several different religions, while each of them on an equal basis

ECUMENISM

Initiatives aimed at greater Christian unity or cooperation. It is used predominantly by and with reference to Christian denominations and Christian Churches separated by doctrine, and practice.

Practical guidelines for the trainer

The module was developed in order to break stereotypes, promote European values of equality, tolerance, non-discrimination and mutual cooperation within core organizations of religious communities. Effects of reflection activities introduced in this module will further multiply in the future, since religious leaders have got a potential to reach wide audiences within their religious communities. They will be further trained with basic knowledge and examples of concrete activities, which they can use in their own communities to help integration of newcomers and overcome barriers that trigger full realization and fulfilment of their rights.

Our module thus focuses to build up:

- personal skills of a church representative and his intercultural competences
- give guidance of a concrete examples of activities that church representatives can use for better integration of migrants within the society and encourage multi-faith discussion
- enable understanding of EU values, the practices of diverse cultures and beliefs under the Charter of Fundamental Rights and basic rights and obligations

The module was designed to not be country specific and be universally usable within all the EU member states. However, due to the fact that the number of immigrants, their countries of origin, integration policies and church-state relations differ in each country, each member state can in the sense of more flexibility adjust the activities according to their priority needs.

TRAINER REQUIREMENTS

To meet sought aims, trainers need to reflect on participants' language skills, cultural background and level of integration to adjust the activities to the participants to better involve them into the active learning. Since the target group are churches and religious organizations, church representatives and leaders, a basic level of intercultural competences can be presumed.

The trainer has to have a certain kind of knowledge on immigrant issues, including research in the matter of media coverage of immigrants and should be thus aware of most common ongoing prejudices. The module is designed to be applied in a bottom-up approach, so it is practical to focus on the role of the religious group in the process of integration rather than on the question of state-church relationships or the question of official recognition of a specific religious group. The trainer has to be strong moderator to keep the module focused on positive outputs and the similarity of issues instead of challenging the opposite opinions. The general aim is to create an atmosphere that supports a sense of community in which people live together despite their different backgrounds. It is probable that some cultural barriers will not be overcome, but participants in the module need to be led to accept the opposite opinions. The trainer needs to be prepared to assess the participants individually in the matter of their expression during the course; he has to be able to encourage more passive or timid participants to express themselves: a good way is to assign them a more leading role during suitable activities. The time schedule is not binding. The trainer should be able to effectively react to the participants' feedback on the specific activities and not to cut off well running interactive activity.

A suitable start to the course is a brief oral presentation (sourcing from the module theory part), max. length 2 minutes followed immediately by the first warm up activity. When the warm up activities are carried out, there is a suitable window to serve a small buffet since sharing food and drink is a good icebreaker and gives the participants the time to socialize and reflect on the warm up activities.

There then follows the visit to the local place of worship activity. To keep the participants attention it is appropriate to combine the more passive activities ("Guidelines", "Lecture") with active ones (Role Play, "Visit of the local worship place"), so there is a good mix of learning. To keep the module sustainable, the trainer should present relevant stakeholders who could provide participants the assistance (NGO, administrative bodies¨) in dealing with integration issues.

Activities

WARM-UP ACTIVITIES

Name of activity	POCKET WISHES
Description	To provide more precise feedback enabling the proper evaluation, participants are divided to work in small groups of 3-5 people. They discuss firstly for 5 minutes what they expect the workshop will be about, what do they expect from the teachers and secondly what they expect from each other (e.g. that participants will respect the opinion of the others, will communicate with each other, etc.). Each group presents their expectations. Each participant is then asked to write down on a small piece of paper his or her expectations for his personal advancement or development after the whole module. They will wrap this small piece of paper and put it into their pocket. They will look at it again at the end of the whole module.
Duration	5 minutes discussion 2 minutes presentation 5 minutes reflexion
Aims	To encourage communication within the group, to facilitate discussion, to enable future evaluation, to collect information on the needs of religious leaders in order to adjust the curriculum accordingly
Guidance for a proper performance	
Materials needed	Paper, pens, flipchart
Methodology	Group discussion, oral presentation
Evaluation	The activity is designed to encompass individual expectations and adjust the programme accordingly. It will also help the trainers to evaluate the module at the end.
Suggestion	The previous expectations will be written down on the flipchart and used during the group discussion in frame of wrap up activities.

Name of activity	**AT FIRST SIGHT**
Description	This is an ice-breaker exercise. Each participant is asked to write down 3 sentences about his or her religious community or any religious community if he/she is an atheist. Two of the sentences have to be true and 1 of them has to be false. Other members of the group are asked to guess which sentences are the false ones and which religion do the persons represent. This activity can of course reveal several stereotypes, so it is essential to handle with special care. The trainer needs to be able to bridge the existing differences by emphasising the common goal, which is to create an atmosphere that supports a sense of community in which people live together despite their different backgrounds and not to promote an argumentative debate, comparing different points of view. The trainer needs to be strong moderator.
Duration	5 minutes preparation 15 minutes asking questions
Aims	To get know each other, to start the communication within the group, to build group dynamics
Guidance for a proper performance	
Materials needed	Papers, pens
Methodology	Group discussion
Evaluation	The trainer should presume possible stereotypes that could lead to the atmosphere of discontent and be prepared to lead the activity towards mutual respect. A good thing to do is desk research through mainstream media concerning migrants in general or individual religious group. The trainer needs to be prepared to keep the activity mutual understanding oriented, since it is safe to say that negative aspects of on-going stereotypes are very similar regardless of religion. This avoids the possibility of reducing feedback to single point of view or to lead a confrontational debate

Name of activity	**UNITED IN VALUES**
Description	Participants are asked to write down 5 values, which are the most important for their religions, e.g. love, honesty, family, peace, tolerance, etc. They present their ideas and the teacher counts how many of them and which ones are common. The teachers write those on a flipchart and reveal the results after the exercise. Participants are asked to reflect.

Duration	5 minutes preparation
	20 minutes presentation
	5 minutes reflexion
Aims	To overcome differences between different religions by focusing on common grounds, to identify common grounds of religious similarities, to realize the common goal that every religion can work on, to establish common ground and shared values and interests
Guidance for a proper performance	
Materials needed	Flipchart, papers, pens
Methodology	Group discussion, presentation
Evaluation	The trainer needs to have prepared an actual life situation example regarding an immigration issue and values that had been established to be in common. With a presumed huge base of values in common, the diversity of the interpretations can be clearly presented and reflected on. (Example should not involve any concrete religion. f.e. young migrant staying irregularly worked illegally without a labour contract. In the course of this job, he suffered from work accident during which he got his arm broken. He has no legal healthcare insurance; the employer denies not only the legal liability but the existence of the job in general. The employer has failed to pay three months salary, so the migrant is in deep social exclusion. But instead of focusing on the current issues the migrant got himself the habit of an alcohol abuse that has made him very uncooperative and unreliable. How would it be possible to help him? And where are the limits of assistance to be provided in regard to the behaviour of such person in need (presuming that client had known that was staying illegally and working without a contract and have not done anything to solve such issues?)

REFLEXION ACTIVITIES

Name of activity	**VISIT TO LOCAL PLACE OF WORSHIP**
Description	The whole workshop group is invited to visit local church, synagogue, mosque or a Buddhist centre. Lecturer is responsible to arrange the visit and has to negotiate the terms of such visits in advance. To meet proposed aims, should be the visit guided, what of course needs to be negotiated in advance with relevant religious authority.
Duration	2 hours

Aims	Identify and challenge specific prejudiced attitudes and behaviour
	Give insight and empathy into the experiences of others
	Create an understanding of difference
	Encourage and build friendships across divisions which would create long-term mutual trust
Guidance for a proper performance	
Methodology	Local religious leader, who is a head of the worship place, should explain the basic conditions for entering to the others in advance, such as people are expected to cover their hair, remove their shoes etc. After this information, we expect that participants will be more comfortable with the visit.
Evaluation	After the activity, participants are asked to give feedback on lessons learned Trainer ascertain the situation in order to understand their respective viewpoints and the basis for their opinions, feelings, attitudes and actions The activity needs to follow up the output of previous activity (United in Values), lecturer needs to be able to link the given guidance with previously established common base of values and actual immigration issues. A good thing to do is to have prepared so called "leading question" such as: "How to implement specific values (f.e. the respect to the elders) on a group of unemployed young migrants who are in social exclusion and spend their time on the streets? How to promote the respect for the elders and what part should the religious community play? Is negative motivation (community exclusion) enough?

