



O1 Integration Leaders Curriculum

Learning Manual

Final

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Erasmus+

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CONTENTS

PURPOSE AND CONCEPTS OF ENGAGE LEARNING MANUAL	2
TARGET GROUPS AND FINAL RECIPIENTS	3
TRAINING NEEDS ANALYSIS	4
1° MODULE: Interpersonal skills	11
1.1 Learning Outcomes	11
1.2 Instructions.....	12
2° MODULE: Assertive communication	19
2.1 Learning Outcomes	19
2.2 Instructions.....	20
3° MODULE: Values and cultural identity.....	34
3.1 Learning Outcomes	34
3.2 Instructions.....	35
4° MODULE: Community empowerment.....	45
4.1 Learning Outcomes	45
4.2 Instructions.....	46
5° MODULE: Civic engagement.....	54
5.1 Learning Outcomes	54
5.2 Instructions.....	55
6° MODULE: Leadership skills	62
6.1 Learning Outcomes	62
6.2 Instructions.....	63



PURPOSE AND CONCEPTS OF ENGAGE LEARNING MANUAL

The main aim of the **ENGAGE Learning Manual** is the presentation of the learning modules and resources developed to build the skills, knowledge and competences as defined in the learning framework of the “Integration Leaders Curriculum”.

About the background concepts, some key principles must be recalled;

- The training needs analysis.

Although the presented units and resources were developed on the base of a field-activity conducted in each of the partner countries (in alphabetic order i.e. Austria, Croatia, Cyprus, France, Ireland and Italy), each learning session with a newly composed learners’ group always needs an “initial stage”, more or less formally organised, run directly or reported by other professionals (for instance by guidance counsellors or social workers), in order to be aware about the needs of the specific group of learners.

- The approach to learning outcomes.

A learning outcome is a statement of what the learner is expected to know, understand, or be able to do upon the successful completion of a learning / training module or the entire training programme. Learning outcomes should incorporate a suitable action word that captures a means of demonstrating the acquisition of knowledge, skill(s) or competency¹.

- The teaching approaches most appropriate with adult learners.

Adults are often concerned about their participation in classes and tutors and / or (learning) facilitators should take care in creating a safe and trusty environment, promoting progressively the exchanges among participants, using open questions, debates and respectful listening, avoid judgements. It might be effective to highlight what is important and meaningful to them for increasing learners’ motivation and make learning a priority (and a pleasure) among the many other activities in everyday life.

- The understanding of learners’ learning styles.

If you can follow a group of learners in a stable way, namely attending regular training programmes, it is very useful to pay attention about their learning styles, in order to better adapt the units to them and have new stimuli to develop with learners together more targeted training materials.

- The learning environments.

Being aware about the importance of linking knowledge to people’s direct and daily experiences, in the specific case of the **ENGAGE Integration Leaders curriculum**, tutors should foster out-door activities as much as possible, enable thus a concrete contact with the physical and human environments, beyond the usual living contexts of learners.

- Self-directed learning and the communication on other European languages.

¹ <https://www.tcd.ie/CAPSL/TIC/guidelines/design/outcomes/#guide>



ENGAGE learning proposal is centred also to exercise the autonomous learning, that it does not mean only the individual study, but also with a pairs, for example, looking together one of the videos selected for each training module. These videos and reading resources are in English, so learners from other European countries could benefit these self-directed learning in getting familiar in listening this foreign language too. Also, the digital skills will be involved, and exploring the online training materials learners will experience this learning environment with more awareness about its opportunities and threats.

TARGET GROUPS AND FINAL RECIPIENTS

The **ENGAGE Manual** is addressed to multipliers dealing with migrants' communities through non-formal and informal learning².

They are trainers, tutors, facilitators, social workers, volunteers or similar aiming at helping, through the proposed activities, the integration process of migrants' communities valorising the women's roles and contributions.

Facilitators / tutors can employ the curriculum in a very flexible way, using the whole or only parts of it, because each module is self-contained, adapt individual aspects to specific needs of their learners' group(s).

ENGAGE Curriculum is structured in 100 hours, shared between frontal lessons (36 hours) and self-directed learning (64 hours), and in the detailed programmes below you can find for each module all the instructions for an effective and stimulating conduction.

Tutors / facilitators are also supported by using the **ENGAGE e-Learning platform**, containing all resources developed specifically for final users, migrant women interested to foster equal opportunities for themselves and other women and girls with migrant backgrounds.

You can find these supports at the following link:

<http://engageproject.eu/en/e-learning>

Furthermore, the ENGAGE online resources could be useful in formal settings too, exploiting the exercises of the Toolkit provided in different languages: Arab, Croatian, English, French, German and Italian.

You can find these supports at the following link:

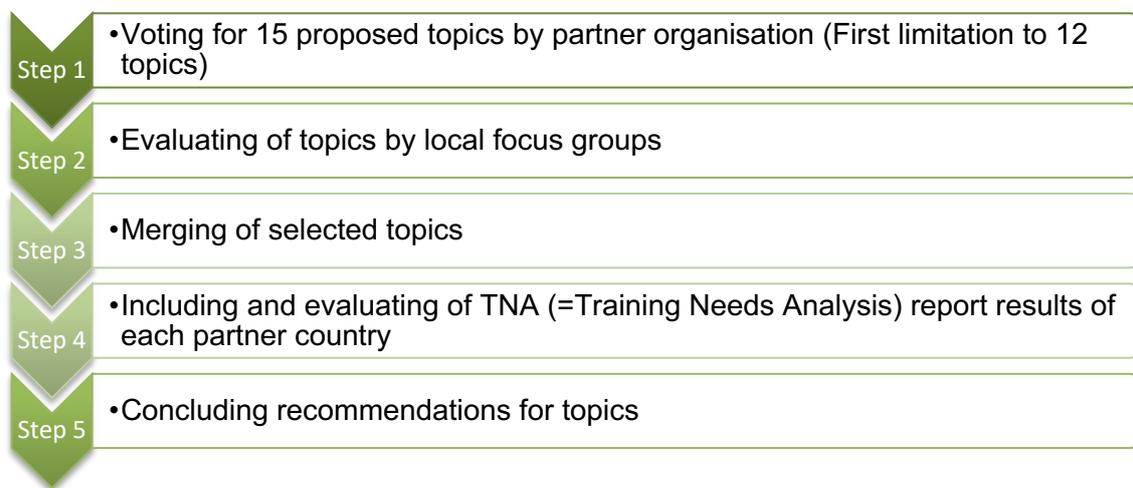
<http://engageproject.eu/en/e-learning/toolkit>

² <http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary>



TRAINING NEEDS ANALYSIS

As preliminary work to prepare the ENGAGE *Integration Leader Curriculum* (IO1) and subsequently the ENGAGE Manual, six key areas, which will later be referred to as curriculum topics, were identified according to the preferences of each partner country (based on partner organisations and focus groups results). This identification process included five steps in order to ensure a systematic approach in accordance with training needs as follows:



Five steps to identify six key areas/ curriculum topics

Step 1

Initially, fifteen topics were proposed that were considered as essential and useful to support migrant women become “integration ambassadors” and leaders in their communities. Five of the six project partner organisations gave their votes to each of the topics. Within this step, three of the fifteen topics with the fewest votes were excluded (marked in red). The ratings of the partner organisations are listed in table 1 below.



Table 1: Rating of partner organisations

	Topics	Votes
1	Civic engagement	5
2	Community empowerment	5
3	Conflict management	5
4	Leadership skills	5
5	Digital skills	5
6	Values and cultural identity	5
7	Work-life balance	5
8	Assertive communication	4
9	Interpersonal skills	4
10	Biographic work	3
11	Gender equality	3
12	Networking	3
13	Cooperation and collaborative learning	2
14	Prejudice, discrimination and stereotypes	2
15	Self-awareness	2

Step 2

The three topics “cooperation and collaborative learning”, “prejudice, discrimination and stereotypes” and “self-awareness” with the lowest ratings were already eliminated before the next step of evaluation – the focus groups’ involvement. A total of 43 participants from all partner countries were asked to indicate the level of relevance of each topic for the project on a four level scale (from “Essential-Relevant-Not so relevant-Irrelevant”).

Results from this evaluation group showed ambiguity between countries. Since the amount of respondents differed (greatly)³ between the countries and the curriculum topics are not developed country-specifically, the overall number of votes for specific topics was prioritised and results summarised and ranked, as illustrated in table 2 below.

³ Austria: 9, Croatia: 6, Cyprus: 6, France: 3, Ireland: 6, Italy: 13.

Table 2: Rating of local focus groups

		Essential	Relevant	Not so relevant	Irrelevant	N.A.
1	Interpersonal skills	67%	33%			
2	Networking	63%	26%	9%	2%	
3	Assertive communication	53%	42%	5%		
4	Gender equality	53%	28%	19%		
5	Values and cultural identity	49%	49%			2%
6	Community empowerment	49%	42%		7%	2%
7	Civic engagement	44%	42%	14%		
8	Leadership skills	42%	49%	9%		
9	Digital skills	37%	52%	9%		2%
10	Biographic work	37%	42%	21%		
11	Conflict management	30%	42%	26%	2%	
12	Work-life balance	28%	51%	21%		

Step 3

In the next step, the results of both evaluation groups were compared and topics identified for key areas developed in further outputs of the project. The nine highest rated topics were listed and compared. According to these results, five areas could be identified that are consistently high rated by both feedback groups, as figure 1 below illustrates. They are listed in the overlapping part of the figure and therefore considered as topics for the curriculum.

Others were either stated by only one evaluation group or have low ratings. These are marked in red colour. “Digital skills” is marked in yellow, as it represents an item that is indicated by both groups, but with low rating, therefore it was not taken into one of the six key areas.

This area (digital skills), in some partnership countries, is particularly deficient in the adult population, but learners can exercise these skills in all the self-learning sessions, which may include the use of documentation and online resources, available on the ENGAGE e-Learning platform and Toolbox, both on other sites of interest.

