SKILLS#EU
Learning Mobility - Opening European Minds

CURRICULUM

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I.   INTRODUCTION

The Erasmus+ VET learning mobility programme means that a great number of young learners between the ages of 18 and 25 years have the chance to live and work in another European country, often for several weeks. This cross-cultural experience offers them a unique and important opportunity to learn about and experience life in another European country; it also adds an international perspective to both their professional career and personal life.

The overall objective of the Skills#EU project is to incorporate non-formal, civic education components into the training that learners receive in their host country. Specifically, these components relate to the societal, political and cultural context of that country, as well as of Europe in general. At present, these elements are largely missing and this means that trainers hardly touch on European citizenship education. Therefore, the first of the two main target groups of the project are the trainers themselves. Trainers need to be equipped with the apparatus to provide mobility programme participants with these European skills.

To address this problem, the Project Partnership has developed a new training course. By drawing on its expertise and professional understanding of all things European, the Project Partnership has designed a course that will equip mobility participants with all of the information and skills they need to fully participate as European citizens during their time abroad.   The EU sending/host/intermediary organizations, drawing on their extensive context-based knowledge, are perfectly placed to guide and encourage mobility learners towards being more active, communicative and culturally aware European citizens, and towards getting the most possible out of the programme. But it is not only these sending, host and intermediary organizations that can benefit from Skills#EU. Nearly every organization that provides preparation and support for geographical learning mobility projects can do so, for example for vocational trainees, academic learners, graduates, volunteers or participants of school exchange programmes.

II.   TRAINING COURSE STRUCTURE

The curriculum was developed using a Learning Outcomes approach. It contains 3 Modules which are structured into Units. The content of these units helps trainers to incorporate civic education into mobility programmes. The curriculum is designed to provide trainers with a clear didactic framework to follow. This will help trainers to meet the Learning Outcomes of each Module in a structured way. The Modules are:

Module 1: Challenges and Opportunities as European Citizen

Module 2: Understanding Negotiation and Decision-Making in Europe

Module 3: Intercultural Communication

Also included for trainers are recommendations and training advice on:

- delivery schedules and timetabling

- appropriate training methodologies

- different modes of delivery (face-to-face and blended learning)

At the end of the mobility programme, learners will be invited to reflect on and assess their own improvement with regard to the defined European skills.

During all three phases of the mobility programme (pre-mobility; during mobility; post-mobility), both online and face-to-face training (face-to-face comprising classroom & workshop- based input) will be provided to trainees.

PRE VET MOBILITY

- Face-to-face workshop hosted by the sending organization

- Online learning activities will encourage exchange and communication between the learners and allow them to engage with course content and learn in their own time

DURING VET MOBILITY

- Face-to-face workshops hosted by the hosting organizations

- Online learning activities will support the content of the workshops and learning objectives of the course units.

POST VET MOBILITY

- Face-to-face workshop hosted by the sending organization

- Online learning activities which will include reflective self assessment and which will encourage collaboration between the learners to promote and share what they have learned from their European, intercultural experience.

III. FACE-TO-FACE AND ONLINE TRAINING FOR THE PRE-MOBILITY, DURING MOBILITY AND POST MOBILITY PHASES: THE TRAINING MODULES

<u>Aims of Skills#EU</u>

The Skills#EU project has two main aims:

- First, to educate VET students in the areas of civic and citizenship education, in order to foster their knowledge about democracy and democratic values. It also hopes to increase their knowledge of the European Integration processes- its advantages for each citizen as well as its shortcomings and

challenges. This shall help students to exercise their democratic rights and make them more responsible European citizens[1]

- Second, to provide VET students with important "soft skills" that help them to take full advantage of their opportunity in the European labour market. They shall learn about these opportunities, rights and duties, as well as how to behave in different working environments and cultures

These aims will be met through the face-to-face and online activities that are delivered throughout all three stages of the mobility programme (pre, during and post-mobility). By encouraging "active learning" the aims are designed to equip participants with the essentail skills and knowledge to allow them to fully particpate in, get the most out of, and enjoy their mobility project and time abroad.

Skills#EU blended learning programme is supported by an online Learning Management System (LMS), in this case a Moodle platform. Clear, easy-to-follow guidelines for using the Moodle LMS and for engaging with the online course content will be given to both trainers and learners.

The face-to-face preparation is conducted by a trainer over a total of 17 hours, during which all the components of the intercultural competence and active citizenship are explored.

Online mobility trainers will have access support materials to help them deliver the Moodle activities. At the end of the 3 Modules, each learner will devise their own intercultural learning plan.

Online sessions and face-to-face sessions designed to be fully complimentary in meeting the aims of #Skills EU. In terms of the course pedagogy, the modules have been designed so that participants learn through an experiential learning cycle. Context-based activities ensure learning is relevant to each individual participant and situation; a post-activity reflection stage will then help participants plan how they will further develop and implement have they have learnt. The Learning path is completed through an online session for an amount of up to 8 hours. In total, 18 hours of training are available, which can either be taught face-to-face or online, depending on available facilities.

All the three Modules have the same components:

- **Instructions -** These include information about the module, the learning outcomes and objectives, the main issues addressed and an overview of the activities to complete.

- **Activities -** These are the learning activities which are designed to meet the specific learning outcomes of the modules and the aims of the course.

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[1] Please note that it is not the purpose of the Skills#EU project to convince VET students of any form of political agenda. Rather it aims at achieving that all students, regardless of their educational background, understand the basics of European democracy. They should be able to form an own opinion that is in line with the facts. They should be empowered to fight for their own interests without being instrumentalized by interests and opinions that are not theirs.

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- **Evaluation** – This includes information on different types of evaluation and assessment relevant to the course from more formal assessments to workshops designed to consolidate learning through trainer-led reflection.

- **Extra resources**: Located at the end of each module, these include further useful links for teaching and learning about intercultural competencies and active citizenship.

Learning Module	Title	Hours
1	**Challenges and Opportunities as European citizen** Unit 1: The EU integration process – steps and achievements Unit 2: Your rights and duties as a European citizen Unit 3: Mobility as an EU citizen – learning from your stay abroad	5 online 5 offline
2	**Understanding Negotiation and Decision-Making in Europe** Unit 1: Gearing up for the ERASMUS+ mobility Unit 2: Follow-up – Looking back at the ERASMUS+ mobility	5 offline
3	**Intercultural Communication** Unit 1: Intercultural communication Unit 2 and 3 : A Cultural shock – Cultural adaption	3 online 7 offline
		Up to 8 online Up to 17 offline **18 hours in total**

IV. THE IMPLEMENTATION OF THE MODULES IN EACH PARTNER ORGANISATION

Since 2008, the project co-ordinator, **IHK-PROJEKTGESELLSCHAFT** (IHKPG), has been organising individual European mobility experiences for trainees in vocational training contexts. Therefore, IHKPG, which is a major player in the German vocational training system, is an important contributor to the Internationalisation Strategy. Furthermore, in order to initiate and foster European cooperation in the context of vocational training, IHKPG has planned and implemented different European Transfer of Innovation and Strategic Partnership projects. Therefore, IHKPG is contributing its network of European institutions engaged with vocational training and its expertise from its daily work and the various European programmes.

The project partners **ALFMED** (FR), **FOYLE INTERNATIONAL** (UK) and **HERMES** (MT) have all cooperated with IHKPG in the past. More specifically, while IHKPG is acting as a sending organization, they are acting as

the respective receiving organisations which are assisting trainees to have a positive experience during their stay abroad. ALFMED, FOYLE INTERNATIONAL and HERMES work with other sending organisations all over Europe and are, therefore, well connected to other European countries as well. Within the Skills#EU project, the trainers and the staff of these three receiving organisations are the main multiplier target group. Their trainers and staff will also enhance the project with their high quality expertise to set up the enhanced training for the learners' exchange.

The German partner, **EUROSOC#DIGITAL**, has expertise in political education with a strong European focus and extensive experience in reaching out to those youngsters and adolescents who are usually neglected by large educational programmes. Furthermore, the organization focuses on "blended learning" approaches which bridge the gap between face-to-face and online learning components. For the time being, it is the only partner organization that is not involved in mobility programmes, either inbound or outbound.

The Austrian partner, **AUXILIUM**, also belongs to IHKPG's network of providers of non-formal education and has gathered considerable expertise in developing methodologies and training programmes related to European citizenship and participation. AUXILIUM has been coordinating and participating in various projects supported by the EU since 2004, and some of these projects are dedicated to the implementation of mobility programmes for VET learners.

- **IHK-Projektgesellschaft: ERASMUS+ pool project "Azubi-Mobil" and its options for implementing Skills#EU Modules**

In the project "Azubi-Mobil" (www.azubi-mobil.de), IHK-Projektgesellschaft (IHKPG) provides services for dual trainees. Since 2008, it has regularly supported an average of 100 individual assignments per year. This number rose to about 200 mobilities per year in 2015. IHKPG is working very successfully as a nationwide pool project in the open-flow management.

IHKPG has a continuously high number of trainees who are interested in its mobility programmes. In particular, internships in English target countries (UK and Malta) are in high demand. Most of the participants come from the commercial and office sector, but they are also from industry, tourism, hotel and catering services. In principle, Azubi-Mobil is open to trainees from all kind of different professions and sectors.

The preparation of the participants, who come from all over Germany, has different strands. The first is the e-learning platform "Moodle" which provides the learners with comprehensive information on all practical issues such as ERASMUS+ paperwork, language courses, intercultural preparation courses, as well as general knowledge on the partner organization and hosting countries.
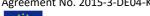
Secondly is the correspondence via phone or email which is to help prepare participants prior to departure. These personal conversations help organizers to gain a better insight into the VET learner's motivation and his/her personal background.

Thirdly, intensive language preparation is provided via Online Language Support (OLS). This new language learning platform also provides opportunities for participants to learn about recent political and cultural issues of the host country.

Finally, so called "Europass conferments" gives the opportunity to participants to meet up prior to departure in the Berlin-Brandenburg Region. Since IHKPG organizes two events a year, learners can benefit from these meetings which help in their preparation for the project as well as in evaluating their mobility stay afterwards.

The aims of Skills#EU will directly enhance two of the above mentioned ways of preparation:.

Firstly, online units taken from Modules 1 and 3 will be inserted in the Peer Learning Platform which will be connected to the existing Moodle platform. This means learners will benefit from these Modules for their preparation at home. In feedback talks and written feedback IHKPG will assure that learners have actively worked on the proposed material. This shall deepen their understanding of the background to their mobility stay.