Name of activity	GUIDELINES FOR RELIGIOUS ACTIVITIES
Description	Teachers will provide basic information about the important role of religious leaders in integration and will show best practice of already existing activities from different countries. These may include encouragement to enter and encourage participation of migrants in the "church days" once a month, which involve working together within the community on a specific task which is needed for the church, e.g. working in the church garden, cutting the lawn, etc., "children sleepover in the church" to encourage social contacts through friendships of small children; give migrants specific tasks within the church community, e.g. collecting money, in order to give them responsibility; "grandparents for rent" activities to involve older members of the church with a lot of free time to serve as grandparents for migrants with small children who have to work, "personal angel"-everybody draw lots a name of other member of the church, but does not reveal who is whose angel.

Description (continued)	His task is to help the person secretly in any possible way he might need etc.

After the lecture, participants are encouraged to ask questions and share their own best practises with the others. |
| Duration | 60 minutes lecture

60 minutes discussion |
Aims	To share good practice amongst each other; to enable learning from experience; to get new ideas and practical examples from different countries as a source of inspiration
Guidance for a proper performance	
Materials needed	PC for PowerPoint presentation, projector
Methodology	PowerPoint presentation, Lecture and discussion
Evaluation	The lecturer needs to be able to present the theory part of this module in brief and precise oral presentation. He can find out the good practice examples in set of resources such as:

IOM, DIRECT: Dialogue for integration: Engaging Religious Communities. [online] available at http://www.iom.fi/images/stories/publications/books/direct_discussion_paper_web.pdf, p. 23 or f.e. Commission for State Support to Faith Communities in Sweden, the Council For Religious And Life Stance Communities in Norway, "the Miracle project" ran by CCME http://www.ccme.be/areas-of-work/uniting-in-diversity/miracle or Adventist Church in Finlad "Feel Good Day." |

Name of activity	**LECTURE ABOUT CITIZENSHIP**
Description	External experts, lawyers will be invited to give lectures on the basic requirements to get visa/long term residence permit/citizenship in respective countries. Lecturers will emphasize topics such as freedom of religion and its possible conflicts with other rights, provide examples of concrete cases, such as Danish cartoons case, and participants will be encouraged to ask questions and involve into the discussion.

Topics include labour market, education, police, housing, culture and identity, tips for funding of religious organizations and tips how religious organizations can cooperate with each other and with the secular society. Important aspect discussed would also be the relationship with media. Lecture should pay attention to a real life situations brought up by the participants |
| Duration | 60 minutes lecture

60 minutes discussion |

Aims	To increase knowledge of the religious representatives about the basic core European values, to enable better integration into the society, to provide space for discussion and sharing of ideas.
Guidance for a proper performance	
Materials needed	PC for PowerPoint presentation, projector. Lecturer needs to be familiar with migrants' real life issues in the majority society and has to be able to bring such issues up in the lecture.
Methodology	PowerPoint presentation, lecture and discussion

Name of activity	**THE ROLE GAME**
Description	Participants draw lots a role within the society. All relevant migrants social groups should be included (age-young/old, regularity of the residence- regular/irregular, health-healthy/ill, social position, religious group etc).They are asked questions and invited to the real life situation problems (f.e. the simulation of attending at the labour office or police station or social security office) in order to empathize better and get accommodated with the role, e.g. what does your usual day look like, what do you wear and what most common problems you have to face to overcome real life stereotypes etc.

Afterwards, they are asked, according to the conflict spectrum method to respond on different conflict issues, such as divorce, gay rights, gender equality, demonstrating their attitude according to the position where they stand in the room. The trainer then interviews participants about their viewpoints, posing questions: What do you think about your own role? What do you think about the views of the others? The exercise is built on countering stereotypes about the position of certain person, but also on reflecting about the views of the others. |
| Duration | Preparation 5 minutes

Questions 25 minutes

Reflexion 15 minutes |
| Aims | Strengthen everyone's sense of identity

Identify and challenge specific stereotypes

Give insight and empathy into the experiences of others

Create an understanding of difference |

Guidance for a proper performance	
Materials needed	No material is needed, but the trainer is expected to be familiar with the ongoing or potential conflict issues in the matter of integration, not only divorce or gay rights, but also on adoption, the role of the state in the integration process, the role of the migrants, the Police attitude towards the migrants etc (in dependence on the national needs). The trainer needs to have a portfolio of such issues prepared. In the simulation exercise, the trainer needs to be prepared to play the role of the official.
Methodology	Simulation exercise, role play, conflict spectrum method (to take a physical position in the room demonstrating where they stand on a particular issue). We do not recommend bringing up the issue of the official recognition of specific religious groups since it is too sensitive.

EVALUATION ACTIVITY

Name of activity	QUESTIONNAIRE
Description	Participants are provided with questionnaires to evaluate the outcomes of the course on three levels: performance of the teachers, their personal advancement, and contributions to their day-to-day work within their religious communities. Questions will monitor both the background of a participant (age, religion, nationality) and the knowledge (self-assessment of knowledge before and after the training), missing topics, most interesting activities, atmosphere and mutual cooperation, and future plans to discuss the content with their religious communities.
Duration	20 minutes
Aims	To enable proper evaluation and give feedback to the trainers, to improve the structure and content of the module for future purposes.
Guidance for a proper performance	
Materials needed	Questionnaires
Methodology	Trainers distributes questionnaires, participants fill it in. Participants have to rate their satisfaction on a scale 1-5, 1 being poor, 5 excellent.
Evaluation	Trainers sum up the questionnaires and give feedback on how successful was the training.

WRAP-UP ACTIVITY

Name of activity	MAINTENANCE OF THE NETWORK
Description	Participants are asked to think of the best way how to stay in touch and continue with exchanging ideas, communicating with each other in the future. They can choose one of the forms, e.g. exchange of email contacts, addresses, setting up a group page on Facebook etc. Every participant will receive a certificate of participation.
Duration	30 minutes
Aims	To ensure sustainability of the module for future purposes. To motivate participants to take part in the training. To disseminate information about the project and module.
Guidance for a proper performance	
Methodology	Moderated group discussion, the trainer should be prepared to emphasize the benefits of mutual know-how dissemination and to sum up the outputs gained in previous activities. It is important not to pressure the participants, but the trainer should propose the possibility of networking.
Evaluation	There might be one volunteer who would like to coordinate these efforts and take a lead in future cooperation or organize another meeting once the module is over. He can be also responsible to monitor the development of the network after 6 months after finishing the project. If there is on one to volunteer, the trainer should reflect on him/her organising the next meeting.
Suggestions	The trainers can sum up the information provided during the training and send it to the participants through emails or they can create an interactive textbook, with a possibility to fill in/correct exercises, which can be further distributed also to the members of respective religious communities.

Sustainability

An important question concerning the whole module constitutes the problem of how to include the contents and results of this module in everyday work of religious leaders and in their working environment.

We will ask the question if the fundamental rationale of the project module is justified- that educating religious representatives will enhance their communities´ integration and how could the project be implemented in order to reach most sustainable outcomes.

The forum created during the module is an important first step for similar activities in the future. Participants are identified, they get an opportunity to meet together with people of different beliefs, learning from them and about them. They create networks for future

cooperation. They are trained themselves and become "integration agents", thus their ideas will be multiplied in their own religious communities and further disseminated.

In order to reach the most sustainable outcomes, the target group must be willing to cooperate and be motivated to accept the views of the others. As learned from experiences of similar projects conducted in this field, such as "Integration: A Multifaith approach" Project[12], the willingness of religious leaders to cooperate depends on their own interest and level of active participation in the society in general, and can only be guaranteed through comprehensive communication from the beginning of the project. Cultural sensitivity should be considered as essential.

