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05 UP-SKILLING EUROPE TOOLKITS

LEARNING MOBILITY



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TOOLKIT 5: LEARNING MOBILITY

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Preamble

In 2012, 124,5 million people (24,8% of the population) in the EU were at risk of poverty or social exclusion, compared with 24,3% in 2011 and 23,7% in 2008 (Eurostat news release 184/2013 - 5.12.2013). In this context, the Up-skilling Europe project was created to improve the employability of adults at risk of social exclusion across Europe through a process of developing and updating skills.

To achieve this, six organisations from six European countries joined forces to develop educational materials tailored to the specific needs of adults at risk of social exclusion.

The project was executed by a cross-sectoral partnership led by the Alcalá de Guadaira City Council - a Spanish public authority jointly with:

Adult education providers: Interactive English Language School (United Kingdom) and SIKXGNL (Greece) - two organisations specialised in language teaching, and Media Partners (Romania) - a private company specialised in social entrepreneurship.

Social sector organisations: Stowarzyszenie WIOSNA and Cantiere Giovani - two NGOs from Poland and Italy.

The educational materials developed by partners are 5 toolkits to provide adults at risk of social exclusion with a set of basic and transversal skills to improve their employability:

1. Toolkit for Social Entrepreneurship education.
2. Toolkit for ICT training.
3. Toolkit for English teaching.
4. Toolkit for Lifelong learning.
5. Toolkit for Learning mobility.

This project, co-funded by the European Union within the framework of the Erasmus + programme, is a stepping stone towards a fully inclusive European society where every European citizen has access to high quality education and employment.

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CHAPTER 01

Introduction to Learning Mobility

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Introduction to Learning mobility

The international debates concerning learning mobility are mostly centered on a specific target group – young people – and start from a precise, and widely shared assumption: “Learning mobility, is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability as well as their personal development. Studies confirm that learning mobility adds to human capital, as students access new knowledge and develop new linguistic skills and intercultural competences. Furthermore, employers recognize and value these benefits. Europeans who are mobile as young learners are more likely to be mobile as workers later in life” (GREEN PAPER Promoting the learning mobility of young people Brussels, 28 and 29 November 2011)

The aim of this chapter is to try to realise if these assumptions are still valid, if the target group taken into account are those who suffer, or are at risk of, social exclusion. Furthermore, we'll try to investigate how the current wide offer in terms of mobility for learning is reachable by this target group and how, if necessary, it can be adapted or mediated by third parties, in order to make adults at risk of social exclusion benefit from the current offer in terms of learning mobility.

A learning mobility is a transnational mobility aimed at acquiring new skills and competencies. It provides for a double-faced learning process: on one hand, the most immediate and evident effect is to enable participants to better know the other (person or hosting organization/community). On the other hand, a learning mobility emphasizes the subject of this process, improving its self-awareness and the consequent development of a social consciousness. By taking part in a learning mobility, participants are likely to become more open and curious towards what is different to their habitual set of habits, customs, behaviours, attitudes and, in certain cases, system of values. Calling into question this set, exploring with curiosity others, analyzing all of them with critical sense and with valid terms of comparison, are the basis of active citizenship in a European context.

A learning mobility challenges participants' comfort zone at first. It represents at the same time a resource and a threat.

Indeed, the continual negotiation between the “old, known and safe” and the “new”, typical of an intercultural path, may affect positively on participants, in a manner to expand their initial comfort zone, making them feel at ease and able to adapt to a wider range of situations than before. This aspect is particularly important if the target group taken into account is those who suffer from, or are at risk of, social exclusion, as their socio-economic conditions directly affect their employability, so that this new attitude to adapt and find solutions beyond a given and narrow horizon, may represent a resource to fill these gap.

At the same time the delicate role of the organizations in addressing and conducting a Learning Mobility is mainly to prevent obstacles and difficulties of the models of international mobility - mainly conceived for young people, students, youth workers – leading to failure for adults at risk of social exclusion, if they are not provided with the tools, resources and guidance to face these obstacles.

Main threats to a successful Learning Mobility are:

- a. language barrier
- b. cultural shock.

- a. Given that is not always possible to expect that all participants have a good enough command of English to make them able to understand and be understood by other participants (even though it is always advisable to provide a minimum pre-departure language training), a LMA must foresee times and spaces in which participants can deliver their messages in alternative ways, don't need to be assisted the whole time by someone translating for them, and moreover must feel that it is always better expressing yourself inaccurately than not expressing at all. For this reason formal moments must be reduced to bare minimum, in favor of non-formal and informal moments/activities.
- b. Throwing participants into a totally new cultural context and, even worse, taking for granted that everyone reacts in the same (positive) way to new contexts, can make participants suffer a cultural shock, make them defensive and 'closed', which could compromise compromises - or limit- the potential achievements linked to this experience. For this reason a pre-departure training should dedicate time to deepening the participants' knowledge of the destination country, zooming in on the specific context in which the activities will take place (local community, quarter, neighborhood.). This will allow participants to go beyond both stereotypes and idealization of the place, as well as easy simplification given by mass media images and "hearsay".

At the same time a full immersion in a new cultural set does not mean a complete rejection of participants' personal backgrounds, nor a competition between the two cultures. During the mobility enough time should be dedicated to the exchange of cultural backgrounds. Ethnic dinner and popular dances are for sure nice, but may become moments of just folkloristic interest. Practical tasks/debates involving issues closer to participants may have better results:

What are the main everyday-life problems of the quarter? How does the local community address them? How would my local government solve this problem? Would it still represent a problem in my city?

Good practice : photo-report the city

During a learning mobility in Italy a group of adults from Spain, Slovenia, Poland, Romania, and England were asked to go around the city and realize a photo reportage of architectonic barriers, individuals behaviors and obstacles in general preventing safe travel through the city for bikes and pedestrians. By comparing the pictures a debate started on several topics, involving important issues and how they are perceived in different cultural contexts:

What is considered legal/illegal in my city/country? What would be tolerated by citizens? What do I consider inadmissible for civic cohabitation? Why was an obstacle that I identified several times not identified by the group of locals with the same remit?

Most of the activities and methods to organize a Learning Mobility indicated in Chapter 4 do not require the presence of a hosting group/hosting organization, so they can be used to organize each of the four types of Mobility described above. Some of them, as they necessarily require the presence of a hosting group, cannot be used for the last type of mobility, the cultural trip. This distinction is clearly indicated at the beginning of Chapter 4, in the index.

A Learning Mobility Activity is based, or mostly based, on non-formal education and must include informal activities.

Assuming a learning mobility as a transnational mobility with the purpose of acquiring new skills and competences, it is clear that an approach based on traditional, formal, learning contexts (school, bachelor,

master and PhD levels within university studies, internships, apprenticeships...) has the risk of disqualifying, almost entirely, the target group.

Within this frame, non-formal education seems to better fit the needs of those at risk of social exclusion, in terms of both reaching and motivating this audience to undertake a learning mobility path.

["Non formal education: any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identified learning clienteles and learning objectives" Coombs and Ahmed (1974)]

A Learning Mobility has a cycle and should respect precise steps :

1. **Arrival of participants**: Participants from different countries meet for the first time. It's crucial to lead this process both in an informal way (taking into account tiredness for travel, jet-lag...) and with some games, to make participants feel welcome and prevent the cultural shock of being thrown into a strange context. A briefing on the program of activities is advisable, in order to make participants aware from the beginning of what has been planned, outlining the learning objectives and the possible ways to reach them. It's an occasion also to share a code of conduct, common rules, in order to shape the "working environment" according to participants' needs and expectations.
2. **Beginning of activities**: in this phase the group takes form, knowledge of each other is deepened, and group dynamics start to be built. Team-building games can help to increase the trust among the group and make each take responsibility for the work and the success of the whole activity.
3. **Midterm evaluation**: once activities have started and the group dynamics are consolidated, it is crucial to dedicate time to a collective evaluation, to see how activities are proceeding and modify them if needed. It's important to push everyone to take part actively in this moment, and eventually share possible conflicts rising among participants, putting them as the topic of a common discussion. It's not compulsory to solve conflicts, but it's necessary to make the latent ones emerge.
4. **Intercultural learning**: self-organizing the everyday life of the group, sharing informal moments, working in groups or subgroups give many opportunities to gain knowledge about different cultures, in a continuous negotiation with people from different ones. It is strictly related to the pre-departure preparation, in which information about the country, an introduction to its culture and history, the norms and values of the society, role and characteristics of communication should be presented.
5. **Conclusion of activities, final evaluation**: It's crucial to give a formal conclusion to the project cycle: during the final days the group organizes a final event, an occasion to meet the local community and present the outcomes of the activities. Besides the final event, the group should also have a dedicated moment for a final evaluation: it's the occasion for a re-conceptualization of the experience lived, where connections between activities held and learning objectives are clarified. The facilitator should help participants in the self-assessment of new skills and competences gained.

Recommendations on what to take into consideration when selecting the learners.

People who take part in a Learning Mobility have the chance to access new learning experiences, accessible and open to all.

The activities of a Learning Mobility have a specific content, such as an English or ICT course. But here there is no need to make any selection of participants based on their previous experience or knowledge of the topic: this path has to be as open as possible, accessible also for those who don't have minimum starting conditions.

On the other hand, selection of participants should be based on the motivation of participants, on their willingness to manage their participation in an activity that is necessarily continuative, in another country, where it is not possible to retreat at the first difficulty experienced.

The selection will then focus on participants' motivation and availability, in the perspective that the activity itself guarantees to all adequate participation in the learning experience.

Criteria for selecting participants for a learning mobility

Unlike other workshop activities, in a learning mobility participants live a full immersion in a different geographical and cultural context and with different people they might not have known before.

In addition, with no chance to return to their spaces and comfort dimension until the end of the activities, participants must, before joining the project, be made aware of the difficulties they will meet, and the organization must be able to assess whether the participants are ready and prepared to deal with such an experience.

The organization, before accepting a candidate should:

1. carry out an individual interview to understand the ability of each participant to adapt
2. organize a group meeting with all of the candidates aimed at checking the capacities/difficulties of interaction within the group.

The individual interview is an opportunity to exchange information. For the interviewer to explain the type of activities, the place they will take place at, the modalities, rules of coexistence, organizational rules. More specifically

- Explain in detail the type of activities that will take place, the accommodation and the other venues, the general conditions of the country/place of destination.
- Check the willingness of participants to adapt to living with a group of people who may have different needs, and understand and foresee what difficulties they might have.
- And for the candidate to:
- Agree on the willingness to accept any change that could arise along the way and to adapt to different and unpredictable contingencies
- Agree on the need to have a proactive and not recriminating approach in case of any change
- Know that the organization is not responsible for improper behaviour towards them and their inappropriate behaviour towards others.
- Know that the organization may decide, at any time, with justified reasons, to remove from the group any participant who does not respect the rules of coexistence and cooperation for the success of the project
- Declare if there is any kind of impediment or physical, mental and psychological obstacle that may impede the activities (in order to see which change must be applied in order to guarantee to everyone to take part in them)
- Be available to sign a contract that clarifies the points listed above

In the group meeting participants are encouraged to listen, to build relations and cooperation with the group. The goal is to assess whether there are people with evident difficulties in interacting with others and in carrying out their tasks. Examples of group tasks may be:

- Organize a trip/visit together
- Prepare and have a lunch together, if a kitchen is available
- Play board games together
- Play one or more games of relations and cooperation which can be easily found on the internet and social networks:

<http://www.youthwork-practice.com/games/cooperation-games.html>

<http://www.peacefirst.org/digitalactivitycenter/resources/search>

<http://www.refreshleadership.com/index.php/2012/08/quick-games-engage-employees-work/>

Steps to organize a Learning Mobility

In order to organize a Learning Mobility, and to ensure that participants can improve their competences through it, the following steps should be respected:

Pre-departure preparation: lack of knowledge on what to gain from a Learning Mobility can discourage adult learners from leaving a secure environment (family, friends, neighbourhood..) and meet new contexts they're normally excluded from. Moreover, lack of self-esteem, fear of the unknown or of possible failure may represent an obstacle when suggesting taking part in a learning mobility activity. In deprived areas, for both young people and adults, it is often difficult to picture their long-term future, to adopt a project approach.

Moreover, taking part in a LMA often represents a first (and sometimes only) opportunity for travel outside one's own country.

This implies that pre-departure preparation, such as providing information on the destination country, local customs and traditions, administrative information. must be tailor-made for the target group, or even individual. In this phase a key role is played by youth workers and NGOs, more familiar in dealing with those who suffer social exclusion.

During the activity: it's fundamental to constantly monitor the outcomes of a learning mobility while the mobility itself takes place. Being mostly based on non-formal education tools it can sometimes be hard for participants to recognize connections between what is done and what is learned. Hosting organizations, as well as tutors when foreseen, should constantly encourage participants to make self-reflections on the activities done, making it clear that no activities are stand-alone, but each of them is linked with the learning objectives. Learning objectives themselves should be clear from the beginning, in a manner that participants can become, step by step, independent in finding them, beyond the moments specifically dedicated to the re-conceptualization of the experience.

After mobility: an after mobility evaluation should lead participants to identify and recognize the new skills acquired during a learning mobility, use them in everyday life and be able to communicate and present them (e.g. when looking for a job).

Even though there is a wide range of opportunities of Learning mobility (visit, cultural exchange, training course...), the following example has to be considered a model potentially applicable to every kind of LMA, containing the structure and the focal points depicted above. Its scheme can be adapted to other kinds of mobility, even those which don't envision volunteering among their activities.

Different kinds of mobility

Many kinds of learning mobility suit adults at risk of social exclusion. They can be grouped into four main categories:

Bilateral exchanges: a group from one country travels to another country to meet a group of locals. In a bilateral exchange a group with its own identity and culture meet another group and discuss issues of common interest. Generally the outcomes of such encounters is the reinforcement within each group of the own cultural identity, and the discovery of a new one.

Multilateral exchanges: similar to the previous one, but with groups from different countries that meet in one of these countries. In this case the reinforcement of own cultural identity is weaker than in a bilateral exchange, as the comparison is not one-to-one. This kind of mobility indeed gives more occasions to call into question one's own culture as there are more occasions to meet new cultures and customs.

Workcamp: Individuals from different countries volunteer together in one country creating an international group. This kind of mobility emphasizes most strongly the intercultural dimension as it is based on continuous negotiation and adaptation to other cultures and habits, enriched by participants' cultural diversity. Besides the work itself, it represents a chance to meet and experience new cultures, as volunteers work side by side with people from other countries and live with them 24 hours a day. Even if the language barrier can represent an obstacle, the presence of many informal moments helps volunteers to get in touch with each other in an effective way, stimulate them to express in a common language or somehow deliver their messages in alternative ways.

Cultural trip: a group visiting another country. It gives an occasion to get to know another culture, tradition and customs, and reflect within the group on similarities and differences.

While the first three types of learning mobility foresee the presence of local participants, in addition to participants from different countries, in the last one there is just one group travelling, without peers to compare with. The activities suggested in Chapter 4 take into account this difference, pointing out when an exercise requires the presence of locals or other participants, and when it can be carried out by the travelling group alone. This distinction is clearly evident at the beginning of the Chapter, in its Index.

Structure of the toolkit

By using this toolkit everyone can organize a learning mobility in all its phases, from A to Z, by planning in detail the activities to be carried out, the methods in which to implement them, the educational objectives of each activity, the key competences developed, the tools of verification and evaluation of the developed competences.

In particular Chapter 4 provides the tools to organize the agenda of a learning mobility, as well as those activities to carry out before and after it, to prepare participants for the travel and to assess with them the learning outcomes achieved once returned.

In detail, chapter 4 presents how to organize a pre-departure training, which will prepare for the proper transnational mobility and will have its own identifiable and verifiable learning outcomes.

Trainers will find instructions for developing multicultural dialogue and to give to the participants the necessary ideas on the administrative aspects necessary to be independent during the mobility.

It will also provide information on how to manage relationships with partner organizations with which to implement the mobility, on ways of exchanging information on the participants, about location and local laws and customs;

The information and activities provided are explained comprehensively so that they can be used by anyone, even at the first experience, to organize different types of Learning Mobility.

Introduction to Virtual mobility

Virtual mobility refers to those activities that, even without moving from one's own country, allow people to acquire opportunities, abilities and competences similar to those which may be developed during a physical Mobility.

Virtual mobility is intended in this toolkit in a broad way, namely those activities that allow participants to "travel", getting in touch with different places, people, contexts, without leaving their home. They are mostly based on the use of ITC, as a tool that breaks down barriers and distances; but virtual mobility activities can also be (as we will see in Chapter 4, Unit 2 and 3) the follow-up of the exercises set-up locally.

Before the mobility takes place it is crucial that participants feel responsible for its success as well as motivated to make the experience as pleasant as possible due to their personal involvement and contribution. For this reason some virtual mobility activities can be implemented before the mobility in order to:

- Establish first contact with the destination place
- Establish first contact with the hosting group, when present
- Make contact with locals and arrange meetings with them in the case of no hosting group being present at the destination country,
- Increase curiosity, and therefore the motivation, towards the experience that is going to be lived, through a first "tasting" of it.
- Prepare materials and focus on topics that will be useful during the mobility but that need time, specific equipment and communication in the mother tongue among the participants.

Other virtual mobility activities are suggested during the physical mobility (cf Chapter 4 Unit 2) as follow up of what has been set during the pre-departure activities, as well as during the After Mobility activities (cf Chapter 4 Unit 3) in order to recall, re-conceptualize and report the experience lived.

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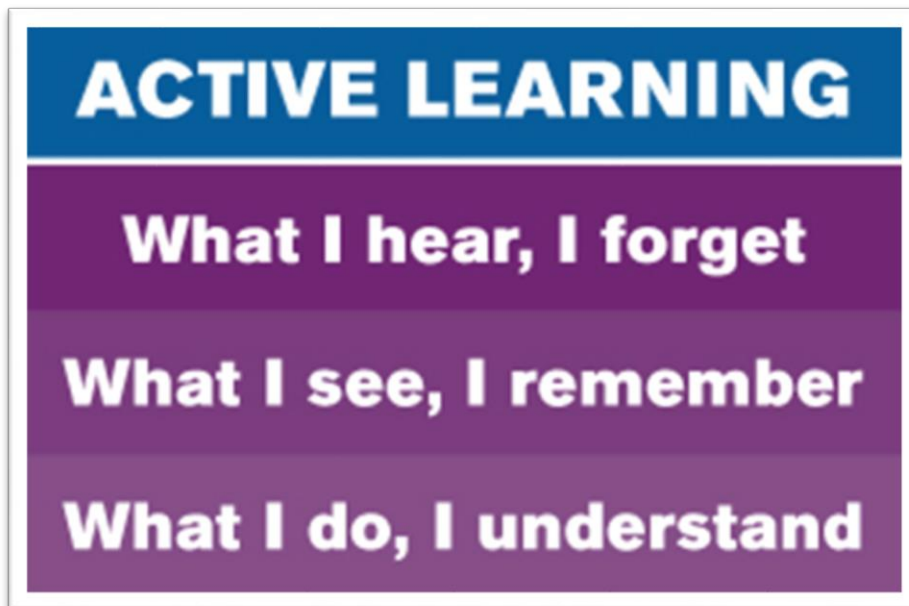
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Chapter 02

Introduction to Active Learning

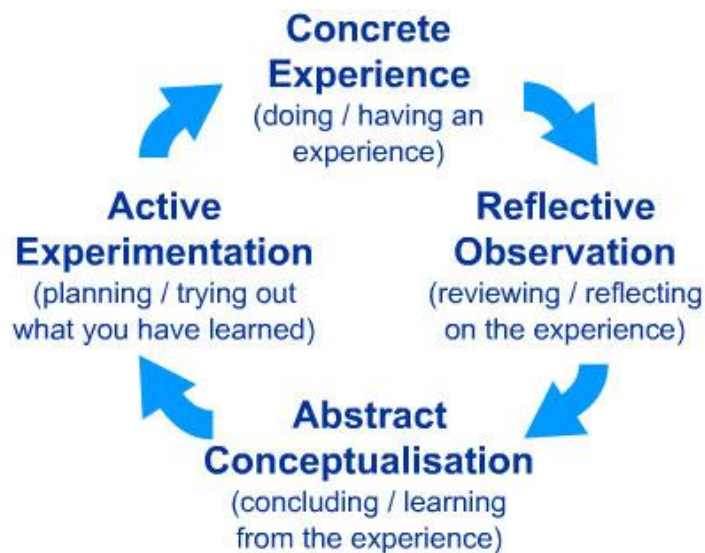
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Definition

‘Active learning’ as a movement or philosophy is broadly synonymous with ‘experiential learning’; a set of pedagogical practices based largely on the constructivist theory of learning expounded by Jean Piaget. It engages the learner in two aspects – “doing things, and thinking about the things they are doing” (Bonwell and Eison, 1991). As can be seen in the diagram below, experiential learning views the learning process as being not linear in nature but cyclical; the learner attempts to do something new, reflects on their attempt, learns something from this reflection, applies what they have learnt, and does this thing again. In children and animals it is largely an unconscious process (and an un-self-conscious process); in adults it is very much a conscious and self-conscious one. The experiential learning cycle is shown in the diagram below.

David Kolb’s Experiential Learning Cycle



However, and importantly, ‘active learning’ as a practice is as old as learning itself. Before learning was institutionalised, our ancestors learned their skills and their knowledge of the world in an active way; through trial and error. This is how our species learned to adapt to and survive in the many different environments that it colonised throughout its history. As such, ‘active learning’ is hard-wired into humans, and should not be considered as a trendy alternative to ‘traditional’ book and lecture based education.

What we learn

Consider the things listed below that we might learn, and divide them into three groups: 'knowledge', 'skills', and 'both'.

Mathematics, speaking French, playing a musical instrument, walking, the best place to eat tapas in Alcala, dancing Flamenco, Spanish grammar, the history of Spain, how hot a swimming pool is, driving a car, cooking paella.

(A possible answer is given at the end of the chapter.)

- Acquiring knowledge does not require acquiring a skill but acquiring a skill requires acquiring knowledge about that skill.
- For example, studies of feral children show that children will not learn to walk on two legs unless they see others doing so.
- Skills and knowledge are acquired in different ways, and should be taught accordingly.
- Knowledge is acquired through research.
- Skills are acquired through practice.

Think back to the four items of knowledge we saw in the earlier slide; what would be the best way to research each one?

(Some possible answers are given at the end of the chapter.)

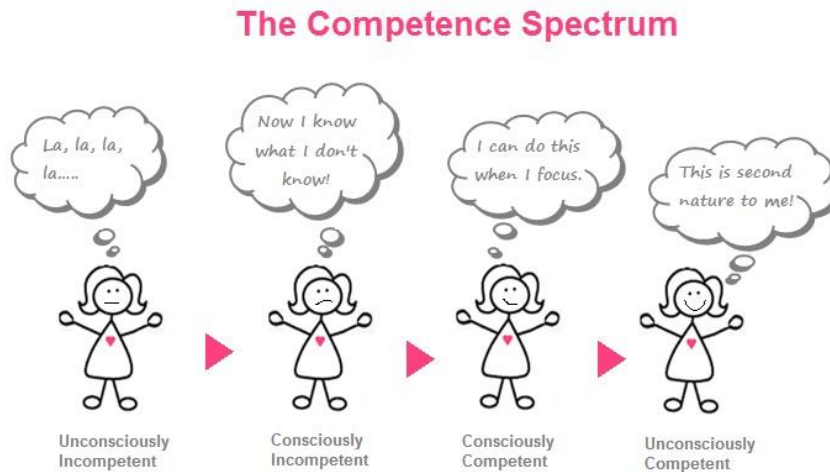
Think back to the items listed under 'both' in the earlier slide; what would be the best way to learn each of these?

(A possible answer is given at the end of the chapter.)

So, we can see that knowledge is only acquired through research, but research does not only mean reading about a subject in a book; learners can research by asking, looking, listening, smelling, and touching their environment in order to get the required information.

In addition, skills can only be acquired alongside knowledge about those skills, even those skills that we consider to be the most basic ones. A child will only walk on two feet if it learns about walking through seeing other people do it.

The competence spectrum



<http://primetimebusiness.co.uk/wp-content/uploads/2013/04/The-Competence-Spectrum.jpg>

Standard thought on the stages of learning a skill is shown in the diagram above, using the example of learning to play a musical instrument; it would go something like this:

<i>Unconsciously Incompetent</i>	I have never tried to play the guitar, but I assume it can't be that difficult.
<i>Consciously Incompetent</i>	I have tried to play the guitar, and I know that I'm not very good at it.
<i>Consciously Competent</i>	I can play the guitar if I concentrate.
<i>Unconsciously Competent</i>	I can play the guitar without thinking about it.

However, in terms of the learner, the last two stages could be transposed as follows:

<i>Unconsciously Incompetent</i>	I have never tried to play the guitar, but I assume it can't be that difficult.
<i>Consciously Incompetent</i>	I have tried to play the guitar, and I know that I'm not very good at it.
<i>Unconsciously Competent</i>	I can play the guitar quite well, but I think that I'm not very good at it.
<i>Consciously Competent</i>	I can play the guitar well, and I am aware of this.

When we look at the Learning Spectrum from this perspective, one of the challenges for a learner is knowing when he or she has passed from incompetent to competent, as the second and third stages are the same in the eyes of the learner. This underlines the importance of accurate but positive feedback.

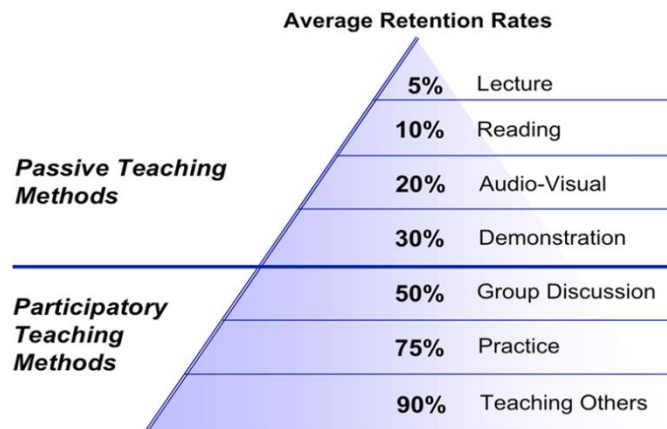
The principles of Active Learning

It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.

The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment (Education Scotland).