Figure 1: Merge of topics collects from 2 feedback groups

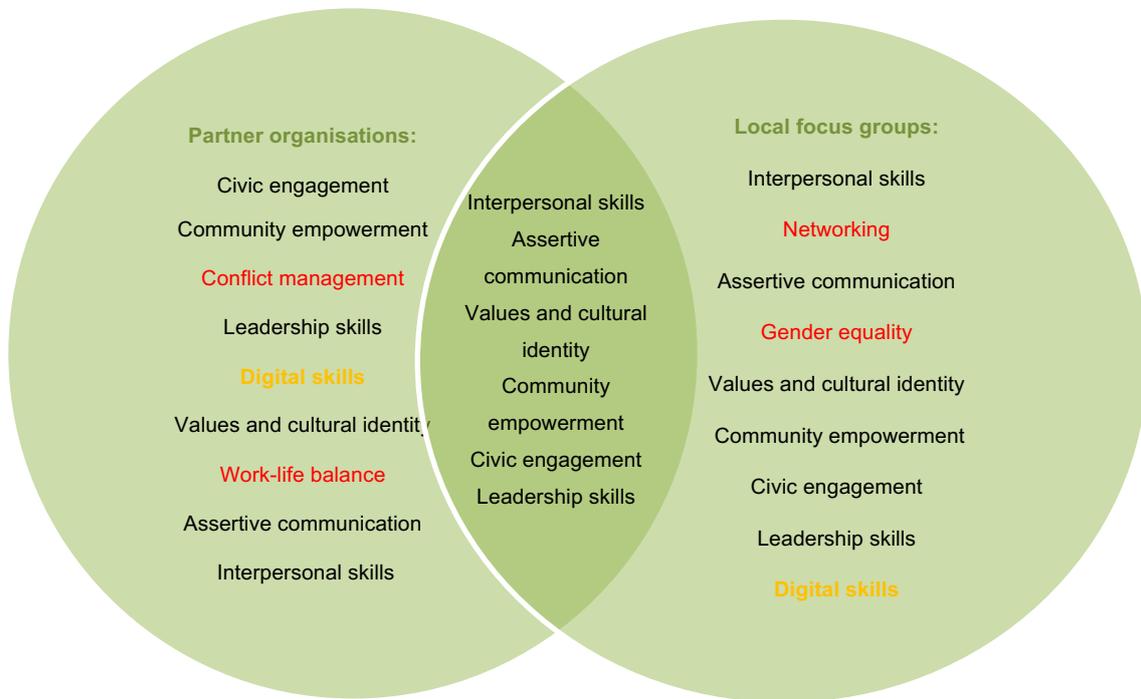


Table 3: Identified key areas

Identified topics	
1	Interpersonal skills
2	Assertive communication
3	Values and cultural identity
4	Community empowerment
5	Civic engagement
6	Leadership skills

Further comments:

In the frame of the survey, respondents had the possibility to indicate further topics that they consider as useful for the curriculum. These results are described below:

An important area that was mentioned is the mastery of the *host country's language* (being even a precondition to other).

Besides language, topics corresponding to *intercultural competences* were stated by different respondents. For this topic area aspects such as intercultural communication, intercultural dialogue, anti-discrimination and prejudices/stereotypes were suggested.

Areas around *family and civil life* were also stated, such as involving the whole family in activities with their communities, civil courage, bridging politics and institutions of the location, family management or skills to work in an inter-generational setting.

For respondents, skills such as *strategic thinking, self-presentation, burnout prevention and facilitation skills* were found to be useful topics for the target group.



Step 4

Key aspects of TNA results researched and summarised in national reports of each partner country are taken for consultation in order complement the decision process, conform training needs and develop curriculum topics in accordance.

According to the results of the TNA in **Croatia**, there are no language training provisions and no integration in the formal education system for people elder than 18 years. There is a tendency towards marginalisation and thus, a need for strengthening the civic competence and provision of culture and gender sensitive integration courses. One of the recommendations for policy is to “stimulate and develop intra-departmental and inter-departmental co-operation between the competent institutions with local communities, civil society organisations, the academic community and migrant representatives, in order to advance immigrant integration.”

Results from **Italy** state that topics such as health care, training, housing, women’s help and women’s engagement are important; They required knowledge of national structures and therefore, access to information. Lack of access to information, such as legal information on welfare, funding and asylum process was shared by the report from **Cyprus**.

Similar are results from **Ireland** where marginalisation of foreign groups is an issue. Health, information, strengthening communities, isolation of civic life, limitations in education, language, lack of knowledge regarding politics and civic life, as well as labour market integration, which are shown as comparable results in **Austria**, require measures of empowerment, information and skill development.

Compared to other countries, the **French** public system offers many integration measures such as language courses for free. Although there are also gaps of integration policies indicated in the report, what can be learned from one of the initiatives is that training for low-qualified migrant women should be settled close to their environment and reality, using innovative pedagogical approaches like cooperative learning and contextual meaning-based learning. These methods focus on participation in learning, motivated by a functional purpose and can empower women to become involved in citizenship activities through awareness, understanding and gain in confidence.



Step 5

In a final step, conclusions are drawn and recommendations proposed for specification and focus of the topics (c.f. table 4):

As results of the TNA in different countries show, marginalisation of foreign people is an issue. The topics on *civic engagement and community empowerment* could take this aspect into consideration respectively contents can be developed based on the aim to combat marginalisation.

Results from the “comment section” of the survey show that topics on anti-discrimination/prejudices are also considered as useful by respondents. In the rating of the partner country organisations, this topic was, however, eliminated. Although no key area by its own, prejudices can be seen in connection with marginalisation. Therefore, anti-discrimination/prejudices could be a sub-topic to be touched within one of the aforementioned key areas.

Topics that concern the enhancement of private life through labour market integration, as well as health care issues, women`s rights and engagement should be effectively communicated to the target group. Therefore, it is suggested to include topics on intercultural communication/dialogue as stated in the feedback from the survey, as well as topics on gender equality, which also has high ratings in the feedback from the local focus groups, as part of a key area, like *values and cultural identity*.

Aspects like involving family in activities with communities, family management or skills to work in an inter-generational setting that are stated by respondents could be integrated in the topic on *community empowerment*.

Community empowerment requires the empowerment of beneficiaries in the first place. To achieve this, *interpersonal skills, assertive communication as well as leadership skills* can act as anchors enabling people to participate in society.

Topics on education, health care, training and (finding) work can be embedded in the key area of *civic engagement*, as participation in society also means to participate in public life (incl. education or work).

According to the survey feedback, courage, bridging politics and institutions of the location are suggested for topics. The need for cooperation between institutions and communities is also communicated similarly, as a policy recommendation, in the Croatian TNA report. These aspects could be included in the key area of *assertive communication*.

Skills such as strategic thinking, self-presentation, coping with stress and facilitation skills are useful topics according to the feedback from respondents. They could be part of the key areas *interpersonal skills* and *leadership skills*.

According to the TNA feedback, knowledge of regulations is crucial in order to be able to deal with competent authorities, development institutions, etc. These are aspects that could be assigned to the key area of *civic engagement*.

However, it has to be considered that regulations, educational systems, structures of training and work vary between the European countries that participate in this project and could therefore be difficult to be developed in a uniform way; but a local, not global approach could be justified here.



According to the additional comments collected from respondents, mastery of the national language is a precondition. This comment coincides with the TNA results from Croatia, in which it is reported that there are no sufficient language training provisions available in the country. Although the provision of language training would go beyond the scope of the project, it can be suggested to include oral conversation as major part in the provisions of activities in order to promote communication and language skills.

As a final recommendation, it is suggested to develop contents closely linked to the reality of beneficiaries and to use pedagogical approaches like cooperative learning that focus on active participation in learning, motivation and empowerment, as stated in the French TNA report.

Table 4 below illustrates the summarised conclusions and recommendations described in this final chapter and suggests specification and sub-topics based on the results of whole the evaluation process.

Table 4: Identified key areas with suggested sub-topics

	Identified topics	Sub-topics
1	Interpersonal skills	empowerment of beneficiaries, facilitation skills
2	Assertive communication	cooperation with institution
3	Values and cultural identity	gender equality, intercultural communication/dialogue
4	Community empowerment	anti-discrimination/prejudices, inter-generational work, family management, involvement of families in communities
5	Civic engagement	knowledge of regulations, education, health care, training and (finding) work
6	Leadership skills	strategic thinking, self-presentation, coping with stress

Within the ENGAGE Integration Leader Curriculum Knowledge, Skills and Competences as the planned Learning Outcomes⁴ for these six topics were defined – used then in the below tables of the ENGAGE Manual.

⁴ Statements of what a learner/worker knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences.

1° MODULE: Interpersonal skills

1.1 Learning Outcomes

TITLE OF THE MODULE: Interpersonal skills	LEARNING OUTCOMES		
	<p>The learner is able to;</p> <ul style="list-style-type: none"> • analyse different aspects of communication, roles and viewpoints • evaluate social settings and deal with different personalities, tensed situations and pressure • demonstrate facilitation skills to empower and encourage others by considering their needs 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
	<p>The learner knows and understands;</p> <ul style="list-style-type: none"> ○ list factors to improve interpersonal relations including (verbal and non-verbal) communication signals; ○ recall basic methods of teaching adults highlighting interpersonal aspects e.g. teamwork and listening. 	<p>The learner is able to;</p> <ul style="list-style-type: none"> ○ analyse different social situations and respond to them demonstrating collaboration, listening and communication skills; ○ sketch contents and didactics to teach a group considering her own role. 	<p>The learner applies knowledge and skills in;</p> <ul style="list-style-type: none"> ○ participating in a moderated discussion with peers concerning a topic of interest (community, culture, etc.); ○ assisting in a lesson/meeting according to instructions and demonstrate empathy and communication skills.





