



Guide about adults intercultural education for mobility opportunities

2014-1-ES01-KA204-004868

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Funded by:



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Introduction to SEAM and the guide

“SEAM: Social Education of Adults through Mobility” is a two-year strategic partnership at international level funded by the Erasmus+ programme of the European Commission, that aims to join together organisations from Italy, Bulgaria, Latvia, Portugal, Slovenia, Czech Republic and Spain in order to work together and exchange good practices related to social inclusion of adults and the acquisition of new cultural and/or language skills through formal and non formal education methodologies. During the project implementation, partner organisations from the mentioned countries will run together different activities such as:

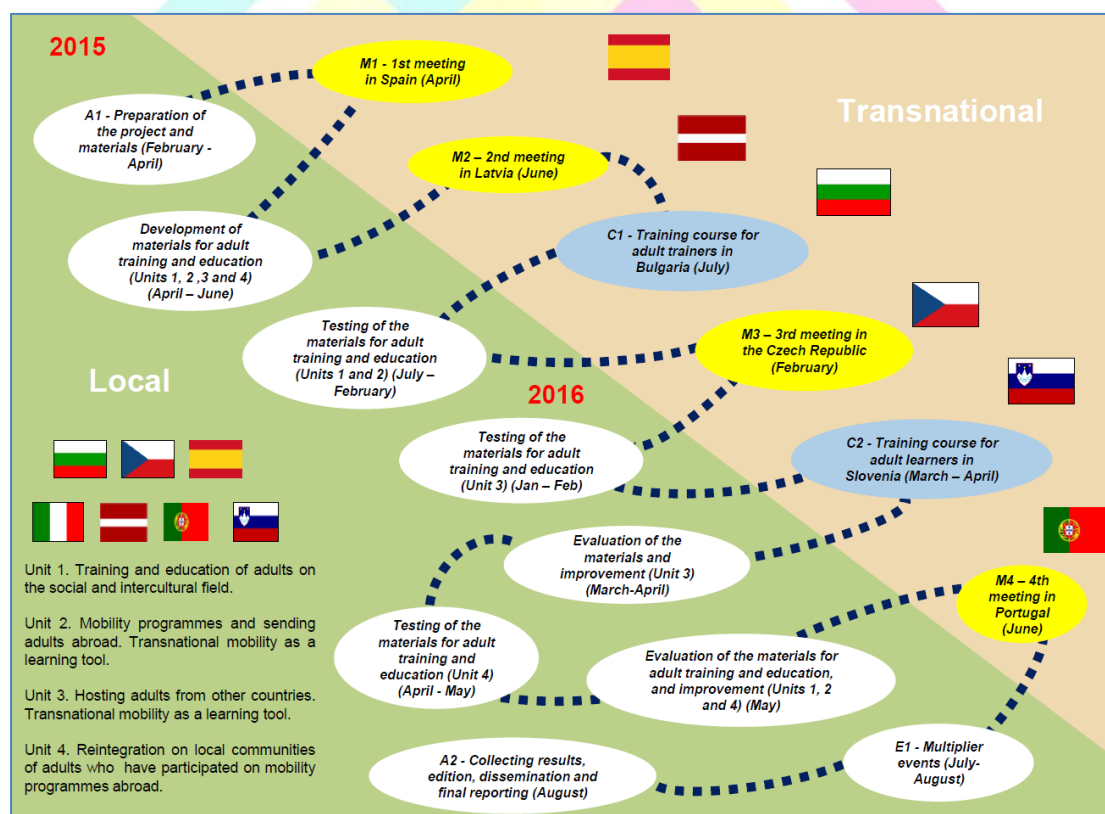
- Coordination meetings on the project partner countries in order to get to know the best practices and local projects related with adults intercultural and/or social education;
- Design, creation, test and publication of different manuals for organisations managing local projects for adults and toolkits for sending and hosting adults from other countries through cooperation or volunteering projects;
- International learning activities such as trainings for adult educators;
- Transnational activities for adult learners to promote their mobility as a learning tool;
- Local activities for learners and trainers working on the adult field focused on testing new learning materials and developing innovative ones;
- Visibility events on each partner country to disseminate the project results.

Thanks to these activities and a regular cooperation between adults educators and users over 50 years old during all these activities, the project intends to promote the cooperation between European organisations on the field of non formal and formal adult education, that could make possible the creation of a network of partners for the development of mobility projects for adults, that could also help to promote the entrepreneurship and initiative of adults and involve them on peer education projects. All of this will not only benefit these adults, but also all the staff in connection with them that will have the opportunity of improving their professionals skills and provide higher quality support services to the regular users of their organisations.



Project calendar (click on the link to read more or see the images of each activity):

- [Coordination meeting 1 in Logroño \(Spain\) \(08/04/2015 - 11/04/2015\)](#).
- Development of materials for adult training and education (all partner countries at local level and within each organisation by their working teams) (12/04/2015 - 14/06/2015).
- [Coordination meeting 2 in Riga \(Latvia\) \(15/06/2015 - 18/06/2015\)](#).
- [Training course for adult trainers in Sofia \(Bulgaria\) \(16/07/2015 - 22/07/2015\)](#).
- Testing of materials for adult training education (all partner countries) (23/07/2015 - 29/03/2016). The project materials and guidelines were tested on each of the seven project countries thanks to the cooperation of 112 adult learners (over 50 years old). They took part on a programme of workshops focused on training them on interculturality and mobility issues thanks to a combination of formal and non formal methodologies. These workshops were facilitated by those trainers who participated on the training course of the project in Bulgaria (C1), and responsible of collecting all the feedback provided by the mentioned adult learners through paper evaluations and group discussions.
- [Coordination meeting 3 in Brno \(Czech Republic\) \(03/02/2016 - 06/02/2016\)](#).
- [Training course for adult learners in Topolšica \(Slovenia\) \(30/03/2016 - 05/04/2016\)](#).
- Improvement of materials for adult training education (In all the partner countries) (06/04/2016 - 28/05/2016).
- [Coordination meeting 4 \(Portugal\) \(29/05/2016 - 01/06/2016\)](#).
- Multiplier events to present and disseminate the results of the project (all partner countries) (02/06/2016 - 31/08/2016).
- End of the project (31/08/2016).



Unit 1

Transnational mobility of adults

Introduction: How to start project

This unit is a material focused on trainers, educators and managers who coordinate project for adults education in collaboration with other countries or who is ready to start working in the international platform. Summary of the unit:

- How to find the appropriate partners and choosing the most valuable programs

In this part we mention the most appropriate links (facebook, linkedIn, international networks, data bases or institutions for vocational training and international networks for seniors volunteering).

- How to attract adults learners from various social groups

According to this part, the documents set up several objectives when recruiting adults towards organizations and projects and establish four main strategies to be followed for the program (Wide recruitment, Focused recruitment, Mixed recruitment, Recruitment in concentric circles). Here, could be also found dissemination of mobility opportunities as well.

- Preparation before a mobility

When sending adults abroad, organization should provide the appropriate preparation in order to avoid misunderstanding for the future as technical cover, funding, coordinating structure, bureaucracy, culture preparation, language courses, traditions, logistics, welcome guides, administrative forms, personal and contact details, special needs (allergies, medical treatments, etc.). The material also describe travel details, management, memorandum of understanding, image rights such justification, publicity, code of behaviour and documents which could be useful for training adults before their departure.

- Travels management

Advices about how to arrange all the details related to the transports of our adult learners when travelling abroad and how to prepare this logistics. Content of this travel management part is a description, which helps much more better recognise for participants: travel dates as arrival/departure, price of the travel, connections between the sending and hosting city, list of contacts, European health insurance, Visa and vaccines, roaming, electronic devices and local currency.

- Arrival and cultural shock

About how to deal with different cultural aspects that they could encounter themselves with upon arrival into a “new” community or society.

- Crisis management and prevention.

This part deeply describes what each organization has to do for learners/participants:

- Before the departure and during the selection of participants.
- After the selection of a participant and before his/her departure.
- During the stay of the participant abroad.
- After the activity or service abroad.

Before reading this unit it must be stressed the fact that adult learning mobility is the consequence of a strong and reliable want of exchange and cooperation. It is a philosophic point of view where people involved are deeply convinced to do something with other people and not only visiting places. It is a learning experience, a culture visit that requires a good understanding, respect for other cultures, open mind and communicative attitude, so it is not just tourism. At the same time people who take part in an experience like that shouldn't feel stressed by the rules and should enjoy their learning time abroad - that is a role of hosting organization. Finally, just to mention that this unit has been developed by thinking on the current mobility programmes and working with structures composed by sending and hosting organisations. Besides this, other models can be also used such as hosting adults without the support of sending organisations (doing a selection online and dealing directly with individuals), or working with other external bodies such as intermediary organisations (entities acting as a link between sending and hosting organisations with the role of matching candidates coming from other countries with the placements that could be offered by one or more hosting organisations).

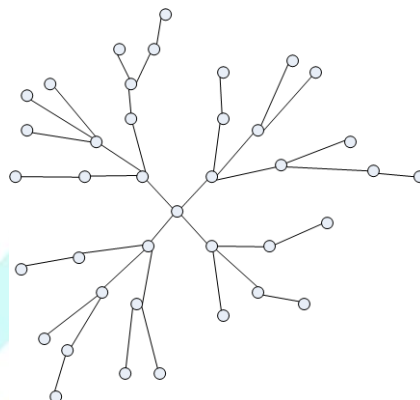
How to find the appropriate partners

Transnational mobility can be considered as a very powerful training tool for adults if it is used on the appropriate way. However, to ensure its success, a strong and balanced partnership must be always built between sending and hosting organisations. An appropriate cooperation and communication among the mentioned entities is essential to guarantee the success on the selection of participants, a good preparation before their departure, the quality of the programme of activities or service to be carried out abroad and a suitable reintegration on their communities after the end of the mobility. A bad or incomplete training can be the starting point of a possible crisis, problems and misunderstandings among all the parts that could be involved in our activities

Furthermore, if we aim to obtain public funding or cover the costs of our project using transnational programmes (E.g. Erasmus+, Europe for citizens, DEAR, etc.) these structure of partners and counterparts will be compulsory requested in order to apply for them (the

accreditations or certificates of participation demanded by the funding programme could change from one call for proposals or programme to other).

Bilateral projects could only imply to have one sending organisation meanwhile multilateral ones will need several entities from different countries. It is always important before starting to negotiate or preparing a project with a partner abroad that the role, duties and tasks of this kind of entities have been clearly defined and agreed by all the parts before. It is important to design and have clear the calendar, conditions, characteristics and activities of the local programmes that will involve adult learners. These conditions must be respected and applied on the same way (if possible) to all our partners in order to facilitate the management of the project and avoid misunderstandings or a non equal treatment of the parts that could become a source of crisis during the implementation of our project.



According to all of this, it is recommended to find a suitable partner in a second country that could provide us not only a reliable support and ensure the security and wellbeing of our learners when being abroad, but also a good preparation of those adults to be hosted in our organisation.

If we are beginning with transnational projects and to proceed with a good selection of partners, it is always useful to:

- Begin to work with organisations that we have worked before with and have provided us an efficient cooperation.
- Ask to reliable partners (at local or transnational level) to share their contact list or recommend us good entities on the work field of our project.
- Take a look to the websites of our potential partners in order to see their activities on our project's topic and previous experience at transnational level. Their number of followers in social networks and comments from external users on them can also be an indicator of their potential.
- Spread calls for partners. To do this, it is recommended to design a form that we can attach to our call and that does not only include information about our project proposal, but also specific questions that potential partner organisations should fill in to enter on the selection for our project partnership. These questions should be used to obtain information about the partner's size, competences of its team, regular activities, working programmes, previous experiences at transnational level, etc.
- Use online sources or database that can help us to find entities on our working field. Here you can find some examples:

a. Facebook: using its search tools to find groups focused on finding partners for adult projects.

- <https://www.facebook.com/pages/EU-PROJECTS-PARTNER-FINDING/110101895709424>
- <https://www.facebook.com/groups/edoskproject/?ref=ts&fref=ts>
- <https://www.facebook.com/groups/grundtvig.partners/?fref=ts>
- <https://www.facebook.com/groups/erasmusplus.partners/?fref=ts>
- <https://www.facebook.com/groups/eramus.plus/?fref=ts>

b. LinkedIn: using its search tools to find groups focused on finding partners for adult projects.

- ERASMUS PLUS PARTNER FINDING - <https://www.linkedin.com/groups/4287623>
- EU Projects Partner Search - <https://www.linkedin.com/groups/2842114>
- ERASMUS+ - EU Projects Partner Search - <https://www.linkedin.com/groups/4457113>
- European Community Grants, Calls and Projects - <https://www.linkedin.com/groups/2140085>
- PROJECTS: Find your international partner - <https://www.linkedin.com/groups/4424993>
- EUROPE FOR CITIZENS PROGRAMME - PARTNER SEARCH - <https://www.linkedin.com/groups/4536032>
- Adult Literacy Network - <https://www.linkedin.com/groups/2930825>
- EU Funds - <https://www.linkedin.com/groups/2479598>
- Erasmus + Partner search - <https://www.linkedin.com/groups/4105229>
- Erasmus+ Cooperation - <https://www.linkedin.com/groups/5185525>

c. International networks, data bases or institutions for vocational training.

- ReferNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>
- SkillsNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/skillsnet>
- Electronic Platform for Adult Learning in Europe (EPALE): <http://ec.europa.eu/epale/en/about>
- EURODESK: <https://www.eurodesk.eu/>
- Sport projects partners tool: <https://sporttool.teamwork.fr/>
- SALTO: <https://www.salto-youth.net/>
- OTLAS: <https://www.salto-youth.net/tools/otlas-partner-finding/>
- LLP partner search: http://llp.teamwork.fr/partner_search/home.php
- Euromediterranean network: <http://euromedp.eupa.org.mt/>

- ADAM database: <http://www.adam-europe.eu/>
 - UK website for previous European adult projects: <http://www.grundtvig.org.uk/>
 - European Association for the Education of adults - <http://www.eaea.org/>
- d. International networks for senior volunteering:
- Seven: <http://www.seven-network.eu/>
 - Alliance: <http://www.alliance-network.eu/international-volunteering/>
- e. Contact your national agency within the Erasmus+ programme and visit its site (http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index_en.htm), as each agency has different tools for partners search. Furthermore, the Erasmus+ programme and national agencies are also organising from time to time contact making seminars in order to offer adult organisations the opportunity of meeting other entities working on the same sector.

How to attract adult learners

To attract adult learners to our mobility projects must be a regular process that should take place in every organisation and especially on those based on the work or presence of this target group (Ex. volunteering organisations or senior academies). This means not only to have regular mobility programmes, but also explanation and information services for learners before going abroad (courses, short-term meetings, etc.)



It must be mentioned that those adults travelling abroad will indirectly become the image of their sending organisation: they are ambassadors of their entity. According to this, their recruitment and initial training must be always managed by qualified staff who can provide them all the information needed to avoid misunderstandings or future crisis, but also able to match each adult profile and expectations with the suitable project or placement. Sometimes, it would be also possible to tailor the project topic and phases on the real needs of the recruited adults.

When designing our system of recruitment for adult participants, we can establish four main strategies to be followed for our programmes and that will be chosen depending on our activities, staff capacity and sources of our organisation:

- Wide recruitment: it is made to promote vacancies or activities that any kind of person can occupy or develop independently of his/her competences or skills. It implies a very wide dissemination of our visibility materials using as much channels as possible. It can also provide too much work for our adult managers as it is sometimes difficult to match each candidate with the best position for him/her even if the vacancies available are not very demanding. They can also attract too much people to our services. Some examples of this visibility: conferences, posters on the street, press notes on the media, give flyers, etc.
- Focused recruitment: it is made to promote vacancies or activities among a concrete target group with specific skills or expectations. To design this kind of visibility strategy in an efficient way we must ask us questions such as; which kind of information channels does this group normally use? Who could have the competences we need or use the needed skills regularly? Who could have these competences before but now is retired or not used them anymore? Who could acquire or learn the knowledge needed? Which training centres can offer education related to our activity topic and whose learners could be our potential users? Etc. Visibility of our activities will be basically made among those who we consider suitable after obtaining the answers to the mentioned questions.
- Mixed recruitment: It is considered as a mixture of the two previous strategies (wide and focused recruitment). The idea is to use open channels and massive campaigns to attract users but asking for very specific profiles in order to restrict the number of applications or people answering to our calls for participants.
- Recruitment in concentric circles: the most effective of all the strategies. It has been proved that if the users of an activity are satisfied with its development and it achieves their expectations, they will potentially attract others to take part on it in the future. Due to their previous experience in a programme or because they know somebody who was involved before on it, users are more predisposed to take part in an activity. The main concentric circles of a user could be family, friends, friends of relatives, co workers, and professionals of the same sector, neighbours, retired people, and students related to the topic of our mobility programmes, etc. Even if this is the most effective of all the recruitment strategies, it implies to develop previously other recruitment campaigns to attract your beneficiaries and using one of the other strategies described (wide, focused or mixed). Some education companies, volunteering, NGO's and European projects for adults, usually develop their own materials to share the experiences of their adults when being abroad. It is also recommended that, after you develop some mobility projects for adults, you invite your own learners who have been abroad or hosted by your entity to help you with the creation of your own materials for promotion (Ex. articles, books of practices, videos and interviews, etc.). To listen other peers, friends or just people with the same

profile of our learners will promote among them the feeling of being ready for the needed preparation for travelling abroad. Here you can find an example of a diary made online by adults participating in a previous European project:

- <http://seniorvolunteeringenglish.blogspot.com.es/>;
- http://www.europeansharedtreasure.eu/detail.php?id_project_base=2012-1-IT2-GRU14-38718

To disseminate our opportunities for adults by using any of the previously mentioned strategies, it is always recommended to try to use as much channels as possible or, at least, the most suitable ones for our specific target group. When implementing these processes (E.g. local media or posters) we must promote the participation of all the partners or parts involved on the recruitment process and especially sending organisations on the country of origin of our potential participants. Even if the hosting organisation will provide the main information about a placement and its logistics, local sending partners will facilitate its dissemination on each country thanks to translations on the local languages, potential face to face meetings with candidates or by a direct interaction with their local communities. In order to arrive to different kind of users, several tools can be used:

- Media: sending press notes to local newspapers, radios, TVs, magazines, etc. On these notes, you can also offer yourself or the staff of your partners to provide interviews to these media when needed.
- Social networks: using the sites of your entity on the social networks or specific groups of potential learners to spread your call for participants (Ex. Facebook, Twitter, Instagram, LinkedIn, etc.). You can also create specific sites, pages or groups on these networks for your programmes when they take place regularly or you expect a constant flow of participants, news or results that can maintain “alive” our online sites with updated information.
- Professional networks: using meetings, seminar or events with colleagues from other organisations to share experience.
- Posters, flyers or banners: to be put or delivered on places on which your target group regularly visit (Ex. public places, day centres, adult schools, etc.).

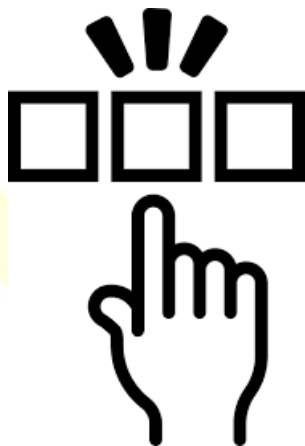


- Visibility or multiplier events: to attract people to discover the entities and activities (Ex. Fairs, concerts, cultural events, lotteries, open doors days, etc.).
- Public conferences or open doors days: it is always useful to organise from time to time conferences or public workshops to give visibility to your projects. As mentioned before, it is very efficient to invite participants who previously were abroad within your organisation's programmes in order to make some speeches or showing their memories by using videos or photos made during their stay abroad.
- Partner visits: to visit partner organisations or entities working with adults in order to show them your own projects and how they work. So they can spread them among their users (Ex. making a workshop in a senior university).
- Mouth to mouth: always considered as the most effective method to promote your projects. Most of the adult learners taking currently part in a mobility project abroad are friends or relatives of another person who made a similar activity before.
- Other events: take part in fairs, manifestations, festivals and present our activities there or display what the learners did during their training, being those intellectual or material products. We can also invite people to visit the place where activities are held or developed and encourage them to try themselves some practical activity (this can be organized during the normal day of activities or special 'open days' can be organized). Another alternative can be to launch or promote contests that might attract more people by their active participation.

In case our projects have a great demand and too much participants apply to them, a pre-selection strategy should be set in order to reduce the number of candidates per vacancy and find the most suitable one for our hosting activities. For this pre-selection, minimum criteria must be set by our teams and especially by those who will stay or work with the adults within an organisation, as they will be aware of the skills and competences needed to run a local project on the appropriate way. These basic criteria can be based due to different parameters such as:

- Age.
- Gender.
- Language skills.
- Experience in a concrete working field.
- Previous participation (or not) in a mobility project before.
- Medical or physical requirements (E.g. if we plan to develop a work camp to host adults and implying physical work, health problems can be a limitation).
- Legal requirements (E.g. to have a concrete visa or travelling permission).
- Others that we could find suitable to achieve the objectives of our activities.

As this pre-selection will only imply to cover basic requirements, it can be made in most of the cases by the sending organisations (if we work with them) or directly by our staff. However, it is important that, once all the applicants to our vacancies have been studied, the last election



involves those people who will directly work or cooperate with the newcomers, as they will be the ones in direct contact with the management of the vacancy and implementation of the activities. According to this, they will be the ones really knowing which would be the most suitable profile to choose and who could carry out properly the tasks proposed. If possible, during this stage it is also recommended to have at least an online interview between these people and the potential candidate in order to have an approximate idea of the personality of the coming person, communication competences and if it could fit with the way of being, interaction and

working of the hosting team. These interviews or chats can be done online in order to reduce the costs of our projects when dealing with participants or entities from other countries (e.g. by Skype, phone, mobile, Facebook, Twitter, etc.).

To sum up, we can set several general objectives when recruiting adults towards our organisation and projects:

- To invite participants who are really interested in the project's theme. We have to have in mind that project has to answer their needs, potentials and expectations and not the other way around. That way they will stay motivated during the whole process.
- To obtain the minimum number of adults to cover our vacancies available. To find too much for our vacancies would be as bad as to find too many, as those refused could lose their interest on taking part in our activities on the future. But we can invite few people more if they want to participate (it is good also in case of drop-out).
- To achieve that the adults coming, stay (at least) as much as their vacancies take.
- To have a regular entrance of adults in our entity that can replace those who are already gone after a project.
- To increase the visibility of our programmes and organisations in a local community (by hosting adults regularly) and especially abroad by offering opportunities of mobility in our country or region.
- To make more reliable and improve the image of our programmes at local and international level.
- To raise awareness about the importance of mobility as a learning tool and other issues that our programmes can deal with (E.g. environment, social problems, learning languages, inclusion, etc.).

Preparation before a mobility

When sending adults abroad, it is important to provide participants the appropriate preparation in order to avoid misunderstandings in the future. The preparation can be shorter or longer and more or less intense depending on the availability of our staff, resources and characteristics of the mobility on which our adults are going to take part. Long term mobilities will always imply a deeper preparation than other that can only last some days (If the participant speaks or not the language of the welcome country could be also point to increase or not our preparation).

It is also important to have a face to face preparation if possible by having the support of sending partners that could deal directly with our potential participants or using online tools that could give us the opportunity of informing and capacitating participants before their arrival. In this case, we can use direct tools of communication as the ones already mentioned (e.g. Skype or other social networks) and also fix online platforms that could provide our participants an online training and reducing the workload to our staff (as most of them will be interactive and do not need a constant dedication from us once they are set up). Here you could find a list of softwares and tools to develop and create platforms or sources for e-learning:

- Moodle: <https://moodle.org/>
- Google docs: <https://www.google.com/docs/about/>
- Easy generator: <https://www.easygenerator.com/>
- Siminars: <http://about.siminars.com/>
- Others: <http://blog.capterra.com/29-free-elearning-tools/>

According to this, we should always develop a previous training which duration and intensity can change as mentioned before but that should always include:

- a. Technical preparation: participants must be always aware of the technical details of their vacancy and all the structure that will be used during their stay abroad for its management. Participants should be informed before its departure about:
 - Funding programme of the vacancy (e.g. Erasmus+) or economical aspects in case the mobility is using private funding of the participant (Where the money paid will be invested and which kind of costs will it cover).
 - Coordinating structure: the participant must have a clear idea about who is involved on his/her mobility, the task of each organisation and who is the person of contact of each entity. This person can be called a Mentor (see description below). She/he is in charge of every participant, acting as a connection with the organization and helping in case of any necessity. It would be advisable that this person should not change during the whole experience.

- Bureaucracy: about which legal documents are needed to take part on the vacancy that we are offering according to the law of our country, funding programme (if any) or organisations involved on the mobility. (E.g. visa, evaluation forms, participation forms, insurance policies, reports, evaluations, etc.).
- b. Cultural preparation: especially for long-term mobilities, it is important to provide participants information about their future hosting country in order to reduce their cultural shock on their arrival and facilitate their adaptation. We can support our participants with:
- Language courses. when they do not speak the language of the hosting country or they need to improve it. For adult participants who do not have too much time of preparation before their mobility, it is always useful to train them using especially non formal methodologies that could facilitate their learning process in an efficient and enjoyable way, combining them with formal learning that can be done in the class or at home with books and self learning online materials.
 - Entities own materials. Developed and created by the entities involved in a mobility and especially by the hosting organisation as its staff is really aware about the local society, traditions, cultural facts and logistics of the community on which participants will be welcome (Ex. welcome guides adapted to each project venue).
 - Contact the local population: starting email exchange and Facebook contacts among people involved in the mobility, so that they know each other and are able to connect and share experience before they meet.
 - Other materials: participants can also improve their preparation by themselves by using public materials easy to find on internet, bookshops or libraries (Ex. language workbooks, movies and music in a foreign language, tourist guides or documentaries about the hosting city/country, computer cds, music, etc.).
- c. Vacancy related preparation. Besides all the other content already defined, we must provide our participants concrete information and training directly related to the tasks or activities that these people will carry out during their stay abroad. A program or at least a sketch of the program should be prepared in advance and agreed upon by both sending and hosting organization, since one knows the participants and the other the place and possibilities they can offer. Even if most of the times this preparation is only possible in situ and once our adults are on their hosting city/country, it helps to give them information about what they will do and if possible to teach them some methodologies related to this work (especially if participants need any special stuff to develop these activities such as bringing painting clothes for a volunteering activities or prepare a presentation of their sending organisation for a public speech).

As part of this preparation and in order to avoid potential crisis when arriving to a foreign country, several documents can be used to not only provide extra information to our participants, but also facilitate the management of their participation for the sending organisation in legal and logistic terms. About these documents we can highlight:

- Welcome guides. They are documents related to the main cultural and logistic aspects of the hosting city and country (Ex. means of transports, facilities, history, cultural facts, locals behaviours, touristic attractions, restaurants, accommodations, etc.). Welcome guides do not only reduce the cultural shock of participants on their arrival, but also facilitate their adaptation to the new venue and its interaction with the locals. If possible, they must be always developed with the cooperation of a person/entity from the new hosting area that could offer useful tips to the newcomers. Here you can find an example of how a welcome guide should be: <http://www.seamproject.eu/p/outputs.html>
- Participation forms. They are used to get to know better the participants that we are going to send or host and getting from them specific data that we could need to process their participation. They can be made on paper or online depending on the profile of your participants and their specific knowledge on the use of computers or internet. To make them in paper is much easier for some participants (especially for elderly) but it will suppose much work for the organisations involved as their content must (normally) be digitalized. These forms must always include the basic data that we consider that could be needed for the whole participation of a person in our activities, such as:
 - Personal details: related to the participant and that we could require for documents linked to their participation, travels or insurances (Ex. name, family name, date of birth, passport, phone number, email, etc.).
 - Contact details in case of emergency: related to a person (relative, friend, etc.) to contact in case of emergency and on the circles of the participant (name, family name, phone number, email, etc.).
 - Special needs of the participants: allergies, medical treatments, special diets, mobility issues, etc. that could require an extra preparation of the stay of the participant or taking care of special aspects of his/her mobility.
 - Travel details: it is important to get to know clearly the travel details of our participants to welcome them to our city or make easier their arrival to our facilities or their accommodation. It is always recommended to ask participants for potential travel routes, but advise them not to buy their tickets before our organisation has studied them and check their suitability. This will not only help us to coordinate with our staff potential



pick up services, but also see if the transports selected are well combined (especially if our hosting area is located far from main airports or stations and could require that our participants must use national/regional/local transports such as buses or trains). The creation of travel guides (see next point) is also recommended.

Here we provide you a real example of a participation form created thanks to the technology of Google Docs and that you can use as a guideline to create your own forms for hosting adults in your organisation or selecting them to be sent abroad: https://docs.google.com/forms/d/1HuxNon8_zoOH0eXXFtZ-zwfKgdmX7qJZlyk8UNdVYN8/viewform. Please notice that the details provided by participants must be always used to manage their participation in our activities and never be given to third parties for other purposes (E.g. publicity). This must be clear and described in all our forms by including a “data protection clause” and contact details of our entity as responsible of saving and use these details provided. Here you can find a sample of how this clause should be by using as an example an activity hosted in Spain (details should be change according to the law of each country/venue):

“According to the Spanish regulation stated in Act 8/2001 and Act 15/1999 on data protection, your information will become part of a database belonging to the coordinator of the project with the aim of contacting you about any documentation or communications related to it. At no point will data be disclosed. If you wish to exert your right of access, rectification, cancellation or objection, please contact xxxxx@xxxxx.com”.

- Travel guides: in case we aim that our participants (or sending organisations if any) run the search of travels for our hosting activities, we should provide them detailed information about how to arrive to our venue (especially if they must arrive to a city without an airport or if we do not want to organize a pick up services and they need to arrive alone to a concrete meeting point in our city (E.g. our office or their accommodation)).
- Activity agreement or memorandum of understanding. When managing mobilities on which our participants are going to follow a concrete programme of activities or carry out some specific tasks, it is always recommend to sign with them an activity agreement or memorandum of understanding (Ex. when working with volunteering projects or internships receiving a public grant). These documents must be always signed by the legal representative of the sending organisation, the legal representative of the hosting organisation and the participant (each of this parts should keep one original copy signed by all of them). They should include details of all the parts and especially the conditions of

the stay/placement/vacancy to be offered to the participant: working times, economic conditions, responsibilities, tasks, agreements taken by all the parts before the mobility, details of the contact person on each organisation, etc. In case of conflict or discussion between any of these parts, the agreement/memorandum and content included on this document would be used to solve arguments and possible misunderstandings.

- Image rights forms: when sending participants abroad, it is always useful to monitor their stay by using photo and video. It will help us on different ways:
 - a. Justification: if our participants receive the support of a funding mobility programme (Ex. Erasmus+), the photos and video made can be used afterwards for reporting issues and justifying to the grant provider that the activities were implemented on the appropriate way. Furthermore, these audiovisual materials can be used to create outputs for the dissemination of the activities such as a short film or a photo exhibition.
 - b. Publicity: these materials can be used to promote the mobility activities of our organisation among our members, media and local community, as we would have the possibility of using them for our social networks or websites. As mentioned previously of this document, in order to attract participants for our activities, it is always useful to show them real experiences of other people who previously developed similar activities on the past.

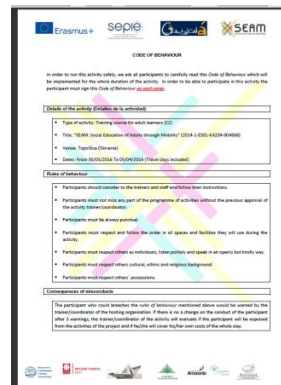
In order to use the visual materials obtained during the project (for justification and/or visibility), and especially if we are going to use them on public media, it is always needed the official and legal permission of the people (our participants) appearing on them. It is advised that these image rights forms are made on paper and duly signed by hand by our participants in order to avoid future problems. Besides the personal data of the participants and the date and place of signature, the form should include a clause similar to this one:

“By signing this form I agree that the photos and videos taken during the (name of the activity) and on which I could appear could be used to give visibility to this activity and disseminate its results or creating any dissemination materials related to them”.

In case that (for any personal reason) participants in our activities do not want to appear on public materials, we must always respect their wishes and do not publish any on which they could appear or doing it but blurring their faces for not being recognised (Ex. a person who is in a witnesses protection programme). If the hosting organisation of the activity also aims to use these audiovisual materials, the image rights form should be made on behalf of both, sending and hosting organisation, in order to avoid extra bureaucracy on the arrival of the participant to the hosting country. See here a contract of participation used on the SEAM workshops and including these clauses:

https://drive.google.com/file/d/0B4NtmfECLPF_NWtnVVJFRHc0QVvk/view?usp=sharing

- Code of behaviour: in order to avoid future crisis during the development of an activity, it is also important that before its departure, participants are aware of the laws or guidelines in terms of safety and behaviour that they must respect during their stay abroad. This document (that must be agreed with the hosting organisation) should be made on paper and duly signed by hand by our participants. You can see here a template of this kind of document that was used during the project SEAM for those adult learners sent to a training abroad:



The image shows a template for a 'CODE OF BEHAVIOUR' document. It includes sections for 'Details of the activity (participants to complete)', 'Code of behaviour' (with bullet points for rules), and 'Consequences of non-compliance'. The document is signed by the participant and the hosting organisation.

https://drive.google.com/file/d/0B4NtmfECLPF_bGNtNUd6Q0JWxc/view?usp=sharing

Travels management

Before the mobility of a participant, it is always recommended to support him/her on the preparation of the travel and ensure that all is ready for a safety arrival to the hosting country and stay there. This is especially important if our participants take part in activities covered by a grant or using public funding, as the purchases should be done following the requirements set by the money provider in order to avoid problems during the final justification of the project (Ex. using only public transports, travel in concrete dates, do not exceed the limit set by the programme, etc.).

Furthermore, when working with adults with low digital competences (and in activities not involving travel agencies), the sending organisation should provide extra support not only to coordinate all the travels but also to proceed with its online management (Ex. tickets purchase, online check in of flights, printing boarding cards, etc.).

Points to have in mind when supporting participants to prepare their travels or when purchasing them:

- Travel dates: arrival and departure of participants must be always agreed among the participant, sending organisation and hosting organisation in order to coordinate welcomes and pick up services. In case of being a mobility funded by a programme or grant, the dates must also coincide with those indicated on the form for requesting the funding. There are some useful online tools that could facilitate a lot your travel search and especially when dealing with flights (Ex. www.skyscanner.com).

- Means of transports: focus on the use of the most suitable transports for participants in terms of price, time and connections between the sending and hosting city. It is important



to avoid stress and rush during the travel, take into account the age and the low attitude of travelling of those people who are scarcely used to travel abroad. Before any purchase, it is always recommended to check the routes selected with the hosting organisation in order to see that the participants will not have problems upon his/her arrival with local public transports or to organize a pickup service for him/her. Public transports are normally the most used ones (for activities covered with public funding, they will be also the most suitable option as private vehicles or taxis are sometimes considered as not eligible costs).

- List of contacts: before every travel is important that all the parts involved in a mobility activity (participant, sending and hosting organisations) have their contact details. The contact details of the participant will be provided to the sending and hosting organisations through the participant forms to be filled in for each adult before his/her travel. The contact details of the sending and hosting organisation (especially the ones of their coordinators related to the activity itself) will be provided to the participant during its training sessions before his/her travel (Ex. on the activity agreement or memorandum signed). If possible, the contact details of the staff of the sending and hosting entities will be always professional contacts, that means that (if it is not 100% necessary) these people will not provide their personal mobile numbers or contacts, just the work emails and work phone numbers. To avoid problems during the participants travels, we must advise them to save the contact numbers mentioned on their mobile phone and also write them in a piece of paper (so it will be possible to contact both entities in case the mobile of the participant is broken or lost during the travel).

- European Health Insurance Card: for participants taking part in projects inside Europe, it is always recommended that they ask for a free European Health Insurance Card (<http://ec.europa.eu/social/main.jsp?catId=559>).

The way of obtaining it, duration and conditions change from one country to another and depending on the incomes or profile of each person. According to this, it is always required to ask to your local authority and responsible of this service about its characteristics in relation to each participant.



- Medical and/or travel private insurance: for those projects out of Europe or to provide a full insurance to our participants able to cover any kind of inconvenience or cost during their stay abroad, a medical and/or travel private insurance can be also booked. There are a

wide variety of fares, duration and types and you would need to choose the most suitable one for your participant or activities. If the participant's travels are booked through a travel agency, you can also ask the same company for the insurance, as this kind of enterprises offer most of the times these services too.

- Visa and vaccines: some countries can ask for extra visa, permissions or vaccines. In case of doubt always contact the External Affairs Ministry of your country before travelling.
- Roaming: when changing from one country to another, mobile data and network change. Participants must ensure that their mobile phones will work in another country without paying a huge price. It is recommended to check this before a travel with each participant's phone company. For long term projects, it is easier and cheaper to advise participants to travel with a free mobile phone and buy on the hosting country a phone card to use there with local fares.
- Electronic devices: before travelling, explore how the electric system is working on the hosting country and if there is any difference with the one of the mother country of the participant as it can affect the computers use, mobiles charge, hair dryers, etc. (Ex. the plugs and sockets in United Kingdom are different to the ones of the rest of Europe). Adaptators can be easily found in ironmongers or even sometimes on international airports.
- Local currency: check with the participant before his/her departure if the currency of the sending and hosting countries are the same. If not, it is always recommended to change some money before the travel or upon arrival on the airport of the hosting country. Some big cities also have change offices on their city centres. Another option to have cash in a local currency is using local cash machines (sometimes they can ask for fees for their services when using cards from a foreign country so it is better to speak first with the participant's bank to check his/her card conditions).

The purchase of the travel and payments will be made by the participants or any of the organisations depending on the funding of our activity and where it comes from (is it private money or a grant that must be managed by any of the project organisations?).



Arrival and cultural shock: The iceberg

Out of the administration processes and legal requirements needed for the involvement of our participants in our organisation's activities, one of the main important points when hosting people (and especially adults) from other countries and realities is to be able to deal with different cultural aspects that they could encounter themselves with upon arrival into a "new" community or society.

We are all moulded by and belong to a series of interwoven cultures that influence the way we look at the world, think, make decisions and interact with people. The term 'culture' entails a wide, often complex, meaning. There are diverse definitions of it and it can be quite difficult to characterise because its main features are that culture is learned and transmitted but it is changing, dynamic and symbolic too. Moreover, it is relevant to bear in mind that "no culture is completely free of either individualism or collectivism"- and at the same time- "your view of the world is shaped by the perspective of your own culture"¹, thus, we shape cultures and cultures shape us too but this is a process we are not always aware of. Culture is made up of the values, beliefs, underlying assumptions, attitudes and behaviours shared by a group of people. What is more, culture is the behaviour that results when a group of people arrives at a set of generally unspoken and unwritten rules for working and living together.

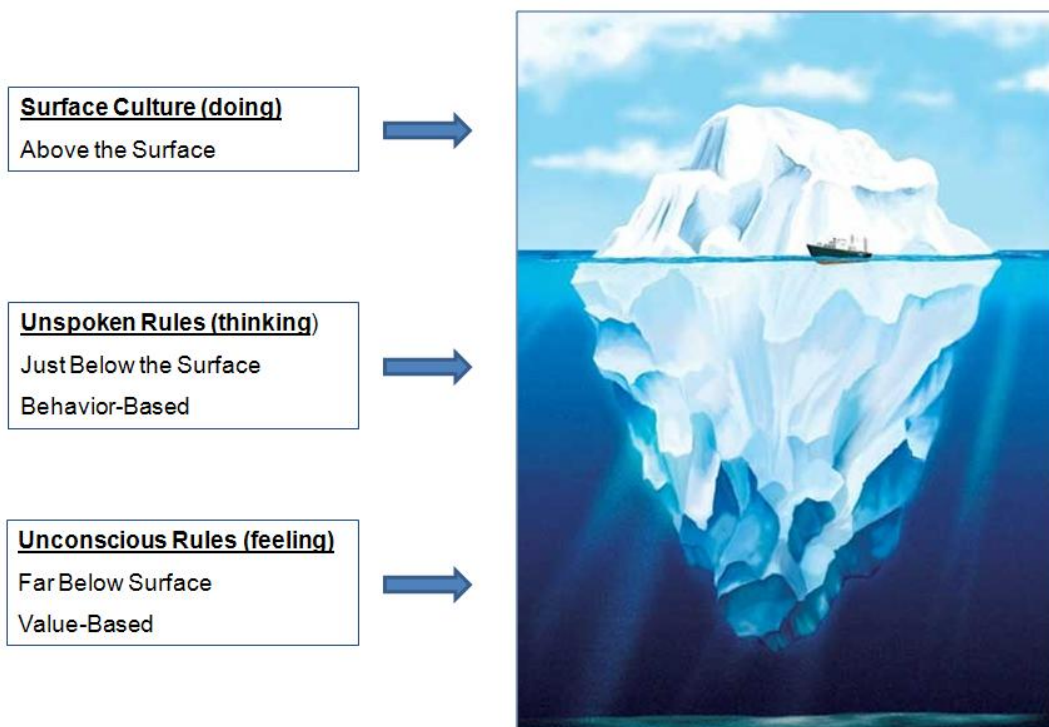
When hosting someone we should bear in mind that they will most probably not know all these rules or they might simply know different or completely opposite rules. It takes some time to distinguish, adapt and acquire new ways of life when coming into a new cultural reality. Normally, as Janet Spreckles says, this is "a situation in which people who have acquired different ways of life find themselves in a position where they need to communicate with each other, and the differences and similarities between the behaviours they have learnt may facilitate or impede their interaction". At this moment, good intercultural communication is essential.

Here are some concepts and theories that may help us to go through intercultural communication successfully, as well as to understand, and especially to host and deal with incomers:

- **Iceberg theory**: Edward Hall and his iceberg analogy of culture. If the culture of a society was an iceberg, Hall reasoned, there would be some visible aspects, above the water, but there would be a larger portion hidden beneath the surface. According to him only about 10% of culture is easily visible. That is the external or surface culture; the majority, the 90% of it, is internal or deep culture, that is hidden below the surface.

¹ SAMOVAR, L.A., PORTER, R.E., MCDANIEL, E.R, 2006. Intercultural Communication: A reader 11th Ed. London: Thomson Wadsworth (p.V)

² GUDYKUNST, W.B., 2005. Theorizing about Intercultural Communication. Fullerton: California



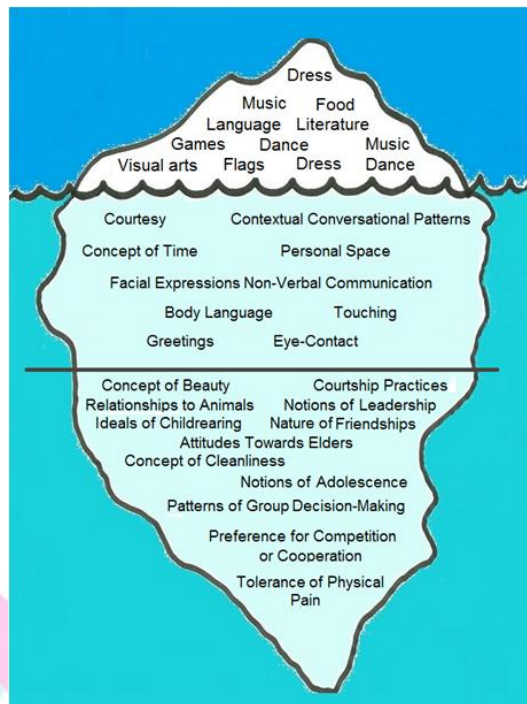
Explanation of each part:

- **DOING.** It implies a relatively low emotional load for members of a culture. It refers to the kind of visual elements of culture that are easily identifiable, easily shared, and easily accessed (Laws, customs, ways of life, techniques, languages, institutions, etc.). **“Everybody does it differently”** (E.g.: The way in which we introduce ourselves when we know someone for the first time: in some places people shake hands, others kiss cheeks twice or three times...).
- **THINKING.** It involves a high emotional load for members of a culture. It includes elements of culture that are perhaps not as easily pointed out and more ingrained into our society. They are behavior-based (norms, roles, ideologies, beliefs, philosophy, etc.). **“What are you DOING?”** (E.g.: Some countries have certain signs or body language with an specific significance, for example a nod is not always a “yes”. Greeks nod downward meaning yes, whereas for them an upward nod with a short clicking noise means no)
- **FEELING.** It entails an intense emotional load for members of a culture. It comprises those things people do not normally talk about, and most of the times are unnoticed or unperceived by the members of a culture. They are value-based (myths, tastes, values, assumptions, expectations, etc.). **“You just don’t DO that!”** (E.g.: In some countries, talking openly about money or political views is not considered correct).

DOING →

THINKING →

FEELING →



- Culture shock:** In a broad sense, it is a normal psychological concern that takes place when trying to settle down in a culture different from ours and when things are not familiar to us any longer. Circumstantially, when our “normality” does not fit or adjust to what surrounds us, we may go through a process of culture shock. In other words, it makes reference to a natural process which takes place when the content of our “small box” does not correlate with what is outside “the box”. It is possible that culture shock provokes feelings such as sadness, loneliness, anxiety, irritability, lack of confidence, difficulties in interpersonal relationships or even a sense of loss of identity that makes people feel lost or hostile, until they adapt and readjust feeling what at the beginning was “strange” as “familiar”. However, even though this is part of most intercultural experiences, it does not mean it is easy nor simple. There is no true way to totally avoid culture shock because individuals in any society are personally and subjectively affected by cultural contrasts in a different way. But acknowledging the different phases of this process could help in going through it with a more optimistic view and facilitate the adaptation of adults hosted in our organisations. It is worth mentioning that at this point, the language factor also plays an important role. There are different phases in culture shock and the time it takes to go through them is different for each person. It may be possible that someone does not experience any of them but normally we all undergo four stages:
 - At the beginning, it is normal that facing a new experience feels like a very exciting challenge. It can be like being in a bubble or on a **honeymoon**, we feel excited about all the new things coming up. (E.g.: you are going to live in a new place, meet new people, discover different forms of courtesy or ways of dealing with people, eat new meals you probably never heard about before, walk along unfamiliar streets, etc.). All

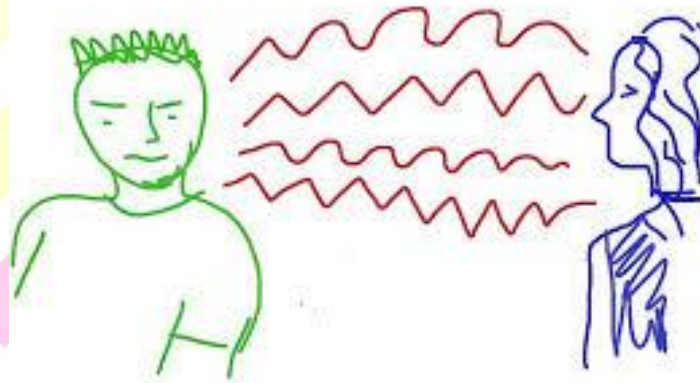
these recent and unfamiliar aspects will be thrilling, amusing and enjoyable at the beginning.