The above is from the Scottish national curriculum, and shows the importance now given to this style of teaching/learning in some Western countries. The reason that Active Learning has become so popular is the claims that have been made for the remarkable retention rates among learners who participate in this learning method; see below:

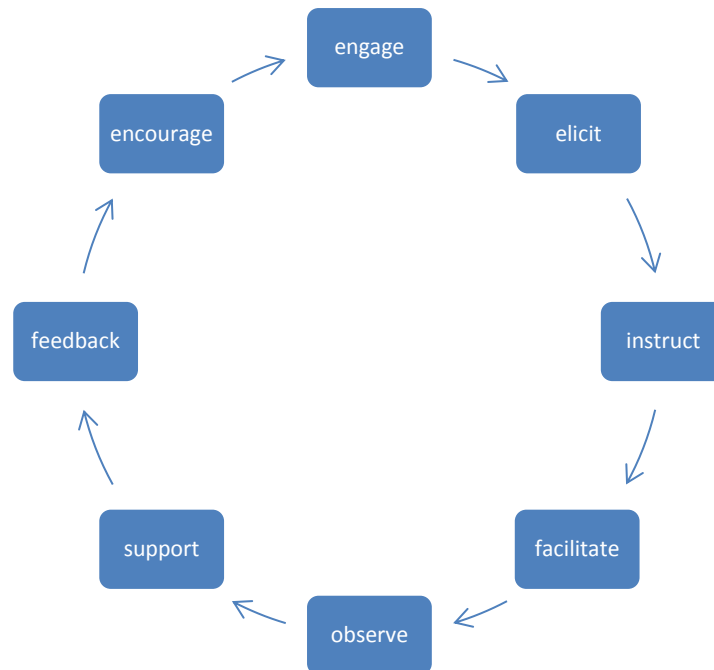
The Learning Pyramid*



*Adapted from National Training Laboratories. Bethel, Maine

Active learning and the teacher

If there is a learning cycle, then I would suggest that there is also a teaching cycle to support the learners in their active learning.



As you can see from the diagram, there are a number of phases in the teaching process and corresponding roles for the teacher. Starting at 12 o'clock, the teacher should:

- engage the learners with the topic to be learned,
- elicit any previous knowledge the learners have,
- instruct the learners on the procedure of the activity they will engage in,
- facilitate the learners participation in the activity,
- observe the learners while they participate in the activity,
- support the learners while they perform the activity,
- give feedback on the learners' performance, and guide self-reflection by the learners on their performance,
- encourage the learners in their performance.

Let's see how this would work in practice in a lesson on basic numeracy:

1. *The teacher introduces the concept of numbers and asks the learners to think about (alone) and discuss (in small groups) contexts in which numbers are important in their lives,*

2. *The teacher conducts a realistic and engaging activity that tests the levels of numeracy of the learners (e.g. matching pictures of groups of items and numbers)*
3. *The teacher instructs the learners on the procedure of an activity that will allow the learners to produce and practice numbers in a slightly more advanced way than that tested (e.g. a shopping role-play with learners playing the roles of shop assistants and customers)*
4. *The teacher ensures that all learners can participate fully in the activity, paying special attention to any special needs of any of the learners,*
5. *The teacher observes the learners while they participate in the activity,*
6. *The teacher gives extra support to any learners that are struggling to complete the activity,*
7. *The teacher congratulates the learners on their completion of the activity and gives feedback on their performance*
8. *The teacher gives the learners encouragement to continue with their progress.*

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 & 2, and show the changes required in the roles of teachers in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role of the teacher in creating an active classroom environment.

From	To
Teacher-centred classroom.	Learner-centred classroom.
Product-centred learning.	Process-centred learning.
Teacher as a 'transmitter of knowledge'.	Teacher as an organiser of knowledge.
Subject-specific focus.	Holistic learning focus.

From teacher-centred to learner-centred classroom

In a traditional classroom, the focus of the classroom is the teacher. In an Active Learning classroom, the learners are encouraged to teach to and learn from each other, with the teacher somewhere in the background observing. Remember that the more the teacher does, the less the learners can do. The teacher will need to speak and do less and listen and observe more.

Da un apprendimento incentrato sul prodotto, a uno incentrato sul procedimento

In a traditional learning environment, the teacher will give the learners a 'model' and the learners will imitate it. In an Active Learning environment, the learners will 'brainstorm' ideas, and then use them to create one or more draft pieces of work collaboratively before creating a final piece. The teacher will need to worry less about the merits of the final product and more about how it was created.

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

In a traditional classroom, the teacher has knowledge which he gives to learners piece by piece, sometimes referred to as the 'jug and cup' teaching process. In an Active Learning classroom, the learners are encouraged

to discover their own knowledge with the guidance of the teacher. The teacher will need to dictate less and suggest more.

From subject-specific focus to holistic learning focus

Traditionally, the focus is on the learning of a particular subject, for example, Mathematics, in and of itself. In Active Learning, the focus will be broader; looking at how the skills acquired (both subject-specific skills and learning skills) can be transferred outside of the learning environment. The teacher needs to accept that his/her subject is only important if it can be used in the real world.

Active Learning and the learner

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 & 2, and shows the changes required in the roles of learners in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role played by pupils in an active classroom environment

From	To
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others

I would add another shift required in the learners in an active learning environment:

Motivated to succeed	Motivated to learn
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From being passive recipients of knowledge to active and participatory learners

Traditionally, learners are taught the knowledge and skills that their teachers, or others, believe are necessary. In Active Learning, learners are encouraged to think about what is important for them personally to learn, or to think of reasons why something that is in the curriculum could be relevant to them.

e.g.

traditional teaching	active learning
The teacher lectures the learners on the causes and effects of the Second World War.	The learners conduct research about the people and places in their families and neighbourhood that were affected by the Second World War. They can then consider how the war affected them indirectly, and how different their lives would be if there had been no war.

From focus on answering questions to asking questions

In a typical learning environment, the teacher asks a question, a learner answers it, and the teacher tells him/her if whether or not the answer is correct. In an Active Learning environment, knowing the 'what' is only part of the process, the learner also needs to ask the 'why' and 'how'?

traditional teaching	active learning
The teacher asks 'What caused World War One?'	The teacher asks 'Why do you think a Serb killing an Austrian in Yugoslavia led to a war between Germany and Belgium?'

From competing with one another to collaborating in their learning

In traditional education, learners strive to be 'top of the class', and their classmates are seen as competition to be beaten. In Active Learning, the learners work together in the creative process, developing skills that will be required of them in most working environments for which education is supposed to prepare them.

traditional teaching	active learning
The learners are each instructed to write an essay on a theme alone, they are handed in and the teacher awards them marks based on grammar and spelling.	The learners are asked to collaborate to write, illustrate, and perform a piece on a theme. The learners work according to their skill sets and learning styles. There is no formal marking of the piece, but the learners are encouraged to give feedback on the process and its outcomes.

From wanting to have their own say to actively listening to opinions of others

It is often the case in traditional learning that there is one correct answer, which can lead to learners becoming dogmatic and unwilling to listen to the beliefs of others. In Active Learning, all opinions should be considered and discussed with an open mind.

traditional teaching	active learning
The teacher tells the learners that a tomato is a fruit.	The teacher gives the learners some fruits and vegetables and asks them to divide them into 'fruits' and 'vegetables' and list all of the attributes that make them belong to each particular group. He or she then asks them to place the tomato into one group or the other depending on the attributes that it shares with the other members of the group.

From motivated to succeed to motivated to learn

Generally there are two types of motivation to learn: extrinsic motivation, and intrinsic motivation. Extrinsic motivation usually comes from a body (government, school, company, etc.) or person (parent, teacher, employer, etc.) who will reward success and punish failure, and intrinsic motivation comes from the learner him/herself. Those who are extrinsically motivated tend to focus on exams and tests at means to prove their success to the body or person in question, and those who are intrinsically motivated are more interested in

how they feel about the learning process and the skills and knowledge that they have acquired. Traditional education focuses on supplying extrinsic motivation while active learning encourages intrinsic motivation.

traditional teaching	active learning
The learners take a national examination, which they pass or fail; and if they pass, receive a certificate.	The learners reflect on their learning and write a statement regarding what they believe they have achieved, how they intend to use their learning, and how they hope to proceed.

The Practice of Active Learning

The tables above show the different role changes expected from teachers and learners in Active Learning. Now we should look at how we can implement these changes.

From teacher-centred to learner-centred classroom

The easiest way to make this change is to physically change the environment of the classroom; instead of placing the learners so that they all face the teacher and the whiteboard, seat them around tables so that they face each other. Plan learning activities so that the teacher is only required to explain the procedure, and the learners then work together to complete the activities.

Focusing on the learners' learning styles

When we make a decision to focus on the learners, then we need to consider what can help, and motivate, the learners to learn. There are a number of learning styles that have been identified, and activities should be designed to incorporate elements that appeal to more than one learning style.

- Visual: using photos, drawings, videos, colours, etc.
- Physical: using objects, the physical space of the learning environment, movement, etc.
- Aural: using sound, music, repeating aloud, etc.
- Verbal: using words, both spoken and written
- Logical: using systems and rules, looking at the 'why' behind the 'what'
- Social: encouraging the learners to cooperate and collaborate in groups
- Solitary: allowing time for individual thought and reflection

From product-centred to process-centred learning

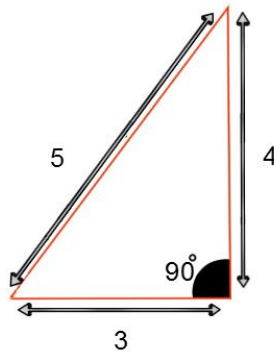
Rather than just focusing the outcome, we should encourage the learners to look at the entire process. We should not just be looking at a correct, or incorrect, answer, but at how a group can arrive at a solution together. For example, you could ask your group 'How much would it cost to paint this room white?' The learners would need to (possibly with some prompting) firstly discuss how to calculate this, then set about measuring the room to find the wall area (not forgetting to deduct the doors and windows), finding out the cost per litre of white paint (or possibly more than one variety), and the coverage (square metres per litre) of the paint(s).

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

Rather than giving explanations, the teacher could ask the learners for their suggestions as to why something is true, encouraging them to work out the answers collaboratively. Remember that it is unlikely that the learners have absolutely no knowledge of the subject or topic that they are studying, and it is important to start each activity by allowing the learners to discover for themselves their level of knowledge, and to share this with their peers. Before teaching a group the English names of some sports, for example, you could ask the learners to share with each other the names they already know. It's quite likely that at least some of them will know from satellite television.

From subject-specific focus to holistic learning focus

Activities should be designed that give learners skills and knowledge that are instantly and transparently transferable to other subjects and situations outside of the learning environment. Nothing in active learning should be purely theoretical, there must be a practical application, and that application must be clear to the learners. For example, most people learn Pythagoras' Theorem in high school but have no practical use for it; on the other hand most builders, even those who never completed their formal education, know how to make a right angle by using a ratio of 3, 4, and 5, which is an example of Pythagoras' Theorem in use.



Conclusion

Active learning, if you think about it, makes a lot of sense; it seems to have a lot of advantages over traditional teaching, especially when you are dealing with people who didn't have, or enjoy, or thrive in, formal education. Looking at a well-produced active learning class from the outside you can see a lot of activity, hear a lot of speaking, and feel an active and collaborative energy. And the teacher will be wandering around the classroom, smiling, and exchanging a few words here and there with a learner or two. It looks like everybody is having fun, and real learning is taking place.

This toolkit is designed to enable anybody with the relevant skills and knowledge in their subject, but no formal training in pedagogy, to use these techniques to promote learning in their target group in an enjoyable and cooperative environment. But there is one essential element for successful learning that is not in this toolkit, and that is motivation; only motivated learners will learn. This toolkit will supply the 'what' and the 'how', but you and your learners will have to supply the 'why'.

Answers

Things that we might learn:

Knowledge	Both
The best place to eat tapas in Alcala The history of Spain How hot a swimming pool is Spanish grammar	Mathematics Speaking French Playing a musical instrument Walking Dancing Flamenco Driving a car Cooking paella

How to acquire knowledge:

- The best place to eat tapas in Alcala: Ask someone who lives here
- The history of Spain: Read a book
- How hot a swimming pool is: Put your toe in it
- Spanish grammar: Read a book

How to acquire competences that need knowledge and skills:

E.g. walking:

1. watch others do it
2. try to copy them
3. fail
4. receive feedback (from self or others)
5. reflect on feedback
6. make changes and try again
7. repeat steps 3 to 6 until
8. succeed

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CHAPTER 03

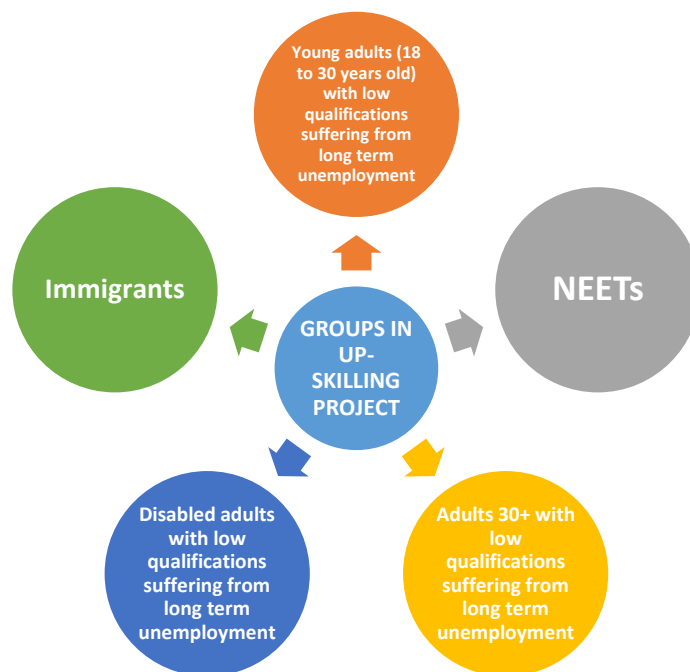
Working with adults at risk of social exclusion

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Introduction

The main target group addressed by the project Up-skilling Europe are adults at risk of social exclusion when such risk is due to their low skills and unemployment situation which create a disadvantage compared to other members of society.

Social exclusion is a much broader concept than just income poverty, in so far as there may be many other factors that leave groups of society isolated. These include such wide ranging factors as unemployment, access to education, childcare and healthcare facilities, living conditions, as well as social participation. Therefore, the terms: “adults from disadvantaged social groups” and “those at risk of social exclusion” represent a very large group of people. It may include (in this project): people with little or no education, immigrants, people with disabilities, the unemployed especially those suffering long term (adults, young adults, disabled people). These are all aspects which must be closely taken into consideration when working with such a target group to ensure a successful outcome.



This chapter is devoted to the following issues:

1. Social exclusion - definition and context.
2. Unemployment - Eurostat figures.
3. Description and analysis of the target groups in the project.
4. The rules and tips of recruitment and selection of project participants.

Social exclusion

The whole of Europe is witnessing the symptoms of growing social exclusion such as increasing long-term unemployment, male joblessness and the feminization of an increasingly casualised workforce, widening gaps in income levels, increasing disparities in educational and skill levels, deteriorating health and life expectancies for the poorest members of society. In many cities, these changes are especially visible in the spatial concentration of immigrant and ethnic minority communities and in large areas with deteriorating environmental conditions.

In 1993, Eurostat estimated that one-fifth of all children and one-sixth of all individuals in the European Union lived in poverty, that is, 58 million people (CEC 1993). This figure conceals important disparities across the Union: the whole of Greece, Portugal, Ireland, two-thirds of Spain, Italy's Mezzogiorno and most of former East Germany had incomes less than 75% of the EU average, accounting for 55 per cent of all those in poverty (CEC 1991; Atkinson 1991). Moreover, poverty affected specific groups disproportionately: young people, women, ethnic minority and immigrant groups, and the elderly.

From the Commission's perspective, the changing structure of poverty presents a substantial risk for the future of the European project:

The Community cannot be satisfied with a 'two-speed society' emerging, as it causes poverty, exclusion and frustration. The single frontier – free market and monetary union constitute growth factors for Europe as a whole, but they are also risk factors for the weakest regions and social groups and must be accompanied by more dynamic policies in the field of economic and social exclusion. (CEC 1992).

Although promoting economic and social cohesion was one of three key objectives in the 1991 Maastricht Treaty on European Union, the subsequent Action Programme to Combat Social Exclusion and to Promote Social Solidarity (CEC 1993) more directly reflects the Commission's view that the potential for social fracture threatens progress toward ever-closer union.

Recognizing that broader structural mechanisms have been set in motion by the process of European unification, the Programme focuses on those groups who have been socially excluded from education, employment, housing, health and other social services and gives special emphasis to issues of gender, culture, ethnicity and race within a multidimensional perspective.

An important implication of this description of the problem of social exclusion is that it manifests itself differently in different cities. National contexts differ. Welfare regimes in each country reflect different principles of social organization and normative bases. Different cities are differentially placed within the European economic and social space, some experiencing growth and others in long-term decline. Urban socio-spatial structures vary. In some, social exclusion and spatial segregation are virtually synonymous. Others exhibit a more fine-grained pattern of differentiation. In some places, ethnicity and race forms fundamental dividing lines in socio-spatial structures. Finally, specific patterns of local governance and welfare state provisioning affect local patterns of social exclusion.

Considerable terminological diversity characterizes almost any discussion of social exclusion. On the positive side, words in common use include (social) insertion, integration, inclusion, solidarity and cohesion. On the negative side, a wide variety of terms are used: (social) exclusion, isolation, marginalization, segregation, fracture and socially exposed. Occasionally, the words poverty and multiple deprivation turn up, usually

denoting the indicators by which those people and groups suffering from social exclusion may be identified but, more importantly, connoting a key distinguishing idea, that social exclusion (by any name) is a social process within a whole society rather than a way of categorising individuals and groups within that society. This terminological diversity generally reflects the powerful dynamism of discussions of social exclusion.

These 'linguistic' problems are generally rooted in different national political, intellectual and research traditions. What stands out is the strength of consensus that important new social phenomena are emerging across all of the European Community's member states, and that these phenomena are in some way linked with the formation of the European Union.

In considering terminology, it is important to distinguish between those uses of words which are primarily designed to identify and label an empirical phenomenon, and those uses which are designed to refer to a set of ideas about social phenomena and process. In the latter usage, Hadjimichalis and Sadler (1995a) present a set of papers which argue that marginalisation is a wider social process which includes social exclusion as one part of it. The reason for this term of argument is twofold: one is to distinguish marginality from the economists' use of the term (meaning incremental) and the second is to indicate an interest in socio-spatial phenomena. A second important approach to ideas about the phenomenon of exclusion is found in the collection of articles by Mingione (1993) which discuss 'the new urban poverty and the underclass'. Again, the aim of this collection is twofold: one is to that there are new social phenomena emerging which require theorizing, and the second is to examine the usefulness of Wilson's work on the American underclass in this context. In order to understand fully the roots of terminological diversity, it is also useful to review how the term 'social exclusion' entered the European agenda.

How the idea of social exclusion entered European dialogue

The single European Act in 1987 and the Maastricht Treaty in 1991 considerably quickened the pace of movement towards ever-closer union. Prior to the mid-1980s, European actions aimed at equity issues were relatively shallow and broad in nature, aimed either at specific countries or at particular declining sectors of industry (coal, steel, agriculture). By the mid-1980s, complex negotiations over widening and deepening the Community led to a sharpened focus on marginal social groups within each of the member states. In addition, Eurostat had by this time begun to grapple with the complex technical issues of defining and measuring poverty throughout the Community.

Not only was there growing and incontrovertible evidence that, despite modernization and the growth of competitiveness of the European economy, there were some groups who were unlikely to be in a position to benefit from these changes, but this evidence also gained political salience in the negotiations prior to the Maastricht Treaty, which was intended to be a fundamental next step towards ever-closer union.

It was in this institutional context that Jacques Delors introduced the concept of social exclusion in a set of negotiations with the social partners. The term social exclusion derives from its use in French social policy, and specifically from the political programme of the French Socialist governments of the 1980s.

When Delors introduced the term into the European Community negotiations, it took on a very different spin. First, the positive aim of combating social exclusion shifted from one of achieving insertion to one of promoting social and economic cohesion. Economic cohesion has been an aim of the Community since the early Treaties, and social cohesion entered the agenda with the Maastricht negotiations.

Effectively, there has been an important shift in perspective at the European level from a view which sees the problem of cohesion as one of relationships among the member states to one which sees the population of the Union as a whole and among whom social exclusion must be addressed wherever it occurs. At the same time,

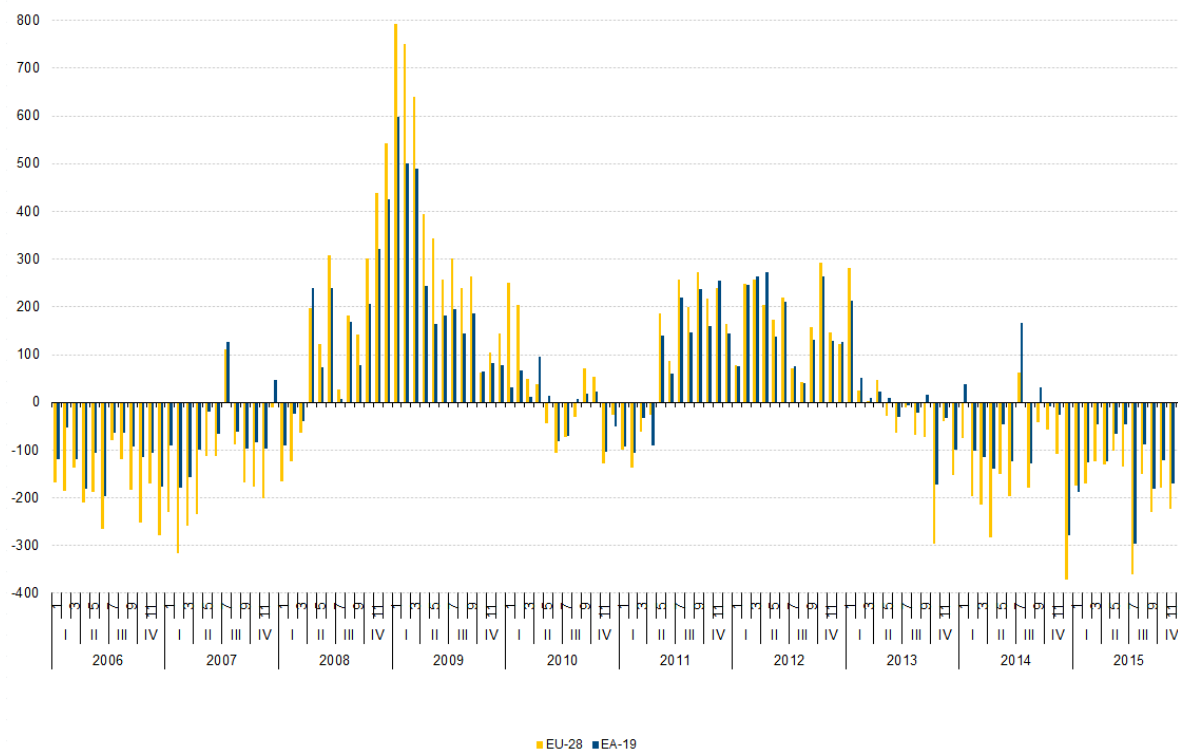
the Union's use of the concept of social exclusion implies a clear acknowledgement that there are negative effects, disadvantaging particular groups built into the dynamics of achieving ever-close union.

Thus, the Action Programme to Combat Social Exclusion and to Promote Social Solidarity is in explicit recognition of the Union's political responsibility for addressing these problems. Nevertheless, because social exclusion was seen as linked to decaying inner city areas, the implementation of the action programme was clearly located as subject to the principles of subsidiarity and proportionality and, thus, devolved to the member states, and it is this devolution which has led to terminological diversity as the idea becomes rooted in different national contexts.

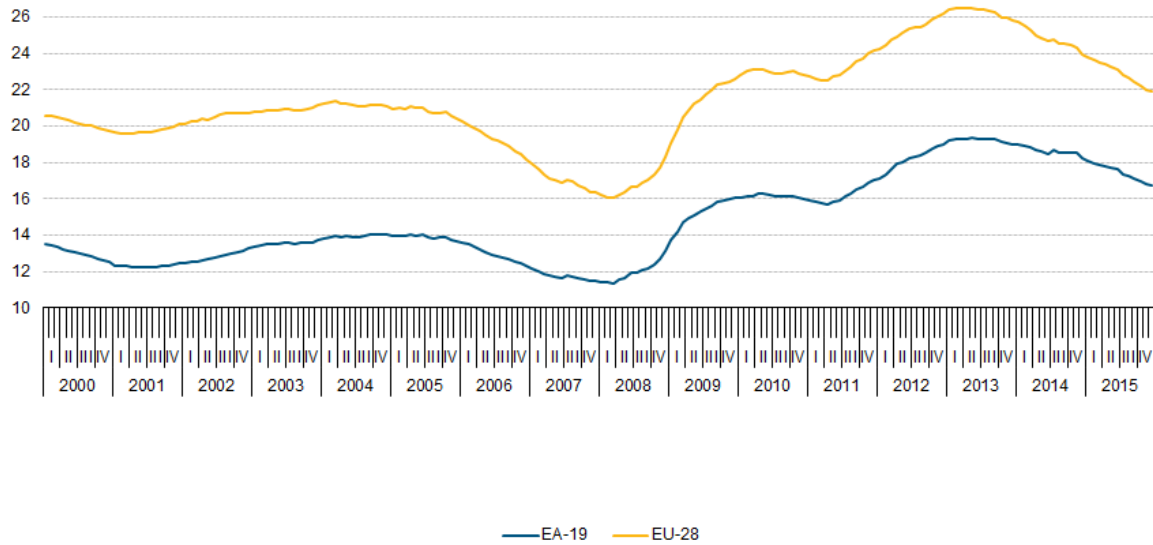
Unemployment, Eurostat figures

Eurostat estimates that 21.944 million men and women in the European Union were unemployed in December 2015. The EU-28 unemployment rate was 9.0 % in December 2015. Among the Member States, the lowest unemployment rates in December 2015 were recorded in the Czech Republic and Germany (both 4.5 %), as well as in Malta and the United Kingdom (both 5.1 %, October data for the UK). The highest rates have been observed in Greece (24.5 % in October 2015) and Spain (20.8 %). In December 2015, 4.454 million young persons (under 25) were unemployed in the EU-28, of whom 3.057 million were in the euro area, the youth unemployment rate was 19.7 % in the EU-28 and 22.0 % in the euro area. In December 2015, the lowest rates were observed in Germany (7.0 %), Denmark (10.3 %) and the Czech Republic (10.9 %), and the highest in Greece (48.6 % in October 2015), Spain (46.0 %), Croatia (44.1 % in the fourth quarter 2015) and Italy (37.9 %).