Secondly, the offline Modules will be integrated as additional seminars in the Europass conferments. Taking place once in Spring and once in Autumn, they are intended to prepare the learners who leave during the Summer months, and settle their learning achievements after their mobility stay. These future Skills#EU seminars can be arranged according to the specific needs of each group of learners. In general, both aspiring candidates as well as alumni, are mixed for these events. It is worth noting that there may be special interest in a recent topic or some framework setting that will give priority of one of the Modules over another one.

Since all the developed Skills#EU Modules are very flexible, they can easily be adapted to the specific needs of the group, or used exactly as they are. Thanks to the online learning option, German VET learners might even prepare at home before the meeting in order to save time. This may be necessary since German learners, who are contracted by companies, have a limited amount of time to participate in such courses. As a result, the course material needs to be presented in a time efficient manner. Peer learning, which is promoted through the online and face-to-face activities, means that learners can informally exchange their expectations and experiences.

- **ALFMED – A hosting and sending organization for Mobility Programmes and how it implements the Skills#EU Modules**

ALFMED is organising programmes in hosting and sending participants in the frame of the ERASMUS+ Mobility projects. Its activities and goals over the past 12 years include training staff in adult education, mobility of learners, TLN mobility under ESF, participation in Transfer of Innovation and Strategic Partnership projects.

Thanks to professional training modules held for staff and participants, ALFMED has gained experience in specific fields and collaborates closely on language training and best practice sharing with organizations like Entrepreneur Unions and VET schools.

As a result of these projects and its accredited professional language training activity, ALFMED has gained experience in implementing:

- Assessment tools for the validation and recognition of learning outcomes, including language level, professional skills and competences;
- Training tools focused on company Mentors to insure quality assurance during mobility;
- Training tools focused on participants to higher their labour market awareness;
- Curriculum modules for formal/informal training in order to improve transparency and employability, enhance European mobility;
- Language training modules for specific sectors;
- ECVET procedures and its promotion at a local level;
- Networking activities among local SMEs and institutions to overcome geographical mobility barriers for learners/workers and to disseminate results of the projects conducted on a EU level.

As an ERASMUS+ hosting partner, ALFMED staff coordinate participant's activities at every step of the project; they also carry out many activities as a sending Consortium partner (CoProMob 2017-2019):

1. BEFORE MOBILITY:

- Professional objectives identification (sectorial questionnaires);
- Language test online;
- Skype interview to ease the matching process (including soft skills consideration);
- Intercultural communication induction;
- Matching participants needs with technical workshops & activities;
- Logistics: travel routes – accommodation options.

2. DURING MOBILITY

- Ongoing tutoring of the learners: induction workshop on French etiquette – briefing about the hosting company – follow up;

- French induction course for the first interview;
- French labour induction: understanding Cultural differences within a national context;
- Social & cultural immersion to allow an understanding of the local environment;
- Planning of related technical visits and best practice workshops with reference to the project goals;
- Evaluation of the workshops and working modules for a quality insurance process;
- Co-operation with the project promoter concerning management and financial issues.

3. AFTER MOBILITY
- Ensuring the correct validation procedures to allow recognition of the skills acquired by the participants: Intermediary Report, Europass Mobility certificate, etc.

In these kind of projects ALFMED provides services for VET trainees. Since 2009, it has supported approximately 150 participants each year on mobility projects. This number has risen to about 250 per year since 2016. Also since 2015, ALFMED has managed 2 week staff training programs; these are for teachers and staff involved in Mobility projects who are interested in learning more about the Mobility process.

Participants come from every country in the EU and a large range of sectors such as Tourism, Hotel and Catering, Business Administration, Agriculture, Trading, Retail, Wellness, Mechanics, Graphic design etc. .

The preparation of learners, either incoming and outgoing, is built on different pillars. The tools and processes used stem from ALFMED ongoing experience and Quality insurance cycle. ALFMED goal is to reach a high level of preparation – before and during mobility – so to insure an optimal induction of the learners within the labour market and despite low language levels.

Skills#EU outcomes will directly enhance two of the above mentioned period of preparation: before and during mobility.

➢ First, online Units taken from the Modules 1 and 3 will be inserted in the Peer Learning Platform which will be connected to the existing Moodle platform. This means learners will benefit from these Modules for their preparation at home. In feedback talks and written feedback it will be assure that learners have actively worked on the proposed material. This shall deepen their understanding of what is actually the background of their mobility stay.

➢ Second, the offline modules will be integrated as additional seminars held either for outbounds (before mobility) and inbounds (during mobility) flows.

These Skills#EU workshops can be arranged according to the needs of the concrete learners group and fully integrated in ALFMED induction programmes like done during the pilot tests.

Since all the developed Skills#EU Modules are very flexible, they can easily be adapted to the concrete needs of the group. All modules are principally applicable to this group. Thanks to the online learning option, VET learners might even prepare at home before the meeting in order to save time.

- **FOYLE INTERNATIONAL: implementation procedures of Skills#EU Modules**

Foyle International is predominantly a receiving organisation that hosts up to 1000 work placement internships per year. It hosts interns from a wide variety of professions depending on experience, expectation, ability and preference.

When participants arrive, they have a day of preparation in Foyle International before they start their work placement. This preparation consists of:
- An introduction to life in Derry;
- Orientation activities to acquaint participants with the city (including a treasure hunt);
- Practical advice on health and safety;
- Preparation for the internship which includes: relevant Erasmus documentation; possible tasks/competences; company contact info; maps; bus/walking routes; timetables; work dress code.

Foyle mentoring and support is continuous. The organisation offers an open door policy and encourages the interns to speak to the staff if they have any concerns regarding their work placement or general welfare. Foyle International regularly monitors interns progress by focusing on the development of discreet competencies.

Foyle states that due to arrivals of multi national European interns which are predominantly at weekends, that Skills#EU Modules should be incorporated as a classroom environment rather than e learning which could be implemented on arrival. Interactive modules give interns the opportunity to experience multi culturalism, enhange language, social and professional competences. Modules 1 and 2 are preparatory to mobility departure and Module 3 is mainly recommended during the mobility as it reflects the cultural awareness of the target country and some of the differences to other countries through games, role plays and real situations. Peer learning is an excellent method to help share and exchange ideas and gain confidence, giving them support and the general consensus of the European Erasmus+ programmes.

As Foyle International monitors interns in the work place, this module is better seen as ongoing, when visiting interns to complete their assessments and their professional development progress, implementing knowledge of any new working methods or cultural differences that have been realised. This helps in the continuous development of Module 3 as it is new and ongoing.

In conclusion, Foyle is a receiving/hosting organisation but it planned to develop new sending opportunities and implement the preparatory Modules of 1 and 2. British people are quite clueless towards Europe and they think nationalistic (island mentality), which is why the UK have experienced the Brexit vote.Foyle already sent participants abroad but they lacked the reason why they had mobilities and opportunities. These two Modules would have encouraged a European thought process towards why the programmes exist, the activities, its' roles, its' rights and duties. This would break the "tunnel" mindset and further information would be available on e-learning platforms giving individuals the opportunity to extract more valuable information feeding their new European principals.

- ▪ **HERMES: the high potential to implement the Skills#EU Modules with the involvement of its Italian syster company REATTIVA**

HERMES is a VET provider based in Malta whose purpose is to contribute to the improvement of training and enhancement of employability by recommending policies and implementing initiatives aimed at empowering, assisting and training learners and jobseekers to facilitate their entry or re-entry into the active employment market, promoting workforce development through skills and competency development, and by assisting employers in their recruitment and training needs.

HERMES works also in cooperation with a network of schools, other VET providers, universities, associations, social parties and companies, with the main purpose of implementing national and European projects.

Specifically, HERMES contributes to the improvement of quality and innovation of VET systems and supports those who take part in further training activities through:
- • Acquisition and use of knowledge, skills and qualifications;
- • Personal development and employability;
- • Participation in the European labour market.

Within the framework of National and European programmes HERMES aims at assisting learners during their learning and training path in Malta and abroad. It has an extensive network of more than 350 local companies providing work-based learning opportunities in all economic sectors and professional fields.

HERMES has been involved, during the last 6 years, in a wide range of EU Mobility projects providing training/learning paths to more than 4.000 participants (600 learners, in average, per year), coming from all over European countries, including Skills#EU partner organisations.

HERMES also has a sister company based in Italy (Florence and Campobasso) which is called REATTIVA. Most of REATTIVA's experience is based on the implementation of mobility programmes for VET learners, both outgoing and ingoing. The estimated number of participants to outgoing mobility experiences over the last 6 years is: 4.500. An estimated number of participants to ingoing mobility experiences is: 1200.

Furthermore, between 2017 and 2019 REATTIVA, is the co-ordinator and/or partner in 9 VET Mobility Consortiums; this will involve 1.537 VET learners who will take part in mobility experiences in 6 different EU countries: Malta, Germany, United Kingdom, France, Spain and Portugal. REATTIVA is also a partner in 2 VET Mobility Charter Consortiums which covers the period 2018-2020 with a total of 750 VET learners.

As a result, the potential to integrate the Skills#EU Modules in the daily work of both HERMES and REATTIVA is very high as a) they are both sending and hosting organisations for a very high number of participants and b) they cover the whole chain covered by the 3 Skills#EU modules: BEFORE, DURING and AFTER MOBILITY.

It has already been planned that all future participating VET learners will take part both in Skills#EU offline workshops at HERMES and REATTIVA headquarters or by the sending VET schools or organisations headquarters as preparation session and will be introduced to the online learning offers (Moodle platform) to foster the exchange between the VET trainees and for self-studying.

Module 1, which aims to give the learners an awareness of what it means to be a European citizen, its challenges and opportunities, will be offered to VET learners before they depart for the mobility experience.

Module 2, which aims at raising awareness among participants for political processes in our democratic societies, will be offered to learners before mobility (Unit 1) and at the end of the mobility work placement (Unit 2).

Module 3 (Intercultural Communication) will be offered before and during mobility. Intercultural Communication helps learners to develop an open mind for cultural differences, identify and understand them and, most importantly, through critical evaluation, learn to appreciate and cope with these cultural differences in their culture contacts within their own context or between different contexts and countries.