1.2 Instructions

Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Introduction and Ice-breaker:</p> <ul style="list-style-type: none"> The tutor welcomes all learners to the face-to-face session and provides an outline of the topics to be covered in the training. Next, the tutor explains the instructions of the ice-breaker activity that introduces learners to the topic of interpersonal skills. This activity will help the group to practice listening and responding to others and will facilitate the initial contact between learners. In a second round, each learner is asked to state her expectation for the training. 	20'	<p>Agenda/Overview of the training content. Flipchart and marker for feedback. Related hand-out for icebreaker activity.</p>	<p>Learners will engage in the ice-breaker activity and will contribute to the group feedback.</p>
<p>Tutor presentation:</p> <ul style="list-style-type: none"> Using PowerPoint slides, the tutor gives a short theoretical introduction on the topic of interpersonal skills. Through these slides, the learners discuss different aspects of interpersonal skills and why they are important for professional contexts. 	15'	<p>PowerPoint Slides. Projector and screen. Laptop. Pens and note-taking materials for learners.</p>	<p>Learners will take notes to support their learning. Learners will contribute to discussions.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Group Activity: <ul style="list-style-type: none"> • Next, the tutor introduces the learners to the group activity that involves working on a case study. • To introduce this tool, the tutor distributes the related hand-out with the case description to all learners. • Every learner reads through the text and takes notes on relevant aspects. • In small groups, they discuss each point and list/summarise the most important ones. • The aim of this activity is to create a list that reflects identified factors that are beneficial for improvement of social situations and interpersonal relationships. • Each group summarises its findings on a flipchart paper and presents them to the group. 	30'	Related hand-out. Pens and note-taking materials for learners.	Learners will take notes to support their learning and present them to the group.
Break	15'		
Group Activity: <ul style="list-style-type: none"> • This activity supports learners to develop awareness for communication signals and to observe and learn from each other in order to be able to deal with different personalities, tensed situations and pressure. • To perform this task, the tutor divides the group into small groups of 3 people. • Learners are asked to use the related hand-out and conduct 3 role plays of different situations. Each group member changes the role from scenario to scenario in order to have 3 different perspectives (interviewer, interviewee, observer). • The person, who observes the situation, is asked to take notes. 	30'	Related hand-out. Flipchart sheets. Colour markers. Pens and note-taking materials for learners.	Learners will take notes to support their learning.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Individual Activity: <ul style="list-style-type: none"> • Following the group activity, each learner individually reviews her notes taken as an observer. • They are asked to reflect on the situations, their perceptions and feeling. • In a short written paper, they analyse the situation, discuss benefits and obstacles and propose solutions to improve interpersonal relations. • At the end of this activity, each learner briefly presents her findings to the group. • The tutor takes notes on a flipchart paper and summarises results at the end of the activity. 	30'	Flipchart sheets. Colour markers. Pens and note-taking materials for learners.	Learners will write a short assignment and present it to the group.
Break	15'		
Individual Activity: <ul style="list-style-type: none"> • For an initial reflection and introduction to the next part of the training, learners are asked to note their best and worst learning experience in order to get a first understanding of adult training and learning. • They receive the related hand-out and are asked to answer the guiding questions on their learning experiences. • After this individual work task, they get together in small groups and present their notes to each other. • Listeners are asked to watch the body language of the presenter when speaking about good and bad learning experiences and take notes (such as talking speed, volume, hand movements, posture, eye contact). • After this small group discussion, each group presents key aspects found giving special emphasis on the observations of the non-verbal communication. • The aim is to prepare them for work with different actors and for future trainings. The social interaction between the learners is an essential part in this activity. 	45'	Related hand-out. Flipchart sheets. Colour markers. Pens and note-taking materials for learners.	Learners will write a short assignment, present it to the small group and contribute to discussions.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Group Activity:</p> <ul style="list-style-type: none"> To introduce learners to adult education, the tutor plays the YouTube video on principles of adult learning (or video lecture). They are asked to take notes on what seems important to them. Next, the tutor initiates a group discussion, asking learners to: <ol style="list-style-type: none"> recite one fact from the video lecture which stood out to them; discuss possible scenarios for practice; reflect on interpersonal skills that are useful for practice. 	30'	<p>Projector and screen. Laptop. Pens and note-taking materials for learners.</p> <p>YouTube Video on principles of adult learning: https://www.youtube.com/watch?v=vLJ7cRwKI-I</p>	Learners will write a short assignment, present it to the small group and contribute to discussions.
Break	15'		
<p>Group Activity:</p> <ul style="list-style-type: none"> In this activity, learners will recognise different types of group members. They will identify that each of them has a certain learning style and can contribute to a group using individual strengths. They will conduct the role play described on the hand-out. Afterwards they reflect as a whole group, how each of them felt and what strengths and weaknesses each member has, respectively how she can contribute to a group. 	45'	<p>Related hand-out. Flipchart sheets. Colour markers. Projector and screen. Laptop. Pens and note-taking materials for learners.</p>	Learners will take notes to support their learning.
<p>Group or Individual Activity:</p> <ul style="list-style-type: none"> For the following activity, learners will work in small groups or individually. They are asked to note, how they would teach a topic of their interest (ideally connected to culture, etc.) to adults considering the principles described in the video from the previous activity. They elaborate a short presentation using visual support such as flipchart, slides, etc. or actually hold their courses. 	60'	<p>Flipchart sheets. Colour markers. Projector and screen. Laptops. Pens and note-taking materials for learners.</p>	Learners will engage fully in the exercise and present their results to the group.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Closing Session and Evaluation: <ul style="list-style-type: none"> The tutor closes the class with a short verbal feedback session. The tutor will distribute copies of the workshop evaluation form to learners and asks them to complete it. 	10'	Copies of evaluation forms for learners. Pens and note-taking materials for learners. Flip-chart and markers for verbal feedback.	Learners will engage fully in the evaluation and feedback activities and will complete the evaluation form.
Total time face-to-face	360 minutes / 6 hours		
Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Self-training session (online/offline): Choice of the Exercises among those available to be developed individually, or in small groups.	630' / 10,5 hours	ENGAGE Toolkit and e-Learning platform, and other online resources.	Presentation of the completed exercises.
Total time	990 minutes / 16,5 hours		

Content and Instruction Self-directed Learning
In order to understand, strengthen and develop social competences, the following links serve as additional learning and training material, which are particularly suitable for self-directed learning: <ul style="list-style-type: none"> Interpersonal skills self-assessment https://www.skillsyouneed.com/ls/index.php/343479 Interpersonal skills - Development and basic principles



<https://www.skillsyouneed.com/interpersonal-skills.html>

- A-Z list of interpersonal skills including descriptions, tips and practical applications
<https://www.skillsyouneed.com/ips/>
- 3 TED Talks To Improve Your Communication Skills (including video links):
 - “10 Ways to Have a Better Conversation” by Celeste Headlee
 - “The Secret Structure of Great Talks” by Nancy Duarte
 - “The Power of Vulnerability” by Brené Brown<https://www.forbes.com/sites/ashleystahl/2018/04/30/3-tedtalks-to-improve-your-communication-skills/#22afd0ee6938>
- The Skills You Need Guides to Interpersonal Skills
<https://www.skillsyouneed.com/shop/interpersonal-skills-guide.html>
- Learn how to develop effective work relationships
<https://www.thebalancecareers.com/developing-effective-work-relationships-1919386>
- Vivienne Ming: How Good Communication Skills Can Counter Workplace Bias (interview)
<https://www.forbes.com/sites/brianhonigman/2018/06/18/vivienne-ming-reducing-workplace-bias/#103fd8017332>
- Interpersonal relationships – definitions and theories (video)
<https://study.com/academy/lesson/interpersonal-relationships-definition-theories-quiz.html>
- Forbes article on how important listening is for leadership and work relationships; including 6 tips for becoming a better listener
<https://www.forbes.com/sites/mikemyatt/2012/02/09/why-most-leaders-need-to-shut-up-listen/#766d2a8a6ef9>
- Surprising Facts About Body Language and Your Emotions: New research shows the role that body language plays in communicating emotion
<https://www.psychologytoday.com/ca/blog/fulfillment-any-age/201806/surprising-facts-about-body-language-and-your-emotions>
- Interpersonal relationship explained in sub-categories: stages, types, factors, role, workplace, importance, tips, development, managing



conflict, theories, model, role of employees and role of managers

<https://www.managementstudyguide.com/interpersonal-relationship.htm>

- The Brain and Emotional Intelligence by Daniel Goleman
<https://www.learningandthebrain.com/blog/the-brain-and-emotional-intelligence-by-daniel-goleman/>
- The Elements of Communication: A Theoretical Approach
<https://blog.udemy.com/elements-of-communication/>
- https://www.researchgate.net/publication/263079818_Neurosciences_Empathy_and_Healthy_Interpersonal_Relationships_Recent_Findings_and_Implications_for_Counseling_Psychology
https://www.researchgate.net/publication/263079818_Neurosciences_Empathy_and_Healthy_Interpersonal_Relationships_Recent_Findings_and_Implications_for_Counseling_Psychology
- Principles of Effective Interpersonal Communication
<https://www.communicationandconflict.com/interpersonal-communication.html>
- B.Living: Empowering Teachers and Trainers to cope with religious diversity and boost intercultural education in Europe
Handbook: <https://www.blivingproject.com/handbook>
Toolbox: <https://www.blivingproject.com/toolbox>
Training App: <https://www.blivingproject.com/trainingapps>



2° MODULE: Assertive communication

2.1 Learning Outcomes

TITLE OF THE MODULE: Assertive communication	LEARNING OUTCOMES		
	The learner is able to; <ul style="list-style-type: none"> • recognize the benefit of assertive communication • interacting with appropriate communication style considering cultural differences • using assertive tools in everyday life 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
	The learner knows and understands; <ul style="list-style-type: none"> • different types of communication and main aspects of assertive communication; • positive and negative feelings and ways of typically expressing them in a neutral, affirmative way; • active and passive listening; • sensitivity to cultural differences in communication; • potential of ICT as a support for creativity and innovation for personal inclusion in society and employment. 	The learner is able to; <ul style="list-style-type: none"> • demonstrate effective and diplomatic communication styles using characteristic assertive formulations by strengthening communication skills in conflicts management; • adapt her communication style, attitude and behaviour to support settling of a situation through the development of persuading skills; • using drama tools for practice communication skills working with others. 	The learner applies knowledge and skills in; <ul style="list-style-type: none"> • handling discussion autonomously expressing herself and her point of view, while also respecting those of others; • moderate a dispute autonomously by applying assertive, fair and neutral communication and behaviour; • combining information about cultural differences (multicultural competence); • apply assertive behaviour with others.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Group Activity: You are what you're saying – communication types</p> <ul style="list-style-type: none"> In this workshop learners will work in pairs. Before splitting in pairs tutor will share paper coloured dots according to which they will be divided into group of three members. Each group member will get one statement which will have to pull through the role which is characterized by different types of the communication: passive, assertive, aggressive. The basic idea of all three are as follows: Person A: "Don't do this thing that you really want to do." Passive person: "Okay, I won't do this thing I really want to do, because you seem very dominant and I don't want to speak out against you." Assertive person: "Yeah, but these are the reasons why I want to do this thing. Let's figure out a compromise so we can both be happy." Aggressive person: "Uh, how about no. I want to do it, so I'm going to do it. I am my own boss, so keep off!" Tutor encourages learners to discussion and to tries to configure out the resolution for specific problem. Learners stay in the same group of three members. Tutor will give the instructions to the learners: "according to this scenario your task is to think about one situation in your life when you were feeling bad because it was hard to say no. Please divide yourself in a group to work in a triangle in a role as a person A, B or C. When you develop theme of your scenario, you will exhibit your group work and we will have a discussion. If you have enough time you can also change the roles until every member has tried in each". 	45'	Cards with different statements. Papers, pens.	<p>Learners actively participate to group activity and try to experiment all the different types of communication.</p> <p>Learners recognize their own most common type of communication and decide if it is necessary to change it.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Example:</p> <p>Person A: makes a request to a person B. The request may be illogical it can also be boring, unpleasant, tense... for example: to go with her/him on a coffee right now</p> <p>Person B: should assertively reject the request</p> <p>Person C: is an observer and determine the interaction and gives feedback who was aggressive, assertive or passive.</p> <p>Discussion question: How did you feel in the role A,B,C?</p> <ul style="list-style-type: none"> The interaction takes at least 2'. Tutor can interrupt interaction if it is too long or too aggressive. After that, the roles change until every member has tried in each. Tutor start with discussion question to inspire learners to revive their experience. 	(follow)	As above.	Presentation of the completed exercise(s). Learners actively participate to the discussion providing valid arguments in defence of their own theory.
Break	15'		
<p>Group Activity:</p> <p>Pantomime play – communication styles in body language</p> <ul style="list-style-type: none"> The tutor divides learners into the groups and give them cards with different kind of communication styles. <p>The task for the learners is to recognize communication style and try through the role play show others characteristics of communication styles through body language.</p>	30'	Cards with different kind of communication styles.	Learners successfully present message with acting and without using words. Learners use and practise different communication styles