Change in the number of unemployed persons (compared to previous month, in thousands), seasonally adjusted, January 2006 - December 2015



Unemployed persons, in millions, seasonally adjusted, EU-28 and EA-19, January 2000 - December 2015 (%)



Unemployment trends

At the beginning of 2000, more than 20 million persons were unemployed in the EU-28, corresponding to 9.2 % of the total labour force. The unemployment trend at that moment was downwards. In the second quarter of 2001 the number of unemployment persons had dropped to 19.6 million and the unemployment rate to 8.7 %. A long period of increasing unemployment followed. At the end of 2004 the number of jobseekers available for work reached 21.1 million, while the unemployment rate was 9.2 %.

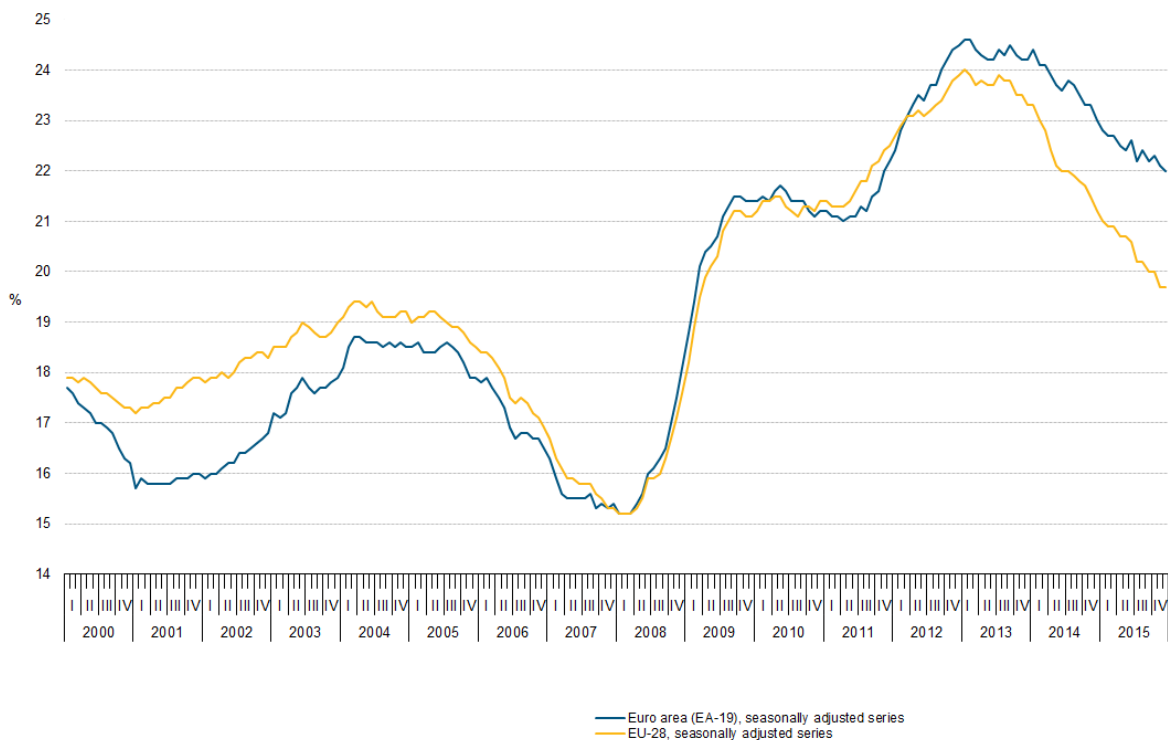
At the beginning of 2005 a period of steadily declining unemployment started, lasting until the first quarter 2008. At that time, EU-28 unemployment hit a low of 16.1 million persons (equivalent to a rate of 6.8 %) before rising sharply in the wake of the economic crisis. Between the second quarter of 2008 and mid-2010 the unemployment level went up by more than 6.6 million, taking the rate up to 9.7 %, at that time the highest value recorded since the start of the series in 2000. The decline of unemployment in the following three quarters was a deceptive sign of an end of the crisis and a steady improvement in labour market conditions in the EU-28. In fact, since the second quarter 2011 and until the first quarter of 2013 unemployment steadily and markedly increased taking it to the record level of 26.4 million, corresponding to a record rate of 10.9 %. Since then the rate has started to decrease, reaching 9.9 % at the end of 2014. The unemployment rate in the Euro area (EA-18) followed roughly the same trend as in the EU-28. However, between 2000 and the beginning of 2004 the unemployment rate in the Euro area was below that recorded in the EU-28. This pattern was subsequently reversed as, between 2005 and the beginning of 2008, unemployment declined more rapidly in the Member States which do not yet have the Euro. As in the EU-28, during the economic crisis unemployment increased at a considerable pace, with the exception of the period between mid-2010 and mid-2011 where it temporarily declined. The unemployment level peaked at 19.2 million in the second quarter of 2013, before going down in the second part of 2013 and in the course of 2014.

Youth unemployment trends

Youth unemployment rates are generally much higher, even double or more, than unemployment rates for all ages. As with the rate for the total population, the youth unemployment rate in the EU-28 sharply declined between 2005 and 2007, reaching its minimum value (15.2 %) in the first quarter 2008. The economic crisis, however, hit the young severely. From the second quarter of 2008, the youth unemployment rate followed an upward trend peaking in 23.8 % in the first quarter 2013, before receding to 21.4 % at the end of 2014. The EU-28 youth unemployment rate was systematically higher than in the Euro area between 2000 and mid-2007. From then until the third quarter of 2010 these two rates were very close. Afterwards the indicator moved more sharply in the EA-18 than in the EU-28, first downwards until mid-2011, then upwards until the end of 2012. In the middle of 2012 the Euro area youth unemployment rate overtook the EU-28 rate, and the gap increased until the end of the year. The gap became even larger in the second part of 2013 and during 2014, when the rate for the Euro area went down less than the rate for the EU-28.

High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large, as many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labour force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are also calculated according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Data show that youth unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the crisis on the labour market.

Youth unemployment rates, EU-28 and EA-19, seasonally adjusted, January 2000 - December 2015 (%)



Youth unemployment figures, 2012-2014Q4 (%)

	Youth unemployment rate				Youth unemployment ratio		
	2012	2013	2014	2014Q4*	2012	2013	2014
EU-28	23.3	23.7	22.2	21.4	9.8	9.9	9.1
Euro area	23.5	24.4	23.8	23.2	9.6	9.8	9.4
Belgium	19.8	23.7	23.2	22.4	6.2	7.3	7.0
Bulgaria	28.1	28.4	23.8	23.0	8.5	8.4	6.5
Czech Republic	19.5	18.9	15.9	14.5	6.1	6.0	5.1
Denmark	14.1	13.0	12.6	11.2	9.1	8.1	7.8
Germany	8.0	7.8	7.7	7.4	4.1	4.0	3.9
Estonia	20.9	18.7	15.0	14.4	8.5	7.4	5.9
Ireland	30.4	26.8	23.9	21.9	12.3	10.6	8.9
Greece	55.3	58.3	52.4	51.1	16.1	16.5	14.7
Spain	52.9	55.5	53.2	51.7	20.6	21.0	19.0
France	24.4	24.8	24.1	24.6	8.9	8.9	8.5
Croatia	42.1	50.0	45.5	46.3	12.7	14.9	15.3
Italy	35.3	40.0	42.7	42.0	10.1	10.9	11.6
Cyprus	27.7	38.9	35.9	33.9	10.8	14.9	14.5
Latvia	28.5	23.2	19.6	18.2	11.5	9.1	7.9
Lithuania	26.7	21.9	19.3	18.5	7.8	6.9	6.6
Luxembourg	18.0	16.9	21.2	23.5	5.0	4.0	6.0
Hungary	28.2	26.6	20.4	18.9	7.2	7.3	6.0
Malta	14.1	13.0	11.8	11.1	7.2	6.9	6.2
Netherlands	11.7	13.2	12.7	11.9	6.6	7.7	7.1
Austria	9.4	9.7	10.3	10.2	5.6	5.7	6.0
Poland	26.5	27.3	23.9	22.0	8.9	9.1	8.1
Portugal	38.0	38.1	34.7	33.3	14.1	13.3	11.9
Romania	22.6	23.7	24.0	23.6	6.9	7.1	7.1
Slovenia	20.6	21.6	20.2	19.1	7.1	7.3	6.8
Slovakia	34.0	33.7	29.7	26.9	10.4	10.4	9.2
Finland	19.0	19.9	20.5	21.1	9.8	10.3	10.7
Sweden	23.7	23.6	22.9	22.4	12.4	12.8	12.7
United Kingdom	21.2	20.7	16.9	16.1	12.4	12.1	9.8
Iceland	13.6	10.7	10.0	9.7	10.2	8.3	7.5
Norway	8.6	9.1	7.9	7.8	4.8	5.2	4.3
Switzerland	-	-	-	-	5.7	5.8	5.8
Turkey	15.8	17.1	18.0	19.2	5.9	6.6	7.3
United States	16.2	15.5	13.4	12.6	-	-	-
Japan	8.1	6.8	6.3	-	-	-	-

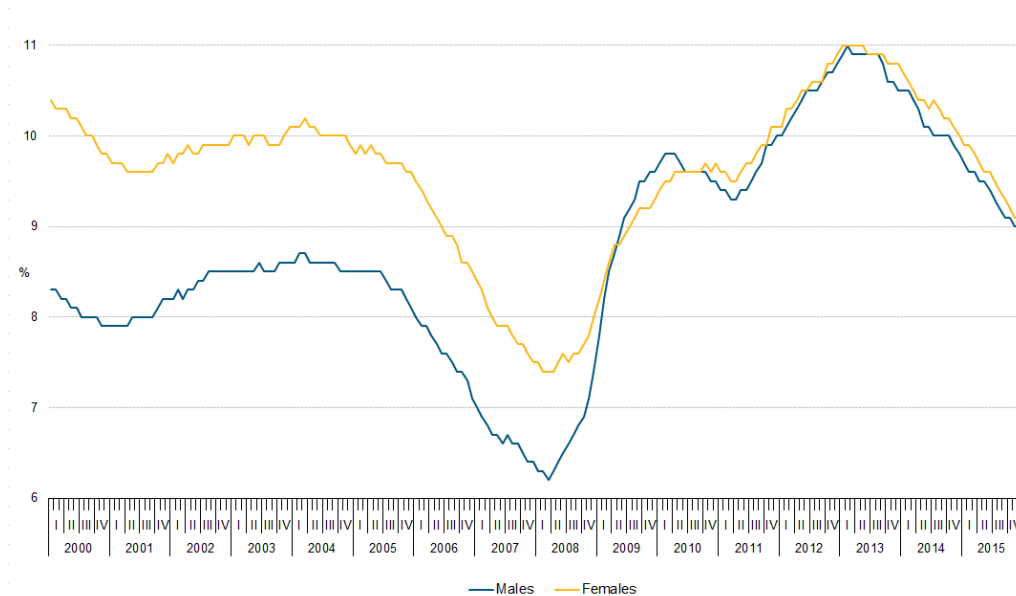
- data not available

* The quarterly youth unemployment rate is seasonally adjusted.

Male and female unemployment trends

Historically, women have been more affected by unemployment than men. In 2000, the unemployment rate for women in the EU-28 was around 10 %, while the rate for men was below 8 %. By the end of 2002, this gender gap had narrowed to around 1.5 percentage points and between 2002 and mid-2007 this gap remained more or less constant. Since the first quarter of 2008, when they were at their lowest levels of 6.3 % and 7.4 % respectively, the male and female unemployment rates in the EU-28 converged, and by the second quarter of 2009 the male unemployment rate was higher. The decline of the men's rate during 2010 and the first half of 2011 and the corresponding stability in the women's rate over the same period brought the male rate below the female one once again. Since then the two rates rose at the same pace until mid-2013, when they reached their highest value, both at 10.9 %. In the second half of 2013 as well as during the course of 2014 both the male and the female rates declined, reaching respectively 9.8 % and 10.1 % at the end of 2014.

Unemployment rates by gender, EU, seasonally adjusted, January 2000 - December 2015 (%)



A detailed look at 2014

The overall unemployment rate in the EU-28 reached 10.2 % in 2014, a decrease of 0.7 percentage points compared with 2013. This follows an increase of 0.4 percentage points between 2012 and 2013. In the United States the unemployment rate fell for the fourth year in a row, from 7.4 % in 2013 to 6.2 % in 2014.

The unemployment rate rose in 6 Member States between 2013 and 2014, dropped in 19 and remained stable in France, Croatia and Luxembourg. The increases in the annual average unemployment rates between 2013 and 2014 were recorded in Italy (+0.6 ppt), Finland (+0.5 ppt), Cyprus and Austria (both +0.2 ppt) as well as in Belgium and the Netherlands (both +0.1 ppt). The highest decreases were reported in Hungary (-2.5 ppt), Portugal (-2.3 ppt), Ireland (-1.8 ppt), Spain and Bulgaria (both -1.6 ppt) and the United Kingdom (-1.5 ppt). With 26.5 %, Greece was the country with the highest overall unemployment rate in 2014. The dispersion of unemployment across the EU-28 remained at approximately the same level as in 2013. Long-term unemployment is one of the main concerns of policymakers. Apart from its financial and social effects on personal life, long-term unemployment negatively affects social cohesion and, ultimately, may hinder economic growth. In total, 5.1 % of the labour force in the EU-28 in 2014 had been unemployed for more than one year; more than half of these, 3.1 % of the labour force, had been unemployed for more than two years. Compared to 2013, a decrease is observed in long term unemployment (from 5.2 %) while a sizeable increase (from 2.9 %) is registered among those being unemployed for two or more years.

For the first time since the calculation of EU-28 unemployment statistics started (in 2000), the unemployment rate for women was lower than that for men in 2009, and remained so in 2010. In 2011, this effect reversed again, with female unemployment rates at 9.7 % against 9.6 % for males. The gap remained unchanged until 2013, when the two rates for the EU-28 peaked at 10.8 % for men and 10.9 % for women. In the Euro area the rate has always been higher for women than for men. In 2014 the rates stood at 11.5 % for men and at 11.8 % for women. Male unemployment rates were higher than the corresponding rates for women during 2014 in 15 out of 28 Member States. The gap between male and female unemployment rates varied from -6.5 percentage

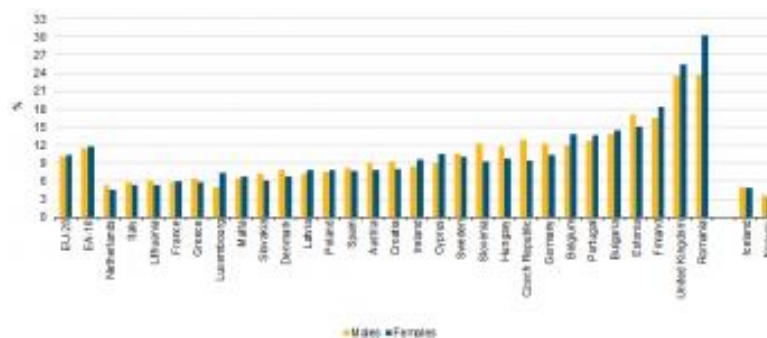
points in Greece to +3.5 percentage points in Ireland. The youth unemployment rate in the EU-28 was more than double the overall unemployment rate in 2014. At 22.2 %, more than one out of every five young persons in the labour force was not employed, but looking and available for a job. In the Euro area, the youth unemployment rate was even higher at 23.8 %. The unemployment rate among young persons was higher than the rate for those aged between 25 and 74 in all Member States. In Spain (53.2 %), Greece (52.4 %), Croatia (45.5 %), Italy (42.7 %), Cyprus (35.9 %) and Portugal (34.7 %) youth unemployment rates were particularly high. Germany (7.7 %) was the only Member State with a youth unemployment rate below 10 %.

Unemployment rate 2003-2014 (%)

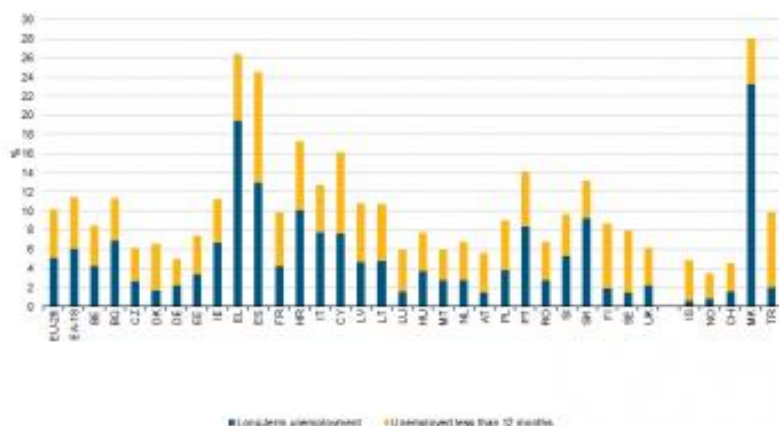
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EU-28	9.2	9.3	9.0	8.2	7.2	7.0	9.0	9.6	9.7	10.5	10.9	10.2
Euro area	8.9	9.1	9.0	8.4	7.5	7.6	9.5	10.0	10.1	11.3	12.0	11.6
Belgium	8.2	8.4	8.5	8.3	7.5	7.0	7.9	8.3	7.2	7.6	8.4	8.5
Bulgaria	13.7	12.1	10.1	9.0	6.9	5.6	6.8	10.3	11.3	12.3	13.0	11.4
Czech Republic	7.8	8.3	7.9	7.1	5.3	4.4	6.7	7.3	6.7	7.0	7.0	6.1
Denmark	5.4	5.5	4.8	3.9	3.8	3.4	6.0	7.5	7.6	7.5	7.0	6.6
Germany	9.7	10.4	11.2	10.1	8.5	7.4	7.6	7.0	5.8	5.4	5.2	5.0
Estonia	10.3	10.1	8.0	5.9	4.6	5.5	13.5	16.7	12.3	10.0	8.6	7.4
Ireland	4.6	4.5	4.4	4.5	4.7	6.4	12.0	13.9	14.7	14.7	13.1	11.3
Greece	9.7	10.6	10.0	9.0	8.4	7.8	9.6	12.7	17.9	24.5	27.5	26.5
Spain	11.5	11.0	9.2	8.5	8.2	11.3	17.9	19.9	21.4	24.8	26.1	24.5
France	8.6	8.9	8.9	8.8	8.0	7.4	9.1	9.3	9.2	9.8	10.3	10.3
Croatia	14.2	13.9	13.0	11.6	9.9	8.6	9.2	11.7	13.7	16.0	17.3	17.3
Italy	8.4	8.0	7.7	6.8	6.1	6.7	7.7	8.4	8.4	10.7	12.1	12.7
Cyprus	4.1	4.6	5.3	4.6	3.9	3.7	5.4	6.3	7.9	11.9	15.9	16.1
Latvia	11.6	11.7	10.0	7.0	6.1	7.7	17.5	19.5	16.2	15.0	11.9	10.8
Lithuania	12.4	10.9	8.3	5.8	4.3	5.8	13.8	17.8	15.4	13.4	11.8	10.7
Luxembourg	3.8	5.0	4.6	4.6	4.2	4.9	5.1	4.6	4.8	5.1	5.9	5.9
Hungary	5.8	6.1	7.2	7.5	7.4	7.8	10.0	11.2	11.0	11.0	10.2	7.7
Malta	7.7	7.2	6.9	6.8	6.5	6.0	6.9	6.9	6.4	6.3	6.4	5.9
Netherlands	4.8	5.7	5.9	5.0	4.2	3.7	4.4	5.0	5.0	5.8	7.3	7.4
Austria	4.8	5.5	5.6	5.3	4.9	4.1	5.3	4.8	4.6	4.9	5.4	5.6
Poland	19.8	19.1	17.9	13.9	9.6	7.1	8.1	9.7	9.7	10.1	10.3	9.0
Portugal	7.4	7.8	8.8	8.9	9.1	8.8	10.7	12.0	12.9	15.8	16.4	14.1
Romania	7.7	8.0	7.1	7.2	6.4	5.6	6.5	7.0	7.2	6.8	7.1	6.8
Slovenia	6.7	6.3	6.5	6.0	4.9	4.4	5.9	7.3	8.2	8.9	10.1	9.7
Slovakia	17.7	18.4	16.4	13.5	11.2	9.6	12.1	14.5	13.7	14.0	14.2	13.2
Finland	9.0	8.8	8.4	7.7	6.9	6.4	8.2	8.4	7.8	7.7	8.2	8.7
Sweden	6.6	7.4	7.7	7.1	6.1	6.2	8.3	8.6	7.8	8.0	8.0	7.9
United Kingdom	5.0	4.7	4.8	5.4	5.3	5.6	7.6	7.8	8.1	7.9	7.6	6.1
Iceland	3.3	3.1	2.6	2.9	2.3	3.0	7.2	7.6	7.1	6.0	5.4	5.0
Norway	4.2	4.3	4.5	3.4	2.5	2.5	3.2	3.6	3.3	3.2	3.5	3.5
Turkey	-	-	9.5	9.0	9.1	10.0	13.0	11.1	9.1	8.4	9.0	9.9
United States	6.0	5.5	5.1	4.6	4.6	5.8	9.3	9.6	8.9	8.1	7.4	6.2
Japan	5.3	4.7	4.4	4.1	3.8	4.0	5.1	5.0	4.6	4.3	4.0	3.6

Data not available

Unemployment rates, 2014, ranked on the average of male and female (%)



Unemployment rates by duration, 2014 (%)



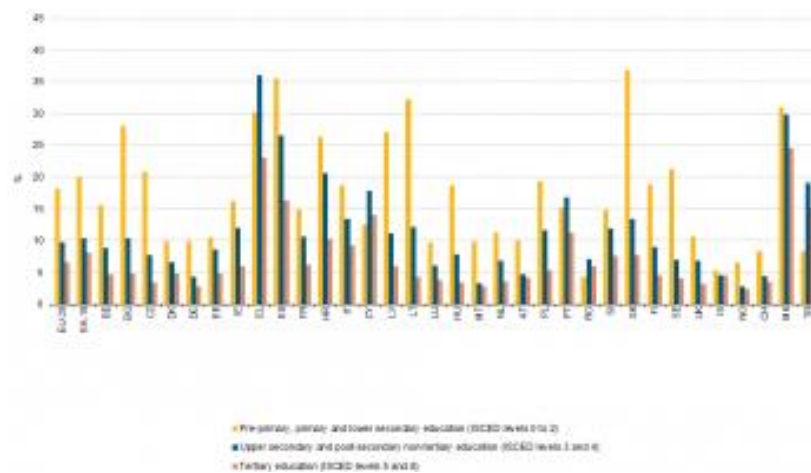
Unemployment rates by age and gender, 2007-2014 (%)

	Male		Female		< 25 years		25-74 years
	2007	2014	2007	2014	2007	2014	
EU-28	8.6	10.1	7.9	10.3	22.2	22.2	9.0
Euro area	6.7	11.5	6.6	11.8	23.8	23.8	10.4
Belgium	6.7	9.0	8.5	7.9	23.2	23.2	7.3
Bulgaria	6.5	12.3	7.4	10.4	23.8	23.8	10.7
Czech Republic	4.2	5.1	8.7	7.4	15.9	15.9	5.4
Denmark	3.4	6.4	4.2	6.8	12.6	12.6	5.5
Germany	8.4	5.3	8.7	4.6	7.7	7.7	4.7
Estonia	5.4	7.9	3.8	6.8	15.0	15.0	6.7
Ireland	5.0	12.9	4.3	9.4	23.9	23.9	10.0
Greece	5.3	23.7	12.9	30.2	52.4	52.4	24.8
Spain	6.4	23.8	10.7	25.4	53.2	53.2	22.3
France	7.6	10.5	6.5	10.1	24.1	24.1	8.6
Croatia	8.8	16.5	11.4	16.3	45.5	45.5	14.6
Italy	4.9	11.9	7.8	13.8	42.7	42.7	10.6
Cyprus	3.4	17.1	4.6	15.1	35.9	35.9	14.0
Latvia	6.5	11.8	5.6	9.8	19.6	19.6	10.0
Lithuania	4.2	12.2	4.3	9.2	19.3	19.3	9.9
Luxembourg	3.4	5.9	5.1	8.0	21.2	21.2	5.0
Hungary	7.1	7.6	7.7	7.9	20.4	20.4	6.7
Malta	5.8	6.2	7.9	5.4	11.8	11.8	4.8
Netherlands	3.3	7.2	5.2	7.6	12.7	12.7	6.5
Austria	4.5	5.9	5.3	5.4	10.3	10.3	4.9
Poland	9.0	8.5	10.3	9.6	23.9	23.9	7.7
Portugal	8.7	13.8	9.6	14.5	34.7	34.7	12.5
Romania	7.2	7.3	5.2	6.1	24.0	24.0	5.5
Slovenia	4.0	9.0	5.9	10.6	20.2	20.2	6.9
Slovakia	10.0	12.8	12.8	13.6	29.7	29.7	11.8
Finland	6.5	9.3	7.2	8.0	20.5	20.5	7.0
Sweden	5.9	8.2	6.5	7.7	22.9	22.9	5.7
United Kingdom	5.5	6.4	5.0	5.8	16.9	16.9	4.4
Iceland	2.3	5.1	2.3	4.9	10.0	10.0	3.9
Norway	2.6	3.7	2.5	3.3	7.9	7.9	2.6
Turkey	-	-	-	-	18.0	18.0	8.3
United States	4.7	6.3	4.5	6.1	13.4	13.4	5.0
Japan	3.9	3.8	3.7	3.4	6.3	6.3	3.3

Unemployment rates, EU-28, 2005-2014 (%)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Male	8.4	7.6	6.6	6.6	9.0	9.7	9.6	10.4	10.8	10.1
Female	9.8	9.0	7.9	7.5	8.9	9.6	9.8	10.5	10.9	10.3
Less than 25 years	19.0	17.7	15.9	15.9	20.3	21.4	21.7	23.3	23.7	22.2
Between 25 and 74 years	7.7	7.0	6.1	5.9	7.6	8.3	8.3	9.1	9.5	9.0
Long-term unemployment rate	4.1	3.7	3.1	2.6	3.0	3.9	4.2	4.7	5.2	5.1
Male	3.8	3.5	2.9	2.4	2.9	3.9	4.2	4.7	5.2	5.1
Female	4.5	4.1	3.4	2.8	3.1	3.8	4.1	4.7	5.1	5.1
Very long-term unemployment rate	2.4	2.2	1.9	1.5	1.6	1.8	2.2	2.6	2.9	3.1

Unemployment rates (among persons aged 25-64 years) by level of educational attainment, 2014 (%)



Educational qualifications are still the best insurance against unemployment, which clearly increases the lower the level of education attained. The average unemployment rate in the EU-28 for those aged between 25 and 64 having attained at most a lower secondary education was 18.2 %, much higher than the rate of unemployment for those that had obtained a tertiary education qualification (6.6 %).