- ▪ **EUROSOC#DIGITAL: European civic education in the VET sector**

EUROSOC#DIGITAL is a social enterprise that is dedicated to promoting democratic values in European societies and beyond. Its basic aim is to re-think European democracy in the wake of the 21st century and promote the European Integration process.

Therefore, EUROSOC#DIGITAL conceptualises and implements seminars about civic and citizenship education with a specific European perspective. These seminars target pupils/students and teachers/trainers alike. Teachers and trainers in particular should be empowered to deliver their own courses or modules on European civic and citizenship education without the need of external service providers. This shall help European civic education to enter the formal school curricula without waiting for lengthy and complicated adaptations of the central educational syllabi. Teachers and trainers can simply use their individual pedagogical freedom and integrate respective European elements in their courses. The material needed is also provided by EUROSOC#DIGITAL.

EUROSOC#DIGITAL is particularly focusing on the VET-sector. This is due to the fact that civic and citizenship education in general is hardly covered in VET education. Civic and citizenship education with a European focus is mostly lacking. Accordingly, this leads to the very unfortunate fact that nearly 50% of German school graduates miss out on meaningful education in this respect. This is definitely not promoting the development of a European *demos* (political unity) and a population that is generally

supportive of the European Integration process. Therefore, EUROSOC#DIGITAL has adapted its seminars and courses to the specific educational background of VET-students and is targeting VET-schools all over Germany.

The Skills#EU project was the first attempt to Europeanise European civic and citizenship education and reach out for European VET education. Accordingly, the material developed in the project by the Skills#EU project partners will enter EUROSOC#DIGITAL's general course offerings and be promoted for future projects. All the elements will be published on its own platform for European civic and citizenship education

that is offering hands on course material for teachers and trainers specifically in the VET-sector. (http://www.eurosoc-digital.org/de/leistungen/portal-fuer-lehrkraefte.html).

Furthermore, EUROSOC#DIGITAL will include the input and the output of the Skills#EU project in its ambition to further Europeanise its offer and help to work out a common European approach to European civic and citizenship education.

- **AUXILIUM: how to integrate the Skills#EU Modules in the daily work**

AUXILIUM is a small non-profit organisation in the south east region of Austria and its main objectives are the intensification and promotion of cultural and educational exchange between different regions of the European Union. AUXILIUM has been actively coordinating and participating in various projects supported by the European Union since 2004 and one of these projects is dedicated to the implementation of Erasmus+ mobility stays of VET learners. This mobility project is called "4x4 reloaded" as it enables apprentices and staff from 4 vocational sectors to stay abroad in one of 4 European countries, and the project is in its second run since the start in 2014. Project partner countries are Germany, Italy, Spain and the United Kingdom, and due to language learning opportunities , the latter is the main destination for the participants.

Since it is not yet general knowledge in Austria that VET learners have the opportunity to do an Erasmus+ internship abroad, one of AUXILIUM's aims is to raise awareness in its region. Each year it contacts local businesses, organisations, and VET centres and informs them about the possibility to send an apprentice abroad. AUXILIUM also emphasises the benefits both for the companies and the participants and it is happy to report that demand is growing. Next year the amount of mobilities will be doubled and therefore it is very important to have high quality traninig materials available, which can provided by the Skills#EU project.

While working with the learners, AUXILIUM is, and will be, able to use the Modules of the Skills#EU project mainly during the preparation for the stay abroad. Since it often sends groups of apprentices together, a meeting is usually scheduled two weeks before departure to brief them about all they have to know for they stay abroad and internship and to introduce them to each other.. The plan is to evolve preparation workshops further by using the content of the Skills#EU Modules and have already done so by implementing a part of the curriculum with the project pilot group in August 2017. Next year the plan is to realise the whole Skills#EU course during the preparation phase of the upcoming groups, due to the overwhelming positive feedback of the pilot.

The additional benefits of the Skills#EU Modules are that participants will not just be provided with information regarding the immediate circumstances of their stay abroad, but they will also learn more about the bigger picture that makes it possible. Dealing with EU criticism is a real challenge in Austria, and raising awareness about the positive aspects of the EU in the minds of young people is very important. It is also crucial to prepare participants in regards of cultural specificities they are going to encounter and give them examples on how intercultural communication could happen successfully. AUXILIUM is convinced that the three Modules produced by the Skills#EU project team as well as the e-learning platform are most suitable for preparing the participants for their stay abroad and for raising their awareness in regards of European challenges and opportunities.

V. MODULE 1

Module title	Challenges and Opportunities as European citizen
Units title	Unit 1: **The EU integration process – steps and achievements** Unit 2: **Your rights and duties as a European citizen** Unit 3: **Mobility as an EU citizen – learning from your stay abroad**
Course timetable	Hours of the Module: Unit 1: 1 hour online (factsheet) – 1 hour offline (workshop) Unit 2: 2 hours online (factsheet) – 2 hours offline (workshop) Unit 3: 2 hours online (factsheet) – 2 hours offline (workshop)
Content	This Module aims to give the learners an awareness of what it means to be a European citizen and to address both the challenges and the opportunities that being a part of the EU entails. The Module is divided into three units, each of which focuses on an aspect of these challenges and opportunities, by both providing a background to the creation of EU and allowing for discussion on what is means to be an EU citizen today. Unit 1 describes the significant steps in the creation of the EU by introducing a short history of why the EU was formed and how it grew. The core achievements of the EU are outlined along with the four core freedoms. The emphasis is on illustrating how the EU's existence has simplified the daily lives of European citizens. Unit 2 focuses on the relationship between the citizen and the European Union as defined by rights, duties and political participation. The concepts of national identity as well as European identity are addressed while introducing the topics of nationalism, Euroscepticism and migration. In Unit 3 learners are introduced to the concept of informal learning within the framework of their mobility stay. The focus is on the intangible benefits of a mobility stay and the very real impact the challenges and opportunities they encounter as European citizens within other European countries have on them.
Learning outcomes	At the end of the training module learners will be able to: Knowledge: ▪ Understand the history of the EU and the philosophy behind the creation and further development along with the positive outcomes. ▪ See the positive impact the EU has made on various aspects of daily life. ▪ Know the own rights and duties as EU citizen and form an understanding of

	EU identity and also Eurosceptism.
	■ Recognise the benefits of a mobility stay and the real impact it will have on their lives.
	■ Form a better understanding of informal learning and see the advantages of a stay abroad with the help of the M_APP app.
	Skills:
	■ Have a clear understanding about the positive impact of the EU.
	■ Analyse the changes that have happened because of the EU and discuss how different life would be without.
	■ Understand the reason behind the introduction of EU rules and regulations and see how different their lives would be without it.
	■ Use the M_APP app to record learning experiences.
	■ Recognise challenges and opportunities that could be faced abroad and how one can benefit from them in terms of informal learning.
	Competences:
	■ Critically analyse the creation of the EU and the impact that it has had.
	■ Participate in a discussion on EU vs. national identity.
	■ View the usefulness of EU regulations.
	■ Understand the concept of informal learning.
	■ Use their experience to gain an understanding of what it means to be an EU citizen.
Training Methodologies and Training organization	• Online presentations, You Tube videos, cartoons • Offline workshops, group work, research
Learners requirements	Profile of the learner: Age: 17-25 years old Education level: secondary level, EQF 3-4 Basic knowledge: ICT technology, PC user, basic competences (languages, mathematics, scientific-technologic, historical-social)
Assessment and Evaluation	No formal assessment and evaluation is envisaged. There should be no right and wrong answers. The focus will be on getting the learners to reflect on the topics and to equip them to engage with the trainer during the workshops. Concrete time for

	reflection and thought formation will be allocated as follows:
	Unit 1 – The learners will be given questions to answer as part of the online session. The answers to these questions will be discussed in the first part of the workshop.
	Unit 2 – The learners will have to write a few sentences on the content of the materials that they view in the online session. Their thoughts will be discussed as the first part of the workshop.
	Unit 3 – As part of this session the learners will have to create a M_APP profile and fill out a sample trip. By continuing on to and completing the self evaluation part of their trip it will be possible for them to form an understanding of informal learning and gain a level of self reflection.

MODULE 1 – UNIT 1

Unit title	The EU integration process – steps and achievements
Learning outcomes	At the end of the training learners will be able to: Knowledge: ▪ Understand the history of the EU including the reasoning behind the growth and integration of further countries. ▪ Understand the philosophy behind the creation and further development of the EU along with the positive outcomes that can be seen as a result. Skills: ▪ Understand the European integration process. ▪ Have a clear understanding of the positive impact of the EU. ▪ Analyse the changes that have happened because of the EU and discuss how different life would be without it. Competences: ▪ Critically analyse the creation of the EU and the impact that it has had.
Advice for trainer	Research the themes to be addressed by using the links provided and to be as informed as possible on the issues. Make the workshop as discussion based as possible and draw on the content of the Moodle factsheet as much as possible.

	Use a flip chart to focus discussions within the workshop, picking up on key themes and key words as they are introduced by the learners. Think about ways to provoke further discussion if the group are not particularly lively. It would be good to have a back up of questions and facts pulled from the research material for this purpose.
Learning methodologies	This Unit is divided into two parts. **Unit 1, Part 1: e-learning** (1 hour) This will be in an e-learning format, the instructions can be found online. Three presentations will be available on Moodle for the learners to be read: 1. The European Union "How did Europe transition from a period of conflict to a period of sustained peace". 2. The European Union "How has the single market benefited millions of Europeans". 3. The European Union "How do businesses and economies benefit from using the Euro". The learners will be also asked to read through the material on the following links: https://europa.eu/european-union/about-eu/history_en The following YouTube videos will be linked for the learners to be viewed: https://www.youtube.com/watch?v=XgnXwrsMBUs https://www.youtube.com/watch?v=xRwZyDTdCAc&t=360s To wrap up this online session learners will be asked to write the answers to three questions on a word document which will be uploaded to Moodle. They will be asked to bring these answers to the workshop. Approx 15 mins (5 mins per question) will be allocated to this task allowing time for the learners to look over the materials again. **Unit 1, Part 2: Workshop** (1 hour) (5 mins) The trainer should begin the workshop by showing a short video on Youtube. ▪ Europe. Whenever you are ready. ▪ https://youtu.be/NYX2Av1i_S4 (2:01)

| | (10 mins) Then the trainer should ask the learners to read and discuss their answers they have written during the online session. There should be no right or wrong answers here –rather an opportunity for the learners to express their opinions. Key themes should be written on the flipchart by the trainer.

