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SVMI / Senior Volunteers for Migrant Integration

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# TRAINING MATERIAL



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## Introduction

### Background

The Senior Volunteers for Migration Integration (SVMI) project has developed training material to prepare seniors who wish to serve as volunteers to support migrants in their integration process into a new host society. The training material consists of **recommended content** that is suggested to be used by trainers or any other educators involved in adult training.

Since each country has its own experience and history with migrants and their integration as well as adult education, each educational institution has its own target groups which, in turn, have their specific learning expectations and goals, and, in addition, each trainer brings his/her own experience and training methods, it is nearly impossible to provide training material that would be suitable for everyone.

Therefore, the training material provided here **can be used in many different ways: in its entirety as it is – the whole training programme, or each module can be used separately, reduced or supplemented according to the specific country's needs or the needs of institutions, trainers, and trainees.**

### Target group

This SVMI training material is designed for trainers and adult educators wishing to train seniors to serve as volunteers in migration and refugee integration. The material developed for the following modules may be adapted by trainers and educators to the **needs of their specific learners**. The content and exercises are suggestions based on the SVMI project's needs analysis.

Trainers are free to select the content most suitable for the training needs of the specific group.

After the training, seniors, using their life and professional experience, can volunteer in **many areas of migrant integration**, such as host country language training, education, health-care, translation, and legal services consulting, they may work as civics and literacy tutors, mediators and advocates, or facilitators in other areas – **depending on their professional experience and expertise, as well as their aspirations.**



## Content

The SVMI training programme and the teaching material consists of five modules:

- Module 1: Key elements of adult educator's competences;
- Module 2: Key elements of intercultural communication competence;
- Module 3: Migrants integration: overview of theoretical models;
- Module 4: Introduction to active citizenship; key roles of a volunteer working for migrants and refugees' integration;
- Module 5: Country specific material providing important cultural aspects and tips of SVMI partner countries cultures.

The first four modules are available in English, as well as all five partner country languages (German, Greek, Finnish, French, and Lithuanian) and contain the same information adapted to national contexts.

The fifth one is based on country specific needs. It is developed by each partner following specifics of that country and is available only in the language of that particular country. It provides tailor-made material for the specific needs of that country's volunteers who wish to participate in migrant integration.

Each country has its own history and experience with immigration and therefore has different migrant integration needs.

## Application of the training material

- Altogether the training programme is 20 hours long – 5 modules, each 4 hours long.
- The training material is purely of a **recommendatory nature** and can therefore be used as a whole training programme or **any one module can be used separately**.
- According to trainees' needs, the length of each module can be adjusted, some modules can be shortened, and others can be taught in depth.
- In addition, trainers are free to use their own materials, exercises, or links.
- The SVMI training programme is not limited to senior training – it can be used in other fields and contexts where such training is required.
- Parties that could benefit from the training material are educators from formal and nonformal adult education institutions, institutions working with migrants, NGOs, and even college and high school teachers, who may take parts of the training material or incorporate single modules into their teaching process.



## Module 1: Key elements of adult educator's competences. Goals and objectives

	Description of the Module
<b>Description</b> <b>Goals and objectives</b>	<p>This module is addressed to senior volunteers, who so far have not received specialized training on adult education in general and more specifically, on migrants and refugees training.</p> <p>The module presents the principles and theories of adult learning, the characteristics of the adult learner, the motivation of adult learners and effective techniques for leading and managing the adult classroom.</p> <p>At the end of this module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the differences between andragogy and pedagogy;</li> <li>2. Demonstrate an understanding of some of the more common characteristics of adult learners;</li> <li>3. Relate principles of effective adult education to what is known about how adults learn best;</li> <li>4. Demonstrate a basic understanding of common theories of what motivates adult learners to participate and learn in adult education;</li> <li>5. Describe typical barriers to participation and learning in adult education;</li> <li>6. Outline basic theories and types of learning;</li> <li>7. Get an understanding on teaching methods and techniques that encourage adult learning.</li> </ol>
<b>Duration</b>	4.0 hours
<b>Formats in which module is available</b>	<ul style="list-style-type: none"> <li>- paper-based module</li> <li>- online version (SVMI website)</li> </ul>
<b>Language versions</b>	English, Lithuanian, German, French, Greek, Finnish
<b>Suggested training materials</b>	<p>Working materials: paper, pens, flipchart or pinboard, pins and small cards; globe or map of the world;</p> <p>Technical materials: laptop and beamer for presentations; tables movable enough to form small working groups (for group work of 4 to 6 learners).</p>
<b>Recommended place</b>	No specific needs. Seminar room or room at a community center.



## Self-introduction and Warm-up activities

### Welcoming of participants / learners (20 min.):

- **Trainer's short self-introduction (1 min)**
- **Introduction of participants (15 min)**  
*The trainer is free to choose the most suitable format depending on the composition of the group, if the group members already know each other, whether they feel relaxed or tense. For this purpose, a warm-up activity, an ice-breaker, a name game, or a plain self-introduction speech could be suggested.*
- **Introduction of learners to module topic (4 min)**  
*This module is addressed to senior volunteers, who so far have not received specialized training on adult education.*

The module was designed to introduce to the basics of adult learning, i.e. the principles and theories of adult learning, the characteristics of adult learners, the motivation of adult learners and effective techniques for leading and managing the adult classroom.

### Trainer's self-introduction

The trainer presents him/herself to the senior volunteers, describing in few words his/her knowledge, experiences and the methodology he/she will follow during the training.

### Trainees' self-introduction

The trainer asks each senior volunteer to introduce him/herself to the group giving an answer to the question "Why he/she has decided to become a volunteer in this particular project".

### The planned structure of the module will be as follows:

- Introduction – 20 min
- Unit 1: ANDRAGOGY – THE ADULT LEARNING THEORY – 50 min
- Break 1: 5-10 min
- Unit 2: ADULT LEARNERS' CHARACTERISTICS – 50 min
- Break 2: 5-10 min
- Unit 3: MOTIVATING ADULT LEARNERS – 50 min
- Break 3: 5-10 min
- Unit 4: LEARNING METHODS AND FORMS – 50 min
- Unit 5: CONCLUSION: 20 min

This module will be taught through a combination of activities including mini lectures / presentations, group / peer discussions, reflection on the learning.

Questions by learners / participants about the module (3-5 min.)



### Unit 1: ANDRAGOGY – THE ADULT LEARNING THEORY

Duration: 50 min.

Introductory input: PPP presentation, small group discussion

#### 1. Practical Introductory Activities

##### Activity 1: Questionnaire to the senior volunteers

Please complete the following questionnaire:

First Name ..... Last Name .....

Male  Female

Date of Birth ..... Country of Birth .....

Profession

Sector ..... Period .....

.....

.....

Foreign Languages

1. .... Very Good  Average  Below Average

2. .... Very Good  Average  Below Average

3. .... Very Good  Average  Below Average

Have you ever worked as a volunteer in the past?

Yes  No

If yes,

When .....

In which sector .....

For how long .....

The information in the questionnaire is “personal data” and will not be announced. The trainer makes a “list of special characteristics” and the experiences of the members (without names) of his/her group.





### Activity 2: How would you describe an Ideal Volunteer?

The trainer asks senior volunteers to describe the characteristics of the “Ideal Volunteer” according to their opinion.

Create the profile of the “Ideal Volunteer” and hang it up on the board.