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Tutor presentation:</p> <p>Unit 2: Active listening and assertiveness – The key for asking for what you want firmly and fairly</p> <ul style="list-style-type: none"> Tutor presents a PPT with a short theory presentation about the key words and the outcomes of the today workshop. <p>Key words: Assertiveness / Active listening / Assertive communication techniques / Information</p>	<p>15'</p>	<p>Laptop. Projector. Power point slides. Pencils and note-taking materials for participants.</p>	<p>Learners take notes and make further questions in order to completely understand the topic.</p> <p>Learners explain with examples the key words.</p> <p>Learners intuitively try to describe and explain how to achieve an <i>assertive communication</i>.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Group Activity:</p> <p>Telling & story exchange – intro in active listening</p> <ul style="list-style-type: none"> • Tutor introduces participants with the importance of active listening. • To make participants aware of the problem which occurs in every day communication tutor divides participants into pairs. In each pair one person is „storyteller“ and the other one is „listener“. • The „storyteller“ should enthusiastically tell some story from his own life and the „listener“ should listen and then narrate their own. Then the tutor asks participants to find new partners and repeat the procedure. • After exchanging stories participants sit in a circle and tutor invites them to think about each story and try to find common elements in each story. • This activity can make positive experience for migrant women and create positive environment for group. • Tutor briefly repeats the characteristics of assertive communication and the differences between passive and aggressive communication. • She/he delivers the text to the learners and asks for two volunteers to read aloud the study example: „<i>How to say no to Norma?</i>“ • Tutor must emphasize to the learners that only 25% of the people answer correctly on this question after first listening. 	45'	Text for the discussion. Questions.	<p>Learners experiment the ability of storytelling based on sharing an experience of their life.</p> <p>Learners experiment the ability of carefully listening others stories.</p> <p>Learners describe by their own words and examples from their life the concept of <i>assertive communication</i>.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Group Activity: “How to say no to NOrma?” It’s Tuesday. Your colleague Norma asks you to replace her at work this weekend. You have already planned that you are going to explore new city where you live now. It does not suit you to replace Norma this weekend. NORMA: “May I please replace this weekend with you? My friend is coming and you know that she is living far away from the this country. ASSERTIVE YOU: “I’m sorry but I don’t want to work at weekends. I had very little time since I came here so I would like to relax and see the city a bit. Also, my culture does not support working at weekends. I hope that someone else is going to be able to replace you this weekend.” ANALYSIS: Your rejection is straightforward and clear. You are determined but your colleague still tries to persuade you to replace her. NORMA: “I understand you planned a weekend and that in your country you usually don’t work at weekends but I will work for you two working days next week. Please, I know I pray you at the last minute, but she already bought plane ticket for coming here.” ASSERTIVE YOU: “I really cannot change you this weekend.” ANALYSIS: You have continued to be clear and determined. Your friend is trying to impose a feeling guilty. Your answer successfully protects your right to spend the weekend with your family, and your right to be treated with respect. Norma changes tactics.</p>	45’	Text for the discussion. Questions.	<p>Learners, on tutor’s input, develop a conversation focused on the expression of their opinion regarding the topic of the lesson.</p> <p>Learners are able to provide and express valid arguments to defend their theory.</p> <p>Learners develop a personal way of talking and approaching the problem.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>NORMA: "But do you remember that I changed you that day when you went to a social centre? Well, now, get me back! You really need to change me this weekend!"</p> <p>ASSERTIVE YOU: "Norma, I cannot help you this weekend."</p> <p>ANALYSIS: You are still speaking in a quiet voice, confident in your attitude, without apology and over explanations to your claim. Even though you understand her and hope that she will find the replacement you do not feel that that must be you. Norma finally receives your assertive message.</p> <p>NORMA: "O.K.O.K.!! If you cannot...you cannot! But I do not know what to do!? I'm going to ask other colleagues who can replace me."</p> <p>ANALYSIS: Using assertive attitude, you avoid changing plans and you also avoid being aggressive toward your colleague.</p> <ul style="list-style-type: none"> Tutor starts and leads a little discussion. Tutor can ask learners: <i>Can you think about some similar situation/scenario? Is this scenario possible in your country? Why yes, why not? Do you feel that differences in culture can create problems at the workplace? Is there, however the possibility that others remain angry even after you were assertive?</i> Explanations to your claim. Even though you understand her and hope that she will find the replacement you do not feel that that must be you. Norma finally receives your assertive message. 	(follow)	As above.	As above.
Break	15'		



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<ul style="list-style-type: none"> It is also important that learners get to know steps of this technique: <ol style="list-style-type: none"> say the name of the person (when you talk to the person using the I message you should be certain that the person know that you are addressing to him/her because with that you give the message a personal character); say concrete behaviour which you consider as a problem; explain the event that caused that behaviour (explain the situation when that person act that way – do not use the terms like „always“, „every time“, „often“ etc.); feelings (describe how you feeling while the person act the way she did in certain situation); suggestion of possible future behaviour (give the person suggestion how can he/she act in this situations). Tutor can also emphasize on the panel assertive communication formula: <p>WHEN YOU (Pinpoint the specific action that prompted your response. Give just the facts).</p> <p>I FEEL/FELT (recognize that the feeling comes from your perception /interpretation of events).</p> <p>BECAUSE (optional for the conversation, but helps define the true source of your feeling).</p> <p>WHAT I WANT/NEED FROM YOU IS (ask for what you need).</p> 	(follow)	As above.	<p>Learners can describe and behave according the steps of the “I message” technique.</p> <p>Learners become aware of the level of assertive communication they are able to talk with.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Individual and Group Activity: Cultural Differences and Assertiveness <ul style="list-style-type: none"> • This next session focuses on using discussion as a way of communication. • The tutor ask learners: <ol style="list-style-type: none"> a) Can you think of some ways your culture is different from European culture in acceptable levels of assertiveness? b) What assertive behaviours in European cultural context are considered rude or aggressive in your country? • The tutor gives learners pencils and blank puzzle and divide them into two groups. • The tutor asks learners to write down all thoughts about cultural differences which effects on assertive behaviour. 	40'	Papers. Pencils. Questions.	
Closing Session and Evaluation: <ul style="list-style-type: none"> • Each workshop is evaluated by the learners using two different methods and putting the point on two different aspect of evaluation: <ul style="list-style-type: none"> ○ Evaluation of the impact that the activity had on the participants (changes in behaviour, effects, and emotions). The activity will be based on doing something with a different intensity related to the level of appreciation of the activity ○ Evaluation of the process – the participants will fill in a questionnaire based on the evaluation of the outcomes of the programme and in which way it meets its goals 	20'	Questionnaire. The questionnaire can be delivered also online, but the suggestion is to use a paper questionnaire that will be filled in by the participants during the unit session.	Learners will engage fully in the evaluation and feedback activities and will complete the evaluation form.
Total time face-to-face	360 minutes / 6 hours		



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Self-training session (online/offline): Choice of the Exercises among those available to be developed individually, or in small groups.	630' / 10,5 hours	ENGAGE Toolkit and e-Learning platform, and other online resources.	Presentation of the completed exercises.
Total time	990 minutes / 16,5 hours		

Content and Instruction Self-directed Learning
<p>Self-Training (online) session for Unit 1 (total: 300')</p> <p>There are some useful links with various information regarding our topic. You can have a read and then do the self-evaluation tests to see what kind of communication skills do you have and how much do you know about assertive communication.</p> <ul style="list-style-type: none"> • Multimedia resources online on the ENGAGE Digital Toolbox and the Individual Workbook delivered to the participants <ul style="list-style-type: none"> ○ Effective Communication (20') ○ Take the initiative (20') ○ Am I potential one (20') • Assertive Communication - 6 Tips For Effective Use (5') https://www.impactfactory.com/library/assertive-communication-6-tips-effective-use • Assertiveness Test(15') https://www.psychologytoday.com/us/tests/personality/assertiveness-test • The Four Basic Styles of Communication (15') https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf • Learn Assertive Communication in Five Simple Steps(15') https://www.verywellmind.com/learn-assertive-communication-in-five-simple-steps-3144969 • Assertive Communication(15') http://mams.rmit.edu.au/owx2c90pize9.pdf • How to be Assertive? (15') https://www.mindtools.com/pages/article/Assertiveness.htm • Video: How to speak up to yourself, by Adam Galinsky @ TED (15')



https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself

- Video: Three lessons on success from an Arab businesswoman by Leila Hoteit @ TED(15')

<http://ronedmondson.com/2012/05/taking-initiative.html>

- Assertiveness for Young women by Charlotte Rampling, BBC (40')

<https://www.bbc.co.uk/programmes/b065vsdn>

- Video: The Art of Assertive Communication @ TEDxTUM (20')

<https://www.youtube.com/watch?v=MxD8VrLTNvE>

- Five Steps to Become More Confident and Assertive (15')

<https://www8.gsb.columbia.edu/newsroom/newsn/4683/five-steps-to-become-more-confident-and-assertive>

- Connected but alone? By Sherry Turkle @ TED (25')

https://www.ted.com/talks/sherry_turkle_alone_together

- A Historical Approach to Assertiveness (25')

<https://psyct.psychopen.eu/article/view/14/html>

- How cultural values affect the way we communicate(11')

<https://www.coursera.org/lecture/effective-intercultural-communication/how-cultural-values-affect-the-way-we-communicate-R1Qh6>

Self-Training (online session) for Unit 2 (total: 180')

There are some useful links with various information regarding our topic: immigrants, refugees, immigration categories, interventions characteristics of community leaders.

- Video: "Active listening Lost art or learnable skill?" By Abraham Fuks (70')

<http://www.theschwartzcenter.org/past-webinars/active-listening-lost-art-or-learnable-skill-presented-by-abraham-fuks-md/>

- Active listening: hear what people are really saying (20')

<https://www.mindtools.com/CommSkill/ActiveListening.htm>

- Assertiveness - Tips for being assertive & saying 'No' (20')

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

- Say No To Say Yes: Dr. Caryn Aviv at TEDxCrestmoorParkWomen (20')

<https://www.youtube.com/watch?v=-iUag3c9HRc>

- The Art of Saying No: Kenny Nguyen at TEDxLSU(15')

<https://www.youtube.com/watch?v=FtPRrn5nwAo>

- Being Assertive (15')

<http://www.moodjuice.scot.nhs.uk/Assertiveness.asp>



- How to be Assertive without losing yourself? (10')
<https://hbr.org/2012/08/how-to-be-assertive-without-lo>
- 7 Powerful Habits That Make You More Assertive (10')
<https://www.inc.com/lolly-daskal/7-powerful-habits-that-make-you-more-assertive.html>

Self-Training (online session) for Unit 3 (total: 300')

There are some useful links with further information regarding our topic. You can read the resources and watch the videos and then take the self-evaluation assessment on your communication skills.