 The participants thus receive knowledge about core European values and can become ambassadors for their own religious communities. Providing them with a space for discussion and presentation of their ideas can foster mutual trust and give them a feeling of being important and heard. The workshop module can serve as an inspiration for the continuation of these trainings in similar projects in the future. The project will also continue through the activities of religious representatives in their religious communities.

In regard to financial sustainability, the applicant and partners will seek funding in other sources, such as UN, national or other EU bodies. Since limiting unfounded negative stereotypes about migration in order to facilitate the fair and proper reception is in accordance with overall objective and the very principals of the EU, there shall be always need for this kind of activity to limit the potential social tensions.

In regard to institutional sustainability, each participant and stakeholder will gain know-how, which can be used to continue to support this kind of education in the future. All the materials, know-how and network of contacts established in the frame of the project can easily be used again in similar type of action.

We hope that the addressed target group can take part in public discussion on the interaction of religion, migration policy and integration and can present point of view respecting the seriousness of tolerance, equality and respect for basic human rights and freedoms. The EU will have to react on the amount of xenophobic tendencies which can be easily demonstrated by recent events. The uprising of xenophobic political movements due to the economic crisis is without question. The facilitation of these workshops can be the first step to overcome the suspicion and mistrust and enable a forum for sharing of ideas and building mutual dialogue.

12   IOM : Integration: A Multifaith Approach 2007-2009 Project Report.2009.

8 MENTORING: A GUIDE TO GREATER CIVIC PARTICIPATION

ADDRESSEES

This toolkit provides an outline of elements of an effective mentoring programme. The toolkit is dedicated to **education providers**; however the final beneficiaries are **adult migrants and ethnic minorities**. Indeed, building a successful mentoring programme is challenging and requires good planning, honest engagement, which is comfortable in offering and receiving constructive criticism. Therefore, this toolkit is structured in a way to provide support for those who are starting a new mentoring programme, and for those who seek to improve their on-going programmes. In addition, this toolkit is dedicated to people with an interest in receiving mentoring, becoming Mentors or establishing mentoring arrangements.

AIMS OF THIS MODULE

The main aim of this toolkit is to develop a generic scheme for a mentoring programme which will help in building and promoting inclusive societies through empowerment, active citizenship and the promotion of civil, political and economic integration across EU.

Objectives:

1. Knowledge sharing

    Provision of insight knowledge and understanding of principles of a mentoring relationship

2. Knowledge Gain

    Provision of background information about the core elements of a mentoring programme

3. Share the practice

    Provision of practical knowledge and advice on how to establish, maintain and develop mentoring programme

As a less structured and more learner-driven activity, mentoring allows Mentees more control over the topics covered during the mentoring sessions. Effective relationship between Mentor and Mentee offers a comfortable and culture responsive environment for constructive criticism, which is based on equal relations and support.

The toolkit can be read as a whole, or in separate sections dedicated to Mentors, Mentees, and Project Co-ordinators.

Introduction

Despite migrants and ethnic and cultural minorities constituting an important proportion of society in European countries, their civic engagement is very low. Indeed, the low level of migrants' and ethnic minorities' participation in civic life provides evidence of their exclusion and social isolation. Furthermore, it has a negative influence on social cohesion and social justice.

Therefore, the aim of this mentoring programme is to empower migrants and ethnic minorities through the provision of knowledge and competences, and thus improve their greater civic participation and representation in civic life of host communities in the EU. As mentoring is based on a trusting and mutual relationship, it will enable participants to develop a greater understanding of how to engage in civic structures of host European countries.

As such, it will provide the foundation for acquiring broader civic competences, empowering migrants and ethnic minorities to become more active and equal citizens. Thus, widening access to civic competences through mentoring training will strengthen migrants' and ethnic minorities' social inclusion and equality. In addition, greater civic competences and therefore participation in civic life can serve as a facilitator, broker or bridge linking together capacities and levels of actions of diverse communities to broader structural change.

Greater equality and social inclusion is the over-arching principle of this mentoring programme. Developing and promoting equality should be embedded in all practices and activities of a mentoring programme to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. Therefore, equality as a principle for mentoring will play a crucial role in providing a common understanding of how to address cultural, political and social differences equitably and celebrate cultural diversity.

A productive Mentor and Mentee relationship offers a positive and comfortable environment for constructive criticism in order to empower the Mentee through the support and the development of skills and knowledge. Mentoring is based on an exchange of knowledge, skills and mutual respect. An effective mentoring programme ensures that Mentee's needs drive the programme. Learning through a mentoring programme is cooperative, collaborative, and community-oriented.

Planning

The following table presents different stages of the planning involved in a Mentoring Programme. It provides a route map for this toolkit. It illustrates single steps within this mentoring programme.

Each step is provided with a description of how much time it will be required to complete it. Please note that these are rough estimates only.

TASK	DESCRIPTION	TIME PERIOD
PLANNING		
Pre-Programme Development	Conduct a needs assessment for Mentoring Programme Develop the budget for your Mentoring Programme	Months 1-2
Planning Structure of Mentoring Programme	Determine the purpose, type and structure of the Mentoring programme Assign/Hire Project Coordinator Make a plan for monthly, weekly and daily activities	
MENTOR/MENTEE RECRUITMENT PROCESS AND SELECTION		
Marketing Strategy Dissemination information of Mentoring Programme	Make contacts with potential recipients of the programme via email, phone, flyer, newsletters, face to face conversation etc Organise marketing campaign to inform about your programme	Months 3-4
Mentor Recruitment	Set up recruitment process. Identify the selection criteria for a mentor. Set up screening procedures	
Mentee Recruitment	Set up recruitment process. Identify the selection criteria for a Mentee. Set up screening procedures	
Mentor/Mentee Matching criteria	Establish matching criteria and Match Mentee and Mentor on the basis of information from application and by interviews.	
ORIENTATION AND TRAINING		
Pre-Orientation and Training	Identify trainers. Organise training session and supportive materials	Month 5
Training session	Organise training session to support Mentor and Mentee Organise on-going support for Mentor and Mentee	
ONGOING MAINTENANCE AND SUPPORT		
Additional Mentor Training and Support Session	Establish a mechanism for regular contact and feedback from Mentor and Mentee Provide a support to Mentor and Mentee	On-going

TASK	DESCRIPTION	TIME PERIOD
	EVALUATION	
Evaluation	Review programme progress and refine it as needed	On-going
	Measure outcomes and conduct evaluation	
	Reflect upon your findings	

Resources

Good resource planning should demonstrate adequate funding and staffing. Well managed programmes control project resources and costs to ensure that expenditures are efficient.

What kind of resources can be involved in setting up a mentoring scheme?

The budget for a Mentoring Programme should include on-going income and expenditures. Before you start, develop a finance plan considering the following points:

- Develop a programme budget
- Determine the amount of funding needed to start and sustain the programme;
- Identify and secure funding stream needed to start and sustain the programme;
- Determine the amount of time each funding source can be expected to provide resources
- Establish internal controls and auditing requirements
- Establish a system for managing program finances

The table below shows example of diverse resource that may be involved in setting up and maintaining the mentoring programme. Please note that this is not a full list.

Income	Expenditures
Identify possible funding sources Ensure continuity of the funds	Staff cost: Project Coordinator, Administrator Office rent Utility bills: telephone, electricity Printing/paper Information materials: leaflets, promoting materials Travel expenses for Mentor and Mentee Equipment: computers, printers Others: dissemination event

Theory of Mentoring

TYPES OF MENTORING

In general, we can distinguish between two general types of mentoring programmes:

- **Formal Mentoring** is a result of planned, organised and structured meetings between a Mentor and a Mentee

- **Informal Mentoring** is a result of unstructured but frequent contact between a Mentor and a Mentee over an extended period of time.

In addition, we can distinguish between different forms of mentoring based on the mode of communication they are using.

Face to face

This is the traditional form of mentoring, which involves one-to-one and personal meetings between Mentor and Mentee.