Description and analysis of the target groups in the project

All activities must be adapted to be customized to the needs of the target group when working with adults at risk of social exclusion. Most activities may not fit completely the profile of participants. Before the activity is carried out, the specific needs of the target group must be analysed.

In Up-skilling Project we have 5 groups of adults suffering or at risk of social exclusion. During the research we noticed that some of the problems are the same in each group, for example: lack of trust in others and lack of self-esteem, lack of language skills. Below we analyse the needs of all groups:

Immigrants

There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers. The scope and level of perceived barriers depends on previous experiences in domestic and international labour markets. Immigrants express huge training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market. Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training), personal abilities, presentation, communication, job searching, labour market systems and regulations, evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business).

There is a group which definitely wants to take training regardless of the subject. They are the first segment to whom training can be targeted. The basic characteristic of the group is as follows: they are less satisfied with their current job than average and more often believe that their job does not correspond to their level of education. They more often than average meet difficulties on labour market. They have less knowledge than average about where to find information about training. What seems to be the case in this group is the need for well targeted information. The message should stress that completion of the training increases the possibility of possessing better, more satisfying jobs which are more appropriate to one's education. There is also a group who do not have jobs. Surprisingly, among this group no stronger perception of barriers on labour market can be observed. What is more, among this group no stronger willingness for training can be observed. On the other hand, they do not want training less than average. What seems to be the case in this group is action aimed at realizing the importance of training. The message should stress the possibility of getting a good job after completing the training.

These training needs are similar to those expressed by other young people entering the labour market. However, they are seen differently. They should be planned to overcome barriers; lack of social, economic and legal knowledge in terms of living in foreign country. Summarizing the willingness to participate in training, it should be stated that immigrants generally want to participate in different training. They have their preferences, but the idea itself about training is rather important to them.

General conclusion about this segment: Unemployment does not seem to be a strong enough motivator for taking training. In other words, not having a job is not a sufficient argument to undertake training. Some other aspects have to be taken into consideration. This is, however, an important segment for training. Interestingly,

the training needs of immigrants and perceived barriers seem to be similar, and do not depend on their nationality and host country, which indicates the possibility to address similar training programs for immigrants in all countries involved. What is common for each module is the fact that potentially interested respondents have less knowledge of where to find information and take training. Therefore, effective channels for reaching the immigrants should be determined. Our research also demonstrates that there is a considerable portion of immigrants who may be interested in entrepreneurship/starting-own-business training.

Adults (over 30 years old) with low qualifications suffering from long term unemployment

Based on data from the completed project "50+ mature, need, competent, in which the WIOSNA Association acted as Lead Partner, emerge the following problems characterized by a person from this group: 50+ people long-term unemployed characterized by, inter alia: unhappiness and loneliness, loss of security, indecision and lack of patience in difficult situations, a sense of losing individuality and values (often hand in hand with depression) and the conflict between the expected and the real vision of self lead to negative self-esteem. On the other hand, those who remain long-term unemployed have a high opinion of their own qualifications, and experience difficulties in objective self-assessment; this dominates their behaviour, which is reactive over proactive, they are characterized by a low level of motivation and activity in search of employment, risk aversion and fear of change in their life situation. Persons 50+, as it would appear from the experience of trainers and advisers are often wary in their attitude towards any kind of support. Finally, another problem is the existing stereotypes, also autostereotypes functioning within the group. The following statements by the representatives of this group are typical: "I am not good for this work – they have got a high requires", "It's not for me," "I am too old – here is a lot of younger people, who can do it"; Based on the experience gained on the other project we have diagnosed the following barriers:

- **Educational** - low skills associated with the level of education (education is dominated by basic or lower); experience and qualifications (although long) are usually outdated or inadequate for the needs of the labour market
- **Economics** - the difficulty in finding a job (over a longer period of time) is distributed generally to financial difficulties
- **Psychological** - People 50 + have low motivation to take up the activity, low self-esteem or lack of proactive attitude
- **Health** - Persons 50 + relatively more often than younger people are receiving medical care; Moreover, there are limitations in various types of work (e.g. Work in the construction industry) connected with health
- **Social** - In addition to the abovementioned problems related to functioning in society stereotypes person 50+ as a fully-fledged employee, there is the problem of low social competence (soft skills) essential in the workplace or, finally, the low mobility of this group.

Needs and expectations of 50+

Through our research and experience you can indicate some needs and expectations of the people. The first is to gain experience and improve the professional competence through the trainee or training. It will be hard to reactivate persons 50+ without it. Another is the need for complementary actions aimed at improving qualifications and social skills (group meetings in inspirational form of workshops), which allow our participants to gain confidence and motivate to action. Help in directing career (career counselling) is also one of the

indicated needs of people who want to return to the labour market. And the last one is redirecting at work and in action, individual treatment of each participant (individual counselling, job placement and other elements tailored to the needs of each participant). Through these activities, and assistance in finding jobs tailored to the abilities of the participants a large proportion of people over 50 will have a chance to return to the labour market and avoid social exclusion.

NEETs* and Young adults (18 to 30 years old) with low qualifications suffering from long term unemployment

*Not in Education, Employment or Training' is particularly applicable as a social under-class lacking drive, motivation or ambition. In part this is due to poverty and lack of opportunity. The term NEET is used to describe young people who are not engaged in any form of employment, education or training. The term has come into the policy debate in recent years due to the disproportionate impact of the recession on young people (under 30 years old). The unemployment rate for those under thirty is nearly double the average rate. In 2011, some 14 million young people under the age of 30 years were not in employment, education or training across the EU as a whole. However, rates vary widely from around 5.5% of 15-24 year olds in the Netherlands to 22.7% in Italy.

Due to the fact that the needs of people referred to as NEET and young adults are very similar, we decided to combine the two groups and present their situation. Among this category of people there are two groups in a special situation on the labour market (long-term unemployed and people with disabilities):

Vocational school graduates who do not continue their education

In this case unemployment and inactivity affects a large percentage of graduates. Most of the time NEETs are people who were trained in basic vocational and post-secondary school, i.e. schools after which young people often choose to work. Among those who wanted only work after high school NEET's participation was the highest, which clearly indicates that youths who too narrowly orient their plans in the event of failure often go to the NEET category. Among the graduates of vocational schools, NEETs are much more often: women, people at vocational schools and post-secondary schools, persons who have completed their education in tourist and catering services, agro-processing, people from rural areas, people who have not passed the end of school exam, living in medium-sized cities and villages and people whose father had primary education.

Among those people that can be classified as inactive a common cause of not taking efforts to find work were issues not directly related with the situation on the labour market, but also with child care, attending to the house or pregnancy.

Graduates, economically inactive and continuing education / training

This group includes 1/3 of all graduates. According to data the unemployment rate in December 2014 in Poland was up 22.6%, which was nearly 3 times higher than the total unemployment rate in Poland (8.0%) and in the EU (21.4%). Graduates looking for a job do not have a significant advantage over those with secondary education. The percentage of job seekers and the structure of the employed due to the form of employment are very similar in both groups. Also, mode of study and type of schools do not have a strong influence on the probability of employment. A specific category of unemployed with higher education are people 27 y.o. Their specific situation include inter alia: numerous mental tensions, an attitude of resignation and social alienation,

inability to plan/poor time management, the feeling of being useless, the phenomenon of learned helplessness, poor concentration of attention and orientation in reality, and the deterioration of mental health (welfare).

Needs, expectations and obstacles

The internally diverse population of young adults and NEETs have a number of specific needs, expectations and barriers.

Expectations are: the development of language skills, work experience, improving professional skills - a valuable internship with clear targets and principles of cooperation, with the ability to face challenges, learn, develop and implement ideas ("Not making coffee!"), Implementation and monitoring (mentor/guardian placement on site), feedback on the placement, redirecting the work and internship, equal treatment with other workers, help in adapting, friendly atmosphere, tolerance; changing environment, intercultural integration, new growth opportunities.

Obstacles and barriers: lack of work experience (practice, internships), lack of jobs in the profession, not enough jobs, you often have to take a job below expectations just to have an income, employers expect a lot of experience/specialist courses immediately after graduation, low wages, incompetent job search, the lack of fluent foreign language, a lack of faith in their own abilities.

Little or no work experience and competencies tailored to the needs of the labour market are universal weakness of young people. In this group there are a number of problems specific to groups covered by the assistance in this project. With respect to the above-mentioned groups, there is a high demand/expectation for social programs and professional integration of the young adult and NEET with particular emphasis on activities such as:

- organization of training courses for further education, which would be tailored to the requirements of a particular employer (apprenticeship training in the workplace)
- meetings with a professional counsellor who will treat each person individually, and show interest in her progress in job search
- activating training - help with the paperwork required for employment, psychological training
- organization of training courses to enable interested parties to familiarize themselves with the process of the interview and contact with the employer
- organization of internships and apprenticeships, national and international enabling change of working environment, gain the necessary experience.

Disabled people with low qualifications suffering from long term unemployment

Based on the analysis of barriers, problems of persons with disabilities, research, in-depth interviews with a group of ultimate beneficiaries of previous projects in our Association and the evaluation reports and expertise of the projects, people from the target group indicated as key needs and expectations:

- Psychological support (reducing anxiety), to help raise self-esteem, eliminating the feeling of marginality and exclusion in social relations
- Help in finding themselves in the labour market, training to develop an action plan - help in preparing application documents to the job interview, job search
- Work experience in an internship and improving competence/professional qualifications (specialized training, workshops with support of key competences)

- Training in computer skills (low competence in this area)
- Practical information on legal issues for people with disabilities.

On the basis of the above-mentioned analysis of the needs/expectations, the best solution for this target group would be the following:

- Support for stimulating motivation, independence and activity of the participants (including individual consultation with the volunteer – specialist workshops on motivation and self-consciousness)
- Vocational counselling, psychological support and training of key competences, specialized training (new skills / competencies)
- Group meetings, a space for the exchange of concerns, as well as to inspire to action and seeking solutions, creation of new ideas.

An important aspect when it comes to motivation and self-esteem of people with disabilities is also a factor related with the other person. Often people with disabilities are not accepted by the rest of society. This is one of the reasons that leads persons with disabilities to low motivation and low evaluation of their work, skills, and competences. Especially in this group, it is important to show them how to recognize personal achievements, how to live in a society, where to find help and how to react in difficult situations. Important for this group of customers is also paying attention to the education of the public, who are not directly involved in relationships with people with disabilities, but their opinion has an impact on the self-perception of people with disabilities.

The rules and tips of recruitment and selection of project participants

The main purpose of the activities undertaken within the framework of recruitment and selection is to obtain participants in the project with appropriate potential, understood as a result of such elements as:

a) predisposition to develop key competences:

- Communication in foreign languages
- Mathematical competence and basic competences in science and technology competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

b) High motivation to participate in the project, break down barriers, and develop professionally,

c) The values on which candidate bases his life (priorities in life)

The tools used in the process of obtaining the participant

a) an initial questionnaire for the formal criteria

- name and surname
- age
- gender
- education
- confirm unemployed status
- brief description of why a person is at risk of social exclusion
- contact details

b) Curriculum Vitae of participant (a brief account of a person's education, qualifications, and previous experience, typically sent with a job application)

c) interview questionnaire consisting of 12 questions (Appendix 1)

The course of the meeting recruitment

An interview is recommended with elements of "methods competence" (behavioral) consisting of a structured interview focused on real-life situations. During the meeting, the candidate shall be asked questions aimed at checking whether the candidate was in the past in situations and demonstrated competencies and qualities required from the project participants.

The conversation is carried out with the help of an interview questionnaire (Appendix 1), taking into account the information contained in the candidate's CV, however, should be of a true encounter with another human being, in which both parties will have the chance to learn enough to be able to jointly decide whether the actions planned in the project are able to really respond to the needs and situation of a particular participant.

The interviewers should refer to the actual situation. In this way we can gain valuable information about the attitude of the candidate in the daily work of the initiative, motivation and commitment. Descriptions of specific situations will also show its attitude towards difficulties. Remember that the questionnaire is a tool and should not dominate the meeting. Please read tools and CV of the candidate before the meeting and note the additional questions that we would like to ask him and issues to deepen.

Tips for running an interview:

- Express your sincere desire to know a candidate
- Keep a friendly atmosphere during the interview
- Refer to materials /application form, CV, other
- Listen actively and follow the candidate

The method of asking questions:

a) ask the candidate questions about the situations of his past life, ask for specific examples of situations in which the candidate showed a certain competence; correct questions begin with: What did you ...? What happened ...?, and incorrect questions usually begin with the phrase: What is your opinion ...?, do you think ...?

b) ask mainly open questions that lead candidate to speak.

In response, the candidate may present facts and information, describe the situations, express feelings.

c) avoid suggesting answers to questions or expressing assumptions about the existing situation, because this encourages the candidate to give short answers "yes" or "no" (e.g. For sure ... you prefer, right?).

d) Be patient in silence, and when silence lasts too long, stop it naturally, say that you can return to the question later, ask if you need more time to consider whether he wants to go further, if the question is clear).

e) Keep control (including time) over the course of the interview. If a candidate deviates from the topic, with questions you can steer it to an interesting question.

f) The structure of interview should be 'funnel - from general to specific ": at the beginning asking open questions, and only at the end - closed questions, particularly regarding the specifics of the application.

g) At the end of the interview: ask for questions about the project - briefly and concretely answered, thank for the meeting, inform about further stages of the recruitment process.

Criteria for selecting participants for a learning mobility

Unlike other workshop activities, in a learning mobility participants live a full immersion in a different geographical and cultural context and with different people they might not have known before. Also, there will be no opportunity for participants to return to their 'personal space' or 'comfort zone' until the end of the activities. Participants therefore, before joining the project, must be made aware of the difficulties they will meet, and the organization must be able to assess whether the participant is ready and prepared to deal with such an experience.

The organization, before accepting the accession of a candidate should:

1. conduct an individual interview to understand the adaptability of each participant
2. organize a group meeting with all the candidates aimed at checking the interactional capacities/difficulties within the group.

The individual interview is to explain the type of activities, the location they will take place at, the modalities, rules of coexistence, organizational rules. More specifically:

- Explain in detail the type of activities that will take place, the accommodation and the other venues, the general conditions of the country/place of destination.
- Check the willingness of participants to adapt to living with a group of people who may have different needs, and understand and foresee what difficulties they might have.
- Agree on the willingness to accept any change that could arise along the way and to adapt to different and unpredictable contingencies
- Agree on the need to have a proactive and not recriminating approach in case of any change
- Know that the organization is not responsible for improper behaviour towards them and their inappropriate behaviour towards others.
- Know that the organization may decide, at any time, with justified reasons, to remove from the group any person who does not respect the rules of coexistence and cooperation for the success of the project
- Declare if there is any kind of impediment or physical, mental or psychological obstacle that may impede the activities (in order to see which changes must be applied in order to guarantee everyone's full participation)
- Be available to sign a contract that clarifies the points listed above

In the group meeting participants are encouraged to listen, to build relationships and cooperation within the group. The goal is to assess whether there are people with evident difficulties in interacting with others and in carrying out their tasks. Examples of group tasks may be:

- Organize a trip/visit together
- Prepare and have a lunch together, if a kitchen is available
- Play board games together
- Play one or more games of relations and cooperation which can be found easily on the internet and social networks:

<http://www.youthwork-practice.com/games/cooperation-games.html>

<http://www.peacefirst.org/digitalactivitycenter/resources/search>

<http://www.refreshleadership.com/index.php/2012/08/quick-games-engage-employees-work/>

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Report_Recommendations on how to improve education for adults suffering or at risk of social exclusions

Online sources:

<http://www.eurofound.europa.eu/young-people-and-neets-1>

https://books.google.pl/books?hl=pl&lr=&id=rkWqg-DT6uQC&oi=fnd&pg=PP2&dq=immigrants+in+europe+risk+in+social+exclusion&ots=Gcv4omdzh7&sig=toP_hDxtoKt2yh-JE4pwZ6XGkwo&redir_esc=y#v=onepage&q=immigrants%20in%20europe%20risk%20in%20social%20exclusion&f=false

<http://www.eurofound.europa.eu/emcc/labourmarket/youthinfographic>

http://www.euro.centre.org/data/1201610451_25081.pdf

http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Appendix 1

Questions for an interview questionnaire recruitment

<p>1. Answer the question: Who am I? Objective: The question introduces participant in the conversation, which also shows a diagram which candidate is guided by the self-assessment (eg. I am disabled)</p>
<p>2. How did you find out about the project? Objective: The question discovers the sources from which participants acquired information about the project</p>
<p>3. Discuss your strengths/weaknesses (if this question is problematic, you can ask the participant about what he likes to do, in what types of activities he feels the best, you can refer to the 7 key competences) Objective: This question helps to know better participant in terms of the level of key competences</p>
<p>4. What is the biggest challenge that you have faced in life so far? Objective: The question to help better understand the individuality of the participant's ability and motivation to cross barriers</p>
<p>5. Question of the relevant barriers (health, mental, psychosocial, educational, others depending on the individual situation of the participant. In the assessment of barriers to the importance of having the same observation and conclusions of the entire course of an interview) Objective: The diagnosis of barriers and the needs of the participant</p>
<p>6. What steps has the participant taken to change their situation? (e.g. I am looking for work, or took part in other projects, courses) Objective: The question diagnoses the level of involvement of the participant and the desire to change their situation and the level of agency.</p>
<p>7. What would have to happen for the situation to improve/change? a) How important is it for you to work (return to work) on a scale of 1-10? b) How confident are you that if you seek work you will succeed? On a scale of 0-10? c) How do you evaluate your commitment and willingness to work? On a scale of 0-10? Objective: Question No 7 helps diagnose how the participant has a sense of what is need to change their situation, the level of self-confidence and faith in their own abilities. Additional questions a-c diagnose the psychological attitude of the participant, the level of self-confidence, willingness to take up employment.</p>
<p>8. Presentation of the main activities and objectives of the project. Expectations for the project. Purpose: to provide basic information about the project, the diagnosis of expectations in relation to the project.</p>
<p>9. What can you bring to the project? How do you see the project? Obiettivo: La domanda aiuta a determinare il ruolo dei partecipanti e la loro visione del progetto.</p>

CHAPTER 04

Innovative methods, tools and materials

for preparing, capacitating and supporting adults at risk of social exclusion to make the most from a Learning Mobility Activity

Workshops

Duration: 72 hours

HOW TO USE THIS CHAPTER	62
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UNIT 1: PRE-DEPARTURE TRAINING	68
UNIT 2: DURING A LEARNING MOBILITY	89
UNIT 3: AFTER A LEARNING MOBILITY	108

How to use this chapter

	<i>Requires the presence of a hosting group, locals</i>	<i>Does not require the presence of a hosting group, locals</i>
UNIT 0: Preparing a Learning Mobility		
0.1. Information to exchange before the transnational mobility	X	
0.2. Selection of participants and agreement.		X
UNIT 1: Pre-departure training		
Multicultural dialogue		
1.1. Welcome the group		X
1.2. Initial self-assessment of the competences		X
1.3. The Journalist		X
1.4. Ground rules		X
1.5. A Journey in a hot-air balloon #1		X
1.6. Communicative statues		X
1.7. Abigail		X
1.8. Forum theatre		X
1.9. The circle of trust		X
1.10. Virtual mobility: Working on stereotypes and prejudices #1	X	
1.11. Virtual mobility: Facebook group	X	

1.12. Virtual mobility: Skype chatting	X	
Administrative aspects		
1.13. Let's go on a trip		X
1.14. At the airport		X
1.15. Virtual mobility: Guide for participants	X	
1.16. Final self-assessment of competences		X
Unit 2: During a Learning Mobility		
2.1 Arrival of participants	X	
2.2 Group leaders and CCC		X
2.3 Schedule		X
2.4 The box office		X
2.5 Virtual mobility: My Diary #1		X
2.6 You, me, right, left		X
2.7 Be ready, be fast		X
2.8 Adjectives circle		X
2.9 The guardian angel		X
2.10 Two truth and a lie		X
2.11 The conflict management styles #1		X
2.12 The mine field		X
2.14 The giant puzzle		X
2.15 Virtual Mobility: Working on stereotypes and prejudices #2	X	
2.16 One step forward		X
2.17 All aboard!		X
2.18 Learning the local language	X	

2.19 Testing the local language	X	
2.20 Learning English in situation: visit to the city	X	
2.20 Workshop on photographic language		X
2.21 Photo-reporting the city		X
2.22 Photo expo		X
2.23 City treasure hunt		X
2.24 Volunteering		X
Unit 3: After a Learning Mobility		
3.1 Initial self – assessment of the competences		X
3.2 A journey in a hot-air balloon #2		X
3.3 Virtual mobility: My diary #2		X
3.4 The conflict management styles #2		X
3.5 Final self-assessment of the competences and compilation of the Skillpass		X

How to use this chapter

This chapter includes methods, tools and materials for preparing, capacitating and supporting adults at risk of social exclusion to make the most from a Learning Mobility activity. It is divided into four units:

UNIT 0 is for organizations only, both sending and hosting, and is about technical and organizational issues to address when planning a Learning Mobility. It does not contain any learning activity for participants but just the minimum information to share between the organizations in order to set up venues and activities and some tips on what to agree on before the mobility take places (basically tasks and responsibilities).

Tables on UNITS 1, 2 and 3:

The competences that participants will acquire with the activities proposed are indicated at the beginning of each Unit. These competences are also reported in the self-assessment forms for learners, included in the Appendix materials. We do recommend translating them into the mother tongue of participants in order to allow also those with a low command of English to access them autonomously, and in general to guarantee to all participants to understand them in depth. The self-assessment forms should be filled by participants at the beginning and the end of each Unit. At the beginning, to assess which competence they already have and if they are interested in acquiring the proposed one and/or further ones. At the end, to self-assess the results achieved (participants are also asked to self-evaluate at which level they feel they have acquired these competences).

The first column on the left hand side of the tables contains a draft of the lesson; we strongly recommend reading it one or two times before delivering the lesson. The text in Regular contains instructions for the trainer, while the text in *Italic* is something that can be directly read to participants (open questions to start and animate a debate or question & answer - indicated with “Q” and “A” - to start brainstorming and come up with a final definition).

The second column indicates an estimation of the time needed to deliver each session, bearing in mind that it is just indicative, especially for the activities of the proper mobility (UNIT 2) where the attitude of participants towards it, the contingent local situation and other external variables can influence it. The number in bold on the top refers to the estimated duration of the whole activity, while in regular is indicated the estimated duration of each of its parts.

The third column indicates the Auxiliary material and, where present, the supporting appendix that can be found attached to this chapter, such as text files to print and distribute among the participants, PowerPoint presentations to show (the specific slide to project at each step of the session is indicated in this column), external links on Internet et cetera.

UNIT 1 focuses on the preparation of participants, and it guides the trainer/facilitator step by step during the pre-departure training, when he/she will run local workshops aimed at building the group, introducing participants to the new intercultural dimension they are about to meet and get some knowledge about the destination country/city. It contains some Virtual Mobility exercises that allow a first contact with the destination place by using ITC.

UNIT 2 regards the physical mobility, namely those activities to implement as soon as the group arrives until it travels back home. It refers to many non-formal and informal moments, so the estimated time is much more approximate than in UNIT 1, and for some activities it is not indicated at all. This Unit contains virtual mobility activities as well, intended as follow up of what started during the pre-departure training.

UNIT 3 focuses on the after mobility activities, namely that process of re-conceptualization, reporting and assessment of the competences acquired during the whole learning process. These activities are held locally when the mobility is over.

UNIT 0: ORGANIZING A LEARNING MOBILITY

[For organizations only]

0.1. Information to exchange before the transnational mobility

Before the Mobility takes place it is crucial that hosting and sending organizations exchange the following information:

About participants:

A report with detailed descriptions of the profile of participants. The report must include:

- Age of participants
- Main reasons of social exclusion of the group of participants
- Average command of English
- Special needs (participants with reduced mobility, serious illness to be taken in consideration when planning activities, food intolerances ...)
- Facebook contacts (of those who have it)

The hosting organization should also communicate some information about the locals that will take part in the activities. In particular:

- Number of local participants
- Age
- If they are also at risk of social exclusion and why
- Estimated time they will spend attending the activities (There can be days on which there will be no locals, or there could be a group that can just join in the night, free time etc. Such information should be communicated before the Learning Mobility activity starts)
- Facebook contacts (of those who have it)

About location

In order to set up the agenda the following information are very useful to plan the activities:

- Availability of a kitchen. As explained above, the informal moments are crucial to foster group dynamics and to create spontaneous integration between the two groups. In this perspective the optimal would be if the hosting organization could help the sending organization to rent one or two flats to host participants. In case it is impossible to reach this solution, the self-preparation of meals by

participants remains a key activity. The hosting organization should verify and communicate if it is possible - even if not for the whole duration of the mobility- for participants to use a kitchen.

- Contacts of local associations and public administrations. In order to organize volunteering activities, the hosting organization should contact in advance (and provide the sending with the contacts) local volunteering associations or public administration in order to organize these activities.
- Public services charter of the place where the activity will take place.
- Cultural events or events of interest in general that will take place during the period of stay of the participants

About local laws and customs

Hosting organization should communicate local laws or habits that participants should know in advance. For example, what is the smoking policy, if it is allowed to drink alcohol in the streets, if it is usual to leave tips in bars and restaurants, if there is any specific regulation for taking the trash out, etc.

About the Agenda

The sending organization should exchange with the hosting a couple of weeks before the mobility takes place a draft of the agenda of activities. It should also communicate in advance if participants have special requests (places to visit, outdoor activities, special needs.) in order to have enough time to arrange the activities.

The hosting organization, on the other hand, according to these activities, should communicate an approximate estimation of costs, in order to help the sending organization in planning the budget.

Both organizations then have to clarify reciprocal responsibilities (use of the budget, leading of each session, logistical arrangements).

0.2. Selection of participants and agreement

Unlike other workshop activities, in a learning mobility participants live a full immersion in a different geographical and cultural context and with different people they might not know before.