- Multimedia resources online on the ENGAGE Digital Toolbox and the Individual Workbook delivered to the participants
 - My story(20')
 - Diversity as an advantage (20')
 - Making Connections (20')
 - Volunteering (20')
- VIDEO: How to be authentic for Real (20')
<https://www.youtube.com/watch?v=UfhPtrtJplw>

- Video: How to have better **communication** skills (5')
<https://www.youtube.com/watch?v=4kyvjEpXuPg>
- Video: How to be Assertive without being Rude (15')
https://www.youtube.com/watch?v=quzUTzOu4_4
- Assertiveness - Tips & Techniques (10')
<https://www.skillsyouneed.com/ps/assertiveness-techniques.html>
- Assertiveness scenarios: 10 examples(15')
<https://www.youtube.com/watch?v=Ymm86c6DAF4>
- Impact of a Community Leadership Program on the Volunteer Leader, by Ann Schaubert and Alan Kirk (15')
<https://joe.org/joe/2001june/rb2.php>
- Video: How to be more assertive (15')
<https://www.youtube.com/watch?v=NBkvWCmz2W4>
- Video: Who are you really? The **puzzle** of personality by Brian Little @ TEDx (20')
https://www.youtube.com/watch?v=qYvXk_bqIBk
- Video: 5 ways to listen better, by Julian Treasure @ TEDx (10')



[https://www.ted.com/talks/julian treasure 5 ways to listen better](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better)

- Video: Assertiveness (80')

https://www.youtube.com/watch?v=ji5_MqicxSo

- How Assertive Am I? (15')

<http://www.compasstoolkit.ox.ac.uk/wp-content/uploads/2015/11/Assertiveness-Quiz-Tips-Individual-Activity.pdf>

3° MODULE: Values and cultural identity

3.1 Learning Outcomes

TITLE OF THE MODULE: Value and cultural identity	LEARNING OUTCOMES		
	<p>The learner is able to;</p> <ul style="list-style-type: none"> analyse different aspects of their own culture and the culture of their host country evaluate similarities and differences between the culture of their home and host country describe the processes of Cultural Transition, Cultural Contact and Cultural Immersion demonstrate appreciation of their own values and cultural identity through a range of different activities 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
	<p>The learner knows and understands;</p> <ul style="list-style-type: none"> own cultural influenced principles and how to compare them to those of other cultures; practical aspects of theories on gender equality and gender/diversity management; The processes of cultural transition, cultural contact and cultural immersion; The cultural difficulties that others can experience. 	<p>The learner is able to;</p> <ul style="list-style-type: none"> analyse cultural factors of identity and resulting barriers to participate in social activities by evaluating the cultural similarities and differences between their home and host countries; contribute to an (online) event/ seminar/ network on gender and/or diversity by collaborating with peers to deepen their understanding of cultural identity and values across different cultures. 	<p>The learner applies knowledge and skills in;</p> <ul style="list-style-type: none"> autonomously implement a presentation explaining own culture and values to others; autonomously evaluate how characteristics (age, gender, etc.) determine a person`s role and linked expectations by means of an example; demonstrating appreciation of their own culture and the cultural identity of their host country.



3.2 Instructions

Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Introduction and Ice-breaker:</p> <ul style="list-style-type: none"> • The tutor welcomes all learners to the face-to-face session and provides an outline of the topics to be covered in this workshop. • Next, the tutor explains the instructions of the ice-breaker activity 'Connections' – this activity aims to introduce the topic of values and cultural identity to learners, by getting them to collaborate together to identify similarities between each other's cultures and values. <ul style="list-style-type: none"> ○ For this activity, the tutor divides the learners into two smaller groups – preferably with other group members who they are not familiar with. ○ Working in their groups, the learners are given 10 minutes to interview each other, and to identify aspects that they have in common related to their values, beliefs, customs and cultural traditions. ○ The tutor explains that both groups will complete the same activity and give each group a blank flipchart sheet and marker. ○ Each group is asked to list all 'connections' made on their flipchart. ○ After 10-15 minutes, the tutor brings the whole group back together and asks each group to present their flipchart to the other. ○ The group are invited to review both flipcharts together after the presentations, and the tutor facilitates a group discussion on the connections made in both groups, and to identify if there are similar connections on both flipcharts. ○ The topics to be discussed in this group activity may include: <ul style="list-style-type: none"> ▪ How many connections were made? ▪ What are some of the similarities and differences between cultural values and identity? ▪ What did we learn from each other through this activity? 	<p>45'</p>	<p>Training room with chairs arranged in a semi-circle; Agenda/Overview of the training content; Flipchart sheets markers for ice-breaker activity; Flipchart and marker for group discussion.</p>	<p>Learners will - engage in the ice-breaker activity - take notes to support their learning on the topic.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Individual and Group Activity:</p> <ul style="list-style-type: none"> • To further develop the learners' understanding of cultural identity in their home and host countries, the tutor introduces a follow-up activity called 'Statements of my Cultural Values' <ul style="list-style-type: none"> ○ For this activity, learners take some time individually to reflect on some unfinished statements written on the whiteboard/flipchart. ○ After 5 minutes, the tutor invites learners to stand up in front of the group, to state their name, where they come from and to complete their statements which highlight certain aspects of their cultural values. ○ A possible set of these unfinished statements, which prompt the learners, may be the following: <ul style="list-style-type: none"> a) One tradition from my country is... b) Once custom from my host country, that I like is.... c) One value that is important to me is... d) One characteristic/trait/ that symbolises my culture is... • After each learner has had the opportunity to take part in this activity, the tutor completes a short verbal feedback session to discuss how the learners found the activity, and if they learned anything new about their fellow learners from the activity. 	30'	Training room with chairs arranged in a semi-circle. Flipchart/Whiteboard and marker for writing up the statements. Pens and note-taking materials for all learners.	Learners will <ul style="list-style-type: none"> - engage in the activity. - listen to other learners as they share their statements. - take part in the group reflection exercise.
Break	15'		



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Small Group Activity: Are we what we eat?</p> <ul style="list-style-type: none"> • The tutor introduces learners to a short group activity called ‘Are we what we eat?’ which aims to access the role that food plays in our cultural identity. • For this activity, the tutor divides the learner group into pairs, and instructs each learner to interview each other about: <ul style="list-style-type: none"> ○ their ethnic food, ○ their favourite ethnic meal, ○ their experiences with this food – their favourite memory of eating this food, ○ how they prepared this meal as a child/as an adult, ○ why this is their favourite food, ○ how often they eat this food now, ○ whether this food was introduced to them through their family, cultural traditions or through social circles, etc. • After 15-20 minutes, the tutor brings the whole group back together, and gives each pair 2-3 minutes to introduce each other and briefly explain what they have learned from each other through this activity. • Once all pairs have had the opportunity to introduce each other, the tutor leads a group discussion on the role that food can play in our cultural identity and if this differs between cultures, or if there are similarities between all cultures. • The activity results in women forming a better understanding of cultural similarities and differences through discussing ethnic foods. If there are different ethnicities represented in the learner group, it is best to pair women from different ethnicities for this activity, if possible. 	45’	Training room with chairs arranged in a semi-circle. Pens and note-taking materials for all learners.	Learners will <ul style="list-style-type: none"> - participate in the small group activity and will present one another to the group. - take notes to support their learning. - contribute to discussions.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Individual/Small Group Activity:</p> <ul style="list-style-type: none"> • Following on from the group discussion, the tutor can instruct learners to work on their own or in small groups (max. of 2-3 learners depending on group size). • The tutor gives learners a copy of the 'Cultural Balance Sheet' hand-out. • Learners are encouraged to prepare a list to compare different dimensions of their home and host country culture. • The worksheet provides some example of possible dimensions that they can compare but if learners are struggling with these dimensions, they are invited to brainstorm additional dimensions. • The dimensions included on the 'Cultural Balance Sheet' include identifying similarities and differences in the culture of host and home countries in terms of: <ul style="list-style-type: none"> ○ The funniest (similarity/difference), The most shocking (s/d), The most challenging (s/d), The most difficult (s/d), The most motivating (s/d), The biggest (s/d), The most frightening (s/d), The most empowering (s/d), The most enriching (s/d). • Invite learners to reflect on these dimensions working on their own, or to discuss each of these items in their small groups and to generate a list of similarities and differences. • Once each individual, or small group, have completed their list based on these, or other, dimensions, learners are encouraged to present their 'Cultural Balance Sheet' to the whole group. • Following the presentations by learners, the tutor leads a short group discussion to evaluate and reflect on what the women learned through this activity. 	45'	Copies of the 'Cultural Balance Sheet' hand-out for all learners. Colourful pencils and markers. Pens and note-taking materials for learners.	Learners will - take notes to support their learning. -complete their 'Cultural Balance Sheet' working on their own or in small groups and will further develop their understanding of the cultural similarities between their home and host countries. - be supported to engage in a group presentation and group discussion exercise to discuss the similarities and differences highlighted through this activity.
Break	15'		



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Individual Activity:</p> <ul style="list-style-type: none"> • The Tutor begins this activity by leading a group discussion, reflecting on what has been covered in the workshop so far, and furthering the learners understanding of values and cultural identity by asking learners to discuss 'cultural identity and values as sameness' and 'cultural identity and values as diversity'. • The tutor takes note of the key points of the discussion on a flipchart. • The tutor then gives all learners two blank flipchart sheets and colourful pens and instructs them to create two mind-maps. • In the centre of one mind-map, the learners write 'My Cultural Identity' – here the learners complete the mind-map by focussing on aspects of their culture including, religion, family life, the role of women, their social circles, their education and employment experiences and opportunities, and how these aspects have helped to form their cultural identity. • In the centre of the second mind-map, the learners write 'My Personal Values' – here they reflect on their values, beliefs, attitudes, and how these have been influenced by family life, social circles, education, religion, past experiences, community, culture, etc. • Once all learners have completed their mind-maps, the tutor takes all flipchart sheets and displays them on a notice-board or on the walls around the training room. • The tutor invites the learners to spend 5-10 minutes walking around the room and reviewing the different mind-maps. • The tutor then conducts a second group discussion on the two topics – sameness and diversity – and asks learners to reflect on what they have learned from this activity, and to discuss how the cultural identities and values present in the room can impact on the integration of the women in the group – focussing on the opportunities for integration and some challenges associated with integrating in the host country based on their cultural identities and values. • Where challenges are identified, the tutor invites the learners to think of strategies that they can use to overcome these challenges in their work as integration leaders. • The tutor takes note of these strategies on a flipchart. 	60'	Two blank flipchart sheets for each learner. Colourful pencils and markers. Pens and note-taking materials for learners.	Learners will: - take notes to support their learning; - complete their own mind-maps for 'cultural identity' and 'personal values' to further their understanding of values and cultural identity; - engage in the group reflection. - be supported to come up with strategies to overcome challenges for integration influenced by values and cultural identity.
Break	15'		

Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Group Activity:</p> <ul style="list-style-type: none"> • Tutor introduces the group to a short group activity to identify the cultural practices/ understandings/expectations in different countries. • The aim of this activity is to conduct a short group discussion to identify how different cultural practices and customs can lead to integration and communication difficulties between different cultures. • Examples of these include queuing, saying please/thank you, acknowledging drivers who have stopped for you at a zebra crossing, giving up seats on public transport etc. • Using a flipchart and marker, the tutor should introduce these practices and customs to learners and ask them to provide examples of their experiences with these customs and to discuss how they overcame resulting difficulties they experienced in their host country. • The tutor takes note of these examples on a flipchart. 	15'	Training room with chairs arranged in a semi-circle. Flipchart and marker. Pens and note-taking materials for learners.	Learners will: <ul style="list-style-type: none"> - take notes to support their learning; - engage fully in this short group discussion exercise; - take notes of the different difficulties experienced by other cultures and how they overcame these difficulties.
<p>Individual Activity:</p> <ul style="list-style-type: none"> • In this final individual activity, the tutor introduces learners to the 'My Values and Cultural Tree' activity. • This is a short activity that supports learners to reflect on and present their own personal values, aspects of their cultural identity and their own life history. • The tutor gives learners a blank flipchart sheet each and asks them to draw a large tree, with a trunk, roots, branches, leaves, buds, fruits and thorns. • The tutor also gives learners colourful pens, pencils and markers. • Once all learners have drawn their trees, the tutor then explains the different part of the tree and asks all learners to reflect on each of these aspects, and to write associated words based on their own values for each of these aspects. 	45'	Blank flipchart sheets for all learners. Colourful pencils, pens and markers for all learners. Whiteboard/PowerPoint slide/Flipchart sheet with the different explanations of the part of the tree written to guide learners through the activity. Pens and note-taking materials for all learners.	Learners will: <ul style="list-style-type: none"> - develop and present their own values and cultural trees; - develop a deeper understanding of their own culture, and the cultures of their fellow learners; - take notes to support their learning.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<ul style="list-style-type: none"> • The different aspects of the tree include: <ul style="list-style-type: none"> ○ roots = their life influences and beliefs ○ trunk = life structure and particularly aspects that are quite firm and fixed ○ branches = relationships and connections, directions, interests, how they spend time ○ leaves = information and knowledge - and sources thereof ○ buds = their ideas and hopes for the future, and their potential ○ fruit = their achievements ○ flowers = what makes them special, their strengths ○ thorns = challenges, threats and difficulties • Once all learners have written their answers on each of the different aspects of the tree, the tutor can ask learners to volunteer to present their trees to the group. • Tutor then leads a short discussion on the different cultures and experiences in the group. <p>Note: To show the perspective of the host country, the tutor can also take part in this activity and present their own Values and Cultural Tree to the group.</p>	(follow)	As above.	As above.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Closing Session and Evaluation:</p> <ul style="list-style-type: none"> • Tutor conducts a short review of the content covered in today's workshop. • Tutor then asks learners if they have any open questions. • After answering these questions, the tutor conducts a short verbal feedback session using the '<i>suitcase, letter tray, bin</i>' evaluation exercise. • To complete this exercise, the tutor places either a symbol of a suitcase, letter tray and a bin in the middle of the room or these actual items in the middle of the training room, and then gives out 3 pieces of card to each learner. • The tutor then asks the learners to answer the following questions, by writing on the card and placing the cards in each of the 3 locations as relevant: <ol style="list-style-type: none"> a) What aspects will I take with me in a suitcase, because they will support me in my work with local communities? b) What will I place in the letter tray, because I feel unsure at the moment if it will be helpful? c) What will I toss in the bin, because I did not find it to be help at all? • Tutor thanks all learners for their participation in the workshop and closes the session. 	30'	Training venue with space for breakout sessions. Flipchart and marker. Card for each learner; Symbol of suitcase, letter tray and bin for evaluation exercise, or actual items. Pens and note-taking materials for learners.	Learners will - engage fully in the evaluation - feedback activities.
Total time face-to-face	360 minutes / 6 hours		



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Self-training session (online/offline): Choice of the Exercises among those available to be developed individually, or in small groups.	<i>630' / 10,5 hours</i>	ENGAGE Toolkit and e-Learning platform, and other online resources.	Presentation of the completed exercises.
Total time	990 minutes / 16,5 hours		

Content and Instruction Self-directed Learning
<p>To further the learners understanding of values and cultural identity, the following links with additional reading materials and activities, are useful for self-directed learning:</p> <ul style="list-style-type: none"> • Personal values, belief and attitudes: https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm • Why Identity Matters: http://criticalmediaproject.org/why-identity-matters/ • Exploring your Cultural Iceberg: http://www.differencedifferently.edu.au/defining_identities/part_1a.php • Reading: Values and Beliefs: https://courses.lumenlearning.com/alamo-sociology/chapter/values-and-beliefs/ • Cultural Values: Definition, Examples & Importance:



<https://study.com/academy/lesson/cultural-values-definition-examples-importance.html>

- Cultural Identity:
<http://www.commonground.org.nz/common-issues/identity/cultural-identity/>
- Cultural Norms: Definitions and Values:
<https://study.com/academy/lesson/cultural-norms-definition-values-quiz.html>
- Understanding the Depth and Breadth of “Multicultural”:
<http://www.edchange.org/multicultural/activities/multicultural.html>
- Circles of my Multi-cultural Self:
<http://www.edchange.org/multicultural/activities/circlesofself.html>
- What is Culture Shock:
<https://barendspsychology.com/culture-shock-stages/>
- The 4 Stages of Culture Shock:
<https://medium.com/global-perspectives/the-4-stages-of-culture-shock-a79957726164>
- Article: Migration, Cultural Bereavement and Cultural Identity:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1414713/>
- Article: Managing Migration:
<https://immi.se/intercultural/nr8/aghdami.htm>
- Migration: An Empathy Exercise:
<https://serc.carleton.edu/bioregion/examples/65892.html>

4° MODULE: Community empowerment

4.1 Learning Outcomes

TITLE OF THE MODULE: Community empowerment	LEARNING OUTCOMES		
	The learner is able to; <ul style="list-style-type: none"> • promote equality and inclusion by bringing people together around common issues and concerns • build positive relationships across communities and groups by enabling co-operative working • encourage and enable communities to influence policy decision making 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
	The learner knows and understands; <ul style="list-style-type: none"> • basic intercultural differences concerning prejudices, stereotypes, gender and age in the society she lives in; • actions that should be implemented in a project aiming at promoting issues of/ in the community; • the framework for an active citizenship; • the participatory methods and the co-operative working practices. 	The learner is able to; <ul style="list-style-type: none"> • analyse how typical stereotypes may affect images of communities and identify ways to overcome them; • organise preparatory work in order to implement a project to promote issues of the community(ies); • identify the “hot seats” and collect consensus from the reference community(ies); • apply inclusive and participatory practices aiming at influencing decision making. 	The learner applies knowledge and skills in; <ul style="list-style-type: none"> • autonomously implement a short session/ presentation explaining prejudices and stereotypes, their impact on communities; • autonomously handle contact with relevant actors to be involved in a community project by motivating people about common issues and through the building of positive relationships and the creation of groups of interests/campaigns or movements for the improvement of the community(ies) wellbeing.



4.2 Instructions

Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Introduction and Ice-breaker:</p> <ul style="list-style-type: none"> Tutor welcomes learners to the face-to-face session and provides an outline of the topics to be covered in this Module: <ul style="list-style-type: none"> Critical thinking, public opinion, power and decision-taking; Participation and decision making; Search for consensus, commitment and networking. Next, the tutor explains the instructions of the ice-breaker activity called Identification of my communities/groups <p>In this activity learners are asked to write clearly their name in the middle of a <u>sun</u> (drawn by themselves), and each solar ray represents one “community” or “group” within one person feel included (e.g. same family, origin country, town, village; same gender, religious belief or political orientation etc.).</p> <p>As much as the solar ray is long, as much this relationship is strong and important. At the end of this activity, hang on the free wall all learners’ flipcharts with the drawn suns and the different rays, and try all together to have a common view of the ensemble, with simple questions, like:</p> <ul style="list-style-type: none"> which are the longer solar rays in the different representations? Are there similarities or divergences? Can we agree on a prioritisation of the most important communities/groups for us? Is there any “group/community” that can be interesting and important for me too? Is there any “group/community” that makes me feel threatened or uncomfortable? 	20'	Video-projector for PowerPoint presentations – A big paper wall where to draw the suns (one per learner) or single flipcharts to hang on a free wall – Coloured marker pens.	Level of engagement and participation shown during the common work.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Tutor presentation: <ul style="list-style-type: none"> • Induction to Community Empowerment and key principles. 	10'	PPT 1 Community empowerment	
Group Activity: In our globalized societies, the public opinion is more and more influenced by the media, much more accessible, on one side, but in this time of “fake news”, it is always very important to verify the source and its quality. <ul style="list-style-type: none"> • The tutor proposes the group reflection/discussion, in small groups of pair/three participants, called: The news that encourage/discourage my communities/groups • Learners should take into account the “solar rays” of the previous exercise, and the prioritisation given to the different communities/groups • The tutor asks to provide some examples of good and bad news related to these communities/groups (at least one good, and one bad, but also more) • Learners have 30' for identifying the news, having an overview of the last ones through the available supporting materials, or reporting some information already known, significant for the aim of this exchange. • Completed the Matrix of “Good News/Opportunities and Bad News/Threats”, the groups are called in a plenary session to share their selection of news, with the related concerns and opportunities. 	75'	PPT 1 Community empowerment (Matrix for the group activity: Good & Bad News) To get inspired, tutor can provide copies of newspapers, magazines, social networks, active citizenship websites, a selection of printed articles etc.	The completed exercise by all groups.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<ul style="list-style-type: none"> • This last session lasts 45', including in the mutual presentations the feedback to some questions, like: <ul style="list-style-type: none"> ○ How do you think to exploit the opportunities? ○ How do you think to cope with the threats? ○ Which alliances should be useful for sustaining opportunities and for mitigating threats? • The tutor asks to hang on a free wall all the Matrixes during the presentations, and delivers the sticky notes for the final assessment (members of one group cannot vote for the own Matrix). • If there is time, tutor can ask about the argumentations for the prioritisation assigned to the best contents, giving space for motivating the evaluations. • This self-assessment exercise serves also to provide a “protect environment” where to express own opinions, to improve the capacity of decision taking, to provide arguments about the own choices. • All participants are asked to “vote” for the “best” contents provided by the other groups. 	(follow)	<p>For the final self-assessment of the Matrixes, it can be useful to provide coloured sticky notes; one colour = assessed issue</p> <p>One sticky note of the different colours per person, to be used in the assessment phase.</p>	<p>Tutor provides per each participant four sticky notes of different colours:</p> <p>Yellow = The most appropriate selection of Good News for the concerned communities;</p> <p>Orange = The most appropriate selection of Bad News for the concerned communities;</p> <p>Green = The most appropriate identification of Opportunities for the concerned communities;</p> <p>White = The most appropriate identification of Threats for the concerned communities.</p>
Break	15'		



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Tutor presentation: Citizenship and participation: the pathway towards democracy	10'	PPT 2 Active Citizenship.	
Individual Activity: <ul style="list-style-type: none"> • Tutor proposes first an individual task about the concept of “citizenship”, called: <i>“The different mind-maps of Citizenship”</i> • Tutor delivers two sheets per participant, asking to each one to write down 4 main issues related to citizenship according to their own personal vision. While in the second sheet, learners should write the 4 issues, in their opinion, more important for decision makers. • After this individual work, the tutor asks to form 2 groups, one representing the citizens, and the other the decision makers, sharing a copy of all sheets. Group Activity: <ul style="list-style-type: none"> • In the two groups participants have a common review of all items and summarise them. • After, the two groups are asked to present their visions and a debate can start. • During the role-playing the tutor plays the role of a journalist, allowing questions and/or the request of more arguments for supporting certain positions. 	10' 20' 20' 45'	Mind-map sheets.	Observation by the tutor: <ul style="list-style-type: none"> - Quality of the interactions among learners; - Understanding the different points of view in a group of people; - Overview on reasoning and argumentation skills.
Break	15'		
Tutor presentation: Search for consensus, commitment and networking	10'	PPT 3 Consensus and Networking.	