## 2. Presentation of the Unit 1

PowerPoint Presentation “ANDRAGOGY – THE ADULT LEARNING THEORY”



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module1\_Unit1.pptx.*



### 3. Practical Training Activities

#### Activity 1: Educational video “Adult Learning Theory-Andragogy”

Learners are invited to watch the video summarizing the presented information:

<https://animoto.com/play/IJJclc92iveldDMRSoVd0A>

#### Activity 2: Snowstorm

Learners write down what they have learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

### 4. Suggested Links and Resources

The Adult Learning Theory - Andragogy – Infographic: [https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fthe-adult-learning-theory-andragogy-of-malcolm-knowles&utm\\_medium=link](https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/?utm_campaign=elearningindustry.com&utm_source=%2Fthe-adult-learning-theory-andragogy-of-malcolm-knowles&utm_medium=link)

The Adult Learning Theory - Andragogy - of Malcolm Knowles article:

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

Knowles, M. S. (1950) *Informal Adult Education*, New York: Association Press. Guide for educators based on the writer’s experience as a programme organizer in the YMCA.

Knowles, M. S. (1962) *A History of the Adult Education Movement in the USA*, New York: Krieger. A revised edition was published in 1977.

Knowles, M. (1975). *Self-Directed Learning*. Chicago: Follet.

Knowles, M. (1984). *The Adult Learner: A Neglected Species (3rd Ed.)*. Houston, TX: Gulf Publishing.

Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.

Kearsley, G. (2010). *Andragogy (M.Knowles)*. The theory Into practice database. Retrieved from <http://tip.psychology.org>



## Unit 2: ADULT LEARNERS' CHARACTERISTICS

Duration: 50 min.

Introductory input: PPP presentation, group discussion

### 1. Presentation of the Unit 2

The screenshot shows a PowerPoint slide with a light blue background. In the top left corner, there is a small European Union flag logo and the text 'Funded by the Erasmus+ Programme of the European Union'. In the top right corner, there is the SAMI logo. The main text on the slide is centered and reads: 'Senior Volunteer for Migrant Integration', 'Module 1', 'Key elements of adult learning', 'Unit 2', and 'ADULT LEARNERS' CHARACTERISTICS' in a large, bold, blue font. There are two small black dots at the bottom of the slide, one on the left and one on the right.

*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module1\_Unit2.pptx.*



## 2. Practical Training Activity

Small groups discussion (7-10 min)

Learners are invited to discuss in small groups on the following topics (1 topic per group) and to present the findings of their group:

1. Why do you think it is important to ensure that there is an element of self-directedness in the learning process? How would you, as a trainer, implement this assumption?
2. How would you suggest integrating the prior experience of migrants and refugees into the training content? Why do you think it is important?
3. How do you think a trainer could make sure the training is relevant and/ or needed for the participating migrants and refugees?
4. What do you think the adult learners would be interested in learning the most? How about the migrant and refugee population?

## 3. Suggested Links and Resources

The Adult Learning Theory - Andragogy – Infographic: [https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fthe-adult-learning-theory-andragogy-of-malcolm-knowles&utm\\_medium=link](https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/?utm_campaign=elearningindustry.com&utm_source=%2Fthe-adult-learning-theory-andragogy-of-malcolm-knowles&utm_medium=link)

The Adult Learning Theory - Andragogy - of Malcolm Knowles, article: <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

8 Important Characteristics Of Adult Learners, article <https://elearningindustry.com/8-important-characteristics-of-adult-learners>

Knowles, M. S. (1950) Informal Adult Education, New York: Association Press. Guide for educators based on the writer's experience as a programme organizer in the YMCA.

Knowles, M. S. (1962) A History of the Adult Education Movement in the USA, New York: Krieger. A revised edition was published in 1977.

Knowles, M. (1975). Self-Directed Learning. Chicago: Follet.

Knowles, M. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing.

Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Kearsley, G. (2010). Andragogy (M.Knowles). The theory Into practice database. Retrieved from <http://tip.psychology.org>

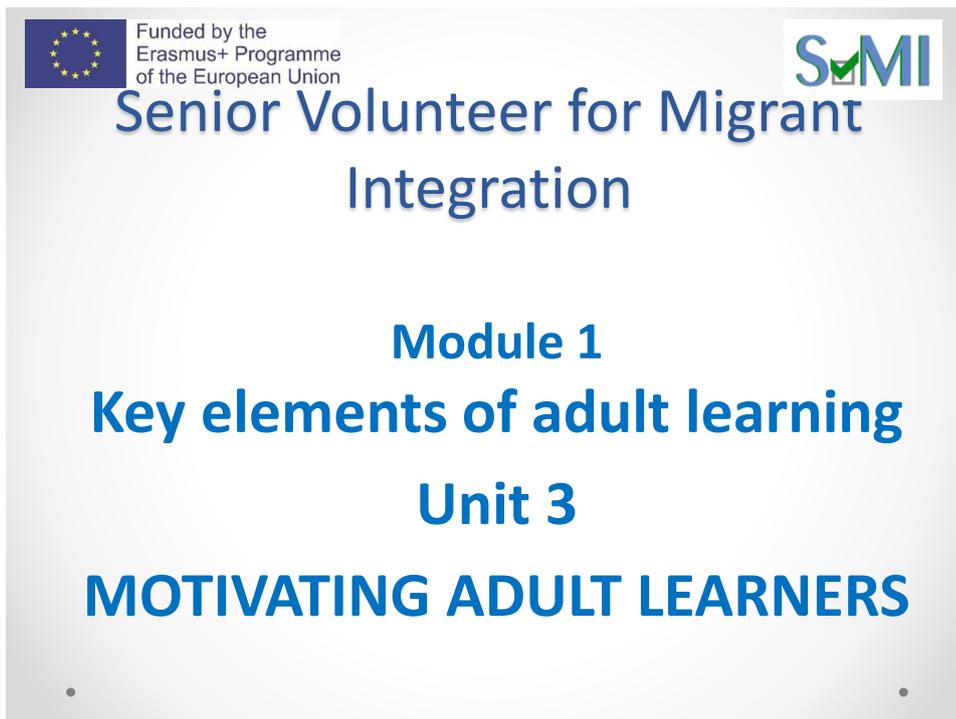


## Unit 3: MOTIVATING ADULT LEARNERS

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 3



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module1\_Unit3.pptx.*



## 2. Practical Training Activities

### Activity 1: Peer discussion

Learners are invited to discuss in pairs the following question, to write down their findings on the common flipchart and to explain their findings to the rest of the group:

What tips do you believe could motivate adult learners – migrants and refugees?

### Activity 2: Educational Video

Learners are invited to watch the following video “Motivating Adult Learners” at <https://www.youtube.com/watch?v=ae4ONWZFj0>,

After watching the video, learners are invited to answer the following questions:

- What is **Motivation**?
- What is an **Adult Learner**?
- What is the **Importance of Motivation in Adult Learning**? and
- **How to Motivate Adult Learners**?

### Activity 3: Sharing opinions

Learners are invited to express their opinion on which tips are the most important for the motivation of adults.

Trainer makes a list of the most motivating tips and hangs it on the board.

### Activity 4: Discussion

Learners are invited to discuss in pairs the following question, to write down their findings on the common flipchart and to explain their findings to the rest of the group:

“What tips do you believe could motivate adult learners – migrants and refugees?”