(15 mins) When the discussions have finished the trainer will introduce the first group work. The participants will be divided into two groups. Each group should have access to a mobile device and internet connection. Then they are asked to watch the following videos and take some notes on key points.

- We are Europe – Every Day – Once upon a time my life in Europe https://youtu.be/_iBps5R81GE

- We are Europe. Everyday – My name is Frank

  https://youtu.be/aqBg2_rMkK0

(30 mins) In the end, each group selects a speaker for the group, who will summarize the video and their key aspects to the plenum. The trainer is asked to note the most important findings on a flipchart. A discussion on the points raised will follow. The emphasis will be on interaction, brainstorming and an exchange of thoughts and ideas using a flip chart as a focal point.

To keep the discussion interesting and/or to summarize the workshop, the trainer should/could ask following questions:

- What do you think of the EU?

- What would be different in your life, if the EU was never founded/if your country never joined? |
|---|---|
| **Resources available** | Moodle; Projector for PowerPoint; Flipchart and pens.

Core achievements:

http://www.europarl.europa.eu/atyourservice/en/displayFtu.html?ftuId=FTU_3.1.1.html

http://www.europarl.europa.eu/ftu/pdf/en/FTU_3.1.1.pdf

Animal welfare:

http://ec.europa.eu/food/animals/welfare/main_achievements_en

Core freedoms

http://www.europeanpolicy.org/en/european-policies/single-market.html |

Bibliography (References)	Links and publications:
	http://www.euintheus.org/resources-learning/academic-resources/eu-lesson-plans-and-teaching-material/
	http://www.educazionedigitale.it/europanoi/en/
	http://europa.eu/publications/slide-presentations/index_en.htm
	http://nationalgeographic.org/encyclopedia/europe-human-geography/
	http://www.bbc.co.uk/bitesize/ks3/history/20th_century/life_20th_century/revision/6/
	http://johnmccormick.eu/benefits-of-the-european-union/
	http://www.independent.co.uk/news/uk/politics/eu-what-has-european-union-done-for-us-david-cameron-brexit-a6850626.html
	http://www.culturalfoundation.eu/library/drawing-citizenship-all
Supporting material for teaching	Presentations on Moodle, links and Youtube videos for the online component. The learners will need a pen and paper for both the online and offline components.
What material is needed for the toolbox = "suitcase"?	PC / mobile devices and internet connection.

MODULE 1 – UNIT 2

Unit title	**Your rights and duties as a European citizen**
Learning outcomes	At the end of the training learners will be able to:
	Knowledge:
	▪ Understand the rights and duties of EU citizens as set down by the EU.
	▪ Understand the positive impact that the EU has made on various aspects of daily life.
	Skills:
	▪ Understand the reasoning behind the introduction of EU rules and regulations.
	▪ Understand how different things would be without these rules and

	regulations.
	▪ Form an awareness of the positive impact the EU has had on their daily lives. Competences: ▪ Participate in a discussion on EU vs. national identity. ▪ Grasp the concept of citizenship and the rights and duties that this entails. ▪ Relate EU regulations to themselves.
Advice for trainer	Research the themes to be addressed by using the links provided and to be as informed as possible on the issues. The guidelines on the interpretation of political cartoons will be particularly useful for this unit. Make the workshop as discussion based as possible and to draw on the content of the Moodle factsheet as much as possible. Use a flip chart to focus discussions within the workshop, picking up on key themes and key words as they are introduced by the learners. Think about ways to provoke further discussion if the group are not particularly lively. It would be good to have a back up of questions and facts pulled from the research material for this purpose.
Learning methodologies	This Unit is divided into two parts. **Unit 2, Part 1: e-learning** (2 hours) The first part of the Unit will be in an e-learning format where several presentations will be available for the learners on Moodle, providing them with a broad introduction to the Unit 2 topics: 1. The European Union "How does cultural diversity impact political identity". 2. A collection of cartoons on the EU. The learners will be asked to write a few sentences on their thoughts on each of the cartoons. It should be made clear that there are no right or wrong answers and that they should bring what they have written to the workshop with them. Links to the following YouTube videos will also be provided: https://www.youtube.com/watch?v=-6lDP3qCLWk https://www.youtube.com/watch?v=_saAJy-IRWA

https://www.youtube.com/watch?v=JVPrS68HYZs

Unit 2, Part 2: Workshop (2 hours)

This part of the Unit will be in a workshop setting.

(40 mins) The trainer will begin by going through the cartoon presentation from the online session and asking the learners what their thought on each one are. This will be a good opportunity for discussion and key themes and points should be written on the flip chart. The last picture aims at what it means to be a European patriot/citizen. Use this image to lead the discussion back to rights and duties as EU citizens.

(40 mins) When these discussions have finished, the learners will be organized for group work. They will be split into groups of three or four people. Each group will be given a scenario relating to their rights and duties as an EU citizen. Their task will be to find out their actual rights in different scenarios using links provided. The scenarios will be provided on a word document which will be uploaded to Moodle for use by the trainer.

(40 mins) They will then present their findings to the group, and the presentations are followed by a discussion.

If needed, adapt the time shared for each task – maybe the participants get into a lively discussion in regards of the comics.

Resources available	Moodle platform; Powerpoint presentations; Excellent fact sheets on the subject of citizenship available here: http://www.europarl.europa.eu/atyourservice/en/displayFtu.html?ftuId=theme2.html General information and links to prepare workshop 2: http://cevug.ugr.es/africamideast/module_two_content.html For helping with the interpretation of the cartoons for discussion in workshop 2: http://learning.blogs.nytimes.com/2015/09/17/drawing-for-change-analyzing-and-making-political-cartoons/?_r=0 https://www.archives.gov/education/lessons/worksheets/cartoon.html http://www.clrep.org/uploads/1/7/7/6/17760533/political_cartoons.pdf For discussion of cultural identity Unit 2: http://cevug.ugr.es/africamideast/module_two/2-3.html
Bibliography	http://www.euintheus.org/resources-learning/academic-resources/eu-lesson-

(References)	plans-and-teaching-material/
	http://ec.europa.eu/justice/citizen/files/10_eu_rights_en.pdf
	http://www.europarl.europa.eu/atyourservice/en/displayFtu.html?ftuId=FTU_2.1.1.html
	http://ec.europa.eu/justice/discrimination/rights/index_en.htm
	http://jeanmonnetprogram.org/archive/papers/97/97-06--IV.html#Heading20
	https://europa.eu/european-union/law_en
Supporting material for teaching	Presentations and YouTube videos on Moodle; flip chart. The learners will need a pen and paper for both the online and offline components.
What material is needed for the toolbox = "suitcase"?	Print outs of the cartoon presentation could be useful for the workshop.

MODULE 1 – UNIT 3

Unit title	**Mobility as an EU citizen – learning from your stay abroad**
Learning outcomes	At the end of the training learners will be able to: Knowledge: ▪ Recognise the intangible benefits of a mobility stay and the very real impact these will have on their lives. ▪ Document and reflect on the many situations using the M_APP app – both challenges and opportunities that they will face during their stay abroad, allowing them to become aware of the learning process that they are going through. ▪ Show how and when they have gained new skills and present these newly acquired skills to others on their return. ▪ Form an understanding of informal learning and the advantages that a mobility stay will bring. ▪ Use the M_APP app and understand how to input the many experiences they will have.

	Skills:
	▪ Use the M_APP app to record their learning experiences.
	▪ Recognise the challenges and opportunities that they face abroad and how they benefit them in terms of informal learning.
	Competences:
	▪ Understand the concept of informal learning.
	▪ Relate the concept of informal learning to their mobility experience and use their experience to gain an understanding of what it means to be an EU citizen.
Advice for trainer	Become familiar with the M_APP app. The trainer should have an excellent knowledge of the M_APP app with the support of Auxilium before commencing.
Learning methodologies	Through this Unit the learners will be introduced to the concept of informal learning within the framework of their mobility stay. The Unit will consist of a two hours online session plus two hours of an offline component (there is also an instruction sheet available).
	They will be asked to become familiar with the M_APP app by installing it on to their phones, setting up a profile and having a look at trips which have been uploaded by others. They should also read the "Recognition Guidelines" provided on the web app.
	All learners should then go outside for half an hour or so and take a walk, go for a coffee, go shopping or whatever they want to do. They should also take photos during this outing. When they come back they should set up a trip entry on the M_APP app and enter as many experiences as possible from their outing. They will then be asked to go through the self assessment stage on the M_APP app resulting in the production of a PDF cert. This PDF cert should be sent to the trainer.
	A word document providing instructions and outlining the various steps that the learner needs to go through will be uploaded to Moodle. Perhaps a trainer will be available through Skype during this session in case the learners need help.
Resources available	The M_APP app
Bibliography (References)	http://mapp-project.eu/
Supporting material for teaching	http://mapp-project.eu/
What material is	Handheld devices/ smart phones; internet connection.

needed for the toolbox = "suitcase"?	