2. However, sooner or later we encounter **frustration, anxiety and irritability** in all these new information and aspects of our “brand-new” life. Usually we realise that things that were easy to do back home are not so simple anymore because of a possible language barrier, or just because they are different, we feel overwhelmed with new information, skill-interdependent (E.g.: each place has different timetables and you may want to go to buy something or to eat out and you will not have the opportunity of doing it because shops or restaurants are simply closed or not opened yet; you may be waiting for the bus at its stop but it will not stop if you do not wave or do a specific sign; maybe you do not know how to use the oven or the hob in your new accommodation and you depend on your flatmate to show you how to do it, etc.), or you just feel homesick (It is not only about missing our friends and family but also either specific or/and general cultural related aspects of life (E.g.: Depending on the personal space culture in your country, you may feel people in your “new” place are too handsy and close to you or, just the opposite, that they are too cold and need more physical contact such as a pat on the back or a hug)). It can unconsciously make us considering “our culture” better than the “new” one.
 3. **Adjustment.** This is the stage in which we adjust and everything becomes easier little by little, especially everyday tasks. Moreover, it is important to mention that normally at this phase we become aware of the importance of diversity with no need of a superior and an inferior culture.
 4. **Adaptation.** When what was “strange” at the beginning finally becomes “normal” and “familiar”. Together with this stage, we should not forget that behind culture shock there is a “Stress-Adaptation-Growth Dynamic”², that means that behind it there is a great personal growth and development, a humane personal improvement.
- Gudykunst's theory of **Anxiety and uncertainty management**³, states that individuals must experience optimal levels of anxiety and uncertainty to communicate effectively in intercultural encounters, and these levels are interrelated to communication skills, motivation and knowledge of cultural factors. He also argues that individuals are often not conscious of their behaviour, but when interacting with people who do not share the same implicit theory of behaviour, sojourners become more conscious of their own behaviour. (E.g.: The only way of starting to speak a new language is doing it poorly and making mistakes, which makes us feel anxious and embarrassed because we do not have control of the situation, however, as it is commonly said ‘practice makes perfect’).

² GUDYKUNST, W.B., 2005. Theorizing about Intercultural Communication. Fullerton: California State University. (p.384)

³ Gudykunst, W.B. *Intercultural communication theory*. Anxiety/uncertainty management (AUM) theory. (Wiseman 1995).

- **Social skills:** They are related to our ability to learn and develop our capacity to deal with people (relatives, friends, acquaintances...). Our social skills affect our behaviour, the way we get on with people, how we meet and get to know others, how efficiently we communicate our needs, thoughts and feelings and even our self-perception. Besides, these skills influence the way we respond to other people's behaviour as well as the way they answer back to us and to communication situation itself. Thus, we need to consider that when dealing with others we can deal with them according to different patterns of conduct. They will have an effect and either enhance or entangle communication, especially when facing a problem. According to Miguel Angel Prieto⁴ we can have three different patterns of conduct: Non-assertive (which is also known as passive conduct), assertive-conduct and aggressive conduct. In this chart, based on the corresponding version in Spanish by the already mentioned author, it is shown what these three patterns aim at and some examples on how we do express them (even though probably we do not realise when we do it) with our verbal and non-verbal communication behaviour. It is important to practice the different types of communication with your participants and if possible in pairs or in front of a group so they can see the physical reactions and movements that each kind of communication involves. See the table on the next page with the description of these three levels of communication.



⁴http://www.csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_41/MIGUEL_ANGEL_PRIETO_BASC_ON_02.pdf

Non-assertive/Passive Conduct	Assertive Conduct	Aggressive Conduct
Target:		
Just aims at stepping aside any type of conflict	Enhances communication and mutual respect.	I am right, the rest of the world is wrong.
Effects:		
Interpersonal conflict, unsatisfied needs and lack of self-respect, belittle of ourselves.	Respect for ourselves and our own feelings and opinions. We solve our problems and get to our targets.	Interpersonal conflict, it gives others reasons for rejection and it rouses to a sense of guilt.
How is it conveyed?		
Non-verbal communication excels over verbal communication. Uncertain and low tone of voice Lack of eye contact Our body cowers and draws back in fear. Trembling hands. It plays down the importance of issues. Message conveyed: you are right, my opinion does not count nor does what I feel.	Verbal communication excels over verbal communication. Conversational tone of voice Right and sincere eye contact Our body is relaxed and our hands opened to communication. It shows communicating disposition to get to an agreement and enhances mutual respect. Message conveyed: This is what I feel and think. I am open to you, what do you think?	Non-verbal communication excels over verbal communication. Loud voice and shouting Firm and threatening look Our body stiffens in a threatening position. It displays arrogance and belittles others. Message conveyed: I am right. Everyone and everything different from what i think is wrong.

Crisis management and prevention

As it has been already mentioned, a good preparation before a mobility abroad and an efficient system of communication and support is always the key to avoid crisis during the management of transnational mobility or deal with them when they happen. This preparation must be always agreed and implemented in a cooperative way between the person chosen to coordinate the stay of our adult participants abroad and support them during every single phase of their participation, and the person on the hosting country responsible of the vacancy programme or stay. When needed (and especially before the stay of the participant abroad), these people can be supported by other ex participants who could contribute with their experiences to the preparation of the new people to be sent.

According to this, the sending and hosting organisations must be responsible of different tasks which responsibility must be agreed by them in order to be distributed in a balanced way:

- Before the departure and during the selection of participants: offering to adults and potential participants information about the placement offered, economic conditions, funding programme (if any), requirements needed to take part on the activity, profile of the person required, etc. and provided by the hosting entity. After providing this information, adults who could be interested on taking part on a mobility abroad could be invited to face to face interviews with the staff of the sending organisation. These interviews would be used to analyze and discover the expectations of the person towards his/her stay abroad, his/her motivation, personal skills and learning objectives. In case of having several mobility opportunities or vacancies abroad, the information obtained on these interviews can be used to support the candidate to find the most suitable project for him/her, and always with the cooperation of the coordinator of the sending organisation, who will help him/her with all the preparation, documents and bureaucracy needed. Even if this physical encounters are not so important for short term activities, are always very useful and especially recommended for long term activities in order to get to know deeper the person to be sent (foreseeing potential competences of the participants that should be improved before his/her departure and detecting future crisis before they happen). When needed, these interviews can be also made in cooperation and with the presence of the hosting organisation staff, but using new technologies in order to avoid extra trips or costs to our activities or participants (Ex. using Skype). To limitate the number of candidatures received for a project and run an efficient selection process, it is also useful to set concrete periods and deadlines to receive applications. Once they are finished, we would be able to

focus on the candidates who have completed on time all the procedures and sent all the documents required to take part in our activities.

- After the selection of a participant and before his/her departure: the coordinator of the sending organisation should provide to the participant an adjusted training about the main guidelines of the stay abroad, duties of the participant, rights, funding programme (if any), etc. For this training, it is recommended that the learning materials to be used have been designed and created in cooperation between the sending and hosting organisations. During this process, both organisations will also support the participant to complete all the papers and forms needed to carry out his/her activity and explained before (Ex. participation forms, codes of behaviour, image rights forms, etc.). Besides all of this, if it is not the first time that the activity is done, it is also recommended to invite to this preparation to other adults who have taken part on the same activity but on previous editions. Additionally, this preparation can be completed by external documents (especially if the mobility is funded by a grant or programme) that other parts involved on the mobility can provide us (Ex. manuals or guides provided by the national agencies of the Erasmus+ programme).
- During the stay of the participant abroad: it is always recommend that the coordinator of the sending organisation maintains a regular contact with the person in order to ensure his/her welfare, monitor his/her learning process and ensure that the expectations set by him/her before his/her departure are achieved. This regular contact will be also maintained with the coordinator of the hosting organisation to have a deeper knowledge about the adaptation of the person sent and his/her work. The role of the sending coordinator (especially in long term projects) would be also to promote the entrepreneurship and self-initiative of the participant in order to improve his/her motivation, creativity and create new spaces for his/her personal development. In order to contribute to the visibility of the activity on the community of the person sent and on his/her country, it is also useful that sending organisations invite him/her to publish any kind of visibility materials about his/her stay (Ex. posts in a blog, photos on Facebook, videos, etc.) on the online sites of the sending organisation. This would be very helpful not only to disseminate the results of his/her activity and attract other potential participants in the future, but also to allow relatives, family and friends of the person sent to follow his/her stay abroad and have a deeper contact with him/her. Besides this support coming from the sending country of the participant, we can mention two roles or figures that the hosting organisation must offer to the participant to ensure an appropriate service and adaptation:
 - a) The mentor: he/she is the person responsible of the everyday work/service of our coming participants. Normally is somebody who manages or leads the team that will

be with the participant and the person who will be present in most of the hosting activities. As mentor, he/she should:

- Have a deep knowledge of the activities to be done and the facilities or venue on which they take place.
- Assist the volunteer on his/her everyday duties and during the development of his/her regular programme of work and tasks.
- Guide the participant during his/her learning process, sharing all his/her knowledge and experience with him/her and adapt (if possible) the local activities with the needs, learning expectations and competences or skills of the participant.
- Be in regular contact with the tutor of the participants (explained on the next lines) and the staff in connection with the participant to monitor his/her work and detect potential risks or crisis if any.
- Promote the entrepreneurship and self-initiative of the participant in order to increase his/her motivation, creativity and create new spaces for his/her personal development. This will avoid routine and improve the participation of our adults.

b) The tutor: he/she must be a person within our organisation with previous experience (if possible) on transnational projects management and with the speaking and language skills needed to communicate properly with the participants coming to our entity from other countries (and their sending organisations in any). He/she will be the responsible of all the logistics of the project and maintain the contact with all the parts involved on it. According this, as tutor this person will:

- Deal with all the bureaucracy related to the participation of adults from other countries in our activities (E.g. participation forms, visa, permissions, learning agreements, etc.). In case of running a project funded by a granting programme, this person will also take care of the documents, reports and receipts to justify the implementation of our activities.
- Ensure the safety of the participant in general terms (E.g. booking an insurance, facilitating access to local doctors or medicines if necessary, etc.).
- Manage the funding of the activity (E.g. participation fees, payments to our participants, expenses of their stay, etc.). He/she will be also the responsible of creating the economic report that our organisation or a funding programme could request us in relation to the activity run.
- Take care to all the logistics related to the stay of our participant (E.g. accommodation, meals, local transports, local phone card, internet access, etc.) and adapt them to his/her personal and physical characteristics (E.g. mobility limitations, special diets, food allergies, etc.).

- If possible, this person should also try to enrol our participant on training courses that could be organized parallelly to his/her regular activities and focused on providing this person new skills or knowledge related to the hosting organisation, horizontal skills, the receiving country or culture, etc.
- Maintain regular evaluation meetings with the participant, his/her mentor, sending organisation (if any) and local staff of our entity in order to monitor his/her stay, detect potential improvements on our project, foresee crisis and facilitate the adaptation of the participant to our community. This will also allow us to adapt regularly our activities to the participant conditions and match them to his/her skills and expectations but always respecting the aims and objectives that we previously set within our organisation for the participation of this person and our staff. An special evaluation session must be always implemented at the end of the stay too in order to measure the satisfaction of the participant and if the project has covered not only his/her expectations and objectives, but also those of the entities involved on it.
- Ensure the visibility and dissemination of our hosting activities and its results in our community by publishing any kind of materials about the stay of our coming adults and their work (E.g. posts in a blog, photos on Facebook, videos, etc.) on the online sites of our entity or social networks.
- Occasionally, propose free time or leisure time activities to the participants out of their work/service in or/and out of the organisation (E.g. informing them about local festivals, social activities/parties of our entity, advising them about touristic places to visit, etc.).

For short term projects, the role of tutor and mentor can be played by one single person but it is important that two different people share them if we are talking about long term projects with adults.

- After the activity or service abroad: the coordinator of the sending organisation must welcome the participants after their arrival from their hosting countries and support them to facilitate their inclusion on their local communities and reality of their societies. During the process, adults (especially if they are unemployed) should be also invited to take part on the activities of the sending organisation and acquire more responsibility within its team or staff if possible (only if the person is available, interesting on this and after completing a specific training). These ex-participants, would also join future information or recruitment events that our organisation could do to promote its activities abroad. They would cooperate with their experience and testimonies on the motivation of others that could become potential participants. The coordinator of our organisation (same person who was in contact with the participants during their selection and stay abroad) will also provide them advice for the search of employment and professional training (if needed), helping

them with their new entrance on the national labour market. It can be also a good idea to organize within our organisation local meetings or participants in order to maintain with them a regular contact and allow that people, who have not been together abroad but have taken part in our mobility activities, can get to know each other and being in contact. This can be made using formal meetings or leisure time activities on each local communities (Ex. coffees, excursions, going to cultural events, etc.).

Even if this process, phases and tasks should be regularly carried out by each sending organisation and with all its potential participants on mobility projects, they must be always adapted to the profile of each participant and characteristics of his/her vacancy or placement by the coordinator of the sending organisation in order to provide a personalized service that could fulfil all the needs of every potential applicants and entities involved in an activity (sending and hosting).

Special attention must be taken during all these stages when we work with participants with fewer opportunities. Even if this is an open and controversial concept (What does it mean in reality to have or not fewer opportunities?), we would use for this guide the definition provided by the European Commission for the Erasmus+ projects for youth that, even if it is making reference to young people, it can be also used for adults. According to this and the criteria set on SALTO (a network of 8 Resource Centres working on European priority areas within the youth field (See also <https://www.salto-youth.net/tools/otlas-partner-finding/help/young-people-with-fewer-opportunities/>)), people with fewer opportunities are those who “are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below”. According to this body and theoretically describe on its site, the obstacles or situations to be faced by this kind of participants could be:

- Social obstacles: people facing discrimination because of gender, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or anti-social or risky sexual behaviours; people in a precarious situation; (ex)offenders, (ex)drug or alcohol abusers; single parents; people from broken families, etc.
- Economic obstacles: people with a low standard of living, low income, dependence on social welfare system; in long-term unemployment or poverty; people who are homeless, people in debt or with financial problems, etc.
- Disability: mental (intellectual, cognitive, learning); physical, sensory; other disabilities.
- Educational difficulties: people with learning difficulties; early school-leavers and school dropouts; lower qualified persons; people with poor school performance, etc.
- Cultural differences: immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion problems, etc.
- Health problems: people with chronic health problems, severe illnesses or psychiatric conditions; people with mental health problems, etc.

- Geographical obstacles: people from remote or rural areas; people living on small islands or peripheral regions; people from urban problem zones; people from less serviced areas (limited public transport, poor facilities, abandoned villages), etc.

Participants with fewer opportunities sent will follow the same process and received the same training as regular users. However, depending on the concrete profile of each person more measures could be taken by the coordinator of the sending organisation if they are considered necessary such as:

- Extra meetings with the participants in order to have a deeper knowledge of his/her personality, fears and expectations towards his/her mobility abroad.
- In case of following any medical treatment or therapy, it could be also useful to get contact with the doctor or person responsible of this process and involve him/her on the preparation of the participant if needed but always with his/her previous permission.
- To have a closer contact with the family or circles of the participant to provide them extra information about the mobility or acquire from them feedback that could be considered useful to facilitate the participation of the person in an activity abroad.
- To provide all the information available of the participant if it is considered necessary to his/her future coordinator on the hosting country (not to all the organisation staff, but only to the main people responsible of the management of the activity) and ensure that all the extra measures that could be taken to host this person are ready (Ex. If a person is taking one specific medicine, to be sure that in case of emergency or lost it can be also found on the hosting country with a similar name or at least, an equivalent).
- For long term activities (and if there is funding available) it can be also considered to develop an Advanced Planning Visit (APV) before the arrival of the participant and in order to ensure that everything is ready to guarantee his/her adaptation (It can be a journey of 1 or 2 days to visit the facilities of the hosting organisation, future accommodation of the participant, meet the team that will be with him/her during the working time, etc.). When working with mobility programmes for funding, an extra grant can be demanded for this kind of activities for participants with fewer opportunities.

Finally, it must be always highlighted that when sending participants abroad and during its recruitment and preparation (especially if they could fit on the description of people with fewer opportunities), the sending coordinator and organisation must always evaluate if the candidate for its activities abroad is really ready to participate on them or not. If not, the options could be to provide this person extra preparation (Ex. language courses, more personal meetings, etc.) or invite him/her to take part in other kind of initiatives that could provide him/her the skills needed (Ex. if a person has never been abroad, instead of sending him/her to a long term project in another country, he/she can be involved in other short term activities at transnational level that could imply less responsibilities, duties or duration such as a work camp or a volunteering week).

Some examples of transnational mobility sources

This section includes a sample list of programmes and activities that can be used to provide adults mobility opportunities abroad and examples of structures and services that can be replicated or provided by hosting and sending organisations.

Training and education

Name	Erasmus+ - Key action 1
Website	http://ec.europa.eu/education/opportunities/adult-learning/index_en.htm
Type	Training and education
Duration	Long and short term depending on the activity.
Description	Training and learning periods in a foreign European country for adult learners, adult staff and adult education organisation. The activities can change from job shadowing, training courses, a stage, etc. Please visit the programme site for more information. See specific conditions and requirements on the programme guide (available in several languages): http://ec.europa.eu/programmes/erasmus-plus/discover/guide/index_en.htm

Name	Erasmus+ - Key action 2
Website	http://ec.europa.eu/education/opportunities/adult-learning/index_en.htm
Type	Training and education
Duration	Long and short term depending on the activity.
Description	Training and learning periods in a foreign Non European country for adult learners, adult staff and adult education organisation. The activities can change from job shadowing, training courses, a stage, etc. Please visit the programme site for more information. See specific conditions and requirements on the programme guide (available in several languages): http://ec.europa.eu/programmes/erasmus-plus/discover/guide/index_en.htm

Name	Rights, Equality and Citizenship Programme 2014-2020
Website	http://ec.europa.eu/justice/grants1/programmes-2014-2020/rec/index_en.htm
Type	Work / education
Duration	Depending on the action
Description	This programme shall contribute to the further development of an area where equality and the rights of persons, as enshrined in the Treaty, the Charter and international human rights conventions, are promoted and protected. Its nine specific objectives are to: Promote non-discrimination; Combat racism, xenophobia, homophobia and other forms of intolerance; Promote rights of persons with disabilities; Promote equality between women and men and gender mainstreaming; Prevent violence against children, young people, women and other groups at risk; Promote the rights of the child; Ensure the highest level of data protection; Promote the rights deriving from Union citizenship; Enforce consumer rights.

Name	The Latvian Platform for Development Cooperation (LAPAS)
Website	http://lapas.lv/en/about-us/about-lapas/
Type	Training and education
Duration	Long and short term depending on the activity.
Description	LAPAS promotes NGO participation in development cooperation

Name	Latvian Adult Education Association
Website	http://www.laea.lv/home/laea/about-laea.aspx
Type	Training and education
Duration	Depending on the action
Description	LAEA is a non-governmental, non-profit organisation, which unites adult education providers in Latvia – both individuals and organisations. The aim of LAEA – to promote development of non- formal adult education systems and to participate in life-long learning policy making, thereby promoting development of a civic, democratic and open society in Latvia.

Name	DEAR (Development education and awareness raising)
Website	https://ec.europa.eu/europeaid/sectors/human-rights-and-governance/development-education-and-awareness-raising_en
Type	Training, education, raising awareness
Duration	Depending on the action
Description	Development education and awareness raising (DEAR) aims to inform EU citizens about development issues, mobilise greater public support for action against poverty, give citizens tools to engage critically with global development issues, to foster new ideas and change attitudes.

Work

Name	WWOOF
Website	http://wwooofinternational.org/
Type	Work/ Volunteer
Duration	From 2 days to 6 months (to be agreed between host and volunteer)
Description	It helps people to find an organic property where they can voluntarily work for board (food and accommodation).

Name	Latvian State Employment Agency (NVA)
Website	http://www.nva.gov.lv/index.php?&new_lang=en
Type	Work
Duration	State Employment Agency offers an unemployment benefit till 9 months, consultations and information about vacancies in labour market.
Description	State Employment Agency helps unemployed persons with organizing informative activities, consultations and offers information needed.

Name	Legambiente
Website	http://www.legambiente.it/
Type	Association
Duration	Long term
Description	Environmental association for intergenerational farming: "urban gardens"

Accommodation

Name	Couch Surfing
Website	https://www.couchsurfing.com/
Type	Accommodation/ Meeting with locals
Duration	Short term stay
Description	There are two types of users: (1) <u>visitors</u> and (2) those who offer themselves as <u>locals</u> in order to either host visitors at their "couch" or, if preferred, just to meet them up and spend some time with visitors.

Name	Love. Home. Swap
Website	http://www.lovehomeswap.com/
Type	Accommodation
Duration	Short term stay, depending on the agreement between owners
Description	It offers you the opportunity of swapping your house for another in a different part of the planet. So that, you discover a new place and reduce your expenses.

Name	Latvian Hospitality Club
Website	http://secure.hospitalityclub.org/hc/hcworld.php?country=109&language=eng
Type	Accommodation/ Meeting with locals
Duration	Short term stay
Description	To be hosted on the houses of locals and meet with people living on the hosting area to discover it.

Volunteering

Name	Private volunteering +50
Website	http://www.volunteering.at/50plus
Type	Volunteering projects with private funding
Duration	4 to 16 weeks
Description	Volunteering projects with private funding

Name	ADA
Website	http://www.adanazionale.it/chi-siamo/
Type	Senior volunteering
Duration	Long term
Description	Volunteering association for active ageing, on national dimension

Name	Are you good?
Website	http://www.esilabs.lv/brivpratigais/home/startpage/lv/
Type	Volunteering projects
Duration	Depending on the project.
Description	Volunteering projects

Name	Volunteering
Website	http://www.brivpratigais.lv/
Type	Volunteering projects
Duration	Depending on the project.
Description	Volunteering projects

Others

Name	ANCESCAO
Website	http://www.ancescao.it/notizie/tariffa_siae_2016/996
Type	Senior help desk and initiatives
Duration	Long duration
Description	Helping seniors for better ageing.

Name	AUSER
Website	http://www1.auser.it/
Type	Senior confederation
Duration	Long duration
Description	Association for active ageing

Unit 2

Intercultural learning

Introduction to the unit

As described on the previous unit of this manual, an appropriate preparation of participants before being sent abroad is basic to ensure a suitable adaptation to foreign environment and a successful stay or service. To achieve this, four types of exercises and activities have been set for this unit:

- a) **Team builders & icebreakers:** They are exercises focused on activating and empower learners at the beginning of each session. They help not only to prepare their body for physical activities to be done afterwards, but also to wake them up and be ready to implement further activities that can suppose a high concentration. Furthermore, they are a good starting point to promote the team spirit of our groups and improve the interaction of their members (especially if they do not know each other before). With groups of learners who have not worked together before, it is recommended to avoid those exercises that can suppose constant physical contact among them and invade their comfort zone.
- b) **Non-verbal communication:** They are activities which main aim is to promote different channels and ways of understanding out of the use of a bridge language. They are essential for those travellers with no linguistic base and for those which preparation time before a mobility is very short.
- c) **English language:** innovative and traditional exercise for learning English for communication. This language was selected as it was the main one used on SEAM, but all the methodologies and teaching approaches included on this section can be adapted to other languages.
- d) **Interculturality:** dynamics and group sessions to promote among participants different values and tools to interact with other cultures and show their own one in a respectful way.

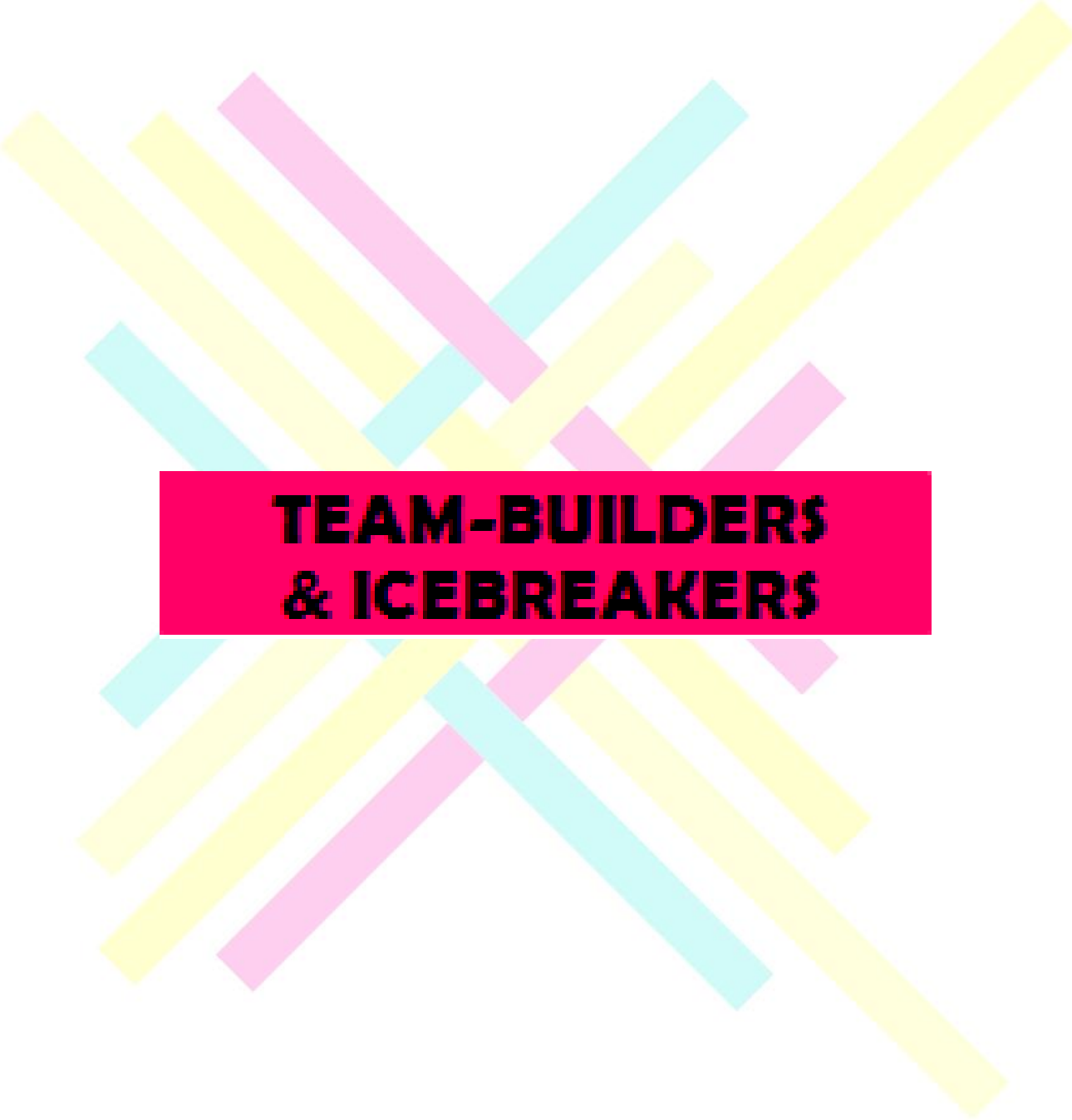
The next pages include different kind of activities divided on the mentioned four groups. They were tested with adult learners during the local workshops implemented by SEAM project in each of the seven partner countries of the project. It must be highlighted that during the creation of the materials, facilitators decided to make this division in order to facilitate to detect activities with concrete purposes by potential users of this booklet. However, all the tools included afterwards can be combined as needed by each entity and taking into account not only the duration of the training period of each learner, but also the time that he/she will be abroad. Short term projects on which the preparation process is not so deep will demand training sessions more focused on non-verbal communication and interculturality tools. Long term projects that demand a deeper adaptation of the learner and a stronger interaction with local communities will also demand, besides the already mentioned non-verbal communication and interculturality tools, others related to the language spoken on the hosting region.

Besides that, facilitators using this part of the manual must notice that this section combines both, formal and non formal methodologies. According to this, each user of this material must

evaluate how to adapt each exercise to his/her learners by having in mind several aspects before designing a training session:

- Size of the group: number of learners.
- Space of the class: size, open air, form, etc.
- Facilities and equipment: tables, chairs, open space, blackboard, projector, wifi, etc.
- Weather conditions: if we intend to make open air exercises.
- Age of our participants: probably we need to adapt the content to some texts or exercises to issues that could motivate them depending on their age or hobbies.
- Mobility: some exercises or the space in our class must be adapted to learners with reduced mobilities in order to make them accessible.
- Language level: on the language training, we must be aware of the language level of our learners in order to adapt the content of our sessions. To have a group on which learners have a similar knowledge of a language would facilitate the work of the facilitator. To work with groups on which learners have different linguistic levels, will force the facilitator to be more original, promote that those with a higher level help the others or even work in smaller groups. In any case, it is always important to carry out a test with our learners in order to evaluate its level.





TEAM-BUILDERS & ICEBREAKERS

OVERVIEW:

This is a short and simple group energizer. It works on individuals as themselves and as part of a group.

OBJECTIVES:

- Getting rid of tensions and nerves
- Cheering up and motivating participants
- Individuals feel as part of a group

MATERIALS: N/A

LOGISTICS: Please be aware that the group will most probably be noisy, carry out the activity in an appropriate space.

DESCRIPTION:

Participants make a circle. They stand up with their arms stretched to the front and fisted hands. In order, according to the participants position in the circle they “do the wave” at the shout of “mazinga” (On by one, they all start shouting and holding the word “mazinga” until the last person is shouting it and doing the wave)

DEBRIEFING AND EVALUATION: The facilitator can ask if participants feel better and with more energy after doing this activity.

EXPECTED RESULTS:

- Participants have a laugh and relax, they feel more at ease.
- Better energy of the group and the members that form it.
- Team building



Walk of fame

Time: 5 min

OVERVIEW:

This activity helps participants to feel the importance they have as individuals, to feel they are valuable and people appreciate them.

OBJECTIVES:

- Participants' self-esteem improves
- Less nerves and tensions
- Breaking the ice and team building

MATERIALS: N/A

LOGISTICS: We need room enough to create our walk of fame and it should be done in a place where participants can shout and be noisy.

DESCRIPTION:

Participants stand up in two rows. They line-up front to front. There should be around 2 meters separation between one row and the other. In turns, couples formed by the first person in each line pretend to be famous and walk down the "aisle" created between the two lines. All the others cheer them up, clap and "worship" the famous couples.

DEBRIEFING AND EVALUATION: Facilitators can ask participants how they feel when cheering up their peers and when they are being worshipped, as well as about the general mood of the group before and after the activity.

EXPECTED RESULTS:

- Self-esteem is higher
- Participants feel at ease
- We break the ice
- Group bonding



The shooter

Time: 5 min

OVERVIEW:

This activity is perfect for first meetings of the group, it helps to remember new people's names.

OBJECTIVES:

- Remembering everyone's name
- Group bounding

MATERIALS: N/A

LOGISTICS: We need a space big enough for participants to stand in a circle.

DESCRIPTION:

Participants make a circle. One person goes to the middle of the circle in order to select people by "shooting them". When someone is shot, he/she has to duck and those people on their sides will have to quickly pretend they shoot at each other at the same time they say the other person name. The teacher can choose: the same person can be in the middle all the time, we can eliminate those who fail or that participant who is shot goes to the middle.

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- Everyone knows others' names
- Teambuilding and icebreaking

OVERVIEW:

This is a funny activity with some movement, ideal to wake up the group. It can be called the zombie or the mummy.

OBJECTIVES:

- Bringing energy to the group
- Releasing tensions and feeling at ease
- Having a good time and laughing

MATERIALS: Chairs

LOGISTICS: We need more chairs than participants playing the role of “normal people” and a space enough for participants to move around the room.

DESCRIPTION:

We will scatter chairs around our room and ask for some volunteers to be our “zombies”. The rest of the participants will be normal people. Zombies wander around the room with their arms stretched to the front, they walk slowly and they say “I’m a zombie”. Their aim is sitting down on a chair. The rest of the participants should quickly move around sitting down on chairs before a zombie does so. Otherwise, if a zombie sits down on a chair, the closes person will become a zombie and that participant who was a zombie before goes back to live, becomes a “normal person”.

DEBRIEFING AND EVALUATION: N/A**EXPECTED RESULTS:**

- Activating the energy of the group
- Participants feel more comfortable
- They have a good time



We will rock you

Time: 5 min

OVERVIEW:

Everyone knows the rhythm and the choir of the famous song “We will rock you” by Queen. This activity takes advantage of it to learn people’s names or revise vocabulary. We will set the example for names.

OBJECTIVES:

- Memorising peers’ names or learning/revising vocabulary.
- Having a good time
- Breaking the ice

MATERIALS: N/A

LOGISTICS: Be aware this activity can be loud and noisy.

DESCRIPTION:

Participants stand in a circle and we check everyone knows the lyrics and rhythm of the song (we clap on our legs twice and clap once)

Each participant selects a sign and says their name out loud. Repeat this so participants memorise signs and names.

By following the rhythm of the song, at the clap one participant starts with their sign and name and “calls” another by sign and name. He/she answers with name and sign and “calls” another one, so on.

DEBRIEFING AND EVALUATION: We check everyone knows the name of the rest of the members of the group. Otherwise, we help them to learn and remember.

EXPECTED RESULTS:

- Breaking the ice
- Names are learnt
- Participants enjoy and feel at ease



James Bond

Time: 5 min

OVERVIEW:

There are different names and alternatives for this energizer, it is really funny and participants normally love it.

OBJECTIVES:

- Learn some new vocabulary
- Feel at ease when speaking in the foreign language
- Team building
- Breaking the ice
- Enjoy and laugh while learning

MATERIALS: N/A

LOGISTICS: The activity should be carried out in a place which is big enough and where we can be a bit noisy.

DESCRIPTION:

Participants stand in a circle. One person stands in the middle, at the beginning this person should be the facilitator in order to explain the different components we can perform during the activity. Give participants a while to practice and learn them.

Every time the facilitator selects a person, that person and the two persons at their sides have to perform what the facilitator says. If not, the person who fails goes to the middle.

Possible roles:

- James Bond: The person selected becomes James Bond, those at the sides are his girls and say "Oh James" while worshipping him.
- Pilot: The person selected is the pilot (makes the sound of the aircraft and hands make the pilot's goggles), those at the sides are the wings of the aeroplane and also make the noise.
- Kebab: The person selected is the kebab roll (spins around), those at the sides hold the kebab, slice it and make the slicing noise.
- Washing machine: The person selected is the drum of the washing machine (makes washing noise and pretends it's spinning), those at the sides become the sides of the machine.
- Monkeys: The person selected becomes the tree (arms stretched to the sides), those at the sides are the monkeys hanging at the branches of the tree and making monkey noises.
- Etc.

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- Learning new words
- Feeling comfortable speaking a foreign language in public
- Group bonding
- Icebreaking
- Having a great time while learning



Horse race

Time: 5 min

OVERVIEW:

This activity is excellent to wake up and give some energy to the group while having fun and learning or revising some vocabulary.

OBJECTIVES:

- Revise or learn new words
- Release tensions
- Motivate the group

MATERIALS: N/A

LOGISTICS: The noises and gestures of the participants as well as the energy and narrating voice of the facilitator are extremely important, as a trick he/she can pretend is a presenter. "Good morning everyone, we are in the race of the year, the competition we were all looking for. It is about to start, and..."

DESCRIPTION:

Participants make a circle, they squish and come close to one another while standing on the circle. Facilitator explains the different stages or people to intervene during the race:

- Horses run: participants clap on their legs
- Horses sprint: participants clap on their legs very quickly
- Horses jump: hands slightly up to pretend the horse is skipping a fence
- Journalists: participants pretend they are taking photos with their hands and make the noise of a camera
- Queen: participants pretend the Queen is saluting (hello sign in a queen style)

The facilitator narrates the race and participants perform according to the narration.

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- Revising or learning new vocabulary
- Participants feel comfortable and at ease
- Group energy improves and they are energetic



Names Rope

Time: 10 min

OVERVIEW:

An ice breaker

OBJECTIVES:

- To get to know the participants better
- Initial contacts

MATERIALS:

A rope

LOGISTICS:

Room with space to create a circle

DESCRIPTION:

All participants are involved in the activity.

Task 1. All participants sit in a circle. Ask one participant to say his name. Next one repeats the previous name, and adds his/her. The next one repeats two previous names and adds his/her, etc. Try again differently.

Task 2. Trainer divides the participants into two groups. Those groups create two separate circles next to each other; there is a line between those two (for example a rope). Participants walk in round in their circle. On the signal given by trainer they stop, and two participants (one from one circle, second from the other) must say their names as fast as possible. The one that lost is going to join the 'winning' group. Ask participants to form two circles and start walking in round. On your command those who are the nearest to the line must speak the name of their 'rival'. The first one is winning. Ask the one that lost to join "the winning" group.

DEBRIEFING AND EVALUATION:

Discussion:

- how did you feel?*
- do you remember the names? If not, what would you like to do?*

EXPECTED RESULTS:

Getting acquainted with participants and more opened atmosphere

PAY ATTENTION:

Participants may be not open enough to express their feelings at the beginning, try to encourage them but without forcing to do so. You may also use mnemo-techniques tricks. Let them free to express their own ways of remembering things



My name is... I like...

Time: 20 min

OVERVIEW:

Participants will break the ice and get to know other participants' names, likes and dislikes in an entertaining way.

OBJECTIVES:

- Team building
- Participants to remember all the name of the others

MATERIALS: None

LOGISTICS: It can be done indoors or outdoors. There are no specific logistics needed.

DESCRIPTION:

1. Participants will be in a big circle.
2. They will say their name and add something they (do not) like starting with the same letter as their name as well as a sign and sound to represent it. E.g.: My name is Eli, I like elephants (while I do mimics to pretend I have a trunk and an "elephant sound").
3. The next person in the circle will repeat what the previous person said and add their own. E.g.: Her name is Eli, she likes elephants and my name is David I don't like dinosaurs (sounds and mimics are important for participants to remember and be more engage with the activity)
4. It will go on like this until the last person recalls all the previous names, (dis)likes, signs, and sounds.

PAY ATTENTION TO:

Signs and sounds are more important than they seem, they help us remember others and their names, as well as it lightens the mood and makes the activity funnier.

EXPECTED RESULTS:

- Participants learn the name of all their peers and getting to know others.
- Team building
- Ice breaking



Tie the knot

Time: 25-30 min

OVERVIEW:

Activity time, all participating in the knot the rope ties, which are attached to all participants

OBJECTIVES:

- Ice breaking
- Introduction

MATERIALS:

Rope, the length of which is about a metre to each participant with a red ribbon in the middle.

LOGISTICS:

Room, where you can move freely

DESCRIPTION:

All members with the right hand on to the rope. Without releasing the hand, members have ties a rope node to the node next to the red ribbons. Node must go hand. Without releasing the hand, may shift.

DEBRIEFING AND EVALUATION:

After the activity, saying how task resolved.

EXPECTED RESULTS:

Disengagement, introduction, the teamwork.



FaceWall

Time: 15- 30 min

OVERVIEW:

Participants will create a “Facewall” profile in style of a Facebook profile in which they will include different categories for others to get to know them better (Picture [whether a photo or a drawing of themselves], name and surname or nickname, date of birth [DOB], where they are from and where they live, status, likes [music, books, sports...] and inbox [in which others will be able to leave messages by sticking post-it notes]...).

OBJECTIVES:

- Socialisation and interaction of participants with one another.
- Team building and getting to know other participants.

MATERIALS:

- Copies of our Facewall to be filled in by participants.
- Pens, colours and markers.
- Post-it notes.
- Blue tack or cellotape.
- Optional: ID size photos.

LOGISTICS:

Room in which facewall posters can be stuck on. It could also be done outdoors as far as there is a place to stick them.

DESCRIPTION:

1. Give out the “Facewall”
2. Tell participants to fill in the information required and hang out their posters.
3. Once they have all the information tell them to share it out loud with the others.
4. Give them some time to go around and inbox others.
5. Optionally: Participants can carry on updating their status, sending and replying messages all along the project or as long as we want.

PAY ATTENTION TO:

Time: 15 minutes to fill in the information needed, 5 more minutes, if instead of telling them to bring a photo of themselves, we want them to draw themselves. Optionally we can dedicate 5 minutes per session for participants to interact with others, update their status and leave messages to others every day during as many sessions as we want.

If you do not want participants to draw themselves, you need to tell them first to bring a picture. Obviously, disrespectful comments to anyone will not be allowed.

EXPECTED RESULTS:

- Participants will get to know more about others and they will be able to find things in common with one another.
- Team building

ATTACHMENTS: see model on the next page

 Facewall	PHOTO	Name and surname: Nickname (if any) Lives in From Dob:
	Likes:	
Status:		Inbox:



Tower drawing

Time: 20 - 40 min

OVERVIEW:

Developing empathy and cooperation, contributes to the formation of the command.

OBJECTIVES:

- In order to achieve the common objective, the aim of cooperation.
- Finds group leader, emphatically shall divide the duties.

MATERIALS:

- Flipcharts page for each group
- Blue, green, red and black felt-tip pens
- Instructions (see attachment)

LOGISTICS: Participants cannot show their instructions or talk to one another.

DESCRIPTION:

We divide participants into groups of 6-7 persons. Each member of the group receives a piece of paper with the task they have to accomplish. Each member has to success on the fulfilment of the task - draw the tower, unaware of the common objectives, but with only their own piece of instructions. The team that fulfils its task faster is the winner.

PAY ATTENTION TO:

It should be strongly advisable not to talk, not to show your instructions and not be rude to intervene if anyone violates or does not comply with the instructions. If the number of participants is not the number of instructions may ask someone to perform two tasks, or to become observers - journalists.

DEBRIEFING AND EVALUATION:

When the task is done, participants reflect about the exercise. Facilitators help participants to talk about each member's instructions and personal feelings during the performing of their task, if they felt like editing what others were doing or editing it, and why.

EXPECTED RESULTS:

- The development team of leaders-
- Understanding of the intrusion of the team
- Positive cooperation.

ATTACHMENTS: See next page

"Tower drawing"

1. Draw with a blue marker a flag that waves over the tower.
2. The tower has 10 floors.
3. In front of the tower is a green fence.
4. The tower has a red outline.
5. The tower has 6 windows.
6. A knight standing at the base of the tower.
7. Between 5th and 6th floor draw a coat of arms (the distinctive heraldic bearings or shield of a person, family, corporation, or country).



Icebreakers (Communication programme)

Time: 30 min – 3 h

OVERVIEW:

This ice/breaker - game/activity is used mainly for elimination of early relationships and to induce a relaxed atmosphere. Each participant should concentrate him/herself, be motivated to teambuilding and detachment from everyday work duties.

In our case we choose two part of Ice/breaking - communication program and creative program!

OBJECTIVES:

- to be open-minded
- to be active in such activities
- to convince, that Icebreakers is pretty good in the beginning of team/building
- to work in the group
- to prepare him/herself
- to be speech and argue later on

MATERIALS

Piece of paper, pen, flipchart etc.

LOGISTICS: Bigger room, chairs, table

DESCRIPTION:

Communication program:

The game is named "ZEBRA"

- In the beginning of the game/activity, divide group into 2 separate groups, which each of them has own leader. The leader should be voted by the each group!
- Leader formulates own opinion, which has to be introduced to the group. The leader must defences own opinion and look for common solutions with colleagues in the group
- If all members of the group believe own leader, the game can start!

The essence of the game is convincing the opposite group that the opinion is based on the truth and they argue that opinion!

- The opposite group asks questions and try to convince, that chosen opinion is totally wrong.
- 10 minutes later sit both groups around the table and ask, if the opinion, which one group has chosen was right or not
- After that change the group and use the same procedure as in the first turn!

DEBRIEFING AND EVALUATION:

- The most important during the activity is to learn - how to listen properly. If people in both groups listen and try to understand each other, even try to get as much as information from the internet for the later discussion, then the activity is the right one for first activity during 2 or 3 days long team/building, as usual time for team/building in companies!

- Way - approach each other - means, find out how to communicate targeted and not asking stupid questions
- Communication - just trying to use brain and get/use as much as valuable words
- Confrontation - being in confrontation, means argue without dirty words, etc.

EXPECTED RESULTS:

- Better communication in both groups
- To be able to defend
- To be able to argue
- To be able to convince the opposite group with the substantiated proof
- Do not be afraid to join the discussion
- To be able to find information on the Internet



Video clip (Creative programme)

Time: 2h

OVERVIEW:

Video clips totally connect people to one another. They involve a lot of creativity, we felt it is really the best way of putting totally different people all together. They should last about 30 seconds, they can be shown to the public in general and we can select the best video clip, turning it into a competition to motivate participants.

OBJECTIVES:

- Invent interesting story
- Work together as a team
- Work under the pressure
- Team building
- To be ready for professional staff in National Theatre
- Think about the story
- Try something completely unknown

MATERIALS:

Flipchart, camera, pen, internet, piece of paper

LOGISTICS:

Quiet room for shooting, special 4 cameras, invited director for help.

DESCRIPTION:

We divide participants into groups. We give them 4 different places (first - out of the room, second - inside the room, third - in a city, and the fourth one, in a car. They select the best place for each group by themselves and having been preparing for 1 hour for screenplay in the office, they move to the selected place.

They have 30 minutes for filming and then coming back to the office. Facilitators should explain how to use technical equipment (cameras or phones for video recording) as well as they should be ready to help (means: where to press Rec button or how to enlarge image)

After that, we collect whole materials and choose the best one in collaboration with the facilitator.

EXPECTED RESULTS:

- Bounding
- Creativity
- To joy/learn of new things
- To joy of working on a common tasks
- Healthy competition
- Recording quality
- Interesting output in the National Theatre
- Interconnection with artists
- To feel, that people with long term experience of unemployment can be helpful in the society

**OVERVIEW:**

That simple exercise in pairs and the active form helps demonstrate that feel the other thoughts and feelings are difficult, but not impossible

OBJECTIVES:

- Blotting and collaboration skills training.
- Commands and team work skills

MATERIALS: N/A

LOGISTICS: room conversation, where you can move freely

DESCRIPTION:

Participants into pairs. The position of each pair of back-to-back. After the signal starts from each other, away in different directions. The condition is to look at the same time. Feel the moment when one wants to look back. Participants shall meet to try several times before, and tested with several people.

DEBRIEFING AND EVALUATION:

After the exercise, it is desirable to discuss factors that hinder or help feel, to understand other people.

EXPECTED RESULTS:

Empathy is the spiritual unity when one person gets the other feelings, so much so that sometimes expresses himself with conversation. This is the deep and somewhat mysterious process of empathy from the mutual understanding, mutual influence and other important human relations, which promotes cooperation and teamwork.



Social-cultural contents. Personal

information

Time: 25-30 min

OVERVIEW:

Students recall knowledge previously acquired. They exchange information with their classmates and the teacher.

OBJECTIVES:

Students are expected to:

- Develop their speaking skills through participation in class activities;
- Interact with other students;
- Interact with the teacher

MATERIALS: Board; CD player; notebooks

LOGISTICS: Room, space, chairs, tables, etc.

DESCRIPTION:

- The teacher greets the class and introduces himself / herself (10mn);
- The teacher has an informal conversation with the class to create a good learning atmosphere (10mn);
- Students introduce themselves: name; surname; age; country and nationality; hometown (30mn).

DEBRIEFING AND EVALUATION: Feedback from students; speech; answers; involvement; participation.

EXPECTED RESULTS:

Students must be able to:

- Interact with other students;
- Interact with the teacher;
- Develop their self-confidence

PAY ATTENTION TO:

- Chart filling;
- Question / answer;
- Matching;
- Writing a paragraph.

ATTACHMENTS: See next pages

READ THE TEXT.

Hi, my name is Michael Philips. I'm eleven years old and my birthday is on 4th April.

My address is 370, Maple St and my phone number is 915 42 31.

I'm from Scotland. I'm a student at St Andrew's. The school uniform is navy blue, my favourite colour. I play football in the school team. It's my favourite sport.

It's lunchtime. Today it's my favourite menu: roast chicken and a glass of lemonade. I've got to go now.

Goodbye!