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment																								
<p>Closing Session and Evaluation:</p> <ul style="list-style-type: none"> Tutor makes a short summary of the concepts and ideas emerged during the module, and proposes a self-assessment exercise about the core learning outcomes. After testing these three learning experiences, which level do you think to have reached? Which are the weak points do you want to improve? During the group activity, did you have some insights for starting a social/collective action? <p>Self-assessment Grid: Promote equality and inclusion by bringing people together around common issues and concerns</p> <table border="1" data-bbox="138 810 1057 906"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>Excellent</td> <td>Good</td> <td>Average</td> <td>Below average</td> </tr> </table> <p>Build positive relationships across communities and groups by enabling co-operative working</p> <table border="1" data-bbox="138 975 1057 1070"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>Excellent</td> <td>Good</td> <td>Average</td> <td>Below average</td> </tr> </table> <p>Encourage and enable communities to influence policy decision making</p> <table border="1" data-bbox="138 1107 1057 1203"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>Excellent</td> <td>Good</td> <td>Average</td> <td>Below average</td> </tr> </table>	A	B	C	D	Excellent	Good	Average	Below average	A	B	C	D	Excellent	Good	Average	Below average	A	B	C	D	Excellent	Good	Average	Below average	20'	The printed Grid for the self-evaluation.	Self-assessment Grid on Learning Outcomes achievements.
A	B	C	D																								
Excellent	Good	Average	Below average																								
A	B	C	D																								
Excellent	Good	Average	Below average																								
A	B	C	D																								
Excellent	Good	Average	Below average																								
Total time face-to-face	360 minutes / 6 hours																										



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Self-training session (online/offline): Choice of the Exercises among those available to be developed individually, or in small groups.	630' / 10,5 hours	ENGAGE Toolkit and e-Learning platform, and other online resources.	Presentation of the completed exercises.
Total time	990 minutes / 16,5 hours		

Content and Instruction Self-directed Learning
<p>Self-Training (online) session for Unit 4 (total: 204')</p> <p>Why good hackers make good citizens (9'50) https://www.ted.com/talks/catherine_bracy_why_good_hackers_make_good_citizens/transcript</p> <p>Developing Community Assets (18'10) https://www.youtube.com/watch?v=cloRqdhi58</p> <p>- Community Empowerment through Social Mobilization (27'00) https://www.youtube.com/watch?v=PlcneZD1zM8</p> <p>Empowering Community Members (12'20) https://www.youtube.com/watch?v=ozFgkgS8FIU</p> <p>How to Empower Youth and Grow Community (13'39) https://www.youtube.com/watch?v=wn33cRGiGWM</p> <p>Unity in Community (11'46)</p>



<https://www.youtube.com/watch?v=TvMqSp9g49E>

Being young and making an impact (12'49)

https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact

The antidote to apathy (7'05)

https://www.ted.com/talks/dave_meslin_the_antidote_to_apathy

How to put the power of law in people's hands (19'43)

https://www.ted.com/talks/vivek_maru_how_to_put_the_power_of_law_in_people_s_hands

Believe in yourself (14'37)

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

Social taboos from different backgrounds (9'13)

<https://youtu.be/Q0lbKNFtzH0>

Follow your dreams (13'19)

<https://youtu.be/iKQUf05sgnk>

Happiness is balance between my needs and my abilities (16'41)

<https://youtu.be/x0lqpCTF04c>

Closed doors (17'46)

<https://youtu.be/wh4bX35ud1w>



5° MODULE: Civic engagement

5.1 Learning Outcomes

TITLE OF THE MODULE: Civic engagement	LEARNING OUTCOMES The learner is able to; <ul style="list-style-type: none"> • Know, and inform other public, on the general framework that regulates services to citizenship in the European country of residence, with particular reference to the needs of migrant women • Build and manage a cognitive and functional map of services to citizenship in the residence place, even if temporary • Interact, with appropriate language and actions, with the different institutions delegated to the various services: school, health, training and work 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
	The learner knows and understands; <ul style="list-style-type: none"> • social, historical and political context of civic/community, governmental and non-governmental organisations (national legislation framework and the general principles pertaining to the concepts of democratic participation in community life); • main services to citizenship of the residence country and the institutions, public and social private, and the role played in the provision of these services; • procedures currently applied. 	The learner is able to; <ul style="list-style-type: none"> • give examples of issues of public concern as a result of independent research and suggest ways to address them; • compare information from different sources on topics related to health, legislation, and similar of civic concern; • identify and interact with the responsible institutions for the access to the citizens' services by migrant citizens, especially women from third countries; • develop useful information for access to public services and inform other migrant women on how access to public services. 	The learner applies knowledge and skills in; <ul style="list-style-type: none"> • support civic institutions through initiating or planning an action that addresses a specific societal issue; • participating in group discussion on civic concerns expressing, listening and adapting messages to address others and to establish relationships to further civic actions; • combining and organizing information on citizenship services (education, health, training and work) to facilitate access by migrant citizens, with particular attention to migrant women from third countries.



5.2 Instructions

Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Introduction and Ice-breaker:</p> <ul style="list-style-type: none"> The tutor welcomes learners to the face-to-face session and provides an outline of the topics to be covered in this Module. The ice-breaking activity can be facilitated by recalling the previous module topics, asking the most important knowledge gained, visualising on a flipchart the learner's name and the key words selected to describe their main interests (if this module follows the suggested sequence) or Another way to start is to design a mind map with in the middle the word "citizenship" and write down the inputs given by all learners, writing all learners' names near their keywords. 	30'	The group sits in a circle, or a semicircle. Need of free walls for projecting or viewing works, or flip charts. It is useful to clearly write the participants' name on cardboards.	Degree of involvement (initial), about: <ul style="list-style-type: none"> - the motivation to participate; - the curiosity about these topics; - the interest to deepen some of these topics.
<p>Tutor presentation:</p> <p>Public Services System</p> <ul style="list-style-type: none"> Brief theoretical introduction about the public services system for citizens: residence, social and health services. Tutor is supported by the PowerPoint presentation, or/and, if the setting allows the shared vision of websites, tutor can visit the respective sites of the different institutions involved in the interested services. Presentation and conduction of the exercise "The Model Village". 	20'	PPT 5.1 Key concepts about the Social Services in Europe and citizens' participation	Open questions to the group of learners for allowing their explanation of the key concepts.



Total time face-to-face	360 minutes / 6 hours		
Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Self-training session (online/offline): Choice of the Exercises among those available to be developed individually, or in small groups.	630' / 10,5 hours	ENGAGE Toolkit and e-Learning platform, and other online resources.	Presentation of the completed exercises.
Total time	990 minutes / 16,5 hours		

Content and Instruction Self-directed Learning
<p>To further the learners understanding of civic engagement, the following links with additional reading materials and activities, are useful for self-directed learning:</p> <p>See the PowerPoint presentation 5.1 with two exercises: Case studies 1 – Civic Organisations https://ecas.org/about-us/ecas-mission/</p> <p>Case studies 2 – Digital Public Services https://ec.europa.eu/digital-single-market/en/digital-public-services-scoreboard</p> <p>See the PowerPoint presentation 5.2 with one exercise: Investigation exercise - Find your country for guidance services https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems</p> <p>See the PowerPoint presentation 5.3 with two exercises: Exercise 1 – Employment Services in your country http://ec.europa.eu/social/main.jsp?catId=105&langId=en</p>



Case studies 1 – Women entrepreneurship

<https://www.euronews.com/2018/06/29/supporting-women-s-entrepreneurship-in-europe>

Stories about new forms of civic engagement and how they are pushing the boundaries of democratic practice in different countries across Europe.

<https://www.citizenslab.eu/stories/mapping-new-forms-of-civic-engagement-in-europe/>

Understanding the differences between employed and self-employed.

<https://www.thebalancecareers.com/differences-between-employed-vs-self-employed-2062139>

The EMCC exists to develop, promote and set the expectation of best practice in mentoring, coaching, and supervision globally for the benefit of society - Available for all EU countries.

<https://www.emccouncil.org/>

Around the world – in Africa

Women's Political Participation Not an Act of Charity

<https://allafrica.com/stories/201805180521.html>

Around the world as well as in Africa, women's leadership and political participation are restricted.

<http://africa.unwomen.org/en/what-we-do/leadership-and-political-participation>

Around the world – in Canada

Women and girls make outstanding contributions to Canadian society and the world. Learn what the Government of Canada is doing to promote gender equality and the full participation of women in the economic, social and democratic life of Canada.

<https://www.canada.ca/en/services/culture/canadian-identity-society/women-girls.html>

Around the world - in U.S.A.

<https://www.aspeninstitute.org/blog-posts/practice-civic-engagement-2018/>

In March 2017, the Honourable Sonia Sotomayor, Associate Justice of the Supreme Court of the United States, joined the Latinos and Society Program for a conversation on civic engagement and the Latino community.

<https://www.aspeninstitute.org/blog-posts/five-lessons-civic-engagement-supreme-court-justice-sonia-sotomayor/>



VIDEO: <https://www.aspeninstitute.org/videos/conversation-justice-sonia-sotomayor-abigail-golden-vazquez/>

Around the world – in ASIA

“Youth Civic Engagement” is the theme of the 16th annual International Youth Day on August 12. In Bangladesh, where young people make up two-thirds of the total population, and roughly half of young graduates are unemployed, The Asia Foundation is working to involve young people in their nation’s development.

<https://asiafoundation.org/slideshow/supporting-youth-civic-engagement-in-bangladesh/>

Political Participation of Women - Studies show higher numbers of women in parliament generally contribute to stronger attention to women's issues. Women's political participation is a fundamental prerequisite for gender equality and genuine democracy.