VI. MODULE 2

Module title	**Understanding Negotiation and Decision-making in Europe**
Unit title	Unit 1: Gearing up for the ERASMUS+ Mobility Unit 2: Follow-up – Looking back at the ERASMUS+ Mobility
Course timetable	Hours of the Module:

Content Unit 1	Duration
Gearing up for the ERASMUS+ mobility	2h
Sub-Unit 1: Warm-Up – Speed-Dating	30min
Sub-Unit 2: Placemat – Where am I and what am I doing?	30min
Sub-Unit 3: Presentation / Discussion – ERASMUS+ and the Four Freedoms of the EU	30min
Sub-Unit 4: Illustrative Performance – Challenges when working abroad	30min

Content Unit 2	Duration
Follow-up – Looking back at the ERASMUS+ mobility	3h30min
Sub-Unit 1: Warm-up – Juxtapositions	30min
Sub-Unit 2:	30min

	Clustering – Challenges when working abroad	
	Sub-Unit 3: Role-Play – Negotiating the budget of the ERASMUS+ programme	2h
	Sub-Unit 4: Placemat – Reflection	30min
Content	Module 2 aims at raising awareness among VET mobility participants for political processes in our democratic societies. In order to activate the youngsters, motivate them to pay attention to these abstract subjects, the substantial content is embedded in their professional and personal context: their apprenticeship and the mobility experience. The whole module follows this strategy: involving the participants in playful exercises[2] and discussions about issues that are of interest to them and connecting this to relevant political content. Therefore, they are first asked about their personal feelings and attitudes towards their work placement. This activates their reflective capacities and sensitises them for topics that are relevant for their everyday life. Once their interest is aroused the youngsters are provided with substantial political content. The complexity and the level of abstraction of the content are adjusted to the specific background knowledge of the participants. Module 2 is divided into two Units: **Unit 1** is specifically designed to take place before or early in an ERASMUS+ mobility work placement. It focuses on exercises for formulating and expressing personal feelings and attitudes towards the upcoming or starting stay. The political content is rather in the background. Therefore, Unit 1 is taking account of the fact that most of the ERASMUS+ VET mobility participants are rather young of age and often experience their first extended travel in their life. They are usually exited and focussed on personal issues rather than political subjects. Unit 1 is focusing on exercises of skills that are highly important for trainees' and apprentices' integrative capacities into new working environments especially in a foreign country. Workshop participants exercise self-reflection, expression of attitudes and opinions, formulating demands and needs and communicating them in a professional and

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[2] The relevance of games for political education is key in the work of Lothar Scholz, see: Scholz, Lothar: Spiele in: Besand, Anja; Sander, Wolfgang (Eds.): Handbuch Medien in der politischen Bildung. Schwalbach 2011, pp. 476-489, and: Scholz, Lothar: Spielend lernen: Spielformen in der politischen Bildung in: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014, pp. 484-492. See also: Petrik, Andreas: Ohne Spiel kein Ernst. Über die Notwendigkeit theatraler Methoden zur Erschließung des Politischen in: Politisches Lernen, 2009, 1-2, pp. 18-25.

cooperative manner. The political content of Unit 1 is attached to these subjects.

Unit 1 – Sub-Unit 1: Warm-up – Speed-Dating: This is a classical introductory exercise in which the participants get to know each other.[3]

Unit 1 – Sub-Unit 2: Placemat – Where am I and what am I doing?
The "Placemat" group-work exercise makes the participants reflect upon their professional life in a structured way. This relates, in particular to their upcoming work placement during the mobility experience. They practice expressing their attitudes, opinions, concerns, and hopes. Additionally, they practice presentation techniques.[4]

Unit 1 – Sub-Unit 3: Presentation/Discussion – The Four Freedoms of the EU:
After the learners have reflected upon their personal professional context they are sensitised for the more political subjects. The presentation is providing them with this input. It touches upon the following issues:

- The European Single Market
- The Four Freedoms of the EU
- The ERASMUS+ programme as a supporting instrument to meet the challenges of a European labour market

Unit 1 – Sub-Unit 4: Illustrative Performance – Challenges when working abroad

The learners are confronted with the challenge to present one abstract issue from their everyday life during an ERASMUS+ mobility experience in a performance. They prepare the performance in a group and present it in front of the other groups.

Unit 2 is specifically designed to take place in the end or after a VET mobility work placement. It puts a stronger emphasis on political issues like common decision-making, which is a pre-condition for all democratic decision-making procedures[5]. In particular, the participants exercise how to negotiate between different perspectives and come to a common decision in a simple but highly effective role-play. Nevertheless, the learners need to be motivated and activated to pay attention to political issues[6]. Therefore, Unit 2 starts off with introductory exercises that are addressing the personal context of the learners: their recent ERASMUS+ mobility experience. They are guided through a reflection process about their

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[3] See for example: Greving, Johannes; Strelow, Hannes: Methoden des Beginnens Unterrichtseinstiege und Anfangssituationen in: Sander, Wolfgang (Ed.): Handbuch Politische Bildung, Schwalbach 2014, pp. 424-432.
[4] See: Bundeszentrale für politische Bildung (Ed.): Methoden-Kiste, Bonn 2016 and: Landeszentrale für politische Bildung: Methoden im Politikunterricht. Beispiele für die Praxis in: Politik & Unterricht. Zeitschrift für die Praxis der politischen Bildung. Heft 1/2 – 2015, 1./2. Quartal, 41.Jahrgang. Villingen-Schwenningen 2015.
[5] For an analysis and comprehension of political competences see: Weißeno, Georg; Detjen, Joachim; Juchler, Ingo; Massing, Peter and Richter, Dagmar: Konzepte der Politik – ein Kompetenzmodell, Bonn 2010.
[6] It is a didactical principal to orientate your subject towards your audience (learners). See: Petrik, Andreas: Adressatenorientierung in Sander (Ed.) Handbuch, pp. 241-248.

attitudes, opinions and feelings towards their experience and exercise how to express and present these. Very quickly, however, the learners are asked to face future issues and possibly apply their experiences and skills that they have developed and refined during their stay abroad. More concretely, they are asked to negotiate a political issue with their fellow learners in a role-play. Therein, they exercise their problem-solving capacities that are relevant for their professional and private lives alike.

Unit 2 – Sub-Unit 1: Warm-up – Juxtapositions

This is a classical introductory game in which the learners are activated by commenting on their own mobility experience and listening to the comments of their fellows. The learners are asked to move physically in the room[7]. This is further activating them and is breaking up the classical teacher- learner formation in a classroom.

Unit 2 – Sub-Unit 2: Clustering – Challenges when working abroad

The "Clustering" exercise makes the participants reflect upon their recent ERASMUS+ Mobility experience in a structured manner. The learners are free to move around the classroom and answer the questions according to their own judgement. After this reflection phase the trainer can ask deeper questions to their answers.

Unit 2 – Sub-Unit 3: Role-play about the future financial support in an ERASMUS+ mobility

The learners are taking the roles of fictional interest group representatives and stakeholders in the context of the future financial endowment of the ERASMUS+ programme/ERASMUS+ VET mobility. It is their task to negotiate an agreement about this subject with their counterparts and bridge the differences of their interests. However, they are asked to integrate as much of their original interest as possible in the final agreement. This requires them to find creative solutions. The role-play is introduced by a short presentation that explains all the rules and the procedures.

The role-play is the most demanding element of the whole module. It requires the learners to understand the subject, to communicate their interests and to find a compromise. They need to think and act creatively and strategically. At the same time they become acquainted with a political subject[8].

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[7] On the influence of the room (school building or class room) on the learning experience of pupils: Mosch, Mirka: Schul-/Klassenraum in: Besand; Sander (Eds.): Handbuch, pp.444-453.
[8] See: Dierßen, Benedikt; Rappenglück, Stefan: Europabezogene Planspiele und ihre Wirkungen, Bildungsarbeit in: Oberle, Monika (Ed.): Die Europäische Union erfolgreich vermitteln. Wiesbaden 2015, pp. 223-234; Hartmann, Judith;

	Unit 2 – Sub-Unit 4: Reflection The reflection needs to be considered in combination and as a conclusion of the role-play. It leads the participants out of their role and guides them through the reflection process. The distance from the role paves the way for critical thinking of their own behaviour and the behaviour of others[9]. Critical thinking is enabling the analysis of the events in the role-play, which is the pre-condition of the learning process. Accordingly, all participatory pedagogical methodologies (and role-plays in particular) need to be followed by a reflection phase in which the real learning takes place.
Learning outcomes	At the end of the training module learners will: Knowledge: ▪ Know the political foundations of the ERASMUS+ programme and the relevant European institutions deciding about it. ▪ Be acquainted with perspectives and social interests on the ERASMUS+ programme. ▪ Recognise the core elements of the ERASMUS+ programme. Skills: ▪ Be capable of improved self-reflection and form of expression. ▪ Be capable of enhanced work-related soft skills. This relates, in particular to communication, cooperation, collaboration, and problem solving. ▪ Have a notion of how to negotiate in a structured manner. Competences: ▪ Have improved civic competences that are necessary for: 　- adapting to new professional and work-related circumstances; 　- understanding political processes in democratic societies (analytical competence); 　- and most importantly, lay the foundation for a proper political judgment and action.
Training Methodologies and	• Offline workshops, group work, research, excercises

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Weber, Iris: Planspiel EU-Emissionshandel – zur Praxis außerschulischer politischer Bildungsprojekte an Schulen in: Juchler, Ingo (Ed.): Projekte in der politischen Bildung. Bonn 2013, pp. 136-151 and: Raiser, Simon & Warkalla, Björn: Auf das Lernziel kommt es an – Planspiele in der europapolitischen Bildungsarbeit in: ebd., pp. 235-247.
[9] For the importance of reflection exercises after simulations see: Raiser, Simon & Warkalla, Björn: Auf das Lernziel kommt es an – Planspiele in der europapolitischen Bildungsarbeit in: Juchler (Ed.): Projekte, pp. 235-247.

Training organization	
Learners requirements	Profile of the learner: Age: 17-25 years old Education level: secondary level, EQF 3-4 Basic knowledge: ICT technology, PC user, basic competences (languages, mathematics, scientific-technologic, historical-social)
Assessment and Evaluation	No formal assessment and evaluation is envisaged. There should be no right and wrong answers. The focus will be on getting the learners to reflect on the topics and to equip them to engage with the trainer during the workshops.

MODULE 2 – UNIT 1

Unit title	**Gearing up for the ERASMUS+ mobility**

Learning outcomes	The learners are sensitised for the political issues by illustrating how strongly they are influenced by political decisions in the ERASMUS+ context. They are also exercising how to reflect, communicate and present with and in front of others (strangers).
	
	At the end of the training learners will:
	
	Knowledge:
	
	  ▪ Realise the political foundations of the ERASMUS+ programme.
	
	  ▪ Become acquainted with the main elements of the ERASMUS+ programme.
	
	  ▪ Gain the knowledge where the supporting money is coming from and why they have the chance to travel to another European country.
	
	Skills:
	
	  ▪ Be capable of reflecting about their own personal and professional circumstances.
	
	  ▪ Be capable of communicating about their own personal and professional circumstances.
	
	  ▪ Be capable of presenting messages about their own personal and professional circumstances to others.
	
	Competence:
	
	  ▪ Be capable of understanding the link between politics and real life and able

to transfer this knowledge to other political contexts.

- Be capable of better managing work relations with colleagues and superiors.

Sub-Unit 1: Warm-up – Speed-dating

Learners get to know each other and lose their timidity. In addition, the exercise breaks up the typical school setting of a teacher / trainer in the front and the learners behind school desks. This helps to create a fruitful, open learning environment. After the exercise they can be more easily motivated to speak up and present themselves in front of the whole group.

Sub-Unit 2: Placemat – Where am I and what am I doing?

The Placemat exercise is further strengthening the learner's reflective, communicative capacities as well as their presentation skills.