Plus there is no chance to return to their spaces and comfort dimension until the end of the activities. Participants therefore, before joining the project, must be made aware of the difficulties they could meet, and the organization must be able to assess whether the participant is ready to deal with such experience.

The selection of participants therefore is a crucial moment of the mobility; it should be based on motivation and adaptability of candidates (cf. Chapter 1 *What to take into consideration when selecting the participants to a Learning Mobility*).

Due to the nature of this course, where, especially in Unit 2, learning activities overlap with cohabitation of participants, the attitude and behavior of each participant toward the group directly affects the overall outcome of the activities. It is necessary then that each participant is aware of this aspect, and takes his/her responsibilities towards the group and the organization, also in a formal way.

Therefore is strongly recommended that each participant, once selected, and as a condition of his/her participation, sign an agreement with the organization that clarifies and states this commitment. (See Annex 0 *Declaration of participant*).

UNIT 1: PRE-DEPARTURE TRAINING

Introduction to Unit 1

Before the mobility itself takes place, a pre-departure training is necessary for preparing fertile ground for a Learning Mobility. This training is not just a preparation for the mobility, but should have its own learning outcomes, identifiable and verifiable.

It focuses on two main aspects:

- Multicultural dialogue:** the first part is dedicated to reducing the possible cultural shock that adults at risk of social exclusion may suffer leaving their social context for the first time. The aim of this part is facilitating a reflection on cultural diversities, how to address them and how to communicate in a multicultural context.
- Administrative aspects:** the second part deepens the participants' knowledge of the destination country; the aim of this part is preparing the mobility but also become independent when planning travel.

Competences delivered by this unit:

At the end of this unit, participants will be able to:

- Plan in autonomy a period of stay abroad
- Manage their stereotypes in order to limit the relative influence on their behaviour
- Express their needs and mediate with other participants' ones
- Foresee their needs and plan an adequate answer in another country
- Communicate in an intercultural environment

<i>Lesson draft</i>	<i>Duration</i>	<i>Auxiliary material</i>
MULTICULTURAL DIALOGUE		
1.1. Welcome the group A. Welcome the group and introduce yourself B. Explain the aims of the project: <ul style="list-style-type: none"> • To learn how to live and cooperate in an intercultural environment • To get transversal skills through a learning mobility • To increase employability thanks to the newly 	5' 5'	<i>Flipchart – display the first page where you previously wrote: Welcome to the Learning mobility course</i>

acquired skills

C. Explain the structure of the training and its objectives:

- UNIT 1. A preparatory phase to get ready for a learning mobility.
- Explain that this phase will be held locally and it is compulsory for the participation in the rest of the course. Present the schedule of the meetings of this Unit and let the participants express their availability to take part in all sessions. If needed, agree with the group small changes to the schedule in order to ensure that all participant can take part in most of the sessions.
- UNIT 2. A transnational mobility.
- UNIT 3. An after mobility phase to re-conceptualize the experience lived and assess/recognize the new skills acquired.

20'

Slide 1 and 2: Title slide and the 3 units of the course

Objectives of the Unit 1

At the end of this unit participants will:

- Have rudiments of communication in an intercultural environment.
- Have basic notions about the country of destination.
- Be able to plan independently a period of stay abroad.

5'

Slide 3: objective of the course

1.2. Initial self-assessment of the competences

25'

*Appendix 1
(one copy each participant)*

Give each participant a form for the self-assessment of the competences (see Appendix 1).

Read it along with participants and explain again the meaning of each competence in case it is still not clear for any of them.

10'

Slide 4: Initial Self-assessment form

Ask participants to fill them saying if they feel to already have any these competence, and if they are interested in acquiring them.

In plenary, ask participants to reflect and give examples on how these competences can be useful in their everyday life, in improving their interpersonal relationships and their attitude toward society.

15'

Tips for facilitator

In order to ease the comprehension of the competences, translate the content of Appendix 1 into the mother tongue of participants.

1.3. The journalist

40'

Overview: participants get to know each other by making short interviews and presenting their partners to the whole group.

Objective: to get to know each other, to start building first group dynamics, to ease public speech by talking of someone else.

Instructions for the participants:

Ask participants to choose one person they didn't know before and sit near him/her (the whole group has to be sat in circle).

Give participants 5 minutes to interview who is sat at his/her left, and 5 to be interviewed by him/her.

Each interviewer will make a presentation to the whole group, according to the information written during the interview.

Rationale: participants start to open to the group by creating one-to one relations. They are encouraged to talk in public as they have to introduce someone else.

Tips for facilitator

This activity can be useful beyond an initial presentation. It can be a way to introduce and start talking about topics related to the project, e.g. regarding the experience that participants are going to live together. The facilitator can give a list of minimum topics that all interviews should contain:

- Occupation
- Last travel experience (if any)
- Meals they are able to cook
- Food intolerances

or can step in the conversation and make these questions to introduce the related topics.

What can go wrong and how to deal with it: presentations, especially in large groups, can become repetitive and boring. Try to make them dynamic and always to involve all participants, for example by asking them to choose one person they are interested to know better, and decide the order of presentations consequently.

1.4. Ground rules

25'

*Flipchart,
markers*

(Source: <https://www.salto->

youth.net/tools/toolbox/tool/groun-rules.388/)

Explain to participants that the first step to create a good learning environment is to agree on a set of rules which everybody commits to respect. Explain that everybody is responsible for the respect of these rules, and if any of them has to be changed later on, it will need another discussion and the agreement of all (or the majority of) the participants.

Write the word RULES vertically on the flipchart and ask participants to brainstorm about words starting with one of these letters that should become a rule respected by everyone in the group in order to successfully work together.

Before writing each suggested word, ask for a clarification of what is meant (different people may have different understanding) and check if everyone agrees to insert it in the “rules”.

Continue until you feel the Ground Rules are complete (the facilitator may propose some words as well, especially if words such as “Respect” and “Listening” are not present).

Tips for facilitator

The word written vertically is just a guide to start. If the group demands, the trainer can add more rules even if they don't start with one of the letters written. Ask however participants to synthesize similar concepts in one rule, and to just mention necessary rules which everyone agreed on.

Rationale: Participants become familiar with debating on common rules, as this practice will be useful especially during the mobility when the respect of rules directly influences the peaceful co-existence of participants.

1.5. A journey in the hot air balloon #1

40'

*Appendix 2
(one copy each participant),
pens*

Overall description: through its graphics this exercise helps participants to get in touch with their fears and expectations and to express them. This exercise will be useful also during Unit 3, to see if and how expectations have been met and fears overcome.

Aim: to facilitate the expression of participants' expectations and fears towards this new experience, to stimulate participants reflection on the project and the contribution each of them can bring for its development

Instructions for participants:

Give each participant a copy of Appendix 2

Tell them to imagine this project as a journey in a hot-air

balloon. The hot air that makes the balloon fly represents their expectations. The higher they are the higher the balloon will fly. But keep in mind that too much hot air makes the balloon unstable and difficult to drive.

The ballast represents their fears toward the project. The heavier they are the slower the hot air balloon will be. Keep in mind that the ballast is useful to keep the balloon stable and easy to drive during the lift-off, and can be gradually dropped to go higher and faster.

The wicker basket represents their contribution to the project. Keep in mind that the more you bring in the wicker basket the more pleasant will be the journey, but in case of accident the more you will lose.

Ask participants to reflect on fears, expectations and contribution and to write them in the convenient space of the drawing.

Ask participants to show and explain their drawing to the group.

On the back of the paper, ask participants to write how they plan to overcome their fears, even with the help of other participants.

Once everyone has finished, collect the papers and store them for the follow-up activities (Cf. Unit 3 A journey in a hot-air balloon #2)

1.6. Communicative statues

60'

Overview: This exercise pushes participants to find alternative ways to deliver their message when the language difference seems to be an insuperable barrier.

At the same time the exercise makes them aware of the possible side-effects of communication mostly based on gesture and body language. The more they can manage this alternative way to express, the better they will communicate abroad, with less misunderstanding.

Objective: to communicate without speaking; to get non-verbal communication skills, and become aware of the importance of a conscious use of non-verbal communication when there are linguistic barriers

Instructions for participants:

Give participants a paper with an object, a situation, a feeling or a behavior.

Give 3 minutes to think about the word received and how to express it without speaking. Start with static objects and then with dynamic situations.

Examples:

- A fountain

- A tree
- A helicopter
- Workers on strike
- A threat
- Marc is getting angry because the bus is late
- Tina is worrying because her little son does not stop crying
- Carl has just received his first salary
- Linda is very late and decides to jump the line at post office

Explain to participants that they, in turns, have to make a “statue” to express the word or sentence written on the paper they got, and make others understand.

Tips for facilitator:

try to underline and elicit - also with direct questions - the frustration of not being able to express in one's own language. Use the most guessed statues to underline the resources of communication, and the less guessed ones to highlight the importance of a conscious use of non-verbal communication to avoid to convey wrong messages when the language is a barrier.

What can go wrong and how to deal with it:

participants can be shy, feel ridiculous when acting and refuse to participate in the activity. After the explanation of the activity, be the first to mime a statue and ask one participant to be your “assistant”.

1.7. Abigail

Overview: This activity puts participants in front of a story in which characters have very polarized behaviors. They have to find an agreement in the judgment of these conducts. They also discover how our system of values influences our behavior, and the idea we have about that of others’.

Tell participants: *Now we will read a story with 5 characters. I would like you to rank each character according to who, in your opinion, acted best and worst. You will work in groups and in the end we will try to come upon with a common decision. This exercise will help us to understand how we build the consensus in our group, and how our system of values influences our judgment on people's acts and behaviors.*

Instructions for the participants:

90'

Annex 3: The story of Abigail and characters ranking

Flipchart, markers

10'

Phase 1

Divide participants into groups of 3-5.

Give each group member a copy of the Abigail Story (annex 3).

Instruct the group members to silently read their story; give 10 minutes to read it, possibly twice.

10'

Then briefly explain the story and make sure that everyone understood it, even by asking some details and giving the right answer if participants don't respond or are wrong.

10'

"Abigail loves Tom who lives on the other side of the river. A flood destroyed all the bridges across the river and only spared one boat. Abigail asks Sinbad, the owner of this boat, to take her across the river. Sinbad accepts only on condition that she has sex with him first. Abigail, not knowing what to do, runs to ask her mother for advice but she replies that she does not want to get involved in her daughter's affairs. In despair Abigail accepts Sinbad's demand and he ferries her across the river. Abigail hurries to find Tom, throws her arms around him and tells him everything that has happened. Tom rejects her harshly and she leaves him. Not far from Tom's home, Abigail meets John, Tom's best friend. She tells him the whole story too. John gives Tom a slap in the face and goes off with Abigail." (source: CCIVS, No size can fit all, Paris 2006)

Once everyone is familiar with the scenario, instruct the groups to begin the discussion.

10'

Each group has to rank characters according to their behaviors, namely they have to put in order, in group, who in the story behaved the best and who the worst. Give the groups 10 minutes, and then warn them when time is almost up.

Character	Ranking
Abigail	
Abigail's mother	
Sinbad	
Tom	
John	

Give the groups a chance to discuss their final choices.

Bring all the groups back together in circle and ask each group to present their rank order (one representative draws his group ranking on the flipchart).

Discuss the differences between group ranking.

Phase 2

30'

Consensus

Debrief the decision making process within the groups. Discuss how they made decisions and what types of compromises were made.

Ask participants:

How did you feel during the exercise? Did you have the chance to explain your point of view? Do you think you impose your opinion or you are imposed on by others?

Q: What skills were necessary to use in order to rank the story characters?

A: Mediation, ability to make compromises, openness to listen to and understand others' point of view

Q. What is a mediation?

A. To resolve or settle differences by working with all the conflicting parties

Q. What does it mean making compromise?

A. To arrive at a settlement by making concessions. To revise one's initial position, by renouncing to something in order to find an agreement.

Q. What are the necessary steps to build consensus in a group in an effective and non-violent way?

A: To discuss, to prioritize, to mediate, to compromise and finally to get consensus.

Discuss the process used in this activity and ask participants to give examples on how to use this process in their daily life and job

Phase 3

30'

Values

Debrief on the values involved in the story.

Ask participants:

Can you define a basic set of values for each character that pushed them to act the way they acted?

Which are the values you are not minded to reach compromises on?

Q: Did each member of the group agree since the beginning on the rank? Why it is not possible to come up with a unique ranking that satisfies each group?

A: Values orient our behaviors, as well as our judgment on others' behavior. Values are not an absolute concept, we have to take this into consideration when we have to cooperate with others.

Rationale:

30'

This activity can be used to introduce the concepts of cooperation, collaboration, discussion, prioritizing, and consensus building. It helps to discover less than desirable traits used to try and persuade people to change their minds. It is a great way to start developing skills to work effectively in groups.

It is focused on two main aspects:

- The consensus building process, made of discussion, prioritization, compromise and finally consensus.
- The importance of considering one's value system when judging his/her behavior. Participants are invited to reflect on how values orient and influence behaviors, to develop an open-minded approach to diversities, bearing in mind the relativity of values.

What can go wrong and how to deal with it:

The discussion can take hours as probably none will move from his/her position and accept other groups' list.

Actually it is a false problem, as the point of the exercise is not to come up with a solution everyone agrees on, while having a lot of different and incompatible opinions is an indicator of its success. Just highlight how the same story, namely an event, a part of reality, can be read in different perspectives and how the way to react to is influenced by one's own values.

1.8. Forum theatre

Aim: to understand and manage cultural diversities and conflicts by dramatizing a concrete situation.

Ask participants: *Have you ever been to the theatre? Did you remember your feeling during the performance? Have you ever felt that, in the scene represented, you would have acted differently from the actors on stage?*

Explain the main features of Forum Theatre:

Forum theater is the most famous and used tool from theater of oppressed. It begins with the creation and performance of a short play, in which an oppressive, somehow negative situation is put on stage, which characters are not able to overcome. Any kind of scene can be represented, as it does not have any purpose of coherence with a bigger and more complex story, nor needs a happy ending. The story must be realistic, and somehow related to the lives of audience. Once the scene

40'-120'
(according to how many scenes are played, each scene and its re-plays and debate should last at least 40')

An empty room, large enough to have one part for the audience and one used as "stage"; a table, chairs, other objects useful to create the scene to play

10'

has been performed, it is repeated with a crucial difference: Spect-actors can in any moment say “STOP”, freeze the scene and intervene to replace one of the actors and try a new solution to solve the situation. Differently from theatre in general it provokes a process of dynamisation. Spect-actors do not just identify with the situation performed or with one of the characters, but they are directly called into question, as if they don’t take active part in the scene it won’t get to a wished outcome. Participants realize that, like in real life, if they don’t intervene, situations do not change.

The activity is facilitated by a “Joker”, (in our case, the trainer) who asks spect-actors before and after they go on stage about the process.

It is a process of democracy - as everyone can take part and have his own say - that offers an instrument of liberation, both individual and collective: anyone who has an idea replaces an actor and enacts his will.

Here following there are three examples of scenes: the trainer can choose which and how many of them to play, as well as to invent new ones according to the dynamics within the group.

Select a number of participants as actors according to the scene to represent. The other participants are spect-actors. Then explain the scene and ask the selected participants to play it a first time

Scene 1

An Italian, Catholic family lives in a nice town near Naples. Today is Sunday. The mother, Concetta, is cooking pork chops; her husband Salvatore and her daughter Maria are waiting to eat this delicious dish!

Yesterday a new lodger and his family came to their building. So, Concetta invited them to eat together: she is a wonderful neighbor!

The name of the new neighbor is Ahmed: his wife is Myriam and his son is Abdülaziz. They are Muslims and can’t eat pork.

Concetta is offended! How is it possible that they don’t like my delicious pork chops?!

Ahmed’s family is embarrassed and hurt...

Ask participants: *How can this situation be solved? Who has any idea please come on the stage and replace the character he/she wants to represent.*

The scene is then repeated and the facilitator reminds participants that they can say “STOP” at any moment of the performance, go on the stage and substitute one of the characters if they think he/she should behave differently.

Ask participants: *Are you satisfied by the solution adopted? Who wants to suggest a different one? Please join the*

10’

15’

performance.

The scene is re-played as many times as participants desire in order to find a solution that satisfies all.

Scene 2

Camila is a 19 years old girl living with her family, her father Joseph, her mother Catherine and her two younger sons David (15) and Julian (17).

In Camila's little town people are very narrow-minded and find it unconventional that a girl goes out alone at late night.

It is 22.30, the family has just finished having dinner and Camila asks her father for permission to go out to meet her friends in a pub. The father says that it is too dangerous for Camila to go out alone; she'd better ask her brothers to go with her. Julian is watching a movie and doesn't want to go out and David says he has to go to play cards with a friend and doesn't want to take his sister to the pub because he would arrive late to his appointment.

Camila gets very angry with her father and tries to ask for help from Catherine, but the mother says she is always making a mess at home, she is not respectful as she is shouting at the father all the time.

Ask participants: *How can you help them to understand each other and manage this scene? Please join the performance and substitute the character you want to act as.*

The scene is then repeated and the facilitator reminds participants that they can say "STOP" in every moment of the performance, go on the stage and substitute one of the characters if they think he/she should behave differently

Ask participants: *Are you satisfied by the solution adopted? Who wants to suggest a different one? Please join the performance.*

The scene is re-played as many times as participants desire in order to find a solution that satisfies all.

Scene 3:

The group of participants is in the third day of a learning mobility. John, who is very excited by the new experience, gets up one hour earlier than the arranged time and asks the others to get up as well and go for a walk in the city before starting the activities. Carl, who works very hard during the year and is relaxing now, answers in a very rude way:

"Shut up John, you are not allowed to enter my room while I'm sleeping. I'm really sick of you! I'm trying to relax in this holiday and you are ruining everything with your childish enthusiasm."

25'

15'

25'

Maria, who is in charge of the group for that day, hears the two guys shouting and comes into Carl's room. She tells John that this morning walk is not written in the activities schedule, and he'd better go out alone and let the other participants sleep.

John goes out slamming the door. He's very frustrated by the lack of motivation of the group, and their rude answers. He thinks this experience is a unique chance to visit another country and every moment should be used to visit new places, instead of wasting time in bed. He doesn't feel in synch with the group and decides to spend the morning outside. Therefore he comes back home 40 minutes after the meeting time; all the group is upset because the activities now have to start later and there is less free time. John, Carl and other participants start to accuse each other and the morning activities do not start at all.

Ask participants: *How can you help them to understand each other and manage this scene? Please join the performance and substitute the character you want to act as.*

The scene is then repeated and the facilitator inform participants that they can say "STOP" in every moment of the performance, go on the stage and substitute one of the characters if they think he/she should behave differently

Ask participants: *Are you satisfied by the solution adopted? Who wants to suggest a different one? Please join the performance.*

The scene is re-played as many times as participants desire in order to find a solution that satisfies all.

Rationale: sometimes it happens that even with good ideas you cannot implement them, or you end up in a dead-end street; with the help of a collective mind it is possible to try to get to a satisfactory solution. There are conflicts that arise from injustice, or stereotypes and misunderstandings; in any case there are clashes between different values or needs: in some cases they can be solved through mediation and creative solutions, while others rely on the elimination of injustice. The facilitator does not judge the different interventions but questions the public about the reality and effectiveness of the proposed solutions, making them problematic.

Participants may ask "when does the exercise really finish?". Surprise them with the answer that Augusto Boal, the inventor of Forum theatre, gave to this question:

Never: "since the objective is not to close a cycle, to generate a catharsis, or to end a development. On the contrary, its objective is to encourage autonomous activity, to set a process in motion, to stimulate transformative creativity, to change spectators into protagonists" (A. Boal, "Games for actors and non actors", 1995, p. 245).

15'

15'

What can go wrong and how to deal it:

like in all the simulations and role-plays, a shy and embarrassed audience can frustrate the success of the activity. If participants are like this, start acting as the main character and involve step by step other participants. The rule of "STOP" (all participants are "spect-actors" and everybody can shout stop and substitute one actor on the scene) ensure a smooth entrance of all participant in the scene, even the shiest ones.

1.9. The Circle of trust

Aim: to build an atmosphere of trust within the group

Ask participants to make a circle, facing inward and close enough to be shoulder-to-shoulder. One participant stands in the centre of the circle and stands firm. The others provide support by putting two hands on this person in the middle; when he/she is ready and has eyes closed and body rigid, gently leans backwards and is then passed around and across the circle.

After a while, the group gently brings the participant's body back to a central, upright position.

Make the exercise two or three times with different participants. When the trust in the group is growing, try with a slightly harder challenge.

Put a small chair, or an object tall and strong enough to support the weight of one person, in the middle of the room. Ask participant to make a tight circle around it, again facing inward and shoulder-to shoulder.

Ask one participant to stand up on the chair in the middle. Then, keeping the eyes closed, he/she will have to drop backwards and the group will have to catch him/her.

If you see the trust in the group is high and the participants are confident with this exercise, the circle may stand a bit farther, in order to make the "fall" a bit longer.

Tips for facilitator

This exercise can be applied several times during the mobility, to check how the trust within the group is increasing. It can be used some days after the arrival including the participants from the other group.

The whole exercise is based on trust and confidence among participants. Emphasize the importance of being safe during this activity. In order to do so, it is necessary that everyone respects the rules given

10'

A small chair, or an object tall and strong enough to support the weight of one person

10'

and stay serious during the exercise, especially those who stay in the circle. Never push one participant to do the exercise if he/she doesn't feel at ease with it. Individuals with back problems or other related health conditions should not participate. However, if they wish to, try to find a solution within the group to ease their participation (closer circle, support person etc...).

1.10. Virtual mobility: Working on stereotypes and prejudices #1

120'

*Laptops, internet connection,
flipchart, markers*

Make a brainstorm with participants about stereotypes

60'

Q. What is a stereotype? What is a prejudice?

Let participants respond to the questions and try to elicit three or four keywords, features of a stereotype that everyone agrees on. Write them down on the flipchart

If the group can't come up with a common definition, read the following:

A: a stereotype can be defined as a widely held but fixed and oversimplified image or idea of a particular type of person or ethnic, national group.

A: Prejudice is an assessment that precedes experience, a determination made prior to having the data necessary to know and understand reality. This means that it is potentially wrong, since the information is insufficient.

A concept and a wrong judgment are always possible, but they turn into prejudice when they remain irreversible despite new cognitive data. In the case of ethnic groups, prejudice leads to racism.

Explain to the group that it is quite normal that all of us have some kind of prejudice, especially toward others we don't know very well. It is a strategy that humans use unconsciously to read the world, new people, new contexts.

Emphasize the fact that just with an attitude of openness toward others is possible to overcome initial prejudices, and above all it is necessary that we put ourselves at stake, by comparing our background with others, in order to avoid initial and superficial prejudices influencing in a negative manner our behaviours towards others.

Just knowing how a prejudice arises in our mind, and making an effort to distinguish prejudices from evidence based judgments, namely being open to know the other in an effective way, we can overcome them.

Denying at all the existence of a prejudice is useless, deepening their knowledge is much more useful.

Ask participants to prepare a presentation about stereotypes of the country they are going to visit.

Appoint among them 2 persons responsible for this presentation.

[The adult learners from the hosting organization will make the same about stereotypes of the country where the visiting adult learners are from]

The presentation should contain about 20 slides corresponding to the question of “what stereotypes do I know about the country where I am going, and about its inhabitants”.

Ask participant to search on the Internet for photos / movies / songs / graphics / other media corresponding with this topic to include in the presentation.

Ask participant to report at least 3 stories / examples - in which they experienced stereotyped behavior or were observers.

60'

1.11. Virtual mobility exercise: Facebook group

To encourage participants to have a first contact with the hosting group it is useful to refer to a tool they normally use independently in their free time. For this reason, create a Facebook group, appoint as administrator also the facilitators of the other group and add as members all the participants, volunteers and staff members that will be involved in the mobility from both groups. The objective of this activity is to allow adult learners, volunteers and the staff from the sending and the hosting organisations to exchange useful information for the preparation of the mobility activity such as: what the visiting adult learners will like to do/visit, special needs of the visiting adult learners, etc. Tell participants they can use it whenever they want, even out of the activities schedule. Ask participants to have a respectful behavior warning them that the group is moderated (it can be convenient to change the settings of the group in order that each comment from members has to be approved by the Administrators of the group)

1.12. Virtual mobility exercise: Skype chatting

It is possible that some participants can be ashamed of asking on the public Facebook group for information involving their personal sphere. For this reason, ask each participant to fill a questionnaire (see Appendix x) then transmit to the hosting organization (who will give the same questionnaire to his/her participants).

Using this information, the hosting organization will pair

each adult learner from the sending organization with an adult learner, a volunteer or a member of the staff from the hosting organization. Afterwards each pair will exchange their Skype usernames so they can chat during the weeks before the transnational mobility activity takes place.

The Facebook group can be used to make appointments for the Skype meetings.

ADMINISTRATIVE ASPECTS

Participants are mostly at their first travel abroad, or however may experience difficulties to get the necessary information to organize their stay abroad. This part is dedicated to all the administrative aspects, the documents necessary to travel (id. Card, medical insurance, visa when needed..). Learning objective of this part is to acquire organizational skills designed to live outside one's own social context.

1.13. Let's go on a trip

//This exercise requires a minimum knowledge of computer and Internet//

Instructions for learners:

Tell participants:

You are now about to simulate the purchase of a plane ticket.

Open the internet browser and check on Google the departure and destination airport (check on Google "xxxx city closest airport).

Go on a flight search engine (for example digit: www.skyscanner.com).

Choose the departure airport from the field "departures".

Choose the destination airport .

Tick the box "return journey".

Choose the dates of your trip.

Press "Search".

Sort the results according to your preferences by using filters.

Bear in mind that the solution from the closest airport to your city may not be the cheapest one.

Repeat the exercise from another airport and add to the sub-total the cost of travelling by other means to this airport (e.g. train, bus...)

Laptops (preferably one each three participants and one for the trainer); projector; Internet connection;

*PPT Let's go on a trip
Slide 1*

Slide 2

Slide 3

Slide 4

Slide 5

Proceed to the booking.

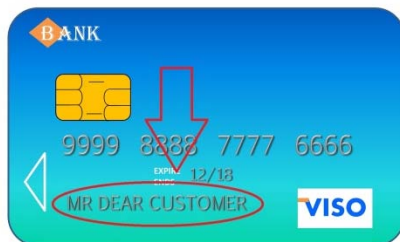
Insert your personal data.

Payment

Tell participants which data they will need for a booking and explain where to find them

Q: What is the card holder name?

A: It is the name of the person who is headed the card, reported on the front of it.



Slide 6

Q: What is the card number?