<http://asiapacific.unwomen.org/en/focus-areas/governance/political-participation-of-women>

Around the world – in Latin America

Campaigns Promote Women’s Participation in Latin America

<http://www.ipsnews.net/2018/08/campaigns-promote-womens-participation-latin-america/>

No Women, No Growth – The Case for Increasing Women’s Leadership in Latin America

<http://blogs.worldbank.org/latinamerica/no-women-no-growth-case-increasing-women-s-leadership-latin-america>

Around the world – in Australia

Women are dominating employment growth, but what sort of jobs are we talking about?

<http://theconversation.com/women-are-dominating-employment-growth-but-what-sort-of-jobs-are-we-talking-about-98698>

All over the world

One of the most devastating human rights violations - Violence against women and girls is one of the most widespread, persistent and devastating human rights violations in our world today.

<http://www.un.org/en/events/endviolenceday/>



6° MODULE: Leadership skills

6.1 Learning Outcomes

TITLE OF THE MODULE: Leadership skills	LEARNING OUTCOMES		
	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Describe at least 3 strategies to engage and motivate people • Delegate tasks to other • Provide feedback to others based on their strengths and weakness • Adjust his/her leadership style according to specific situations 		
	KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
<p>The learner knows and understands;</p> <ul style="list-style-type: none"> • appropriate strategies to engage and motivate people from different target groups; • factors of leader-ship in language and behaviour. 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • transfer strategies to recruit, retain, and motivate members of an organisation; • distinguish ways in adjusting one’s leadership style appropriate to a specific situation. 	<p>The learner applies knowledge and skills in;</p> <ul style="list-style-type: none"> • delegation by assigning tasks to others; • autonomously giving constructive ad-vice/feedback according to a per-son`s strengths and weaknesses. 	



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Group Activity: Leadership Discussion and Awareness</p> <ul style="list-style-type: none"> Tutor places different leadership quotes on the wall and will ask the participants to leave their chairs and walk around the room reading each of the quotes. Then she/he asks them to stand by one quote that resonates well with their personal views on what makes a good leader. When all participants have selected a quote (you can have more than one person by a quote), they will explain to the group why she/he chose the specific quote and share his/her leadership insights. Tutor can write key ideas or words on the flipchart. At the end of the workshop these words/key ideas can launch further discussion questions. 	25'	Flipchart. Marker. Pens and note-taking materials for learners.	Self-evaluation of personal progress.
Break	10'		
<p>Unit 2 – World Leaders Tutor presentation: Building knowledge II</p> <ul style="list-style-type: none"> Tutor presents a PPT on a Brief History of Leadership, on some of the main Historical and Modern Leaders with their main characteristics. (In this part she can show pictures of their faces and ask participants to recognise the leader-guess who). <p>Here are some of the greatest leaders of the history.</p> <ul style="list-style-type: none"> Mahatma Gandhi; George Washington; Nelson Mandela; Julius Caesar. <p>Here are some of the inspirational leaders of today.</p> <ul style="list-style-type: none"> Barack Obama; Bill Gates; Sir Richard Branson; Oprah Winfrey; Larry Page and Sergey Brin; Jeff Bezos; Mohammed Nasheed; Sonia Sotomayor. 	20'	Use PPT 2 – History of Leadership. Use Flashcards.	Self-evaluation of personal progress.



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
<p>Unit 3 – True Stories and how to solve the problem Group Activity: Develop, demonstrate and evaluate your scenario – role play</p> <ul style="list-style-type: none"> • The tutor asks the learners to work in groups (max 5 people for each group) and develop their true story based on their experiences as immigrants. To do this activity they should follow the steps below: <ul style="list-style-type: none"> S: State the problem T: Think of solutions E: Explore consequences (What could happen if...) P: Post your solution (Make your plan) • Which leadership style did you have as a leader to solve the problem? • When they are ready they will come together again in a circle and the leader of each team will read the story aloud. • The tutor asks the participants to do a role play activity based on the story/scenario they wrote. • The tutor asks the participants to demonstrate their story. • The tutor asks the participants to come in a circle and evaluate the scenarios. The tutor can ask the participants the following questions: <ul style="list-style-type: none"> ○ What kind of leadership styles were in the scenarios? Explain. ○ What was the real problem? ○ How the leader behaved and solve the problem. ○ How was the teamwork worked? Did they worked effectively? ○ Do you think there was another way to solve the problem? 	<p>20'</p> <p>20'</p> <p>20'</p> <p>20'</p> <p>20'</p>	<p>Flipchart. Marker. Pens and note-taking materials for learners. A3 papers for learners.</p>	<p>A role-play exercise is an assessment activity in which learners act out an imaginary scenario that closely mirrors a situation that could occur in their life.</p> <p>Self-evaluation of personal progress.</p>



Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Closing Session and Evaluation: Tutor presentation: <ul style="list-style-type: none"> The tutor asks the learners to refer back to all the activities and roles they had and think about their progress and judge to what extent they have improved their skills. Critique each other on what they did well during their workshop and what could be improved. Their answer should be written in the document below: http://enhancinged.wgbh.org/pdfs/wkshop_evaluation.pdf 	20'	Evaluation sheets.	http://enhancinged.wgbh.org/pdfs/wkshop_evaluation.pdf
Total time face-to-face	360 minutes / 6 hours		
Content and Instruction Method	Timing minutes	Setting-Training Materials-Equipment	Evaluation & Assessment
Self-training session (online/offline): <ul style="list-style-type: none"> Discover “How it works?”, to deepen the functioning and the utilities of the ENGAGE e-Learning Platform and Toolkit (60’). Choice of the Exercises among those available to be developed individually, or in small groups. 	690' / 11,5 hours	ENGAGE Toolkit and e-Learning platform, and other online resources.	Presentation of the completed exercises.
Total time	1,050 minutes / 17,5 hours		



Content and Instruction Self-directed Learning

Self-Training (online) session for Unit 1 (total: 306')

There are some useful links with various information regarding our topic. You can have a read and then do the self-evaluation tests to see what your leadership style is and how to strengthen it.

- Multimedia resources online on the ENGAGE Digital Toolbox and the Individual Workbook delivered to the participants
 - Effective Communication (20')
 - Take the initiative (20')
 - I am potential (20')
- 10 Empowering Quotes from Inspiring Women Leaders, by theleadershiphub (5')
<https://www.theleadershiphub.com/infographics/10-empowering-quotes-inspiring-women-leaders>
- What's your leadership style? Online self evaluation, by www.verywellmind.com (15')
<https://www.verywellmind.com/whats-your-leadership-style-3866929>
- Leadership in Crisis, by Gordon Meriwether (15')
<http://www.leadershipchallenge.com/Leaders-Section-Articles-Stories-Detail/leadership-in-crisis.aspx>
- The 5 Characteristics of Great Leaders, by Bill McBean (15')
<https://www.fastcompany.com/3004914/5-characteristics-great-leaders>
- What is Leadership?, by mindtools.com (15')
https://www.mindtools.com/pages/article/newLDR_41.htm
- Leadership styles: Understanding and using the right one for your situation, by informa. (15')
<https://www.informa.com.au/insight/leadership-styles-understanding-and-using-the-right-one-for-your-situation/>
- Video: How Great Leaders Inspire Action, by Simon Sinek @ TED (15')
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action#t-92384
- Taking the initiative, by Joey Berrios (10')
<http://ronedmondson.com/2012/05/taking-initiative.html>
- Video: The Leader Within - Leadership Emotional Intelligence, by Blueprint Leadership Development (6')
<https://www.youtube.com/watch?v=nyxnpHknKUU>
- Inspiring Leadership through Emotional Intelligence, by Michele Maritato, BBC (40')
<http://www.buildingbusinesscapability.com/presentations/2014/1634.pdf>



Content and Instruction Self-directed Learning

- Video: 6 Steps to Improve your Emotional Intelligence by Ramona Hacker @ TEDxTUM (20')
https://www.youtube.com/watch?v=D6_J7FfgWVc
- Video: 3 lessons on success from an Arab businesswoman, by Leila Hoteit @ TED (15')
https://www.ted.com/talks/leila_hoteit_3_lessons_on_success_from_an_arab_businesswoman?referrer=playlist-ted_talks_by_strong_women_lead&language=en
- Video: Why we have too few women leaders, by Sheryl Sandberg @ TED (15')
https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders/up-next?referrer=playlist-ted_talks_by_strong_women_lead&language=en
- FIRSTS: Women who are changing the world. A TIME Special Project (20')
<http://time.com/collection/firsts/>
- Self-evaluation: Find out your style of leadership, by University of Kent (25')
<https://www.kent.ac.uk/careers/sk/leadership.htm>

Self-Training (online session) for Unit 2 (total: 180')

There are some useful links with various information regarding our topic: immigrants, refugees, immigration categories, interventions characteristics of community leaders.

Self-Training (online session) for Unit 3 (total: 300')

There are some useful links with further information regarding our topic. You can read the resources and watch the videos and then take the self-evaluation assessment on your leadership skills.

- Multimedia resources online on the ENGAGE Digital Toolbox and the Individual Workbook delivered to the participants
 - Amplifying Community Voices (20')
 - Advocacy and Campaigning (20')
 - Making Connections (20')
 - Volunteering (20')
- Learning How to Be a Community Leader (20')
<https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/become-community-leader/main>



Content and Instruction Self-directed Learning

- Video: Everyday Leadership, by Drew Dudley @ TED (6')
https://www.ted.com/talks/drew_dudley_everyday_leadership/discussion#t-15985
- Video: How women in rural India turned courage into capital, by Chetna Gala Sinha @ TED2018. (15')
https://www.ted.com/talks/chetna_gala_sinha_how_women_in_rural_india_turned_courage_into_capital/transcript
- 10 Characteristics of community leaders, by Dr. Sarah Elaine Eaton (10')
<https://drsaraheaton.wordpress.com/2012/08/21/10-characteristics-of-community-leaders/>
- The Power of Leaders who Focus on Solving Problems, by Deborah Ancona and Hal Gregersen (15')
<https://hbr.org/2018/04/the-power-of-leaders-who-focus-on-solving-problems>
- Impact of a Community Leadership Program on the Volunteer Leader, by Ann Schauber and Alan Kirk (15')
<https://joe.org/joe/2001june/rb2.php>
- How Nashville is training a new generation of immigrant leaders, by Christopher Swope, CityLab (15')
<https://www.citylab.com/equity/2016/11/how-nashville-is-training-a-new-generation-immigrant-leaders/508598/>
- Video: How I stopped the Taliban from shutting down my school, by Sakena Yacoobi @ TEDx (20')
https://www.ted.com/talks/sakena_yacoobi_how_i_stopped_the_taliban_from_shutting_down_my_school/up-next?referrer=playlist-ted_talks_by_strong_women_lead&language=en
- Video: How to turn a group of strangers into a team, by Amy Edmondson @ TEDx (10')
https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team#t-231473
- Video: Randy Pausch Last Lecture: Achieving your Childhood Dreams (80')
https://www.youtube.com/watch?v=ji5_MqicxSo
- Self-assessment of Leadership skills (15')
<https://www.cc-seas.columbia.edu/sites/dsa/files/Leadership%20Assessment.pdf>



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