## 3. Suggested Links and Resources

Motivating adult learners: 6 methods for improving engagement, article

<https://www.ispringsolutions.com/blog/motivating-adult-learners-6-methods-for-improving-engagement>

Breaking the Code: What Motivates Adult Learners?, article

<https://www.shiftelearning.com/blog/what-motivates-adult-learners>

17 Tips To Motivate Adult Learners, article <https://elearningindustry.com/17-tips-to-motivate-adult-learners>

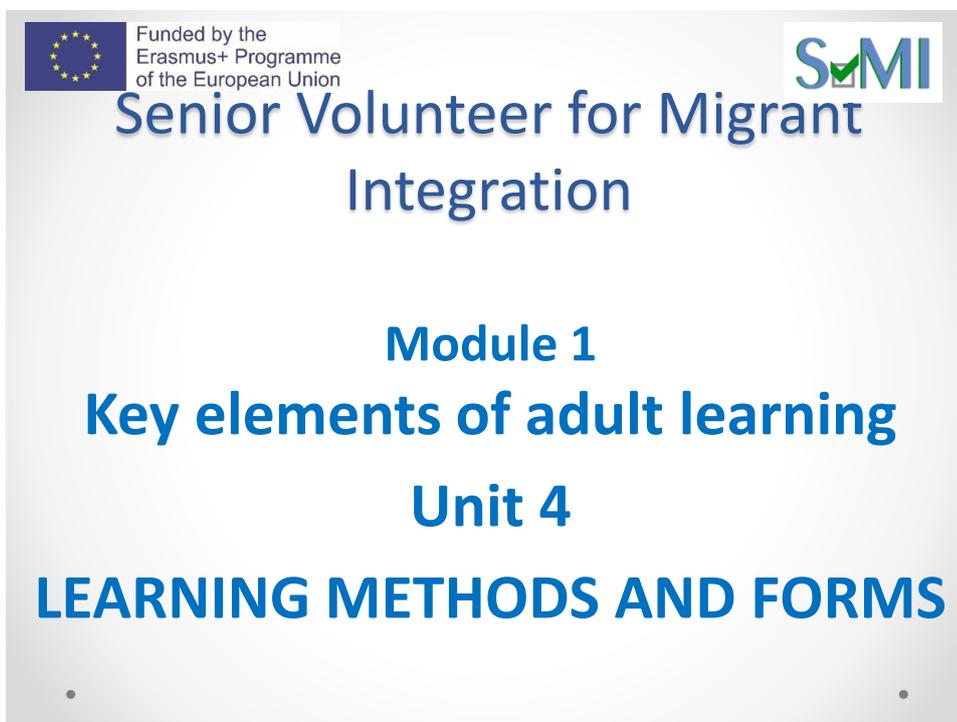


## Unit 4: LEARNING METHODS AND FORMS

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 4



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module1\_Unit4.pptx.*



## 2. Practical Training Activities

### Activity 1: Individual work

Learners are invited to think about the advantages and disadvantages of the training and learning methods and present their views by filling in the following table:

Methods	Advantages	Disadvantages
Discussions		
Role-playing and real life simulations		
Case studies and success stories		
Games		
Videos		
Story Telling		

### Activity 2: Small group discussion

Learners are invited to discuss in small groups the following question and to share their findings with the group:

What training tools and methods would you recommend using for training of migrants and refugees? Could you please justify your choice?



### 3. Suggested Links and Resources

Interactivity in adult learning: what do you need to know? article

<https://elearningindustry.com/interactivity-in-adult-learning-what-need-know>

Training delivery methods, article <https://www.referenceforbusiness.com/management/Tr-Z/Training-Delivery-Methods.html>

Teaching with discussions, article <http://teachingcenter.wustl.edu/resources/teaching-methods/discussions/teaching-with-discussions/>

How to teach using Role-plays? article

<https://serc.carleton.edu/introgeo/roleplaying/howto.html>

Using Case Studies to teach, article <http://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>

Game based learning and adult learning style, article <https://elearningindustry.com/game-based-learning-and-adult-learning-styles>

The case for using video for adult learning and development, article

<http://filmstretch.com.au/2016/03/01/the-case-for-using-video-for-adult-learning-and-developmen>

Storytelling in the classroom as the teaching strategy, article

<http://www.teachhub.com/storytelling-classroom-teaching-strategy>

## Unit 5: CONCLUSION – SUMMARY and FEEDBACK

### Duration: 20 min.

The trainer summarizes the information provided and activities organized during the module, lists the topics that were discussed.

Then the participants are invited to reflect individually on the Module by answering the following questions:

1. What is your motivation for participating in this training?
2. What do you think you have learned during this Module and what benefits could it bring for you personally?
3. Could you reflect on how you were learning? Do you remember in which cases your learning was the most effective?
4. How do you think you could link what you have learned to your volunteering experience in this project? What benefits could it bring for migrants and refugees?

In the end, the participants are invited to share their reflection with the group.



## Module 2: Intercultural Communication Skills. Goals and objectives

	Description of the Module
<b>Description</b>  <b>Goals and objectives</b>	<p>In this module, the teacher / trainer will explain:</p> <ul style="list-style-type: none"> <li>- the mechanisms that act in a social assistance relationship in intercultural situations.</li> <li>- the best attitudes and practices for communication</li> </ul> <p>In this module, learners will acquire:</p> <ul style="list-style-type: none"> <li>- a better understanding of intercultural features</li> <li>- key competences for developing intercultural awareness and appropriate attitudes</li> </ul>
<b>Duration</b>	4.0 hours
<b>Formats in which module is available</b>	<ul style="list-style-type: none"> <li>- paper-based module</li> <li>- online version (SVMI website)</li> </ul>
<b>Language versions</b>	English, Lithuanian, German, French, Greek, Finnish
<b>Suggested training materials</b>	<p>Working materials: paper, pens, flipchart or pinboard, pins and small cards; globe or map of the world;</p> <p>Technical materials: laptop and beamer for presentations; tables movable enough to form small working groups (for group work of 4 to 6 learners).</p>
<b>Recommended place</b>	No specific needs. Seminar room or room at a community center.



## Unit 1: UNDERSTANDING INTERCULTURAL COMMUNICATION

Duration: 50 min.

Introductory input: PPP presentation, small group discussion

### 1. Presentation of the Unit 1

PowerPoint Presentation “UNDERSTANDING INTERCULTURAL COMMUNICATION”



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module2\_Unit1.pptx.*



## 2. Practical Training Activities

### Activity 1:

Trainer distributes the following questions to the learners and asks them to provide their answers in about 5 lines of text:

1. How do you define culture?
2. What definition do you give to “Intercultural Communication”?
3. Have you ever been surrounded by people of another culture and you didn’t understand what was happening? Describe your feelings.

The trainer collects the answers and invites the learners to discuss them.

### Activity 2:

The trainer explains to the learners what a “Culture Shock” is and asks them to describe if he/she has experienced such shock (in writing, in about 5 lines). Then the trainer invites the learners to discuss the answers.

Definition: “Culture shock is a sense of confusion and uncertainty, sometimes with feelings of anxiety, that may affect people exposed to an alien culture or environment without adequate preparation”.

### Activity 3:

The trainer discusses with the learners the following Four Degrees of Intercultural Awareness and invites them to reflect on each of them (Ref:

<https://www.skillsyouneed.com/ips/intercultural-awareness.html>):

My way is the only way	People either do not know, or do not care, that there is any other way of doing things. You can see this in small children, who are often stunned when they hear people talking another language because it has never occurred to them before that anyone might not be the same as them.
My way is the best way	At this level, people are aware that other people do things differently, or have different beliefs, but they do not think that is appropriate. Their way is not the only way, but it is unmistakably the best. We could call this world view the ‘colonial’ approach: we will show you how to do it our way because it is the best thing for you.
There are several ways, my way and others	People have a clear understanding that there are other world views, and that different people behave and believe differently. They make no judgement about the relative merits of these views as a whole, but recognize that different cultures and views may have different merits. They are willing to bring together the good from several different aspects in a synergistic way.
Our way	This final stage brings people together to create a new, shared culture, which has new meaning for everyone.



### 3. Suggested Links and Resources

An Introduction to Intercultural Communication: Activity set:

<https://www.press.umich.edu/pdf/9780472033577-ch1.pdf>

Intercultural Communication: meaning, definition, explanation. Educational video (5 min):

<https://www.youtube.com/watch?v=kDrCWR1Q79M>

What Is The Meaning Of Intercultural Communication? Questions and Answers. Educational video (1 min.)