A: It is a 16 digit number that univocally identify the card, reported on the front of it



Slide 7

Q: What is the expiry date?

A: It is a date reported on the front of the card that says the period of validity of it.



Slide 8

Q: What is CVV and where is it?

The CVV Number ("Card Verification Value") is a 3 digit number reported on the back of the card.

Providing the CVV number to an online merchant proves that you actually have the physical credit or debit card - and helps to keep you safe while reducing fraud.

CVV numbers are NOT your card's secret PIN (Personal Identification Number).

You should never enter your PIN number when asked to provide your CVV. (PIN numbers allow you to use your credit or debit card at an ATM or when making an in-person purchase with your debit card or a cash advance with any credit card.)



Tips for trainers:

It is likely that participants have no credit card. Dedicate some time to explain other opportunities, more accessible, to have a card for e-commerce (prepaid card, debit card ...)

Slide 9

1.14. At the airport

40'

Annex 4, papers, pens, computer, internet connection, projector

Aim of this part is to provide basic information about the steps to follow to take a plane. First explain in detail the procedures to follow at the airport; then use the game to help participants to plan the activities they are going to do at airport and to understand that is crucial to respect times and choose priorities.

Briefly explain how to board a plane in five steps:

1. Check in / Drop off luggage
2. Security control
3. Find the gate
4. Get on board
5. Store hand luggage

20'

(see this short guide with drawings

<http://www.wikihow.com/Board-a-Plane>, available in different languages).

Stress the point that travelling by plane is a time constrained activity, where a clear plan is necessary, steps have to be foreseen in advance and times must be respected.

Show to participants 18 cards with activities that can be done in an airport. (Annex 4)

20'

On a separate sheet, which you will not show to participants, write the description and time-consumption of each activity, as listed below. Then ask participants to choose 8 cards, and to list them in the order in which they would do them.

Then,

check together if all the necessary steps have been made (namely if cards B, F or A, L, K and N have been chosen)

help participants to calculate the time spent at the airport, and if they have managed to catch the plane on time.

This simple simulation gives an immediate idea of how important it is to have clear the steps to follow at the airport; all the activities suggested can be somehow interesting for participants, but they start to set priorities in order to be on time with flight departure.

It's 11.15 am and you just arrived at airport, the plane leaves at 1.30pm. Let's start!

Cards:

- Ask for information
- Go to the check-in
- Protect your luggage
- Buy goods at duty free shop
- Buy souvenirs at gift shop
- Check the gate on the screen
- Charge your mobile in departure lounge
- Have breakfast/lunch
- Relax reading free newspaper
- Smoke a cigarette
- Pass security control
- Reach the gate (to choose this card is necessary to have card A or card F)
- Take a picture at the airport
- Get on board
- Call home

Card description and timing:

- There is a long queue, this activity takes **20 min**
- You have to wait in line **15 min**
- What a useful service! These guys envelop your new suitcase so it does not get dirty. This procedure, and the payment, takes **10 min**
- There are a lot of interesting items, you spend in this shop **15 min**
- Everybody at home will be glad to receive a little souvenir from this trip, and you want to be sure to buy something for all your beloved **15 min**
- There are screens almost everywhere, it's very easy to find which gate your flight leaves from, and you don't have to ask for information at the help desk. Great! **5 min**
- Your battery is very low, why not charge it, while comfortably sat in the departure lounge? **40min**
- These dishes look delicious, let's try them out! **40min**

- Lots of newspaper you can't find at home, and they are all free! **20min**
- It's very difficult to find a smoking area here, even if the instructions at the help desk were very precise, it took to find it **40min!**
- You forgot that is not allowed to bring liquids on board, and they made you open your hand luggage to remove your shampoo. Oh no! **30 min**
- Stairs, turn left, then right... **20 min**
- One group picture before leaving, let's ask somebody to take it for us. **10 min**
- Check the time, if it's later than 13.00 the gate is closed! (if the sum of other cards is more than **120 min**, the game is over)
- Let's call home, there should be a cheap public telephone around. **15 min**

1.15. Virtual mobility activity

Guide for participants (instruction for the hosting organization)

Overall description: participants from the hosting group provide their peers from another country with a guide with basic information about their country/city.

Aim: to improve English language skills, to ease the integration of participants from the sending organization within the local context, to make them feel welcome.

Divide the participants into groups of 3 and assign each group a theme among the following:

Weather and suggested clothing: this group should report information about what will the weather be like during the mobility (average temperature in the period, rainfall likelihood, humidity) as well as items to bring along and suggested clothes.

Sites of interest in the city: description of the sites, addresses and how to get there by public means, opening hours, entrance ticket price, pictures of the sites

Cultural events and leisure time: description of the events, times and venues, how to get there by public means, entrance ticket price

Local customs: gestures and behaviors to avoid; words, sentences and gestures to be kind, legal restrictions on the use of drugs and alcohol.

Places to go out for a meal drink: suggested places where to find traditional local food, addresses and how to get there by public means, opening hours, average prices.

Ask participants to search on Google, Google images, Wikipedia, weather forecast sites etc. for the information

15'

One laptop each three participants, A4 sheets, pens

they need.

Once selected the information, ask them to write a short paragraph in English on Google Docs. Suggest them to some sites to help the translation of contents (ex. <https://translate.google.com/>; www.wordreference.com etc.)

Ask participants to upload the contents developed on Google Drive and share it with the participants from the other country, or publish the them on the Facebook group of participants.

1.16. Final self-assessment of the competences

Give each participant a form for the self-assessment of the competences (see Annex 5).

Read it along with participants and explain that they have to consider all the activities carried out during the Unit 1, and self- assess their level in the acquisition of each competence.

In plenary, ask participants to reconstruct the learning process, namely to explain in which moment they think each competence has been dealt with and acquired.

Tips for facilitator

In order to ease the comprehension of the competences, translate the content of Appendix 1 in the mother tongue of participants.

20'

10'

25'

10'

15'

*Annex 5
(one copy each participant)*

UNIT 2: DURING A LEARNING MOBILITY

Introduction to Unit 2

This Unit contains different kinds of instructions, basic steps and exercises useful to organize different types of Learning Mobility (bilateral and multilateral exchanges, workcamps*, cultural visits...).

Given the profile of participants, the agenda of activities should contain formal, non-formal and informal moments, with a prevalence of the last two. The active participation of learners since the first steps - and throughout the whole mobility - is strongly encouraged. To ensure this active participation, the following prerequisites should be considered when planning the agenda:

- It is strongly suggested that to the travelling group correspond a, even if smaller, number of participants in the hosting country. If possible, try to ensure a constant participation to the activities by locals.
- Participants may think that the mobility is just a holiday offered by UE. To avoid this easy simplification the agenda of mobility should be - and look - coherent with the aims explained during the pre-departure training; the activities have not to be presented as spot intervention for participants' entertainment, but it should be clear that the learning process lasts all day long, and informal moments are part of it, planned and foreseen.
- For this reason it is better to host participants in one or more apartments, than in hotels. When absolutely not possible a hostel can be a solution, but the participants (both hosted and locals) should be allowed to use a kitchen.
- Participants should be allowed to directly use (part of) the budget foreseen for the activities.
- It is strongly advisable the presence of two facilitators throughout the whole duration of the mobility with different tasks one responsible for the learning activities and the other responsible for the logistics
- Facilitators should already have some experience in mobility activities (youth exchanges, workcamps, EVS..)
- Facilitators should attend to their role during the whole duration of the activity. Even if the size of groups or attitude of participants can put in risk the results of certain activities, they should never exceed their role or substitute to participants in order to accomplish the given task. If it is clear that one or more activities won't achieve the foreseen result, the facilitator should not feel frustrated. Failure of an activity does not mean failure of the whole mobility. On the contrary, if properly evaluated with the whole group, it can bring better results than a task apparently perfectly accomplished.
- The hosting organization should contact in advance local volunteering associations or public administration in order to arrange volunteering activities that the group will carry out in favor of local community. It also should take the necessary measures in order to ensure an appropriate visibility on the local press of these activities.

Tips for hosting organizations:

How to involve local participants

One of the most common problems when organizing a learning mobility is to pair the group of participants with a similarly sized number of local participants. When the hosting organization even manage to involve some, it is very difficult to ensure their constant participation to all the activities.

But still one of the main points of a learning mobility with adults at risk of social exclusion is to make them live an intense and meaningful experience in direct contact with an environment different from the one they come from, namely to have continuous, not mediated and effective contact with the hosting local communities.

How to get over this problem?

One possible solution is volunteering. In the preparatory phase of the mobility the hosting organization should get in touch with some volunteering associations or similar (red cross, civil protection volunteers corps, scouts, ...), in order to arrange volunteering activities for participants.

It is very likely that local volunteers will be glad to take part even in the mobility activities, even those more “theoretical” (exercises, simulations, evaluations..) , if they will be helped in their commitments by the participants to the mobility.

It is fruitful for this goal, and it brings lot of results in terms of growth of self-confidence and level of involvement in public life for adults at risk of social exclusion, to make this kind of implicit deal : you dedicate some of your time to me, take care of my comfortable stay in your country, and I help you and your organization with my time, efforts and energy.

This aspect should not be undervalued, as our target group are adults that are normally out of (or experience several difficulties to get in) the social tissue. It has a great impact on their attitude toward the community, and shows that an interest in social issues and a cooperative spirit with others can be a way for possible social inclusion.

In wider terms, this “deal” lays on three broadly tested strategies for social inclusion:

- Solidarity
- Recognition
- Gratitude

Another way to involve locals is to use this occasion as a training for them. They will have the chance to experience what it means working with adults with fewer opportunities, in a context where they are even more vulnerable, because they are out their usual context. In this perspective, a call for students of social subjects, as well as youth workers, social assistants etcetera can ensure the desired number of local participants, in a relationship in which each character benefits (locals, hosting organization and participants).

Competences delivered by this Unit

After this Unit participants will be able to:

- Relate themselves in multicultural contexts
- Interact and devise together with a group
- Turn ideas into action
- Move and manage independently in a different context
- Manage conflict situations through mediation, cooperation and seeking common solutions

<i>Lesson draft</i>	<i>Duration</i>	<i>Auxiliary material</i>
<p>Initial self-assessment of the competences</p> <p>Give each participant a form for the self-assessment of the competences (see Annex 6).</p> <p>Read it along with participants and explain again the meaning of each competence in case it is still not clear for any of them.</p> <p>Ask participants to fill them saying if they feel to already have any these competence, and if they are interested in acquiring them.</p> <p>In plenary, ask participants to reflect and give examples on how these competences can be useful in their everyday life, in improving their interpersonal relationship and their attitude toward society.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tips for facilitator</p> <p>In order to ease the comprehension of the competences, translate the content of Appendix 1 in the mother tongue of participants.</p> </div> <p>2.1. Arrival of participants</p> <p>The whole hosting group should be at the accommodation waiting for the guest group and to deliver the keys of the apartment. The messages behind behaviors are extremely efficient, especially in a stage when verbal communication is still not well developed. This avoids making the two groups feel they are just put together waiting for instructions.</p> <p>Who arrives should feel welcomed, who hosts should feel responsible.</p>		<p><i>Annex 6</i></p>

2.2. Group leaders and CCC

Aim: make everybody feel involved and responsible for the group and success of mobility.

The group of participants is the main character of the mobility, while facilitators' task is only to ensure that things go smoothly. In this perspective, the group-leaders are chosen from the beginning, and on a daily basis, to create the CCC – Cleaning Cooking Crew.

It's possible that the most self-confident will "apply" for this role by themselves, but a shift system should ensure that each participant is at least once during the mobility in the group-leader team.

Then facilitators explain the tasks of the team:

- shopping for the group, namely, managing the budget assigned to food for that day
- cooking
- cleaning
- ensuring the activities start on time (wake up participants, ensure the breakfast is ready, push others to be punctual.)
- connect participants with facilitators

The CCC is normally coordinated by one person, man/woman of the day. As these tasks can be demanding with big sized groups, group-leaders are not expected to take part in all activities of the day (being group leader should never sound as punishment or extra work).

At the end of the day a group evaluation is extremely important to get feedback from participants, but also to give them a free space to re-conceptualize the amount of experience-emotions lived and to express what went well or badly.

Facilitators should encourage active participation, but taking in consideration that expecting everyone to say something good or bad of the day can be repetitive and pointless. The more the conversation is spontaneous the more participants will be willing to take part in it.

The group evaluation is also an occasion the group have to thank the group-leaders of the day and give them a feedback on how they worked.

2.3. Schedule

Once designed the teams, facilitators explain the agenda of activities. Even if it is appreciable if the schedule of activities is flexible and open to participants suggestions, it has to be extremely detailed and clear from the beginning

Poster, markers

(and visible in the accommodation). Changes to the schedule or “free time” is appreciated once the activities are started and the routine is consolidated, but generates disorientation and weaken the group dynamics if premature.

2.5. Virtual mobility exercise: My Diary #1

This activity is carried out throughout the whole mobility and will be finalized once the group will come back home, during the After Mobility activities (cf. UNIT 3 My diary #2).

Instructions about this activity should be given on arrival, in order to let participant to collect as much material possible.

Divide participant into 4 groups:

Photo-reporters: they will have to collect pictures of the most significant moments of the mobility (visits, activities, everyday life, group pictures...)

Journalists: they will be in charge to prepare and film short interviews to participants, locals and facilitators asking to present themselves, explain the task they are in charge of, tell about their feelings and impressions

Video-makers: they will realize short clips of the activities and the places visited

Narrators: they will be in charge to collect detailed information on the places visited and the activities carried out (also asking for facilitator’s help) and write a log of the mobility

Instruct participants that there is not a specific moment to collect these material, but their task is to do it every time they consider important to give a complete idea of the activities done.

2.6. You, me, right, left

15'

none

Overview: this game can be used both as a fast way to memorize the names of participants when the two groups meet and as an energizer before one session starts.

This game can be played with groups of low command of English and with reduced mobility.

(source <http://www.ultimatecampresource.com/>)

Instructions for participants:

Have participants stand in a circle.

One volunteer stands in the middle of the circle and starts the game as the "caller."

The caller points at a member of the circle and says one of the following: You, Me, Left, or Right.

Based on which direction the caller says, the person being pointed at must correctly name that person. "You" is the name of the person being pointed at. "Me" is the caller. "Left" or "Right" are the people on the person on the circle's left or right side.

Once the caller points and says the direction, he/she must count to five aloud. The person must correctly identify the name before the caller reaches five.

If the person in the circle incorrectly identifies the name, or doesn't speak in time, that person becomes the new caller in the middle of the circle.

If the person correctly identifies the name, the caller must move onto a new person of their choice.

2.10. The guardian angel

10' - 3
days

Aim: to create a good atmosphere within the group, to foster interpersonal relationships.

Write the names of participants on small pieces of paper fold and put them in a cup.

Make each participant draw one piece (and check if on the piece is written their own name, in this case they have to try again to pick another person)

Tell them they will have to secretly take care of the person whose name is written on the paper they picked for the following three days. They will have to hide these acts of kindness, as if they are discovered they lose the game.

After three days each person has to guess who his/her guardian angel was. The winners are those who are not guessed, but when they explain how they had taken care this is recognized by the person who received these kindnesses.

2.14. The conflict management styles #1

60'

[Annex 7](#)

Overall description: this quiz allows participants to reflect on their way to handle a conflict, as well as other participants' one.

5'

Instructions for participants:

15'

Tell participants that this quiz will help to manage the conflicts that will arise inside the group.

Give each participant a copy of Annex 7 (only pages 1 and 2) and ask them to read carefully the 15 statements reported

Ask participants to think about situations of conflict they lived in the past or during this mobility (if any), then to rate each statement according to how they behave when they face a conflict. Values are: 1=Always, 2=Very often, 3=Sometimes, 4= Not very often, 5= Rarely, if ever

Tell them: *please don't answer as you think you should, answer as you actually behave.*

Ask participants to record the scores they gave to the statements, and sum up the sub-totals for each category the statements are grouped in (A+E+G; D+I+L et cetera). Then to write the first and the second lowest score.

Next, give participants page 3 to 7 of Appendix to check which style of conflict management describes them best.

Debriefing:

Ask participants: *What was the point of this exercise?*

(A: this quiz helps each participant to understand which is his/her style to handle conflicts, and to have an idea of the styles adopted by the other. The exercise also helps to understand which style is better to adopt according to the specific situation of conflict). Do you agree with the results of your quiz? Do you think it describes you well? Do you agree with the results of other participants' quiz? Do you think it describes them well? In which way you think this exercise may be helpful for the group as a whole?

Tips for facilitator

While doing this activity it is important to stress that all conflict management styles have their strengths and weakness. Make sure to point out that there is no "right" way to handle conflict, and people's management styles may change based on the situation they are in. This will also avoid that people may get offended by the results obtained.

2.14. The question web

Adapted from "Insight - 40 Icebreakers for Small Groups" by Grahame Knox
http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

//This game does not require the presence of locals//

: to introduce topics related to own needs and habits, to understand and respect other participants' ones, to make participants know each other better, to mediate and prevent possible conflict arising from together.

A list of 15 sample questions is given below (write them on the flipchart and make it visible to everyone).

1. What fundamental rule should this group respect to

10'

30'

40'

A spool of string or wool, flipchart, markers

ensure your pleasant stay in it?

2. What meal do you absolutely dislike?
3. What time you usually go to sleep (when people should stop making noise)?
4. How often do you think the bathroom should be cleaned?
5. Is it ok if somebody stays in common rooms without a t-shirt?
6. Do you usually have a siesta after lunch?
7. Can people use your items without permission?
8. Are you ok if someone washes your clothes?
9. If you are in the CCC, would you wash other people's clothes?
10. What time do you usually have lunch?
11. What time do you usually wake up in the morning?
12. Does your religion forbid any meal?
13. What time of the day do you need some privacy and would like other respect it?
14. Are you ok if people consume alcohol in the ?
15. How much time should people spend taking a shower?

Instruction for the participants:

Ask the participants to stand in a circle.

Hold on to the end of the string and throw the ball/spool to one of the participants who will catch it.

Ask the participant you throw the spool at to choose a question from 1 to 15 and answer it.

Holding the string he/she then throws the spool to another member of the group and the game goes on repeating the previous step

Eventually this creates a web and participants learn some interesting things about each other.

At the end of the game participants will have a "concrete" representation of what being part of a group means, a web of needs, habits, comfort zones and private spheres.

Highlight that everyone played a part in creating this unique web and if one person was gone it would look different. In the same way it's important that everybody gets involved to make the group what it is, unique.

Rationale: This ice-breaker has been adapted in order to ease participants to talk about topics they wouldn't spontaneously talk about

Sharing a common space, for the whole day, with people they are not used to live with, can be reason of possible

conflicts.

Many of these conflicts can be prevented just knowing in advance others' habits.

2.16. The mine field

(source:<http://wilderdom.com/games/descriptions/Minefield.html>)

Game overview: game aimed at creating a trustful atmosphere among participants, to reinforce their attitude to cooperation, to make them feel responsible for another person.

Game preparation:

Select an appropriate area. Go outside, if possible. Can be done inside, even in rooms with fixed furniture (which can become objects to be avoided).

Distribute "mines" e.g. balls made with paper, objects etc.

Establish a concentrating and caring tone for this activity. Trust exercises require a serious atmosphere to help develop a genuine sense of trust and safety.

Instructions for participants:

Pair the participants Consider how the pairs are formed - it's a chance to work on relationships. One person is blind-folded and cannot talk (optional).

The other person can see and talk, but cannot enter the field or touch the person.

Tell participants that the challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the "mines", just by listening to the verbal instructions of their partners.

Give participants a short period (e.g., 3 minutes) of planning time to decide on their communication commands, and then begin the activity.

The facilitator can enter the mine field to help prevent collisions.

Decide on the penalty for hitting a "mine". It could be a restart (serious consequence) or time penalty or simply a count of hits, but without penalty.

It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.

Allow participants to swap over and even have several attempts, until a real, satisfying sense being able to guide a partner through the "minefield" develops.

Can be conducted as a competitive task - e.g., which pair is

the quickest or has the fewest hits?

Tips for facilitator:

The facilitator plays an important role in creating an optimal level of challenge, e.g., consider introducing more items or removing items if it seems too easy or too hard. Also consider coaching participants with communication methods (e.g. hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).

2.17. The giant puzzle

Adapted from ww.huddle.com/blog/team-building-activities/

//This activity can be made with groups with low command of English, but facilitators will have to help participants to express themselves in the final discussion//

Objective: to get participants familiar to the idea of being part of a group and taking correspondent responsibility. To make them aware that the efforts of everyone contribute to the success of the whole group, as well as lack of commitments directly affect the overall group result in a negative way.

Choose a well-known picture full of details and cut it into as many equal squares as participants are.

Tell participants: *For this group activity I will give each of you a piece of paper and I would like you to draw a copy of it as similar as possible. The copy must be five times larger than the original.*

They can use pencils, rulers, markers, scissors (ask them to cut out the paper they don't use, in case the drawing is smaller than the entire sheet).

Tell participants to start. Give them 15 minutes to complete their drawing and warn them when the time is almost up. It is crucial that everyone work separately, without showing what and how they are drawing or watching others drawing. In this way they will have no idea how their work will affect the overall picture and will have to imagine and somehow predict others' work.

When the time is up, whether or not all the enlargements have been drawn, ask participants to assemble all the pieces to create a giant copy on the ground.

Comment on the work done in plenary by asking some key questions:

Did the group succeed or fail in your opinion?

Did you feel involved in the work from the beginning?

30'

*A famous picture/cartoon,
A4 papers, pencils, markers,
rulers, scissors.*

5'

15'

10'

Did you plan your activity before starting to draw?

How would you evaluate your contribution to the whole magnification? Does it affect you in a positive or negative way?

Did you try to imagine how others would have done their task before starting?

Did you agree with the group a common way to magnify the image?

Now that you know the final result, if you could repeat the activity, would you change your attitude/commitment toward it?

If you could change one rule of this exercise, what would it be? (Discuss your choice with different ones)

Did you respect all the instructions you were given? (repeat them if necessary)

Rationale:

This group building activity helps participants to reflect how their group works. When they look back at the beginning of the activity they will probably realize that there was a lack of communication within the group, as well as a lack of coordination in carrying out the task. Likely the final magnification will be unrecognizable; encourage participants to analyze the reasons for the failure, inviting them to focus on the group and the rules it decides and not on single participants more or less able to draw.

20'

2.18. The heavy hanger

15'

Clothes hangers (better if there are thin, metal ones), chairs

//This activity can be made with groups with low command of English//

Objective: to strengthen participants' ability to cooperate and coordinate their work in group.

Divide the group into teams of 3-4.

Ask participants to kneel together near a chair pointing their index fingers and hold their arms out.

Hang one hanger on the fingers of all of the members of each group, that is, one hanger per group. Get the group to adjust their finger heights until the hanger stays horizontal.

Explain that they have to raise the hanger, pass over the chair without touching it and then put the hanger on the floor.

Pinching or grabbing the hanger is not allowed - it must rest on top of fingers.

Reiterate to the group that if anyone's finger is caught not

touching the hanger, the task will be restarted.

Let the task begin.

The facilitator can offer direct suggestions or suggest the group to stop the task, discuss a strategy, and then start again.

2.19. Virtual mobility: working on stereotypes and prejudices #2

(follow-up of pre-departure activity, cf UNIT 1: Working on stereotypes and prejudices #1)

Repeat the first part of the exercise on stereotypes and prejudices held during the pre-departure training. Now the two groups, moving from what they discussed before the mobility, have to come up with a common definition of the two terms.

Ask the two persons appointed to represent the group to show the presentation prepared in their country to the other group.

Ask participants from both groups, based on what they have seen since they got to know each other, to identify and explain which traits seem to confirm or contradict the previously identified stereotypes.

For each slide, the other group should say if, in their opinion, this stereotype fits with the reality or not, and why.

Tips for facilitator

This is a very delicate session. As it involves personal judgements on people, culture and customs, some participants can be offended by the outcomes of this workshop, especially if conducted in a superficial way.

The facilitator has to keep the workshop on a rational, cognitive and non-emotional level.

He/she should balance between two opposites: neither censuring some stereotypes that could hurt one of the groups, so running the risk of leaving existing judgements unsaid and falling into a false and overly sympathetic atmosphere between the groups, nor to foster resentments between the groups due to the stereotypes that emerge.

Bearing in mind that participants were told in advance that the best way to overcome prejudices is to have an effective knowledge of reality (cf. UNIT 1 Working on stereotypes and prejudices #1), the facilitator should check in advance the presentations of the two groups, and be prepared

60'

Laptop, projector, the presentations prepared by the two groups on a USB stick

15'

45'

to provide evidence based data in order to contradict the most “controversial” stereotypes.

2.20. One step forward

Overview: this exercise helps participants to reflect about stereotypes, their functionality, and how to deal with them

Instructions for the participants:

Ask participants to stand in line. Give each of them a paper with the character they are. Explain that they will have to answer some question “yes or no” according to what their character would do. If the answer is yes, move one step forward. If it is no just stay still.

Characters:

- Unemployed boy 16 years
- Mother, 34 years, with High School Diploma
- Single man, 39 years, Wall Street broker
- Housewife, elementary school level, 40 years
- Gay, 28, designer
- African man living with HIV
- German Law Student, 24 years,
- University professor, Estonia, 52 years
- Ukrainian woman, 28 years, working in London as house keeper
- Muslim woman, 35 years
- Drug dealer 29 years,
- Drug addict, 21 years,
- Son of a bank director, 17 years

Ask participants to answer “no” or yes” as explained above to the following statements:

- You live in a five room apartment
- You are not sure to reach the end of the month with your money
- You are married
- You have children
- You can plan and move abroad in one year
- You go skiing in a nice resort once a year
- You like eating in fancy restaurants
- You don’t leave your house very often
- Your family is far away
- You live at home
- Your children will probably go to university
- You are interested in the arts
- You are considered an intellectual by society
- You have several chances to pass a job interview
- The city council takes into account your

60’

10’

10’

situation/opinion when it makes its choices

Debriefing

Ask participants to reveal the character they had to act as.

Then ask:

Are you surprised by the other characters and the position they reached compared to yours?

Was it easy to imagine the life of the character you got?

Did you feel any resistance to stay with your story?

How did you feel seeing the position you reached compared with the others?

What is the point of this exercise, in your opinion?

Explain to participants that the point of the exercise is to see how stereotypes work and how they are present in our life. We didn't know anything about our characters except a few words, yet we started acting like them, namely we were able to decide to be "this" or "that", that we could do some activities instead of others. With a short, given amount of information we predict people's social situation, lifestyle, choices and this also shows how easily stereotypes are made.

