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SVMI / Senior Volunteers for Migrant Integration

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TRAINING PROGRAMME

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Preface

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.

Due to each country having its own experience and history with migrants and their integration as well as adult education, each educational institution having its own target groups who, in turn, have their specific learning expectations and goals, and, finally, each trainer bringing their own experience and training methods, it is near 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, subtracted or supplemented according to specific country needs or 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.**

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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.

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Module 1: Key elements of adult educator's competences

Contribution by Soros International House

	Description
Brief description of content of module for teacher / tutor AND learner - **Goals of the module** - **Objectives of module**	This module is addressed to senior volunteers who have not received so far specialized training on adult education. 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. At the end of this module, learners will be able to: 1. Understand the differences between andragogy and pedagogy; 2. Demonstrate an understanding of some of the more common characteristics of adult learners; 3. Relate principles of effective adult education to what is known about how adults learn best; 4. Demonstrate a basic understanding of common theories of what motivates adult learners to participate and learn in adult education; 5. Describe typical barriers to participation and learning in adult education; 6. Outline basic theories and types of learning; 7. Get an understanding on teaching methods and techniques that encourage adult learning.
Duration of module	4.0 hours
Other relevant requirements	Music can stimulate learning. The music could be playing in the background so that the music is not too loud that it becomes distracting. Listening to music with **50 to 80 beats per minute** has a calming effect on the mind that is conducive to logical thought, allowing the brain to learn and remember new facts. Studies have shown that classical music targets the part of the brain that stimulates spatial-temporal reasoning, which is useful in solving math problems. But remember learning takes focus and skill. I like

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	my learning area to be quiet, even though that's impossible. I can tune out most background sounds unless something unusual happens that distracts my attention. So, if your music does not distract you, then that is the type of music you should listen to when reading or studying. Mozart Effect are a set of research results indicating that listening to Mozart's music may induce a short-term improvement on the performance of certain kinds of mental tasks known as "spatial-temporal reasoning". To conclude, we can make an experiment by choosing some different types of music to see which ones inspire learning without distracting: - SAMUEL BARBER - Adagio for Strings, Op. 11 (YouTube) - Chet Baker ~ Every Time We Say Goodbye (YouTube) - Study Music Alpha Waves: Relaxing Studying Music, Brain Power, Focus Concentration Music, 161 (YouTube) - Study Music for Concentration, Instrumental Music, Classica Music, Work Music, Relax, E103 (YouTube) - Classical Study Music | Mozart with Alpha Study Aid Embedded - Alpha Binaural Beats (you Tube) - Space Sound Odyssey | Deep White Noise For Focus, Powe Naps or Sleep (You Tube) - Philip Glass - Glassworks (complete) Brain Music - STUDY FOCUS CONCENTRATE - HELP YOU WORK FAST (YouTube) - Jurassic Park Theme 1000 percent Slower (sound cloud) Justin Beiber - U Smile (800% Slower) [HQ] (YouTube) - Bach - Cello Suite No. 1 in G Major BWV1007 - Mov. 1-3/6 (YouTube)
Formats in which module is available	- paper-based module - online version (SVMI website)
Language versions module is available	English, Lithuanian, German, French, Greek, Finnish

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Training on adult educator's competences - Introduction

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 tensed. 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 have not received so far 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.

At the end of this module, we expect the learners to be able to:

- Understand the differences between andragogy and pedagogy;
- Demonstrate an understanding of some of the more common characteristics of adult learners;
- Relate principles of effective adult education to what is known about how adults learn best;
- Demonstrate a basic understanding of common theories of the what motivates adult learners to participate and learn in adult education;
- Describe typical barriers to participation and learning in adult education;
- Outline basic theories and types of learning;
- Get an understanding on teaching methods and techniques that encourage adult learning.

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
- 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 module (3-5 min.)

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Unit 1: ANDRAGOGY – THE ADULT LEARNING THEORY

Duration: 50 min.
Introductory input: PPP presentation, small group discussion

The Basics of Adult Learning

Both trainers, as well as trainees sometimes do not delve into the differences between child and adult learning. Hence it is very important to distinguish these two types of learners. Since our focus group in this project is senior volunteers who are planning to provide their services for migrant and refugee integration, it is extremely important for us to introduce to them and emphasize the differences between child and adult learning. It is even more important for these differences to be known to trainers working with migrant and refugee population of various cultural, educational, and social backgrounds.