Group mentoring

This type of mentoring involves individuals working in groups. This form of mentoring helps Mentors to reach a larger number of Mentees. In addition, it allows Mentees to work in teams to support each other as part of the learning process.

Online mentoring

This type of mentoring enables a mentoring relationship via emails or online communicators. This form of mentoring is suitable for people who cannot meet face to face. Thus, it can serve as an alternative for traditional face-to – face meetings.

Community-based mentoring

This type of mentoring programme is taking place in Mentors and Mentees' community. This can be the neighbourhood community, school based community, local community etc.

Blended mentoring

This form of mentoring involves different forms of communication including face-to-face, online or group meetings.

The above styles of mentoring depend on different modes of communications and meetings. In choosing an appropriate form of mentoring, Mentor and Mentee should consider the time they are able to dedicate to mentoring and a mode of communication, which works for them the best. Mentor and Mentee should choose the one, which suits their needs and requirements.

Diverse Actors of Mentoring Programme

1. Mentor
2. Mentees
3. Project Co-ordinator
4. Trainers

Referral Agencies

Organisations which your project develops strong partnerships with and they recommend or suggest Mentors and Mentees to the Mentoring Programme. These may include: Job Centre, Adult Education Providers, NGO's working with migrants or ethnic and cultural minorities etc. Please note that the list of referral agency institutions will depend on the context of each host country.

The Role of the Mentor

SERVING AS TRUSTED ADVISOR

One of the key roles of a Mentor is to provide the Mentee with necessary advice and general guidance on structural and institutional mechanics of civic society. Indeed, greater knowledge of policies and legal regulations affecting community development has an impact on migrants and ethnic minorities understanding of the importance and benefits of their civic engagement.

Therefore, the Mentor's role is to expand Mentee's civic skills and competences by providing advice on rules, norms and forms of civic participation available to migrants and ethnic minorities. However, a good Mentor does not only advise the Mentee but also listens and acts as a sounding board by providing a space to talk in confidence about challenges and barriers which are encountered by migrants and ethnic minorities. By doing so, the Mentor is helping the Mentee not only to express their concerns, but also supports them in finding a solution to their problems.

Mentors also help the Mentees in identifying and addressing the gaps in their knowledge, skills and competences in order to facilitate their self-development. This is to ensure that decisions about the objectives and goals of the mentoring programme are made proactively and that there is an equal contribution by Mentor and Mentee to the programme. Importantly a Mentor takes time, agreed in advance, to build a relationship of advice and trust with a Mentee so that honest, effective conversations can be developed but without a relationship of dependency.

SHARING KNOWLEDGE

Good Mentors share information, ideas, networks, understandings and stories; and provide insight into political and civic engagement to their Mentees. The process of knowledge sharing should be proactive and focus on capacity building and Mentee's needs.

This includes discussions on the learning process, question and answer sessions or sharing good practices. This form of knowledge exchange enables the Mentee not only to gain theoretical, but also practical knowledge about diverse forms of civic engagement.

Therefore the Mentor provides the Mentee with useful guidance on good practices as well as the possible pitfalls of their actions or activities. This provides the Mentee with a greater understanding of the rules, norms and forms of civic engagement and builds more confidence for greater civic participation.

CULTURE RESPONSIVENESS

To maximise learning opportunities for Mentees and to ensure that the mentoring relationship is based on mutual respect, the Mentor should gain knowledge of cultures represented by the Mentee and adapt learning methods so that they reflect ways of communicating and learning that are familiar to Mentee. Therefore, the Mentor should recognise the importance of including a Mentee's cultural references in all aspect of the mentoring relationship.

The Mentor develops a learning environment that is relevant to and reflective of the Mentee and their cultural and social experiences. They act as guides, mediators, consultants, instructors, and advocates for Mentees, helping to effectively connect their cultural and community-based knowledge to developing their civic competences and skills.

MEDIATING AND PROTECTING

A Mentor can help their Mentees by acting as a mediator, if appropriate. As such, they might sometimes help Mentees to deal with a difficult situation by mediating with other institutions on their behalf, or by acting as a broker between different individuals or groups.

BENEFITS OF BEING A MENTOR

- Personal satisfaction from assisting professionals in migrants and ethnic minorities' civic engagement

- Fresh ideas/perspective plus cutting edge information from a professional

- Working in a different field or role

- Enhanced professional network

- Career enhancement (an addition to the CV!)

- Contribute to greater social cohesion and social justice

MENTOR'S COMPETENCES

Culture responsiveness: mentors should be able to create an environment that encourages and embraces the culture of the Mentee. The Mentor should use the Mentee's cultural experiences as a foundation upon which to develop their civic knowledge and skills.

Be approachable: In order to maintain communication, the Mentor should be able to communicate with the Mentee on a regular basis. A good Mentor should maintain personal

and professional boundaries, but simultaneously he/she should not be too distant or unapproachable.

Effective communicator: Mentors should be able to listen with an open mind and not be judgemental demonstrating interest/attention, as well as encouraging the Mentee to speak and participate in the discussion. By analysing what the Mentee is saying, the Mentor should reflect on it, preparing responses accordingly.

Strong interest in developing others: Effective Mentors have an innate interest in helping others to recognise and achieve their potential. This instinctive response is important in order to establish and maintain a Mentee's self-confidence.

Flexibility: The breadth of a Mentor's competency framework reflects the complexity of their role. More than any other role in development, mentoring demands a high flexibility and attention to the Mentee's evolving needs.

Equality: As a principle of a mentoring relationship equality should be embedded in all stages of development of mentoring programme. This is to ensure that the mentoring relationship is cooperative, collaborative, and proactive.

GOOD PRACTICES FOR MENTOR

Do…

- Listen to your Mentee's needs and respond to them accordingly

- Share knowledge, experience and good practices with your Mentee

- Provide support for your Mentee in a way which answers their needs

- Maintain regular contact with your Mentee

- Maintain confidence and trust on issues, challenges and barriers discussed during the mentoring programme

- Engage interactively and pro-actively with your Mentee

- Acknowledge diverse cultural needs of your Mentee

Do NOT…

- Assume that there is only one 'best' way to help solve a problem – be reflective and critical and proactive in your mentoring relationship

- Give orders to the Mentee but maintain mutual respect

- Assume that mentoring always works – be critical2 to your actions

Role of Mentee

COMMITTED

A good Mentee is committed to the programme and is willing to learn and accept constructive criticism from the Mentor. In addition, the Mentee should attend all meetings

and appointments as previously scheduled and agreed with the Mentor. This requires the Mentee to be mutually engaged and dedicated to the mentoring programme in order to fulfil the aims and objectives of the programme.

PROACTIVE PARTICIPANT

A Mentoring programme is based on partnership work and cooperation between a Mentor and a Mentee. This requires the Mentee to be actively involved in the process of decision making with respect to the aims and objectives of the mentoring programme with the Mentor. This is to ensure mutual engagement and cooperation between both actors.

CURIOUS

Curiosity helps enable a strong learning relationship and advances learning. Come to meetings prepared with specific questions, tasks or needs. Be aware that the mentor may not have all the answers but a good mentor should point the Mentee in new directions and also give of their own experience. Be prepared to ask for examples and to listen to stories.

BENEFITS OF BEING A MENTEE

- Increased insight knowledge and skills enabling greater civic participation

- Increased feeling of self - confidence and self – worth.

- Receiving first- hand advice from a more experienced Mentor

- Expansion of networks/contacts facilitating civic engagement

- Development of wider professional knowledge

GOOD PRACTICES FOR MENTEE

Do...

- Make time for mentoring – Always ensure that you complete all tasks, attend each meeting previously agreed with your Mentor.

- Agree on the needs and objectives with your Mentor when establishing the mentoring relationship. This is to ensure that you and your Mentor are clear about the expectations of the programme.

- Be open to new ideas and willing to learn new skills and civic competences

- Listen to advice and feedback with an open mind.

- Commit to maintain regular contact with your Mentor.

- Prepare for meetings, possibly with questions sent in advance so your mentor can also take time to think and prepare.

- Be active and proactive within your mentoring relationship.