Skills:
- The learners are capable of reflecting about their own personal and professional circumstances.
- The learners are capable of communicating about their own personal and professional circumstances.
- The learners are capable of presenting messages about their own personal and professional circumstances to others.

Competence:
- The learners are capable of formulating thoughts, opinions, needs and demands in other areas than their accustomed circumstances.
- The learners are capable of communicating with colleagues and superiors including presenting new ideas and suggestions.

Sub-Unit 3: Presentation/Discussion – ERASMUS+ and the Four Freedoms of the EU

Learners understand the political background of the ERASMUS+ programme. Due to the fact that they are directly affected by ERASMUS+ through their mobility experience, they establish an intellectual link between political decisions and their personal life. They are presented a viable example how politics influences our everyday life.

Knowledge:
- The learners are able to name the foundations of the European Single Market: the Four Freedoms of the EU.
- The learners realise that the Four Freedoms of the EU are the foundation of

	the European labour market. ▪ The learners realise that the ERASMUS+ programme is a supportive instrument to implement the European labour market. Competence: ▪ The learners are sensitised for the relation between political processes, political decisions and the everyday life of average citizens. This enables them to better understand what they can demand from politics and what not. **Sub-Unit 4: Illustrative Performance – Challenges when working abroad** Learners are taking their reflective capacities one step further and combine them with creative competences. They exercise how to find alternative ways of communication and creative problem solving. Skills: ▪ The learners are capable of reflecting about their own personal and professional circumstances in a structured manner. ▪ The learners are capable of communicating about their own personal and professional circumstances. ▪ The learners are capable of presenting messages about their own personal and professional circumstances to others. Competences: ▪ The learners are capable of finding creative answers to challenges and problems. ▪ The learners are capable of cooperating with colleagues in order to solve problems and meet challenges.
Advice for trainer	**Sub-Units 1, 2, and 4** in particular are highly participatory, designed for challenging the participants and activating them to speak up and express themselves. Accordingly, it is advisable to let them take control and not to interfere with what they are saying or doing. Here, the trainer is taking rather a moderating role. There are no right or wrong answers – the focus is on expression and not on concrete facts. Being the only fact-based element, Sub-Unit 3 can be performed in a traditional teacher-centred format where the trainer is presenting the content. A script is guiding the trainer through the presentation. References are providing background information for the preparation. However, it is advisable to interrupt the presentation from time to time and ask the learners for their pre-knowledge. The adequate moments are marked in the script.
Learning	**Sub-Units 1, 2, and 4**

methodologies	▪ Learner-centered learning with participatory elements
	▪ Methods of the beginning / activating methods
	▪ Learning through dialogue and games
	▪ Macro-method: role play / simulation game
	Sub-Unit 3
	▪ Presentation and Discussion
Resources available	▪ Presentation equipment: computer, projector, etc.
	▪ Presenter equipment: flipcharts, boards, large format of sheets of paper for preparing the "Placemat".
Bibliography (References)	1. Goll, Thomas: Projekte im (Politik)Unterricht – Hoffnungen und Realitäten in: Juchler, Ingo (Hrsg.): Projekte in der politischen Bildung. Bonn 2013. S. 16-28.
	2. Gruber, Elke: Lehren und Lernen von Erwachsenen. Methoden, die das erwachsenengerechte Lernen fördern. Graz.
	3. Henkenborg, Peter: Kompetenzorientiert unterrichten: Politische Bildung zwischen Tradition und Innovation. Vortragvom 11.01.2011, Marburg.
	4. Juchler, Ingo: Politische Begriffe der Außenpolitik. Konstituenten von Fachkonzepten und *Political Literacy* in: Weißeno: Politikkompetenz. S. 169-183.
	5. Landeszentrale für politische Bildung: Demokratie (er-)leben. Ein Prinzip in Gesellschaft und Politik in: Politik & Unterricht**.** Zeitschrift für die Praxis der politischen Bildung Heft 2/3–2006. 2./3. Quartal. 32. Jahrgang. Villingen-Schwenningen 2006: Neckar-Verlag GmbH.
	6. Landeszentrale für politische Bildung: Methoden im Politikunterricht. Beispiele für die Praxis in: Politik & Unterricht. Zeitschrift für die Praxis der politischen Bildung. Heft 1/2 – 2015, 1./ 2. Quartal, 41. Jahrgang. Villingen-Schwenningen 2015: Neckar-Verlag GmbH.
	7. Lösch, Bettina: Projektarbeit und ihre spezifischen Rahmenbedingungen in der außerschulischenpolitischen Bildungsarbeit in: Juchler, Ingo (Hrsg.): Projektein der politischen Bildung. Bonn 2013, pp. 29-42.
	8. Oberle, Monika: Chancen und Probleme projektorientierter politischer Bildung an Schulen in: Juchler, Ingo (Hrsg.): Projekte in der politischen Bildung. Bonn 2013, S. 101-114.
	9. Patzelt, Werner: Ein Bildungskanon für die politische Systemlehre in: Weißeno: Politikkompetenz. S. 108-121.
	10. Pohl, Kerstin: Schulischer Fachunterricht in: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014. S. 484-492.
	11. Reinhardt, Sibylle: Moralisches Lernen in: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014. S. 484-492.
	12. Sander, Wolfgang: Politische Bildung im 21. Jahrhundert – Herausforderungen und Perspektiven in: Sander/Steinbach: Politische

	Bildung in Deutschland. S. 242-271.
	13. Scholz, Lothar: Spielein: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014. S. 484-492.
	14. Scholz, Lothar: Spielend lernen: Spielformen in der politischen Bildung in: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014. S. 484-492.
Supporting material for teaching	▪ Trainer support in the "method box": instruction cards for each sub-unit, scripts for presentations, memory sticks containing the presentations.
	▪ Skills#EU online platform containing all the material for executing the module content. This is including the power-point presentations, scripts of the presentations and the instruction cards for trainers.
What material is needed for the toolbox = "suitcase"?	▪ "Instructions Cards" – printed and laminated
	▪ Presentation scripts – printed and laminated
	▪ USB-Sticks with all power-point presentations
	▪ Largely formatted sheets of paper

MODULE 2 – UNIT 2

Unit title	Follow-up – Looking back at the ERASMUS+ Mobility
Learning outcomes	The learners are refining their reflective, communicative capacities as well as their presentation skills. Most importantly, they fine-tune their problem solving capacities. Furthermore, they acquire knowledge about the political system of the EU and the ERASMUS+ programme.
	At the end of the training learners will:
	Knowledge:
	▪ Be gaining knowledge about the political foundations of the ERASMUS+ programme.
	▪ Be acquainted with the main elements of the ERASMUS+ programme.
	▪ Know where the supporting money is coming from and why they have the chance to travel to another European country.
	Skills:
	▪ Be capable of reflecting about their own personal and professional circumstances in a structured manner.
	▪ Be capable of communicating about their own personal and professional

circumstances.

- Be capable of presenting messages about their own personal and professional circumstances to others.

- Be capable of cooperating with fellows in order to solve a particular problem.

- Have a sense for the intricacies of formal political negotiations and decision-making.

Competence:

- Have the capability to understand the complexity of democratic decision-making and the value / importance of these procedures.

- Have the capability to look at a problem from different perspectives and respecting other (maybe opposite) interests.

- Have the capability to formulate realistic demands to political deciders.

- Have the capability to formulate realistic demands to superiors in a professional context.

Sub-Unit 1: Warm-Up – Juxtapositions
The learners lose their timidity to speak up and present themselves in front of each other. In addition, the exercise breaks up the typical school setting of a teacher / trainer in the front and the learners behind school desks. This supports to create an open learning environment. The learners are activated for a fruitful participation later in the course.

Skills:
- Learners are becoming used to speaking up in front of other people.

Sub-Unit 2: Clustering – Challenges when working abroad
The learners reflect upon their recent mobility experience and sort their opinions, attitudes and feeling, and exchange them. This is the precondition for an effective learning process.

Skills:
- The learners are capable of reflecting about their own personal and professional circumstances in a structured manner.
- The learners are capable of communicating about their own personal and professional circumstances.
- The learners are capable of presenting messages about their own personal and professional circumstances to others.
Competence:

- The learners are capable of formulating thoughts, opinions, needs and demands.
- The learners are capable of communicating with colleagues and superiors.
- The learners are capable of valuing other experiences and thoughts.
- The learners are capable of presenting new ideas and suggestions.

Sub-Unit 3: Role-Play about the future financial endowment of the ERASMUS+ programme

The learners are exercising demanding strategic interaction. Even if the group fails to reach a negotiation outcome or the outcome is of minor quality the learners practice democratic decision-making and collaborative action.

Knowledge:
- The learners are gaining knowledge about the political foundations of the ERASMUS+ programme.
- The learners are acquainted with the main elements of the ERASMUS+ programme.
- The learners know where the supporting money is coming from and why they have the chance to travel to another European country.

Skills:
- The learners improve their reading comprehension.
- The learners improve their presentation skills.
- The learners exercise collaborative action.
- The learners exercise negotiation processes.
- The learners practice their strategic thinking capacities.

Competence:
- Learners are sensitised for the intricacies of consensual and majoritarian decision-making. This enables the participants to view politics from a new perspective and helps them to understand the nature of politics. This is the basis for meaningful political participation.[10]

Sub-Unit 4: Reflection

Learners distance themselves from their previous roles and are therefore able to rationally reflect their actions and the actions of their fellows. They analyse the negotiation process and start learning from their action.[11]

Skills:

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[10] The latest studies from Prof. Oberle in Göttingen on the effects of political EU simulation games show, that even short simulations can have a positive learning effect on the students. The studies also show, that simulation games can tackle the problems of teaching the EU (complexity, felt distance, little interest) very effectively. Another study "Europe in Town Halls" proofs, that the interest of students in the EU rose significantly (also over a longer period of time) and that the learners knew more about EU Institutions and decision-making. See: Oberle, Monika; Leunig, Johanna: EU-Planspiele im Politikunterricht – Effekte auf politische Kompetenzen von Schülerinnen und Schülern in: Petrik, Andreas; Rappenglück, Stefan (eds.): Handbuch Planspiele in der politischen Bildung. Schwalbach 2017, pp. 240-252, here p. 250 and Berger, Wolfgang; Dierßen, Benedikt: Evaluation der Reihe "Europa im Rathaus" in: ebd., pp. 226-239, here p. 239.