1. Complete the chart

First name: _____	Country: _____
Surname: _____	Nationality: _____
Age: _____	Favourite food: _____
Date of birth: _____	Favourite drink: _____
Address: _____	Favourite sport: _____
Phone number: _____	Favourite colour: _____

2. Answer these questions about you

Michael: Hi. What's your name?

You: _____

Michael: How old are you?

You: _____

Michael: Where are you from?

You: _____

Michael: What nationality are you?

You: _____

Michael: What's your address?

You: _____

Michael: What's your favourite sport?

You: _____

Vocabulary

John is a new student. Find your way through the maze to get to know him better. You can only move to the word that is next to the one you are on and you must use all the words.

John is a new student at this school. He is eleven years old. He lives at 21, Fox St. He has got two brothers. Their names are David and Jim. His father, Peter, likes Music and Arts. He can play the piano very well. His favourite sports are football, tennis and he loves fruit but he hates oranges. His favourite drink is coca cola and his favourite colour is blue. His mother, Anna, is a hairdresser. a baker is At school he likes

Now meet Catherine. Complete the text with the given words.

years address likes lasagna she

volleyball pets pink number sister dog

Her name is Catherine Jagger. _____ is ten _____ old and she has got a _____ called Rose. Her _____ is 370, Madalena Rd, London and her phone _____ is 020 8597 0245.

She _____ sports and animals very much. She has got two _____: a turtle and a _____. She plays _____ and table tennis in the scholl teams. She is an excellent student. her favourite colour is _____ and her favourite food is _____:



English speaking countries

Time: 50 min

OVERVIEW:

The students can watch a presentation about the English-speaking countries.

They exchange information about their knowledge of other countries

OBJECTIVES:

- Identifying countries;
 - Develops strategies for handling vocabulary (deducting; guessing from context ;...)
- Use the acquired language knowledge to the required tasks

MATERIALS: Pictures; CD player; computer

LOGISTICS: Room, space, chairs, tables, etc.

DESCRIPTION:

- As a warmer of the lesson the teacher asks the students if they can tell him/her some famous people/symbols of the UK and USA.
- After the reading of the texts, students do the comprehension exercises.

DEBRIEFING AND EVALUATION:

- Diagnosis;
- Direct observation;
- Participation;
- Interest;
- Involvement in classroom activities;
- Students' answers;
- The use of the English language in the classroom.

EXPECTED RESULTS:

Students must be able to:

- Interact with other students;
- Interact with the teacher;

PAY ATTENTION TO:

- Class interaction;
- Dialogue in pairs;
- Matching;
- Writing a paragraph.

ATTACHMENTS: See next page

What do you remember about UK and USA?



Welcome to the United Kingdom!

I'm a raven and I live in the Tower of London with the Beefeaters, who are special guards. We look after the crown Jewels. The Queen wears them once a year.

This is a country of Queens and Kings.

1- Here are some famous British kings and queens. Complete their names with the missing vowels.



J _ m _ s I
(1566-1625)



H _ nry VIII
(1491-1547)



_ l _ z _ b _ th II
(1926-...)

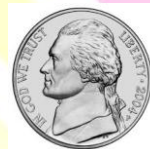
Hello! I'm the bald eagle from the United States of America. I symbolize strength, courage, freedom and immortality. You can find me on the President's flag and on the one-dollar bill. This is a land of Presidents. George Washington was the first President of this country.



Find out the missing consonants in the names of two famous Presidents of the United States of America.



5 Cents and 2 Dollars
_h_o_a_ Je_fe_on



25 Cents and 1 Dollar
Geo_e _a_hi_ton

Read the text.

Hi! We are Jack and Jill Johnson!!! We are twins and we're twelve years old. twins and we're from the USA but we live in Canada now. Our address is 38 Mountain Sq. and our phone number is 902 982 199. We're students and our favourite subject is Maths. Today's Sunday. Our family is together at dinner and we're eating our favourite food roast potatoes, lamb and salad. Our favourite sport is ice hockey. Look at our team equipment. It's red and white. We love these colours!

Complete with information from the text.

- a. They are from _____ so they are _____ but they live in _____.
- b. They are eating _____.
- c. Their team equipment is _____ and _____.

Read the dialogue.

MARK: Good morning. I'd like to join this health club, please.

MRS. STUART: Ok, then. What's your name?

MARK: Mark Jameson.

MRS. STUART: How old are you?

MARK: I'm 11.

MRS. STUART: Where are you from?

MARK: I'm from Cardiff, Wales.

MRS. STUART: What's your address?

MARK: It's 4, Manchester Rd.

MRS. STUART: What's your phone number?

MARK: It's 20187 453.

MRS. STUART: That's all. Thank you.

Complete the text with the missing information.

His name is _____ Jameson. He is an _____ year-old boy. He is from _____ in _____, so he is _____.

His address is _____ and his _____ number is 20 187453.

He is at the _____ club because he wants to _____ it.



Socialising

Time: 30 min

OVERVIEW:

The teacher divides the class/team into groups.

They learn the importance of socialising.

OBJECTIVES:

Students are expected to:

- Develop their self-confidence;
- Widen their vocabulary range;
- Developed processes for doing various tasks

MATERIALS: Board; CD player; notebooks

LOGISTICS: Rooms, spaces, chairs, tables

DESCRIPTION:

The teacher sets a writing activity - a message from a friend and the students write back to him / her (10 min);

When the activity is finished, students may read their messages aloud (20 min)

DEBRIEFING AND EVALUATION:

- Writing and oral evaluation;
- Self-evaluation;
- Team evaluation;
- Involvement in the activity.

EXPECTED RESULTS:

Improve their writing and reading skills.

PAY ATTENTION TO:

Class interaction.

Making / completing sentences.

ATTACHMENTS: See next page

miguel.sousa.1397@gmail.com



Hi, I'm Miguel Sousa and I'm a student. I'm from and I live in a small village near Dili. I get up at 6 a.m. and I take a shower. I always have a papaya fruit or a mango for breakfast. Then, I go to the well to fetch water. My brother sometimes helps me. Next I go to school on foot with other village kids. Our school is far from home, so we walk for about twenty minutes. The school building is old and very simple with just a blackboard and some old tables and a few chairs. One of our teachers is Australian and we often use his computer when we have project work. Classes begin at 8 o'clock. Lunch is at half past twelve. School finishes at half past three. Then, we go back to the village and play along the way. At six o'clock I have dinner with my family.

We usually eat rice with chicken and lots of vegetables. I rarely eat apples, because they are very expensive.

I always do my homework after dinner and I never go to bed after 10 o'clock.

Goodbye!

Now write back to Miguel Sousa



Friends and friendship

Time: 30 min

OVERVIEW:

Students listen to a song about friendship.

OBJECTIVES:

They recall knowledge previously acquired.

MATERIALS: Board; CD player; notebooks

LOGISTICS: Rooms, spaces, chairs, tables

DESCRIPTION:

- The teacher asks the students about their friends and what they do together (10min);
- Then the students listen to a song about friendship (5min);
- In pairs, they discuss their ideas about a true friend and then they share their ideas with the rest of the team (15min).

DEBRIEFING AND EVALUATION:

Direct observation:

- Interest;
- Participation;
- Involvement;
- Oral evaluation

EXPECTED RESULTS:

- Interact with their classmates;
- Show enthusiasm for the tasks;
- Participate willingly in the tasks.

PAY ATTENTION TO:

Class interaction.

Quiz.

Question / answer

ATTACHMENTS: See next page

<https://www.youtube.com/watch?v=dvvJ7MYaK8o>

(Replace the text "You've got a friend" by this one)

You've got a friend

When you're down and troubled and you need a helping hand
and nothing, whoa, nothing is going right.

Close your eyes and think of me and soon I will be there
to brighten up even your darkest nights.

You just call out my name, and you know where ever I am
I'll come running to see you again.

Winter, spring, summer, or fall, all you have to do is call and I'll be there, yeah, yeah,
you've got a friend.

If the sky above you should turn dark and full of clouds
and that old north wind should begin to blow,
keep your head together and call my name out loud.

Soon I will be knocking upon your door.

You just call out my name, and you know where ever I am
I'll come running to see you again.

Winter, spring, summer, or fall, all you have to do is call and I'll be there.

Hey, ain't it good to know that you've got a friend? People can be so cold.
They'll hurt you and desert you. Well, they'll take your soul if you let them,
oh yeah, but don't you let them.

You just call out my name, and you know where ever I am
I'll come running to see you again.

Winter, spring, summer, or fall, all you have to do is call, Lord, I'll be there, yeah, yeah,
you've got a friend. You've got a friend.

Ain't it good to know you've got a friend. Ain't it good to know you've got a friend.
Oh, yeah, yeah, you've got a friend.

Complete with information about your best friend.

His/her name: _____ His/her age: _____

What he/she is like: _____

When he/she was born: _____

Where he/she is now: _____

Read the text.

We are three good friends who like to help people in our free time. We were all born in Manchester in 1984 and we were schoolmates. John is the engineer, Paul is the joiner and I'm Alex, the painter. Every month we work on a welfare project. Here are some of them.



Last month... We were in Brighton and there was a very old house there. There were broken Windows and doors. The floor and the walls were mess. Look at it now. It is quite different.



Next Friday... We are going to repair an old school in Bath. We are going to paint the classrooms and fix the tables and the chairs. We are also going to build a new gymnasium.

IF YOU NEED OUR HELP, JUST CALL US!

Complete the sentences using words from the text.

- John is an _____.
- He was born in _____ in _____.
- The house in Brighton was very _____.
- Next Friday he is going to be in _____.

Answer the questions according to the text.

- What are the names of the three friends? _____.
- When were they in Brighton? _____.
- What are they going to do next Friday?

_____.



Collecting identities

Time: 25 min

OVERVIEW:

Learners will establish a working method together with the teacher. They will produce a sort of output whose content is the collection of different elements (faces, hats, words, landscapes, places, maps, buildings that make an identity profile of a city/region/country. Learners may draw, find pictures etc.

OBJECTIVES:

- to exchange opinion
- to identify culture/languages by means of facial complexion, signs, symbols, alphabet
- to use information to make up opinions
- to avoid prejudice

MATERIALS:

Pictures, flash cards, paper, pencils, chart, maps, you may also introduce caps, scarfs

LOGISTICS:

Learners are possibly standing or sitting in groups (3-5 people); they may use a table to put photos on it.

DESCRIPTION:

People involved divide into groups, no group leader is appointed, they should use the table to put and take the pictures. Allow a break of 5 minutes. Learners match pictures of exercise 1 (pictures with hats) with cards containing words of different languages, landscapes, places, maps, building or any place and things that identify different places of the world or ambience may be introduced.

DEBRIEFING AND EVALUATION:

- check if they go on working on the topic or converse each other
- how they talk and exchange ideas
- If they need a group leader
- if they appoint a group leader

EXPECTED RESULTS:

- Confidence in other people.
- Perception of themselves among others.
- Awareness of cultural identification through opinion, prejudice, material culture.
- A relaxed learning environment.

ATTACHMENTS:

- pictures downloadable from:
https://www.google.it/search?q=fogge+di+cappelli+di+tutto+il+mondo&espv=2&biw=1366&bih=633&source=Inms&tbm=isch&sa=X&ei=udhxVZTpBMz0UvezgKgO&ved=0CAYQ_AUoAQ#tbm=isch&q=ethnic+hats+from+the+world
- cards and other images from Google search (not more than 3 images from each group)



Positive interdependence and sharing in a group

Time: 90 min

OVERVIEW:

This exercise wants to show that we have different resources (on personal and social level) and the importance of sharing them with one another. The goal will be achieved through an experience in which each member will have to make a circle from pieces of paper; he will be able to do it only if the others will share some of their pieces with him and the others will be able to complete their circles only if he will share with them some of the pieces he got. Afterward a short discussion will follow.

OBJECTIVES:

- promote understanding that people depend on one another (on a personal level, in a team work and on a social level)
- promote a sense of sharing qualities and goods with others

MATERIALS: circles in pieces (one circle per person)

LOGISTICS:

There have to be two tables, each big enough that half of the group members can sit around, but small enough that each member can reach the centre of the table with a hand from where he is sitting.

DESCRIPTION:

How to prepare the material?

There are eight attachment sheets with eight different circles on them. There will be two groups (equal or close to equal in number of members) with the same task to do. For each group print a set of circles in a way that each person gets a different circle. If you want to make a game easier, print each circle on a paper of a different colour. Following the lines on the sheets, cut the circles to pieces. Mix the pieces of the circles that belong to one set and put them in a bag. Beware that you do not mix the sets of circles (one for each group) between themselves. On the meeting, you will distribute the pieces from each bag among members of each group: some members should get more pieces and the others less. It's important that all the pieces are distributed.

On meeting

Divide the group in half and invite people from each group to sit around one table. Distribute them the pieces from the bag. Then give them the instructions of the exercise.

Instructions for exercise: "You will have to make a circle out of the paper pieces in front of you, like a puzzle. Each one of you will get some pieces, but maybe you will not have all the pieces you need to make a circle. You can, if you want, put in a centre the pieces that you think you don't need, and you can take the pieces from the centre. You mustn't give the pieces directly to others or take them directly from them. And during all the game you mustn't communicate with others, not with words neither with gestures; you are limited on observing, putting the pieces in centre, taking them from centre and composing your circle."

During the exercise, make sure that the rules are observed. If you see that a group has a lot of difficulties, you can help them by telling them that they will be better, if everybody is more concentrated on the work of the whole group instead of only concentrating on his or her work. *(this part must not take more than 30min)*

After the activity push the tables aside and form a sitting circle from both groups. Stimulate a discussion:

1. Ask all the members: "How was the work in your group? Did everybody finish his/her circle? Why and how did you manage it?" "Does anybody wants to tell us, how did he/she feel during the activity, how did he feel in different situations: for example giving pieces, completing his circle, observing others, etc.? If nobody starts talking spontaneously, ask one person to start and continue the circle from there. Encourage everybody to give at least some feedback. Summary at the end of discussion: in game, you depended one on another so you can finish your work. As you could experience, every person was a precious resource for the group and when he/she shared what he had, others could benefit and made their circles complete. (15 min)

(Short break if needed)

2. "The pieces might represent your talents and competence." After finishing the discussion ask the people to write down 3 talents they have and with which they can contribute to the group. After 5 min ask them to read the talents aloud to the group. Start from your left and follow the circle. (15 min)
Summary at the end of the circle: We all have talents and special abilities. Some are the same, but some are very different and unique to each one of us. In some areas we have many abilities and in some we have very few. But if we work together (in group, in a relationship, in a family etc.) we can share – we get and learn from others what we lack and we give to others what they lack and need.
3. "As we have much to offer each other in the group, we have much to give each other on the global level. Countries, nations, cultures can contribute to each other. What are the things we should share on global level? What are the things our nation can give to others and what are the things we can receive from others as a nation?" (15 min)
If group has difficulties, help them think about knowledge, natural resources ect. Encourage people to be as specific as possible. If you don't have enough time, you can leave this question out.
4. At the end translate the writing on the circles. Each participant should take a minute or two to think about the writing on his/her circle and personal experience that is connected to this sentence. To help them we can ask: "Think about personal experience connected to the sentence on your circle. What is the first thing that comes in mind?" Each person will share his/her experience with others. Start from your left and follow the circle. It is important that everybody tells something (if they can't remember the experience at least their understanding of the inscription). After sharing we thank each person for sharing their experience. We can conclude that we are also richer now for the experience of each other.

PAY ATTENTION TO: When talking in circles make sure that others are listening and are quiet when one person is talking.

DEBRIEFING AND EVALIATION:

The question in discussion are part of the evaluation in-itere.

EXPECTED RESULTS:

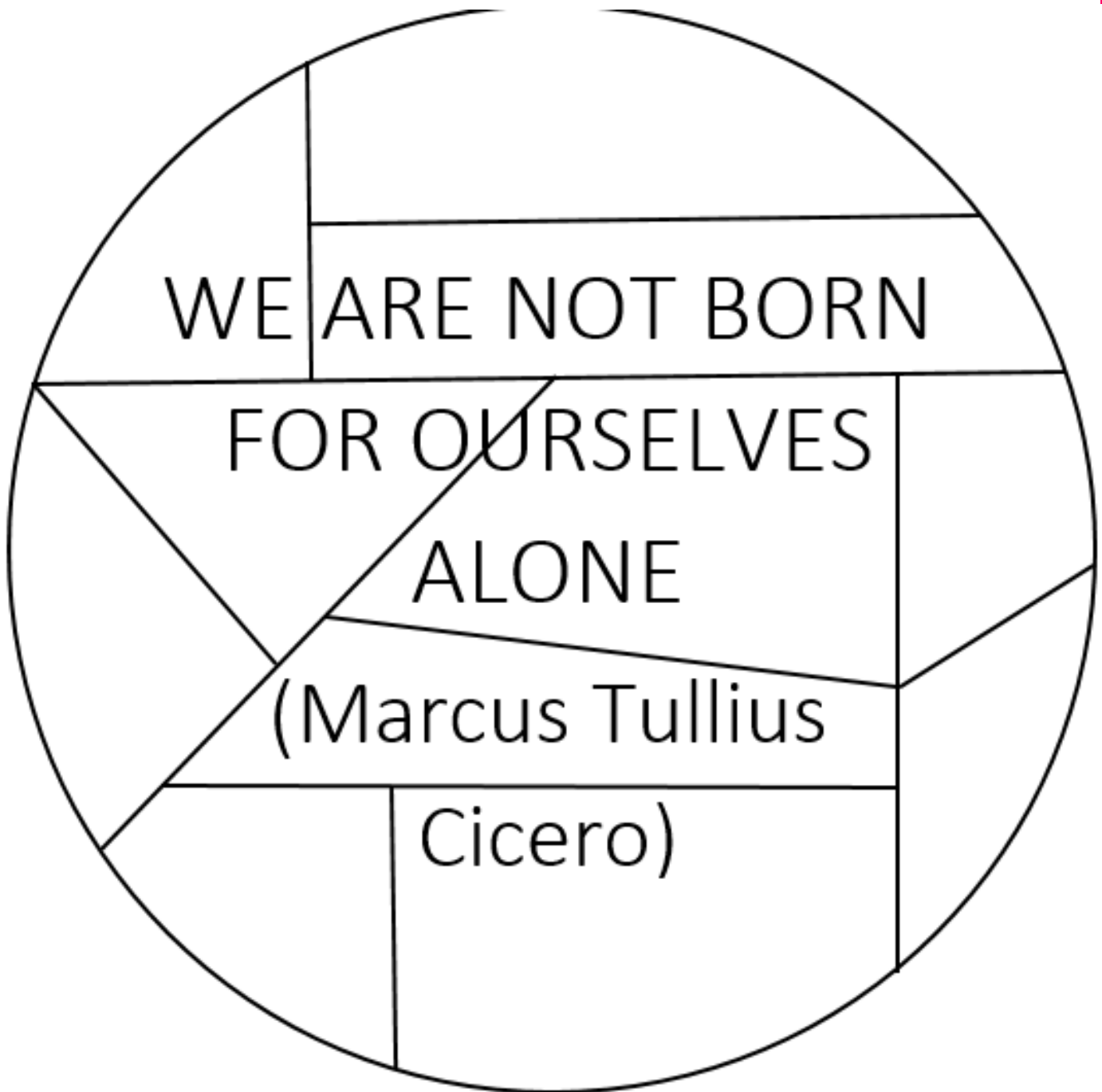
- Participants will live pleasing experience of positive interdependence with others
- Participants will get conscious of a fact that if everybody shares his goods with others, the whole group can make benefit of it, including himself
- Participants will get conscious of what they personally can share with other

ATTACHMENTS: See next pages with “Circle1-8”

CIRCLE 1:



CIRCLE 2:



CIRCLE 3:



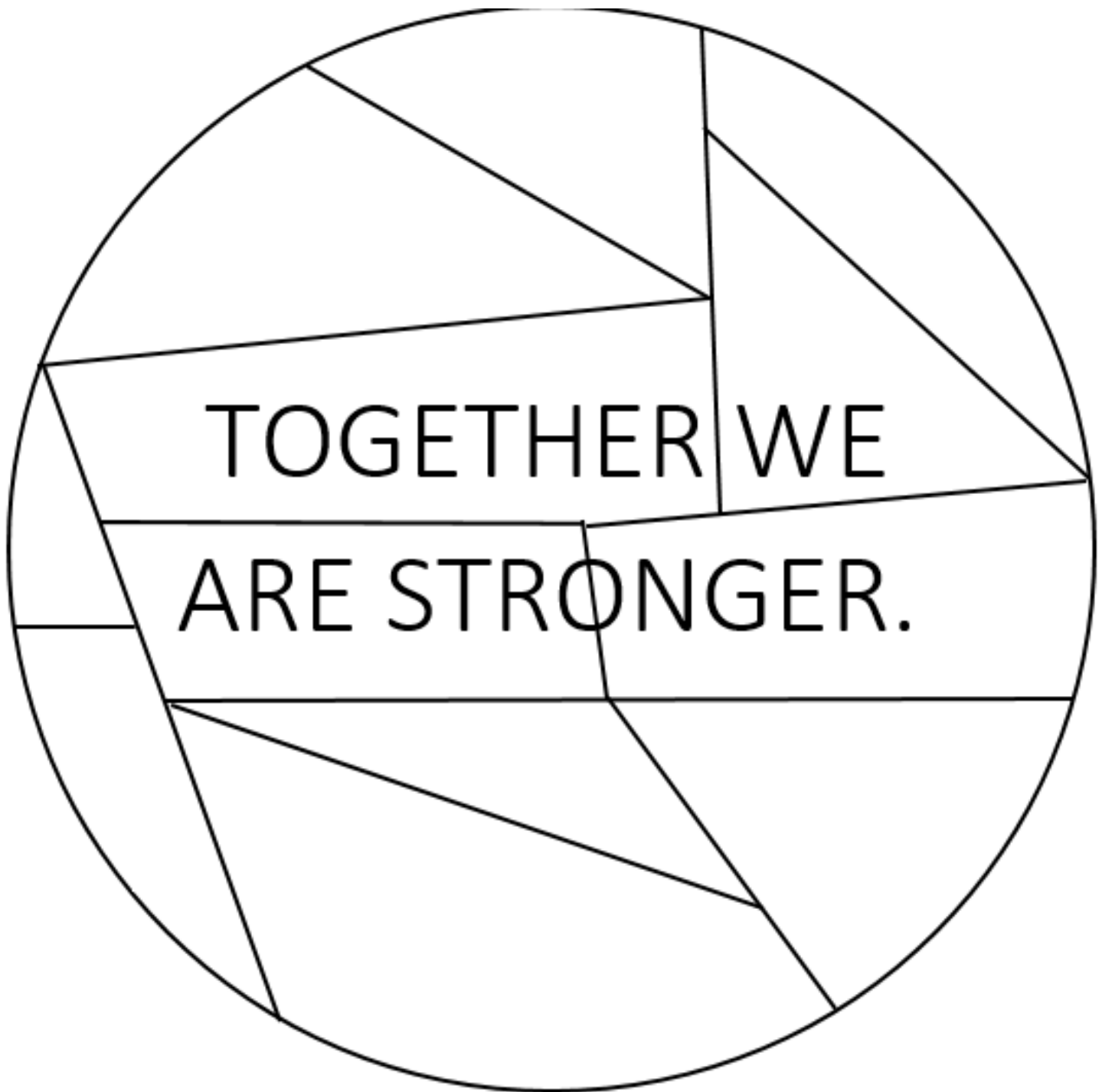
CIRCLE 4:



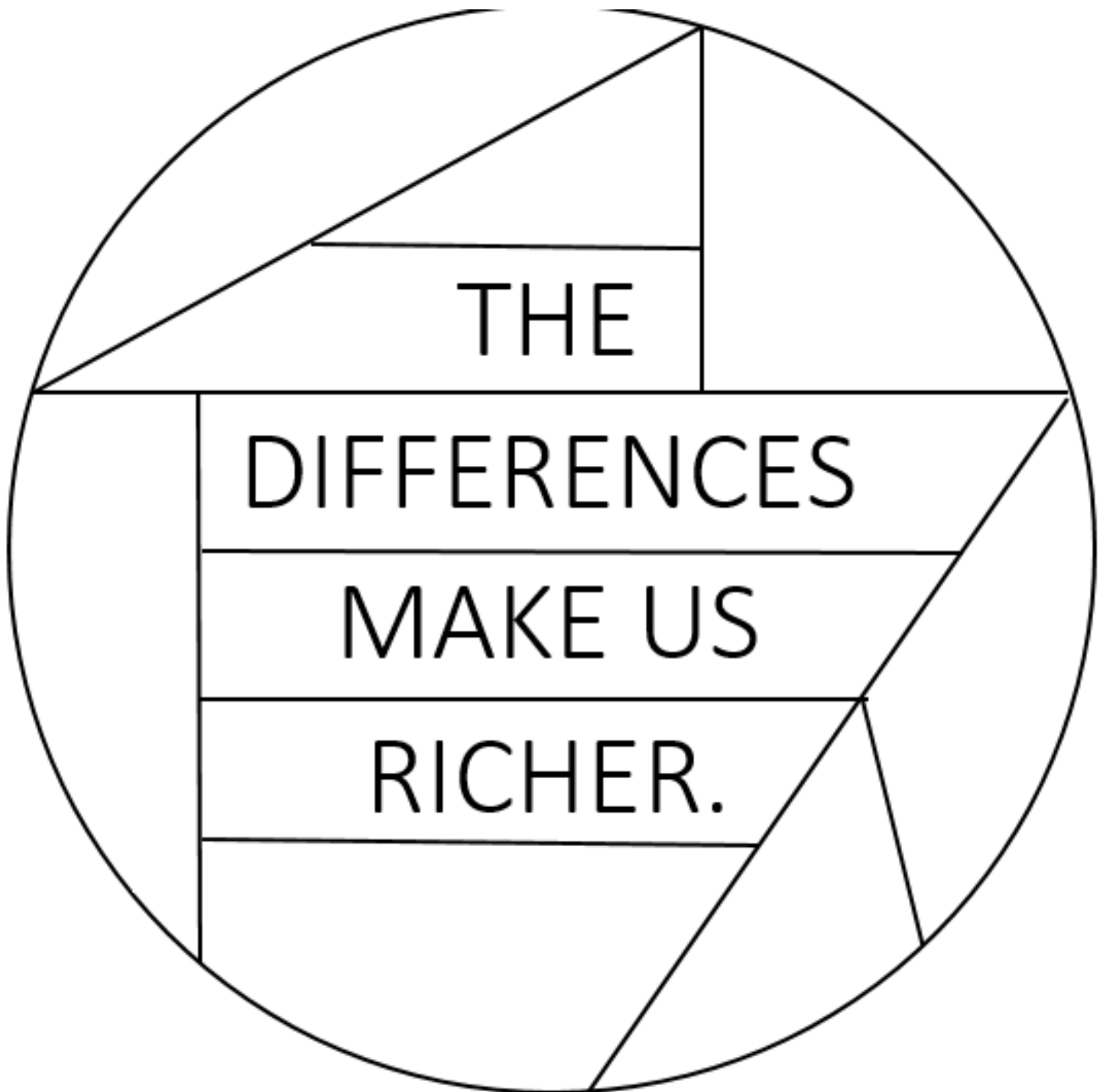
CIRCLE 5:



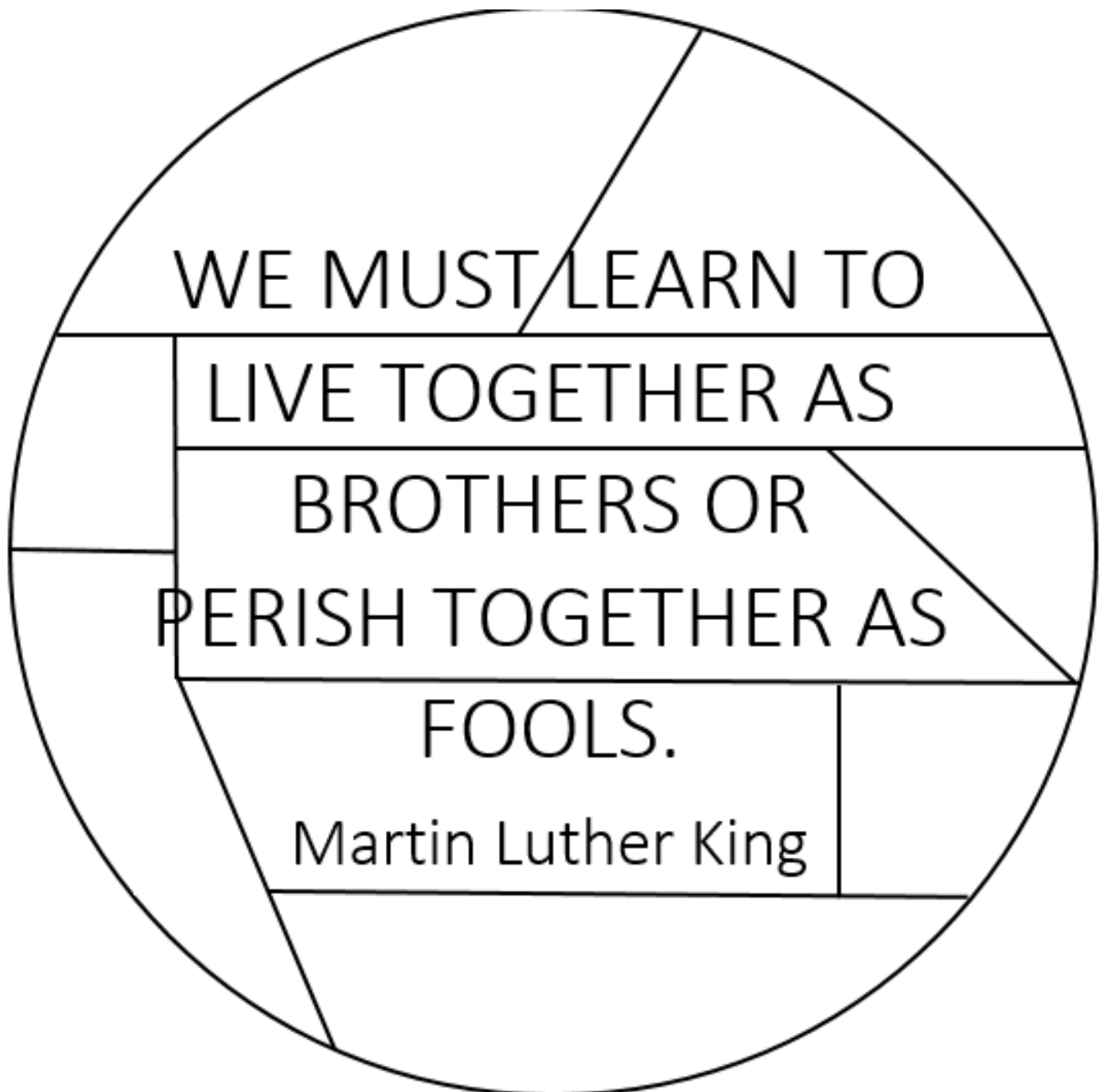
CIRCLE 6:



CIRCLE 7:



CIRCLE 8:





The perfect team member

Time: 45-60 min

OVERVIEW:

Participants will reflect and learn about the main competences or skills that someone should have in order to work properly in a team and become a support or added value for his/her colleagues.

OBJECTIVES:

- To learn about the main roles that can appear within a group.
- To reflect about which skills are needed to work properly in a team.
- To analyze one self and learn more about our behaviour in a group.
- To be able to arrive to an agreement with others.
- To promote our creativity.

MATERIALS: a big paper (flipchart) and colour pens.

LOGISTICS: Tables and chairs. Participants can also draw on the floor.

DESCRIPTION:

Divided in teams (4 to 6 people), participants will discuss and agree a list of competences and skills that a perfect member of a team should have (Ex. Confident, assertive, good listener, supportive, hard worker, etc.). Once a list with these characteristics has been done, each group will try to draw this "perfect team member" and give her/him a name according to his/her skills.

PAY ATTENTION TO: good exercise for people with artistic skills but not good on speaking.

DEBRIEFING AND EVALUATION:

To finish the exercise, each group will introduce to the rest of participants its drawing, competences selected and why the drawing was made in one or another way. It is important that the facilitator supports each group with questions as "Is it a woman, a man or something else? Why?", "Which is the most important skill for you?", "Can this person/thing exists?", "How did you draw the competence of XXXX?", "Why did you choose his/her name?", etc.

EXPECTED RESULTS:

- Participants have learnt about the main competences that the member of a team should have.
- Participants have reflected about their own behaviours and role in a group/team and if they must be improved or changed.
- Participants have used their creativity and painting skills to show something (important for those participants not good in speaking).
- Participants have improved their capacity of agreement to achieve a common product (in this case a drawing or a name).



Assertive communication

Time: 45-60 min

OVERVIEW:

Participants will be introduced to the different types of communication behaviours existing, will learn about them and about how to be able to maintain an appropriate dialogue with other in a respectful way and when dealing with a conflict.

OBJECTIVES:

- To learn about the different types of communications and profiles existing.
- To learn to detect communication behaviours and create communication strategies with others.
- To promote a respectful way of speaking and communicate feelings properly.
- To manage conflicts by using dialogue.

MATERIALS: a projector with a PowerPoint presentation or a paper handout with the text included as annex of this exercise. Pens and paper.

LOGISTICS: Tables and chairs.

DESCRIPTION:

Using the information included on the annex (attached) the facilitator will explain to participants the different ways of communication existing and the behaviours or details that allow us to detect them: Passive, Aggressive and Assertive. It is important if possible to provide real examples by imitating these behaviours or by using videos from internet. After that, the facilitator will explain the steps to develop an assertive dialogue (see annex). To practice, participants will work in pairs. They will think in a conflict situation and try to solve it by in an assertive way (Ex. Your son arrives home drunk and you need to speak with him). After a while the roles change. To finish the activity, we can invite some pairs to represent the same situation but in front of the group and in order to analyze their movements, behaviour and if the communication was correct or not.

PAY ATTENTION TO: Some people can feel not comfortable to do this exercise in public, so do not choose them for a role play in front of the group if they are not confident enough as they will feel observed and attacked.

DEBRIEFING AND EVALUATION:

Learners talk about how to achieve an appropriate communication and strategies to deal with those who are not offering us a good dialogue or want to impose their opinions in a disrespectful way.

EXPECTED RESULTS:

- Participants will be able to show different feelings.
- They will identify different elements in communication and roles.
- They become aware of the importance of non-verbal communication when conveying a message.

ATTACHMENTS:

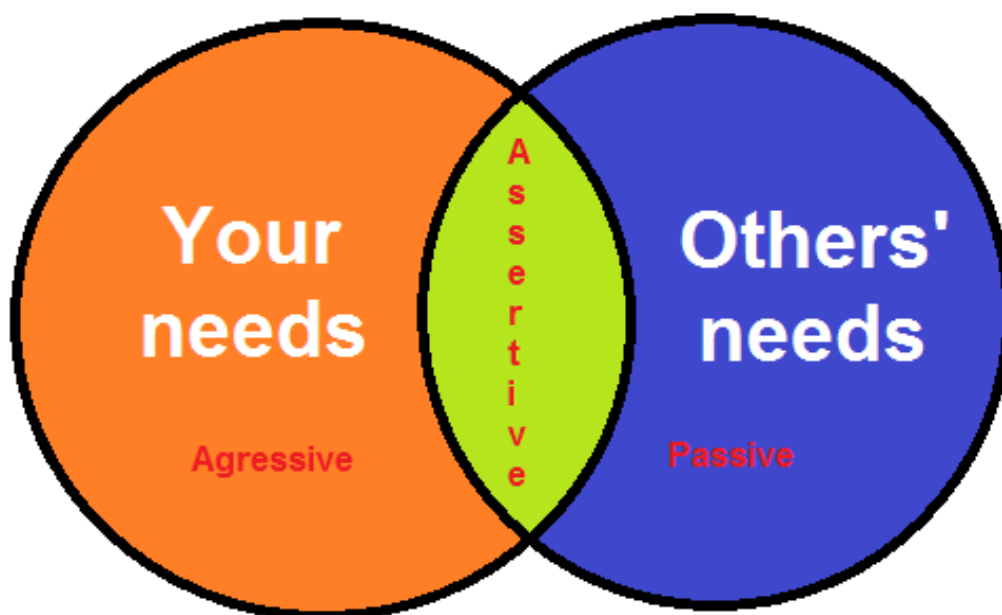
- See next page.
- <https://www.youtube.com/watch?v=Ymm86c6DAF4>
- <https://www.youtube.com/watch?v=YwhzdW0hjLk>

Supporting texts to include in your handouts or presentations for this exercise

The Passive Person	The Aggressive Person	The Assertive Person
Is afraid to speak up	Interrupts and 'talks over' others	Speaks openly
Speaks softly	Speaks loudly	Uses a conversational tone
Avoids looking at people	Glares and stares at others	Makes good eye contact
Shows little or no expression	Intimidates by using expressions	Shows expression which matches the message
Slouches and withdraws	Stands rigidly, crosses arms, invades the personal space of others	Relaxes and adopts an open stance and expressions
Isolates self from groups	Controls groups	Participates in Groups
Agrees with others despite personal feelings	Only considers own feelings and/or makes demands of others	Keeps to the point
Values self less than others	Values self more than others	Values self equal to others
Hurts self to avoid hurting others	Hurts others to avoid being hurt	Tries to hurt no one [including self]
Does not reach goals and may not even know goals	Reaches goals but hurts others in the process	Usually reaches goals without hurting others
You're okay, I'm not	I'm okay, you're not	I'm okay, you're okay

How to achieve an assertive communication:

1. Describing **concrete facts**: reality cannot be denied and concrete real facts are useful as a starting point in order to discuss and express our feelings and thoughts.
2. Show our **feelings and thoughts** clearly and conclusively (showing how we felt during a certain situation).
3. Ask for what we want in a practical and functional way: do not speak in general, **specify** about concrete situations and behaviours.
4. Specify about the consequences of a previous behaviour (which has been already mentioned): **positive consequences** are normally more effective whereas negative consequences are not always operative.
5. Practice, practice and practice.





NON-VERBAL COMMUNICATION



Mood it!

Time: 50 min

OVERVIEW:

One by one, participants will pick up a paper and say the same sentence by depicting the mood, feeling or disposition they get out of a bag. The others try to guess how that person feels.

OBJECTIVES:

- Participants use non-verbal communication.
- Participants become aware of the importance of non-verbal communication to convey a message and project our mood to others.
- Working on feelings, moods and dispositions.

MATERIALS:

- Pens
- Paper

LOGISTICS: Tables and chairs

DESCRIPTION:

1. Participants create a simple sentence together (Alternatively the teacher gives them one "We all need to calm down")
2. Hand out paper and pens to all the participants.
3. They will have to write down different moods, feelings and dispositions (or alternatively you can directly give them different ones such as "You are...happy, sad, angry, paranoid, suspicious, insecure, scared, naive, in pain...")
4. All the papers are put together in a bag
5. Each participant has to take a paper and say the sentence out loud according to their paper's statement.
6. The others try to guess how this person feels when saying the sentence according to their interpretation.

PAY ATTENTION TO:

If you feel the different moods, feelings and dispositions are very difficult to be interpreted or guess by your participants you can change them or go through the different ones before carrying out the activity.

DEBRIEFING AND EVALUATION:

Participants talk about the level of difficulty of depicting and deciphering how someone feels and the different aspects involved in communication. This activity can be used to assess previous knowledge of participants about verbal and non-verbal communication.

EXPECTED RESULTS:

- Participants will be able to show different feelings
- They will identify different elements in communication
- They become aware of the importance of non-verbal communication when conveying a message



Re-create!

Time: 50-60 min

OVERVIEW:

Participants will be given different situations which should be related to the topics already seen in previous units. The situations will be described in a couple of sentences. Within groups, they will have to recreate these situations using mimics and the other groups will try to guess what they are representing.

OBJECTIVES:

- Revising previously learnt content.
- Acknowledging the importance of non-verbal communication.
- Learning how to use non-verbal communication in an effective way.

MATERIALS:

- Sentences describing the different situations that our participants will depict.
- Paper in case participants want to take any notes or sketch their performance.
- Markers, felt-tip pens, highlighters and colours.

LOGISTICS:

- A table per group.
- Chairs for all the participants.

DESCRIPTION:

1. Divide participants into groups of 4-6 people.
2. Give them a situation if possible related to the units already seen (E.g.: a. you oversleep and miss the bus, arriving at work 2 hours late. Your boss fires you; b. When you leave the house it seems it is sunny and warm, your mum tells you to take a jacket and an umbrella. When you come back home she says "I told you"; c. Your friend(s) and you go to a restaurant and you find a fly in your soup! d. You go shopping but you do not want to buy anything, you just want to get many selfies with different outfits and accessories; etc.)
3. Let them prepare the situations
4. Once everybody is ready the performing group start representing the given situation and the observer group(s) pays attention to their performance.
5. Observer group(s) explains what they perceived and interpreted.
6. Swap group roles until everyone has been part of the performing and observer teams.
7. Debriefing and evaluation (see below)

PAY ATTENTION TO:

No words are allowed, when performing participants are only allowed to use mimics, onomatopoeias and sounds.

DEBRIEFING AND EVALUATION:

The observer group(s) will describe the situation they saw or what they interpreted from the representation done by the other group and the different actions/actors or actresses that make them think like that.

The performing group will explain if their interpretation is right and give more details of what they attempt to depict.

All together they will talk about the importance of non-verbal communication. The teacher can mention and maybe exemplify that when we communicate this is the percentage in which every part matters:

- VERBAL COMMUNICATION: 7 % your words

NON-VERBAL COMMUNICATION: 93% [38% how you speak (tone of voice, intonation, pitch, volume, rhythm...), and 55% your body language (facial expressions, eye contact, movement, posture, gestures, appearance...)]

EXPECTED RESULTS:

- Participants revise previous contents.
- They become aware of the importance of non-verbal communication.
- Participants are more self-confident regarding their communication skills.



Red Card Behaviours

Time: 25 min

OVERVIEW:

This lesson involves 4 exercises

Ex 1 Role play 'unacceptable behaviours'

Ex 2 Group reflection

Ex 3 compiling a list of unacceptable behaviours + Identify rules that have been violated

Ex 4 Reading exercises

OBJECTIVES:

- experiential learning through role play
- sharing and reflecting on basics of non-verbal communication
- highlight the importance of non-verbal signals in the act of communication and personal feelings
- highlight the link between body language and attitudes

MATERIALS NEEDED:

- Handout with the rules and behaviour
- A set of red card cards behaviour rules

LOGISTICS:

- space to sit in a circle and talk comfortably in pairs

Stage 1 Role play: Separate the group into A, B.

A will share a personal story

B will act get a red card with instructions

Go around the room. Talk with at least 3 people for 1 min

Possible topics

- your success story what you take pride in
- your favourite object
- the last concert you attended
- the soap opera you are currently watching
- your neighbours

Each of you will receive a red card with some instructions

Read it carefully. Act it out.

Stage 2

Reflect and share as a group 10min

[What annoying behaviour you have observed [please provide details]]

Sit in a circle. Talk about "what drives you crazy".

[I saw you....., I felt..... How could you...]

For the facilitator

What annoying behaviour you have observed [please provide details]

What made you feel uncomfortable?, How it felt?, How did you feel about the person?

Do people behave like this in your country?, Which role did you feel more comfortable in?

Why?

Stage 3.

Make a list of areas that drive people crazy. [What rules did your partner break?] 5-7 min

For the facilitator

Key:

Violating personal space

Keep/ lack of eye contact

Cooperation principle

Use of gestures

Social status

Distraction

Lack of interest in the topic/showing disrespect

Closed/Open body position

Stage 4.

Brainstorm how one might show the attitudes [you can skip this part]

Stage 5.

Read the table. Go through the list of instructions.

Decide for each item

An attitude [A]/ breaking the non- verbal code [BL]

Alternative

Try to work out when such behaviour is appropriate

List of instructions (see attachments)

DEBRIEFING AND EVALUATION:

- a small note debrief at the end
- answer briefly
- what I felt when I was exposed to a negative attitude
- list 3 red card behaviours

EXPECTED RESULTS:

- raised awareness of the impact of non-verbal signals on communication
- promote reflection and group sharing
- promote experiential learning
- raise personal/group self-awareness of body language
- expand vocabulary on the topic, feelings, description functions

ATTACHMENTS: See next page

You move hardly at all when you speak	BL
You move too much your hands when you are talking	BL
You talk about you stand at arm's length	BL
You stand upright and you keep your hands in your lap	BL/A
You feel anxious and apprehensive	BL/A
Your family has always been rich and powerful	A
The person you are talking to is your social inferior	A
You may not want to speak about anything	BL
This is a difficult situation for you	BL
You speak slowly, matter- of- factly others should always listen and respect you	BL
Your breathing is shallow and quick	BL
You keep touching all the time your partner	BL
You smile all the time	A
You always look up into people' eyes as they are talking to you	BL
You speak fast and indistinctly	
You always look away when somebody is talking to you	BL/A
You sit with your arms spread all the time taking all the place	BL
You keep dropping objects	BL
You keep interrupting the person	BL/A
You never make a sound	A
You never nod your head	BL
You use a lot of gesture as you talk	BL



How annoying!

Time: 30-35 min

OVERVIEW:

4 activities based on total physical response +debriefing evaluation in a group mode is offered

A table for further reference is attached

OBJECTIVES:

- Describe typical offensive behaviours
- Identify body parts that send out messages to the people you communicate with
- Extend the repertoire of feelings through a reference table
- Practice expressions that can act strategies of dealing with hooligans-fun activity

MATERIALS NEEDED

- handouts with table of reference
- slips of paper with description of a hooligan behaviour
- a slips with appropriate answers
- 2 boxes or pots to keep the slips

LOGISTICS: Appropriate chair space arrangement

DESCRIPTION:

Warm up (2-3 min)

Presentation of the vocabulary

The teacher slowly reads the instructions [translates if necessary]. Students act out sitting.

Instructions

Sit. Sit upright. Stretch. Stretch slowly. Look at your partner. Look away. Show me your hands, move them slowly, now move them energetically, show me a broad gesture, smile, frown, shake

Some more (6-8) min

Task 1: Listen and act out

The teacher reads. The students act out (4-5 min)

1. There are two basic body positions that serve communication closed and open.[show me]
2. Eye contact is generally regarded as a positive [look into your partner]
3. You are strong , in control (stand up and show me)
4. You are tired, overloaded (show me)
5. You are helpless, you are scared (show me)
6. You are bored, disinterested (show me)
7. You run the show

Debrief: Which parts of the body did you use?

Materials: Handout the table and statements for personal reference

Task 2: How annoying! (10 min)

Rationale

Each learner describes a typical situation that may give rise to negative emotions through different level of threat/acceptance. (See the list of situations)

Instructions

Make a circle choose 3 pairs to present

Act out in pairs (A+B)

(Student B is a person a chair in the middle of a circle. He is following the instructions given by a student A)

Student A) picks a slip of paper with a hooligan's behaviour. Describes his positions, gestures, body.

Materials for the activity

Useful language for the student:

Verbs: Look around/down/away, Stare, Smile, Frown, Shake, Hold back

Look unhappy, dejected, unwilling, distracted, worried, uninterested

Gestures broad, energetic, slow, brisk, firm, soft

Look in control, lacking energy

Position/posture stiff, upright, tense, relaxed,

Model for the student:

"I saw his [head, mouth, lips, eyes, hands].

He waswaving / holding, touching/ twisting/ stiffening/ looking/ shrugging/, standing/

It looked as if he was..."