Andragogy vs Pedagogy

Nowadays, the emerging systems of education have become full of variations to us. Before, we only used to attend physical classes in schools, colleges, and universities. In the present, schooling may be done in many ways like having a home schooling, and the modern, online class. The evolution of the learning system in the world led to the development of many teaching methods and approaches depending on the goal and vision of the school. Two major and common methods of teaching are andragogy and pedagogy.

The terms “andragogy” and “pedagogy” are of Greek origin, both including the Greek verb “ago”, which means “guide”, and the Greek words “andras” (man) and “paidi” (child) respectively. Thus:

Pedagogy = p*aidi* (child) + a*go* (guide)
Andragogy = a*ndras* (man) + a*go* (guide)

You can conclude from the above that pedagogy is a child-focused teaching approach, whereas andragogy an adult-focused teaching approach; or, formally, pedagogy is the art and science of helping kids learn, whereas andragogy is the art and science of helping adults learn.

Before 1950, all research was focused on children and there wasn't much evidence about how adults learn. The term "andragogy", although known since 1833 when the German Alexander Kapp used it to refer to a theory of Plato, practically in modern education appears only after the early 1960s, that was used to express the distinct characteristics of adult learners that affect not only their learning motivation, but also their learning ability, compared to those of children. For adult educators knowing these differences is critical, as engaging and motivating adult learners is certainly a challenging art. In this unit, we will discuss the differences between andragogy and pedagogy, so that you can make sure that you know everything you need for successful volunteering in this project.

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Pedagogy Vs Andragogy: 5 Main Differences

1. Self-concept

Adult learners are self-directed; they have control over their learning experience, and they are 100% responsible for their own learning. They are also deeply involved not only in planning, but also in evaluating their learning, as they know what knowledge they want to acquire. On the contrary, young learners are not self-directed; they still depend on their teachers throughout the learning process. Therefore, their teachers should be responsible not only of what will be taught, but also of how it will be taught and evaluated.

2. The role of learners' experience.

Adult learners have clearly more experience than young learners. Their experience becomes the main resource of both their learning and the personal identity they have developed, as the richer and more diverse their experience, the more the diversity they can bring to their own learning. Young learners, on the other hand, present little personal experience by default, and so it is impossible for this experience to serve as a learning resource; it can be only used to build upon.

3. Readiness to learn.

Adult learners' readiness to learn can be triggered by literally anything; a sudden change in their lives, a need for dealing with life tasks and problems more successfully, the desire for self-improvement and self-development, and so on. Adults need to know why to learn something; as soon as they answer this question, they are ready to start. Children, on the other hand, are usually told what to learn; the reason behind their learning is developing their skills to achieve the next level of mastery.

4. Orientation to learning.

What kind of knowledge adult learners are most interested in? Naturally, adult learners seek information that is useful in their personal lives and work environment. This audience demands that their learning is relevant to their real-life issues, problems, and tasks, and that their education will boost their performance levels and help them live their lives in a better, and more satisfying way. Young audience's learning, on the contrary, is subject centered, meaning that the subject determines the sequence according to which the learning content units will be presented and taught.

5. Motivation to learn.

What motivates adults to find time for their learning in their busy schedule? Mostly **intrinsic motivators -** self-esteem, self-confidence, desire for better quality of life, curiosity, self-development, and recognition are only a few factors that motivate adult learners to learn. Needless to say, intrinsic incentives are much more powerful than extrinsic ones, and thus adult learners, more often than not, are more satisfied with the learning process, more focused, more persistent, and more eager to apply their knowledge more frequently and successfully than younger learners. On the other hand, children and teenagers are mostly motivated by extrinsic factors, such as getting good grades or other perks, or avoiding the consequences of failure.