<https://www.youtube.com/watch?v=VwHYjBG44k0>

Intercultural Communication Adventure with Little Pilot Educational video (2 min.):

[https://www.youtube.com/watch?v=PSt\\_op3fQck](https://www.youtube.com/watch?v=PSt_op3fQck)



## Unit 2: EXERCISES ON INTERCULTURAL CHARACTERISTICS

Duration: 50 min.

Introductory input: PPP presentation, group discussion

### 1. Presentation of the Unit 2



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module2\_Unit2.pptx.*

### 2. Practical Training Activity

#### Activity 1: Small groups discussion (7-10 min)

Learners are invited to discuss in small groups on the following topic and then present their findings of their group:

How can we fight prejudices towards certain groups (migrants, refugees, homeless ...)?



### Activity 2: Cultural Context Inventory Test

The learners are invited to complete the following test (Ref. [http://www.resiliator.com/images/pdf/CulturalContextInventory\\_ASRC.pdf](http://www.resiliator.com/images/pdf/CulturalContextInventory_ASRC.pdf)):

For each of the following twenty statements, circle 1 (strongly disagree) to 5 (strongly agree) to indicate your tendencies and preferences in a work situation.

	Disagree				Agree
	1	2	3	4	5
1. When communicating, I tend to use a lot of facial expressions, hand gestures, and body movements rather than to rely mostly on words					
2. I pay more attention to the context of a conversation-who said what and under what circumstances-than I do to the words.					
3. When communicating, I tend to spell things out quickly and directly rather than talk around and add to the point.					
4. In an interpersonal disagreement, I tend to be more emotional than logical and rational.					
5. I tend to have a small, close circle of friends rather than a large, but less close, circle of friends.					
6. When working with others, I prefer to get the job done first and socialize afterward rather than socialize first and then tackle the job.					
7. I would rather work in a group than by myself.					
8. I believe rewards should be given for individual accomplishments rather than for group accomplishments.					
9. I describe myself in terms of my accomplishments rather than in terms of my family and relationships.					
10. I prefer sharing space with others to having my own private space.					
11. I would rather work for someone who maintains authority and functions for the good of the group than work for someone who allows a lot of autonomy and individual decision making.					
12. I believe it is more important to be on time, than to let other concerns take priority.					
13. I prefer working on one thing at a time to working on a variety of things at once.					
14. I generally set a time schedule and keep to it rather than leave things unscheduled and go with the flow.					
15. I find it easier to work with someone who is fast and wants to see immediate results than to work with someone who is slow and					



## Senior Volunteers for Migrant Integration

## TRAINING MATERIAL

wants to consider all the facts.					
16. In order to learn about something, I tend to consult many sources of information rather than go to the one best authority.	1	2	3	4	5
17. In figuring out problems, I prefer focusing on the whole situation to focusing on specific parts or taking one step at a time.	1	2	3	4	5
18. When tackling a new task, I would rather figure it out on my own by experimentation than follow someone else's example or demonstration.	1	2	3	4	5
19. When making decisions, I consider my likes and dislikes, not just the facts.	1	2	3	4	5
20. I prefer having tasks and procedures explicitly defined to having a general idea of what has to be done.	1	2	3	4	5

The purpose of this inventory is to assess your tendencies toward being high- or low-context oriented. Transfer the circled numbers for each statement to the appropriate blank provided below. Then, add the numbers in each column to obtain your scores:

High Context (HC)	Low Context (LC)
1. _____	3. _____
2. _____	6. _____
4. _____	4. _____
5. _____	9. _____
7. _____	12. _____
10. _____	13. _____
11. _____	14. _____
16. _____	15. _____
17. _____	18. _____
19. _____	20. _____

TOTALS \_\_\_\_\_

Put a check mark in the appropriate blank below to indicate which score is larger:

\_\_\_\_\_ High Context      \_\_\_\_\_ Low Context

Subtract your high context score from your low context score. Record the difference in the blank below:

\_\_\_\_\_ Low Context

- \_\_\_\_\_ High Context

\_\_\_\_\_ *Difference*

A plus number means higher context.  
A minus number means lower context.

For more information about cultural context, please see the book *Effective Multicultural Teams: Theory and Practice (Advances in Group Decision and Negotiation)*, Claire B. Halverson (Editor), S. Aqeel Tirmizi (Editor) ©2008 Springer, or the website: [http://www2.pacific.edu/sis/culture/pub/Context\\_Cultures\\_High\\_and\\_Lo.htm](http://www2.pacific.edu/sis/culture/pub/Context_Cultures_High_and_Lo.htm) brought to you by Dr. Bruce LaBrack, at the University of the Pacific School of International Studies.



### 3. Suggested Links and Resources

Cultural Context Inventory Test:

[http://www.resiliator.com/images/pdf/CulturalContextInventory\\_ASRC.pdf](http://www.resiliator.com/images/pdf/CulturalContextInventory_ASRC.pdf)

Intercultural Communication: High- and Low-Context Cultures <https://online.seu.edu/high-and-low-context-cultures/>

Defining High-context culture: educational video <https://study.com/academy/lesson/high-context-culture-definition-examples-quiz.html>

Low-context culture: Definition and Overview. Educational video <https://study.com/academy/lesson/low-context-culture-definition-lesson-quiz.html>



## Unit 3: PRACTICAL SKILLS IN INTERCULTURAL COMMUNICATION

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 3



*Note: please double-click on this paperclip*



*to download the entire PowerPoint Presentation  
Module2\_Unit3.pptx.*



## 2. Practical Training Activities

### Activity 1

Learners are invited to discuss in pairs if they have to propose the topics to be avoided for the intercultural communication and put them on the flip chart or on the board.

### Activity 2

The quotes below are adapted from interviews conducted with individuals who are highly experienced in cross-cultural working. Each respondent was asked what he or she believed to be the most important characteristics contributing to their success in working across cultures.

The learners are invited to read each quote and share their reflections with the group:

- 'You need to continually question your own assumptions and preconceptions; even about things you think should be obvious to everyone concerned'
- 'The successful expatriates are those who can slip into 'local time' as soon as they get there'
- 'The best people are interested in international work and are motivated to live and work with people from different backgrounds'
- 'Learning the language is a vital part of understanding the people and the country'
- 'You have to recognize that other people are different and look at things in different ways. Usually not better or worse, just different'
- 'Having a set of clear core values helps guide our people and provides them with support'
- 'You know that you are not going to understand everything that is going on; you just have to learn to accept it, even laugh about it'
- 'You cannot change everything you do. Of course, sometimes you have to adapt and sometimes you have to stand your ground'
- 'Once you know the rules people follow and the logic they operate by, everything else falls into place'

## 3. Suggested Links and Resources

### 5 Ways to Improve Your Intercultural Communication Skills

<http://www.englishandculture.com/blog/bid/71208/Your-Intercultural-Communication-Skills-5-Ways-to-Improve>

Practical Skills for Increasing Intercultural Communication. Adriana Medina-López-Portillo, assistant professor of intercultural communication and Spanish at the University of Maryland, Baltimore County, spoke at Cornell's third Internationalization Symposium, "The Globally Engaged Campus: Defining and Redefining Where We Are," <http://www.cornell.edu/video/practical-skills-for-increasing-intercultural-communication>



## Unit 4: CASE STUDIES & RECOMMENDATIONS

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 4



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module2\_Unit4.pptx.*

### 2. Practical Training Activities

#### Activity 1: Role-play

In small groups consisting of 4-5 people, learners interpret 2 situations (these are the same in each group) prepared by the trainer in advance.

In each group, there is a trainer and learners. Learners have to confront a multicultural group and find a way to create an active and balanced group with an atmosphere based on equality and tolerance.

The results will certainly emphasize the concepts of "interculturality" and "personality" taking into consideration that with the same references, in the same situations, each group will offer its own answer to function.



## Activity 2

The trainer provides each learner with a sheet of paper with several questions linked to the features of the group in order to make him/her conscious of the magnitude of the diversity inside the group and so that he/she is able to anticipate the effects of that diversity on that group.