Situations (on a slip of paper)

1. a person who is unwilling to give his seat
2. a person who is arrogant
3. a person who is scared of making a mistake
4. a person who is lazy
5. a person who is tired
6. a person who is relaxed and doesn't care
7. a person who is nervous
8. a person who is angry
9. a person who wants to help you but you don't need him

Reflect as a group (5 min)

Which of this behaviour is unacceptable, absolutely rude?

Which is difficult to interpret?

How can you punish the offender (brainstorm ideas?)

Task 3 “Today I met a hooligan ...” (10min)

A short dialogue-chant (a student-group) Keep the pace with clapping hands

Use a projector/ write it on a flipchart/board

A: Today I met a hooligan

He slowly moved, He looked away

He used his hands - I went insane

He didn't say a word

He just... [Mime the action] take a slip with the hooligan behaviours

B: so what did you say? (Take a slip with the responses)

Materials

A pot with slip of papers

A pot with possible responses:

OK super, fantastic, superman, brilliant, (irony)

What a pity, shame on you, I can't believe it, sorry my man, my bad

Fine him 20 euro /sent a picture to the employer/bought him a drink

Clap!

HANDOUT (See attachments) Key: [all are true]

DEBRIEFING AND EVALUATION:

Make a list of 3 expressions that can help you deal with a difficult situation' hooligan behaviour

EXPECTED RESULTS:

- raised awareness of conditions that affect the signals we send with our body
- expanded vocabulary on the topic

ATTACHMENTS: See next page

HANDOUT: For self-study/ group comment to wrap up the activity

Read the statements Decide True/False

1. All the people around the world share the same emotions
2. There are **two basic body** positions that serve communication **closed and open**.
3. There is one basic **rule 3 factors command our body language:** the situations, emotions and the relationship
4. Many body language **signals** are **relative to age and gender**
5. **Eye contact** is generally regarded as a positive
6. Many body language signals **indicate negative feelings** such as boredom, disinterest, anxiousness, insecurity.

Key: [all are true]

Table 1 [for self- study]

Part of the body	Message
HANDS	Emphasis, barrier, illustration , nervousness, defensiveness, Reluctance insecurity. WITH ITEMS=DOUBT, DECEIT, PRESSURE, EXPECTATION
HEAD	Hurry up, impatience, neutrality, alertness, superiority, fearlessness, arrogance, non-threatening, submissive, thoughtfulness
LIPS AND MOUTH	Tension, suppression, self-comforting
EYES	Imagining sounds, accessing feelings recalling or remembering sounds, self-talking, rationalizing, honesty, truthfulness, attentiveness, interest, attraction interest, appeal, invitation, frustration, greeting
FINGERS	Emphasis warning, refusal, aggression defensive, instruction to stop
PALMS up/open	Submissive, truthful, honesty, appealing
HANDS ON HIPS	Confidence, readiness, availability
NECK SCRATCHING	Disbelief, Doubt
HAND CLASPING	Frustration
HANDS IN POCKETS	disinterest, boredom



Wordless acting!

Time: 60 - 90 min

OVERVIEW:

We separated people over the age of 50 into groups of two, determined one person in each group as number 1, and one as number 2 and gave each person a copy of the following script. Number 1 read his lines out loud, but number 2 communicated his lines in a nonverbal way. Provided 2 with a secret emotional distraction that was written on a piece of paper (example, 2 - in a rush, bored, feeling guilty). After the dialogue, ask number 1, what emotion was affecting the number 2.

OBJECTIVES:

- to know how to listen
- nothing mood of the other site
- dialogue between groups
- receptivity
- to know, how to work in a team
- to find out approach towards understanding each other
- increase understanding of stereotypes, and their influence
- clarify nonverbal communication,
- increase comprehension in the organization (Caritas)

MATERIALS: Pen, paper, etc.

LOGISTICS: Spacious room, chairs, eventually table between groups!

DESCRIPTION:

Instructions: Dialogue:

A: Have you seen my book? I can't remember where I put it.

B: Which one?

A: The murder mystery. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed.

B: I did not!

A: Maybe it's under the chair. Can you look?

B: OK--just give me a minute.

A: How long are you going to be?

B: Geez, why so impatient? I hate when you get bossy

A: Forget it. I'll find it myself.

B: Wait—I found it!

DEBRIEFING AND EVALUATION:

Principal evaluation:

Eye contact - Is eye contact being made? If so, is it overly intense or just right?

Facial expression - what is their face showing? Is it masklike and inexpressive, or emotionally present and filled with interest?

Tone in voice - Does their voice warmth, confidence, and interest, or is it staid and blocked?

Intensity - Do they seem flat, cool, and disinterested, or over the top and melodramatic?

Sound - do you hear sounds that indicate caring or concern?

EXPECTED RESULTS:

- understanding between each other
- patient with explanation
- be open minded for using non-verbal communication
- be prepared for Slovenia meeting (to share experiences)
- Participants learn how to ask and reply



Silent Movie!

Time: 90 min

OVERVIEW:

We divided people into two groups. For the first half of class, some students were screenwriters and other students were actors. Roles are switched for the second half.

OBJECTIVES:

- to write own screenplay (easy one)
- to share own screenplay
- to explain the screenplay in non- verbal communication
- Revising previously learnt content.
- Learning non-verbal communication in an effective way/just the most valuable way

MATERIALS:

Pen, paper, flipchart, etc.

LOGISTICS: Quiet room, chair for all and table if desired

DESCRIPTION:

The screenwriter people wrote a silent movie scene, with the following tips in mind:

1. Silent movies tell a story without words. It is important to start the scene with a person doing an obvious task, like cleaning the house.
2. This scene is interrupted when a second actor (or several actors) enters the scene. The appearance of the new actor/s has a big impact. Remember that the new characters could be animals, children, salesmen, etc.
3. A physical commotion takes place.
4. The problem is resolved.

DEBRIEFING AND EVALUATION:

Once again the evaluation, which seems to us as a fundamental pillar of non-verbal communication

Principal evaluation:

Eye contact - Is eye contact being made? If so, is it overly intense or just right?

Facial expression - what is their face showing? Is it masklike and inexpressive, or emotionally present and filled with interest?

Tone in voice - Does their voice warmth, confidence, and interest, or is it stained and blocked?

Intensity - Do they seem flat, cool, and disinterested, or over the top and melodramatic?

Sound - do you hear sounds that indicate caring or concern?

EXPECTED RESULTS:

- understanding between each other
- patient with explanation
- be open minded for using non-verbal communication
- be prepared for Slovenia meeting (to share experiences)
- Participants learn how to ask and reply



Nonverbal communication national characteristics

Time: 25-30 min

OVERVIEW:

English psychologist Argails observed that the Finn hour gestures are not more than ten times, English - 50, French - 80, Italian – 120, he is an Arab - 150, Mexican - 180 times.

If France will add fingers to her temples, have said that the negotiator is a fool, but in the Netherlands - which you are dealing with a smart, Italy wish his luck and success, Spain - express distrust.

Most European nation's belt tension means nothing but held it to be understood as hara-kiri application.

Among other things, the Colombia to tourists come in an awkward position, issued a dictionary, which translated into approximately 2000 gesture.

OBJECTIVES:

- Dom and exchange of experience on body language,
- Understanding the differences of the various cultures, customs and traditions of incredible gestures

MATERIALS:

Gesture map (see attachments), paper and marker pens for group

LOGISTICS:

Tables, chairs, tables and chairs from the group for the number of participants, where the 12 members of the - 3 Group of 4 members.

DESCRIPTION:

Instructions: Groups are created; each of them would be participants from different countries. Each group shall receive a card with a short description of the meaning of this gesture in different countries. Participants shall also acquaint themselves with the information it, if possible. Similarly, prepare for information about any of the other popular gesture that discretion. Each group shall be drawn up and presented two gestures and the importance of the other groups

DEBRIEFING AND EVALUATION:

After all of the presentations and exchange their experience on the language and their translations

EXPECTED RESULTS:

The task groups are to clarify, gestures in nonverbal way.

ATTACHMENTS: see next page

Gesture card

	1. O.K. - in Europe and in North America, the gesture is a positive role, but in France and Spain, it is rude. In Tunisia and in Belgium it is perceived as a destination with zero, as if calling it a fool. Once the US President Richard Nixon in Brazil came in an embarrassing situation, in front of the crowd and raised his hand with a finger, which in America means - it is all right, O.K. On the other hand, in Brazil, this gesture is vulgar, sexually abusive. In some parts of Latin America is worse - it is a deadly insult, in Japan this implies - money, but in Tunisia, it is a threat to kill.
	2. V "peace" - a gesture of most of the world the meaning of victory (from English. "Victory"), but, for example, in the UK it is offensive, in the palm of the hand is turned against itself. After the Second World War this gesture as their emblem used British Prime Minister Winston Churchill
	3. Horns or "rock n roll" - Mediterranean countries it is vulgar gesture. Today, the "horns" often shows music fans during the concert. Among the other music horns used for the first time in 1969. - "The Beatles' album" Yellow Submarine "cover your group, where it demonstrated the soloist John Lennon.

	4. Aloha mark - Hawaii region gesture meant, "Don't", but if Aloha mark as shown in the Dutch citizens, it will be perceived as a call for a drink.
	5. Thumbs up - in ancient Rome gladiator fight at the end of this gesture, which rivals will be saved lives. The positive role of Europe remained today. In Sardinia, which means, "I'm full to know-nothing", on the other hand, if the thumb move in Russia, Africa, Australia, the Middle East or the Mediterranean countries, to send indecent insult.
	6. To cock a comb - Europe routinely used the word type "you'll get nothing from me." Most of the rest of the world is negative role, such as, but for example, in Brazil, this is the wish of the success.



To acquaint themselves in their own language

Time: 30-40 min

OVERVIEW:

Everyone gets closer, using his or her native language and non-verbal communication

OBJECTIVES:

- Familiarising with others
- Breaking the ice
- Widen our knowledge about nonverbal communication

MATERIALS:

Small scraps of paper, pen

LOGISTICS:

Space group work, how many countries so the table.

DESCRIPTION:

Participants split into groups and nationalities. One member goes to other groups, and in their own language in the story itself. The group listens, asks questions. Thus, all familiar with each other. From each country must be a "visitor" to each of the countries

DEBRIEFING AND EVALUATION:

After the visit, each group talks about each of the participants, which they presented themselves. They have realised that he, or helped to body language, tone or similar words?

EXPECTED RESULTS:

- Understanding of nonverbal communication functionalities and capabilities
- Ice breaking



Prossemica, proxemics

Time: 25 min

OVERVIEW:

A body receives and reveals information different levels of perception. It can reveal age, gender, social status, profession, physical state, feelings, and emotions. In short a body speaks. What is the matter? It happens that within a different cultural background, it is important to know the main ritual gestures in a contest rather than in another, from Country to Country.

For a correct (we would say: for a politically correctness) we should avoid gestures socially

And culturally inadequate, on the one hand, and, on the other hand, to be aware that in a diverse contest certain ritual communication (healthy, apologize, congratulate etc.) may be accompanied by a different language body.

What happens when bodies interact in a space? Whose space is it? Is it neutral?

OBJECTIVES:

- self-identification
- to identify someone by the body language
- Responding to body language with non-verbal communication and vice versa

MATERIALS: cellular devices

LOGISTICS: open air

DESCRIPTION:

12 participants are in the open air, possibly in a garden or in a park. Ask them to behave as they were not observed. 3 people are observers the facilitator asks them to observe their mates without commenting

- 3 people each of them hold a switched on cellular, they can use them
- 2 minutes later , 3 more people with no cell enter the scene
- 5 minutes later, 3 more people with cell enter the scene
- the remaining time they discuss about observing and being observed

DEBRIEFING AND EVALUATION:

- if participant are aware they are observed
- how do they behave
- Do they force or change their attitudes (body, position, etc.)

EXPECTED RESULTS:

- they change their body attitude
- the adapt to environment
- they adapt to the presence of other people
- They communicate explicitly, i.e. smiling, waving their hand or similar...



Observation experience!

Time: 25 min

OVERVIEW:

People behaviour during a speech.

OBJECTIVES:

- To understand the relationship between oneself and others when they are concentrated and use their own intellectual skills (in this case comprehension, understanding)

MATERIALS:

Blank paper, pencil or pen for each participant

LOGISTICS: Conference room or class room

DESCRIPTION:

This exercise can be done during a speech, any speech during a meeting, a ceremony, an event when someone is delivering a speech. We will ask participants to prepare a short speech about the topic they prefer (introduce themselves, likes, hobbies, family...)

Everyone is the observer and the observed. They will all speak about the topic they choose and observe how the others interact when speaking. The facilitator will give participants hints about the things they should look or pay attention at.

DEBRIEFING AND EVALUATION:

Participants speak about how they felt when speaking and listening to others, their reactions... (Observation of how others presence causes distraction or nerves, hands movement, blushing or embarrassment, centration, how others' non-verbal communication affects other speakers and learners, etc.)

EXPECTED RESULTS:

- Participants experience certain uneasiness
- They feel better or more at ease when speaking in public
- They try to break the rules
- They look at their own way of communicating



Personal Space

Time: 25 min

OVERVIEW:

In this activity people will learn that we have different personal space (because of different cultural backgrounds and different moods and personality, in different situations and relationship) that interlocutors have consider and accept so to live a good interaction by role playing.

OBJECTIVES:

Promote the respect for other personal space.

MATERIALS: N/A

LOGISTICS: Chairs in the circle.

DESCRIPTION:

Invite people to sit on the chairs formed in circle. Than ask for two volunteers to start activity (saying that everybody will have his turn). Ask one to stand in the middle of the circle and to imagine that he has a conversation with friend of his. Explain that other volunteer will represent a friend of his and he will have to walk slowly towards the one in centre. Person in the centre has to say stop at the distance in which he think he would be comfortable talking with a friend. At the end you thank both volunteers and invite the one that was walking to take his turn sitting in the centre. One person that is sitting will take turn to walk slowly towards person in centre giving them another situation to imagine. The sequence is repeated until everyone does both roles (easiest and fastest way is if you don't always ask for volunteers, but following the circle).

Here are other situations to imagine:

- imagine asking policeman to show you the way to the main square
- imagine talking with daughter that narrates about her new home
- imagine talking with your friend Italian
- imagine being Italian, talking with your Italian friend (smaller distance)
- imagine talking about business with your boss
- imagine being lover, talking with your lover
- imagine talking with doctor
- imagine being Indian talking with Indian (smaller distance)
- imagine talking with stranger on the street asking you what does the sculpture in the square represents
- imagine talking with stranger, because your stomach hurts
- imagine talking with the priest, asking him about history of the church that you're in
- imagine being Englishman talking with Englishman
- imagine being married couple, talking with your wife, husband

At the end make the conclusion, saying that everybody has a proper personal space, a region surrounding him that a person regard as psychologically his, and that most people feel discomfort, anger, or anxiety when their personal space is encroached. How large the personal space is, depends also on cultural background, personality and mood and it can change also in different situation and relationship. It is important to notice the personal space of the other (if he steps back, if he comes closer), not taking it personally and respecting it.

DEBRIEFING AND EVALUATION:

During giving conclusions observing from non-verbal communication if participants seem to understand the concept.

EXPECTED RESULTS:

- participants learn the importance of knowing and respecting personal space
- Participants get to know something of their own personal space and about personal space in some countries.



Differences in nonverbal greetings between countries

Time: 25-30 min

OVERVIEW:

People around the world greet each other in different ways. It is important to know this so to feel yourself in another culture. With this activity, people will learn some different ways of greetings from different countries.

OBJECTIVES:

- Promote knowledge that the non-verbal communication is not universal
- Promote the respect for other culture non-verbal expression
- Learn some greetings from the other culture

MATERIALS:

8 small papers with name of countries, 8 papers with explanation of different greetings

DESCRIPTION:

Divide a group in couples. Introduce activity saying that today the work will be about greetings. The first impression that you make is important when being in contact with people from different cultures and the first contact you have with them is usually a greeting. Sometimes we say, it's ok, even if I don't know the language I can still use gestures. It's true, but we also have to know gestures, because they don't have the same meanings everywhere. Today, every couple will make a little trip in one of the countries of the world and learn how people usually greet there. Each couple will take a small paper with a name of country written on it and. Think together about how you would greet people in this country and greet each other in this way. Than come to me to take a list which explains how people really greet each other in that country. Greet each other in that way and turn to seat in centre.

When all couples have finished invite every couple to show how people greet in the country they got and tell if it was as they imagined (if there is a lot of time and little people, the couple can just show the greeting and the others have to guess from which country is it from).

At the end of exercise we thank everybody for participation (pointing out some concrete positive things that we observed) and conclude that sometimes we think that nonverbal communication is universal, but it is not, so we have to learn some basics, like today, to live a good interaction with people from other nations and cultures.

Slovenia (nowadays, before), Argentina, Poland, Mongolia, Turkey, China, Indonesia, India, Africa

EXPECTED RESULTS:

- Participants learn greetings from different countries.
- Participants understand that the non-verbal communication is not a universal language.



School rules!

Time: 30 min

OVERVIEW:

Using only mimic school rules are recalled, for example “you mustn’t eat in the classroom”; “you mustn’t run in the corridors”

OBJECTIVES:

- Feel interested in the topics
- Interact with their classmates
- Interact with the teacher

MATERIALS: Board; CD player; notebooks.

LOGISTICS: Room, space, chairs, tables, etc.

DESCRIPTION: First the teacher says the subject they are going to recall:

- School rules (5mn)
- Then he / she checks if students have understood, using mimic (10mn)
- They are asked to do mimic too (10mn)
-

DEBRIEFING AND EVALUATION:

Direct observation:

- Participation
- Involvement
- Interaction

EXPECTED RESULTS:

- Develop their self-confidence
- Show enthusiasm
- Interact

PAY ATTENTION TO: Class interaction.

ATTACHMENTS: *Students are asked to do following rules, through mimic:*

1) *You must:*

- Listen to the teacher;*
- Pay attention;*
- Do your homework;*
- Ask for the teacher’s help if you need it;*
- Study*

2) *You mustn’t:*

- Talk when the teacher is talking;*
- Eat in the classroom;*
- Drink in the classroom;*
- Run in the corridors;*
- Disturb your classmates*
- Play in the classrooms*



Classroom language!

Time: 90 min

OVERVIEW:

Using mimic classroom language is recalled, for example “sit down, please”; “go to the board”

OBJECTIVES:

- Interact with their classmates.
- Interact with the teacher Board;

MATERIALS: CD player; notebooks

LOGISTICS: Room, space, chairs, tables, etc.

DESCRIPTION:

First the teacher writes on the board they are going to recall classroom language (5mn)

Using mimic, he / she checks if they have understood (10mn)

They are asked to do mimic too (10mn)

DEBRIEFING AND EVALUATION:

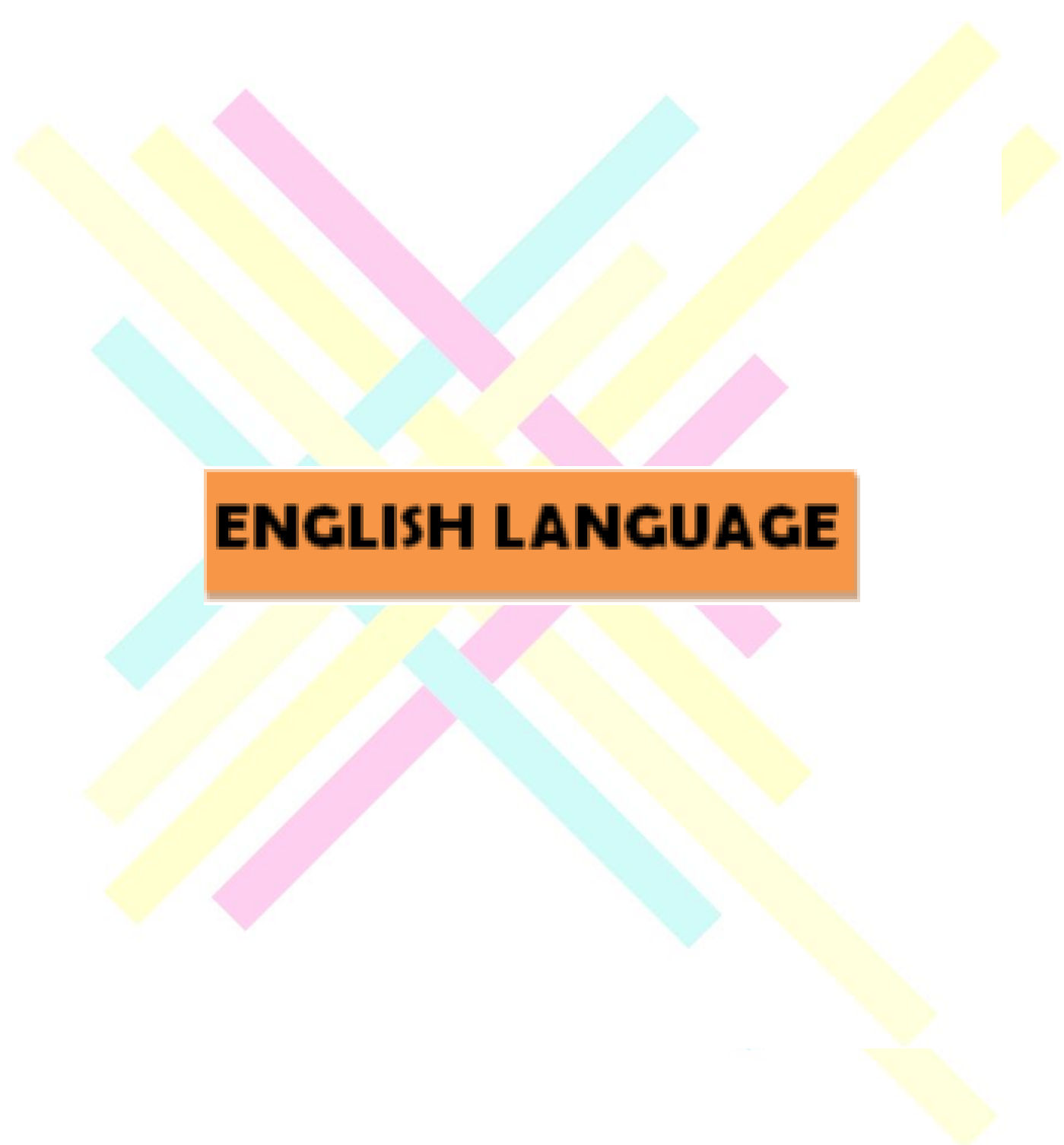
Direct observation:

- Participation
- Involvement
- Interaction
- Develop their self-confidence
- Show enthusiasm
- Interact

PAY ATTENTION TO: Class interaction.

ATTACHMENTS: *Students are asked to do the following, through mimic:*

- Sit down, please*
- Stand up;*
- Open your books;*
- Go to the board;*
- Clean the board;*
- Go back to your seat*
- ...*



ENGLISH LANGUAGE



The numbers: Count out loud! Time: 5-10 min

OVERVIEW:

Participants will revise cardinal numbers by counting out loud from 0 onwards but there is no order between participants in which they have to say the numbers. If two participants say the same number at the time, the group has to start counting again from scratch.

OBJECTIVES:

- Learn and revise numbers and their pronunciation
- Reinforce knowledge in an entertaining way.

MATERIALS:

- Flip chart
- Markers

LOGISTICS:

Chairs for participants, although it could also be done standing up.

DESCRIPTION:

1. Go through the different cardinal numbers before you start the activity. Check previous knowledge, reinforce and teach if necessary.
2. Tell the rules of the game to the participants: you are going to count out loud from 0 onwards but there are no turns to say the numbers. If two participants say the same number at the time, the group has to start counting again going back to the beginning.

PAY ATTENTION TO:

Additionally you can tell participants to do the activity with their eyes closed so they have to pay attention to all their senses.

Moreover, you can also have more than one group for them to compete to see which one goes further counting.

Finally, you can also tell them to count backwards to make it more difficult.

EXPECTED RESULTS:

- Reinforcement of participants' knowledge of cardinal numbers and their pronunciation in the target language.



Numbers

Time: 20 – 30 min

OVERVIEW:

Participants will learn the ordinal and cardinal numbers by reading and repeating them loud as a group. Afterwards they will make different exercises alone to ensure the learning knowledge.

OBJECTIVES:

- Learning the ordinal numbers.
- Learning the cardinal numbers.

MATERIALS: Paper, pens and handouts.

LOGISTICS: Whiteboard and if possible a projector so participants can follow the teacher when reading the numbers loud.

DESCRIPTION:

1. Deliver the first handout with the numbers written.
2. Go through the different ordinal and cardinal numbers before you start the activity. Check previous knowledge, reinforce and teach if necessary. Make that each participant read 5 to 8 numbers loudly.
3. Deliver the second handout with the exercise about numbers and ask participants to match each number with its written form. Once they have finished, check the correct answers together. Try to involve as much learners as possible when reading them loudly.

DEBRIEFING AND EVALUATION:

Make learners to count till one number loudly and without reading the handouts.

EXPECTED RESULTS:

- Learning about cardinal numbers.
- Learning about ordinal numbers.
- Practicing for future activities related to ages, dates, personal details, etc.

PAY ATTENTION TO: the pronuntiation as some ordinal can cardinal numbers can sound similar. This exercises can be easily mixed with a Bingo or similar game.

ATTACHMENTS: See next page.

Numbers



Match each number with the corresponding ordinal or cardinal number.

ORDINAL NUMBERS		CARDINAL NUMBERS	
0	oh, zero, nil, nought *	---	
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
30	thirty	30th	thirtieth
40	forty		
50	fifty		
60	sixty		
70	seventy		
80	eighty		
90	ninety		
100	a/one hundred		
1,000	a/one thousand		

Ordinals

0	five
1	ten
2	two
3	thirteen
4	oh, zero, nil, nought *
5	four
6	three
7	fourteen
8	eight
9	one
10	nine
11	seven
12	twelve
13	six
14	eleven
15	eighty
16	seventeen
17	sixteen
18	eighteen
19	thirty
20	nineteen
21	twenty
30	forty
40	twenty-one
50	fifty
60	seventy
70	ninety
80	fifteen
90	sixty
100	a/one thousand
1,000	a/one hundred

Cardinals

1st	first
2nd	ninth
3rd	fourteenth
4th	fourth
5th	sixth
6th	fifth
7th	seventh
8th	eighth
9th	eleventh
10th	tenth
11th	seventeenth
12th	twelfth
13th	thirteenth
14th	twentieth
15th	fifteenth
16th	nineteenth
17th	third
18th	eighteenth
19th	sixteenth
20th	twenty-first
21st	second
30th	thirtieth



More numbers!

Time: 35-40 min

OVERVIEW:

This lesson manipulates the concept of numbers from giving personal info to travel:

- 2 activities explore personal info
- 1 exercise expressions connected with numbers
- 1 exercise - giving flight info as a role play numbers

The instructor is responsible for revising and visualising:

- A/ Ways of providing personal info, telling phone numbers, ID numbers
- B/ The ways of telling the time
- C/ Dates/use of ordinals 14.02.2014 (the fourteenth of February 2014)

OBJECTIVES:

- Revision of basic numbers and expressions with numbers from all sorts of situations
- Reflection on one's life through numbers
- Passive revision of grammar items related to numbers e.g. There is/ I have 2 children/ I am 56

MATERIALS NEEDED:

1. Handout from a dictionary for a reference of ways of talking about numbers
2. Handout with flights details
3. Visuals (self-pack or arranged in a slideshow, handouts with lots of numbers) Coupons, receipts slips, culinary guides, nutritious guides of products, wrappings, Diaries, Credit card,

DESCRIPTION:

Warm up

Presentation of ways of speaking about time
Keep it light hearted

Talk on the phone to yourself? 4 MIN

How many people? How many tables? How many waiters? Sorry I couldn't hear. Did you say 12 or 20?

There will be 25 people. There will be...waiters/ about 10 cars. Yes we are going to have a party

What date? Common, you must remember Tomorrow ...

What time? You must be kidding

(Explain you are organizing a birthday party for my husband. He is 50. Tomorrow is the day. We are inviting 25 people.)... What were we talking about ah...Numbers are you good at numbers?

Can you introduce yourself through numbers?

ACTIVITY 1 LISTENING+NOTE TAKING

Listen. Take your pens and write down the numbers. This should be true for you.10min

1. Hello. I am....(write your age).I live at.....(street, address).My ID number is..... My bank account number is.....My telephone number is.... But you can also reach me at....(That's my mobile.) I am available from.....(working hours) for consultation. Yes, I am married. I married at.... In.....I have....(the number of children). I retired at..... (age) in(year)My birthday is.....(date) My lucky number is.... I won..... in the lottery.

Talk with a partner about the teacher - 3 min

Activity 2 My life in numbers (reflect and interview a partner) 15 min

1. The teacher explains the rationale. Students are going to write dates, numbers, and prices
 2. The Teacher summarized how we talk about dates writes the podium 1, 2, 3 - (5min)
- Interviews the group about their birthdays
Briefly revises a few basic holidays

3. Instructions for the students:

Draw a line across. And a line down 5min

In Box A Write 2-3 NUMBERS connected with your FAMILY LIFE.

In Box B Write 2-3 NUMBERS connected with your PROFESSIONAL LIFE.

WHEN YOU STARTED A JOB, YOUR SALARY,

HOW LONG WAS YOUR SUMMER HOLIDAY,

HOW MANY YEARS YOU WORKED FOR THE COMPANY

In Box C Write 2-3 NUMBERS connected with your SECRET LIFE (The number of countries I have travelled to, BIRTHDAY, LUCKY NUMBER, A COMBINATION FOR LOTTERY.

In Box D Write 2-3 numbers connected with your last holiday (cost, hotel room number, cost of the taxi, etc.)

A <i>e.g.14, 2, 3</i> <i>(married for 14 years, have 2 kids, lived in 3 houses)</i>	B <i>1995</i> <i>17 years of experience</i>
C <i>0568 769333470</i>	D <i>35 euro /night</i> <i>Gate 56</i>

Model the activity Write support questions on the board.

Help for the students

Practice:

A: What does this number mean/ what does it stand for/ what is

This is when you started/retired

B: Yes, I retired in.... I started working in...., I married

Yes, that is my telephone number...

Time for the students 10 min (5 min reflect + 5 min talk)

(ask your partner about 3 numbers) - 5 min

Share with the group one fact about the person connected with numbers 3 min

Transition to holidays (the teacher summarizes a few facts about the holiday)2

How did you travel by plane?

How much did the ticket cost? Which airport did you leave from?

Activity 3

Announcer at the airport 8-10 min

Imagine that you are at the airport, use the table at the attachments.

Look at the departure times. Act out the announcer. Vote for the best announcer

Keep the activity light hearted

E.g. **Flight LH 008 for Hamburg leaves from Gate A28.**
Please proceed to gate A28 Immediately.
Allow time for some individual practice before presenting

Activity 4

Read the 10 statements. Say where you can see those (additional practice on numbers)

1. The expiry date is 20.10.2015
2. Petrol costs 2.75euro
3. This cats weighs about 9kg.do not exceed the dose
4. The fight to Rome leaves at 16:45
5. The license number is N693/23.01.2007

6. The regular price is 79.95 but you can get a discount of 17 %
7. There were 12 of us in the camp each well-equipped
8. The speed limit is 135km/h
9. The stated dose for adults is 750 mgr/1 a day/for 5 days
10. Have you got the time? It's(7:43) seventeen to eight

Key:

1. The expiry date is 20.10.2015 (passport, product, medicine)
2. Petrol costs 2.75euro (gas station)
3. This cats weighs about 9kg.do not exceed the dose (vet)
4. The fight to Rome leaves at 16:45 (airport)
5. The license number is N693/23.01.2007 (packaging, permits)
6. The regular price is 79.95 but you can get a discount of 17 %(store)
7. There were 12 of us in the camp each well-equipped (a story)
8. The speed limit is 135 km/h (motor-road)
9. The stated dose for adults is 750 mgr/1 a day/for 5 days (medicine)
10. Have you got the time? It's(7:43) seventeen to eight (in the street, at home)

DEBRIEFING AN EVALUATION:

Make students label the activities 1-4 with one of these words

Level of satisfaction with the activity

Easy, difficult, involving, useful

EXPECTED RESULTS:

- revision of a number of situations involving numbers
- confidence in hearing /understanding airport announcements
- revision of different ways of talking through numbers

ATTACHMENTS: See the next pages

Source: Frankfurt airport departures

Flight	To/via	Sched.	Estim.	Terminal	Counter	Gate	Remarks
Date from the shown results: 06/09/2015 9:31 AM							
OZ 542	Seoul-Incheon	19:00	12:00	1 B	669-674		new gate
LH 008	Hamburg	09:00		1 AB	260-338	A28	departed
LH 1214	Geneva	09:00		1 AB	260-338	B5	departed
LH 1298	Istanbul-Ataturk	09:05		1 AB	260-338	B45	departed
LH 3606	Cologne central station	09:09		1 AB	260-338	T6	train
JP 117	Ljubljana	09:10		1 A	260-338	B4	closed
LH 248	Milan-Malpensa	09:10		1 AB	260-338	A19	closed
LH 1102	Salzburg	09:10		1 AB	260-338	A4	departed
LH 1140	Seville	09:10		1 AB	260-338	A3	departed
LH 098	Munich	09:15		1 AB	260-338	A11	departed
LH 156	Leipzig/Halle	09:15		1 AB	260-338	B7	departed
LH 352	Bremen	09:15		1 AB	260-338	A52	departed
LH 1148	Malaga	09:15		1 AB	260-338	A21	departed
LH 1166	Lisbon	09:15		1 AB	260-338	A56	closed
AA 071	Dallas-Fort Worth	09:20		2 E	957-966	D5	closed
AC 873	Toronto-Pearson	09:20		1 B	675-678	B48	gate open
LG 9302	Luxembourg	09:20	09:50	1 A	260-338	B6	gate open



When were you born?

Time: 5-10 min

OVERVIEW:

Participants will ask one another about their date of birth in order to put themselves in order along a line we will draw on the floor. They can step out of the established perimeter or line.

OBJECTIVES:

- Revise and reinforce cardinal and ordinal numbers as well as months of the year.
- Learn how to ask about when someone was born.
- Learn how to give personal information about our date of birth.

MATERIALS: Chalk/ rope or tape to draw a line on the floor.

LOGISTICS:

If we do not have any of the materials alternatively we could use the tiles in a room to establish a "imaginable line"

DESCRIPTION:

1. Tell participants to stand up on the established imaginable line randomly.
2. Explain the rules: We are going to practise ordinal and cardinal numbers by asking one another "When were you born?", according to everyone's answer you will have to place yourselves in order without standing out of the establish area. The youngest person should be at the beginning of the line and the oldest at the end.
3. Let them time to do it.

DEBRIEFING AND EVALUATION:

Ask them to say their date of birth out loud from the first to the last participant and check they are in the correct order.

PAY ATTENTION TO:

Check participants always stand on the established line and be careful, they should ask one by one to the others in order to practise as much as possible. If one person ask and the others just answer out loud to place themselves in order the dynamics of the game do not work.

EXPECTED RESULTS:

- Participants learn how to ask and reply about date of birth.
- They revise and learn cardinal and ordinal numbers as well as months.
- They are able to give personal information.



The Alphabet and Spelling: From A-Z

Time: 30 min

OVERVIEW:

This activity looks for interaction of participants with people outside the SEAM project for them to realise the extension of the foreign language at their own community.

OBJECTIVES:

- Participants interact with people outside SEAM
- They realise up to what extend the foreign language is important or known in their areas
- They revise spelling and vocabulary.

MATERIALS: Cardboard, pens and colours

LOGISTICS: Participants interact in the streets, mind the weather and establish a time and an area to carry out the activity.

DESCRIPTION:

Participants are given a cardboard. They write down the alphabet on it and the group revises the pronunciation of each of the words of the alphabet. They are given a mission: Each group of 4 people has to complete the alphabet finding a word in English for each letter by asking strangers in the streets. Participants can only speak in English with strangers, they aim at the stranger to spell the word and draw the concept on the cardboard if possible. Give them some sentences they can use to approach to people.

- Good morning/ afternoon/ evening
- How are you?
- Do you speak English?
- Can you help us?
- Do you know any words starting with any of these letters?
- Could you spell that word?
- Thank you very much
- You were very helpful
- Bye, bye

DEBRIEFING AND EVALUATION: Participants look at the alphabets they have created and talk about the difficulty to fill it in with words, the importance of the foreign language in their community, if anything stroke them,,,

EXPECTED RESULTS:

- Participants are able to interact in English with strangers
- They realise how extended English is in their society
- They revise spelling and learn new words.

PAY ATTENTION TO: Establishing a time slot and area to carry out the activity.

ATTACHMENTS: N/A



The family: Family

Time: 30 min

OVERVIEW:

Students recall knowledge previously acquired.

They developed their speaking skills through participation in class activities

OBJECTIVES:

Feel interested in the topics.

Participate willingly in the different tasks.

Show enthusiasm for the tasks.

MATERIALS:

Board; CD player; notebooks.

LOGISTICS:

Rooms, spaces, chairs, tables, etc.

DESCRIPTION:

- The teacher talks about his / her family (10mn).
- He / she has an informal conversation with the class about family members (10mn);
- Students speak about their own family (10mn)

DEBRIEFING AND EVALUATION:

- Diagnosis;
- Direct observation;
- Participation;
- Interest;
- Involvement in classroom activities;
- Students' answers;
- The use of the English language in the classroom.

EXPECTED RESULTS:

- Interact with their classmates / teacher;
- Develop their self-confidence.

PAY ATTENTION TO:

- Quiz;
- Class interaction; Writing the description of a family member.

ATTACHMENTS: See next pages

Read the text.

Mr Harrison is Elvis's grandfather. They are talking.

Mr Harrison: I was born here in Bath. Look, some years ago there were lots of trees over there. There weren't any blocks of flats. My house was here, but it was the only one.

Elvis: Weren't there any cafes, shops, cinemas...?

Mr Harrison: Oh no! Just two shops and a small pub.

Elvis: How boring! Was there a hospital?

Mr Harrison: Yes, but it was smaller... The church is the same!

Elvis: OK. What about banks? Now there are three. Granddad, can you imagine what this town is going to be like in the future?

Mr Harrison: It's going to be very different and you are going to have the same conversation with your grandson!

Choose the correct ending.

- | | | | |
|------------------------------------|--|---------------------------------|------------------------------------|
| a. Mr. Harrison is Elvis's... | ☐ uncle. | ☐ father. | ☐ grandfather. |
| b. In Bath there were lots of... | ☐ blocks of flats. | ☐ trees | ☐ cinemas. |
| c. For Elvis living in Bath was... | ☐ exciting. | ☐ pleasant. | ☐ boring. |

Answer the questions.

a. Who is Elvis?

b. Where was Mr Harrison born?

c. Were there any blocks of flats in Bath?

d. How many shops were there?

e. Was the hospital bigger or smaller?

f. What's Bath going to be like in the future?

Write the **opposites** of the given words.

Son _____ brother _____ uncle _____

Husband _____ nephew _____ father _____

This was my present

1 - Who is....

.... your father's father? _____.

.... your mother's husband? _____.

.... your mother's sister? _____.

.... your uncle's daughter? _____.

.... your sister's son? _____.

.... your brother's daughter? _____.



 Family tree**Time: 50 min****OVERVIEW:**

Participants will be divided in couples. They will have to work together to reproduce a text and put down the names of the different members of a family in the given family tree.

OBJECTIVES:

- Learn and revise the vocabulary related to the family
- Practising writing and speaking
- Working on memorising short sentences

MATERIALS:

- Pens
- Paper

LOGISTICS:

- Chairs
- Table
- Distance between the text and the person writing of at least 3 metres if possible.

DESCRIPTION:

1. Put participants into couples.
2. Explain the rules
3. Ask them to choose who will write and who will memorise first. One of them will have access to a text about family, the other one will have to write what the first one dictates. There will be a separation between the text and the person writing of 3-5 metres and they will swap roles half way through.
4. Once they finish the text they will need to fill in the family tree with the correct names.

DEBRIEFING AND EVALUATION:

Participants will be given the original text to correct theirs and all together we will check the family tree is properly filled in.

PAY ATTENTION TO:

Participants in each couple should swap roles half way through the activity so both of them have the opportunity of practising their writing and speaking.

EXPECTED RESULTS:

- Participants learn and revise the vocabulary related to family.
- They are able to reproduce and write a text in speaking and writing.
- They are able to fill in the tree correctly.

ATTACHMENTS: See the dictation, the family tree for learners and its solution on the next pages.

DICTATION:

My name is Alice. I am an only child.

I have two children, Anna and Peter.

My mother's name is Emma.

My father is John.

Sarah and George are William's parents.

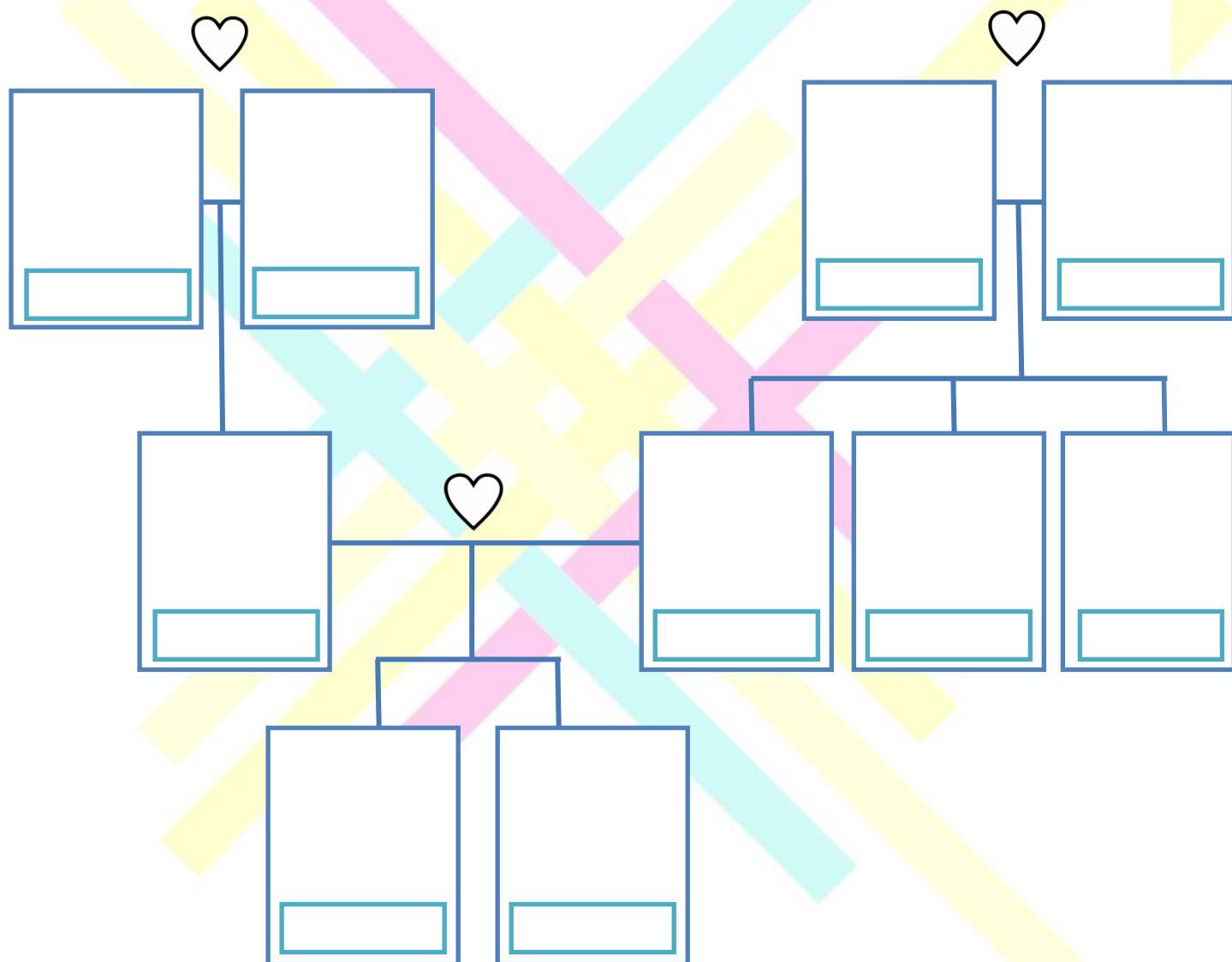
Anna and Peter are Sarah and George's grandchildren.

Robert is William's brother.

William and Robert have a sister, Caroline.

ALICE'S FAMILY

Use the information you get to fill in Alice's family tree.



ANSWERS: ALICE'S FAMILY

Use the information you get to fill in Alice's family tree.





Eating out: Waiter! Waiter!

Time: 30 min

OVERVIEW

This lesson looks into eating out habits based on a picture of a popular restaurant making students talk about their experiences of eating out

Activates vocabulary

Finishes with writing a recipe

OBJECTIVES

- to activate vocabulary on the topic
- Functions: description, asking questions
- Talking about preferences in food/restaurants in pair
- Giving instructions

MATERIALS NEEDED

- pictures of different types of restaurants with people
- handouts with guidelines

LOGISTICS: desks to read and write and 2 chairs facing each other to talk, per group

DESCRIPTION:

Examine a picture by means of a questionnaire [it activates knowledge on the topic]

Task 1 Think about the picture. Tick the correct answers. (5min)

How expensive do you think is the restaurant?

- Cheap
- medium-priced
- rather expensive

What sort of people are here?

- Young people
- Families
- Older people

What is the general atmosphere of the restaurant?

- Elegant
- Simple
- Snobbish
- Friendly
- International local

What time of the year do you think it is?

What day? What time of the day?

Would you like to eat in this restaurant? If so, why? If not, why not?

Task 2 Use your imagination. Keep notes 5min [to activate passive vocabulary]

What sort of food does this restaurant serve?

What is the specialty of the house?

Why do people enjoy coming here?

Where is the restaurant situated?
 What is the restaurant building like?
 Who runs the restaurant?
 What are the advantages/disadvantages of a restaurant like that?
 What are the customers enjoying apart from the food?
 What might the customers do after they had enjoyed the meal?

Task 3 Interview

Talk to a partner and find out (act out a short dialogue) Take turns [ask questions-past simple, present simple, future tense] 6-8min

Ask questions

1. When he was last to a restaurant/did he enjoyed the meal
2. What type of restaurant she likes/ she dislikes
3. What she would choose for a special birthday dinner
4. Which sort of foreign food she/he enjoys
5. How many details about the picture can you remember?

Task 4 Vocabulary building

In pairs, arrange the following words (they all have to do with restaurants or food) into categories and give them titles. Try to add 1-2 more words

Main course manager, Menu, waiter, knife, salad servers, salt and peppers, Frying pans, Spoon, wine list, kettle, waitress, dessert, chef, cork, fork, tablecloth, a wine glass, saucepan

Example:

Kitchen utensils	Jobs	menu		

Task 5 (optional)

1. Make some comments about your eating habits
2. Write a recipe for a simple dish

DEBRIEFING AND EVALUATION:

Make students reflect on the level of difficulty of the task

EXPECTED RESULTS:

- practise in interviewing and description
- talking about food



The time, days and months: What is the time?

Time: 25 min

OVERVIEW:

This activity aim at learning how to express the time regarding our daily routines in a very simple way.

OBJECTIVES:

- Talk about our daily life
- Express and understand the time in the foreign language
- Know more about other participants

MATERIALS: clock, pen and paper

LOGISTICS: N/A

DESCRIPTION:

Facilitator revises numbers from 1-12 and teaches how to express the time in the foreign language. Then he or she sets some examples and tells participants to give the time on the clock by themselves.

Participants in pairs ask to each other questions about their daily life. When they finish asking, each of them tells out loud what the other does to the rest of the group.