Do NOT...

- Expect your Mentor to have all the answers and don't assume that your Mentor has 'the best solution' for the challenges you may be facing.

- Critically assess your Mentor's advice.

- Assume that mentoring always works as everyone has different learning styles and this may not be the most suitable for you.

- Forget that Mentors learn from Mentees too.

The Role of a Project Coordinator

The properly structured co-ordination of a mentoring programme is essential, as the programme will stand little chance of succeeding unless this is done. Therefore, each mentoring programme should have a designated person responsible for the local co-ordination of its own project.

The Project Co-ordinator can either be a full-time or part-time responsible person (depending on the number of Mentors/Mentees involved). The general role of a Project Coordinator is to coordinate and facilitate the mentoring programme.

Recruiting participants

Setting recruitment procedures and developing criteria for Mentors and Mentees.

This requires the Project Coordinator to identify the key skills and competences of Mentors and Mentees that are crucial for a mentoring programme. In addition, the Project Coordinator will need to choose an appropriate screening process to ensure that both Mentees and Mentors meet the requirements of the person specification.

Arranging and coordinating training sessions for a Mentor and a Mentee

Arranging and coordinating training sessions requires the Project Coordinator in the first instance to assess and identify the Mentors' and Mentees' training needs and then select appropriate trainers.

Providing regular support for a Mentor and a Mentee.

Implement on-going training and professional development.

Both Mentor and Mentee should have on-going access to support materials, resources and advice during the mentoring programme. This should be arranged by the Project Coordinator. It should not be too onerous but should be sufficient to allow the pairings to know that they are part of a wider network of participation

Co-ordinating monitoring and evaluation processes

A strategy for monitoring and evaluating impact should be designed in to the mentoring programme. The Co-ordinator should monitor both Mentor's and Mentee's activities and maintain evidence-based reports to elicit a more in-depth assessment from the Mentor and Mentee.

Managing the budget – Manage programme finances

Good financial planning and management ensures the smooth running of the mentoring programme. This involves adequate management of funding, staffing and control of the project costs. (See Section One: Resources)

Coordinating administration duties related to the programme

This involves ensuring the smooth running of the programme and management of day-to-day administrative tasks.

Establish a public relations/communication strategy

The publicity of the programme may have a positive impact on its success. Therefore, the Project Coordinator should ensure sufficient marketing and dissemination of the mentoring programme to a wide range of audiences.

Ensuring that principles of equality, culture responsiveness and mutual respect are maintained throughout the mentoring programme

Mentoring relationships should be based on participatory practice aimed at empowering migrants and ethnic minorities. The principles such as equality, culture responsiveness and mutual respect play a vital role in building structures that support participation, co-operation and common understanding.

BEST PRACTICE

In order to gain greater credibility of the mentoring programme the Project Co-ordinator could, where available, seek accreditation of the programmes in lifelong learning national education institutions.

This could enable migrants and ethnic minorities to gain certification and greater credibility of their civic competencies and knowledge.

SELECTING A MENTOR

Selecting a good and effective Mentor is one of the key factors that will have an impact on the success of your mentoring programme. Therefore, you need to ensure that the recruitment process scrutinises potential Mentor's skills and competences but at the same time does not discourage them with numerous forms or applications. In addition, you should focus on the key competences, skills and knowledge that are crucial for your Mentor.

Mentors can be recruited from a range of disciplines/careers with the primary aim of ensuring that they can provide a pool of Mentors which will enable a satisfactory matching with the Mentees. However, considering the aims and objectives of this toolkit, it may be desirable to recruit some Mentors who were migrants themselves or are a member of an ethnic minority background and who are now integrated in their local community. This kind of peer mentoring can be very powerful.

CHARACTERISTICS OF A GOOD MENTOR

Level of education – The Mentor's level of education will provide information on their education background.

Professional experience and expertise – A Mentor's professional experience will provide you with information on how many years working experience they have and where they previously worked.

Communication skills – One of the key required skills of a Mentor is to communicate effectively with the Mentee. Therefore, it is important to ensure that the potential Mentor is able to listen with an open mind and demonstrate interest and attention.

In addition, this toolkit's target group are migrants and ethnic and cultural minorities, therefore the Mentor should recognize the importance of including the Mentee's cultural references in all aspects of learning.

Culture responsiveness – The Mentor should be aware of the Mentee's cultural background and experiences in order to ensure that the Mentoring Programme embraces varying socio-cultural backgrounds and experiences that the Mentees come from.

Disclosure Check – as appropriate.

Commitment/Dedicated time to give to Mentee – A good Mentor should be approachable, thus it is important to assess the time that the potential Mentor can dedicate to Mentoring.

SELECTION CRITERIA FOR MENTEE

The aim of the recruitment process for a Mentee is to ensure that it scrutinises skills, knowledge gaps, and training needs of a potential Mentee. In addition, it is to ensure that potential Mentees express their interest and commitment to the programme. Finally, the information from the Mentee application form can be used in future matching processes of the Mentor with the Mentee.

Skills & Qualifications – Information about Mentee's skills and qualifications can provide a good background to assess the gaps and training needs.

Expectation from Mentoring Scheme – Information on a Mentee's expectations can be useful to establish the scope, aims and objective of the mentoring programme and whether or not the programme is suitable for the mentee.

Commitment/Dedicated time for Mentoring – This is a crucial element of the success of a mentoring programme, thus, the recruitment process should provide information as whether the Mentee is committed to participate and complete the programme.

Other Skills:

Communication Skills: (Fluency in the language of the host country, if feasible) – Understanding, listening and taking a pro-active role in the discussions.

Curiosity: Eagerness for learning and growing in participation and civic life.

The Screening Process

This section briefly describes three examples of a screening process: application form, interview, and reference/background check.

You may use all of those three procedures in your mentoring programme; however you should keep in mind not to discourage your potential candidates with numerous procedures or forms to complete. In the process of decision making about suitable screening processes, you should think about the needs of your programme and the best ways to meet them.

Screening procedures are to ensure that both Mentors and Mentees have key competences, skills and knowledge that are required for an effective mentoring programme. In addition the process will help ensure a safe and constructive environment in which the mentoring relationship can take place.

There are several screening procedures, which you may use in your mentoring programme, these include:

Completed application form – The information provided on the application form will help you to decide whether or not a potential Mentor or Mentee meets the requirements of the programme in order to take part in it or not.

Face-to-face interviews with prospective Mentors/Mentees – Similar to the application form, an interview will enable you to see whether the potential candidate is suitable for the programme. In addition, an interview is a good opportunity to have a conversation with the potential Mentor/Mentee in order to form an opinion about their communication skills or expectations towards the programme.

Reference and background checks – The aim of a reference and background check is to ensure that the information provided on the application form or during the interview is factual.

Confidentiality – The information provided both by Mentee and Mentor should be treated in STRICT CONFIDENCE and should be used only for the purpose of the mentoring programme. Mentors' and Mentees' personal data should not be shared with any individuals outside the mentoring programme.

The Matching Criteria

Once Mentors and Mentees are selected, the next step is to match a Mentor with a Mentee in a way which best meets their needs.

Appropriate matching of Mentee and Mentor is crucial to the Mentoring Programme and is key to help form constructive mentoring relationships.

Gender – You may consider matching a Mentor and a Mentee of the same gender to balance power relations and to ensure partnership work between them. For example, women of an ethnic and cultural minority background may not feel comfortable with sharing their experiences or concerns with male Mentors.

Ethnic background/language spoken apart from English, if feasible – The target group of this toolkit are migrants or ethnic and cultural minorities who may not be fluent in the language of their host country.   Therefore, matching a Mentor and Mentee of the same language, if feasible, can facilitate the communication and cultural understanding between them.

Professional Interest/Expectation: Matching a Mentor and Mentee with the same interests can help ensure that their needs and expectations towards the programme will be met.

Dedicated time for mentoring: Matching a Mentor and Mentee who have similar working hours and patterns may make it easier to arrange the same time slot for the Mentoring Programme.

You may wish to consider:

Individual Preference: Both Mentor and Mentee may have individual preferences to work with each other; therefore, it is good practice to encourage them to investigate this.