Learners complete the chart individually and then share their ideas with the group.

Group characteristics	How to deal with?	Comments
Members of all ages		
Diversity of nationalities		
Men/ women (accompanied with children for some)		
Optimistic/ pessimistic towards the future		
Feeling able or unable to learn a new language		
Types of knowledge concerning the host country		
Expectations towards the volunteer		

## Activity 3: Case study on “Hope Workshop”

The trainer invites the learners to analyse the proposed case study “Hope workshop”. Hope Workshop is a craft collective that provides refugee women the space to collaborate, create, and socialize, while earning additional income for their households. The learners are invited to watch the video at <https://youtu.be/EeQR78EdAlk> and discuss the following topics:

- What are the objectives of this workshop?
- What changes are the participating women expecting to achieve?
- What impact could these activities have on their lives?
- Everyone has a skill or interest that can be shared with others in intercultural activities. What about you? How could you do that?

### 3. Suggested Links and Resources

Hope Workshop. Video and description <https://www.collateralrepairproject.org/womens-empowerment/hope-workshop-2/>

Repair Cafe: <https://youtu.be/ePVwucR2QCo>



## Unit 5: DISCUSSION ON MULTICULTURALISM AND ASSIMILATION

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 5



Note: please double -click on this paperclip  to download the entire PowerPoint Presentation Module2\_Unit5.pptx.

### 2. Practical Training Activities

#### Activity 1

The trainer invites learners to discuss the following questions:

1. Why am I involved in activities as a senior volunteer and in which social aspect do I believe in?
2. Am I ready to describe my own vision?

The trainer encourages everyone to express their views in writing and then present them in front of their colleagues.

<https://euroalter.com/2013/multiculturalism-vs-assimilation>

<http://www.cohen-emerique.fr/medias/files/alterstice-revue.internationale.de.la.recherche.interculturelle-vol1..n-1.pdf>



### Activity 2

The trainer invites the learners to describe in writing (up to 5 lines) how they see Multiculturalism and Assimilation and hang their answers up on the board. All learners are invited to read the answers and discuss the differences (if any).

### Activity 3

The trainer suggests that the learners watch the video below and use it as a base for discussion on Intercultural Competences <https://www.youtube.com/watch?v=sGRkVqr8EII>

## 3. Suggested Links and Resources

Multiculturalism vs Assimilation, article <https://euroalter.com/2013/multiculturalism-vs-assimilation>

Interculturalism. Europe and its Muslims in Search of Sound Societal Models, publication [https://www.academia.edu/1058457/Concepts\\_of\\_Multiculturalism\\_and\\_Assimilation](https://www.academia.edu/1058457/Concepts_of_Multiculturalism_and_Assimilation)

Is multiculturalism a better social model than assimilation? Open e-debate <https://www.debate.org/opinions/is-multiculturalism-a-better-social-model-than-assimilation>

## Unit 6: CONCLUSION – SUMMARY and FEEDBACK

### Duration: 20 min.

The trainer summarizes the information provided and activities organized during the module, lists the topics that were discussed.

Then the participants are invited to reflect individually on the Module by answering the following questions:

- What is your motivation for participating in this training?
- What do you think you have learned during this Module and what benefits could it bring for you personally?
- Could you reflect on how you were learning? Do you remember in which cases your learning was the most effective?
- How do you think you could link what you have learned to your volunteering experience in this project? What benefits could it bring for migrants and refugees?

At the end the participants are invited to share their reflection with the group.



### Module 3: Migrants Integration: Overview of Theoretical Models

	Description
<p><b>Brief description of content of module for teacher / tutor AND learner</b></p> <ul style="list-style-type: none"> <li>- <b>Goals of the module</b></li> <li>- <b>Objectives of module</b></li> </ul>	<p>This module presents an overview of theoretical models of integration of migrants into host societies.</p> <p>The goal of the module is to provide learners with a basic understanding of:</p> <ul style="list-style-type: none"> <li>- ideas about integration</li> <li>- current issues of global migration</li> <li>- current forms of migration and legal background</li> <li>- specific migrant groups and integration</li> <li>- theory of integration vs. assimilation</li> <li>- theoretical models of integration</li> <li>- applied integration in EU societies</li> </ul>
<b>Duration of module</b>	4.0 hours (flexible)
<b>Suggested training materials</b>	<p>Working materials: Paper, pens, flipchart or pinboard, pins and small cards; globe or map of the world</p> <p>Technical materials: laptop and beamer for presentations; tables flexible enough to form small working groups (for group work of 4 to 6 learners)</p>
<b>Recommended place of venue (where the module takes place)</b>	No specific needs. Seminar room or room at a community center.
<b>Time for preparation for tutor</b>	Prepare room in a way that participants can split up in working groups of 4-6 learners each with a table and flipchart or pinboard
<b>Formats in which module is available</b>	<ul style="list-style-type: none"> <li>- paper-based module (PDF)</li> <li>- online version (SVM website)</li> <li>- other</li> </ul>
<b>Language versions module is available</b>	English, Lithuanian, German, French, Greek, Finnish
<b>Other relevant information</b>	The module includes some references to EU laws and regulations on migration and integration. Please note that these laws, rules and regulations may not be implemented the same way in all EU member states. Please check for national requirements.



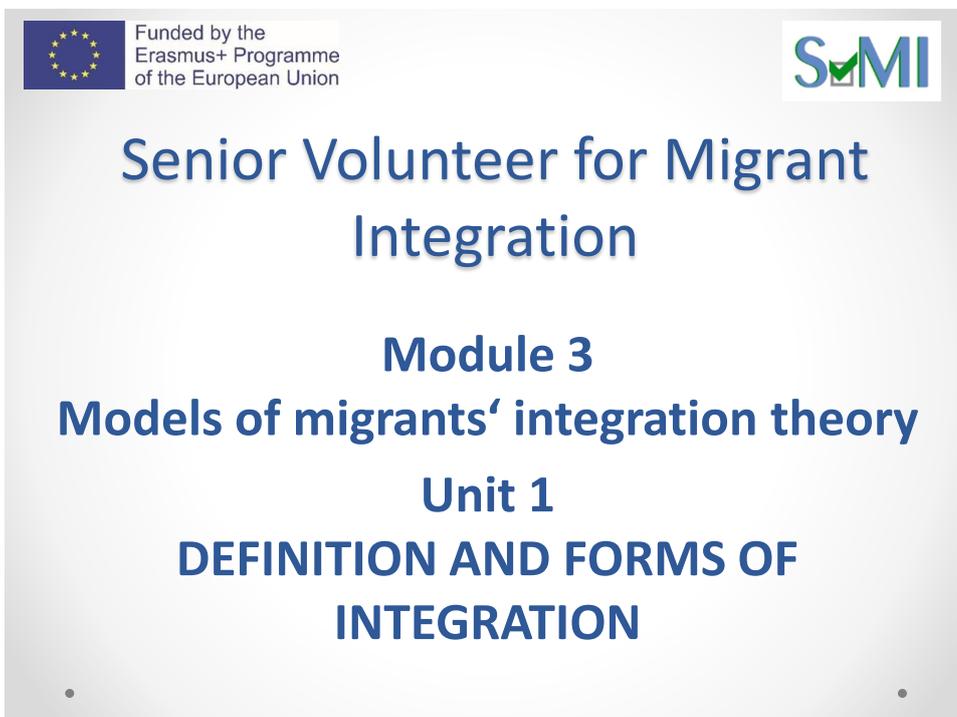
**Unit 1: DEFINITION OF INTEGRATION AND FORMS OF INTEGRATION (social, cultural, economic, political) – Introduction to the term “integration”**

Duration: 45 min.