DEBRIEFING AND EVALUATION: Trainer checks everybody understood and solves possible doubts.

EXPECTED RESULTS:

- Participants can say the time they do basic actions daily
- They understand and express the time
- They know more about their peers.

PAY ATTENTION TO: Possible differences when telling the time. E.g.: In Spanish you first say the hour and then the minutes while in English it is the other way round.

ATTACHMENTS: N/A



Special dates calendar

Time: 30 min

OVERVIEW: This activity will help us know more about participants and connect one another.

OBJECTIVES:

- Participants share life experiences and important moments of their lives
- Learn how to express dates and special events
- Group bounding

MATERIALS: Calendar, pencil, felt-tip pens and paper

LOGISTICS: N/A

DESCRIPTION:

Tell participants to take note of 3 dates that are important for them, if they know how to do it they can say why. Each of them has to dictate them out loud. The others take note of them. Check the dates and create a calendar of special dates together.

DEBRIEFING AND EVALUATION: Participants express why each date is important for them.

EXPECTED RESULTS:

- Sharing important aspects of their life
- Knowing how to express dates and important events of our lives
- Team building

PAY ATTENTION TO: It may be complex to explain why each date is important for participants. Make them try to explain in the foreign language. At the end they can also use mother tongue to explain.

ATTACHMENTS: N/A



Moving around: What to in another country

Time: 30 min

OVERVIEW:

This activity is useful to move around a place and get ready for visiting new places where we need to speak the foreign language and make ourselves understood.

OBJECTIVES:

- to practise speaking
- to practise question formation
- to get to know better another country
- to broaden vocabulary of English language

MATERIALS:

Cards (below), paper and pen, whiteboard and pen for trainer.

LOGISTICS:

Room with tables, chairs and whiteboard

DESCRIPTION:

Put students into groups of 3-A, B and C. Tell them that they are going to be tourists. When A is a tourist, B and C are local residents. When B is a tourist, A and C are local residents. Each tourist has different questions.

Give out the role cards. Demonstrate the activity. You are the tourist. Say- Excuse me, can you help me? I am a tourist. What are the most interesting monuments in the town? Elicit the ideas.

Remind, that students can use such phrases as - I'm sorry, I don't understand. What is...?

DEBRIEFING AND EVALUATION:

You can ask students to retell what they got to know about the partner.

EXPECTED RESULTS:

Revise skills of speaking and questioning, get more acquainted with other Countries

PAY ATTENTION: Monitor helps and corrects

ATTACHMENTS: See next pages

Tourist A:

What (interesting) thing to do?

What's (beautiful) park?

What's (dangerous) area?

What's (easy) way to get around?

What's (interesting) local festival?

Where's (good) place to take a photo of the town?



Tourist B:

What's (famous) place in town?

What's (typical) thing to eat?

What's (old) building?

What's (popular) area to go out at night?

What's (good) hotel here?

Where's (beautiful) place near here?



Tourist C:

What's (typical) thing to drink?

Where's (exciting) nightlife?

What's (good) souvenir to buy?

What's (easy) way to meet some local people?

Where's (good) shopping area?

Where's (famous) sports team?





How do I get to...?

Time: 60 min

OVERVIEW:

This exercises is about orientation in foreign city or helping foreigner with directions in our own city, requiring basic knowledge of English and a map.

OBJECTIVES

- learn English names of main landmarks in the city and names of the directions
- learn how to ask for help
- learn how to give directions

MATERIALS:

Pictures of landmarks with the English names written on the top (big enough that they can be seen from standing position and by the elderly;

There should be as many pictures of each landmark as participants of the group), 8 maps of the city

LOGISTICS:

It is good that there is enough space in the room so people can move around freely. Board or a projector is needed for the second part.

DESCRIPTION:

5min:

Short introduction on linguistic lesson. We are going to learn how to ask for help in foreign city and how to give directions. Since our knowledge is different we will start with very simple exercise.

20 -25 min:

Pictures of the landmarks are spread on the floor. Each landmark should be multiplied as many times as there are members of the group. Beside the picture English name is written with big letters (so as to see it from the standing position).

When they hear the name of the landmark or direction people should move on top of it as fast as possible. Leader is giving a command: Go to the ...

Suggested pictures with words (landmarks and directions): museum, church, bridge, centre, left (arrow pointing to the left), straight ahead (arrow pointing straight ahead), right (arrow pointing right), hospital, police station, monument, restaurant

5 - 10 min: coffee break

20 min:

People are divided into pairs. We explain them that they will now use words they learnt in practice. We write down short dialogue about asking for help and giving directions with blanks spaces for landmarks and directions. People play out both roles - first asking for help than giving directions - with the map.

5 min:

Conclusion - it is important to know how to ask for help, to be polite about it and also to be able to help others when they need our help, basic English can help with that.

DEBRIEFING AND EVALUATION:

Exercise is part of the evaluation. Leader can evaluate group during the first part and pairs during the second.

EXPECTED RESULTS:

- knowledge of English names for main landmarks and important buildings in the city and names of the directions
- being able to ask for help in English
- being able to give directions in English



Countries and nationalities

Time: 30 min

OVERVIEW: This activity aims at helping participants on identifying SEAM countries and the nationality of other participants especially for their workshop-meeting and future possible situations.

OBJECTIVES:

- Learning more about the SEAM nationalities and countries.
- Sharing common knowledge
- Express nationalities and countries using the foreign language

MATERIALS: Paper, pen and colours.

LOGISTICS: Whiteboard

DESCRIPTION:

Divide participants in small groups of 3 people. Give them colours, pens and paper and tell them to draw Europe.

Write down the whiteboard the SEAM countries and nationalities.

Tell them to identify them in the map and draw what they think identifies each of them.

Each group presents their map and thoughts to the rest of the group.

DEBRIEFING AND EVALUATION: Conversation on why they have such conceptions about each country, if they have ever been there or known anyone with that nationality...

EXPECTED RESULTS:

- Participants are able to express and understand SEAM countries and nationalities and know about some traditional items or stereotypes.
- They share common knowledge and experiences
- They are able to use the foreign language to talk about this topic.

PAY ATTENTION TO: stereotyping and respecting opinions and people

ATTACHMENTS: N/A



Personal information

Time: 60 - 90 min

OVERVIEW:

The idea of this exercise is that participants can get to know each other and also can be able to introduce themselves to others when being abroad. The main details to be trained during the activity and about which they will acquire new knowledge are the months of the year, gender, countries and nationalities. They will also reinforce their basic knowledge and remember other content mentioned in previous activities such as personal details, basic sentences to open a conversations or dates.

OBJECTIVES:

- Learning more about the SEAM nationalities and countries.
- Learning about the months of the year and dates.
- Practising about how to introduce one self.
- Practising about how to start a conversation.

MATERIALS: Paper, pen and printed handouts.

LOGISTICS: Whiteboard and projector if possible.

DESCRIPTION:

The activity will be divided on different stages:

- Deliver participants the handout 1 (annexed) and read loud with them the words on it. Afterwards, ask participants to discover the equivalents of these words on their mother language.
- Read loud the example of the handout 2 (annexed) and explain participants those words that could be unknown for them. Afterwards, divide participants in pairs and ask them to fill in the gaps existing on the conversation of this handout 2. Finally, invite participants to read in pairs this second conversation and practice with the information used to fill in the gaps.
- Read loud the example of the handout 3 (annexed) and explain participants those words that could be unknown for them. Afterwards, divide participants in pairs (if possible different pairs as the ones used on the previous part of the exercise) and ask them to fill in the gaps with their personal information and draw their face and flag. Finally, invite participants to read in pairs each card and introduce themselves again to each other.
- Finish the class with a word search game (annexed) about countries and nationalities.

EXPECTED RESULTS:

- Participants are able to introduce themselves to others.
- Get knowledge about personal details and way of express them.
- Reinforce the knowledge about numbers and months of the year.
- Learn about how to say different countries and nationalities.

PAY ATTENTION TO:

Pronunciation and writing as some countries and months are written on a similar way on the project languages but not with the same letters.

ATTACHMENTS: See next page.

Translate from English into your language:

Months of the year:

January →

February →

March →

April →

May →

June →

July →

August →

September →

October →

November →

December →

Gender:

Female →

Male →

Country:

Bulgaria →

Czech Republic →

Italy →

Latvia →

Portugal →

Spain →

Slovenia →

See the conversation and follow the example to fill in the gaps with a friend.

Example:

Ana- Hello!

David- Hi! How are you?

Ana- I'm fine, thanks and you?

David- I'm good, thank you! What's your name?

Ana- My name is Ana, and yours?

David- I'm David. Where are you from?

Ana- I'm Slovenian, I'm from Slovenia. How old are you?

David- I am 42 years old, my birthday is on the 3rd of February.

Ana- Nice to meet you! Bye, bye!

David- Nice to meet you too! See you soon!

Ana- Hello!

David- Hi! How are you?

Ana- I'm fine, thanks and you?

David- I'm good, thank you! What's your name?

Ana- My name is _____, and yours?

David- I'm _____. Where are you from Ana?

Ana- I'm _____ I'm from _____. How old are you?

David- I am ____ years old, my birthday is on _____.

Ana- Nice to meet you! Bye, bye!

David- Nice to meet you too! See you soon!

Example:

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WORDSEARCH

Find the SEAM countries and nationalities:

Y W U I M R N G P C V D A Q N
 Z Q A L K A X X B Z J B Z S A
 G N A E I V N B H C I A C L I
 K Z D V G B H V W K U I V O L
 I Q T S P A N I S H L F H V A
 B A F U W F A P W B H V R E T
 L U P O R T U G U E S E B N I
 A Q L K K I B P I C H U W I X
 C I P G T O E G E L L K H A R
 Z H N A A R J Z F G A E M N H
 E I L E H R S L A G U T R O P
 C Y K C V E I R X P Z Z V J Z
 H Z E B D O I A N I A P S I V
 H Z Q H D A L F N O R V A V A
 C X E V Y A O S Q U A H Q N W

COUNTRIES

BULGARIA
 CZECH REPUBLIC
 ITALY
 LATVIA
 PORTUGAL
 SPAIN
 SLOVENIA

NATIONALITIES

BULGARIAN
 CZECH
 ITALIAN
 LATVIAN
 PORTUGUESE
 SPANISH
 SLOVENIAN



The weather: Weather mimics

Time: 23 min

OVERVIEW:

This activity helps to memorise and learn the vocabulary related to the weather. **It can be also applied to other topics.**

OBJECTIVES:

- Learn how to ask 'what the weather is like.'
- Understand and express the weather conditions.
- Have a laugh

MATERIALS: Post-it notes

LOGISTICS: N/A

DESCRIPTION:

The facilitator writes down the different weather conditions in post-it notes.

Shows them to participants and asks for previous knowledge.

Helps them to memorise and learn them.

All together they create mimics for each condition.

There is a competition to see who guesses more conditions looking at the others' mimics. The group asks "What's the weather like?" and the corresponding participant starts miming. When someone guesses it is their turn to mime.

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- Participants are able to ask, express and understand the weather conditions through the foreign language or mimics.
- They have a good time

PAY ATTENTION TO: N/A

ATTACHMENTS: N/A



Shopping

Time: 30 min

OVERVIEW:

Asking and answering about shopping habits.

Suggesting / accepting

OBJECTIVES:

- Class interaction
- Participate willingly

MATERIALS: Board; CD player; notebooks.

LOGISTICS: Rooms, spaces, chairs, tables, etc.

DESCRIPTION:

The students can read or listen to a text after looking at a picture (5mn);

Then they do a comprehension exercise (5mn)

They are also asked to write a short dialogue between a customer and a shop-assistant. Then they act it out (20mn)

DEBRIEFING AND EVALUATION:

Oral evaluation.

Enthusiasm.

Project

EXPECTED RESULTS:

- Widen their vocabulary.
- Developed strategies for handling vocabulary.
- Developed strategies for reading / listening.

PAY ATTENTION TO:

Completing sentences / writing a dialogue.

Acting out a dialogue in pairs.

Labelling pictures.

ATTACHMENTS: see next page.



“They love shopping!”

Read the text. *John and his father are shopping at the Harrods department store.*

Shop assistant: Hello, can I help you?

John: Yes, I'd like to buy a computer game for my cousin.

Shop assistant: What kind of game do you prefer?

John: Something to do with football.

Shop assistant: Here it is! The latest “Street Soccer” game.

John: How much is it?

Shop assistant: It's 30 £.

John: Hum! I think it's a bit expensive...but I'll take it anyway.

Mr Bell: Good morning, can I try those shoes on?

Shop assistant: What is your shoes size?

Mr Bell: I wear size 8:

Shop assistant: These are too small then. What about these brown ones?

Mr Bell: Ok, I'll try them on.

Shop assistant: Do they fit you?

Mr Bell: Yes, they do. And they're very comfortable too. How much are they?

Shop assistant: 50 £.

Mr Bell: Ok, I'll take them.

Shop assistant: Here you are.

Mr Bell: Thanks a lot. Have a nice day!

Complete the table, according to the texts.

	NAME	WHAT?	HOW MANY THINGS?	HOW MUCH?
a.	John			30 £
b.		shoes		

Answer the questions.

a. Where are John and his father?

b. What is John buying?

c. How much do they spend?



The house: My dream house

Time: 30 min

OVERVIEW:

This activity gives the opportunity to talk about participants' dream house, likes and dislikes,

OBJECTIVES:

- Learn and revise vocabulary of the house.
- Express likes and dislikes.

MATERIALS: N/A

LOGISTICS: Chalk and board

DESCRIPTION:

Facilitator starts a brain storm to see participants' previous knowledge of the house vocabulary. They can be helped to remember if the facilitator asks "what of those does your house have?"

Then participants are given the following sentence they have to complete:

"My dream house is a... (mansion, chalet, farm, detached, semi-detached, terrace...)

It is... (big, small...)

It has... (five double rooms, three bathrooms, a swimming pool...)

It does not have... (any stairs) because I prefer /like... (lifts)."

The facilitator can help with the vocabulary or give dictionaries to participants so they can complete the text. Once they finish, each participant presents their dream house.

DEBRIEFING AND EVALUATION:

The facilitator can help to correct mistakes or ask for doubts. Participants can be also asked if their dream and real houses resemble.

EXPECTED RESULTS:

- Participants learn and revise vocabulary of the house and basic structures
- They express preferences, likes or dislikes.

PAY ATTENTION TO: N/A

ATTACHMENTS: N/A



Clothes: The hanging line

Time: 30 min

OVERVIEW:

This activity aims at showing participants likes, dislikes and their experiences by using the foreign language.

OBJECTIVES:

- Talk about likes and dislikes as well as personal experiences.
- Revise and learn vocabulary regarding clothes.

MATERIALS: Magazines, cord, post-its, scissors, paper and colours

LOGISTICS: N/A

DESCRIPTION:

Participants are given clothes magazines, they have to choose two items of clothing and make up a story about them to say why one is the item they like more and least in the world. When they finish their story they have to put up on the hanging line all the clothes and write down on a post-it note the item and who it belongs to (E.g.: Maria's favourite shirt)

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- Participants speak about their likes and dislikes
- They are able to create simple sentences to talk about their own experiences
- They revise and learn new vocabulary related to clothing

PAY ATTENTION TO: N/A

ATTACHMENTS: N/A



The animals: Animals and I

Time: 30 min

OVERVIEW:

The activity has different stages and aims at learning vocabulary related to the animal world.

OBJECTIVES:

- They learn new vocabulary related to animals
- They discover animals' onomatopoeias are different according to languages
- They have a good time

MATERIALS: Post-it notes or board pens

LOGISTICS: Whiteboard

DESCRIPTION:

This activity has different stages.

- 1) We ask participants to draw an animal, there can be no repetition
- 2) The others identify the animals in the drawings
- 3) They stick them on the board and try to write down the name of the animals in English
- 4) If they do not know all the names, facilitator helps.
- 5) We divide the group in two teams. They line up in front of the board, the first person at each of the lines is given an animal. They have to draw the animal and the rest of the members of the groups have to guess. Then group that guesses first gets a point, and the next person in each row takes the drawing role.
- 6) The same can be done with onomatopoeias so participants also learn them.

DEBRIEFING AND EVALUATION:

EXPECTED RESULTS:

- Participants learn new vocabulary related to the animal kingdom.
- They realise onomatopoeias are different in other countries
- They have a laugh

PAY ATTENTION TO: N/A

ATTACHMENTS: N/A



Others: Let's get acquainted

Time: 30 min

OVERVIEW:

Communication activity to revise and practise speaking/ question formation.

OBJECTIVES:

- to practise speaking
- to practise question formation
- to get to know better the partner
- to broaden vocabulary of English language

MATERIALS:

Cards (see below) paper and pen, whiteboard and pen for trainer.

LOGISTICS:

Room with tables, chairs and whiteboard

DESCRIPTION:

Tell students that the object of the activity is to ask and answer as many questions as they can. Demonstrate by taking a card and asking one student a question. Remind students that there are missing words in it the cards.

Students work in pairs. Give each pair a set of cards and ask their partner the questions. Encourage students to follow up their partner answers with further questions. Monitor, help and correct. If necessary, write correct questions on the board.

DEBRIEFING AND EVALUATION:

You can ask students to retell what they got to know about the partner.

EXPECTED RESULTS: Revise skills of speaking and questioning, get more acquainted with partner

PAY ATTENTION TO: Monitor, helps and corrects.

ATTACHMENTS: See next page

Personal Information: What/ surname? How/ spell it? Where/ from? /married? What/ phone number? What/ do? Where/ work (study)? How many languages/ speak?	
Free time: What sports/ play? What kind of music/ like? What TV programmes/ like? How often/ go to the cinema? What/ like doing at the weekends? /like reading? What books/ like?	Describe a friend: What/ his or her name? Where/ live? What/ do? How old/? /study English? / tall or short? / Good looking?
Lifestyle: What time/ usually get up? What/ usually have for breakfast? / smoke? How many cigarettes/ smoke a day? / often drink alcohol? / drink coffee? How many cups/ drink a day? / do exercise? How often? When? How many hour/ sleep?	Your flat or house: / live in a house or flat? How many bedrooms/ there? / there a TV in your bedroom? / there any plants in your living room? / have a bath in your house or flat? What/ your favourite room? /there any shops near you?
Which do you prefer? Why?: /tea or coffee? / the summer or the winter? / travelling by train or by car? / pop or classical music? / Saturday or Sunday? / Italian food or Chinese food?	What do you think of...? Why? (an actor/actress) (a TV programme) (a singer or group) (a town or city) (a politician) (a sports team)
Now: Why/ study English? What book/ reading at the moment? / it raining? What/ doing now? What/ wearing?	Your possessions: / have a car? What car/have? What colour? / have a mobile phone? / have pets/ have?

The past (be): When/ born? Where/ born? / busy yesterday? Where/ yesterday at - 8 a.m - 12.15 p.m - 9.30 p.m - 12:45 a.m	What can you do?: / play a musical instrument? /sing or dance? / drive? / cook? / speak another foreign language? / surf the Internet?
The past simple: / study English yesterday? What/ do last night? What time/ go to bed last night? / have breakfast this morning? What/ do last weekend? Where/ go for your last holiday? Who/ go with?	Future: What/ do after class? What/ have for dinner tonight? What/ do tomorrow? / go away this weekend? Where/ go for your next holiday? / study English next year?



The Word Pot

Time: 60 - 90 min

OVERVIEW:

Construction of a word pot is an activity that requires in the beginning to check the level of language skills. Since there are different intelligences and language levels, the teacher has to understand which skills are used by each learner, in order to optimize their performance and attitude to learning. It's a sort of entry test to get aware that the learners understand the activity and instructions.

OBJECTIVES:

- self consciousness: what the learner knows
- awareness if one knows or doesn't.
- self esteem
- to take out all the positive attitude to optimize the learner's performance
- to help learners to exercise their memory

MATERIALS:

a pot or basket, basic words: flash cards coloured according their grammar function, white blank cards, blank coloured cards written in English in different colours (one card, one word), empty coloured and white cards to be written, pens, coloured pens

LOGISTICS: chairs around a table

DESCRIPTION:

The lesson lasts 50 minutes, note: T for teacher, L for learners

Pre-lesson (10 m.)

1. Teacher prepares white and coloured cards, all of the same shape and measure, in some of them he/she writes well known words of things, a few verbs, articles, adjectives, in English, minding to use different colours accordingly the grammar function they have.
2. T. introduces rules: learners have to make up sentences or coherent lists of words,
3. T. introduces some cards with simple illustrations for keywords to help with their meaning.
4. T. puts a pot/basket on the table.
5. T. scatters all cards, the void and the written ones on the table.
6. L are provided with pens.

Lesson (20 m.)

1. T. invites learners to pick up and read cards and put them in the basket only if they **do not know** the meaning of the word, if they know their meaning, they keep them.
1. L. are invited to write some new words on the white blank card if they need to complete their sentence or list of words.
1. L. can also write on coloured void cards only if they know which grammar function they have (i.e. a verb is written on a red card).

After 10 minutes

1. T. stops the game and asks each learner to pick those words from the basket only if they know their meaning.

In the last 10 minutes

1. T. asks L. to compose sentences or groups of words with their cards.
1. L. who do not need some cards for their collection put words in the basket
1. L. can use the words discharged by the others
1. Left words from the basket are translated by the teacher, if necessary.
1. L. read their sentences.

DEBRIEFING AND EVALUATION:

Learners understanding of basic words, expressions, phrases.

EXPECTED RESULTS:

- vocabulary building
 - ability in rescuing memorized words in English
 - spelling skills
 - grammar skills

ATTACHMENTS: See the next pages

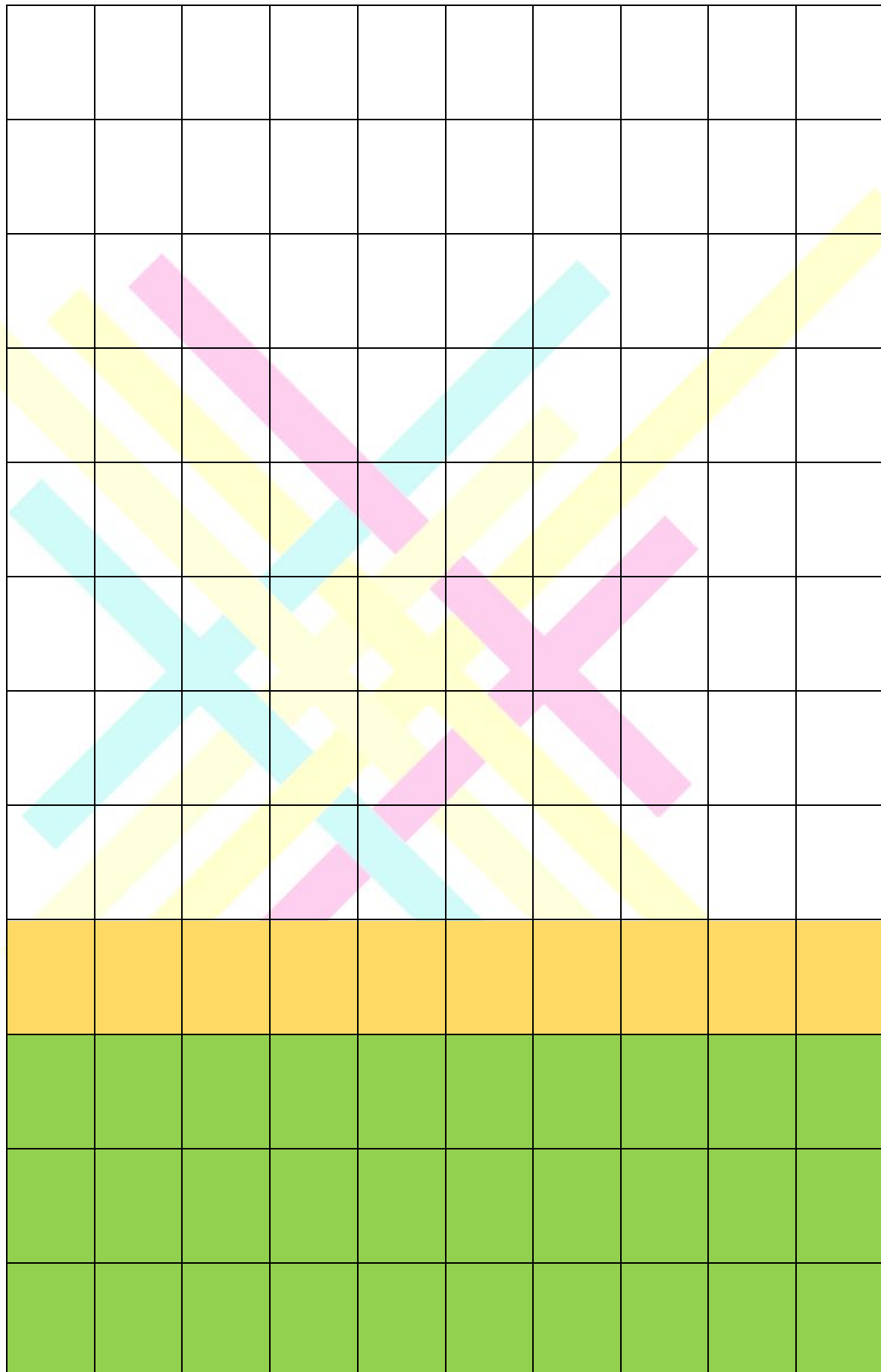
attachment N° 1 flash cards colored according their grammar function

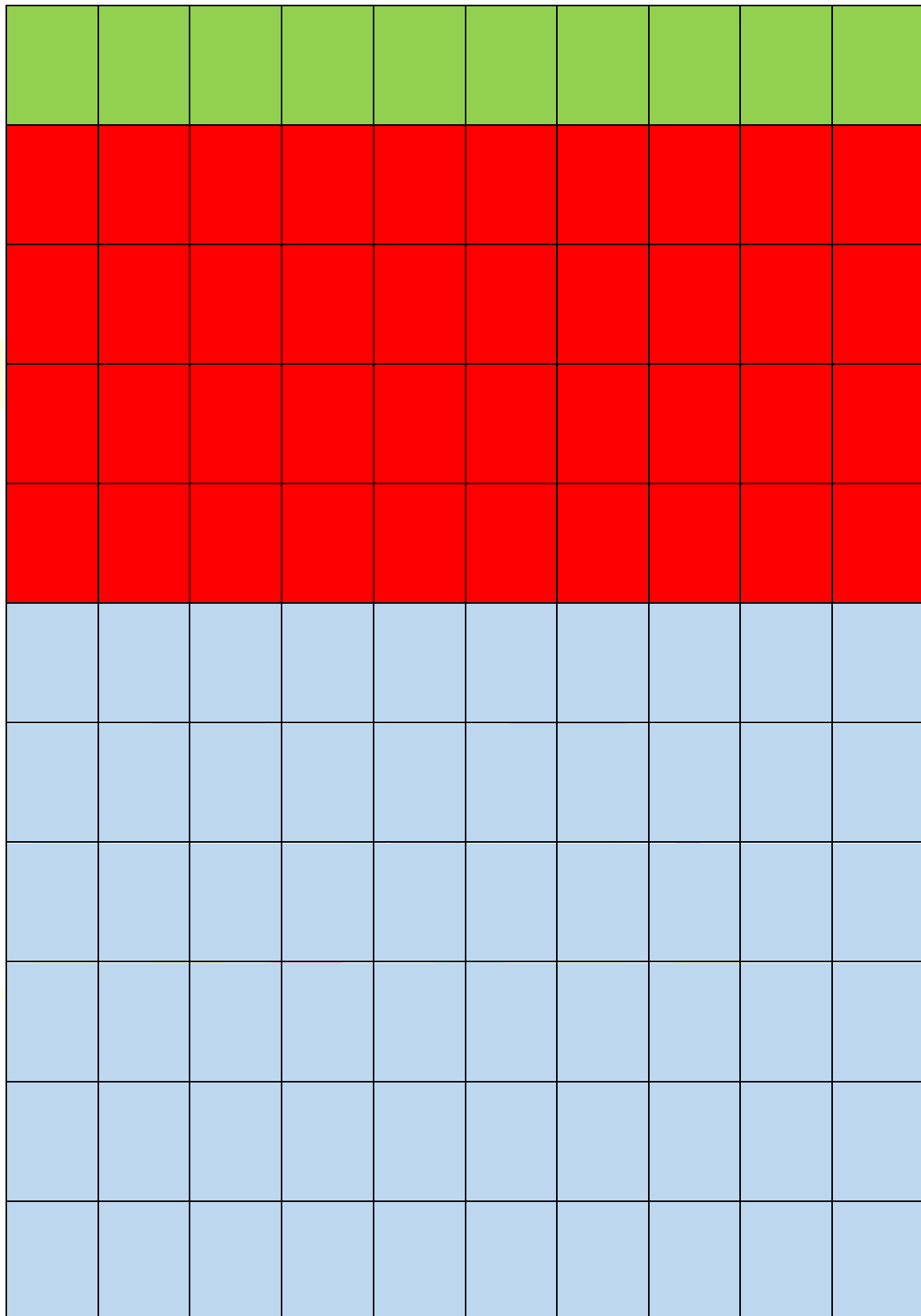
attachment N°2 white void cards

attachment N° 3 void colored cards

A	A	AN	AN	THE	THE	THE	THE	A	A
READ	WALK	EAT	WRITE	RUN	BE	HAVE	LIKE	HATE	SPEAK
DRINK	LOOK	WORK	FIND	GIVE	TAKE	CHOOSE	GO	COME	OPEN
CLOSE	SEE	STUDY	COOK	WASH	CLEAN	JUMP	SLEEP	BUY	SELL
LOVE	CALL	BEGIN	FINISH	TRAVEL	SWIM	DRAW	MAKE	CUT	WAKE UP
COUNT	PAY	COST	PUT	PLAY	MIX	LIVE	COME FROM	DRIVE	RIDE
OLD	YOUNG	PRETTY	UGLY	FAST	SLOW	FUNNY	BORING	CLEVER	STUPID
BLACK	WHITE	CLEAN	LONG	SHORT	NICE	KIND	BUSY	SOFT	STRONG
WEAK	HEAVY	FULL	EMPTY	TALL	THIN	SLIM	GREEN	GREAT	LITTLE
BIG	SMALL	HUGE	TINY	CUTE	COLD	WARM	SAFE	EASY	DIFFICULT
SHARP	TRUE	FALSE	SAD	HAPPY	CAREFUL	BEAUTIFUL	DANGEROUS	LIGHT	DARK

GOOD	BAD	SQUARE	ROUND	HUNGRY	THIRSTY	LARGE	HELPFUL	POLITE	SILLY
MUM	DAD	HOME	SISTER	BROTHER	STREET	BOOK	BED	KITCHEN	SCHOOL
TRIP	LETTER	DESK	LAMP	CHAIR	TABLE	LOVE	NOISE	BAG	WALLET
FRIDGE	RADIO	MOBILE	TV	PHOTO	CLASS	ROOM	PEN	FLAT	CAR
BIKE	BREAD	BUS	ROAD	SEE	MOON	SUN	BEACH	STONE	SAND
PIANO	GUITAR	GLASSES	DISH	SPOON	KNIFE	SKIRT	SOCKS	SHOES	TIE
SKY	STAR	RIVER	TREE	FLOWER	SUGAR	SALT	WATER	GARDEN	PICTURE
HAND	HEAD	FOOT	RING	COURSE	DEGREE	APPLE	CAKE	LEMON	ICE
GRASS	LAKE	CITY	TOWN	VILLAGE	COLOR	SHOP	BUILDING	CHURCH	CASTLE







Il Cellerino delle Parole

Time: 45 min

OVERVIEW:

Construction of a word pot is an activity that requires in the beginning to check the level of language skills. Since there are different intelligences and language levels, the teacher has to understand which skills each learner uses, in order to optimize their performance and attitude to learning. It's a sort of entry test to get aware that the learners understand the activity and instructions.

OBJECTIVES:

for the trainer staff:

- to take out all the positive attitude to optimize the learner's performance
- what the learner knows before starting (prerequisites)
- to help learners to exercise their memory
- to teach a foreign language in a non-formal environment

for the learners

- self-consciousness: what the learner knows before starting (prerequisites)
- to acquire basic English language competences for communication
- self esteem

MATERIALS: N/A

LOGISTICS: table, chairs

DESCRIPTION: note T for teacher, L for learners

Pre-lesson (10 m.)

- T. asks L. to fill in the entry test
- L. fill the entry test
- T. checks the entry test
- Invite L. to try to speak and ask about their language competence in L2
- Teacher displays and shows white and coloured cards, all of the same shape and measure, in some of them he/she has already written well known words of things, a few verbs, articles, adjectives, in L2, minding to use different colours accordingly the grammar function they have.
- T. introduces rules: learners have to make up sentences or coherent lists of words,
- T. introduces some cards to help with their meaning.
- T. puts a pot/basket on the table.
- T. scatters all cards, the void and the written ones on the table.
- L are provided with pens.

Lesson (15 m.)

- T. asks L. to fill in the entry test
- L. fill the entry test
- T. checks the entry test
- T. invites learners to pick up and read cards and put them in the basket only if they do not know the meaning of the word, if they know their meaning, they keep them.

After 10 minutes

* T. stops the game and asks each learner to pick those words from the basket only if they know their meaning.

In the last 10 minutes

- T. asks L. to compose sentences or groups of words with their cards.
- L. who do not need some cards for their collection put words in the basket
- L. can use the words discharged by the others translates the left words from the basket, if necessary.
- L. read their sentences.

DEBRIEFING AND EVALUATION:

Learners understanding of basic words, expressions, phrases.

EXPECTED RESULTS:

- ability in rescuing memorized words in Italian
- vocabulary building
- spelling skills
- grammar skills

PAY ATTENTION TO:

Note: the entry test will be useful to the trainer to influence his/her help action during the activity)

ATTACHMENTS: Use cards from the word pot activity: flash cards coloured according their grammar function, white void cards and void coloured cards



OVERVIEW:

This activity explores changes and attitudes to the recent developments in my town, neighbourhood, country forcing people to reflect on their personal engagement with the environment. It reinforces basic functions such as description, commenting. It could serve as a basis for starting informal talk while taking a tour of the town.

It is easily adaptable to different topics

The reflections start from the individual through pair work through group summary of trends

OBJECTIVES:

- reflect on the changes and personal attitudes
- identify trends and good practices
- practise speaking
- Transfer from L1 to English
- practice present perfect, used to passive voice

MATERIALS:

- Paper, pencil and spreadsheets for the group findings [could be uploaded on a platform if PC available or tablets]

LOGISTICS:

- individual- pair work
- group discussion
- appropriate sitting arrangement

DESCRIPTION:

Instructions: Version 1

STAGE 1.

Draw a spiral. Write these words [time to think and reflect on the topics, spirals allow for graphic representation of movement + visualization] 3-4min

HOME, TOWN, PROVINCE, NEIGHBOURHOOD, COUNTRY.

STAGE 2. Discuss **with a partner** what is happening in these areas 10 min

- What are people talking about
- What are the **issues** on their minds at present
- Something old/Something new
- Something pleasant/Something not so pleasant
- Something exciting/Something boring
- Something successful/unsuccessful
- Good /bad practices

STAGE 3. Find two things that are the same and two things that are different. Write them down 3m

STAGE 4. Share with the group 2 interesting facts that you have learned from your talk 5m

STAGE 5. Summarize the trends and good practices with your colleagues. 5m

Version 2 / sharing personal info/**Stage 1 Life events**

Draw a spiral

Think of what happened to you these 3 days. List the events on the spiral.

Think and reflect

- Why are these events important to you?
- How do you feel about them?

Write one sentence about your feelings on the event. Why do you feel like that explain in more details?

Stage 2 At the cocktail party

Find somebody and try to talk with him for 3-5 min introduce your topics in the talk

Listen carefully and try to listen for common ground

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- improved speaking
- transfer of personal and general info into English



Looking through the windows

Time: 35 min

OVERVIEW:

This activity explores the concept of the house as reflection of cultural stereotypes, routines chores, and gender duties. The focus is on house rules provided by the partners.

OBJECTIVES:

- Practice of Deductions and Making Guesses about lifestyles/social strata/daily routines
- Activating knowledge of history /climate of the partners' cultures
- Practicing descriptions/Comparing with the mother culture
- Identifying gender roles stereotypes in the household

MATERIALES NEEDED:

- A slideshow of dwellings 3 from partners' countries in a presentation (a historical building, a typical family house, a house from a small village(alternatively you could download)
- Images from travel guides, or real estate agency. Pictures of 5-6 types of houses
- A handout with the guidelines for speculation
- Paper and pens
- Cultural info provided by the partner about house rules, historical facts, secrets, gender roles

LOGISTICS: pc projector/photos of houses from partner countries

DESCRIPTION:

Stage 1

Warm Up (3 min): Listen to the list of house elements and draw them in the air/or on a piece of paper 3min/vocabulary activation / flashcards

Windows, curtains, a 3 – storey house, car ports, bags of garbage, old items, gates and fences , balconies ,brooms, racks, garden shelter, hoses, latch, wooden, door gate, tiles, steep roofs, steps

Round up the activity-reflect 3min

Do houses speak about their inhabitants?

What can you learn from a house/a window? –list 3 things.

Stage 2

Make 3-4 groups. Look at the pictures and make profiles of the inhabitants

Now try to guess (work in pairs/or individually) keep notes. (7-8 min)

- How many people live there
- What is their financial status /how much money they make
- Do they own/ rent a house
- What secrets do they hide
- What do they think about
- What food do they enjoy
- What clothes they wear
- Household activities who does what
- What time do they come home/leave home
- What do they do in their free time
- What visitors do they have

Useful words phrases:

They must be.../they can't be...

I guess they might be....

This item shows that....

Stage 3

Make a list of house features that have helped you to make your guesses 5min

Read the info provided by the teacher complete the last item in the table 5min

The teacher dictates the list

Windows, curtains, 2-storey house, car ports, bags of garbage, old items, gates and fences , balconies ,brooms, racks, garden shelter, hoses, latch, wooden, door gate, tiles, steep roofs, steps and drives.

	House in question	houses in my culture
Buffer zones		
Status indicators		
Historical/climate indicators		
Gender roles in the house		
Interesting house rules		

Stage 4

Complete the table about your culture 3-4min

Stage 5

Play the slideshow and choose a speaker to present each house Use your notes to talk about the pictures.10min

EVALUATION AND DEBRIEFING:

EXPECTED RESULTS:

- A list of features with social and cultural functions
- Deeper insight in to the house rules of the partner's culture
- Practice of deduction +description and explanation
- Practice in presentation skills



Friend Totem Pole

Time: 2h

OVERVIEW:

A totem pole is a tall woodcarving consisting of animal heads and/or bodies and is used to tell stories or legends. A friend totem pole can be created to tell the story of friends in a fun and unique way.

OBJECTIVES:

For people to explore feelings, perceptions, and relationships that they have with their friends

MATERIALS: Paper, Glue, Tape, pen, Scissors

LOGISTICS:

Room

DESCRIPTION:

We explained to the group that they have to create their own unique totem pole about their friends. Each person chooses a different flower to represent each friend and places the flower on the pole wherever they think that friend should be in their own story. For example, one pole may have a daisy for very close friend, etc. Each totem pole must include at least 6 people and each person must put him/herself on the totem pole s/he is creating. Emphasize that a friend can be whoever they feel their friend is at the time.

We gave each person a piece of paper or create one by rolling construction paper long ways into a tube and taping it. Instruct them to create flower out of the materials and to glue them onto their totem pole. Allow quite a bit of time for this activity and people will do a really good job and be proud of their totem poles when they are finished with them. Allow for sharing time at the end so that each person may explain his/her special friend totem pole to the group.

DEBRIEFING AND EVALUATION:

We discussed each totem pole after it has been explained to the group. We allowed group members to ask questions or use this time to discuss friend relationship that are occurring in each separate friendship. This should be great evaluation!

EXPECETED RESULTS:

- meaningful communication
- discussion
- practice to prepare the story
- To be able to answer the questions to totem
- fun and great common time



Health Exercise

Time: 50-90 min

OVERVIEW:

Based on our target group over the age of 50, we perceived, that health skills could be very good activity. Means, asking 10 basic questions about diseases concerning the age and find out if people over the age of 50 have proper information. Then having a discussion in foreign context (possibly in Slovenia) with other partner's group. Even, nobody over the age of 50 says this my topic, on the contrary, nearly all discuss it in the end.

OBJECTIVES:

- Find out knowledge of the subject of diseases.
- Find out possible benefits.
- Identified diseases which are not so known in a group.
- Discussion.

MATERIALS: Paper, pen

LOGISTICS:

Comfy chair, invite specialist, room

DESCRIPTION:

We put 10 questions, which should be answered by each person

- Dementia.
- Multiple sclerosis.
- Ovarian Cancer.
- Parkinson.
- Respiratory Diseases.
- Alzheimer's Disease.
- Osteoporosis.
- Diabetes.
- Influenza and Pneumonia.
- Obesity.

Each of them had to answer to mentioned diseases, at least a little bit. Means, having 30 minutes for the preparation and then having discussion regarding the disease. We all shared the information and if someone did not know what some disease means, the specialist were just in a room and explaining the right meaning and obviously how to avoid it (by food, moving, etc.)

EXPECTED RESULTS:

- Evaluation a debriefing form
- Knowledge of health



One song for everybody

Time: 150 min

OVERVIEW:

Using a well-known song (international, in English and mother tongue) to be learnt in two languages, to be used as a base text for language teaching during English classes in each Country.

Note: each teacher uses their own methods, the final result should be that learners are able to understand and sing it for they read, understand, learn the lyric and sing in English and a little in different languages (the ones of the partnership).

OBJECTIVES:

- cultural awareness and understanding
- sharing common values
- pronunciation
- speaking a common language
- sharing experience

MATERIALS: PC, loudspeaker, microphone

LOGISTICS: Music room

DESCRIPTION:

10m Teacher selects three (international) songs in English to be presented to learners.

10m Learners chose among them,

30m they start reading activities of the lyrics and listen to the song

The teachers invite learners to speak in English, as much as possible.

DEBRIEFING AND EVALUATION:

The way people learn new content and share each other. The importance they give to meaning
How they share common values.

EXPECTED RESULTS:

- Availability in experimenting unusual way of expression (music),
- Ameliorating listening skills,
- Pronunciation,
- Extension of lexicon,
- Self esteem.

ATTACHMENTS:

- Printed lyrics,
- Song to be listened,
- Use link to music websites on Youtube .



How a group becomes a choir

Time: 60 min

OVERVIEW:

The group made up with international partners whose English is not so good, became a choir

OBJECTIVES:

To become a cohesive group: a choir

MATERIALS:

Tape recorder/ DVD /music website/ youtube, text, lyrics

Musical track

LOGISTICS: Music room

DESCRIPTION:

Someone with musical skill, sets up a choir with all participants

They read, understand, learn the lyric and sing in English and a little in different languages (the ones of the partnership)

DEBRIEFING AND EVALUATION:

How people manage to achieve a goal, either if they have not enough skills

EXPECTED RESULTS:

Music by SEAMers

ATTACHMENTS:

-<https://www.youtube.com/watch?v=RwUGSYDKUxU> (30.545.947 contacts)

-<https://www.youtube.com/watch?v=jsCCnpcGEWl> Jovanotti italian song

Read more: [Jovanotti - Baciami Ancora Lyrics - MetroLyrics](#)



Practice on topics

Time: 60 min

OVERVIEW:

Because our team cannot speak English at all, we choose the first educational block focused on numbers, colours, transport, food and time in a bit playful sense.

We divide 12 people into the 3 groups and ask them basic questions in Czech language. They all have to answer in 10 minutes in Czech language and then translate their answers with the dictionary. After that each group get the time to read it in English. Just groups get up from the chairs and read it in front of the others.

OBJECTIVES:

- to be ready to talk at least in Czech language
- to be quick in finding right words in a dictionary
- to be ready to speak fluently
- self esteem
- to train memory
- to learn basic English words
- to clarify English skills for teacher, whom is going to be responsible for teaching English to the end of SEAM project

MATERIALS: Writing block, pen, pencil, dictionary, flipchart, etc.

LOGISTICS: Quiet room with chairs

DESCRIPTION:

First part - we divide 12 people into 3 groups and sit around the table. The teacher explain what's going on during the lesson and give them speech about the English language. Means, that English is important not only for the project, and motivate them to work properly. After that, teacher says 5 areas, which should be developed by each group (**numbers, colours, transport, food and time/date/days and months**).

Second part - preparation outputs from each group, discussion with the teacher, finding the right words in the dictionary, etc. It takes approximately 20 minutes

Third part - teacher invites learners to read the material in front of the others. Teacher try to explain right pronunciation and if it is enough or not. If not, the learners should try to explain each part in more details. It takes approximately 10 minutes.

Fourth part - learners/groups go one by one and in the end of the lesson the teacher asks all groups, if they can say at least a little bit, what the other group said.

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

Better grammar of English

- learning words in English
- to be prepared to speak in front of the completely unknown people and following lessons
- joy of English learning
- To prepare at least 2 people as a speakers for Slovenia meeting

ATTACHMENTS: N/A



Writing practice

Time: 30 min

OVERVIEW:

As we mentioned, the learners in our group are just beginners. We want to try, if they can listen and simultaneously write. Even we know, it is extremely difficult for the beginners, we decide to try it for setting up other English lessons, which prepare our learners for Slovenia!

OBJECTIVES:

- try to write in English
- try to understand basic words
- feel interesting in the topic
- show enthusiasm for the task

MATERIALS: piece of paper, pen or pencil

LOGISTICS: room, chairs and CD player

DESCRIPTION:

We prepare two blocks for learners (by teacher):

1. Listening from the CD recorder focused on family, numbers and colours.
2. Reading from the book focused on transport, food and dates.

Reading/listening takes about 10 minutes, where teacher slowly read the book and use the CD player. During this time, learners have to drop down as much as they could.

After that, teacher asks 5 learners, if they can read their English text and try to help them by teacher with the pronunciation and understanding!

This task just give us feedback concerning writing/listening. Be honest, we found out, our learners are not able to drop down anything! We have so much to do until the meeting in Slovenia.