[11] On the learning process in simulation games and the importance of the de-briefing or reflection phase see for example: Schwägele, Sebastian: Lerntransfer beim Planspieleinsatz in: Handbuch Planspiele, pp. 58-65.

	▪ The learners improve their reflective capacities. Competence: ▪ Learners are grasping the intricacies of political decision-making and therefore understanding the nature of democratic decision-making. After the exercise (in combination with the role-play) they will be less susceptible for populist argumentation.
Advice for trainer	All sub-units are highly participatory. They are designed for challenging the participants and activating them to speak up and express themselves. Accordingly, it is advisable to let them take control and not to interfere with what they are saying or doing. Here, the trainer is taking rather a moderating role. There are no right or wrong answers – the focus is on expression and not on concrete facts. This relates also to the role-play, which is demanding both for the learners and the trainer. Again, it is advisable to let the learners do the work and give impetus where it is needed. If there is no learners that could be capable to lead the negotiations as president the trainer has to step in and take this role. Therefore, follow the instruction card and the role profile of the presidency. The latter, in particular contains important information on how to organise and lead the negotiations.
Learning methodologies	**Sub-Units 1 and 2** ▪ Learner-centered learning with participatory elements. ▪ Methods of the beginning / activating methods. ▪ Learning through dialogue and games. **Sub-Unit 3** ▪ Macro-method: role play / simulation game. **Sub-Unit 4** ▪ Reflection as a moderated discussion.
Resources available	▪ Presentation equipment: computer, projector, etc. ▪ Presenter equipment: flipcharts, boards, large format of sheets of paper for the "Clustering" exercise.
Bibliography (References)	1. Dierßen, Benedikt & Rappenglück, Stefan: Europabezogene Planspiele und ihre Wirkungen, Bildungsarbeitin: Oberle, Monika (Hrsg.): Die Europäische Union erfolgreich vermitteln. Wiesbaden 2015. S. 223-234. 2. Hartmann, Judith & Weber, Iris: Planspiel EU-Emissionshandel – zur Praxis außerschulischer politischer Bildungsprojekte an Schulen in: Juchler, Ingo (Hrsg.): Projekte in der politischen Bildung. Bonn 2013. S. 136-151. 3. Landeszentrale für politische Bildung: Wosteht Europa? Die Europäische Union nach Lissabon in: Politik & Unterricht. Zeitschrift für die Praxis der politischen Bildung. Heft 1 – 2012. 1. Quartal. 38. Jahrgang. Villingen-

	Schwenningen 2012: Neckar-Verlag GmbH.
	4. Massing, Peter: Institutionenkundliches Lernen in: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014, S. 484-492.
	5. Nielebock, Thomas & Rittberger, Volker: Wie die Welterfassen? Basiskonzepte der Internationalen Beziehungen in: Weißeno: Politikkompetenz. S. 133-149.
	6. Petrik, Andreas & Rappenglück, Stefan (Hgs.): Handbuch Planspiele in der Politischen Bildung, Schwalbach 2017.
	7. Raiser, Simon & Warkalla, Björn: Auf das Lernziel kommt es an – Planspiele in der europapolitischen Bildungsarbeit in: ebd., S. 235-247.
	8. Rappenglück, Stefan: Europabezogenes Lernen in: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. Schwalbach 2014. S. 484-492.
	9. Schöne, Immerfall: EU-Bildung in der Schule – Erfahrungen und Desiderate in: Oberle, Monika (Hrsg.): Die Europäische Union erfolgreich vermitteln. S. 67-80.
	10. Stratenschulte, Eckart: (Neue) Ansätze in der europapolitischen Bildung in: Oberle, Monika (Hrsg.): Die Europäische Union erfolgreich vermitteln. S. 213-223.
Supporting material for teaching	▪ Trainer support in the "method box": instruction cards for each sub-unit, scripts for presentations, memory sticks containing the presentations. ▪ Skills#EU online platform containing all the material for executing the Module content. This is including the power-point presentations, scripts of the presentations and the instruction cards for trainers. ▪ Decoration for the role play of Sub-Unit 3: table signs and badges indicating the interest group.
What material is needed for the toolbox = "suitcase"?	▪ "Instruction Cards" – printed and laminated ▪ Presentation scripts – printed and laminated ▪ USB-Sticks with all power-point presentations ▪ Largely formatted sheets of paper ▪ Table signs ▪ Badges ▪ Bell

VII. MODULE 3

Module title	**Intercultural Communication**
Units title	Unit 1: Intercultural Communication Unit 2: A Cultural shock – Cultural adaption Unit 3: A Cultural shock – Cultural adaption: Hofstede Theory
Course timetable	Hours of the Module:

	Unit 1: 2 hours online – 4 hours offline (workshop)
	Unit 2: 2 hours offline (workshop)
	Unit 3: 1 hour online – 1 hour offline (workshop)
Content	From the knowledge of the various cultural dimensions (according to Hofstede), which between them "combine" in a unique way in every culture, we can learn important information about the different ways of acting and interacting within a culture. With this knowledge, we can build relationships and implement appropriate behaviour strategies to cultural diversity, facilitating all processes and relationships.
Learning outcomes	At the end of the training Module learners will be able to: **Unit 1:** ▪ Communicate in a context which is using different communication codes, rules and styles. ▪ Discover how do they behave in unknown and uncertain situations. ▪ Analyse and reflect on their behaviours while. ▪ Meet a different culture. ▪ Feel what empathic mean in an "foreign context". **Unit 2:** ▪ Experience what does diversity mean. ▪ Individuate the difficulties in the adaption in a new cultural context.
Training Methodologies and Training organization	• Offline training • Online module
Learners requirements	Profile of the learner: Age: 17-25 years old Education level: secondary level, EQF 3-4 Basic knowledge: ICT technology, PC user, basic competences (languages, mathematic, scientific-technologic, historical-social)
Assessment and Evaluation	No formal assessment and evaluation is envisaged. There should be no right and wrong answers. The focus will be on getting the learners to reflect on the topics and to equip them to engage with the trainer during the workshops.

MODULE 3 – UNIT 1

Unit title	**Intercultural Communication**
Learning outcomes	At the end of the training learners will: Knowledge:

	▪ Define the elements that characterize a culture.
	▪ Define the elements that characterize the diversity of a culture.
	▪ Know the different ways of communication (verbal, non-verbal and para-verbal).
	▪ Define the concept of empathy and active listening.
	▪ Know the different styles and codes of communication.
	▪ Know the elements that lead to a point break into a communication flow.
	Skills:
	▪ Be able to recognize the differences within and inside a culture.
	▪ Be able to have an empathic attitude and active listening.
	▪ Be able to recognize the different styles and communication codes.
	▪ Be able to read body language.
	▪ Be able to recognize his/her own emotions in front of a different culture.
	Competences:
	▪ Implement effective behaviour in the ambiguity and uncertainty information.
	▪ Use various codes and communication styles appropriately and effectively.
	▪ Develop emotional skills and greater knowledge of himself/herself and of his/her reactions in front of a different culture.
	▪ Develop empathetic skills and active listening.
Advice for trainer	**Activity 1**
	Vision of the film "*L'Auberge espagnole*" – Cédric Klapisch
	After watching the film, the trainer discusses with the group for having their reactions and raise their awareness towards intercultural communication among learners.
	To open up the discussion, he/she can use these feedback questions asked to the participants:
	▪ Which scene is a good example of a lack of intercultural communication?
	▪ How would you react in the same situation?
	▪ With which character could you identify most? Why?
	Activity 2

	DERDIAN Game If you have too many people in the Derdian group, you may consider to have a third group of observers, who just watch and take notes about what happen in both groups and in their interactions. These observers should not be introduced to the Derdian culture beforehand, so for the preparation phase keep them with the Engineers. - During the debriefing you may want to revise the questions and adapt them to the group and their needs. - You may want to provide participants with more materials such as crispy papers, markers, and so on to stimulate the creativity of the Engineers while building the bridge.
Learning methodologies	Simulation
Resources available	Two rooms - 2 chairs in the Derdian room
Bibliography (References)	T-Kit Intercultural learning www.traininig-youth.net Education Pack http://www.coe.int/compass
Supporting material for teaching	You can find: Instructions for Derdians – Annex 1 - Instructions for Engineers – Annex 2 **INSTRUCTIONS Cards need to be printed (suitcase) for**; - **TEXT**: the situation (4 languages) - **PICTURES** for: Social – Geetings – Yes/NO – work – foreigners
What material is needed for the toolbox = "suitcase"?	Glue - Scissors - Ruler - Pencil - Papers - Strong paper (card board) - Copies of Game descriptions for the two groups: The Derdians and the Engineers (4 languages) **DERDIANS: one color scarf** **ENGINEERS: different colours for Caps**

Module 3 - Annex 1: Instructions for Derdians

The Game

You live in a country called "Derdia". To reach the market from where you live, you have to walk for two days because the market is by a deep valley. If there would be a bridge across the valley, you could get there in 5 hours. The government of Derdia made a deal with a foreign firm to come to your village and teach you how to build a bridge. The bridge will be built out of paper, using pencils, rulers, scissors and glue. You know the materials and tools, but you don't know the construction techniques. Your people will be the first engineers of Derdia. After having built that first bridge with the foreign experts you will be able to build bridges all over

Derdia to facilitate other people's lives.

Rules

1. Touching while talking
   The Derdians have to touch each other when talking (not touching while talking is very rude). You don't have to be in direct contact, though. If you join a group, you just hang on to one member and you are instantly included in the conversation.

2. Getting in touch with someone
   A Derdian man will NEVER get in contact with another man unless a woman introduces him. It does not matter whether the women is Derdian or not.

3. Greeting by kissing each other's shoulder
   You have to greet each other when you meet, even when you just pass someone. The traditional greeting is a kiss on the shoulder. The person who starts the greetings kisses the other on the right shoulder. The other then kisses on the left shoulder. Every other form of kissing is insulting! Shaking hands is one of the biggest insults possible in Derdia. If a Derdian ever is insulted by not being greeted or touched while being talked to, he/she starts shouting loudly about it.

4. YES/NO: Always use 'yes'
   Derdians don't use the word NO. They always say YES, although if they mean NO, they accompany the YES with an empathic nodding of the head (you should practice this well)

5. Work behavior: Tools are gender-specific
   Scissors = MALE | Pencils and rulers = FEMALE | Glue/paper = BOTH
   Men never touch a pencil or a ruler. The same goes for women and scissors.