Introductory input: PPP presentation, small group discussion

**1. Presentation of the Unit 1**

PowerPoint Presentation “DEFINITION AND FORMS OF INTEGRATION”



*Note: please double -click on this paperclip  to download the entire PowerPoint Presentatio  
Module3\_Unit1.pptx.*

## 2. Practical Training Activities

### Exercise 1:

Please discuss with one of your neighbors in teams of two your understanding of integration. What does integration in your understanding most often refer to? Have you ever had an integration experience? Where does integration happen?

Please write keywords on the cards provided on the table.

After ten minutes, participants are asked to briefly describe

- Their concept / understanding of integration
- Their own integration experience (if applicable),
- The place where they think integration happens.

The individual cards are pinned on a pin-board.

### Exercise 2:

Please discuss in the plenary:

- Which concept you find more valid, more appealing from your point of view. Why?
- Have you ever felt like you were living (or lived) in either one or the other form of society?

Please note your thoughts on a flipchart. Key-words or short phrases will be fine.

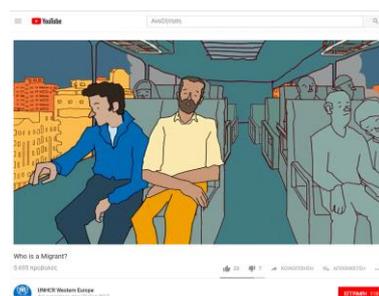
### Activity 3:

Please watch the videos below and discuss the differences and the similarities between a refugee and a migrant:

<https://www.youtube.com/watch?v=GvzZGplGbL8&t=42s>



<https://www.youtube.com/watch?v=yRPFM5Oj-QA>





### 3. Suggested Links and Resources

Legal migration and Integration [https://ec.europa.eu/home-affairs/what-we-do/policies/legal-migration\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/legal-migration_en)

Irregular Migration & Return [https://ec.europa.eu/home-affairs/what-we-do/policies/irregular-migration-return-policy\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/irregular-migration-return-policy_en)

European Agenda on Migration [https://ec.europa.eu/home-affairs/what-we-do/policies/european-agenda-migration\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/european-agenda-migration_en)

EU Immigration Portal <https://ec.europa.eu/immigration/>

European Migration Forum [https://ec.europa.eu/home-affairs/content/european-migration-forum\\_en](https://ec.europa.eu/home-affairs/content/european-migration-forum_en)



**Unit 2: INTEGRATION – ASSIMILATION – CULTURALIZATION -  
HYBRID SOCIETIES – DIVERSITY AS A RESOURCE - NEW IDEA OF INTEGRATION AND  
EQUALITY IN SOCIETY**

Duration: 60 to 90 minutes (Depending on exercises in this unit)  
Introductory input: PPP presentation, group discussion

**1. Presentation of the Unit 2**

The screenshot shows a PowerPoint slide with a light blue background. In the top left corner, there is a small logo of the European Union and the text 'Funded by the Erasmus+ Programme of the European Union'. In the top right corner, there is the SAMI logo. The main text on the slide is centered and reads: 'Senior Volunteer for Migrant Integration', 'Module 3', 'Models of migrants' integration theory', 'Unit 2', 'INTEGRATION – ASSIMILATION – CULTURALIZATION –', and 'HYBRID SOCIETIES – DIVERSITY AS A RESOURCE'. There are two small black dots at the bottom of the slide, one on the left and one on the right.

*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module3\_Unit2.pptx.*



## 2. Practical Training Activities

### Exercise 1: Small groups and Plenary discussion

Reflect again on what you have heard so far: Integration – Assimilation – Culturalization - Hybrid societies – Diversity as a resource.

This exercise is NOT about your own acceptance of migration and integration. This exercise is on YOUR understanding and agreement or disagreement with the theories presented.

Discuss in small groups:

- With which elements and theories do you agree and with which do you disagree?
- Which theory makes most sense to you?
- Which theory do you find too far-off or too bizarre?

Prepare a flipchart, poster or cards where you note the points you agree with and elements you disagree with.

In a second step, try to cluster (put next to each other) all elements, keywords etc. you agree with and – on the other side – all items and keywords which describe disagreement. Discuss within your group if you could find “head keywords” or “headlines” for these clusters.

Present your findings to the plenary. Discuss.

### Exercise 2: Debate

One group prepares arguments which support the idea of European values, culture, and norms which – in the long-term – might replace today’s nation-states through a process of integration. The other group prepares arguments for the importance of nation-states as core elements of integration.

## 3. Suggested Links and Resources

Acculturation vs Assimilation, educational video <https://study.com/academy/lesson/acculturation-vs-assimilation-definition-examples.html>

Acculturation: Definition, Theory & Examples, educational video <https://study.com/academy/lesson/acculturation-definition-theory-examples.html>

Acculturation Processes: Substitution, Syncretism, Addition, Deculturation & Origination, educational video <https://study.com/academy/lesson/acculturation-processes-substitution-syncretism-addition-deculturation-origination.html>

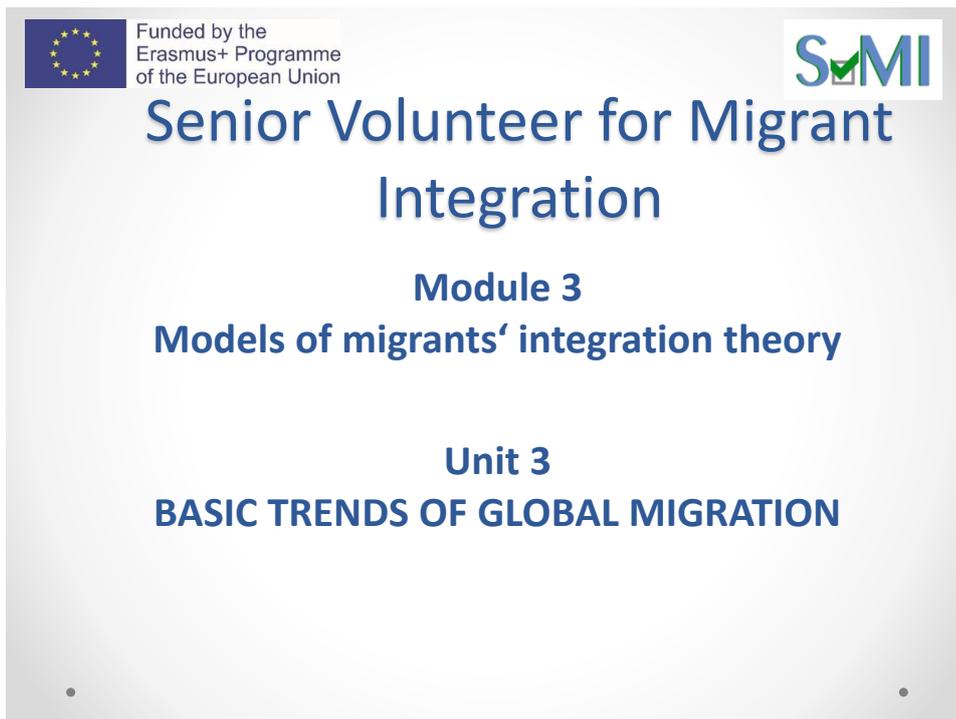


## Unit 3: BASIC TRENDS OF GLOBAL MIGRATION

Duration: 45 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 3



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module3\_Unit3.pptx.*



## 2. Practical Training Activities

### Exercise 1

Please watch the educational video “Why do people migrate?”

<https://www.youtube.com/watch?v=54xM8VlgP7s>

Please discuss in pairs the questions raised in the video:

- What can we do about it?
- How does it affect not only us but the places migrants are coming from?

Please write your answers, put them on the flip chart or on the board and discuss with the whole group.