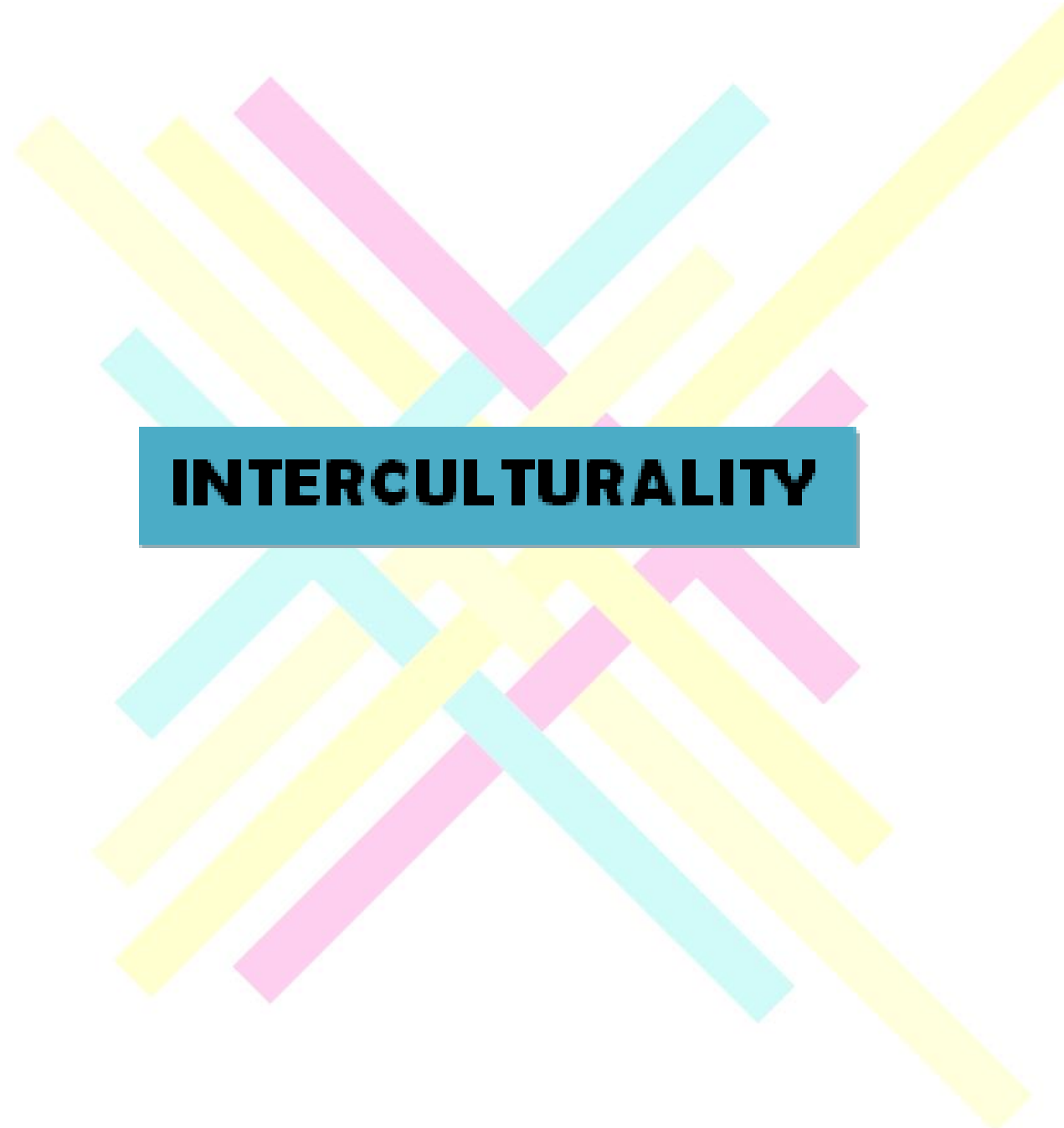
DEBRIEFING AND EVALUATION:

- oral evaluation
- enthusiasm
- participation
- interest
- patience

EXPECTED RESULTS:

- reading in English (not achieved by learners yet)
- listening in English (not achieved by learners yet)
- ability in rescuing memorized words in English
- develop self-confidence
- get feedback about the skills in writing/listening

ATTACHMENTS: N/A



INTERCULTURALITY



Mapping European Stereotypes

Time: 30 min

OVERVIEW:

Participants will map European stereotypes by drawing and identifying the different words, concepts or ideas that come to their mind when they think of each European country.

OBJECTIVES:

- To identify the different stereotypes about others and ourselves.
- To realise that stereotypes might be based on some real aspects of life but can not be applied to everyone, they are just preconceptions that normally mislead us.

MATERIALS:

- Map of Europe/ Flip-chart/ Sheets of paper for participants to draw their own maps of Europe and the different countries within.
- Felt-tip pens, markers and colours.
- (Dictionaries)

LOGISTICS:

- Room in which participants can work in small groups.
- A table per group and chairs for all our participants.

DESCRIPTION:

1. Make groups of 3-5 participants.
2. Give them a flip chart for them to draw a map of Europe and the different countries that form Europe. (You can also give them A4 or A3 sheets of paper or even a map already drawn for them)
3. Tell them to go through the different European countries, identify the words, concepts, ideas and aspects that come to their mind when they think of each country and draw them in order to map all the stereotypes and preconceptions they have about each country.

PAY ATTENTION TO:

It is recommendable to have some dictionaries in the room in case participants need them. Because of the abstract character of the topic if our participants do not have a high level we may need to discuss some of these aspects in our mother tongues. A special effort should be made to try to use the target language, English, as much as possible. Sometimes drawings and non-verbal communication, such as mimics, may be enough not to swap to our mother tongue.

DEBRIEFING AND EVALUATION:

Participants will share their ideas with the other groups. They will explain their choices, why they relate each country to each concept, they will discuss with the other groups about the reliability of stereotypes, if they are necessary, where they think stereotypes come from and why we use them to judge others.

EXPECTED RESULTS:

- Participants will think of the different stereotypes and preconceptions they have about other European countries and themselves.
- Participants will realise that stereotypes might be based on some real aspects of life but are not applicable to everyone, they are just preconceptions that normally mislead us



Intercultural Iceberg

Time: 30-90 min

OVERVIEW:

In order to understand what means interculturality, this exercise aims that participants first realize about the meaning of culture and what does this concept mean. The idea is to make them reflect about their own culture and being able to identify its parts in order to be easier for them afterwards to understand others.

OBJECTIVES:

- To understand the concept of culture and what it means.
- To make participants reflect about the peculiarities of their country/region.
- To promote the importance of an intercultural living but respecting others' traditions.
- To be able to show to others the culture and traditions of oneself from an objective point of view.
- To exchange different points of view about one topic/tradition among different people belonging to a same community.

MATERIALS:

- Flipcharts
- Pens / markers
- A projector for presentations and a computer (you can also draw in a white board)

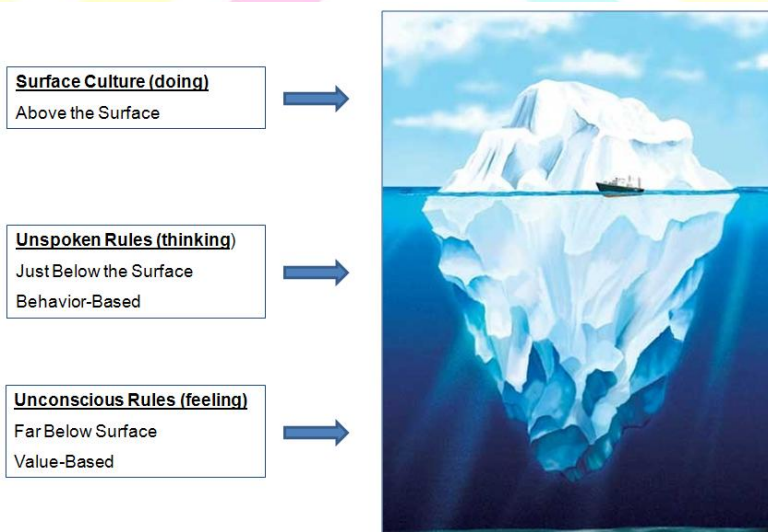
LOGISTICS:

We need a working room, one chair per participant and one table per group (the activity will be done by groups of 3 to 5 participants per group (depending of the total number of participants that you could have).

DESCRIPTION:

a. Introduction

Before starting the activity it is important to make an introduction about Edward Hall and his iceberg analogy of culture: If the culture of a society was an iceberg, Hall reasoned, then there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface. According to him only about 10% of culture (external or surface culture) is easily visible; the majority, or 90%, (internal or deep culture) is hidden below the surface.



Explanation of each part:

- **DOING.** Emotional load for members of a culture: Relatively Low. The kind of VISUAL elements of culture that are easily identifiable, easily shared, and easily accessed (Laws, customs, ways of life, techniques, languages, institutions, etc.). **“Everybody does it differently”** (Ex: At Easter in Spain, people cook “Torrijas”. In the North with cinnamon and in the South with honey).
- **THINKING.** Emotional load for members of a culture: High. Elements of culture that are perhaps not as easily pointed out, more ingrained into society. Behavior-based. (Norms, roles, ideologies, beliefs, philosophy, etc.). **“What are you DOING?”** (Ex: in Austria you never kiss a person when you meet him/her for the first time. You just shake the hands).
- **FEELING.** Emotional load for members of a culture: INTENSE. The things that we don’t get to talk about, and often times aren’t even realized by the members of a culture. Value-Based. (Myths, tastes, values, assumptions, expectations, etc.). **You just don’t DO that!”** (Ex: In India cows are sacred and they have preference over the cars).

b. Exercise

Once participants have discovered the parts of the iceberg and what they involve, the facilitator divides participants in groups of 3 to 5 and gives them some words/concepts and the image of an empty iceberg divided on 3 levels (previously detailed). They would need to put each word/concept on the level that they consider suitable depending on the importance that it can have within a culture. (See below, at the section named “attachments”)

After each group has completed its iceberg, the solutions are put in common and participants discuss why they put each concept on each level of the iceberg (some concepts can be in more than one part depending on the point of view of the participants).

c. Group reflection

At the end of the exercise some questions must be made to open a discussion and group reflection among the group so they can see what they have learnt and its use. For example:

- How can we learn about other cultures and include elements “below the surface”?
- In describing behaviors and values of a culture, how can we avoid stereotyping?
- Would *you* feel comfortable speaking for your entire culture? As we start a cross-cultural dialogue – who must be present?
- Is it possible to truly understand a culture outside of your own? Why or why not?

d. Extra activity

In case you want to make the activity longer (and especially when you have in one group participants from different places/countries) you can ask to participants to replace each concept on the iceberg with real examples of their culture (Ex. replace “Music” with “Flamenco”, “Concept of time” with “to be 10 mins late is accepted”, and other examples based on reality), and share/explain each iceberg with the others.

DEBRIEFING AND EVALUATION:

A group reflection is needed in order to show participants what they have learnt during the activity and give them the opportunity to share with the others their own points of view about the exercise and their own culture. These evaluations can be supported with questions made by the facilitators as the ones included on this description.

EXPECTED RESULTS:

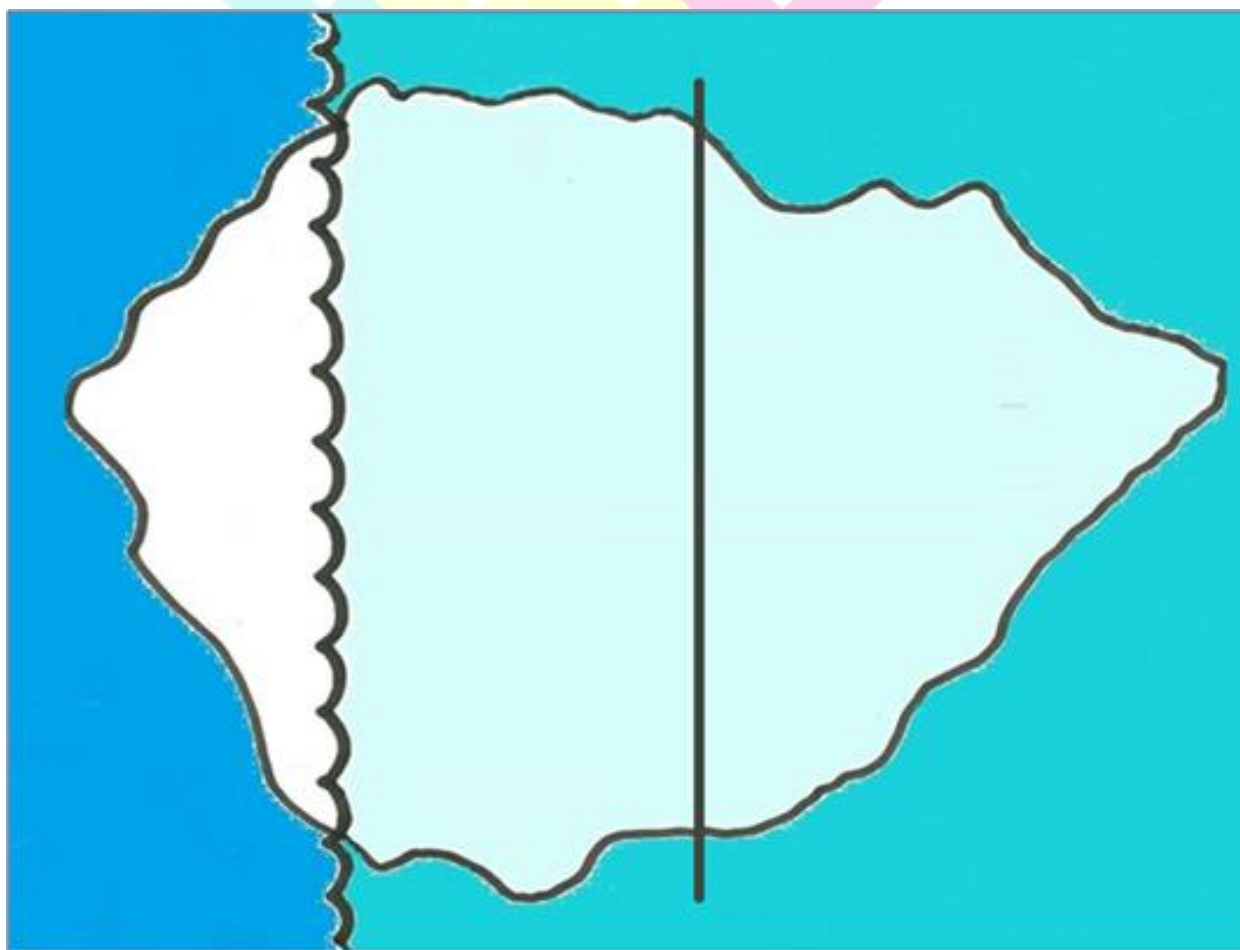
- Participants have learn what defines a culture.
- Participants have reflected about their own culture and is peculiarities.
- Participants have exchanged points of view about interculturality and how people from different countries can live together.
- Participants have reflected about the aspects of their culture and how to show it from an structured and objective point of view, helping to others to understand it in an appropriate way and avoiding stereotyping.

ATTACHMENTS:

You can use the handouts included in the next pages of this guide.
Other sources to get to know more about the topic:

- http://en.wikipedia.org/wiki/Edward_T._Hall
- <http://www.edwardthall.com/>
- <http://constantforeigner.com/research/edward-t-halls-cultural-iceberg/>
- <http://www.amazon.com/Beyond-Culture-Edward-T-Hall/dp/0385124740>

ICEBERG FOR LEARNERS



Examples of words/concepts to use:

Attitudes Towards Elders

Dress Ideals of Childrearing

Eye-Contact

Non-Verbal Communication

Body Language Touching

Relationships to Animals

Nature of Friendships Tolerance of

Dance

Physical Pain

Notions of Adolescence

Food

Concept of Cleanliness Personal

Space Notions of Leadership

Literature Games Visual arts

Courtesy Conversational Patterns

Flags Concept of Time Facial

Expressions Greetings

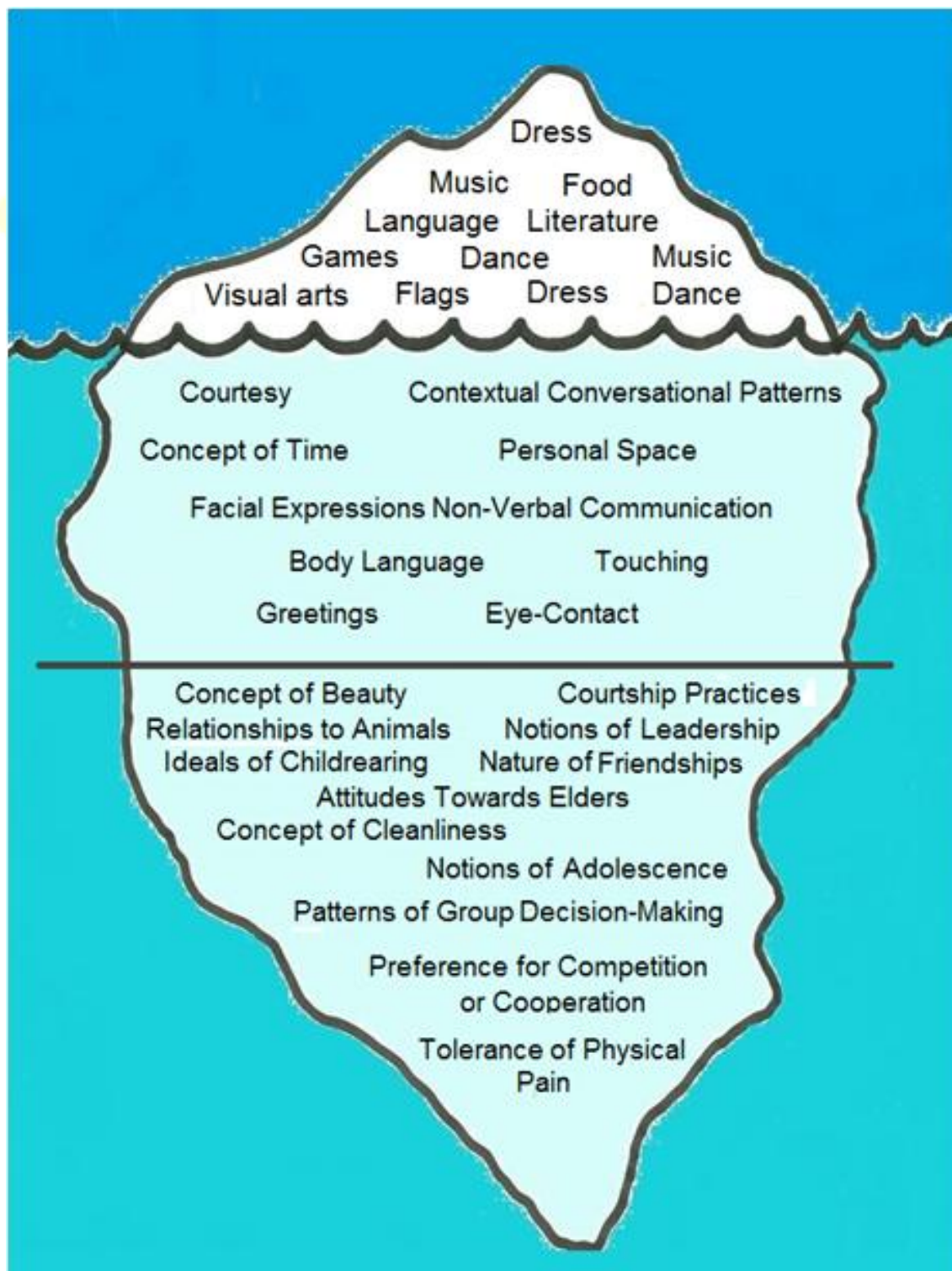
Language Courtship Practices

Concept of Beauty Music

Patterns of Group Decision-Making

Preference for Competition or Cooperation

PROPOSAL OF SOLUTION





Intercultural Food

Time: 30 min

OVERVIEW:

Even if each European country and region has its own recipes and gastronomy, most of them are made with ingredients that are not directly coming from our continent. The idea of the exercise is, on the one side to make participants reflect about how the intercultural contact benefits all and, on the other side, to show them that what they consider 100% typical from their regions can sometimes be the result of years of intercultural adaptation.

OBJECTIVES:

- To show participants the presence of interculturality in our everyday life.
- To reflect about the origin of food or show participants new recipes.
- To make participants understand that we are living in an open world on which borders are just on maps.
- To question participants knowledge about the origins of their culture and history

MATERIALS:

- Flipcharts or a white/blackboard.
- Markers or chocks.
- Papers and pen.
- Projector or computer if you want to put some videos of photos.

LOGISTICS: A working room with one chair per participant.

DESCRIPTION:**a. Introduction.**

During the introduction, the facilitator will explain to participants that we all interculturally linked and that food can be a good way to prove it.

Optional: Even if this is not totally necessary, if possible, the exercise can be introduced or closed with a video related not only with food but also with globalisation. As an example we propose one related with food and also with the world system of richness, poverty and liberty. The short movie is called (extremely interesting!), "The isle of the flowers" and even if originally it was filmed in Portuguese, it is available online in several languages and with subtitles in Youtube (For example: video in English in two parts <https://www.youtube.com/watch?v=E3AyWcptRx0> (Part 1) and <https://www.youtube.com/watch?v=5yl7STDk5nQ> (Part 2)).

b. Exercise.

First, the facilitator invites participants to see a list of typical recipes from different countries and ask them which ones are typical from their region/country and how do they cook them (Ex. in Spain, several recipes used could be the Spanish omelette or paella).

Second, the facilitator asks which are the ingredients of each recipe. Then, the facilitator asks which of these ingredients come from the same region and country. (Ex. Spanish omelette: potatoes, eggs and onions. Paella: rice, tomatoes, seafood, etc.).

Finally, the facilitator will ask participants if they are totally sure that the ingredients coming from their region are 100% from there. This is something that normally is not right as some ingredients, even if they grow now in our countries, originally they came from other places (Ex. potatoes and tomatoes were brought from America on the 15th century, the onion was brought from Asia by the Romans and Greeks, the rice is original from China or India, etc.).

c. Group reflection.

After the explanation of the origin of each ingredient, the facilitator will open a group reflection on which participants will put in common what they have learnt during the activity. It can be guide with different questions depending on the learning objectives of the facilitator (Ex. about globalisation, interculturality, countries identity, interaction between cultures, history, etc.).

d. Extra activity.

If you have the facilities, a kitchen and sources, it can be combined with a cooking class and a tasting of local recipes :)

DEBRIEFING AND EVALUATION:

Must be made open and in group in order to put in common what each participant has learnt.

EXPECTED RESULTS:

- Participants have seen how interculturality is in their everyday life and own culture.
- Participants have learnt about some recipes, its history and real origin of their ingredients.
- Participants have realized that they are living in a open world on which the difference between local and global or typical and international can be a very thin line.

OVERVIEW:

A quick review of the similarities and differences cultures share, contrasted with local regional norm versus national norm; pooling up expertise on cultural perceptions and stereotypes; giving advice to visitors.

OBJECTIVES:

- Raise awareness of similarities that culture share.
- Introduce an alternative list of concepts
- Reflect on one's personal experience and stereotypes

MATERIALS NEEDED:

A map of Europe, a list of words

LOGISTICS:

Space for individual work/ group work-discussion

DESCRIPTION:**Warm up:**

Prepare a short quiz on Food/ Dancing/ Driving/Tipping round the world.

Dictate. Keep it light hearted. Start and make a pause. Make learners guess.

1. You can enjoy souvlaki in.....[Greece]
2. They dance tango in.....[Argentina]
3. They drink lots of coffee in.....[Italy]
4. Siesta is another word for a nap in...[Spain]
5. They go rafting in[Slovenia]
6. They nod to say no in[Bulgaria]
7. You can go to prison if you tip a taxi driver in....[Singapore]

Show a map of Europe

Stage 1

Make a list of 5-7 ways in which your country is **different** from other countries. [Learners work individually]

Stage 2

Make a list of 5 -7 ways in which your country is **similar to** other countries

Stage 3

Make a list of 5-7 ways in which **your region/ is different** from the national norm

Stage 4

Make a group of 3-4 people and **share your lists**.

Stage 5

Prepare as a group [Orally or Writing] some advice to a visitor to your country that may help him, avoid difficult situations

Stage 6

Look at the **list of words** below. Which **concepts** have you missed out?
Are they important for your culture? Give reasons.

LIST: humour, law, snow, directness, seaweed, salad, privacy, education, gossip, travel, coffee, duty, teamwork, implicit rules, we/they, voting, house, success, villa, village, clubs, smile, politics, Europe, punctuality, belief, jealousy, practicality, spa, FB, anger, acceptance, fair play, chocolate, fantasy, TV, soap, meal times

[The list can be adapted to cultural specifics]

DEBRIEFING AND EVALUATION:

Group lists of similarities/differences can be compared

EXPECTED RESULTS:

- self-reflection on cultural practices and core beliefs
- speaking practice
- giving advice to a visitor based on deep cultural insights



Comfort Food

Time: 30-35 min

OVERVIEW:

This is a 5 stage activity aimed at clarifying core values and unwritten rules. It involves writing, personalization, visualization, group work.

OBJECTIVES:

- Explore cultural concepts
- Construct cultural union (core values)
- Identify and explore sources of our knowledge
- Identify areas that disturb us

MATERIALS NEEDED:

- Paper and pen
- Paper to draw, crayons and blue tack to display
- (publish pictures on FB page of the project/google+)
- list of values for the facilitator

LOGISTICS:

Tables, chairs, room to display, flipcharts, and boards

DESCRIPTION:

Stage1

Dictate a list of concepts [choose 10-12 from the list depending on the mother culture]

List:

Tarator, chocolate, salt, charity, craft, modesty, garlic, salad, vegan food, gossiping, taxi Gold, fur coat, small cars, home- made wine, curtains, balconies, gardens, jokes, charity, tea, coffee, banitza, chalga music, formal dress, shorts, slippers, gold, chains, beggars, choir, classical music, sweets, villa, village, modesty, restaurants, self-catering, herbs, keeping up with the joneses, vegetable patch, lawn, smart phones, engagement

Make 2 columns-5-7 min.

Bring comfort	Can't tell
Salads	Slippers
Curtains	
Drinking beer in a park	

Stage 2 5+5 min

Share with a group. Make 2 lists of your ideas as a group

List A: items and food that are vague/bring negative emotions

List B: Items and food that bring comfort

Item	Rule/Meaning	
Salad	Feeling of unity Enjoying the time with friends/family	If you want to feel good...
Gold	Status, success	
Choir	Feeling of community	
Curtains	Privacy, seclusion	
Home-made wine	Satisfaction, perfection, expertise, hospitality	
Lawn	Prosperity	

Stage 3

Discuss: Which unwritten rules they highlight?
Write the rules next to each item?
Which of these are visible to a foreigner according to you?

Stage 4a

Now make 3-4 groups -5 min

Draw a circle "my culture- core values" 7 words

Stage 4b

Indicate where you got info about this /brainstorm/
Look at the list. Use different colours to indicate which of this you have a personal story to tell
films, travelling, songs, comedies, programmes, personal stories, sayings, icons...

Stage 5

Reflect are core values only positive or negative as well? (3-5min)
Compare the lists. Display in the rooms /FB/ Google+

DEBRIEFING AND EVALUATION:

- Core values displays
- List of unwritten rules

EXPECTED RESULTS:

- Core values displays
- List of unwritten rules



How I map my country

Time: 30 - 45 min

OVERVIEW:

1. Strengthening the group identity – team work
2. Creating a map of the country
3. Encouraging research and providing practice in voice messaging
4. Revising numbers, means of transport, location
5. Summarizing info

OBJECTIVES:

1. Strengthening the group identity – team work & discussion
2. Practising functions of discussion
3. Creating a map of the country (food, traditions, geographical features, heritage/historical sites/something big/something small)
4. Encouraging research and providing practice in voice messaging
5. Revising numbers, means of transport, location
6. Writing a letter/email giving advice on getting around the county /Recording a voice message on your phone /vocaroo/

MATERIALS NEEDED:

- Paper A3 per each team
- Tables Pencils/crayons
- Map of the country-outline
- List for functions
- Cell phones, internet for emails

LOGISTICS:

- Internet, WIFI

DESCRIPTION:

STAGE 1 [5-7min]: Instructions

1. Close your eyes and imagine outlines of your country
2. Now try to visualize main geographical lines, landmarks of your country
3. Make a list of places that you have visited and experiences that you have had around your country [think how this place is related to you, what is your personal story?]
4. Complete the info into the table 5 MIN (see attach table)

STAGE 2a - Make a group map to highlight these features - 10min

Each of you has to contribute with at least 1 item. Use only English

Requirement: Make this map as accurate as possible in terms of location

STAGE 2b - compare your map with the genuine map

STAGE 3 Reflect: 3min

1. Which part of the country do you know better as a group?
2. What kind of expertise can you provide when planning a thematic trip? E.g. the road of wine

HW

STAGE 4

Conduct a research on additional technical details e.g. timetables, cost, and useful websites

STAGE 5

Write a short email/note providing info on the best way to get there 50-60 words send it via email or record a telephone message with detailed description of how to get to 1 of the places timetables, cost, duration, booking seat.

OPTIONAL**STAGE 6**

Discuss the changes + tell your personal story about a journey to a place (See attach document with language points for discussion)

DEBRIEFING AND EVALUATION:

Compare the regular map with the group map

The number of emails or voice messages recorded on phones sent to the teacher/site

Display the group maps + upload on the project site

EXPECTED RESULTS:

- practise in group discussions + English functions
- revision of numbers, locations
- strengthened group identity and sense of expertise
- personalized map of the highlights of the country + means of transport

PAY ATTENTION TO:

FOR INTERNATIONAL GROUPS

Make a map of Europe with the landmarks

Develop a route "the road of wine or something" based on the expertise of the group

ATTACHMENTS: See the next pages

Feature	Name	Distance from where you are now	Best way to get there/ duration/ cost of the journey
Geographical			
Historical landmarks			
Traditions, Festivities			
Food/ Drink			
Something big you liked			
Something small you liked			

Language points for group discussion/negotiations:

Suggesting

- If I were you, I'd.....
- How about ... Why don't you....
- We may well think of

Refusing, offering alternatives

- That's sounds nice, however I feel that....
- Something is worth visiting/It will take

Criticising

- I am against
- I am not very happy about it...
- In my opinion the correct course to take is...
- What we should do is....

Saying you know about something

- I gather, I have heard,
- someone has told me,
- did you know that...you know,
- they say...

Saying you don't know

- I can't help you there
- I am afraid
- I couldn't say
- Sorry no idea
- Don't ask me/ I haven't got a clue

Reminding

- You won't forget to include... will you?
- You haven't forgotten to.....
- I must remind you that...
- What about...?

Saying you are not sure

- I can't say for certain
- I couldn't say really
- I wouldn't be too sure about it



My country from A-Z

Time: 30-45 min

OVERVIEW:

Stage 1 revises basic alphabet along with brainstorming of abstract nouns to reflect personal perception of the country as a reference a list of words is provided
 Stage 2 reaching a consensus regarding the image of my country expected outcomes expanding of the concept +highlighting 7 core values
 Stage 3 creating a coat of arms [group's perception of the concept]
 Stage 4 reflecting and speculating about possible interpretations of the acronyms

OBJECTIVES:

- Raising sensitiveness about culture and individual perception
- Expanding and activating vocabulary
- Justifying personal suggestions

MATERIALS NEEDED:

- Word list
- Paper and crayons for the coat of arms
- Map of the country
- Coat of arms templates

DESCRIPTION:

MAKE several (2 or more) TEAMS with 3-4 people

Create a portrait of your "Culture" through the Alphabet

STAGE 1 Complete A_Z list /10min/ with a word that is connected with your Culture

Write the alphabet from A- Z vertically.

Think of a word that begins with the first letter. Explain briefly to your team why you think that is true for your country

e.g.: G- Gardens [Because there are a lot of gardens in the villages]

A- Adventure

C- Change

STAGE 2 compare your list with the other team 5-7 min

Agree on 7 words that you can put on coat of arm

STAGE 3 Create a coat of arms 7 MIN and a logo

A-hidden charm

B-things people know about my country

C-things people don't know about my country worth discovering

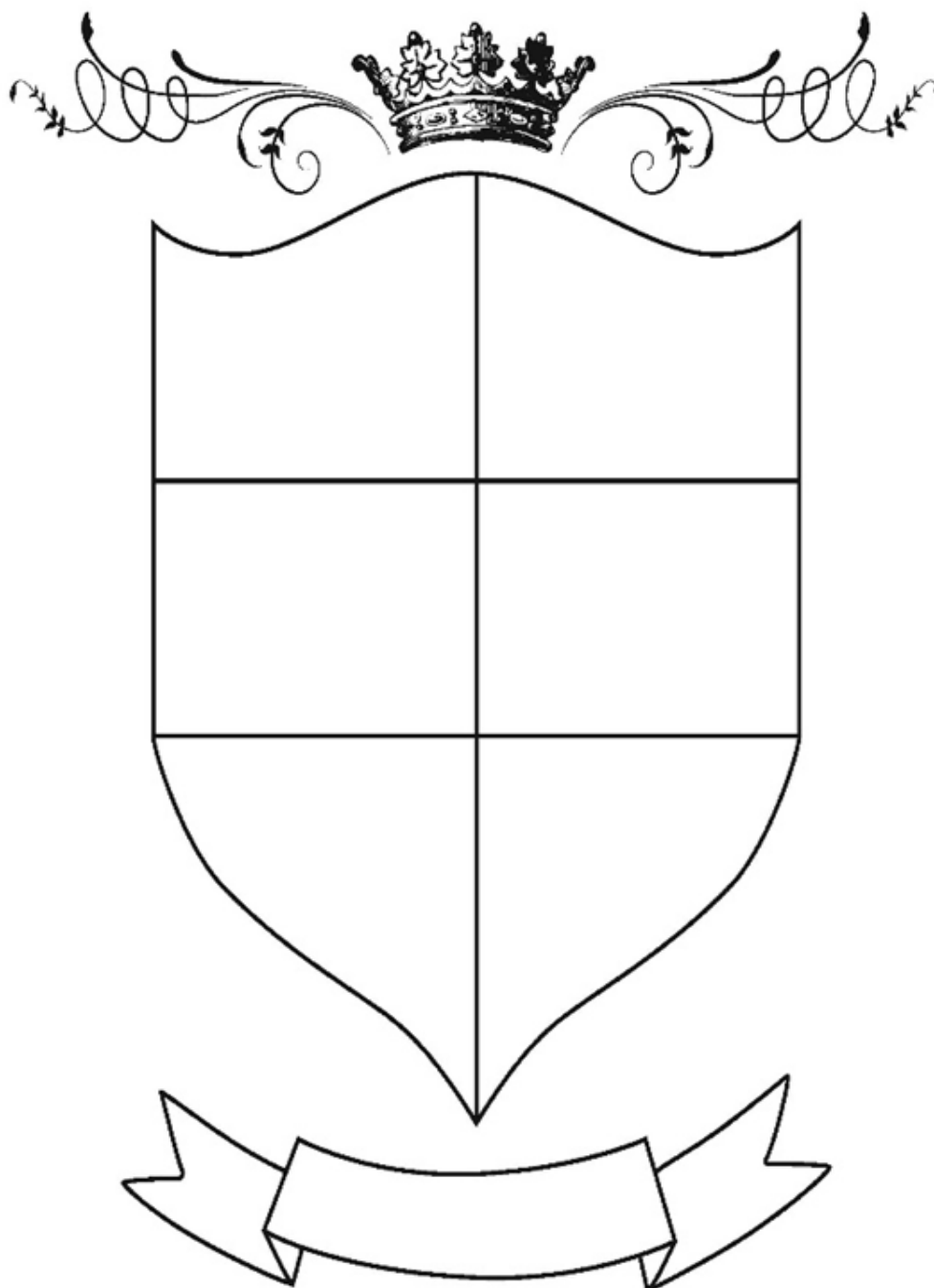
Word list:

Spa, resorts, tolerance, adventure, heritage, horticulture, craft, housing estate, relaxed atmosphere, grilled peppers, Cyrillic alphabet, lakes, change, vegetable patch, church, cathedral, tolerant, open, hospitable, bridges, festivals, mountains, tradition, resourcefulness, wisdom, tranquillity, kindness, beauty, calmness, discipline, equality, practicality, liberty, hard work, safety, security, prosperity, ancient, self-giving, peace, non-violence, efficiency, dynamism, anger, fair play, punctuality, rule of law, result oriented, timeliness, salad, spirituality, simplicity, monastery, smile, law, weather forecast

STAGE 4 REFLECTIONS /EXTENSION

Create an acronym for your country ,e.g. BULGARIA, and for your partner's country ,e.g.: Slovenia. Compare and reflect

PERSONAL COAT OF ARMS







Interculturality and Intercultural communication

Time: 30-60 min

OVERVIEW:

Our exercise was held in 12 people. Due to not having different ethnic groups during the exercise, we chose a bit different exercise procedure. We just sit around the little table and ask all people more than 10 questions concerning interculturality. In the beginning all of our people over the age 50+ were sitting and being pretty shy. Due to their shyness we chose only 10 questions, which we expected as the best ones at the moment!

Our questions were put on a piece of paper:

- How they perceive the connection between language and culture
- How they communicate with different ethnic groups, if any!
- The best method of communication?
- Say/write which culture differences among members of foreign ethnic groups have already met in my life. Were you surprised in this case?
- What is better in your case - verbal or nonverbal communication, if you meet different ethnic groups. What about?
- What is the most important in nonverbal communication?
- Indicate the means by which we communicate nonverbally?
- If someone even is not able to use verbal or nonverbal communication, let us know if there is something else...

In the end we choose 2 basic questions:

- Are you racist? If so, why?
- Do you think many people from different countries live in the Czech Republic? Do you think that is enough for such small country, especially for Brno city?

OBJECTIVES:

- find out more about each other in intercultural communication
- find out, if our staff know, what verbal/nonverbal communication means
- find out different explanations of non/verbal communication
- differences among people in our group
- Find out, how our staff is able to talk about, if they do not know so much about the verbal/nonverbal communication methods!
- Find out, how people from Job centres see people from different countries (just their sensation)! of course in the end - deep discussion about racism in the Czech Republic

MATERIALS NEEDED:

Piece of paper, flipchart and open mind indeed!

LOGISTICS:

We needed a quiet place for chat and deep discussion. We sat in the circle and therefore we did not need any other equipment, etc. We felt, sitting in the circle does out time much more pleasant

DESCRIPTION: Before we started such activity, we had to decide, which questions should be the most valuable for us concerning the interculturality and intercultural communication. Due to our completely different target group then the others in SEAM project (long - term unemployed people, or employed people, but with long term experience in Job Centres and also people with different addiction), we had to choose the questions exactly focus to our current users. That's why, this activity has no exact schedule of work, but it has to be prepared exactly for target group in individual countries.

Main purpose is to find out more knowledge about interculturality and intercultural communication and prepare people age over 50+ as much as possible for traveling to partners' country.

In this activity is pretty important to find out the meaning about interculturality and intercultural communication, verbal or nonverbal communication, racism and also if people except coordinator can be helpful for SEAM project and outputs afterwards!

DEBRIEFING AND EVALUATION:

A group of age 50 + (in this case Czech ones) show the others, what they have shared during the activity and having discussion with the others in SEAM project afterward. At the end take back to Czech gained information, especially different views regarding interculturality and intercultural communication and trying to spread it to the Czech society.

These activities should be done also by others countries in the SEAM project. Just spread and discuss in various background (meetings, families, platforms, etc.)

We are saying that, because we badly found out, people over the age of 50+ having low knowledge in the interculturality and intercultural communication, verbal and nonverbal communication!

EXPECTED RESULTS:

- better knowledge about interculturality and intercultural communication
- better knowledge about verbal and nonverbal communication
- to share experiences
- discussion about racism
- practise communication among partners
- to know each other in more details is such target
- to reflect, we live in same world
- in the end, if possible, prepare common material about interculturality and intercultural communication, eventually about verbal and nonverbal communication



Countries are cool

Time: 45 min

OVERVIEW:

We divided 12 people into 4 groups, which meant one group max. 3 people. These 4 groups got information about different countries. Explanation: 10 minutes for reading, learning and preparing the output, which will be presented in front of other 3 groups! Whole activity cannot exceed 45 minute! It is the activity for practising the brain over the age of 50 + and also to get more information about countries (intercultural knowledge). That's means - two in one! The activity should be in funny atmosphere...

OBJECTIVES:

- To improve intercultural knowledge
- To show participants the presence of interculturality in limited time
- To prepare groups for close, meaningful and interesting speech in front of strangers.
- To prepare group not be shy in speaking

MATERIALS NEEDED

Piece of paper, clock, pen, pencil, highlighter, flipchart, and if possible – projector

LOGISTICS

Quiet room, funny atmosphere. Even the output has to be responsibly fulfilled, we have to set up funny mood, because funny mood prevents nervousness!

DESCRIPTION

Introduction + exercise + conclusion (rules of the activity)

- Explanation of the activity - first 10 minutes (just receiving the material about the country. If you want, you can put 4 countries into the black sack, shake and invite first group to pull one ticket with the country. After that, just hand over the detailed material about chosen country and can be started reading/learning - 10/15 minutes
- after that one leader of each group has to stand up a introduce country/intercultural knowledge about chosen country - 5 minutes
- after that, there is a time for discussion with other groups, eventually additional questions
- Conclusion - benefit of each country, deeper understanding of notions like - diversity, multicultural, transnational relationship, etc.
- Ability to work with unknown information and putting it to practice (intelligible output)

DEBRIEFING AND EVALUATION:

Must be open and in group in order to put in common what each group has learnt.

EXPECTED RESULTS:

- to present the group in high level in front of the others!
- to remove from the text the most important information and present it
- to have fun during the activity
- self confidence
- to progress speech!
- to learn much more about countries and intercultural information



My folk traditions

Time: 30-40 min

OVERVIEW:

Cultural expressions are different, it is visible, immediately noticeable differences and there are things that we can discern only acquainted with folk traditions and values.

OBJECTIVES:

- Qualify for Culture the tip "methods".
- Understand the personality of the heritage and tradition, to get to know the differences between them.

MATERIALS NEEDED:

Paper and pens for group work.

LOGISTICS:

Setting appropriate group work.

DESCRIPTION:

The supervisor shall acquaint the audience with "Cultural tip model" (see attachments)

Participants are ethnically homogeneous groups. Each group and prepare a presentation on a tradition of its own people. Preparing presentation for 10 minutes. The presentation is 3 - 5 minutes long. Presenting the others, trying to explain the origin of this tradition, or the reasons for which it has explained the grandparents. Traditions can be associated with the anniversary events, holidays, etc.

DEBRIEFING AND EVALUATION:

After the presentations, discussions and discuss the differences and similarities, likes and dislikes.

EXPECTED RESULTS:

Learning from cultural and historical traditions, familiar in these procedures

PAY ATTENTION TO:

There are different greeting rituals, hospitality, different parenting traditions, and their relationship with their parents, the relationship between a man and a woman. However, the infinite diversity there is also universal principles, whether from national or cultural origin. You can use options to create colourful, tasty and shows people the presentation. If it is possible, this task can be prepared using the work of a group home videos, music, visual features or even culinary samples.

"Cultural the tip model"

Intercultural learning. T-kit. - The Council of Europe: the European Commission.
Training - Youth. November 200 (www.training-youth.net) p18-20.

The visible part of the iceberg:

Fine arts, literature, theatre, classical music, pop, folk dancing, games, cooking, clothes.

The invisible parts:

Views on the concept of beauty, charm, ensure the upbringing of perfect conditions, relations with animals, chief - subordinate relationship models, sin, the definition of the concept of display types, justice, incentives to work, the views of driving the pace of work, group decision-making models, the concept of purity, attitude to the dependants of the disease theory, access problems, and mobility concept, the behaviour of the role for the status, age, gender, class rank, family, etc. the definition of insanity, the nature of friendship, the notion of himself, the visual perception models, body language, facial expressions, emotions control models, the models with different social contexts, past and future, the concept of the physical space, installation and area.

OVERVIEW:

This exercise reveals a very visible way, as the other members may react to acceptance or rejection, as it is to belong to a group

OBJECTIVES:

- To cooperate
- To understand
- To feel

MATERIALS: N/A**LOGISTICS:**

2 and 15 chairs Retirement

DESCRIPTION:

1. The successful execution of the exercise need to be at least 12 members. At the beginning of the selected volunteers, which leaves the room.
2. The rest is divided into groups after specified things - eye colour, hair length, age and clothing. You can sit on chairs, leaving one seat each, free.
3. "Outsiders" is back in the room, and he was trying to join a group, trying to guess which group he belonged and what signs all the depths. Thus also to sit on the chair.
4. If the "outsider" said the fake sign, after members of the group, which paired him - pushes away, turns its back on, overrides, do not hand not to sit down. On the other hand, if the referred to right, group warmly accepts the new arrivals.
5. When you successfully joined a group of an outsider, she takes the place of the next participant, because it is important to give the opportunity to get more people in this role.

DEBRIEFING AND EVALUATION:

At the end of the exercise is to discuss:

- changes how human behaviour when he belongs to a group or not;
- or are easy to push who belong in your group;
- whether it is good or bad;
- or we sympathise with "outsider" or enjoy their power;
- what are the feelings when we meet?

EXPECTED RESULTS:

This task allows you to enjoy different experience emotions, faced with discrimination and groups. As one of the objectives is a discussion on how to respond to a group membership or not.



Identity and diversity, what makes a difference

Time: 100 min

OVERVIEW:

This activity aims at discovering more about the rest of the group and showing others aspects of ourselves, in order to identify similarities and differences, express about our identity and value diversity.

OBJECTIVES:

- Learn more about others
- Express ourselves and our identity
- Interact and dialogue
- Better self confidence

MATERIALS: N/A

LOGISTICS: N/A

DESCRIPTION:

In this first step the teacher presents his role as a “facilitator” for the group approach. He/she introduces himself/herself, invites students to introduce themselves just to know each other. They can use English, their own language or a mix of languages, if needed. They are encouraged to use gestures, signs and mimics.

Time:(x1) (50 minutes) The teacher is the moderator of the discussion.

DEBRIEFING AND EVALUATION

- the way they approach to others
- the way they listen to others
- the language they use
- the linguistic register they use
- the range of communication methods and strategies to be understood

EXPECTED RESULTS

- availability to dialogue
- interaction
- self confidence

PAY ATTENTION: to personal sensibility and privacy



What are culture, interculturality and multiculturality?

Time: 50 min

OVERVIEW

Here the concept of culture is developed. Activity consist in showing peoples' pictures who are wearing head covers, a discussion will be taken among learners about the people supposed nationality deducted by characteristic elements, such as hats or head garments.

OBJECTIVES

- to reflect on the meaning of identity and diversity, pros and cons
- awareness on how diversity appears
- to understand what symbols, signs, uses, costumes, languages mean.

MATERIALS: Photos, printed pictures or slides, where people appear with different caps, hats, head covers, head garments. Alternatively, a PC, a projector for slides

LOGISTICS: A comfortable quiet room with chairs in a circle or around a table, if using papers.

DESCRIPTION:

Preparation in the room, you set the chair and prepare the projector or the photos to be seen later on. Once you have received the group and greeted them, allow them the time to greet or introduce each other. Ask them to sit and go on with explaining the activity (5 min). They have to look at the pictures and say their commentary in turn in their mother tongue.

Show the pictures. Allow learners the time to say why, according to them, people pictured use those particular hats, garments (include women with scarf, nuns, and some strange caps.(20 min).

DEBRIEFING AND EVALUATION

- direct observation if learners understand instructions
- If and how the learners interact
- If and how the learners exchange opinions
- If and how the learners make description, ask questions, answer to questions.

Evaluation consists in observing how they behave while they interact, if they are confident or feel shy. This is also a way to understand if they feel at their easy and collaborate to break the ice. What is the impact with other languages and how they try to overcome the gap if there is any.

EXPECTED RESULTS

- awareness of the concept of culture
- interest in saying and explaining their opinions
- confidence with mates and within the group
- languages and communication through other tools

ATTACHMENTS:

- images of heads wearing hats downloadable from:
<https://www.google.it/search?q=fogge+di+cappelli+di+tutto+il+mondo&espv=2&biw=1366&bih=633&source=lnms&tbm=isch&sa=X&ei=udhxVZTpBMz0UvezgKgO&ved=0CAYQAUoAQ#tbm=isch&q=ethnic+hats+from+the+world>



Cultural identity and cultural diversity:

interculturality and multiculturality Time: 25 min

OVERVIEW

People try to pass from impression, prejudice, to reality, ideas trusting on evidence, facts, information, and knowledge. "Prejudice appears when there is a lack of knowledge"

OBJECTIVES:

- to be aware of cultural diversity
- to use information for opinion and to avoid prejudice
- to encourage their sense of initiative
- to strengthen their self confidence
- to contextualize material culture
- to communicate with effectiveness

MATERIALS: N/A

LOGISTICS

Room chairs, tables.(where possible is better if learners were in a relaxing place, also outdoor.