40'

2.21. All Aboard!

Source:

<http://wilderdom.com/games/descriptions/AllAboard.html>

//Not indicated for participants with reduced mobility//

Overall description: This activity requires working together in close physical proximity in order to solve a practical, physical problem. It tends to emphasize group communication, cooperation, patience and problem solving strategy, as well as issues related to physical self and physical proximity.

The activity can be run in many different ways.

Basic method: Ask the whole group to try to fit inside a small area which can be marked by small platforms, or a circle of rope, or blanket

When the group succeeds, decrease the area (e.g., changing platforms, shrinking the circle, or folding the tarp) and challenge the group again. How far can the group go?

Cautions: Obviously people are going to need to feel physically comfortable in order to get physically close and be supportive of one another. So make sure people are warmed up.

2.22. Learning the local language

English is a bridge, but local language is the life-vest!

The microcosm of participants is still the reference, but the local community at large however influences the activities and must be taken into consideration. Participants should become autonomous enough to satisfy their basic needs by themselves.

Working in pairs, local participants teach guests the following (if there are few locals it can be done in groups):

- Greetings
- Thank you
- Ask for help
- Ask for toilet
- Ask for the price
- How much most common objects cost (average)
- What time the shop closes
- Basic directions

Short sentences and a small vocabulary are then written on post-its so that hosts can always bring them in their pockets.

2.23. Simulation

The following scenes are played:

- At a pharmacy
- At a bar
- At a supermarket
- On the bus
- Getting lost

Based on the language previously learned, participants have to represent the scene they think can happen when they will live these situations. The scenes are open, all the spect-actors in every moment can shout "STOP" and join the scene, if they think it should go on differently, if they want to help somebody in difficulty or just want to add a character. (cf. UNIT 1 Forum theater)

2.24. Testing the local language

THEORY

The activity has to be as much realistic as possible, based on learners needs.

participants) prepare a list of small things to buy, according to needs and give instructions on how to do it

60'

Paper, pens

(directions, shops, average price..).

PRACTICE

This test represents a first “put at stake” of guest participants, individually considered, with the local community beyond the group; they have to go through the city and buy the things they need and which are on the list. They will move individually, not in groups, using the post-it they have and the instructions given by their “trainers”.

REPORT

The two groups meet again in the afternoon session. “Trainers” check learners’ lists and products bought. For those missing ask the reason why it was not possible to buy (too expensive? Closed shop?...).

Then they together fill the report of the activity (products bought, money spent, missing things, reasons...) which each trainer will present to the whole group.

2.25. Learning English in situation: visit to the city

Locals show a series of sites of interest in the city, and guests choose which they want to visit. After creating groups according to preferences, the locals act as guides and host a tour of the city. Even if the time for visits has been previously established, it is up to the group to organize their time, choosing the route, taking public transport if needed etc.

The management of budget of the day should be entrusted to the guides, who decide where to have lunch and are responsible for its use.

2.26. Workshop on photographic language

// This activity is presented with the involvement of locals, but their presence is not compulsory, so it can be adapted also for a cultural trip//

In this perspective the training part can be focused on learning the photographic language.

Its aim is not to become professionals, nor to learn how a camera works and all the secrets of photography. The workshop is intended to make participants able to take “readable” pictures. Facilitators will use a very simple guide provided (PPT tips for pics) in order to give basic training on photographic language.

Given that the aim is to learn how to communicate

120'

Maps of the city

90'

Paper, pens

*All day.
Lunch
outside*

60'

*Laptop, projector,
PPT “Tip for pics”*

through images, no specific (and expensive) equipment is necessary. Everybody nowadays has a phone with a camera and this, with a basic knowledge of the language, is sufficient to take “readable” pictures.

The **first session** of the workshop is dedicated to the basic rules of photographic language: object, rule of thirds, balance, golden rule. The topic allows to reduce to a minimum the “spoken” in favor of the “shown”. A list of Dos and Don’ts, with explanatory examples, makes immediate the understanding of the rules.

During the **second session** participants will be asked to choose a theme and take pictures. It can be in the room, in the building, in the surroundings, the aesthetic aspect does not matter.

Helped by two participants, facilitators upload on the laptop (one folder for each participant) the pictures taken in the morning.

The group then evaluate the pictures and find the errors made, guided by the facilitator. After the group evaluation, each participant writes down the error committed and tries to take the same picture in the right way.

2.27. Photo-reporting the city

Pair participants or create small teams in a manner that in each team is present a local participant.

Give the teams a list of topics of the pictures they have to take around the city. Ask participants to take at least three picture for each topic:

1. A strange thing I can’t find in my country (place, behavior, object...)
2. A unique thing my city has and other hasn’t (for local participants)
3. A symbol of luxury
4. A symbol of poverty
5. A symbol of how citizens care about their city
6. A symbol of how citizens don’t care about their city
7. A really well-working public service in the city
8. A really poor public service in the city
9. What impressed me more so far in the city
10. What I like most in my city (for local participants)
11. What best represents the inhabitants of my city (for local participants)
12. Opportunities for young people in the city

60’

A couple of cameras (just in case any participant hasn’t),

150’

Laptop, projector, USB universal card reader.

180 ‘

Cameras (in case any participant hasn’t)

2.28. Photo expo

Appoint two persons in charge of collecting and uploading the pictures taken onto the laptop (divided per team-folders)

Ask participants, in turns, to show the pictures made and explain their choice

The topics give several opportunities to reflect on the perception of the city and the difference between those who live in it and who are visiting it for the first time, as well as more general issues such as the perception of poverty, opportunities for young people, the level of public services et cetera

Encourage the others to intervene in the conversation by asking if they agree on the choices made, if they noticed similar things, if there were conflicts in their team when choosing an object et cetera.

120'

Laptop, projector, USB universal card reader.

2.29. City treasure hunt

This activity allows participants to get in touch with the city and to discover it in a fun way. The activity is here reported after the photographic workshop, even if no particular skills in photography are requested. The activity can then be realized in every moment of the mobility, even at the beginning, in order to make participants familiar with the new city.

Make groups of three and provide each group with a map of the city.

Give each group a list of tasks (see Appendix z), but listed in a different order for each group so that they will not go and look for the same thing at the same time.

Warn them that each task (step) has to be proved to be considered accomplished. Participants can use pictures, videos, audio recording, or whatever they consider appropriate to prove they did it.

Set with participants the latest arrival time then let the competition start.

Once all the participants are back, appoint one person to upload on the laptop all the media provided by the groups to prove the tasks they accomplished.

Ask the groups to present their missions and check how many of them can be considered completed, and then give one point for each of them.

The group with the highest score wins. In case of parity the winner is the group that arrived first.

150'

Cameras or mobiles, maps of the city, laptop, projector

10'

120'

20'

2.30. Volunteering

Depending on the hosting organization and the agreement made with local NGO and public administration, some days should be dedicated to volunteering.

The topic which fits best with the groups are:

- Renovation
- Manual
- Environment

In general terms, all the activities which don't require the knowledge of the local language nor specific skills or competences are suitable for this part of the mobility.

On the first day of activity the group meets with a technician who will guide/follow the work, in order to understand the work to do, the resources available and plan the distribution of work/tasks. As a general indication the work should be divided in order to achieve the goal working 3 hours in the morning and 3 in the afternoon.

It's crucial to set a goal at the beginning and constantly monitor the work in order to be sure that the objective will be achieved. Four days are the minimum to create a routine, to take the work seriously and not as volunteering done once and nevermore. It is foreseen one full free day between the first two and the last; It can be reduced or annulled if the group realizes that the organization of work done won't be efficient and more time is needed to finish it.

2.31. Final self-assessment of the competences

25'

Annex 7

Give each participant a form for the final self-assessment of the competences (see Annex 7).

Ask participants to complete it by valuing which degree they think they have reached in the acquisition of each competence.

10'

In plenary, ask participants to reflect and give examples on how they will use these competences in their everyday life, in improving their interpersonal relationship and their attitude toward society.

15'

Tips for facilitator

In order to ease the comprehension of the competences, translate the content of Appendix 1 in the mother tongue of participants.

The secondary objective is to be able to demonstrate the skills and competences gained to others (e.g. when looking for a job) or to apply them to everyday life (e.g. when applying for a public call).

- Be aware of their potential and be able to communicate it
- Be able to identify limits and obstacles and to elaborate a strategy to overcome them
- Have a more complex vision of their local context, not uniquely influenced by the condition of social exclusion they live in.

3.2. A journey in a hot-air balloon #2

60'

*Annex 2 filled by
participants during Unit
1*

Once back from the mobility, it is crucial to assess if the initial expectations have been met and see if and how the fears participants had at the beginning have been overcome.

Give participants the copies of Appendix x they filled during the pre-departure training (cf. Unit 1 A journey in a hot-air balloon #1).

Ask participants to reflect on their initial expectation fears and contribution they foreseen to bring to the project

Ask them: *Did the project meet your initial expectations? Did it give you more or less than expected? Did you overcome your initial fears? How? Did the group help you in it? How?*

Do you feel your prediction about your contribution was reliable? If not, why?

3.3. Virtual mobility: My Diary #2

180'

*Laptops, internet
connection*

In order to re-conceptualize the meaningful experience lived, and be able to communicate it to others, participants have to report in a comprehensible way the load of emotions and experience they bring with them after the mobility.

Divide participants into the same groups used for the first part of this exercise (cf. Unit 2 My diary #1).

Create with participants a blog of the Mobility.

Group Narrator has to write a document reporting all the activities carried out day by day and publish it on the blog.

Group photo-reporters have to prepare a Powerpoint presentation with the most meaningful pictures taken, with supporting slides that explain where the picture was taken or what it represents.

Group Video-makers have to edit the clips recorded in a unique video and upload it on youtube.

Group journalists have to edit the interviews recorded in a unique video and upload it on youtube.

3.4. The conflict management styles #2

60'

Annex 7

Now that the mobility is over, and conflicts arisen among participants are solved, or have less emotional load, it is time to analyse them and the attitude of each participant toward them.

This exercise also helps participants to understand the difference between how they perceive themselves and how

others do.

Give each participants a copy of Annex 7 (pages 3-7).

Ask each participant to mention one episode of conflict that happened during the mobility (even small ones, even if they were not directly involved in it).

Ask them to identify all the persons involved in this conflict (even not directly).

Ask participants to assign to each character identified an animal, according to the way they handled that specific conflict.

Ask participants: *Do you agree with the choice? Are you surprised by the character others assigned to you?*

Tips for facilitator

Bear in mind that conflicts always involve emotions, and it is possible that some of the conflicts identified by the group may still be open and "bleeding". To avoid the animals that participants assign to the protagonists of the conflict reinforcing existing contrasts or provoking new ones, remind participants that there is no "right" way to handle conflict, and people's management styles may change based on the situation they are in.

3.5. Final self-assessment of the competences and completion of the Skillpass

25'

[Annex 9](#)

Give each participant a form for the final self-assessment of the competences (see Annex 9).

10'

Ask participants to complete it by valuing which degree they think to have reached in the acquisition of each competence.

In plenary, ask participants to reflect and give examples on how they will use these competences in their everyday life, in improving their interpersonal relationship and their attitude toward society.

15'

Tips for facilitator

In order to ease the comprehension of the competences, translate the content of Appendix 1 in the mother tongue of participants.

Fill in the Skillpass (cf. Chapter 5).

CHAPTER 05

Assessment and Recognition of Skills and Competences. SKILLPASS

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Introduction

Skill Pass is the certification of a learning process for adults. In particular, an innovative tool for the recognition and validation of learning outcomes acquired by adults at risk of social exclusion.

In line with the strategy of the European Commission to encourage the recognition of non-formal education, Skill Pass refers to the instrument of the Youth Pass, the program of "Life Long Learning" and in particular the 8 European KEY COMPETENCES.

These 8 competences, promoted by the European Union, arise from the demand to identify and combine knowledges, skills and attitudes in order to better adapt to the constant changes in the society.

Having acquired these skills, participants will be able to analyze and communicate in an effective way when they have to face and to interpret problems in different fields. At the same time, KEY COMPETENCES are those which everybody needs for personal development, active citizenship, social inclusion and employment.

In addition, as the participants are adults at risk of social exclusion, the Skill Pass tries to consider specific difficulties that may arise, such as learning disabilities, relational and motivation issues etc. Regarding the above, the Skill Pass has identified a series of exercises that, contextually to the certification of the skills acquired with the exercises of the Toolkit, can help to recognize and implement relational and co-operational skills, as well as resourcefulness.

The idea is to provide a tool which accompanies participants step by step in recognising the different possible progress of educational development.

Attending a training course in group, it activates different processes and dynamics which foster not only cognitive learning, but also emotional, relational, and cooperative learning. Especially for people with fewer opportunities, or at risk of social exclusion, it is important to bring out and enhance all possible progress related both to cognitive and cross-cutting learning.

The method is based on cooperative learning in which each participant is encouraged to take responsibility for his or her own learning, and to work collaboratively in group activities. Cooperative learning determines a higher level of reasoning, a more frequent development of new ideas and solutions and a greater transfer of what is learned in relation to the context. The Skill Pass aims at going beyond the certification of knowledge, it tries to bring out and enhance the skills related to: how to do, how to listen, how to be together, how to cooperate and be able to propose and take initiatives.

The structure is based on a set of tools that can be used before, during and after the activities described in each toolkit. The first 4 tools are essential to fill the Skill Pass in its entirety. The other 8 tools are optional and the trainer can choose those which fit best with the specific needs of the group. In this way, it is possible to follow the process of learning, consider the individual difficulties, and share the results achieved.

The tools to successfully fill a Skill Pass are:

- INITIAL SELF-ASSESSMENT
- FINAL SELF-ASSESSMENT
- SELF-EVALUATION OF 8 KEY COMPETENCES

- GROUP FEEDBACK

However, as the Toolkits refer to people with fewer opportunities or at risk of social exclusion, a list of further tools is suggested to support the management and learning process within the group. These tools will be chosen by the trainer, from time to time, in order to better adapt to the needs arising from the group.

Even if optional, they can be used by trainers to monitor and support participants in learning, promoting their inclusion and integration, in preventing and managing conflicts and in stimulating participation and collaboration. The goal is to have a set of support tools to help participants in the acquisition of the skills related to the activities:

- INDIVIDUAL DEVELOPMENT PLAN
- SMART LEARNING AIMS
- RATING SCALE FOR THE BASIC SKILL AREAS
- BRIDGE DRAW
- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISE
- FEEDBACK INTERVIEW

8 Key Competences and the 3 Basic Skills Areas

As mentioned above, the 8 key competences combine knowledge, skills and attitudes to better adapt to the constant changes in modern societies. However, not all people at risk of social exclusion always have effective access to opportunities for improvement of the 8 key competences.

This difficulty concerns in particular those people who live in contexts and in conditions of social disadvantage, in other words the personal, relational, situational malaise (due to the context, the environment, the times of life) and social malaise (linked to the difficulty cooperating to perform tasks aimed at the community) that may affect a person.

To allow those people at risk of social exclusion to participate and to benefit from opportunities that can implement their competences, they must be accompanied in paths of recognition and relational growth. They must be empowered to cooperate with the others and must be supported in initiatives that actively involve them.

In order to simplify the 8 KEY COMPETENCES, and to make the assessment path more effective and feasible, especially in the case of adults at risk of social exclusion, we proposed also a further classification of 8 competencies divided in 3 BASIC SKILLS AREAS: relational, cooperative and resourcefulness. According to the most reliable theories of pedagogy of learning, we believe that all learning mechanisms must be relational and it must develop into an informal and non-formal dimension. They must emphasize all participants/learners and the interaction among each member of the group and between the group and the trainer

We can't isolate the individual, his cognitive abilities and his performance, from the relational context in which he is engaged, and therefore the most important skill is definitely to interact with themselves, with the other "different from himself/herself", and with the community/region where they live and with those whom they interact. So the fundamental steps are: 1. to get make first contact with others, to develop a relationship based on group cooperation in order to achieve common goals; 2. To interact with each other; 3. to evolve from the vision of the group to that of community, from research of the advantage of few to a collective advantage, gaining the awareness of being able to influence at the collective level, becoming promoters of projects and actions of citizenship, in other words, becoming empowered and empowering

For these reasons, we trust it is crucial to make people, who are in social exclusion conditions, who are normally disempowered, empowered. They need to acquire those basic and transversal skills (here grouped in 3 basic skills areas) that facilitate this access. These 3 areas are: Relation, Cooperation and Resourcefulness.

Below are the descriptions of the 8 KEY COMPETENCES and the 3 basic skills, with the connection to subsequent tools that will be used to fill the SKILLPASS.

8 KEY COMPETENCES

This description of the skills will be helpful to the trainer to better explain the 8 key skills to the participants and be able to compile the following tools such as: SELF-ASSESSMENT, SELF-EVALUATION OF 8 KEY COMPETENCES and SKILLPASS.

This framework defines KEY COMPETENCES and describes the essential knowledge, skills and attitudes related to each of these:

Communication in the mother tongue₂, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;

Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;

Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);

Learning to learn is related to learning, the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;

Social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

These KEY COMPETENCES are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

“Key competences in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labor market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because they should be acquired by everyone, this recommendation proposes a reference tool for European Union (EU) countries to ensure that these key competences are fully integrated into their strategies and infrastructures, particularly in the context of lifelong learning.”

(Source: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>)

THE 3 BASIC SKILLS AREAS

This description will help the trainer to explain the 3 Basic Skills, to fill out the tool Feedback Group and the SKILLPASS.

Starting from these three areas, it is possible to measure and evaluate the progress of adults at risk of social exclusion in terms of access to opportunities and development of the 8 KEY COMPETENCES. This is because the three basic skills areas are directly related and they support the 8 KEY COMPETENCES. In the diagram below we identify the predominant connection to the 8 key competences.

Relation

Self-recognition in relation to the other (communicative competence in relational approaches for social inclusion), namely: ability to communicate (also through social networks), interact, socialise and entertain; ability to express and interpret one's own culture; willingness to adapt to the rules of civil coexistence, to cultural diversity and different contexts. The relational skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, social and civic competences, cultural awareness and expression.

Cooperation

Recognition of oneself in relation to the group (cooperation competence in group situations); to enhance the level of participation in group life, the following skills should be considered: the capacity to recognize others, other cultures and traditions and to work in groups; decide together and respect times, roles, rules and chosen tasks; mediation skills and conflict management; willingness to listen and to change; ability for critical and constructive dialogue. The cooperation skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology. But also digital competence, social and civic competences, sense of initiative and entrepreneurship.

Resourcefulness

Self-recognition in relation to the community at large (use of one's own socio-political power, namely to undertake initiatives for social change in the community, playing an active role in the life of community); focusing on the enhancement of the level of active citizenship, the aim is to certify: the sense of initiative and proactivity; organizational skills in group activities, also using ICT (Information and Communication Technology); level of involvement and autonomy in the activities that will be carried out; inventiveness, determination and perseverance in carrying out defined tasks; level of interest and active engagement in public life; solidarity and interest in the community; recognition of strengths and limits; acquisition of technical-scientific skills. It is a form of empowerment, in particular of the individual psychological level. The resourcefulness skills area is mostly related to the following key competences: mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship.

Explanation and instruction to implement the exercise

In order to assess and to best describe the competencies acquired within the SKILLPASS, we must start from optimal conditions. The best conditions are:

- Complete at least 70 hours of activity
- To involve at least 10 people for each activity
- Try to use three different methods within the planned activity;
 - theoretical activity (give information)
 - practical activity with the preparation of some product (to share and to cooperate)
 - activity of direct involvement with local community through a final event (to participate and get involved)

Nevertheless, it is possible to use SKILLPASS also to certify the outcomes of shorter activities, involving fewer participants.

In fact, as the toolkit is divided into several units for certification of competences, it is possible to focus on some of the 3 basic skills and 8 key competencies to fill the SKILLPASS.

The trainer will have available, in addition to the tools needed to compile for the SKILLPASS, a set of optional tools. These optional tools may be chosen by the trainer from time to time to better respond to specific needs as they emerge.

The tools needed to fill the SKILLPASS are:

- The INITIAL SELF-ASSESSMENT, to be filled at the beginning of each Unit, introduces participants to the skills they are going to acquire. It is useful for the trainer as well to gauge what kind of knowledge and interest the participants have in the topic.
- The FINAL SELFASSESSMENT, at the end of each unit, evaluates which skills have been acquired and to what degree. This tool allows the assessment of the learning outcomes for the participant in relation to each competence that can be acquired through the activities carried out.
- The SELFEVALUATION OF 8 KEY COMPETENCES, at the end of the activities of the toolkit, compares the skills acquired by participants with the 8 key competences of the European Union. This tool allows assessment of which of the 8 competences have been acquired, and to deepen and evaluate which kind of knowledge, skill and competence have been acquired.,
- The GROUP FEEDBACK, to perform at the end of the activities of the toolkit, allows participants to evaluate the experience of living in a group, to reflect on the process of cooperative learning and on its usefulness. The goal of this tool is to bring out relational, co-operational and resourcefulness skills.

The following optional tools will be used by the trainer according to different needs and requirements related to specific situations. The needs may be related to several factors such as:

to monitor and support the participants in facilitating learning, promote inclusion and integration, prevent and/or manage conflicts and to stimulate the participation and collaboration of the individual and the group. Therefore, here below are listed the optional exercises with an explanation of the utility of each of them:

- **INDIVIDUAL DEVELOPMENT PLAN**, useful for participants with low level of education and with major learning difficulties. It has to be completed before starting the activities, to recognize the participants' gaps and increase their motivation.
- **SMART LEARNING AIMS**, useful if there are participants in the group with little motivation or low self-esteem. It has to be completed before starting the activities, to stimulate participants' active participation.
- **RATING SCALE FOR BASIC SKILL AREAS**, useful for individuals or groups of participants with low self-esteem, less education and/or people living in difficult situations. It has to be completed at the beginning and at the end of each activity, in order to focus on the capabilities and developments of each participant in the field of relational, co-operational and resourcefulness learning
- **BRIDGE DRAW**, useful to bring out individual hardship or latent conflicts and to promote cooperation. It can be used several times during the activities. The trainer can monitor the level of involvement of the participants.
- **IN-BASKET TESTS**, It should be used when the group need to increase cooperative and troubleshooting capabilities for the achievement of the objectives. It has to be completed during the activities.
- **ROLE PLAYING**, It should be used when the group needs to be more involved in ongoing activities. During the activities, role playing helps to stimulate creative processes
- **GROUP EXERCISE**, useful when there is mistrust leading to low levels of collaboration inside the group. It has to be used during the activities to encourage participants to cooperate and support each other.
- **FEEDBACK INTERVIEW**: useful to monitor the level of involvement of the group. It has to be completed at the end of activities and facilitates better interaction and sharing of the results achieved, and the trainer as well gets information on the degree of effectiveness and appreciation of his work.

A) Exercise at the beginning of the activity

INITIAL SELF-ASSESSMENT

The initial self-assessment is the only essential tool to fill the SKILLPASS. You could use one of the following optional tools before the beginning of the activity, according to the shape of the group of participants. In the beginning of each Unit you need to copy the specific competences table of the toolkit activities in the columns on the left. On the right, with yes or no, choose which of the competences you know or at least feel to know and what you are interested to learn. Below you can add, if it suits you, other similar competences which you did not already find written in the grid.

SELF-ASSESSMENT FOR LEARNERS

At the beginning of each unit

Name and surname	Country
------------------	---------

Competences	Can I? / Am I able to?		Am I interesting in being able to do this?	
	YES	NO	YES	NO
Are you interested in acquiring any additional competences to those listed above?				

INDIVIDUAL DEVELOPMENT PLAN

Before starting any activities, a very useful tool is writing an individual Development Plan. This instrument aims to develop awareness about personal learning gaps, limits and expectations, motivation and interests and identify achievable short and long-terms goals of learning. It provides more sense of ownership and initiative because participants reflect about what they have to learn, how they are going to learn and why it needs to learn to achieve their objectives. A schedule of some questions that investigate motivations and goals, strengths and development opportunities, future perspective.

INDIVIDUAL DEVELOPMENT PLAN	
Name and surname	Date
Name activity	

LEARNING GOALS/MOTIVATIONS

What are my learning goals?

How do I think these goals can best be met in this activity?

TALENTS OR STRENGTHS TO USE MORE (Give at least 3-5 answers) What are my talents and strengths?	DEVELOPMENT OPPORTUNITIES (Give at least 1-2 answers) What knowledge or skills do I need to enhance?
FUTURE PERSPECTIVE How could this activity help me for my future goals?	

SMART LEARNING AIMS (General instruments)

Another schedule, which develops from and enhances the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer invites participants to ask themselves question and to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?).

SMART LEARNING AIMS	
Name and surname	Date

What <i>I want to be able to ...</i>	When do you hope to achieve them? Do you have a time-schedule?	How could you measure the success?	Do you have the abilities to achieve them?	How do you need these abilities in general for your life?

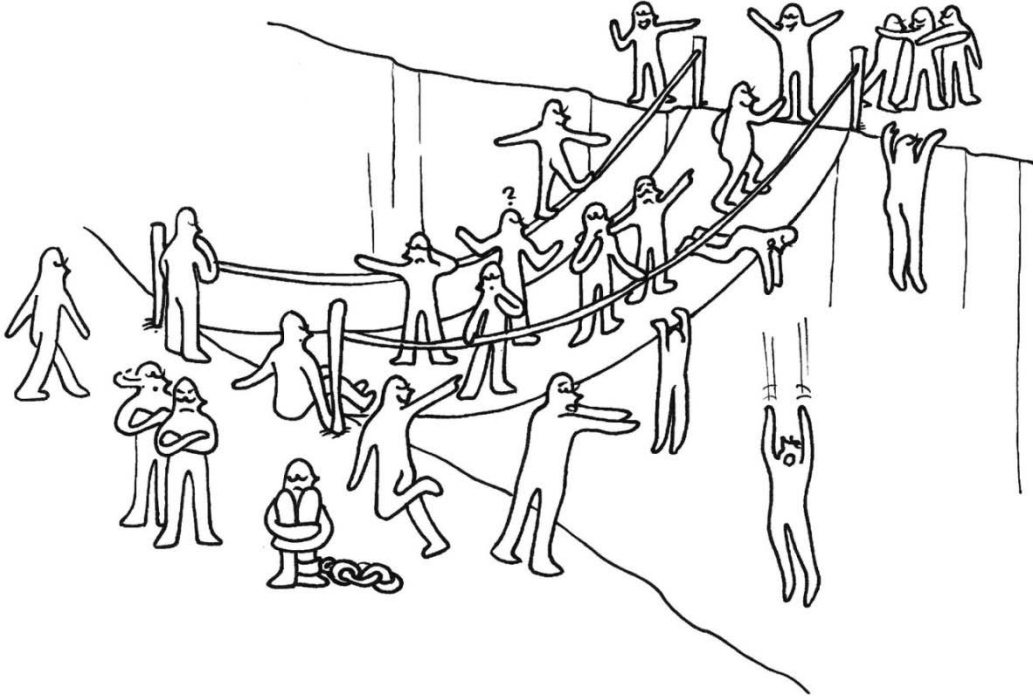
BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

BRIDGE DRAW	
 <p>The drawing shows a bridge spanning a gap. On the bridge, several figures are depicted in various poses: some are walking, some are standing with arms raised, some are sitting, and some are hanging from the bridge. Below the bridge, a figure is shown hanging from a rope. The drawing is intended for participants to identify a figure that represents their emotional state during the activity.</p>	
Name	

TABLES FOR THE ASSESSMENT SCALE

At the beginning of the activities, it is advisable to ask participants to complete a questionnaire, based on an evaluation scale (semantic differential) of attitude.