### Exercise 2: Personal Migration Stories

**Reflect on your own personal and family history:** Is there migration history in your own family?

- Did members of your family emigrate?
- What is your own migration background?
- Why did you or members of your family migrate?
- Show on the world map in which parts of the world you have family members, relatives or friends (also friends linked via social media)
- Show on the map of Europe or the world map the countries you have traveled to (be it as tourist, to visit relatives or friends, or used to live in)
- Share your personal experience with other members of your group.

Discuss the impact of migration and mobility on your own family, your own life.

## 3. Suggested Links and Resources

Why do people migrate? Facts - educational video

<https://www.youtube.com/watch?v=bWx7DLxsle8>

Migration: how many people are on the move around the world? – briefing

<https://www.theguardian.com/news/2018/sep/10/migration-how-many-people-are-on-the-move-around-the-world>

Migration Forecasting. Migration data portal <https://migrationdataportal.org/themes/migration-forecasting>



## Unit 4: INTEGRATION MADE PRACTICAL

Duration: 45-60 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 4



*Note: please double -click on this paperclip  to download the entire PowerPoint Presentation Module3\_Unit4.pptx.*



## 2. Practical Training Activities

### Exercise 1:

- Please split up in groups of four participants.
- Please have papers, flipcharts, pens and markers ready.
- Please have a map of your community, town, city available.

#### Step 1:

- List and describe all migrant and refugee groups you know or are aware of living in your neighborhood, community or town. You may also check your town's internet site or call the local administration to get some numbers and data.
- List any ethnic minorities, autochthon minority groups etc. living in your area.
- List the different religions / denominations you are aware of in your area.

#### Step 2 – mapping of services:

- List all institutions (public, private, religious etc.) you know which help migrants and support refugees in your regions. List them with name, address, and services offered. This list should include public offices, labor market services, NGOs, migrant organizations, clubs, meeting points, community centers, churches, specific shops and markets, family centers, cultural institutions, language schools and educational centers, health services etc. which might be relevant for migrants wishing to integrate.
- List all these institutions on the map. You may use stickers or flags with short description of services offered.

#### Step 3:

- Who is working at the institutions listed on the map? Are there public servants only, does one need to have special training or qualifications to work there? Which of these institutions work with volunteers?
- Create a map of opportunities for volunteers who wish to support migrant integration.
- Present your maps and lists in the plenary.
- Compare maps and lists with each other.
- Prepare one comprehensive list and one comprehensive map (if feasible due to size and number of institutions listed)
- Prepare a “directory for volunteers supporting integration” in your community.

### Exercise 2

The trainer suggests that learners watch the video “Going Dutch. Holland’s refugee integration success story” <https://www.youtube.com/watch?v=o8KR4Bry2kA>

Please discuss:

- Why do you think Holland is seen as a refugee success story?
- What do you think about the current situation in your country?



### 3. Suggested Links and Resources

10 ways countries can help refugees integrate – article

<https://www.weforum.org/agenda/2016/05/10-ways-countries-can-help-refugees-integrate/>

Debating Europe. The platform where everyone can debate the issues they care about with European politicians and experts <https://www.debatingeurope.eu>

## Unit 5: CONCLUSION

**Duration: 30 min.**

The trainer wraps up the session, emphasizing that there is a general consensus among experts in the field to state that promoting the civic and political participation of migrants helps ease the integration process and that this is best done with the support of public institutions. Summarizing the information and issues presented in Module 3, the trainer highlights that this can be done in four main ways:

- Guaranteeing the civic and political rights of migrants in the constitution;
- Raising awareness about migrants' right to participate in the civic and political life of their receiving country among migrant communities, mainstream society, relevant organizations and political parties, among others;
- Eliminating the barriers migrants may face in exercising their civic and political rights, including through special targeted actions;
- Building migrants' capacity and equipping them with the skills needed to exercise their civic and political rights, in particular those migrant groups that are often excluded or under-represented in civic and political life, such as youth and women.

The trainer asks the learners to provide examples for each of these steps, fields any questions and comments, and concludes Module 3.



## Module 4: Active Citizenship

	Description
<p><b>Brief description of content of module for teacher / tutor AND learner</b></p> <ul style="list-style-type: none"> <li>- <b>Goals of the module</b></li> <li>- <b>Objectives of module</b></li> </ul>	<p>The module 4 Introduction for active citizenship is targeted to senior volunteers and trainers working to support immigrants from a wide range of backgrounds to build the skills, knowledge and confidence to take part in local (regional, national and global) decision making.</p> <p>The module is a short course open to people demonstrating experience in supporting others through informal learning. It requires no formal pre-learning or qualifications except identified life experience and will operate at certificate level. The document sets out a syllabus, learning outcomes, and assessment methods.</p> <p>The content of this module is as follows:</p> <p>I Training for Trainers in Active Learning For Active Citizenship (Course Outline &amp; Learning Outcomes)</p> <p>II Learning resources for Active Citizenship Learning (Materials to support learning and reflection)</p> <p>Learning Outcomes:</p> <p>On successful completion of this Module, trainees will be able to:</p> <ul style="list-style-type: none"> <li>- Understand concept of community and connections between local and global community - Concept of community - One's own community - Different perspectives on a community - Local and global interdependency</li> <li>- Create strategies for supporting learners to explore active citizenship and community leadership</li> <li>- Create informal learning environments that enable community learners to recognize and articulate issues from their own daily life and ways of engaging with local decision makers in relation to these issues</li> <li>- Set up and maintain effective environments for learning; manage group dynamics and support the development of informal learning</li> </ul>



	<ul style="list-style-type: none"> <li>- Critically (and constructively) reflect on barriers to participation and possible approaches to overcoming these barriers</li> <li>- Deconstruct and analyze local structures and processes to identify local opportunities for community engagement, leadership and learning</li> <li>- Identify locally specific routes to influence decision-making and ways to create stronger voice and identity with their own learning groups</li> <li>- Make conceptual distinctions that help build the skills, knowledge and confidence of others to take part in democratic processes and shape local communities</li> <li>- Critically reflect on the role of active citizens in shaping society – and personal development opportunities available (individually and collectively)</li> </ul>
<b>Duration of module</b>	2-4 hours or according to the needs of a trainee group Teacher and trainee group may decide to take breaks during the module
<b>Suggested training materials</b>	<a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_active_citizenship">http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_active_citizenship</a>  <a href="http://www.teachingcitizenship.org.uk/">www.teachingcitizenship.org.uk/</a>  <a href="http://www.activecitizensfe.org">www.activecitizensfe.org</a>
<b>Recommended place of venue (where the module takes place)</b>	Let the teacher and trainee group decide on their venue. Suggestion: Venue could be in the facilities of an associated partner or an important volunteering organization like the Red Cross/Oxfam etc.
<b>Other relevant requirements</b>	<i>e.g., study visits to local AC organizations, visiting speakers</i>
<b>Formats in which module is available</b>	<ul style="list-style-type: none"> <li>- printed document</li> <li>- online version (SVM website)</li> </ul>
<b>Language versions module is available</b>	English, Lithuanian, German, Finnish, Greek, French.



## Unit 1: ACTIVE LEARNING FOR ACTIVE CITIZENSHIP

Duration: 50 min.