DESCRIPTION

The trainer presents and invites the learners to discuss

First step (10) minutes. Learners of the course that have known (only in part because some have known each other before), they are asked to answer to two simple questions: *What do you guess about the person who is sitting next to you? What do you really know about the person who is sitting next to you?*

They do not have to **say** their thought, but only say if they have enough element to state if they know the persons sitting next to him/her and what is the perception they have of the others'.

Second step (15) minutes. They are divided into groups (3 or 5 per group) then are asked to find a suitable definition of the words: culture, interculture, multicultural. Appearance and reality.

DEBRIEFING AND EVALUATION: N/A

EXPECTED RESULTS:

- Learners gain in awareness of identity and diversity
- Learners use information for expressing their opinions and to avoid prejudice
- Learners evaluate their way of "judging" people at a glance!
- Learners are aware of multiculturalism, diversity.

PAY ATTENTION TO: mind personal sensibility and privacy



Differences make us richer

Time: 60- 90 min

OVERVIEW:

This activity is about learning to recognize that every culture has an advantage - has something others can learn from. It is made out of two exercises. During the first half people in the group are encouraged to consider the strong points of few foreign cultures (other partner countries). Results are shared with the group. In the second part entire group thinks about advantages of their own culture. At the end importance of diversity and sharing (giving and receiving) is pointed out.

OBJECTIVES:

- discovering advantages of our own and foreign cultures
- recognizing the fact that every culture has some "strong points" we can learn from
- learning to understanding the importance of sharing - "together we are stronger"

MATERIALS:

Papers with names of the partner's countries and a bag, optional - big paper with the map of Europe drawn on it and names of partner countries written

LOGISTICS: optional - chairs in the shape of circle, board

DESCRIPTION:

5 min:

During short introduction we explain that we will take trip around the Europe and will think about few of the countries focusing only on their strong points. For that we can use big paper with drawn shape of Europe that has marked partner countries on it and enough space to write on it later. In order to begin this journey we divide people into 5 groups of 2-3 people. We can divide them as they sit by counting or ask them to move around and form a group of 2 or 3 on our verbal command (that way we can be symbolically travelling together and groups or pairs are better mixed, especially if we repeat the procedure few times before declaring the final groups).

When people are divided into 5 groups each group draws country name from the bag (we use names of other partner countries).

10 min:

We give them one simple question to think together about: What do you think, are the strong points or advantages of this country?

They can write the conclusions down or just memorize them. If they don't have any ideas they can use SEAM guides or some other prepared literature, but they should still discuss it between themselves.

15 min:

Back in the circle each small group shares the results with the whole group. Key words can be written down on the EU map, next to the names of partner's countries.

5 min:

coffee of exercise break

20 min:

We all stay together as a group, preferably in the circle and discuss about our country - What are our strong points/advantages? What are the things we can be proud of?

Together we can write down keywords on the name of our country.

5 min:

Conclusion: It is important to know our own strong points and be proud of them. And it is equally important to learn about strong points others have and learn from them. We all - as human beings and as cultures - have advantages and if we learn to share those differences - to give them and to accept them - we can grow.

DEBRIEFING AND EVALUATION:

With the questionnaire after the end of the course.

EXPECTED RESULTS:

- pride in our own culture and respect of other cultures
- understanding that differences are something we can learn from, something that makes us diverse, but also gives us opportunity of learning and improving
- better understanding of the meaning of sharing



We all have a lot to offer

Time: 60 min

OVERVIEW:

This exercise is about learning about foreigners from good personal experience. It is also about understanding what made this experience good and thus giving the opportunity for conscious development of the attitude that enables us to share with others.

OBJECTIVES:

- learning about foreigners from good personal experience
- discovering what enabled this experience to be good
- giving possibility to cultivate this attitude that enables sharing with others

MATERIALS: optional - paper or board

LOGISTICS: It is good that people sit in the circle.

DESCRIPTION:

5 min:

Introduction. Let's think back on our experience with foreign people. Which is first good experience that comes to mind? When was that? What happened?

We leave people with few minutes of silence.

25 - 35 min:

Please share your good experience with us. Leader can either start from the left or right from where he/she is sitting or he can ask for the volunteer who wants to start and continue circle from there. It is important that everyone says something. If they don't have personal experience with foreigners they can tell the experience of someone else they know, but it MUST be good, positive experience.

We thank every person for experience..

5 min: coffee break

10 min:

Let's think back on the experiences we shared and we are going to collect together the glue, a magic behind it, that made the experience good; it can be that person was kind, that he was happy after we helped him ... It is good we write those things down on a paper or a board. Every experience has something that made it special and positive and normally that something goes both ways.

Sometimes this part has to be moderated, sometimes people talk without help.

5 min: CONCLUSION AND HOMEWORK:

When you wake up in the morning you can't see yourself if you don't turn on the light..when you do it, you can brush your teeth, make-up, etc. When you enter in contact with another person, you also have to turn on the light...it's in your power to do it (it's on you): when you notice a good thing, a thing that you really like about him (something of his physical aspect, of what he's saying or doing, how is he saying or doing it, how he is, how he interact, etc) you turn on light for you, so to live better an interaction. **You can make practice, trying to find one thing that you like on every stranger that you meet (on street, on tv, in new paper, etc.) and then write one every evening for one month, that it becomes your habit, as is it to turn the light when you enter in bathroom or to wash your teeth.**

DEBRIEFING AND EVALUATION

In the questionnaire at the end of the course.

EXPECTED RESULTS:

- learning that good experiences come from sharing - giving and accepting
- learning to respect others, even when if they are different from us, from our own and positive experiences of others - social learning
- learning to focus on the positive in human interactions

AUTHORSHIP QUESTIONS

If you have any doubts regarding the methodology or how to use any of the activities proposed in this booklet please get in touch with the representative person of the corresponding organisation according to the code you can find by the name of the activity.



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Unit 3

Reintegration of adult learners

Introduction: welcoming back our participants

When people is travelling abroad they can experiment the **cultural shock**, which we exposed before, however when they are coming back to their own culture they can feel another kind of shock. About the reintegration and how they feel after back, called “reverse cultural shock”.

when they are going to other country they have some reasons some of them are: for getting a job or a better job, better live, improve their life conditions... they have the point of view very idealize about their city, about their friend, and every thought will be fixed and in the beginning they will miss the situation. After a while, the people thinks about going back to their origin place and feel the familiar comfortableness.

The main aim of this Unit will be to provide some instructions and pieces of advice to reintegrate adult learners. Once adults have experienced mobility abroad there are some aspects we should bear in mind concerning their return and reintegration into their society, education and employment systems as well as the exploitation of the learning process they had gone through in terms of the participants’ personal learning experience and the use of these participants’ experience abroad by the sending and/ or hosting organisations for future possible activities and projects.

Readaptation, re-entry or reverse culture shock⁵

As it has been previously mentioned, when hosting adults it should be taken into account that they will go through a learning process. This learning experience means a personal enrichment and growth. However, as stated by Burke there is “no construction without destruction”, in the return they can feel the excitement to get back to their life and back with their family, friend, to eat their local food... at the first moment. And, what happen when they are coming back? When the people is coming back the emotion can coming down and can appear the reverse cultural shock. The act of acquiring something new is the “suspending” and, over a prolonged period, “losing” of the old habits⁶. This is the reason why coming back to our “previously familiar place” provokes the so called “re-entry shock”, which is the process we experience when we go back to “our” community and we feel what at the beginning was “strange” is now “familiar” and vice versa. It is important that participants are offered or able to seek help and counselling to help them go through this.

⁵ <http://www.studentsabroad.com/handbook/reverse-culture-shock.php?country=general>

⁶ GUDYKUNST, W.B., 2005. Theorizing about Intercultural Communication. Fullerton: California State University. (p.384)

There are normally two elements that characterise our views about the place we come from when we go abroad: first, we idealise our place and secondly, we assume total familiarity when returning. The problem arises when our expectations and reality do not meet, everything is not so familiar, nobody really cares about our “when I was abroad in...” stories and even home may feel so foreign. This may provoke frustration, misunderstandings and even a feeling of alienation. Obviously, the difficulty of readjustment and readaptation will differ and vary from some individuals to others. But generally, the more you integrated as a citizen to the culture and lifestyle of the abroad country, the harder it is to readjust during re-entry. There are four stages in the “reverse culture shock”.

- **Disengagement:** it starts before you leave. Sometimes at this point you do not even have time to think of your feelings and emotions. You realise it is time to say goodbye, pack and leave the place you finally called home, and this results in sadness and frustration.
- **Initial euphoria:** You are excited maybe even euphoric about coming back and seeing friends and family again. You are happy, and so they are.
- **Irritability and hostility:** Little by little you will realise that they politely listen to your stories but they are soon ready for a different conversation topic, they do not really care about your “when I was abroad in...” stories. Probably you will not know why but you may experience feelings of helplessness, frustration, anger, alienation, loneliness, you may feel a foreign at home, upset, disorientated, confused, depressed and most probably you will long to live abroad.

Some challenges that the people can expect are:

- Boredom
 - No one wants to listen
 - You can't explain
 - Reverse homesickness
 - Relationships have changed
 - People see 'wrong' changes
 - People misunderstand you
 - Feelings of alienation
 - Inability to apply new knowledge and skills
 - Loss/compartmentalisation of experience
-
- **Readjustment and adaptation:** Gradually you will adapt to live home again. This does not mean that things will be exactly the same as when you left, nor are you, but little by little things will become more and more familiar to you again. Besides, most likely you would have developed new habits, opinions, attitudes, ways of thinking as well as personal and professional enrichment.



Something tips to deal the reverse shock is:

- Share your experience with others

Although you might feel like no one wants to listen, there will be close ones who will support you with open ears and honest interest.

Start a blog, contact friends you made as an expat, or write articles – find new ways to incorporate your urge to share stories with an audience who will listen intently.

- Maintain your style and stay international

Things might be different, people (including yourself) might have changed, but this doesn't mean a 'repat' should give up character and interest learned from abroad just to fit in. Maintain your lifestyle, from the food you ate abroad to the nature of your evolving personality.

“Remember that being flexible and expecting the unexpected helped you get through the difficult times abroad. The same attitude can help you back home,” says the Office of International Studies at Northeastern University.

“Reverse culture shock is a transition, and an important learning experience. Use this time to rebuild relationships, interests, and your new worldly self.” Keeping an international perspective is a special skill not to take for granted or put away. Read international magazines and foreign newspapers, or access news from your host country via websites and forums.

- Ask for training

From an occupational point of view, to help adults have a successful readaptation recommends training courses not just for the employee but the entire family that is returning.

“It needs to involve the HR [human resources] department at least six months prior to the return, so that the company can ensure a position for the adults that value their new skills. Readaptation training helps the entire family adjust to the fact that they have all changed significantly while on international assignment,” says Dean Foster.⁷

“Training will assess and value those changes, and see the ways their home country has changed while they were abroad.”

In the end, the transition requires patience and even more of an open mind than before. Careful preparation will ease the bumps experienced on the ride home for the entire family. Brace yourself for the shock and enjoy the unique thrills of seeing your home from this different and, in a sense 'far out', perspective. Besides this, the adults should reflect about the new situation and for that reason we have the apart following.

Participant's reflexion

When we actively search for a job we need to know ourselves, our attitudes, our aptitudes, our strengths but also our limitations, our weaknesses and how we can overcome them in order to look for a job we like and we are suitable for. That is why adults should go, first, through a process of **self-reflection**.

Then, secondly and as it has been previously said, it is essential for participants to **reflect about their experience and learning processes**.

Quoting Nelson Mandela “There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered”. This is the reason why when we go back, it is important to consider and reflect about our experience and learning processes and how we have changed ourselves, as well as the different ways we want to move on (from and to) in the future. If possible, adults should count with help and counselling to go through their readaptation and reflexion process. Some questions we can make to our adult learners are:

- What do you think your strengths, attitudes and aptitudes are?
- What would you consider your limitations and weaknesses are? How do you think you can overcome them?
- What did you learn from this experience?
- What competences did you acquire during your stay abroad?

⁷ Dean Foster, founder and president of DFA Intercultural Global Solutions, a firm that specialises in intercultural training and coaching worldwide.

- How can you use what you learnt both personally and professionally?
- What do you want to do next? or what do you see yourself doing next?
- Do you want to go on with your education, work or would you prefer to volunteer?

Regarding each participant's answer to these questions, their reintegration into their society, education and working systems and their reoccupation will take different paths.

Sometimes this final reflection can be boosted by a daily or weekly reflection along the project. Being aware of the learning process from the beginning may help us to concentrate on what we learn and what we still need to learn. If considered necessary, we can prompt participants to do so in a small reflection booklet by answering to two simple questions: What did you learn? and what do you still need to learn or improve?

Exploitation of their experience abroad

It is clear that every experience abroad means a personal enrichment and growth for those participating in it. Because of that, both participants and organisations should try to exploit and get the most of that experience.

- a. On the one hand, participants should consider how to **personally** exploit their experience abroad:
 - o Professionally, they can use their experience abroad as well as their gained skills and acquired competences to add extra value to their CVs or résumés and to stand out; it does not matter if they do not have a certificate to prove all these new knowledge and skills. Employers generally appreciate long-term and short stays abroad.
 - o Along their experience abroad, they will get to know people with similar interests, they will make new friends and they will be able to create a contact network which can be always useful for them, in both ways professionally and personally.
- b. On the other hand, **sending and hosting organisations** can also exploit not only the participants' experiences abroad but also the whole process itself:
 - o The whole process will be useful for organisations to evaluate and implement future projects and programs. The opinions and experience of participants will be valuable for developing future actions.
 - o Along the programme or project organisations will get to know and create a contact network.

- Counting on with the permission of participants, their testimonials and the pictures taken along the project can be use by the organisations for disseminating and advertising the project.
- Participants can always collaborate, talk to and advise other future participants.
- As experienced members, they can help the organisation in future projects by volunteering to play a different role, for example mentoring others.
- Participants will spread the word about their experience between their friends and families. Thus, about our organisations and programmes and that will bring other people to be interested on us.
- The local community could benefit for the coming of new visitors.

Participants' new experience and skills are social capital that can be used in different ways. In collaboration with NGOs and the local community they can raise awareness about the importance of mobility as a learning tool and inform society about their experience abroad. They can teach about differences among cultures, traditions and attitudes in the countries they have got to know and prepare training lessons for people who must get ready for going abroad by using methods they have learnt on their stay. Local communities can also invite participants to work as volunteers with immigrants and refugees towards their inclusion. They can help with their background to improve the self- confidence of this people, overcome cultural differences or let them know about available support at municipal and state level:

- Social support: available financial helps, scholarship for education, vacancies, grants, etc.
- Health support: family doctors availability, order to get health service, hospitals, location of health centre, private insurances, etc.
- Education system: education possibilities for children, for adult education centres, where they can study language and issues necessary for integration, tandems, etc.
- Legislation: explaining legislation issues about rights and responsibilities, how to make registrations on the municipality, how to obtain permissions, driving license, etc.



Sources for the reoccupation of adults

Return means looking for us. When the people has experimented what is a mobility abroad they can understand better their personal period of live that they currently part of, however we don't know enough what adults can do after returning. First of all, adults should do a deep reflexion about themselves. About what they learned, how do they feel, what do they want to do next. Once participants are back and have reflected about what they want to do next; they have different options to occupy themselves the main ways are:

- Volunteering;
- Continuing with their education or;
- Working.

In order to develop these opportunities and after the reflexion, the participants can manage their personal and professional skills focus into reintegration in their community. Some tools that they can use for applying to any vacancy in these three directions are:

1. Curriculum Vitae
2. Motivation letter
3. Job interview

Adults stay abroad can be included in their CV's or résumés not only as educational, working or volunteer experience but also in the form of acquired skills and competences. It will help them to excel in the eyes of employers in front of other candidates searching for a position. Moreover, when looking for a job it is important to help adults to write and manage the two main tools, which should be adapted to the specific country they are applying to, generally for a job, volunteering, etc. Adults should know that apply for any vacancy is not easy, it takes a lot of time in planning and analysing. "What we want, what we can offer, what we learnt before, what we can do, etc". All these questions should be answered by the participants to fix goals and objectives.

After this point, the Curriculum Vitae (or résumé), motivation letter and being trained for a interview:

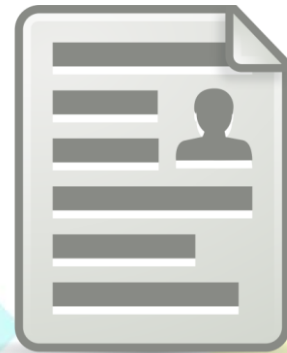
1. Curriculum Vitae (CV)

The term 'curriculum vitae' comes from Latin and it could be translated as "the course of life". It is a document in which a person summarises what they have been up to, experiences, education, their career, skills, qualifications and personal information of a person. Together with our motivation letter (if it is required), they are normally the first contact between an employer

and employee. It attempts to immediately catch the reader's attention and convince them to give you an opportunity, most probable with an interview.

These are general tips you can follow:

- It should be brief and concise (1-2 pages)
- Watch your presentation, it does matter.
- Adapt your CV to the programme, department or entity you are going to work for.
- Establish a template or pattern and be consistent with it
- Do not exaggerate and never lie.
- Concentrate on the relevant aspects of your qualifications, experience and career.
- If any, explain any interruption or period off work/education.
- Once you finish your CV, as for a second opinion.
- In Spain it is recommendable to attach your ID size photograph to your CV.
- You should add your personal information:
 - name, SURNAME
 - Address they can contact you
 - Telephone number
 - Email
 - Date of birth
 - Nationality
 - Gender
- Education and qualifications:
 - Follow a chronological order: the most recent ones go first.
 - You do not need to include them all, only mention those which are significant for the offer you are applying for.
 - Include dates and the exact name of the qualification or certificate you mention and the name of the organisations you obtained it with.
 - Avoid using abbreviations.
 - Group the different qualifications, certificates, skills and abilities.
- Work experience:
 - In chronological order.
 - Mention only that working experience that could add extra value.
 - Especially if it is the first time you seek for a job in that area, do not forget to include your practices, internships or any volunteer jobs related.
 - Include the starting and finishing dates and the name of the entities you worked for.
 - If possible mention the sector you worked in.



- Personal skills and competences:
 - It refers to the skills and competences you have acquired along your life and career. You do not necessarily need a certificate that proves it (such as languages, techniques, social skills, organisational ability...) but say how and where you acquired them. You can include your non-formal and informal education here.
 - Include any other aspects that could be relevant:
 - Driving licence
 - Availability
 - Include your mother tongue.
 - Use the Common European Framework for languages (table 1) to evaluate yourself and describe your understanding, writing, speaking and reading competences (see the example in table 2).

Find here some annexes that can help you to compose your CV properly:

Annex I: useful links to create your CV on Europass format.

- Europass CV: <https://europass.cedefop.europa.eu/editors/lv/cv/compose>
- Sample of an Europass CV: http://www.europass.lv/content/files/CV_Piemers1_1.pdf
- Europass European Skills Passport: <https://europass.cedefop.europa.eu/editors/lv/esp/compose>
- Europass Language Passport: <https://europass.cedefop.europa.eu/editors/lv/lp/compose>

Annex II: Example of the format that could be used in a CV to show our knowledge on different languages and using the Common European Framework of Languages:

	Understanding				Speaking				Writing	
	Listening		Reading		Spoken interaction		Spoken production			
Spanish	C1	Proficient user	B2	Independent user	A2	Basic user	B1	Independent user	B2	Independent user
English	B1	Independent user	B2	Independent user	A2	Basic user	A2	Basic user	A2	Basic user

Annex III: On the next page you will find the description of the categories mentioned on the Table 1. You can also get this chart by click in “download in PDF” at this website <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR) © Council of Europe

2. Writing a motivation letter (also known as presentation letters)

A motivation letter is required only when applying for certain vacancies, mainly for a job. If the job you apply for asks for it. This is a document that accompanies your CV in which you introduce yourself. It supports your motivation and the reasons why you want to work for them. But it does not duplicate your CV; it rather complements it and adds uniqueness and a personal touch. Do not write a vague motivation letter, digress nor go off topic. Sometimes it is the first and only way of catching the employer's attention and convincing them to read your résumé.

An effective motivation letter should not contain more than 500 words, explains your interest to work for that entity, shows commitment and highlights those skills and experiences you have, especially if they are relevant for the job. Additionally, before you start writing your motivation letter it is strongly recommendable to find out more (sometimes you just need to Google it!) about the organisation you are applying to (history, founder(s), the department or programme you could work in...) and the person in charge of the candidates selection or the person the letter is directed to making sure you do not misspell their name or surname. This not only proves your interest to work for them but it will also help you in case you have a possible job interview in the future. Moreover, a good motivation letter should answer to the following questions:

- Do you meet the requirements of the job?
- Do you agree with the values of the entity?
- Do you think that you have the attitude and aptitude they are looking for? Explain.
- Do you honestly want to work with them? Give reasons.

Some tips and an example of a motivation letter:

- Use simple font such as Arial or Times New Roman, black, 12 pt.
- Use margins.
- Use single-line or simple spacing.
- Use standard size paper (A4).
- Try to avoid bold, italics and underlined font.
- Avoid colloquialisms and informal language.
- Do not use contractions.
- Do not be repetitive and try to be creative.
- Show your motivation, interest and commitment.
- Main purpose of the motivation letter is to show, how your skills meet the needs of the employer. Do not confuse motivation letter with shortened version of your CV.
- Do not use fancy stationery.

- Do not cast too vaguely. Remember that person who reads your data, get dozens of answers to a given offer. Everything in motivation letter and CV you dropped down, support your meeting with a potential employer.
- If you send a motivation letter in the name for example Mr. Smith, you definitely impress, but it does not feel good. Your motivation letter may end up in the trash immediately.
- If you have a motivation letter ones created, do not send it in bulk to all companies. For each company, you should create a unique motivation letter to highlight the experiences and knowledge that are important to the company.
- Do not write about what you want to do, keep in mind, write what could be beneficial for the employer.

a. Structure of motivation letter:

- o **Adress**
- o **Opening paragraph:** In the first part of the motivation letter to inform the employer, where you got the information about the vacancy. If it was from the media, include a specific name, eg. Newspapers title and release date. In the next section, indicate the name of the position you are applying for. Many job seekers forget this detail. However, companies often write more than one advertisement and it is important that they know, in which vacancy you are interested!
- o **Main paragraph:** The second paragraph should contain information about why you want to work for a particular company and what you can offer in terms of education, experience and qualifications. You should give at least between 2 and 4 sentences so that they are closely associated with the job offer. The aim of the section is to show, how you can be a benefit for employer. Try as much as possible to highlight own strengths (creativity, communication skills, flexibility, organization skills, etc) and quoting your most current experience in the field you're interested.
- o **Closing paragraph:** In the final paragraph expressing a desire to meet on a personal interview. At the same time thank you for their time devoted to your application. The date should be always up to date.

b. Element of motivation letter:

Do leaderhead contact information (to make it clear to whom it belongs)

- o **Hello**, a greeting
- o **I adhere to the position YZZ**, ie. introduction
- o **I would like to work with you, because....**well, motivation
- o **Look into my CV**,... therefore the reference to information
- o **Please, invite me sometimes soon for an interview.....**that is a call to action
- o **Good bye**,therefore salutate
- o **Signature**

The following phrases are suitable for introduction:

- I respond to your job on the server....I would like to apply for this job
- I am interested by an advertisement in which you are looking for.....According to published requirement I consider my appropriateness for the position offered
- I should be interested in a job, you are advertising on...

These phrases can be used at the end of motivation letter:

- If you are about my interest, I look forward to any meeting with you
- I would like to come to a personal interview
- If you are interested in my application, I like to communicate with you about my qualification for this job personally
- I will answer your questions on any personal meeting

What do not cover motivation letter:

- In the past I worked as...boring repetition of data from the CV
- I can and it's....,more tedious repetition CV
- I look for a job more than half a year and I would like try it with you....demonstration that they do not want me anywhere.
- Spelling errors.

c. Reasons to be included in a motivation letter:

- Good examples of motivation:
 - because the programming algorithms that interested me (programmer)
 - because I want to participate in a project of self-cleaning grinders (technician)
 - because I can lift sales (businessman)
 - because I love working with people (personal)
 - because I like helping people (help desk person)
 - because I like to sell the phone (telesales)
- Bad examples of motivation:
 - because you're a big company (sponger)
 - because other companies missing the boat (sponger)
 - because I need to earn a living (I am not joking, occasionally someone writes this)
 - because I can be applied everywhere (without incentives)
 - because I do this job for 10 years (nothing else he/she know)
 - because you are good company (do not know what else write)
 - because I love working with young people (past job was not so pretty, but what to do with it!

Sample of a motivation letter and its structure in English:

Personal information

First name(s) Surname(s)

📍 Street address, Postal code City (Country)

📞 Telephone(s) ✉ E-mail

ADDRESSEE DETAILS

Mr/Mrs. First name(s) Surname(s)
Name of organisation
Street address
City
Country

City, 19 October 2016
Subject: The vacancy offered or wished

Dear Sir/Madam,

Opening paragraph

- state why you are writing (what position you apply for, how you found out about it, if it is spontaneous candidacy, why you are interested etc.).

Main body

- how your work experience/education will help you meet the requirements stated in the job description and the employer's needs;

- state your strengths, giving examples...

Closing paragraph

- state your availability for an interview, thank the reader for his/her time, indicate that you are looking forward to hearing from them, mention that you enclose your CV, etc.

Yours sincerely/ faithfully...

Signature

3. Job interview

After delivering the CV and the motivation later the employer or the person responsible of the selection process could ask us about a job interview.

What is a job interview?

A job interview is your chance to show an employer what kind of employee he or she will get if you're hired. It is your greatest opportunity – present yourself as the best candidate!

That is why it is essential to be well prepared for a job interview.

For that reason the job interview we can explain in three parts:

- The preparation
- During the interview
- After the interview

a. The preparation of a job interview:

First of all you need to think and reflect why you are in that point. What is your intention and what do you want.

- Learn about yourself before a job interview!

List your attributes and faults. By studying your faults, you will be able to choose one that is somewhat innocuous or could be turned around to a positive.

- Research the employer before a job interview!

Gather as much information about the employer as you can, e.g. products, services, markets, competitors, trends, current activities, priorities.

Then, you should practice the job interview at home or with friends in order to improve your gesture, your vocabulary, and your expressions and to make yourself confident with this kind of situations. You should seem somewhat spontaneous when answering questions on a job interview, but that doesn't mean being unprepared. If you have to take a very long pause before answering a question, you won't sound confident as you should.

Before you go out on interviews rehearse, not exactly what you will say, but how you will say it. Study your posture, the way you make eye contact and your body language – practice in front of a video camera or a mirror.

- Good grooming is essential. Here you are some advices:
 - o Your hair should be neat and stylish.
 - o Your nails should be well manicured and clean. Men's nails should be short. Women's nails should be of a reasonable length and polished in a neutral colour.
 - o Women shouldn't be heavily made up.

- Avoid perfume or cologne since people find certain scents “offensive”.

It is very important to arrive at the interview place on time, and if you are nervous you can walk a little around the building and calm down before entering the interview.

b. During the interview:

Starting with a Job Interview:

- Your interview begins when you arrive at the company. It is essential to make a right impression from the moment you enter the company.
- Present yourself positively to everyone you meet and leave behind a good impression. Be polite and friendly!
- You obviously want the interviewer to relate well to you. You must establish good relationship with him or her. Have in mind that the interviewer is the one that should set the tone of the interview.

Some tips about the communication:

- Often communication in the job interview will start off with some small talk, asking questions about getting to the interview, the weather, etc. Respond appropriately in a conversational tone but avoid over-communicating. Stay clear of problems and negatives, such as describing how bad the traffic was.
- Address the interviewer by name but know how to pronounce it correctly. It is advisable to address the interviewer formally until they suggest otherwise.
- Match your communication style to that of the interviewer. If the interviewer is very business-like, then you should respond in a similar way. Avoid offering up jokes and funny stories. If the interviewer is more informal and chatty, adjust your communication style accordingly by responding in a more informal tone while still showing respect.
- Always treat the job interview as a professional meeting.
- Avoid interrupting the interviewer. Make sure they have finished speaking before you respond.
- It is advisable to ask for clarification if you are unsure what the interviewer means or wants. Say something like, “So you would like me to tell you about...” The interviewer can then correct you if you have misunderstood.
- A common mistake candidates make is talking too much. Effective communication means keeping your answers concise and to-the-point and making sure you are answering what is asked.
- Try not to use jargon in your answers or questions. Speaking simply and coherently is the best way to establish rapport.

Another communication that you should keep in mind is the body language: Non-verbal communication accounts for over 90% of the message you are sending. Body language gives more away about you than what you say:

- Making direct eye contact is very important but make sure it looks natural.
- A smiling, relaxed face is very inviting.
- Hands resting casually in your lap rather than arms folded across your chest also is more inviting.
- If you normally move your hands around a lot when you speak, tone it down some. You don't want to look too stiff, but you don't want to look like you're a bundle of nervous energy. Keep them also away from your face.
- Crossing your legs at the ankles or placing both feet flat on the floor conveys a confident and professional look.
- Sit upright, but not too stiffly in your chair. This indicates that you are comfortable and feeling confident. Sitting on the edge of your chair can come across as being nervous and tense.
- Relax and lean slightly forward, about 10 degrees, towards your interviewer. This gives the message that you are both interested and involved. Leaning back makes you appear too relaxed and casual.
- Speaking in a clear and controlled voice conveys confidence. Avoid speaking in a monotone by varying your tone and pitch, however don't overdo it and come across as overly excited or emotional.

Some tips answering the questions:

- When answering questions, speak slowly and clearly.
- Pause slightly before you answer a question. Your answers will seem less rehearsed and it will give you a chance to collect your thoughts. Keep in mind that a very brief pause may seem like an eternity to you. It's not.
- Prepare answers to some basic questions. Use the list of attributes you put together earlier.

Most common Job Interview Questions and some advice about them:

- Tell me about yourself!: The interviewer is trying to find out how you will fit in with the position and the company and if what motivates you is consistent with the position.
- Describe yourself objectively highlighting why you will be of value in this job: In your answer highlight how your skills, knowledge and experience relate to the job and the company profile. Refer to your background research and review the job requirements, focus on how you specifically meet these needs. The interviewer has probably already read your CV, so avoid just repeating that information.
- What are your strengths and weaknesses?: Tailor your strengths to the job and highlight why they qualify you as the right candidate for the job opportunity.
- With some thought you can translate almost all of your strong-points into job-relevant attributes that will contribute to your success in the job.

- The ability to acknowledge a weakness is often seen as a sign of maturity and wisdom. Refer to a true weakness but then describe the efforts made to overcome it and end your story on a positive note.
- Why should we hire you?: Review the job description and note down the job requirements. Refer to your skills and experience relevant to the job requirements and the company's needs.
- What benefits are you bringing to this job?: Mention your previous successes and your goals for the future. Be straightforward and confident about your abilities. Be enthusiastic about why you want this job.
- Why do you want to work for this company?: Use your background research and find something specific about the company to hook into. Look at the company values, mission, vision and successes.
- How do you complement and contribute to these?
- What has been your greatest achievement to date?: Choose an achievement that is related to the position and is fairly recent. Describe your accomplishment and highlight the job-related skills you used. Point out how the results benefited the company. If you have little or no work experience, refer to an accomplishment at school or in an outside activity.
- What do you see yourself doing in five years?: You can answer in general terms about the type of situation you would like to be in and the way you want to have grown and developed. Your interview answer should relate to the job you are being interviewed for in some way. Combine your personal growth strategies and goals with commitment to the job and the employer.

The interviewer will respond positively if you present yourself as a mature, insightful and self-motivated candidate who wants to make an important and constructive contribution to the company.

- Why do you want to leave your job?:
Be straightforward but avoid negative comments about past employers in the job interview. Don't bad-mouth the company, your manager or colleagues, it puts you in a bad light. Keep it positive and make the reason for a leaving a constructive one such as a new challenge, exciting opportunity, increased responsibility or learning possibility.
Use this job interview question as an opportunity to focus on the future.
- What motivates you in your job?:
Consider carefully what does motivate you. It is a personal characteristic and will depend on your experience and competencies. Understand the job you are interviewing for and emphasize the motivational fit between you and the job. How do the job itself and the organizational environment provide the motivation and satisfaction you want?
- How do you handle conflicts?:

The interviewer wants to know how you react to conflict and how you manage it. Try to focus on the behavioral process that you use to resolve the conflict.

Highlight your interpersonal skills, your maturity and your ability to stay calm in the face of difficulty.

Emphasize the techniques you use to diffuse conflict and demonstrate your ability to work collaboratively to reach an acceptable resolution.

- What salary are you looking for?:

If this is asked early on in the interview process you could suggest that there is time to discuss it later in the interview process but that right now you are interested in learning more about the position and job responsibilities.

If the interviewer presses you on the salary question you can ask if there has been an amount budgeted for this position or ask if there is a salary grade attached to the job and see if it fits your requirements.

When there is no indication of salary and the interviewer continues to probe, you will have to respond with a number. If you don't, you may create the impression that it is unimportant what you get paid and any offer is acceptable.

Rather than confining yourself to a specific figure, state a range. To determine the range consider what salary you want, your most recent salary and the market-related salary for the job.

If you don't have a real salary history, you could suggest a range to the employer but it needs to be based on good research to make sure it is current and industry-related.

The Behavioral Interview is also an important issue. It is a proven and widely-proved method of exploring a candidate's suitability for the position. It goes beyond just looking at the candidate's educational and work history to determine the right fit. It explores workplace competencies that are required for successful job performance. If the job requires a person to be able to analyze and find solutions to problems, the interviewer will ask the candidate to provide an example of when they previously displayed that behavior. "Tell me about a problem you uncovered in your previous job. What steps did you take to sort it out?" It is often difficult to think of good examples within the time constraints and stressful context of a job interview.

Know which behaviors are required in the position by reviewing the job description and requirements. Looking back at your past jobs, prepare good examples using the following technique:

- Describe the specific situation or task you were involved in.
- Detail the action and steps you took in the situation.
- Outline the results and outcome of your actions: what happened, what was accomplished and what did you learn.

When he or she is finishing questioning you, the interviewer will probably ask if you have any questions. You should have some ready. As in every other aspect of the job search, you want to demonstrate how you can fill the employer's needs:

- Ask about a typical day on the job or special projects you would be involved in.
- Also ask questions that will help you learn more about the employer and will let the interviewer know you are interested in working there.
- Ask about if the offer any training or possibility to learn new things about the job.
- Use what you learned about the company through your research as a stepping off point.
- Don't ask about salary, benefits, or vacations, as those all imply "what will you, the employer, do for me?"
- Focus also on aspects such as role expectation, job priorities, departmental and organizational strategy and needs, management style and expectations.

The final stage of the job interview is critical and you need to know how to close it properly. You need to leave the interviewer with the impression that you are the right candidate for the job.

- Make sure you have asked all your prepared job interview questions about the job, company and management. Ask any questions that may have resulted from the information exchanged during the interview. This is the last opportunity to get your answers.
- Make a positive closing statement by highlighting why you are the best job candidate. Refer to your strengths and how they make you a good fit for the position. Restate the skills and experience you can bring to the position. Use your knowledge about the company to offer up insightful reasons for your suitability.
- End your job interview on an enthusiastic but not aggressive note. Emphasize your interest in the position and company but avoid sounding desperate or over the top. State how exciting and challenging the position sounds.
- Make sure you have addressed the interviewers concerns. This allows the interviewer to honestly express any objections and gives you the opportunity to overcome them before you walk out the door.
- Find out the next step in the hiring process.
- Thank the interviewer graciously and sincerely for the time spent with you. Give a firm handshake and make confident eye contact when doing this.

c. After a job interview

Within 24 hours of going on a job interview, send a thank you note to follow up. This is your chance to reiterate something you mentioned on the interview or bring up something you forgot to mention. It is also a nice gesture and a simple matter of politeness.

Send a note to each person who took part in your interview. If you don't remember the name of each person, call the receptionist for some help. Sending a thank you note sets you apart from everyone else who forgot to do this.

Waiting to hear back from an employer after a job interview can be torturous. Generally, wait a week after your interview before you call. However, if the employer told you when you could expect to hear something, don't call until after that date. Some useful tips:

- Prepare all the documentation that you need to take with you to your job interview (copies of CV, cover letter, references, relevant certificates and qualifications).
- Read through your CV one night before to familiarize yourself with the information the interviewer has about you.
- Get good directions – make sure you know where you are going, how long will it take you to get there and who to ask once you get there. Arrive at the right time!!!
- Never, ever lie!
- Get the interviewer's phone number in case you have to contact them.
- Control pre-interview nerves! Before your interview try to get your body moving, something that gets your breathing properly and helps you relax.
- Eat something before the interview to get some energy and prevent embarrassing possibility of your stomach rumbling and gurgling during the interview.
- As you arrive for your job interview, turn off your mobile phone.



Sources for the reoccupation in partner countries

Once participants are back and have reflected about what they want to do next, they have different options to occupy themselves: volunteering, continuing with their education or working. Here we list the ways in which they could go into any of them in each of the SEAM countries.

Reoccupation of adults in Spain

Here we list the ways in which they could go into any of them in La Rioja (Spain).

1. Educational system (La Rioja).

If our adult learners want to continue their education they can opt for formal or non-formal/informal education. In La Rioja these are the different options they could apply for:

a. Formal Education:

o Regular Education System:

- EOI (Escuela Oficial de Idiomas) <http://eoilogrono.larioja.edu.es/>
- University of La Rioja <http://www.unirioja.es/>
- Escuela de Patrimonio Histórico:
<http://ipce.mcu.es/formacion/actividades/najera.html>

o For adults:

- CEPA (Centres for adult education)
 - Logroño: <http://cepaplusultra.larioja.edu.es/>
 - Nájera <http://cepanajera.edurioja.org/>
- Universidad Popular <http://universidadpopular.es/>
- Universidad de la experiencia
http://fundacion.unirioja.es/formacion_cursos/view/43/universidad-de-la-experiencia-en-logrono

b. Non-formal/informal education opportunities (La Rioja)

- Language groups at La Gota de Leche
<http://info.lojoven.es/servicios/20-servicio-de-informacion/133-intercambio-de-idiomas>
- Private funded opportunities:
 - Ibercaja <https://obrasocial.ibercaja.es/cursos-y-talleres>
 - Fundación Cajarioja http://www.fundacion-cajarioja.es/index.php?option=com_content&view=category&id=41&Itemid=148

c. European programmes (Erasmus+) <http://www.erasmusplus.injuve.es/>

2. Working life.

As it is widely known the current situation of employment in Spain is not going through its best moment. Since 2008 unemployment rates had been quite high and it is quite difficult to find a job. Here you can find a job insertion guide to check and follow: http://www.asturias.es/RecursosWeb/trabajastur/Otra_Documentacion/Gu%C3%83%C2%ADa%20de%20Orientaci%C3%83%C2%B3n%20a%20la%20Inserci%C3%83%C2%B3n%20Laboral.pdf. It is an easy way to guide to someone who needs how to find a job in Spain. However, if our participants opt for going back to work, in Spain there are several sites we can look for assistance at:

a. Spanish and European public entities and programmes:

- The SEPE (previously known as INEM) stands for the Public State Employment Service (<http://www.sepe.es/> ; <http://www.sistemanacionalempleo.es/>), or its branch in La Rioja, named SAR. They can assist us with bureaucracy, national health service and they run their own job holding pool as well as organise training courses.
- Empléate: <https://www.empleate.gob.es/empleo/#/>
- EURES: <https://ec.europa.eu/eures/public/es/homepage>
- Erasmus <http://www.oapee.es/oapee/inicio/pap/erasmus.html> (see requirements established by the programme and according to the conditions set by every sending organisation)
- FER <http://sie.fer.es/formacion.php?action=showOfertas>

b. Private entities:

- ETTs stands for Temporary Job Agencies, companies that help you search a job for a specific period of time.
 - Adecco. TT www.adecco.es
 - Ananda www.ananda.es
 - Euroempleo www.gruponortempo.com
 - Eurofirms secure.eurofirms.es
 - Flexiplan www.eulen.com
 - GrupoEmpleo www.grupompleo.com
 - Iman temporing www.imancorp.es
 - Manpower www.manpower.es
 - Nortempo <http://www.nortempo.com>
 - Randstad www.randstad.es
 - Riojaempleo riojaempleo@riojaempleo.com

c. Websites:

- Oficina de empleo: <http://www.oficinaempleo.com/>

- Infoempleo <http://www.infoempleo.com/>
- Infojobs: <https://www.infojobs.net/>
- Laboris <http://www.laboris.net/>
- LinkedIn: <https://es.linkedin.com/nhome/>
- Monster <http://www.monster.es/>
- Trabajos.com <https://www.trabajos.com/>
- <https://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=511124>

3. Volunteering.

If when returning, the adults prefer to volunteer, they can do so in different entities:

a. NGO's (Non-governmental organisations)

- **At a local level:**
 - AMIGOS de la R.A.S.D. Asociación Riojana de Amigos y Amigas de la República Árabe Saharaui Democrática. [email: lamigosriojarasd@terra.es]
 - ATIM RIOJA. Asociación de Trabajadores e Inmigrantes Marroquíes en La Rioja: www.asociacionatim.org
 - COSAN. Comité de Solidaridad con el Africa Negra www.umoya.org
 - FERE. Federación Española de Religiosos de Enseñanza. www.ferececa.es
 - Haren Alde: www.harenalde.org
 - KAIPACHA INTI para ayuda a Perú: www.kaipachainti.com
 - MPDL . Movimiento por la Paz, el Desarme y la Libertad: www.mpdل.org
 - PIONEROS. Fundación Pioneros: www.fundacionpioneros.org
 - Solidaridad Jarrera con el Pueblo Saharaui: solija.sahara@terra.es
- **At an international level:**
 - ADRA. Agencia Adventista para el Desarrollo y Recursos Asistenciales: www.adra-es.org
 - AMSALA . Asociación misionera salvatoriana para Latinoamérica: www.salvatorianos.org/amsala
 - Cáritas Rioja. Cáritas Diocesana de La Rioja www.caritas.es
 - COOPERA. Jóvenes para la Cooperación Internacional al Desarrollo www.coopera.cc
 - Cruz Roja Española www.cruzroja.es
 - Farmacéuticos sin Fronteras www.farmaceuticossinfronteras.org
 - Fundación Ayuda en Acción www.ayudaenaccion.org
 - Fundación Entreculturas - Fe y Alegría www.entreculturas.org
 - FISC.Fundación Internacional de Solidaridad Compañía de María: www.fisc-ongd.org / www.ciamarialog.com/fisc.htm
 - Formación y Vida: www.formacionyvida.com
 - Fundación Canfranc: www.fundacioncanfranc.org

- Fundación Humanismo y Democracia: www.humanismoydemocracia.org
- Huauquipura Rioja www.isamis.org
- Intermón-Oxfam: www.intermonoxfam.org
- ISCOD. Fundación Instituto Sindical de Cooperación al Desarrollo: www.ugtrioja.org / www.iscod.org
- MANOS UNIDAS. Manos Unidas Comité Católico de la Campa: www.manosunidas.org
- MEDICUS MUNDI RIOJA: www.medicusmundi.es/rioja
- PROCLADE. Fundación Promoción Claretiana de Desarrollo: www.fundacionproclade.org
- SED-RIOJA. Solidaridad, Educación, Desarrollo: www.sed-ongd.org
- SETEM RIOJA: www.setem.org
- SOTERMÚN. Solidaridad Tercer Mundo www.sotermun.es
- Fundación Tierra de Hombres www.tierradehombres.org
- UNICEF UNICEF-Rioja www.unicef.es
- YMCA LA RIOJA. Alianza Cristiana de Jóvenes: www.ymca.es

b. Work camps

- o International work camps: <https://www.workcamps.info/icamps/ES-MAD/es/camps.html>
- o Nájera <http://www.workcamps.info/icamps/camp-details/camp-8373.html>

c. International networks, data bases or institutions for vocational training.

- o ReferNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>
- o SkillsNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/skillsnet>
- o Electronic Platform for Adult Learning in Europe (EPALE): <http://ec.europa.eu/epale/en/about>
- o EURODESK: <https://www.eurodesk.eu/>
- o Sport projects partners tool: <https://sporttool.teamwork.fr/>
- o SALTO: <https://www.salto-youth.net/>
- o OTLAS: <https://www.salto-youth.net/tools/otlas-partner-finding/>
- o LLP partner search: http://llp.teamwork.fr/partner_search/home.php
- o Euromediterranean network: <http://euromedp.eupa.org.mt/>
- o ADAM database: <http://www.adam-europe.eu/>
- o UK website for previous European adult projects: <http://www.grundtvig.org.uk/>
- o Seven: <http://www.seven-network.eu/>
- o Alliance: <http://www.alliance-network.eu/international-volunteering/>

Reoccupation of adults in Bulgaria

Here we list the ways in which they could go into any of them in Bulgaria and Sofia.

1. Educational system in Bulgaria.

If our adult learners want to continue their education they can opt for formal or non-formal/informal education. In Bulgaria these are the different options they could apply for:

a. Formal Education:

- Regular Education System
 - Ministry of Education and Science <http://www.minedu.government.bg> (only in Bulgarian language)
- For adults
 - School Literacy Programs – Ministry of Education and Science <http://www.minedu.government.bg> (only in Bulgarian language)
 - Vocational Education – in Vocational schools and Vocational Training Centers – National Agency for Vocational Education and Training <http://www.navet.government.bg/en/>
 - Universities – Accredited universities in Bulgaria <http://www.minedu.government.bg/?go=page&pageId=8&subpageId=167> (only in Bulgarian language)

b. Non-formal/informal education opportunities

- Local Community Centres – <http://chitalishta.com/?act=regions> (only in Bulgarian language)
- NGOs – <http://www.ngobg.info>
- Training companies
- Internet resources – free and payed

c. European programmes

- "Human Resources Development" Operational Programme – <http://ophrd.government.bg/index.php/lang/EN>
- Operational Programme "Science and Education for Smart Growth" – <http://sf.mon.bg/?lang=en>

2. Working life.

The current situation of employment in Bulgaria is getting better. We have about 9.9% unemployed people, dated June 2015. It means 330 900 people without a job, which is the lowest since 2010. While applying for a new job in Bulgaria is very important and will help you

distinguish from the other candidates, especially in case employer receives large number of applications. Motivation letter have to be short, to connect your skills and experience with requirements of job position, to demonstrate your willingness to work. You can find how to write motivation letter in Bulgarian language in Internet and following the next link: <http://www.az.government.bg:7777/internal.asp?CatID=12/09/03&WA=Eadviser/MotivLetter.htm>/. It is also important to attach your CV (please see previous sections of this unit to know how to write it). In other cases it is recommended. Employers usually ask for Europass format of Curriculum Vitae (<https://europass.cedefop.europa.eu/en/documents/curriculum-vitae>). In many cases you will be asked to fill it in English.