6. Foreigners
   Derdians are very proud of themselves and their culture. They expect the foreigners to adapt to their culture. But because of their own behavior is natural to them, they can't explain it to the experts (this point is VERY Important).

Module 3 – Annex 2 – Instructions for Engineers

The Game
You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of Derdia in which it committed itself to teach Derdians how to build a bridge. The bridge will be built out of paper, using pencils, rulers, scissors and glue.

According to the contract signed, it is very important that you respect the deadline agreed, otherwise the contract will be cancelled and you will be unemployed. Derdia is a very mountainous country, with many canyons and deep valleys, but no bridges. Therefore it always takes many days for Derdians to go from the villages to the market in the main city. It is estimated that with the bridge the Derdians could make the trip in only 5 hours instead of two days.

Stages of the Game

1. Start of the game
   First you should take the time to carefully read these instructions and decide together about the way you are going to build the bridge (15min).

2. First introduction
   After a specific time (you will be informed), two members of your team will be allowed to go and make contact for 5 minutes with the Derdian village where the bridge will be built (e.g. to check the natural and material conditions, make the contact with the Derdians, etc.).

3. Analyze and prepare
   You will then have 15 minutes to analyze their report and complete the preparations.

4. Whole team goes to Derdia
   Now you have 25 minutes with the whole team to go to Derdia and teach the Derdians how to build the bridge.

The bridge
A paper bridge will symbolize the bridge. The bridge will link two chairs over a distance of approximately 80 cm. It has to be stable. At the end of the building process it should support the weight of the scissors and glue used in its construction. The pieces of the bridge cannot just be cut out and assembled in Derdia because otherwise the Derdians would not learn how to do it themselves. They have to learn all the stages of the construction. Each piece needs to be drawn with pencil and ruler and then cut out with the scissors.

Materials
The bridge will be made with paper/cardboard. You can use for the planning and building: paper, glue, scissors, rulers, pencils.

Time
For the planning preparation: a total of 45 minutes For teaching the Derdians to build the bridge: 25 minutes.

MODULE 3 – UNIT 2

Unit title	A Cultural shock – Cultural adaptation
Learning outcomes	At the end of the training learners will: Knowledge: ▪ Know the main features of intercultural shock. ▪ Know the characteristics of their own culture. ▪ Know the familiar elements of the new culture. ▪ Know the stages of adaptation model. Skills: ▪ Be able to recognize the elements of the intercultural shock. ▪ Learn from the new culture. ▪ Be able to recognize the cultural values that underline the behaviour of the new culture. ▪ Be able to suspend the judgement. ▪ Recognize the characteristics of their own culture. ▪ Recognize familiar elements of the new culture. ▪ Recognize the stages of adaptation model. Competences: ▪ Develop open-mindedness skills. ▪ Develop curiosity. ▪ Leave an ethnocentric attitude. ▪ Modify the coping behaviour.
Advice for trainer	**WORKSHOP "PROFILE cards"** ▪ Introduce the aims of the activity and initiate the interaction of the participants on cultural differences and similarities. Sum up the findings of the group (15 minutes). ▪ Ask participants to listen to instructions, you introduce their roles providing a card description to each of them (10 minutes). ▪ Once they receive their role, they should start to share and communicate according to their Profile Card (25 minutes). ▪ At the end of the sharing, you ask participants to de-role from their roles and come back to the circle for the debriefing. You may want to follow the questions below to facilitate the debriefing: How do you feel? Did you feel comfortable in your role? What was difficult? Or easy? Was it easy to understand each other? Which lessons can be learnt for our mobility project? (30 minutes).
Learning methodologies	Simulation Game Role play
Resources available	Instruments or technologies necessary for training: Playing Cards "PROfile CARDS" – Overhead projector – PPT presentation slides – computer – EUROPEAN MAP

Bibliography (References)	▪ "Cultures and Organisations : Software of the Mind" from Geert Hofstede- Gert Jan Hofstede- Michael Minkov. Revised edition 2010 ISBN 0-07-166418-1
	▪ www.geert-hofstede.com
	▪ T-Kit Intercultural learning www.traininig-youth.net (iceberg model)
Supporting material for teaching	Annex 1: Instructions for PROFILE CARDS workshop Annex 2: PROfiles cards to be printed
What material is needed for the toolbox = "suitcase"?	One plenary room – Chairs for all participants – piece of paper board + pencil – EU map

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Module 3 – Unit2 – Annex 1: Instructions for PROFILE CARDS

Annex 1 – Description of the "Profile CARDS"

Each Card describes the Profile of the participant:

Side 1 illustrated with pictos

- ▪ My nationality (Flag)
- ▪ My Vocational Sector
- ▪ How to conduct during the game (behavior)

Side 2: logo SKILS#Eu

There will be 28 different cards because each of them needs to have a different EU flag/ nationality.

Behavior examples :

Don't look at your interlocutor in the eyes – Talk loud – Talk softly – Keep at least 2 meters distance – Stand very close to your interlocutor – Touch your interlocutor as much as you can – Smile all the time – Don't smile at all – Move from one foot to the other – Touch your ear.

Vocational sectors:

Mechatronics – Cook – Waiter – Shop assistant – Office clerk – Nurse – Baker – Laboratory assistant – Painter – Electrician – Car mechanic – Hotel receptionist – Hairdresser – Gardener – Beautician – Event assistant – Sales assistant – Social Educator – Language assistant – Tourist office assistant – Football coach – Kindergarten assistant – Dentist assistant – Nurse assistant – Agricultural worker – IT assistant – Food production operator – Sustainable energy assistant – Pastry assistant – Digital assistant – Butcher – Catering operator – Accountancy assistant.

Every card is to be hidden by participants, only side 2 is visible.

Module 3 – Unit 2 - Annex 2: Instructions for the Game

The Preparation

There are 28 cards in total (because each person needs to have a different EU flag/nationality). Each of them has its nationality, job and a specific behavior. All the participants have to stay in a circle in the room. Each of them has to pick one of the 'profile cards' and not show it to the others. The participant has to memorize his/her card and hang it around his/her neck (trainer will provide this accessory). Everyone has 1 minute to prepare themselves.

The Game

All participants are free to walk up to each other and have conversations. Only **one-to-one discussions** are allowed.

Every participant, using the **described behavior**, has to guess the profile (nationality + vocational sector) of 2 other participants **without** asking direct questions.

The one responding to the question can't give a direct answer as well (e.g. he can't say his country directly). The EU map can be used by the participants os they can see (and not show) where is their 'card country'.

For example:

- From which country are you / What is your job / What is your behavior /…
NOT ALLOWED
- In what part of Europe do you live / What is your native language / How is your job /…
ALLOWED

Timing: 30 minutes

After the Game

All participants sit down in a circle while the trainer will ask them questions about their experience.
For example:

- ▪ *The participants must tell the 2 characters they've found (nationality + vocational sector)*
- ▪ *Did you find it easy to start the discussion?*
- ▪ *What was the most difficult for you? How did you adapt ?*
- ▪ *Did you feel comfortable in playing your role?*

After this discussion, the trainer will make his/her introduction to the Hofstede Theory.

MODULE 3 – UNIT 3

Unit title	A Cultural shock - Cultural adaptation: Hofstede Theory
Learning outcomes	At the end of the training learners will: Knowledge: ▪ Know the main aspects of intercultural differences. ▪ Know the characteristics of each culture in a professional context. Skills: ▪ Be able to recognize the elements of a different culture. ▪ Learn from professional situations and reactions. ▪ Be able to recognize the cultural values that underline the behaviour of the new culture. ▪ Be able to suspend the judgement. ▪ Recognize the characteristics of their own culture. ▪ Recognize familiar elements of the new culture. ▪ Recognize the stages of adaptation model. Competences: ▪ Develop open-mindedness skills. ▪ Develop curiosity. ▪ Leave an ethnocentric attitude. ▪ Modify the coping behaviour.
Advice for trainer	**HOFSTEDE THEORY** PPT presentation that gives all insights about HOFSTEDE Mind Mapping in multi cultural context.
Learning methodologies	Offline presentation workshop
Resources available	Instruments or technologies necessary for the training: Overhead projector – PPT presentation slides – computer – HOFSTEDE score mapping of the 28 EU countries
Bibliography (References)	▪ "Cultures and Organisations: Software of the Mind" from Geert Hofstede-Gert Jan Hofstede - Michael Minkov. Revised edition 2010 ISBN 0-07-

	166418-1
	▪ www.geert-hofstede.com
	▪ T-Kit Intercultural learning www.traininig-youth.net (iceberg model)
Supporting material for teaching	Annex 1: HOFSTEDE country ranking per dimension
	Annex 2: HOFSTEDE presentation
	Annex 3: workshop, for high and low score: the characteristics and the 'Tips' to take into account in a professional environment (PPT comments)
	Link to online Hofstede scoring: www.geert-hofstede.com/countryname
What material is needed for the toolbox = "suitcase"?	One plenary room – Chairs for all participants – A4 paper HOFSTEDE Mapping dimension short description including
	▪ A3 HOFSTEDE Score mapping of the 28 EU Countries (5 copies)
	▪ Link to online Hofstede scoring: www.geert-hofstede.com/*countryname*

Module 3 – UNIT 3- Annex 1: HOFSTEDE presentation
HOFSTEDE country ranking per dimension is printed on large boards. ▪ The Hofstede score mapping (28 EU Countries) will be used by Erasmus+ participants to outline the Score difference between their home country and the country where they perform the Mobility. It should higher their awareness regarding differences between countries.

Module 3 – UNIT 3- Annex 2: HOFSTEDE presentation

The Hofstede Theory presentation includes:

- The EU context of Hofstede theory: why should Erasmus+ students learn about HOFSTEDE?

- Each dimension in detail with examples of critical situations, highest and lowest scores in Europe.

Module 3 – UNIT 3- Annex 3: HOFSTEDE workshop

During the workshop:

- Students comment the different dimensions and ask questions about their own understanding of the 6 dimensions (that can be difficult online so good to be back on these concepts)

- Students comment and exchange about their own experience or a priori when arriving in another country. What should I use from HOFSTEDE?

- The Hofstede score mapping (28 EU Countries) constitutes the basis of comparison between each countries during exchanges. It is used by Erasmus+ participants to outline the Score difference between their home country and the country where they perform the Mobility. It should higher their awareness regarding differences between countries.