Introductory input: PPP presentation, small group discussion

### 1. Presentation of the Unit 1

PowerPoint Presentation “ACTIVE LEARNING FOR ACTIVE CITIZENSHIP”



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module4\_Unit1.pptx.*

## 2. Practical Training Activities

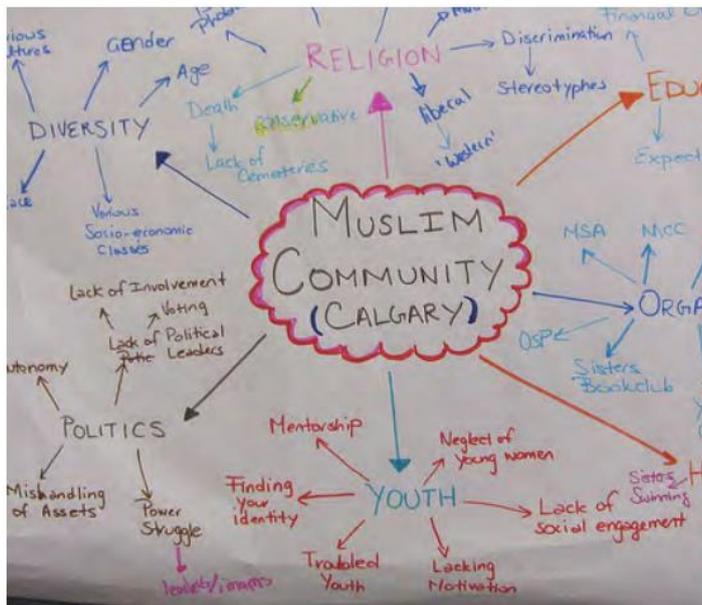
### Activity 1:

Discuss with your group the following issues related to your community and make a list of the answers. The information collected will be very useful for each senior volunteer when he/she will provide information to the migrants / refugees.

Suggested Issues:

- Culture facilities in your community (e.g. sport, music, IT)
- Permitted clothing
- Clubs and societies
- Organization of courses or programs
- Learning opportunities
- Recycling policy
- Anti-bullying policy
- Anti-racism policy

Make a “community map” for your area like the following:



You can find a sample of community mapping by visiting the site:

<http://canadabridges.com/programming/unveiling-youth-potential/community-mapping/>

### Activity 2:

With your group please visit the link below and get information about the Human Rights in Greece and discuss with them the relevant Human Rights in your country.

<http://www.rights4refugees.gr/>



### 3. Suggested Links and Resources

EC and OECD report on The Local Integraion of Migrants

[https://ec.europa.eu/regional\\_policy/sources/docgener/factsheet/oecd\\_local\\_integration\\_migrants\\_en.pdf](https://ec.europa.eu/regional_policy/sources/docgener/factsheet/oecd_local_integration_migrants_en.pdf)

How to Welcome and Engage People in Community Spaces? Useful tips

<http://www.shareable.net/blog/how-to-welcome-and-engage-people-in-community-spaces>

Skill-up! An introduction of co-working space and platform to jump-start collaboration, empowerment and skill strengthening among migrants, refugees and local communities

<https://www.citizenslab.eu/stories/skill-up/>



## Unit 2: CONCEPTS OF COMMUNITIES

Duration: 60 to 90 minutes (Depending on exercise in this unit)  
Introductory input: PPP presentation, group discussion

### 1. Presentation of the Unit 2

Funded by the  
Erasmus+ Programme  
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S+MI

Senior Volunteer for Migrant  
Integration

Module 4  
Active Citizenship  
Unit 2  
CONCEPTS OF COMMUNITIES

*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module4\_Unit2.pptx.*



## 2. Practical Training Activities

### Exercise 1:

Please discuss in pairs the following 5 community types and complete the table:

Type	Definition	Characteristics	Examples
Community of Action			
Community of Practice			
Community of Place			
Community of Interest			
Community of Circumstance			

### Exercise 2:

Learn about different types of Hybrid communities <http://www.feverbee.com/wp-content/uploads/2010/11/TypesofCommunities.pdf>

Discuss in small groups and provide examples of existing communities that you know or are involved in. Draw an outline on How to start an online community?

## 3. Suggested Links and Resources

Concepts and meanings of community in the social sciences. Discussion paper  
<https://ahrc.ukri.org/documents/project-reports-and-reviews/connected-communities/concepts-and-meanings-of-community-in-the-social-sciences/>

What Makes A Community? - Roger Kitchen at TEDxMiltonKeynes  
[https://www.youtube.com/watch?v=bjVq\\_Dlrfk](https://www.youtube.com/watch?v=bjVq_Dlrfk)



## Unit 3: TOOLS FOR BUILDING A CAMPAIGN FOR DEMOCRACY, ACTIVE CITIZENSHIP AND PARTICIPATION

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

### 1. Presentation of the Unit 3



*Note: please double-click on this paperclip  to download the entire PowerPoint Presentation Module4\_Unit3.pptx.*



## 2. Practical Training Activities

### Exercise 1

Distribute within your group a copy of your chosen 5 tips for being a more active citizen and encourage them to add to the list their own tips (they may visit the proposed site <https://www.good.is/articles/building-blocks-of-citizenship-50-ways-to-be-a-more-engaged-active-citizen-this-year>). Ask them to propose up to 3 more important tips according to their priorities and opinions. Make a final “List of 10 most important tips” and hang it on the flipchart. Discuss it with your learners.

### Exercise 2

Build a campaign via ICT with your learners

Name of Campaign: Inappropriate public transport time tables;

Organizational Need Addressed: Bringing awareness;

Type of ICT Tools: Social media page and texting;

Why? Establishing networks with friends and interested parties would help spread the word about the problem.

Trainees are asked to write their recommendations and an explanation of their thought process in the chart below:

Name of campaign, brief description and social problem addressed?	
What does the campaign need in order to increase its chances for success?	
What type of ICT would you use in this campaign?	
Why? How would your recommendation help the campaign?	
Summarize your recommendations (Incorporate all information above. Use extra paper if necessary.)	

## 3. Suggested Links and Resources

Advocate Europe. An idea challenge for European initiatives realised by MitOst and Liquid Democracy <https://advocate-europe.eu/about/>

50 Building Blocs of Citizenship, Inspirational ideas <https://www.good.is/articles/building-blocks-citizenship-50-ways-to-be-a-more-engaged-active-citizen-this-year>

Civic crowdfunding, article <http://www.worldurbancampaign.org/civic-crowdfunding-collective-or-urban-sustainable-development>



## Unit 4: OTHER IMPORTANT ISSUES IN ACTIVE CITIZENSHIP

### 1. Practical Activities

#### Activity 1

Please discuss in small groups the issue of fundraising:

- How would you run a successful fundraising campaign?

#### Activity 2

Please discuss in small groups the gender issue:

- The Women's Movement of the 19<sup>th</sup> and early 20<sup>th</sup> centuries believed that achieving suffrage for women would remedy many problems of gender inequality. What do you think now about universal suffrage? Has it worked? If not, why not?

#### Activity 3

Please share with the group your personal volunteering experience:

- When and in what kinds of organizations have you volunteered?
- What motivated you to work with these organizations?
- What made these volunteering experiences a meaningful use of your time?
- What was the biggest personal benefit you received as a volunteer with these organizations?
- What is the most memorable accomplishment of your volunteering experience?

### 3. Suggested Links and Resources

8 Surefire Ways to Run a Successful Fundraising Campaign <https://www.classy.org/blog/8-surefire-ways-to-run-a-successful-fundraising-campaign/>

Fundraising Events: 5 Key Ways to Engage Your Community  
<https://www.operationwarm.org/blog/fundraising-events-5-key-ways-to-engage-your-community331/>

How to Launch a Successful Fundraising Campaign <https://upleaf.com/nonprofit-resources/online-fundraising/how-launch-successful-fundraising-campaign/>



## Unit 5: CONCLUSION

The teacher can link the teaching to concepts and the assessment should reflect the extent to which trainees are able to apply their knowledge and understanding whilst developing skills for active citizenship.

A reasonable learning outcome is e.g., that trainees identify areas for improvement in their communities and the operation of democracy or civic participation. In their discussions, they appreciate that democracy is not simply 'majority rule' and decision-making systems but must also protect minorities (please note the gender issue here). They research and weigh up different sources of evidence and present/discuss good efforts for a course action and/or propose alternatives that might address their concerns. They explain and evaluate different ways in which individuals and groups of citizens act together effectively. They work with others to negotiate, plan and carry out actions aimed at improving or influencing the community.



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