Example Session Timetable

09:15 – 09:20	Introduction to the session
09:20 – 09:35	Ice breaking exercises
09:35 – 10:40	Who is Mentor/Mentee? What is Mentoring?
10:40 – 11:00	Break
11:00 – 11:15	Find someone who is …
11:15 – 11:30	Introducing types of mentoring
11:30 – 11:45	Setting up a Mentoring Agreement
11:45 – 11:55	Feedback session
11:55 – 12:10	Evaluation
12:10 – 12:20	Closing of the session

General Notes to Trainer

The structure and content of each training session will depend of the specific needs of the group you will be working with. For example, the structure of the training will depend on whether the training is dedicated to youth migrants, adults or professionals. Therefore the training manual in the first instance provides a description of the key information which each training session should include. Next, the manual will provide an example of a training session dedicated to young migrants.

GENERAL CONTENT OF THE TRAINING SESSION

In general, the training session should consist of four main parts including:

Part One: Icebreaking Session

The aim of the icebreaking session is to get to know the participants better and to help them relax. The activity should be short but also involve some elements of fun and interaction.

By the end of the icebreaking session participants should know each other a little better.

Part Two: Mentoring Programme – Background Information

A Mentoring relationship can be described in different ways. Therefore the aim of this activity is to share and discuss experiences and opinions and examples of what constitutes a good mentoring relationship. The aim of this activity is to ensure that both Mentor and Mentee are

aware of and share the same understanding of the principles of the programme, their roles, and expectations.

Each participant enters the scheme with their own individual objectives, experiences, opinions and perceptions of a good mentoring relationship. Therefore, the first session could begin with a sharing of stories, examples, opinions and perceptions of good, bad, unusual and frustrating experiences they have had of mentoring or any other supportive or guidance relationship. This will allow common ground to be established and everyone's expertise to be brought to the session as well as enabling participants to understand that they may be seeking a mentor/mentee but in other contexts they are acting as mentors/mentees themselves. It also allows everyone to feel they are participating with a shared understanding. The humour which can arise from such mutual participation also works well as an ice breaker.

Participants should be encouraged to rethink, discuss, share good practices of mentoring in order to establish the principles of a mentoring relationship. This activity is based on and driven by the needs of the participants.

Part 3: Setting up mentoring relations

Part 4: Sustainability and Evaluation

Activities

WARM UP ACTIVITIES

Name of activity	TOY GAME
Description	Participants will sit in a circle The facilitator of the training will have a small toy, which can be easily passed around the members. Starting with the facilitator, each participant will be asked to introduce themselves **in only 4 words**. Once the facilitator introduces him/herself, he/she will pass the toy to another member of the group. Each time the person receives the toy, he/she needs to describe him/herself in 4 words, then pass the toy on to the next person. When everyone has described themselves in 4 words the toy returns to the facilitator.
Aims	To reinforce the names of the group's members To energise the group after a verbal activity
Guidance for a proper performance	
Materials needed	A toy that can be passed around

OTHER POTENTIAL ICEBREAKERS

The kind of icebreaker depends on what you want to achieve. E.g. if you want to literally 'break the ice' and get the group talking, these ones might work:

The Little Known Fact

Ask participants to share their name, role where they're from etc and one little known fact about themselves.

This "little known fact" becomes a humanising element that can help break down differences such as grade / status in future interaction.

True or False

Ask your participants to introduce themselves and make three or four statements about themselves, one of which is false. Now get the rest of the group to vote on which fact is false. As well as getting to know each other as individuals, this ice breaker helps to start interaction within the group.

Interviews

Ask participants to get into twos. Each person then interviews his or her partner for a set time while paired up. When the group reconvenes, each person introduces their interviewee to the rest of the group.

Problem Solvers

Ask participants to work in small groups. Create a simple problem scenario for them to work on in a short time. Once the group has analysed the problem and prepared their feedback, ask each group in turn to present their analysis and solutions to the wider group.

The Alliteration Game

You sit in a circle and the Facilitator explains the game then start with 'I am Shona and I like sleep', the next person then has to go 'this is Shona, she likes sleep, I am Lynsey and I like lizards' or whatever, going right around the group until it comes back to the facilitator who then has to try to remember everyone in the groups names and the thing they like.

If it is more actual team-building exercises, then these could be suitable:

Human Bingo

The facilitator creates a grid in advance which has things like 'favourite book, favourite meal/drink, favourite colour'…or as specific as you want to make it for the group and the group has to basically go round the room finding people to fill each square until they have a 'full house'

Build something

In teams of 3 or 4 (depending on numbers), see who can build something, working together and then put them all to the test. Examples might be who can build the best boat out of paper & float it, a paper aeroplane etc, or have a competition to build a the highest tower out of simple materials like dry spaghetti and sticky tack.

The Human Web

This ice breaker focuses on how people in the group inter-relate and depend on each other.

The facilitator begins with a ball of yarn. Keeping one end, pass the ball to one of the participants, and the person to introduce him- or her-self and their role in the organization. Once this person has made their introduction, ask him or her to pass the ball of yarn on to another person in the group. The person handing over the ball must describe how he/she relates (or expects to relate) to the other person. The process continues until everyone is introduced. To emphasis the interdependencies amongst the team, the facilitator then pulls on the starting thread and everyone's hand should move.

Ball Challenge

This exercise creates a simple, timed challenge for the team to help focus on shared goals, and also encourages people to include other people.

The facilitator arranges the group in a circle and asks each person to throw the ball across the circle, first announcing his or her own name, and then announcing the name of the person to whom they are throwing the ball (the first few times, each person throws the ball to someone whose name they already know.) When every person in the group has thrown the ball at least once, it's time to set the challenge – to pass the ball around all group members as quickly as possible. Time the process, then ask the group to beat that timing. As the challenge progresses, the team will improve their process, for example by standing closer together. And so the group will learn to work as a team.

Hope, Fears and Expectations

Best done when participants already have a good understanding of their challenge as a team. Group people into 2s or 3s, and ask people to discuss their expectations for the event or work ahead, then what are their fears and their hopes. Gather the group's response by collating 3-4 hopes, fears and expectation from pairing or threesome.

Name of activity	PAIRED INTERVIEW
Description	Ask participants to choose a partner for this exercise, preferably someone they do not know. Each participant gets an allotted amount of time to interview the other person, record the answers to the following questions.
Aims	To determine the needs of the mentoring programme
Requirements	A copy of the following Paired Interview Questionnaire and a pen
Outcome	The answers to the following questions will be reused for pairing Mentor and Mentee activity. Particular attention should be given to questions #2 and #3 as this information will be recorded by the trainer to determine the needs of the training.

PAIRED INTERVIEW QUESTIONNAIRE

Question 1

Please share with me a little about yourself, particularly anything you feel is relevant to mentoring

Question 2

What skills and/or knowledge do you feel would be useful to learn?

Question 3

What are your expectations from this training session?

Who is Mentor/Mentee?

Here are some games to play that present a mentor's roles and responsibilities (as well as what he or she is not responsible for). This is one of the most important sections in the training, so the more fun it is, the more memorable it will be.