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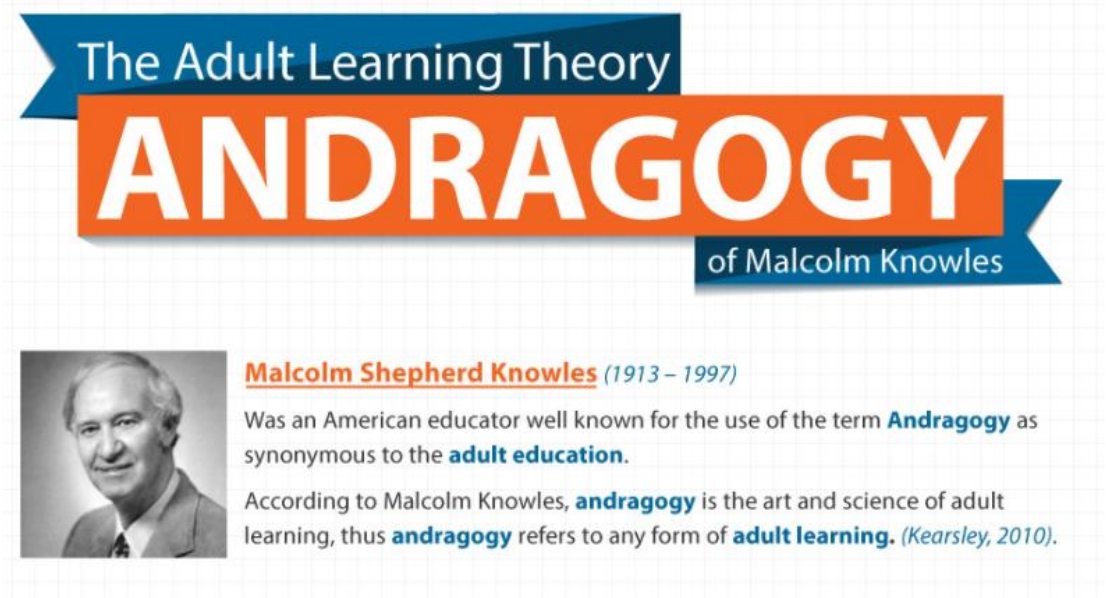
It is clear that andragogy can be highly motivational, as adult learners are more goal oriented than younger learners; this is why offering them meaningful learning experiences can make a real difference in achieving learning outcomes.

Now that you've familiarized yourself with the pedagogy vs andragogy debate, you may be interested in learning about the principles of andragogy and some of the adult learning theories.

What is Andragogy and what are its Principles?

In the minds of many around the adult education field, andragogy and the name of Malcolm Knowles have become inextricably linked. **Malcolm Shepherd Knowles** (1913 – 1997) was an American educator well known for the use of the term **Andragogy** as synonymous to **adult education**. According to Malcolm Knowles, **andragogy** is the art and science of adult learning, thus andragogy refers to any form of **adult learning**. (Kearsley, 2010).



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In 1984, **Knowles** suggested **4 principles** that are applied to adult learning:

1. Adults need to be involved in the planning and evaluation of their instruction.

While, both adult and younger learners must feel as though they are playing an active role in their own learning experience, for adult learners this is particularly important. They must truly be an integral part of the development and implementation of the curriculum, as well as of the evaluation process. Getting feedback from adult learners allows you to achieve this, as it offers you the opportunity to design the instruction and learning activities based upon the needs and wants of the adult learners.

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2. Experience (including mistakes) provides the basis for the learning activities.

What matters most in regard to adult education isn't the end result, but the learning experience that is gathered through instruction and activities. Rather than offering memorization tasks, create projects and exercises that encourage adult learners to go out and explore the subject matter, thereby gaining experience. By doing this, adult learners can learn from their errors and master their skills sets through first-hand experience. Adult learners can take on their own approach when solving problems, which will give them the chance to use their knowledge in a practical way. There will be trial-and-error involved, which is what makes the overall learning experience more meaningful and effective.

3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

Adult learners need to be able to tie the subject matter to real world benefits and applications. If they cannot see how a module or activity will give them an advantage in real life, or how a particular training course is going to apply to real world situations, then they won't be excited about the learning process. Adult education professionals can increase engagement by integrating real-life scenarios into adult learning courses. This way, adult learners have the opportunity to directly see how what they are learning can be used in the real world.

4. Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

The content being offered in adult training courses should be problem-centered, as adult learners will want to immediately see how the instructions will help them to solve an issue, they might encounter outside of the learning environment. This often means that the subject matter should offer them the chance to fine tune skill sets and acquire (and retain) practical knowledge by doing, rather than just memorizing.

Create activities that allow adult learners to delve into specific tasks, such as simulations, that enable them to store the information in their long-term memory through repetition and experience.