Attitude is a component of competences, it is defined as a state of mental readiness, and it is organized through experience that exercises a direct or a dynamic influence on the response of the individual against any object or situation to which it relates. It is a lifelong guidance to respond favorably or unfavorably to various incentives, including a heightened emotional dimension.

This questionnaire will help us to understand and recognize participants' strength and weakness points and the gaps to be filled. The main aim is to investigate how to develop and value the competences; there are no value judgments of participants.

This skills measurement is extremely useful both for participants and the trainer/organization:

Participants:

- to take stock of personal skills, weakness points and clarify personal objectives
- to build on and to empower personal abilities to react to and face positively the change that the new experience brings

Trainer/Organization:

- to better know the participants, the available potential and transferrable skills
- to ease the convergence between participants' needs and organization perspective, optimizing the use of resources.

N.B. The following forms should be filled by participants, supported by trainers when needed.

Through the evaluation tables below, and a final group reflection, we encourage and ease the self-assessment of the attitude (which is an essential component of competence).

The questionnaire with the differential scale is proposed to participants before and after the activities, to make them able to assess their attitude within the 3 BASIC SKILLS AREAS, and how it changed all along the learning experience and the skills acquired.

There are two tables, the first is linked to relational skills and cooperation, the second table is for analyzing the level of resourcefulness of the participant.

TABLE 1

Based on competences of relation i.e. an attitude of openness towards others, cooperation as a means of achieving common goals and personal growth, open attitude to conflict mediation.

Thinking about how did you behave until now in your relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "v" have a score.

	1	2	3	4	5	6	
A) Shy	–	–	–	–	–	–	Expansive
B) Competitive	–	–	–	–	–	–	Cooperative
C) Reserved	–	–	–	–	–	–	Sociable
D) Mistrustful	–	–	–	–	–	–	Trustful
E) Aggressive	–	–	–	–	–	–	Peaceful
F) Provocative	–	–	–	–	–	–	Conciliator
G) Destructive	–	–	–	–	–	–	Constructive
H) Self-controlled	–	–	–	–	–	–	Spontaneous

Relational skills Area

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude not open nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competences of resourcefulness: being aware of their ability to act, bringing a change in a problematic situation and ability to take initiatives on their own, feeling responsible for their own territory/community. It is a form of empowerment, in particular of the individual psychological level.

Thinking about how you behaved until now in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

	1	2	3	4	5	6	
I) Irresolute	—	—	—	—	—	—	Perseverant
L) Cautious	—	—	—	—	—	—	Enterprising
M) Indecisive	—	—	—	—	—	—	Decisive
N) Indifferent	—	—	—	—	—	—	Involved
O) Uninformed	—	—	—	—	—	—	Informed
P) Uninterested	—	—	—	—	—	—	Curious
Q) Static	—	—	—	—	—	—	Dynamic

Resource fullness Skills Area

Now, add the scores:

From 6 to 18 points: You are not actively involved in your community, and for you it is easier to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform given tasks, on the other hand you are prone to acting independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

B) Exercise during the activity

Here are some listed tasks useful to control the group, the degree of involvement of each participant, with the aim to emerge conflicts and to encourage participants to be more involved in the activity.

With these tasks it is important to try to analyze the involvement and participation in the activities; assess and analyze the cooperation and negotiation in the group dynamics.

In parallel with the activities held, and with competences linked to cooperation, different tools maybe used:

- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISES (TEAM BUILDING)

IN-BASKET TEST

An in-basket test or an in-basket exercise is a test often used by companies and governments in hiring and promoting employees. During the test, participants receive a number of inputs (e.g. documents and memos, email, calls etc.). They then have a limited period of time to set priorities, organize their working schedule accordingly and respond to mail and phone calls.

In this case, participants have a complex situation that requires an immediate solution using information provided in a text. It allows participants to evaluate basic organizational skills, sensitivity to problems, abilities and models to solve them. It investigates the area of problem solving, modalities and interest in taking decisions.

Example of IN-BASKET TEST

The participants are divided into two groups (A and B).

Groups A and B have to decide their ten main group rules (for example: don't interrupt others, don't smoke in the room, et cetera).

They have 20 minutes. When 20 minutes are finished, group A meets group B. They have to share their group rules, and to decide together the first five main rules.

ROLE PLAY

Role play is a simulation of real situations with given roles. It is linked with "spontaneity theatre" and psychodrama, and lays on the idea that dramatization allows behaviors and attitudes that normally stay hidden to emerge, by encouraging participants to address a problem in a creative way, reacting spontaneously and based on impulse.

Role play is a learning technique, useful not only to the actors who perform a role defined by a preconditioned set, but also for the "observers", those who do not act directly but observe the relational dynamics, verbal and non-verbal communication and then, at the end of the interaction, share their observations.

This technique is both a mode of evaluation and monitoring, and a mode of participation, which offers the opportunity to experiment with new attitudes, to emphasize different points of view and to receive a feedback on their behavior. The characteristics of this method provide multiple incentives in learning through imitation and action, through the observation of the others behavior and the comments received on its own, through the analysis of the entire process.

Example of ROLE PLAY

The participants are divided into two groups (A and B).

A member of each group plays a foreign customer. Other group members play the staff of a shop. They have to serve the customer speaking in English. (Time: 10').

GROUP EXERCISES

Group exercise (or team building), is a tool that allows you to put in place processes of decision making at minimal risk, it aims at creating relationships, to increase collaboration, to increase the level of confidence in teammates, to motivate the team and to create cohesion and integration.

Team building activities also facilitate communication, stimulate creativity, bring out leadership qualities, and elicit the division of tasks and to working to meet targets, to develop the ability to listen, to evaluate the potential and talents of individuals.

The setting corresponds to a preparation in which the risk is minimized. The goal is that through "play" the subjects are tested in a simulated situation, and the learned abilities are transferable into reality. This evaluation approach is used to explore the interpersonal characteristics of the subjects, their participation in the discussion and the quality of interventions.

Example of TEAM BUILDING

Participants are divided into two groups (A and B).

A member of each group is blindfolded; another member of his/her group directs his/her movements in the space with obstacles.

In the following guidelines, there are several links marked where you can find examples of other exercises In Basket tests, Role playing and Team Building.

c) Exercise at the end of the activity

At the end of the achieved activities and before starting the tools that support the compilation of SKILLPASS, it is recommended to share an index test with closed answers as the following feedback interview to enable immediate review of the experience just made.

FEEDBACK INTERVIEW

The FEEDBACK INTERVIEW is a tool that also allows the trainer and the organization to have elements to monitor and assess the degree of satisfaction of the participants, and think about the changes you can make to ensure greater efficiency in the development of future activities.

FEEDBACK INTERVIEW				
Satisfaction of your expectations				
:	:(:	:)	:D

Degree of involvement				
:(:(:	:)	:D
Opinion about the work of the trainer(s)				
:(:(:	:)	:D
Degree of interest in the treated subject				
:(:(:	:)	:D
How is the feeling of the participant during the activity				
:(:(:	:)	:D
Rating of the place where the activity is held				
:(:(:	:)	:D
An overall opinion about the activity				
:(:(:	:)	:D
Would you improve something?				
YES		NO		
If yes, what?				

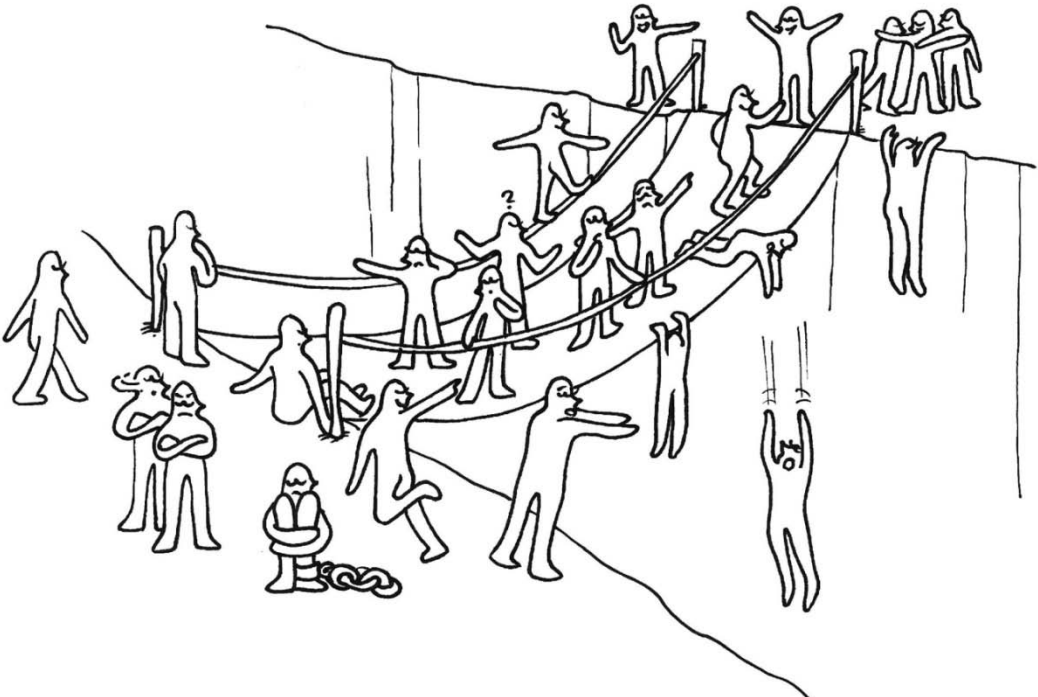
BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

<p style="text-align: center;">BRIDGE DRAW</p> 
<p>Name</p>

RATING SCALE FOR THE BASIC SKILL AREAS

Use the same tables from the beginning, reminding participants that this time they should refer to the activities carried out.

<p style="text-align: center;">TABLE 1</p>

Thinking about how you behaved during the activities in relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your “v” have a score.

	1	2	3	4	5	6	
A) Shy	—	—	—	—	—	—	Expansive
B) Competitive	—	—	—	—	—	—	Cooperative
C) Reserved	—	—	—	—	—	—	Sociable
D) Mistrustful	—	—	—	—	—	—	Trustful
E) Aggressive	—	—	—	—	—	—	Peaceful
F) Provocative	—	—	—	—	—	—	Conciliator
G) Destructive	—	—	—	—	—	—	Constructive
H) Self-controlled	—	—	—	—	—	—	Spontaneous

Relational skills Area

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude nor opened nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competence of resourcefulness: being aware of their ability to act, bring about change in a problematic situation and ability to take initiatives on their own, taking responsibility for their own territory/community. It is a form of empowerment, in particular at the individual psychological level.

Thinking about how you behaved during the activities in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

	1	2	3	4	5	6	
I) Irresolute	–	–	–	–	–	–	Perseverant
L) Cautious	–	–	–	–	–	–	Enterprising
M) Indecisive	–	–	–	–	–	–	Decisive
N) Indifferent	–	–	–	–	–	–	Involved
O) Uninformed	–	–	–	–	–	–	Informed
P) Uninterested	–	–	–	–	–	–	Curious
Q) Static	–	–	–	–	–	–	Dynamic

Resourcefulness skills area

Now, add the scores:

From 6 to 18 points: You prefer to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform tasks, in the other hand you are prone to act independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

AFTER SELF-ASSESSMENT

In this tool you copy, in the column on the left the skills that are at the beginning of each unit of the Toolkit. On the right, with an X, the participant marks from 1 to 5 the level of skill that he/she feels that he or she has acquired in each specific competence indicated. If appropriate, the participant can add other skills.

SELF-ASSESSMENT FOR LEARNERS after each unit					
Name and surname			Country		
How would you rate the level of competences acquired throughout this unit?					
Competences	1	2	3	4	5
	<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>

Are you interested in acquiring any additional competences to those listed above?					

Exercises to conduct after the activity to fulfill the SKILLPASS

Before completing the SKILLPASS together, at the end of the activities and after a few days to allow time for reflection, the participants are invited to an evaluation meeting, during which they will fill out again the assessment scale based on the training experience.

With the guidance of the trainer, they will be supported in the contrast between the assessment scale completed initially and the one just completed, understanding the differences and recognizing the progress made.

For the next two instruments, THE SELF-EVALUATION and the GROUP FEEDBACK, we must refer to paragraph 2 of this document, in which the 8 KEY COMPETENCES and 3 BASIC SKILL AREAS are explained. Regarding the feedback the trainer must ensure that the participants are aware of these competences so that they can use all of the content they consider appropriate for completing the SELF-EVALUATION and the GROUP FEEDBACK.

SELF-EVALUATION of 8 key competences

SELF-EVALUATION OF 8 KEY COMPETENCES

Describe your learning outcomes in terms of 8 KEY COMPETENCES, but also including other unexpected learning that might have happened.

During the self-assessment, you may wish to use these unfinished sentences:

I feel more comfortable now...

I found out...

I learned...

I feel confident...

I made progress...

I am able to...

I no know how...

I developed...

I have clear view now...

I want to explore further...

Communication in mother tongue

Communication in foreign languages

Mathematical competence and basic competence in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression

GROUP FEEDBACK for the 3 basic skill areas

Right after we propose an activity to get a feedback from the group about everyone's attitude: attitude is indeed an essential part of the skills. Each participant has a form with two questions:

GROUP FEEDBACK FOR THE 3 BASIC SKILL AREAS
What have you learned in the interaction with new people?
Can you mention a situation to illustrate the answer above?

The answers are briefly shared in small groups of 4-5.

Then the trainer writes on three posters the definitions of the 3 BASIC SKILLS AREAS and explains them in detail. It is important that every mentioned competence is related to a situation/episode where they have learnt it:

- First poster: RELATION
- Second poster: COOPERATION
- Third poster: RESOURCEFULNESS

Participants, with the guidance of the facilitator, discuss in plenary these 3 BASIC SKILLS AREAS and their importance for the development of the 8 KEY COMPETENCES. After this reflection, back in groups of 4-5, participants collaborate to categorize what they have learned within one of the 3 BASIC SKILLS AREAS. They write down what they answered to the question "what I have learnt in the interaction with new people" on a post-it and stick them on the relevant poster. In this phase on post it notes and sticking them on bill boards. All together they will have a final moment that allows reflection on the categorization, which then facilitates the completion of the SKILLPASS.

SKILLPASS form

Before completing the SKILLPASS, complete the exercises INITIAL and FINAL SELF-ASSESSMENT and after the activities the SELF-EVALUATION of 8 KEY COMPETENCES and the GROUP FEEDBACK for the 3 BASIC SKILL AREAS.

From these exercises will emerge the necessary content to certify the competences acquired by the participant due to the realized activities.

HOW TO COMPLETE IT

Ideally, complete it using a PC and maintain the margin of two pages so that you can print front and back and therefore have a single sheet as a certificate.

Also, it is important to insert the content that certifies the real competences acquired, sharing with the participants the meaning and usefulness of including certain content. This is to ensure that, if they need to show the certificate for any future opportunities, the participants are able to verify their acquired competences and give credibility to the instrument.

In the first part complete the personal data, place the X corresponding to the Toolkit of the activities carried out, and insert the X with the relevant skills, basic skills and key competences. It is important that the skills marked with an X are then explained in the following areas. In the first panel, Learning Activity Description, describe briefly all activities related to the Toolkit, time and duration. In the second frame, relative to the Basic Skill Area, put the contents revealed in the exercise of GROUP FEEDBACK. In the third box, relative to the developed competences in relation to the 8 key competences, you can expect to include the content emerging from the exercise of SELF-EVALUATION realized. At the end, the SKILLPASS is signed by the participant, the trainer and the responsible organization.

SKILLPASS

The SKILLPASS is a certification of a learning process for adults, an innovative tool for the recognition and validation of results of learning by adults, in line with the strategy of the European Commission and the European 8.

Name and surname	Born on
Participated in	
From/to	In

TOOLKIT		BASIC SKILL AREAS	
	Social Entrepreneurship Education		Relational
	ICT Training		Cooperational
	English		Resourcefulness
	Lifelong learning		
	Learning Mobility		

8 KEY COMPETENCES	
	Communication in the mother tongue
	Communication in foreign languages
	Mathematical competence and basic competences in science and technology
	Digital competence
	Learning to learn
	Social and civic competences
	Sense of initiative and entrepreneurship
	Cultural awareness and expression.

LEARNING ACTIVITY DESCRIPTION Describe the activities carried out and learn from those marked in the BEGINNING SELF-ASSESSMENT
--

BASIC SKILL AREAS Indicate the competences acquired by the exercise marked in the Group Feedback
--

DESCRIPTION OF THE DEVELOPED COMPETENCES IN RELATION TO THE 8 KEY COMPETENCES Indicate the description of the developed competences as referred to in the SELF-EVALUATION corresponding to the 8 Key Competences
--

Date	Participant	Facilitator	Organization
------	-------------	-------------	--------------

Guidelines for trainers

EXERCISES REQUIRED TO FULFILL THE SKILLPASS

2 hrs

Phases	Duration	Auxiliary material
<p>INITIAL SELF-ASSESSMENT</p> <p>This exercise will be done at the beginning of each Unit.</p> <p>Each Unit contains specific competences that have to be entered in this tool.</p> <p>The tool is filled out directly by the participant with the possible help of the trainer.</p> <p>Collect the completed forms and store them.</p> <p>Compare these forms, at the end of the Unit, with those completed for the FINAL SELF-ASSESSMENT.</p>	15 min	<p>Use the attached file for this exercise. (see annex 1)</p> <p>Before fulfilling the tool, insert the competences that are at the beginning of each Unit corresponding.</p>
<p>FINAL SELF-ASSESSMENT</p> <p>This exercise will be done after each Unit.</p> <p>Each Unit contains specific competences that have to be entered in this tool.</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer.</p> <p>Compare the completed forms with the BEGINNING SELF-ASSESSMENT forms. Use the results to complete SELF-EVALUATION and the GROUP FEEDBACK.</p>	45 min	<p>Use the attached file for this exercise. (see annex 2)</p> <p>Before completing the card, insert the skills that are at the beginning of each Unit corresponding.</p>
<p>SELF-EVALUATION</p> <p>This exercise will be fulfilled at the end of the activities of the toolkit. Preferably a few days after the end of the activities. In the second paragraph of this chapter there is the description of the 8 KEY COMPETENCES, show this information to the participants and compare it with the results emerging from the AFTERASSESSMENT.</p> <p>Each participant will try to connect the skills acquired with the 8 Key Competences and transcribe within the SELF-EVALUATION.</p> <p>In describing the competences he/she may refer to the questions suggested in the initial section of this tool.</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer.</p>	30 min	<p>Use the attached file for this exercise. (see annex 3)</p> <p>Along with this tool, deliver to the participants information about the 8 KEY COMPETENCES that can be found in the second paragraph of this chapter, or attached. (see annex 4).</p>

GROUP FEEDBACK

This exercise will be done in groups and at the end of the toolkit activities. Preferably a few days after the end of the activities.

Fill out the form of the feedback group, with two answers: one to the question "What have you learned in the interaction with new people?" And the other as a consequence "Tell us about an episode in which you have learned what you have said?" In this way, participants identify a learning situation and the situation that produced it.

In the second paragraph of this chapter there is the description of the 3 basic skill areas, show this information to participants and compare them with results of the AFTERASSESSMENT .

It is advisable to bring together the participants in groups of 4-5.

Each group will fill out 3 of this tool: one dealing with relational skills, one for those of cooperation and one for resourcefulness.

The different groups compare the emerged results and try to trace the profile of the 3 basic skills to be included within the SKILLPASS.

The tool is filled out directly by the participant, with the facilitation of the trainer.

30 min

Use the attached file for this exercise. (see annex 5)

Along with this tool deliver to the participants information about the 3 BASIC SKILL AREAS that are found in the second paragraph of this chapter, or attached.

(see annex 6)

Necessary material: three posters, three markers.

OPTIONAL EXERCISES

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
BEFORE BEGINNING ACTIVITIES	1 hr 20 min	
Individual Development Plan The tool is filled out directly by the participant, with the possible help of the trainer. This instrument aims to develop awareness of personal learning gaps, limits and expectations, motivation and interests and individuate achievable short and long-terms goals of learning.	30 min	<i>Use the model attached (see annex 7)</i>
Smart Learning Aims Another schedule, that is a deepening of the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer	20 min	<i>Use the model attached (see annex 8)</i>

invites participants to do question to themselves and after to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?)		
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After each participant has identified the character that represents himself the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and sharing among participants about their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	10 min	<i>use the model attached. (see annex 9)</i>
Rating Scale for the 3 Basic Skill Areas The tool is filled out directly by the participant, with the possible help of the trainer. Following the result grid, a group presentation is organized starting from individual results to highlight strong points and those in need of improvement for each participant. Hold on to the forms because they will be reused at the end of the activities and compared with the results from the beginning.	20 min	<i>Use the model Attached (see annex 11 - 12)</i> <i>This tool is specific for the 3 basic skills.</i>
AFTER THE STUDY ACTIVITY AND BEFORE THE PRACTICAL ACTIVITY	1 hr 30 min	
Phases	Duration	Auxiliary material
It is advised to carry out two of the three following activities and proposals. Try to connect them, if possible, to the specific activities of the Tool Kit. In-Basket Test In basket test simulates a working situation similar, more or less, to the practical activity suggested. Participants are asked to evaluate a given situation and to explain, written or oral, which behavior he/she would assume in order to solve the problems arising from the simulation. Time for this activity is usually short (30 minutes). Object of the evaluation are the skills of selecting useful information	30 min	<i>Two scenarios</i> <i>- use the example of the exercise described above</i> <i>- use the links:</i> http://www.google.it/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0CFIQFjAG&url=http%3A%2F%2Fwww.hr.ubc

from a huge amount of given ones, the decisional ability (choice of set up, planning...), skill in managing the stress and logical ability to motivate the decision taken (and how much reasonable the decision itself is).		http://nature.berkeley.edu/ucc/e50/ag-labor/7labor/b001.htm http://www.ms-project2007.com/tutorials/inbasket3.html#top
Role Playing Role playing is a training tool that simulates a real situation, with given roles, aimed at making participants know, through practical experience, the relations present in an activity characterized by an important communication process. Participants become in this way aware of their behaviors and feelings, are involved in their subjective dimension and the ways they move into relations and communication. The characteristics of this method give to participants many inputs to learn by acting and imitating, by the observation of others' behavior and comments received on their own and through a reflection on the whole process.	30 min	Two scenarios - use the example of the exercise inserted in this chapter - use the links: https://serc.carleton.edu/introgeo/roleplaying/howto.html http://www.darkshire.net/jhkim/rpg/whatis/ https://www.youtube.com/watch?v=leOK1GsDM08 http://www.businessballs.com/teambuildinggames.htm
Team Building Activities These activities teach the components of the group to better know themselves, their "team mates" and to understand the deep meaning of being a team. Besides the recreational dimension, each exercise develops a specific phase of the process of building a team (knowledge of others, exiting the comfort zone, trust in the team mates...). Participants will start considering the group as an organic entity oriented to the results to achieve, in which the lymph is composed by alchemy of different competencies, communication, reciprocal trust and attitude to cooperation.	30 min	Two scenarios - use the example of the exercise inserted in this chapter - use the links: https://www.huddle.com/blog/team-building-activities/ http://tweakyourbiz.com/management/2013/10/06/15-fun-team-building-exercises-cooperative-excellence/ http://vorkspace.com/blog/index.php/13-top-team-building-activities/
AFTER PRACTICAL ACTIVITY	1 hr 20 min	
Phases	Duration	Auxiliary material
Feedback interview It has a double aim: to reflect on the experience lived and to give/receive feedback/input on the activity carried out. Participants contribute to improve the process and the methodologies applied, while trainers have the chance of discovering the difficulties had by participants through the	20'	Two hypotheses: Two scenarios - use the feedback interview attached (See annex 13) - use the links to have more info and examples of feedback

path and evaluate strength and weakness points of the activity.		<i>interview:</i> http://www.cal.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After that each participant has identified the character that represents himself, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and share with participants their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	20 min	Use the model Attached (see annex 9)
Rating Scale for the 3 Basic Skill Areas Redo the same forms already used at the beginning of the activities. This time the participants refer to the experience during the training activities. Using the data obtained and comparing the two filled out forms a reflection is started on their improvements or found difficulties.	40 min	Use the model questionnaire Attached (see annex 11-12) This tool is specific for the 3 basic skills.

COMPLETING THE SKILLPASS

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
The final SKILLPASS certificate The Skill Pass certificate will be filled out by the participants along with the trainer who has followed the activities. The areas to be filled are: -In the header of the SKILLPASS insert: name, surname and date of birth, type of activity toolkit made, duration and location of the activity. -Table, toolkit, basic skills area and 8 KEY COMPETENCES, indicate on which tool kit you worked, the basic skill areas that were increased and connecting the European KEY COMPETENCES. - Table of the learning activity description, describe the type	40 min	Fill the model of SKILLPASS attached (see annex 14) Ideally fulfill it using the PC and try to print your file compiled front/back, in order to have a final certificate consisting of a single sheet.

of activities carried out, the general objectives and the duration in hours

- Table of the Basic Skill Areas, describe the contents that emerged from the exercise of GROUP FEEDBACK done

-Table of the description of the developed competences, describe what you wrote in the SELF-EVALUATION exercise.

-final data, enter: date of the SKILLPASS compilation, participant's signature, trainer's signature, the signature of the responsible from the organization that organized the activity and the stamp.

05 UP-SKILLING EUROPE
TOOLKIT

LEARNING MOBILITY

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