Name of activity	**WHO IS THE MENTOR?**
Description	This brainstorming exercise can help clarify what a mentor is and can give the volunteers a list of qualities to aim for.
	Guidance for a proper performance
Requirements	A flip chart, pen, and the show cards for this exericse
Methodology	Beforehand: Prepare a flip chart, show cards with different people, red, black and blue marker to write on flip chart. While you are discussing the role of the mentor, you can refer to flip chart where you will write the list describing the role of the mentor. Split the participants into groups of 4-5 people. On the flip chart write in two columns 'A Mentor is:' and 'A Mentor is not:' Use the list of prepared show cards later in this guide and ask each group to choose from the cards a person who they think can be a Mentor and who cannot be a Mentor. After the activity is completed and all show cards are allocated, ask each group about their choices. While you are discussing what a mentor is, you may want to have the group think about what the qualities of a good mentor are. Have them brainstorm a list of: • qualities that their own mentors have had • the kind of mentor they want to be • or the kind of mentor they would like to have themselves

Name of activity	**WHO IS THE MENTEE?**
Description	This brainstorming exercise can help clarify what a mentee is, and show that everyone can be a mentor and a mentee.
	Guidance for a proper performance
Requirements	A flip chart, pen, and the show cards for this exericse

Methodology	Similar to the previous activity; ask participants to stay in the same groups.
	While you are discussing the role of the mentee, you can refer to the flipchart where you will write the list describing the role of the mentee.
	Note: There are no good or bad answers!
	In the same groups as before, on the flipchart write two columns:
	'A Mentee Is…' and 'A Mentee Is Not…'
	Again, use the same show cards and ask each group to choose from the cards a person who they think can be a Mentee and who cannot be a Mentee.
	After the activity is completed and all show cards are allocated, ask each group about their choices. As the groups will use the same list of show cards, this activity will help participants to understand that everyone can be a Mentor and a Mentee.
	While you are discussing what a Mentee is, you may want to have the group think about what the qualities of a good Mentee are. Have them brainstorm a about the qualities of mentee they want to be. This brainstorming exercise can help clarify what a Mentee is and can give the volunteers a list of qualities to aim for.

Name of activity	**FIND SOMEONE WHO…**
	Guidance for a proper performance
Requirements	During the break go through the completed interview forms to ensure that the list of skills for this exercise reflects the skills the group has.
	You will need stickers with the list of characteristics describing a good mentor combined with list of civic competences and skills that participants may be lacking (see later).

Methodology	Split the participants into two groups: Mentors and Mentees:
	Ask participants who are (or playing the role of) mentor to select one skill that describes their strength and three characteristics which describe their personality.
	Ask participants who are (or playing the role of) mentee to select one skill that they would like to learn and three characteristics describing the personality of the mentor they would like to work with.
	Please note that the language and wording describing the list of the skills and characteristics should be appropriate to the group you are working with. For example, the wording will be different if you are working with young people, professionals or people whose may have limited knowledge of the English language
	Once selection of skills and characteristics is completed, you should be able to pair the mentor and mentee according to the skills they selected.
	Summarise the exercise.

Show cards for 'Who is Mentor/Mentee?'

Friend	Guide
Listener	Doctor
Nurse	Brother
Sister	Guardian
Social Worker	Grandparent
Babysister	Solicitor
Cashier	Trainer
Director	Secretary
Volunteer	Teacher

Stickers for 'Find Someone Who…"

Has a friendly face	Easy to talk to	Listen to me	Can sing	Can dance
Work creatively	Self-organise	Set firm boundaries	Create an action plan	Maintain a positive attitude
Can cook	Good in sport	Confident	Play football	Talk aloud
Play in a band	Can type fast	Work in IT	Can write a good story	Share similar lifestyle
Good with money	Present well	A Leader	Good speaker	Supportive

Name of activity	TYPES OF MENTORING
Requirements	Flipchart and pen
Methodology	Prepare a flipchart with the table providing a brief description of the different types of mentoring.

Once you have paired Mentor and Mentee together, describe briefly different types of mentoring. You can use the prepared flipchart.

This information will help participants to choose the appropriate form of mentoring according to their needs and requirements.

Ask participants to work in pairs to discuss and agree what type of mentoring will suit them most. |

Name of activity	SETTING UP A MENTORING AGREEMENT
Description	This activity aims to provide participants time to think about:

• purpose of their mentoring relationship : objectives, goals and expectations from the mentoring programme

• logistics of the mentoring relationship: frequency, form and venue of the meeting, record keeping and monitoring progress |
| Methodology | Working in pairs, ask your participants to discuss and agree one answer to each question in the Mentoring Agreement (see later).

Once the agreement is completed, ask participants whether they would like to share their experience with the group. |

Name of activity	SETTING UP A MENTORING RELATIONS
Description	Define your expectation (aims and objectives) towards the mentoring programme.

The first step in the learning process is to clearly identify what exactly needs to be learned. This time should be dedicated to thinking about what each participant would like to gain from the scheme.

Some participants may be seeking help with very specific goals (improving presentation skills, expanding knowledge of legal, structural and institutional operations of civic organisations), others may have less specific goals. Therefore taking time to formulate personal objectives of the mentoring programme at the beginning of the relationship is crucial. |

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Description (continued)	Therefore this activity aims to provide participants with time to think about: • purpose of their mentoring relationship: objectives, goals and expectations of the mentoring programme • logistics of the mentoring relationship: frequency, form and venue of the meeting, record keeping and monitoring the progress
Methodology	This exercise should help each participant to clarify their expectations towards the mentoring programme. Once the Needs Analysis form is completed by Mentor and Mentee, they should be discussed between both partners. This is a time for Mentor and Mentee to agree: aims of mentoring relationship • the scope of support • frequency of meetings and the mode of communication.
Outcome	This exercise aims to ensure that both partners understand their expectations and needs towards the mentoring programme. It is important to remember that both Mentor and Mentee play a vital role in the mentoring relationship. Once the aims and objectives are agreed, both Mentor and Mentee are ready to agree on the terms and conditions of the mentoring programme.

MENTORING AGREEMENT

What is your goal? What would you like to change? What do you need to learn or find out about?
I would like *(finish this sentence by describing your goal)*…
When would you like this by?
I would like my goal to be achieved by
How often would you like to meet?
Weekly ☐   Every Two Weeks   ☐   Monthly   ☐ Other   ☐   (please specify)
How would you like to communicate?
By Phone   ☐   By Email   ☐   Face-to-Face   ☐ Other   ☐   (please specify)
Where would you like to meet?

Signature of Mentor	Signature of Mentee

Sustainability and Evaluation

The final part of the training session focuses on methods of monitoring progress and evaluation of the Mentoring programme. The next section of this toolkit provides guidance on evaluation and sustainability of the mentoring programme.

Programme evaluation should involve both evaluation of the mentoring relationship as well as evaluation of structures of the programme. Both evaluations should be done in parallel in order to ensure that the programme answers participants' needs.

MONITORING MENTORING RELATIONSHIP PROCESSES

Monitoring the relations process requires observing what happens in the relationship between Mentor and Mentee. Both Mentor and Mentee should receive appropriate support, which answers their needs. In order to do that, you should establish a mechanism of regular contact with and feedback from a Mentor and a Mentee. For example, answering the following questions may help you in setting up an appropriate monitoring process:

- How often does the pair meet?

- Have they developed sufficient trust?

- Is there a clear sense of direction to the relationship?

- Does the Mentor or the Mentee have concerns about their own or the other person's contribution to the relationship?

- Have Mentor and Mentee met the goals they set?

MONITORING PROGRAMME PROCESSES AND STRUCTURES

This part of monitoring focuses more on the structure and administration of the programme. For example, answering the following questions:

- How many people attended the training?

- What resources does it require?

- How effective was the mentoring programme?

- What kind of feedback did participants provide?

- Did participants provide any suggestions on how to improve the mentoring programme?

OUTCOME OF THE ACTIVITY

By seeking the answers to these questions you will both maintain monitoring of the programme and enable collection of the data required to ensure the programme is 'fit for purpose'. In the evaluation of your programme you may be looking at different aspects of the programme itself.

Name of activity	**EVALUATION (EXAMPLE)**
Description	The final exercise is to gather opinions from participants about their experiences of the training.
Methodology	Ask participants to sit in a circle. Ask each participant to share their views, opinions and feelings about the training session. You can ask following questions of the group: • What went well during the training? • What kind of activity was interesting/fun? What kind of activity was difficult? • Does mentoring help provide them with useful skills and competences?

CLOSING REMARKS

Thank every participant for taking part in the session. Provide participants with your contact details if they have further questions.

Sample forms

Following is a series of sample forms you can use or adapt for the programme.