However, if our participants opt for going back to work, in Bulgaria there are several sites we can look for assistance at:

a. National and European public entities and programmes:

- Ministry of Labour and Social Policy – <http://www.mlsp.government.bg/index.php?section=HOMEN2&lang=eng>
- National Employment Agency – <http://www.az.government.bg/> (only in Bulgarian language)
- EURES – <http://eures.bg/>

b. Private entities:

- HVision – <http://www.h-vision.com/>
- Creativo – <http://creativo.biz/>
- Manpower – <http://manpower.com/>
- Easy Consult – <http://www.easyconsultbg.com/>
- Veles Human Resources – <http://www.veles-bg.com/>
- List of all registered according Bulgarian legislation recruitment agencies – <http://www.az.government.bg/intermediaries/>

c. Websites:

- Jobs.bg – <http://www.jobs.bg/>
- JobTigar – <http://www.jobtiger.bg/>
- Zaplata.bg – <http://www.zaplata.bg/>
- Rabota.bg – <http://www.rabota.bg/>
- Jobs Partner – <http://www.jobspartner.bg/>
- Jobs Agents – <http://www.jobsagents.com/>
- Manpower Bulgaria – <http://www.manpower.bg/>
- Manpower – <http://manpower.com/>

3. Volunteering.

If when returning, the adults prefer to volunteer, they can do so in different entities:

a. NGO's (Non-governmental organisations)

You can find a lot of opportunities to be volunteer at local or international level. Check these sites to find your preferable position or mission:

- TimeHeroes – <https://timeheroes.org/en/>
- Information Portal of NGOs in Bulgaria – <http://www.ngobg.info/>
- CVS-Bulgaria – <http://cvs-bg.org/?lang=en>
- Bulgarian Red Cross – <http://en.redcross.bg/>
- UNICEF – <https://www.unicef.bg/en/volunteer?>
- National Alliance for Volunteer Action – <http://navabg.com/>

b. Work camps are not so popular in Bulgaria.

You can find information for international work camps at Service Civil International's web site – <http://www.workcamps.info/icamps/>

Reoccupation of adults in Czech Republic

Here we list the ways in which they could go into any of them in Brno, South Moravia region, Czech Republic.

1. Educational system in Brno, South Moravia region, Czech Republic.

If our adult learners want to continue their education they can opt for formal or non-formal/informal education. In **Brno, South Moravia region, Czech Republic** these are the different options they could apply for:

a. Formal Education:

- Regular Education System:
 - MSMT (Ministry of education) <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/system-vzdelavani-v-cr> and file:///C:/Users/habrman/Downloads/educz_0910.pdf.
- For adults 50+:
 - Universities available in the city of Brno: <http://www.u3v.muni.cz/>, <http://www.u3v.mendelu.cz/cz>, <http://www.vutbr.cz/>, <http://bagr.vfu.cz/>
 - Centres for adult education: <http://www.lli.vutbr.cz/univerzita-tretiho-veku>

b. Non-formal/informal education opportunities:

- Clubs of active aging: <http://www.aktivnistari.eu/56-centrum-celozivotniho-vzdelavani-ccv>,
- http://www.seniortip.cz/?module=article&unigid_article=a6a7055dd709848a57230caf83ee22de
- Centre for women 50 +: <http://www.zeny50.cz/zeny/vize.php>

c. European programmes (ERASMUS+):

- <http://www.dzs.cz/cz/erasmus-plus/>

2. Working life.

The current situation of employment in the Czech Republic is getting better. The Czech Republic has one of the best situations in Europe. We have less than 6,4 % unemployed people, dated June 2015. It means 465 689 people without a job, which is the lowest since 2009. Therefore many people from Europe (also western part) are getting interested to work in Czech. However, if our participants opt for going back to work, in Brno, also in whole Czech, there are several sites we can look for assistance at:

a. Czech National and European public entities and programmes

We have only the Labour office in each city of the Czech Republic, where is the possibility to apply for a job. Firstly, each person has to be in the database of unemployed and then trying to find a job with officials. Labour main office in Brno - <https://portal.mpsv.cz/upcr/kp/jhm>. Brno city and their districts have own labour office, for example (Brno - Královo Pole, Brno - Bohunice, Brno - Tuřany, etc.)

b. Private entities

Czech Republic has mainly private entities, which search for a job and having a large area of the labour market. Most than 90% of employers in the Czech Republic, if they look for a new employee collaborate with private entities and sending description of position to them.

- Brno recruitment agencies:
 - ANEX: <http://anexperson.cz/>
 - AC JOBS: <http://www.acjobs.cz/>
- The rest of recruitment agencies in Brno city could be found in link: <http://www.personalniagentury.cz/brno-mesto/>

c. Websites

- Current job offers: <http://www.aktualnibidkyprace.cz/>
- Other websites in Brno:
 - <http://www.careerjet.cz/>
 - <http://www.dobraprace.cz/>
 - <http://www.dzob.cz/>
 - <http://www.easy-prace.cz/>
 - <http://www.hledampraci.cz/>
 - <http://www.jobs.cz/>
 - <http://www.autojob.cz/> (Only automotive)
 - <http://www.hyperprace.cz/>
 - <http://www.jobdnes.cz/new/>
 - <http://www.jobhunter.cz/>
 - <http://www.jobmaster.cz/index.php>
 - <http://kariera.ihned.cz/>
 - <http://www.mobojobo.cz/>
 - <http://www.profesia.cz/>

3. Volunteering:

If when returning, the adults prefer to volunteer, they can do so in different entities:

a. NGO's (Non-governmental organisations)

o At a local level

- Celsus, Diecézní charita Brno - services for foreigners - <http://celsuz.cz/sluzby-pro-cizince/>
- Ratolest Brno, Roma issue - <http://www.ratolest.cz/dobrovolnicke-centrum>
- Hnutí Brontosaurus - <https://www.brontosaurus.cz/struktura-a-organizace/dobrovolnicke-centrum>
- Dobrovolnické centrum - the biggest one in Brno - <http://www.dc67.cz/>
- Dobrovolníci in MOÚ - oncology - <https://www.mou.cz/dobrovolnici-v-mou/t2177>
- Mateřské centrum Semikráska - <http://www.mcsedmikraskabrno.cz/podporte-nas/jako-dobrovolnik/>
- Hospice Sv. Elizabeth- <http://www.hospicbrno.cz/index.php/jak-nam-muzete-pomoci/dobrovolnici>
- Centrum 8 D - <http://www.centrum8d.cz/vzdelavani/vyslan%C3%AD-dobrovoln%C3%ADci-evs/>
- Dobrovolnické centrum Motýlek - http://www.dc-motylek.cz/index.php?akc=o_nas
- Saleziáni Líšeň - <http://www.salesko.cz/salesko/dobrovolnici-v-salesku/>
- Tyflo Centrum Brno, o.p.s. - <http://www.centrumpronevidome.cz/dobrovolnictvi>
- Saleziáni Žabovřesky - <http://brno.sdb.cz/stredisko/animatori/>
- Evropská dobrovolná služba EVS, Brno - <http://evs.luzanky.cz/>
- Diakonie ČCB - <http://brno.diakonie.cz/dobrovolnicke-programy/nebud-sam/>
- Hnutí Duha - Friends of the Earth Czech Republic - <http://www.hnutiduha.cz/pridejte-se/dobrovolnici>

o At an international level

- Adra, Czech Republic - <http://www.adra.cz/>
- Člověk v tísni, Czech Republic - <http://www.clovekvtisni.cz/en>
- Caritas, Czech Republic - <http://www.charita.cz/en/>
- Unicef, Czech Republic - <http://www.unicef.cz/>
- Hnutí Duha, Czech Republic - <http://www.hnutiduha.cz/>
- Ad Vitam, o.s. - <http://www.advitam.cz/programy/dobrovolnici/pro-koordinatory/>
- SOS Children village - <http://www.sos-vesnický.cz/>

- Proxima sociale - <http://www.proximasociale.cz/dobrovolnici.php>
- Dobrovolnické centrum 67 - <http://www.proximasociale.cz/dobrovolnici.php>

b. Work camps 2015 in the Czech Republic

- INEX - SDA, sdružení dobrovolných aktivit - <http://www.inexsda.cz/cs/workcampy#sex1:f>
- TAMJDEM, http://www.tamjdem.cz/workcampy_2015/
- NICM, <http://www.icm.cz/prvni-workcampy-roku-2015>
- EURODESK, <http://www.eurodesk.cz/>
- Člověk v tísni, <http://www.clovekvtisni.cz/cs/socialni-prace/highlight/41>
- TROCHU JINAK, <http://www.trochujinak.cz/workcamp-2/co-je-workcamp/>
- ADAM, cz., <http://www.adam.cz/clanek-2015060068-workcampy-o-dobrovolnictvi.html>
- DUHA, <http://www.duha.cz/>
- Foster for city, <https://www.facebook.com/events/1012100528802072>
- MEZMO, <http://www.mezno.cz/workcamp>

c. International networks, data bases or institutions for vocational training.

- **In general**
 - EurActiv.cz - <http://www.euractiv.cz/vzdelavani0/link-dossier/informacni-zdroje-pro-celozivotni-vzdelavani-v-cr>
 - ENIC-NARIC Česká republika - <http://www.msmt.cz/vzdelavani/vysoke-skolstvi/strediska-enic-naric>
 - EURYDICE in the Czech Republic - http://eacea.ec.europa.eu/education/eurydice/index_en.php
 - REFERNET in the Czech Republic - <http://www.refernet.cz/>
 - Youth in action - <http://www.mladezvakci.cz/>
 - TTNET - <http://www.nuv.cz/cinnosti/kurikulum-vseobecne-a-odborne-vzdelavani-a-evaluace/ttnet?lang=1>
 - EURODESK - <http://www.eurodesk.cz/>
 - ECSA - <http://caes.upol.cz/>
 - DAT CZ - <http://www.eu-dat.cz/>
 - Vzdělávání a odborná příprava - http://ec.europa.eu/education/opportunities/adult-learning/epale_cs.htm
 - Platforma EPALE - <http://www.naerasmusplus.cz/cz/mobilita-osob-vzdelavani-dospelych/platforma-epale/>
- **International networks for senior volunteering**
 - AFS, mezikulturní programy - <http://www.afs.cz/dobrovolnictvi/>
 - Alliance: <http://www.alliance-network.eu/international-volunteering/>

Reoccupation of adults in Italy

Once participants are back and have reflected about what they want to do next, they have different options to occupy themselves: volunteering, continuing with their education or working. Here we list the ways in which they could go into any of them in Trebisacce, Calabria, Italia. As educators in a NGO we know that adult life could be very frustrating if they are not interested in something or there are not opportunities to spend time in a positive way. In my region European programmes or other experiences abroad are not very usual neither, it seems to be searched by adults. The low level of language skills, the critical economic condition, the lack of curiosity and the ties to their habits and daily routine do not encourage adult to experience new styles of living and of learning in adult life. Lifelong learning is assure about all in a local environment, non formal and in informal education are very popular. Citizens gather into organizations and associations and plan their pathway to learning.

1. Educational system in ITALY is rather homogeneous all over the Country, when we consider the State schools.

If our adult learners want to continue their education they can opt for formal or non-formal/informal education. In Trebisacce, Calabria, Italia these are the different options they could apply for:

a. Formal Education:

Elementary, medium , vocational, high school.

Regular Education System For adults CTP - Centri Territoriali Permanenti per l'istruzione e la formazione in età adulta; from 2014 these centre are named: CPIA Centri Provinciali Istruzione Adulti. That is to say they are on provincial basis, the Provincia od Trebisacce is Cosenza, so Trebisacce belongs to CPIA Cosenza. However, these courses are located in high schools and follow the traditional school system. Courses for people into prisons, Roma and immigrants are regularly organized. Volunteering associations are often asked to collaborate with these entities in order to provide a set of activities such as theatre, literacy education, arts, crafts, creative workshops, environmental and health education. Courses for adults are usually held in the evenings (scuole serali).

- http://www.indire.it/ida/content/index.php?action=lettura&id_m=8114&id_cnt=824
- <http://alicegate.homenet.telecomitalia.it/index.html>

b. Non-formal/informal education:

They consist in private schools organized by association, organization, municipalities at local or national level, i.e. UNITRE: università della terza età, associazione anziani, or

like PASSAGGI onlus. Schools are privately organized locally or coordinated by a central board. Volunteering associations are often asked to collaborate with State adult education schools in order to provide a set of activities such as theatre, literacy education, arts, crafts, creative workshops, environmental and health education.

On the 31/8/2015 "A set of formal and non-formal educational opportunities aimed at adults, both Italians and migrants" with the goal of acquiring skills connected to work and social life, and to assist entry into the formal professional education and training system. Training is offered to young people as early as sixteen (they must currently stay in full-time education until sixteen), but it is known as 'adult education' from the age of 25. There are two different fields in terms of adult education; adult instruction (IdA) entrusted to the Ministry of Education and Professional Training (FP), run by regional and provincial authorities.

Main obstacles in increasing adult educational levels: A return to illiteracy: through obsolescence of knowledge or skills, adults with diplomas no longer possess competitive and up-to-date abilities; Illiteracy: even adults with degrees are not able to express certain concepts such as symbolism and other abstract mental functions linked to scientific disciplines, due to a lack of practice and/or lack of basic training.

What is typical for Adult Education in the country?

The current adult education system in Italy does not present a lifelong learning strategy. The Italian national legislative context does not count any non formal education for adults, Educational adult system centred mainly around instruction (formal education) and is managed by the Ministry of Education, Universities and Research through Permanent Territorial Centres (CTP), which are currently transforming into provincial Adult Education Centres (CPIA). The non-formal field, (non-formal education) is run by Associations (non-profit), by Unions and by the Churches. Senior, women and immigrants are the key target group, While NEET adult are to be focused as the target group in the years to come. Courses, seminars and cultural programs. Some Regional administration organize and foster adult education through courses consisting in training programs , on short and medium length , which do not include the release of final certification of qualifications , but predicting the recognition of acquired skills .

- www.passaggi.org, <http://vaasa9.webnode.it/>
- <http://www.unitretorino.net/>
- <http://www.adanazionale.it/>
- <http://www.auser.it/>

c. European programmes Erasmus+:

Previously Grundtvig programme, GIVE. CIDI. The experience had by the associazione Passaggi onlus di Trebisacce can be a good example of how project VAASA, a Grundtvig senior project between Italy and Finland, took place. The

commencement of this experience was a previous project of adult learning partnership under Grundtvig, belonging to LLP EU programme. Six Countries worked in the project “Me(u)mories” (2010-2012), promoted Community and European spirit. Read more: <http://meumories.webnode.cz/news/about-our-project1/>. Project Vaasa was planned to allow two communities to exchange their experience by volunteering work. Each identity offered their skills and abilities. The project was successful because part of the volunteers could use English and Italian as common languages. The project increased among the participants the want for repeating the experience of volunteering. Some of them had never done anything in favors of other people or community so they became convinced of the real value of learning and teaching.

VAASA project involved two groups of 4 Italians and 5 Finnish who travelled and worked alternatively in Italy and in Finland. Before meeting was established a network between associazione Passaggi an Arbis adult centre in the city of Vasa, among participants and other skateolders, including private and public institutions. This project was as source of information, relations and new ideas and friendship. The project although to its natural end is still continuing thanks to personal relations and contacts, it is a model for international partnership, adult mobility, and intercultural exchanges. The exchange of voluntary senior service has greatly contributed to the personal growth of participant and an open door open to Europe and the North regions.

2. Working life.

The current situation of employment in Trebisacce, Calabria, Italia is under observation of the government and European financial government, because unemployment of young Adults and women is very high, about 43% for the sector from 18-26 years old. However, if our participants opt for going back to work, in there are several sites we can look for assistance at:

- Private entities: Eures, an european based agency and Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali , says that help for over 50 return to work are fringed and overlapping. This confusion and the lack of job offer on the market make difficult the search. The survey looks after Incentives for over 50: mapping of regional and national interventions in Italy in 2014.
- https://ec.europa.eu/eures/content/uploads/2014/07/wp_2014_160.pdf
- <http://www.cliclavoro.gov.it/Cittadini/over50/Pagine/default.aspx>
- <http://www.cliclavoro.gov.it/Cittadini/Formazione/Pagine/Corsi-di-formazione-professionale.aspx>
- <http://www.solcoct.coop/docs/Guida%20al%20lavoro%202010.pdf>

3. Volunteering.

NGO's (Non-governmental organisations spread out around Italy at a local level, national level and at an international level. The following list comprises the main ones.

- <http://www.minambiente.it/pagina/elenco-delle-associazioni-di-protezione-ambientale-riconosciute>

Work camps. they are mostly active in the field of social works for assistance to the person (mainly sanitary) and environmental issues. Here is a list of accredited organizations

- <http://www.legambiente.it/legambiente/campi-di-volontariato>
- <http://www.libera.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/9135>
- <http://www.arciculturaesviluppo.it/volontariato/campi-di-lavoro/>

International networks, data bases or institutions for vocational training.

- In general EURES- <https://ec.europa.eu>

International networks for senior volunteering

- GIVE ME 50+
- <http://www.openeducationeuropa.eu/it/node/163292>
- http://www.indire.it/ida/content/index.php?action=lettura&id_m=8114&id_cnt=8246

Reoccupation of adults in Latvia

Once participants are back and have reflected about what they want to do next, they have different options to occupy themselves: volunteering, continuing with their education or working. Here we list the ways in which they could go into any of them in Latvia.

1. Educational system in Latvia.

If our adult learners want to continue their education, they can opt for formal or non-formal/informal education. In Latvia, these are the different options they could apply for:

a. Formal Education:

- Regular Education System - <http://www.niid.lv/node/9>
- For adults:
 - Student world server –
 - http://www.kurmacities.lv/latvia_education/arodvidusskolas_arodskolas_profesionalas_skolas.html
 - http://www.kurmacities.lv/latvia_education/valsts_universitates_tipa_augstskolas.html
 - Professions catalog (profesijukatalogs) –
 - http://www.profesijupasaule.lv/lv/page/lapas_karte

b. Non-formal/informal education opportunities:

- Non – formal education –
 - http://www.niid.lv/niid_search?qy=&level_2=603&subject_1=22&subject_2=225
 - http://www.niid.lv/niid_search?level_1=8&learningform=Nekl%C4%81tiene%20t%C4%81lm%C4%81c%C4%ABba%20vai%20e-studijas
- European programs:
training for unemployed:
 - http://www.nva.gov.lv/index.php?cid=3&mid=311&txt=2903&new_lang=en
 - ERASMUS+
 - http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
 - <http://www.schooleducationgateway.eu/lv/pub/tools/catalogue.cfm>

2. Working life.

The current situation of employment in Latvia: according to National Employment Agency data-registered unemployment rate in August 2015 was 8,5%, incomparisondatoinJuly 2015 unemploymentratehasdecreased0,1%.National Employment Agency is state institution, which offers services for unemployed persons to integrate them in the labor market.

However, if our participants opt for going back to work, in Latvia there are several sites we can look for assistance at:

a. National and European public entities and programs:

- EURES, The European Job Mobility Portal
<https://ec.europa.eu/eures/public/lv/homepage>
- offer vacancies for the unemployed
<http://cvvp.nva.gov.lv/vakances>

b. Websites:

- <http://www.cv.lv/>
- <http://www.cvmarket.lv/>
- <http://www.visidarbi.lv/>
- <http://www.workingday.lv/>
- Career advice: Young people and older career information and counseling center
<http://www.jv-kikc.net/>
- Careerconsultation for unemployed
http://www.nva.gov.lv/index.php?cid=433&mid=314&txt=1954&new_lang=en

3. Volunteering:

If when returning, the adults prefer to volunteer, they can do so in different entities:

a. NGO's (Non-governmental organizations)

- **At a local level:**
 - <http://brivpratigajiem.lv/>
 - <http://www.homoecos.lv/lat/iesaisties/brivpratigie>
 - http://www.baltamaja.lv/lv/brivpratigais_darbs/index.html
 - <http://www.skalbes.lv/lang/lv/brivpratigais-darbs>
 - http://www.centrsdardedze.lv/lat/brivpratigais_darbs/
 - http://www.bernatalrunis.lv/lv/brivpratigais_darbs/
 - <http://www.krizucentrs.lv/kr/?id=16>
 - <http://www.apeirons.lv/new/?page=3&sub=40>
 - http://delna.lv/ziedot/brivpratigo_darbu/
- **At an international level :**
 - <http://www.unv.org/>
 - <http://www.volunteerabroad.com/search.cfm>
 - <http://www.volunteerinternational.org>
 - <http://www.avso.org/volunteer-opportunities>
 - <http://www.cev.be/member-organisations/>
 - <http://www.alliance-network.eu/>

b. Work camps:

- <http://www.aktivsseniors.lv/>

c. International networks, databases or institutions for vocational training.

- In general <http://brivpratigajiem.lv/>
- <http://www.senioriem.lv/esam-kopa/>
- International networks for senior volunteering <http://www.redcross.lv/lv/projekts-socialais-brivpratigais-darbs/>



Reoccupation of adults in Portugal

Here we list the ways in which they could go into any of them in Portugal and Amarante.

1. Educational system in Amarante / Portugal.

If our adult learners want to continue their education they can opt for formal or non-formal/informal education. In Amarante/Portugal these are the different options they could apply for:

a. Formal Education:

- **Regular Education System.** Compulsory schooling (12 years) includes the 1st Cycle (4 years); 2nd Cycle (2 years); 3rd Cycle (3 years) and Secondary Education (3 years). <http://www.portugal.gov.pt/en/the-ministries/ministry-of-education-and-science.aspx>. Higher Education, involves Universities and Polytechnics.
- **For adults.** Remedial basic or secondary education - for those who have passed the usual age for these levels of education; EFA (adult education and training courses) provides preparation for entry to the employment market for people over 18 with few or no qualifications and who have not completed the compulsory schooling.

b. Non-formal/informal education opportunities.

Language institutes:

- Lancaster College (<http://www.lancastercollege.pt/index.php/formacao-profissional-lancaster-college-4>)
- Cambridge School (<http://www.cambridge.pt/PT/>)
- Senior Universities (<http://rutises.wix.com/rutis>) which includes the University Senior of Amarante.

2. Working life.

Although the crisis was over and everything would get better, according to the Prime Minister, for the past 2 months the unemployment rate has been rising again and it is now of 13.70%.

However, if our participants opt for going back to work, in Amarante/Portugal there are several sites we can look for assistance at the IEFP - Institute for Employment and Professional Formation (<https://www.iefp.pt/>). See also: <http://www.indeed.pt/Institui%C3%A7%C3%B5es-Sociais-jobs>

3. Volunteering:

If when returning, the adults prefer to volunteer, they can do so in different entities:

a. NGO's (Non-governmental organisations)

- At a local level Comércio Justo - Equação (<http://www.equacao.org/>)
- At an international level Cruz Vermelha Portuguesa (<http://www.cruzvermelha.pt/>)
- Habitat (<http://www.habitat.pt/>)

b. Work camps.

- Aventura Marão Clube (<http://www.aventuramaraoclube.com/>)

c. International networks, data bases or institutions for vocational training.

- In general <http://www.voluntariado.pt/>
- International networks for senior volunteering (see previous sections).

Annex

Catalogue of good practices and testimonies

Introduction to the annex

During the implementation of SEAM, the coordination team of the project with the support of all the experts involved on it, focused their attention not only on carrying out all the programme of work designed for the partnership, but also on detecting good practices, previous initiatives and techniques considered as useful for the intercultural education of adults or the management of adult mobilities. For this reason, all the transnational meetings, training courses abroad and interaction among the technicians and experts of SEAM, were essential in order to collect these materials already mentioned. Those concrete resources considered as good learning tools by the partnership for adult training (Ex. Games, group dynamics, exercises, methodologies, etc.) were included on the previous units of this guide (especially on the Unit 2 about intercultural learning). Besides that, those general projects or initiatives combining different methodologies or set in a concrete framework or programme of cooperation among entities, has been included on this part of the guide as a catalogue of practices. Moreover, it was also considered important to share some of the experiences of the people responsible of collecting all these tools and also of some of the ones who tested them in order to offer a live feedback to those not being directly involved in the implementation of SEAM.

According to this, this annex of the SEAM guide contains several sections that can be considered as a complement of the rest of its units (They also mean a support for those users of this guide interested on having references about previous successful projects based on the same guidelines set for SEAM):

1. Catalogue of initiatives on adult intercultural education and mobility.
2. Testimonies and interviews to project coordinators and adult learners.

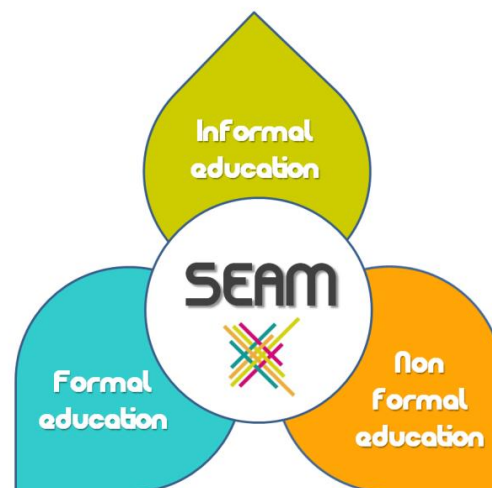


Please notice that all these catalogue and audiovisual materials can be also seen online on the project website and its section focused on the content of this annex: <http://www.seamproject.eu/p/practices.html>. Even if the SEAM project is already finished, this section and the project website will be regularly updated with new potential practices that could be detected by its partnership and sharing the basics of the ones included on this output.

1. Catalogue of initiatives on adult intercultural education and mobility

This section is a compendium of past projects and transnational initiatives related to the intercultural education and mobility of adults. Its main aim is to provide real examples to inspire potential users of the SEAM guide towards the creation of their own transnational cooperation activities for adult education and integration. It also intends to offer pragmatic ways of applying funding public programmes (Such as Erasmus+) and how they could be managed and used for training adults and facilitate that they take part on services and stays abroad. In order to decide which kind of practices should be included on this section, several criteria were set in order to choose those that could be more related to SEAM and potentially more useful for the beneficiaries of this guide:

- Topics: they should deal with the same topics touched by the SEAM project and based on the intercultural and linguistic education of adults towards mobility actions or the achievement of a more inclusive society.
- Target group: they should be focused on adults (over 50 years old) as main target group even if they could include intergenerational activities that could promote the participation of other kind of users.
- Partnerships: they should be implemented through a cooperative work among several partners (locally or transnationally) or within a single entity but involving different professionals, levels or stratum among its staff and beneficiaries.
- Geographical scope: there was not a single criteria on this sense but priority was given to initiatives developed simultaneously in more than one country and thanks to a transnational work among entities on different cultural communities (As this project SEAM is promoting mobility and international cooperation as learning tool to provide further quality education for adults).
- Combination of methodologies: they should combine different ways of education that could facilitate the learning experiences of adults and the accessibility of the contents to transfer despite the background of their users at any level: cultural, social, economic, geographical, etc. This fosters the possibility of transferring these proposals to different communities and makes them easier to adapt or modify towards its use with different target groups. As it can be seen at the end of this annex by listening the testimonies of the users of



SEAM, to find a middle point between formal and non formal methodologies together with the participation on informal experiences, can provide a new framework of work that does not only improve the learning experience of the users, but also gives them a bigger responsibility on the acquisition of new concepts or skills (what indirectly motivates them to continue with their training and reinforces the competences obtained through a regular use). Considering these three branches to categorize methodologies (And also the base of SEAM), we could list to illustrate the reader the different types of tools that they could contain:

- a) Formal education: it is the most known approach of teaching and the one that bases most of the educational public systems in Europe. It is classroom-based and guided by teachers who need to achieve the same learning objectives for all their students in general terms (Objectives based in a concrete curriculum to complete and a standard programme of contents and materials). Teaching sessions are provided in a systemic concrete way and can be combined with after class tasks or homework to reinforce the content exposed. Any kind of exercises based on this can be considered as formal activities: dictations, questionnaires, listening, readings, comprehension of texts, exams, test, debates, etc. The content provided and learning objectives should be measurable by criteria set by teachers and tests to be completed by students (normally written tests or oral evaluations).
- b) Non-formal education: It involves a wide variety of methodologies and approaches not included on the formal systems. It provides a framework of work and learning that fosters to students to acquire in a deeper way not only specific contents, but also other values related to them. The wide number of techniques to be included on this category allows that the exercises based on non formal education are not only suitable for a lot of target groups, but also easy to adapt or modify depending on the expectations of the facilitators using them or the ones set by the students. Even if it seems to be more effective than formal education, its processes of accreditation are still not totally developed, what makes difficult to evaluate the learning process of students, its evolution and the inclusion on these techniques on the academic systems. In spite of all of this, it is considered as a structured system as it promotes the acquisition of concrete concepts and implies an appropriate preparation. According to this, the trainer is considered as a guide and must always delegate the main part of the learning experience to the students (even if he/she creates the environment and conditions to make it possible). Some examples of non formal techniques included on the practices that this unit contains (And on the Unit 2 of this guide) are:
 - Theatre and drama: theatre of the oppressed, mime, wordless acting, storytelling, tales playing, body language, community theatre, invisible theatre, meeting theatre, black light theatre, circus, public performances, etc.

- Role games: improvisation, imitation of social classes, empathy exercises, structure dialogue simulations, debates, etc.
 - Board games: cards, dices, board games (Classic ones adapted to a concrete aim or games already prepared with that specific objective), dominos, quizzes, puzzles, etc.
 - Handcrafts: drawing, cooking, collages, modelling materials (Ex. Plasticine or ceramic), composing comics to tell a story, painting, etc.
 - Supporting materials as a complement to formal exercise: crosswords, alphabet soups, handouts, chips, etc.
 - Photo or video: taking photos, an exhibition, making a spot, record a short movie with a concrete aim, film competition, etc. In this category the learning process about a topic or issue can appear in users during the preparation of each task and also on the beneficiaries that will enjoy or watch it afterwards (Ex. The audience of a film or the public in a photo exhibition).
 - Music: composing songs, analyzing lyrics, dancing to express ideas, rhythm exercises to promote a group feeling, coordination and cooperative dynamics for groups, singing on different languages, etc.
 - Writing: composing texts, testimonies, poetry, language animation, writing novels, biographies, etc.
- c) Informal education: It makes reference to the skills or knowledge acquired by a learner in a non intentional and spontaneous way and thanks to regular activities that, even if they are part of his/her everyday life, offers him/her a new learning experience. Normally it is non-structured and based on the environment of the learner (Ex. Meeting new people, discussions with friends, visiting new places, etc.).
- o No further criteria were set for the selection of practices in order to offer on this annex a variety of techniques and learning approaches easier to replicate among the users of this manual and to adapt to their potential target groups.

After defining these basic terms, and following the already mentioned criteria, the next practices have been included on this guide as examples of the appropriate combination of formal, non-formal and informal education. To highlight that, even if the projects and initiatives included on this guide are focused on adult learners as main beneficiaries of the SEAM project, all of them are suitable to be used with other target groups or adapted for intergenerational or multicultural activities.

Practices on adult intercultural education and mobility

CESSIT - Creativity and Entrepreneurship Seeds for Social Inclusion Trainers

Promoter: LAEA, Latvia

Venue: Riga and Latvia.

Description and objectives: "CESSIT" aimed at providing adult trainers with the necessary tools to develop innovation, creativity and entrepreneurship amongst early-school leavers (ESL). Thereby trainers can improve their pedagogical approaches and the



attractiveness and effectiveness of adult training can be increased. The objectives of CESSIT were: To assess the actual needs of adult educators dealing with ESL; To identify training techniques and methods used by trainers that has been successful to help their learners to develop new competences (namely, creativity and entrepreneurial spirit);

To provide a tool to adult educators and training managers

which support them in developing transversal competencies such as creativity and an entrepreneurial spirit and having them more aware of the importance of these competences; To promote practical workshops at national level for trainers' exchange experiences and to discuss the impact of creativity and entrepreneurship aspects on training and competences development; To disseminate the project results at a European level amongst the target-groups.

More information in: www.spi.pt/cessit

MOVE: Mobility, Volunteering, Exchange

Promoter: Asociación Gantalcalá.

Venue: Spain, Germany, Estonia, Greece, Romania and France.

Description and objectives: "MOVE: Mobility, Volunteering, Exchange" was a 2-year project funded by the European Commission and the Grundtvig branch of its Lifelong Learning Programme, that aimed to promote any kind of projects dealing with the education of adults in all its levels. the main aim of the project: to develop new tools and methodologies that could be used by those working as job counselors or social and youth workers, using international mobility as a resource against unemployment. In order to achieve this objective, the project developed different workshops, seminars and study visits in all the countries involved (Spain, Romania, Greece, Germany and Estonia).



More information in: <http://mobilityvolunteeringexchangeproject.blogspot.com.es/>

Si Senior!: new opportunities for senior volunteers

Promoter: BVSC – ‘The Centre for Voluntary Action’. (Birmingham Voluntary Service Council) and Asociación Gantalcalá.

Venue: Birmingham and Logroño.

Description and objectives: "Si Senior!: new opportunities for senior volunteers" was an initiative developed by Birmingham Voluntary Service Council in cooperation with the Spanish Association Gantalcalá with the support of the European Commission through the Lifelong Learning Programme and its branch Grundtvig. The aim of this project was to promote common volunteering activities for senior volunteers in the main areas of Birmingham and La Rioja. Thanks to "Si Senior!", 12 volunteers over 50



years old from Birmingham (UK) and La Rioja (ES) had the opportunity of participating on international volunteering actions in a different country with the support of both partner organisations.

More information in: <http://seniorvolunteeringenglish.blogspot.com.es/>

Give me 50 +

Promoter: Centre for Creative Development "Danilo Dolci".

Venue: Italy and United Kingdom.

Description and objectives: GIVE ME 50 + was a volunteer project aimed at adults over 50. The project was bilateral and involves the Centre for Creative Development "Danilo Dolci" and Active Community Wirral (UK). The two associations had represented the sending and hosting organisation of six British volunteers and six Italian volunteers, for a period of 4 weeks. The senior volunteers were involved in activities of local centres, in which they could share their professional and personal experience, and at the same time they learned about their method of work and management. The project promoted the intercultural and intergenerational dialogue within the partner organizations and within local volunteer centres involved.



More information in: <http://en.danilodolci.org/give-me-50/>

ETHICS – Ethical Competence as Educational Component in Adult Education

Promoter: Vilnius College of Higher Education.

Venue: Lithuania, Italy, Turkey, Romania, Netherlands, Bulgaria and Latvia.

Description and objectives: ETHICS aimed to product tools and training materials on education and evaluation of ethical responsibilities and their role in education provision for adults. Ethical responsibilities generally relate to how a person constructs him or herself and his/her relationships with others according to a number of values, involving both



affective and emotional aspects. These skills have a certain influence both on the professional and private life. However, educational issues relating to ethical responsibilities remain to be explored. The project aimed to clarify the meaning, define the nature and draw guidelines as related to the education and

assessment of these skills. **Activities:** Development of methodologies to be used for the transfer and evaluation of ethical skills; Exchange of good practices among the partners on the issues in question; Creation of a reference guide for adult trainers providing tools for education and evaluation of ethical competencies; Dissemination of developed materials in the different national contexts.

More information: <http://en.danilodolci.org/ethics/>

Digitalizate.Me

Promoter: Asociación Gantalcalá.

Venue: Alcalá de Guadaíra (Spain).

Description and objectives: This project aims at offering to those adults at risk of digital exclusion the opportunity of acquiring and developing skills and competences which allow them to fully participate in the Information Society. The work is done by young volunteers (under 20 years old) supporting users over 60 years old by using non formal approaches. It takes place in public day centres of the city of Alcalá de Guadaíra (Spain) thanks to a tested system of matching adult users and young guides which main target is not only to share their computer skills, but also to keep and promote the motivation and participation of the adults taking part on this initiative.



More information in: [click here](#) to get more information.

KALEIDOSCOPE – Multiple Reflection for Quality of Multi-layered Literacy

Promoter: Charita Brno.

Venue: Czech Republic, Germany, Great Britain and Romania.

Description and objectives: Kaleidoscope workshop dealt with new approaches and creative methods for the professionals working in the field of adult literacy and education to



adult literacy. The project, involving 20 participants, was for teachers, tutors and trainers, staff involved in adults literacy education, former and unemployed teachers. Kaleidoscope aimed to stimulate the awareness of the deeper meaning of basic education, thus developing expressive and learning potential of adult learners. Activities: Development of non-formal educational and multicultural learning

activities; Deepening of artistic research through Theatre of the Oppressed and Maieutic Theatre; Creation of a theatre performance to be realized in the surrounding where first maieutic workshops coordinated by Danilo Dolci took place; Dissemination of the Four Pillars of Education presented by the “Learning: the treasure within” Report to UNESCO of the International Commission of Education for the 21st Century.

More information in: <https://learningpartnership.wordpress.com/>

LATAJĄCE BABCIE - Flying grandmothers

Promoter: Kobiety NGO.

Venue: Łódź, Poland.

Description and objectives: The Flying Grandmothers is a group of active Polish grandmothers and one grandfather that gather weekly at the Kobiety office to write poems, fairy tales and make theatre performances. On this year's Dzień Babci they were performing at a local kindergarten in Łódź. Their idea is to promote an intergenerational interaction among local communities by using storytelling, drama and arts as a tool to achieve social inclusion and a lifelong learning.

More information: [click here](#) to get more information or watch the next video.



1950'S Coming back

Promoter: Passaggi onlus.

Venue: Italy, United Kingdom, Germany, Spain and Turkey.

Description and objectives: "1950s coming back" is a project made for those who were born in the 50s and lived his youth and maturity. Through this project it was possible to re-live that moment in the history of Europe (please notice that in 1952 was made up of iron and communities that became the base for the construction of a United Europe). It implemented diverse and various formal and informal educational activities conducted by its partners such as workshops, seminars, excursions, commemorations or exhibitions (Focused on the everyday life, values, lifestyles, education on caring for the weak and health, etc. of that time).



Participants had the opportunity of sharing personal memories, photos, documents. The project involved associations, organizations that deal with education, culture and universities. The products of the project were made public, to share and enable a wide dissemination of the activities and materials related to those crucial post-war years.

More information: [click here](#) to get more information.

A Good Adult Educator in Europe (AGADE)

Promoter: Latvian Adult Education Association (LAEA).

Venue: Estonia, Hungary, Ireland, Latvia, Lithuania, Portugal, Sweden and Norway.

Description and objectives: The project corresponds to needs in Europe expressed by the partner countries as well as those documented in European education policy documents. There is a need to discuss the importance and relevance of the adult educators' training at international level with the European partners and to analyse European Union policies for adult education and training in order to develop a core curriculum for adult educator training in all the countries involved. The core curriculum can then be modified and supplemented according to the needs, policies, history and culture of each country involved.



More information: [click here](#) to get more information. You can also check the project [presentation online here](#).

The ROM-ACT Project

Promoter: Romani Association of Women Drom Kotar Mestipen.

Venue: Romania. Greece, Ireland, Czech Republic, Spain.

Description and objectives: The ROM-ACT Project (2013 -2014) was aimed at widening access to non-formal and informal learning validation systems among Roma and Traveller



women in Europe in order to strengthen their educational, social, and labour inclusion. Previous research studies highlight that the Roma and Traveller communities have developed specific abilities and competences related to the type of work they do, but that most of them do not have academic qualifications and formal work experience. The aim of ROM-ACT

consortium was to improve the non-formal and informal validation systems in Europe, bringing them closer to the needs of non-academic people and disadvantaged groups such as the Roma and Traveller communities, as well as to improve the access to the non-formal and informal learning validation systems.

More information in: <http://www.rom-act.eu/>. You can also watch the project videos by [clicking here](#)

The European Adult Education (Young) Professionals Learning Platform (AE-PRO)

Promoter: The European Association for the Education of Adults (EAEA).

Venue: Belgium, Finland, Serbia, Sweden, United Kingdom, Denmark, Germany and Portugal.

Description and objectives: This project brought together a network of organisations from nine countries with the aims of: increasing the knowledge of staff about adult education in Europe; promoting the exchange of innovation between adult education staff across Europe; increasing the quality of adult education staff and providers; encouraging the professionalisation (and quality) of adult education staff within and beyond Europe; supporting exchange between different generations of adult education staff (intergenerational learning), and the learning of experts as well as peers; giving visibility to the Grundtvig programme and mobilities.



More information in: <http://www.ae-pro.eu/en/home.html>

Action plan for validation and non-formal adult education (AVA)

Promoter: The European Association for the Education of Adults (EAEA).

Venue: Belgium, Netherlands, Austria, Romania, Norway and Portugal.

Description and objectives: Member states should have validation systems in place by 2018. The AVA consortium believes that MSs will have to face big challenges (and in some even resistance) while putting in place such systems and thus they should be supported more. A major role could be played by adult education providers and stakeholders, which are often the implementing bodies of the validation systems. By analysing tools and methodologies in different European countries and proposing solutions from the civil society perspective, this project contributes to reduce the fragmentation on different levels, namely policy and practice.



More information in: [click here](#) to get more information about this initiative.

Me(u)mories

Promoter: Passagi Onlus, Associazione Età Serana.

Venue: Czech republic, Poland, Greece, Italy, Romania, Bulgaria, France, Finland and Lithuania.

Description and objectives: Me(u)mories project dealt with senior citizens, promoting their active role in a local community, helps them to get up to speed with digital technology,



improves their language skills and develops cross generation activities. The project activities enabled two different generations to better understand one another and to promote both Community and European spirit. All project partners – Czech republic, Poland, Greece, Italy, Romania, Bulgaria, France, Finland and Lithuania - discovered the history

of their local community on the basis of senior citizens' memories, pictures, experiences, stories and movies from the past. The history was investigated from a point of view that will help both generations to understand more the past of EU countries and the basics of EU (development of local communities related to the history of the XX century).

More information in: [click here](#) to get more information about this initiative.

European InfoNet Adult Education

Promoter: Latvian Adult Education Association (LAEA).

Venue: Whole Europe (headquarters in Germany).

Description and objectives: "European InfoNet Adult Education" is a media information portal, which plays a valuable part in the development of adult education in Europe, in order to master the challenges, the future will bring, to exchange information and cooperate across Europe, to enhance personal and professional skills and competences. There are 35 partners from 29 Countries in InfoNet. 10 journals and online portals across Europe regularly publish InfoNet articles. 4400 addresses regularly receive information from InfoNet. The central goal of InfoNet is to strengthen the cooperation between journalism and the Adult Education. InfoNet can be seen as the voice of the European adult education field.

More information in: <http://www.infonet-ae.eu/>



European Generation Link

Promoter: Latvian Adult Education Association (LAEA).

Venue: 16 different countries ([see here all the partners](#)).

Description and objectives: The main product of the project is a web-based platform that contains interviews, pictures, videos of people who during their lifetime have lived in more than one European country. Europe here is treated more in geographical than political terms. This project will help to understand historical background and provide reflections on situations and experiences of these people.

The aim of the project is to promote tolerance and fight xenophobia, as well as to promote European citizenship. The beneficiaries of this project are, apart from individual users, national and European programmes and initiatives that promote adult citizens' awareness of Europe, intergenerational learning and provide measures to increase tolerance and to reduce prejudices and xenophobia.

More information in: <http://www.european-generation-link.org/>



EMMA - European Network for Motivational Mathematics for Adults

Promoter: Latvian Adult Education Association (LAEA).

Venue: 17 different countries ([see here all the partners](#)).

Description and objectives: The EMMA Network pays attention to difficulties with numeracy. Numeracy is the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations. Even in countries with a high level of awareness about this issue, we find that education and training providers are often at a loss to find adequate strategies, approaches and didactical methods that will help adults, at individual level or as employees, reach a higher level of numeracy. European researchers, experts and policy makers need to network to be able to raise awareness of the scope of the problem and of possible remedial strategy, exchange research results, experiences about good practices, and new didactic approaches and discuss new recommendations that can be implemented by policy makers.



More information in: <http://www.statvoks.no/emma/>

Food Literacy A New Horizontal Theme in Adult Education and Counselling

Promoter: Latvian Adult Education Association (LAEA).

Venue: 12 different countries ([see here all the partners](#)).

Description and objectives: The main objective of the project was to establish "food literacy" as a horizontal theme in adult education and as a personal core competence, such as "computer literacy" or "consumer literacy". The project objectives were: to raise the awareness of multipliers in adult education of issues concerning food literacy; to develop materials that enable these multipliers to incorporate aspects of nutrition competence and culinary culture in their courses; to raise the awareness of institutions working with clients from socially and/or economically disadvantaged target groups who cannot be reached by conventional adult education offers; to show how food or nutrition campaigns will have to be complemented by target group specific educational offers in order to lead to sustainable results.



More information: <http://www.food-literacy.org/>

Pro-Sal - Professional Administrative Support for Adult Learning

Promoter: Latvian Adult Education Association (LAEA).

Venue: 6 different countries ([see here all the partners](#)).

Description and objectives: Administration employees of Adult Education organisations often operate at the interface between the institution and its clients. Their work impacts on the performance of the institution, the customer satisfaction as well as the institutions ability to assert itself in the market. In most European countries the competences and skills acquired during the vocational education or training no longer respond to the requirements of their further developing administrative tasks. Research carried out by the Pro-SAL project partners show the lack of training provision for administrative staff dealing with issues related to their specific workplace "Adult Education organisation", combining relevant information with a reflection on its own professional profile. This gap is closed by the training provision developed by the "Pro-SAL" project. This training course strives for a balance of theory and practice. It develops intercultural competences informs about communication theories and trains communication competences identifies critical events in Adult Education organizations discusses statistical and documentation issues and procedures in Adult Education Organisations.



More information: please contact [the project coordinator](#) for more information.

2. Testimonies of project coordinators and adult learners

In order to provide a real and accurate point of view about the results that can be obtained thanks to initiatives such as the ones included on the previous catalogue, different interviews have been made among the participants of SEAM (both, adult learners and technical staff) in order to provide to the users of this guide an idea about the impact of this kind of activities. You can watch each video online by clicking on the image related to it. In case of technical problems, all this videos can be also seen online on the website of the project (Please copy/paste the next web address on the bar of your internet navigator: <http://www.seamproject.eu/p/practices.html>).

Video SEAM



Final video of the project (in English) resuming its implementation, activities, objectives and results obtained. It can be also watched online in www.seamproject.eu.



Ana Ramovš (in English), SEAM project coordinator of the organisation Inštitut Antona Trstenjaka za gerontologijo in medgeneracijsko sožitje, Slovenia.
(www.inst-antonatrstenjaka.si)



Filip Habrman (in English), SEAM project coordinator of Diecezni charita Brno, Czech Republic.
(www.dchb.charita.cz)



Nuno Queirós (in Portuguese), SEAM project coordinator of Amarante's Senior University, Portugal.

(www.cm-amarante.pt)



Carlos Pedrajo (in Spanish), Spanish adult learner of SEAM in Asociación Gantalcalá (Spain). Participant on the project local workshops and transnational training for learners.

(www.gantalcala.org)



Svetla Stefanova (in Bulgarian), Bulgarian adult learner of SEAM in Innovative Community Centres Association (Bulgaria). Participant on the project local workshops and transnational training for learners. (www.association.bg)



Iolanda Accoti (in Italian), Italian adult learner of SEAM in Passaggi onlus (Italy). Participant on the project local workshops and transnational training for learners. (www.passaggi.org)



Maite Ochoa (in Spanish), Spanish adult learner of SEAM in Asociación Gantalcalá (Spain). Participant on the project local workshops and transnational training for learners. (www.gantalcala.org)



Gabriel Prior (in Spanish), Spanish adult learner of SEAM in Asociación Gantalcalá (Spain). Participant on the project local workshops and transnational training for learners. (www.gantalcala.org)



Latvian adult learners (in Latvian) of SEAM in LAEA (Latvian Adult Education Association) (Latvia). Participants on the project local workshops and transnational training for learners. (www.laea.lv).



Itxaso Lizaranzu (in Spanish), Spanish adult learner of SEAM in Asociación Gantalcalá (Spain). Participant on the project local workshops and transnational training for learners. (www.gantalcala.org)

This product was one of the final intellectual outputs of the project "SEAM" funded with support from the European Commission and the Erasmus+ programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Visit www.seamproject.eu to access to all the information of the project and download its materials.



Co-funded by the
Erasmus+ Programme
of the European Union



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education for mobility
opportunities**

2014-1-ES01-KA204-004868