EXPRESSION OF INTEREST (MENTOR)

Please note:	
The information which you provide will be treated in **strict confidence** and will be used only for the purpose of this programme. Your name or any personal data will not be revealed and will not be shared with any individuals outside the mentoring programme team.	
Name:	
Phone:	
Email address:	
Address:	
Personal information:	
Gender:	
DOB:	
Languages Spoken (other than English):	
Education:	
Current occupation	
Skills and experience relevant to mentoring	
Amount of time you can commit to the mentoring role	
Additional comments:	
Please provide two references:		

EXPRESSION OF INTEREST (MENTEE)

Please note: The information which you provide will be treated in **strict confidence** and will be used only for the purpose of this programme. Your name or any personal data will not be revealed and will not be shared with any individuals outside the mentoring programme team.	
Name:	
Phone:	
Email address:	
Address:	
Personal information:	
Gender:	
DOB:	
Languages Spoken (other than English):	
Education:	
Current occupation	
What expectations do you have from mentoring?	
Amount of time you can commit to the mentoring role	
Tell us something interesting about yourself	
Additional comments:	
Please provide two references:	

NEEDS ANALYSIS FOR MENTEE

What would you like to achieve from mentoring? Please provide 3 main goals.
1.
2.
3.

What do you expect from your Mentor? How can the Mentor help you to achieve your goals? Please provide examples.

My Goals	How Mentor Can Support Me
1.	
2.	
3.	

How would you like your mentoring relationship to work?

When/Where/How often can you meet with your Mentor?

Once you have answered all of the above questions, please discuss with your Mentor.
N.B. This would normally be done as part of the matching process.

NEEDS ANALYSIS FOR MENTOR

What would you like to achieve from mentoring? Please provide 3 main goals.
1.
2.
3.
Do you have enough experience?
Do you have enough time?
Do you need training?
Once you have answered all of the above questions, please discuss with your Mentee. N.B. This would normally be done as part of the matching process.

MENTORING LOG SHEET

To be used by the mentee/mentor to keep record of each communication.	
Date:	
Mentor:	

Method of Communication			
Face-to-face	☐	Phone	☐
Email	☐	Other	☐

Outcome:	

Date of Next Meeting:	

Method of Communication			
Face-to-face	☐	Phone	☐
Email	☐	Other	☐

Aims and objective of next meeting:	

9 GLOSSARY

Active and Global citizen

An active citizen is a person who takes an active role in the community, and who participates at a local, national or global level. A global citizen is a person who is aware of the wider world, who respects the values of diversity, who is outraged by social injustice, and who is willing to make the world a more equitable and sustainable place.

Bias

Bias is a result from a view based on unsatisfactory evidence. It is often the view of an individual formed after an initial experience that has insufficient basis for drawing conclusions. The bias can be of either a positive or negative nature.

Civic engagement

Civic engagement can be defined as individual or collective actions identifying and addressing issues of public concern.

In democratic societies, the starting point is (a) conventional political participation, including (i) voting, (ii) political representation, (iii) political campaigns, (iv) contacting and / or influencing political and government officials, (v) joining, working for, or giving money to political organisations, and (vi) discussing politics; as well as (b) more direct or interventionist forms of political participation, such as (i) demonstrations, (ii) boycotting products, (iii) deliberately buying certain products for political, ethical, or environmental reasons, or (iv) involvement in public-interest legal actions; and (c) political or civic participation in non-governmental organisations, including businesses, consumer groups, cultural bodies, environmental interest, humanitarian causes, trade unions, as well as groups with, perhaps, a religious, scientific, or sporting ethos.

Culture

Culture is the full range of learned human behaviour patterns. Culture is often referred to as something like 'lifestyle' or 'way of life', sometimes 'mentality': A set of beliefs, knowledge, attitudes, norms, values and behaviour shared by members of a society at a certain historical time and in a certain geographical area and acquired by individuals as a member of that society.

Culture awareness and sensitivity

Cultural awareness recognises that we are all shaped by our social and cultural background. It involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions, as well as being aware and accepting that our personal (cultural) view of the world influences how we interpret the world around us, perceive ourselves and relate to other people.

Discrimination   Treating an individual in a prejudicial and/or distinguishing way based on the actual or perceived/assumed membership to a certain group or category. There is not only negative but also positive discrimination.

Equal opportunities   Equal opportunities relate to the fair and impartial treatment of all people and create conditions that encourage and respect diversity, and ensure dignity, both in the workplace and in wider society.

Ethnic and cultural minorities   The concept of migrant is often interchangeable with the category of 'cultural and ethnic minority' in both popular and political discourse. An ethnic group must regard itself and be regarded by others as a distinct and separate community due to specific characteristics. There are two essential characteristics and up to five ancillary ones, namely (a) the group has a long, shared history and (b) its own cultural tradition; as well as, possibly, a (i) common language, (ii) common literature, (iii) common geographical origin, (iv) as a minority group, or (v) being an oppressed group. Of course, every person has an ethnic origin, which they may or may not accept, or that consciously has an influence on one's life.

Ethnic and cultural minority is a term embracing long term migrants, the second and later generations, recently arrived migrants, and also people who initially settled as refugees.

Ethnic Minorities   is mainly used in relation to people who are in the minority within a population on the grounds of "race", colour, culture, language, religion or nationality. The term is used to capture all who were born in host countries in Europe, or have migrate to live and/or work in Europe including, for example, migrant workers, Sinti and Roma, refugees and asylum seekers. This would include both EU and non EU citizens now living in Europe.

Inclusion   Often 'inclusion' and 'integration' are used synonymously. Even though inclusion and integration aim at almost the same basic objective, there are conceptual differences in approach.

Whereas the term 'integration' often describes that a society's minority has to adapt to the majorities' culture and customs, the term 'inclusion' puts the focus on the (structures of) majority society. Those majority society's structures often include barriers to political and civic participation for different groups of people - not only migrants or refugees.

Inclusion points to a change of the majority society's structures and customs that allows full and equal access to the participation of all citizens (inhabitants), regardless of their sex and gender, sexual orientation, origin, cultural background, religion, age, (dis-)ability, etc. Diversity is accepted as normality.

Integration	Integration is a two-way process: On the one hand it requires a preparedness on the part of the minority to adapt to the majority society, without having to forego its own cultural identity; on the other hand the majority society (structures and customs) also has to adapt to the changing and diversifying community. An integrated minority has an equal chance to participate in the social, economic and cultural life of the majority community.
Intercultural competence	We understand intercultural competence pragmatically as the ability to (1) *recognize* and *respect* culturally influencing factors and conditions in a situation as regards perception, appraisal, and sensibility of one-self and with respect to other persons; and to (2) act in a way that makes it possible for all involved to express themselves in an interculturally aware (teaching and learning) environment.
Interculturalism	Interculturalism asks for the equal treatment and promotion of all cultures that coexist in one country, interculturalism aims to develop a common political culture based on the values of democracy, freedom and human rights, as identified through a liberal political discourse. Interculturalism encourages interaction between the different (cultural) communities living in the same country.
Mentee	A Mentee is a person who receives support and guidance from the Mentor
Mentor	A mentor is a person who provides guidance and support to enable a mentee to achieve his/her agreed goals.
Mentoring	Mentoring consists of learning relations formed with a person who demonstrates excellence in an area in which the learner wants to improve.
Migrant	In demographic terms, a migrant is a person who crosses an international border with the intention of a long-term or permanent stay. There are several sub-categories of migrants. They depend on the migrant's intentions on entering the host country. These categories include 'highly-skilled migrants', 'unskilled labour migrants', 'migrant workers', 'undocumented (irregular) migrants', etc.
Political and civic participation	By political and civic participation, we mean activities that have the intent or effect of influencing government action on a local, regional, national or EU level – either directly by affecting the making or implementation of public policy or indirectly by influencing the selection of people who make those policies.

Refugee as defined by UNHCR

A refugee is, under the terms of the United Nations' 1951 Convention Relating to the Status of Refugees, an individual who, owing to a "well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."

Source: Convention and Protocol relating to the status of refugees: http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf, p. 14 (28.08.2013)

Stereotype

Stereotype is a simplified and standardized conception or image held in common by members of the group. Stereotypes can be held by both minority and majority groups towards each other, but since stereotypes ignore individual variability, they are always a barrier to successful integration.