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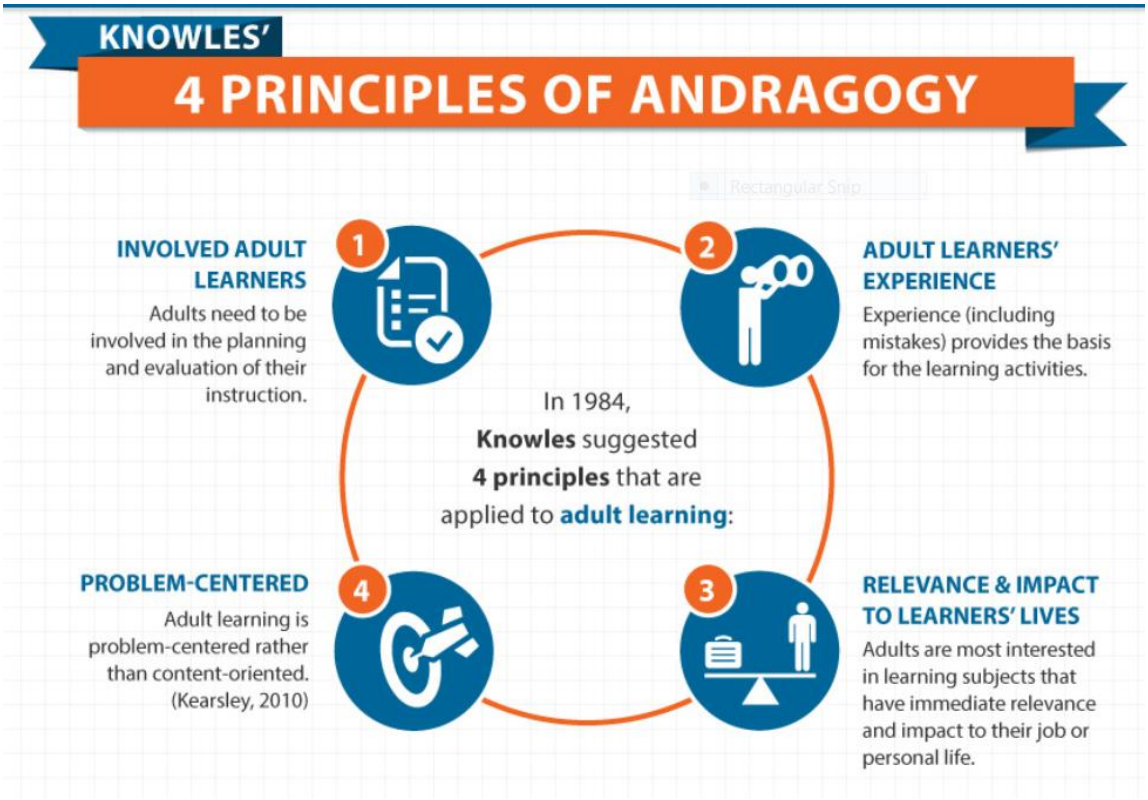

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What are Some of the Adult Learning Theories?

1.1. Carl Rogers' Experiential Learning

Places an emphasis on self-directed learning
Experiential learning has the following principles (Foley, 1995): Human beings have a natural potentiality for learning; Learning, which involves a change in self-organisation – in the perception of oneself is threatening and tends to be resisted; Those learnings are more easily perceived and assimilated; Much significant learning is acquired through doing; Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.

1.2. Jack Mezirow's Transformative Learning

Mezirow's psycho-critical approach is a ten-step model with four components comprised of "experience, critical reflection, reflective discourse, and action" (p. 134) that enables the learner to reflect on their experience and be able to talk to others about what they learn.

Experience, critical reflection, and development are key concepts in transformational learning. Experience is integral to learning. Critical reflection is needed to allow a person to transform

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through life experiences and make positive changes. Development is the ability of critical thinking to effect a transformation which is the outcome of TL.

According to Mezirow (1997), 'education that fosters critically reflective thought, imaginative problem posing, and discourse is learner-centered, participatory, and interactive'. These practices can be a part of a communicative learning process which can be developed by engagement in task-oriented problem solving; self-reflective assessments about one's own ideas and beliefs; small-group discussions that assess reasons, examine evidence, and arrive at a reflective judgment; learning through discovery and the imaginative use of metaphors to solve and redefine problems.

1.3. Illeris's Three Dimensions of Learning Model

Merriam et al. (2007) states Illeris's model is concerned with the process of learning and involves the aspects of "cognition, emotion, and society" (p. 97). Five stimuli are combined into a single learning event: (1) individual perceptions of the world, (2) "transmission" (occurs when the individual picks up information from someone else, (3) experience may include the first two stimuli but alternately reflects on the learner taking action to benefit from the exchange, (4) "Imitation" occurs when the learner attempts to imitate or model another's actions and (5) participation occurs when "the learner is engaged in a goal-directed activity sometimes participating with others as in a community of This model can be applied to many aspects of adult learning.

Reflection activity on the Unit 1: Snowstorm

(5-7 min.)

Learners write down what they 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.

Break 1: 5-10 min

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Unit 2: ADULT LEARNERS' CHARACTERISTICS

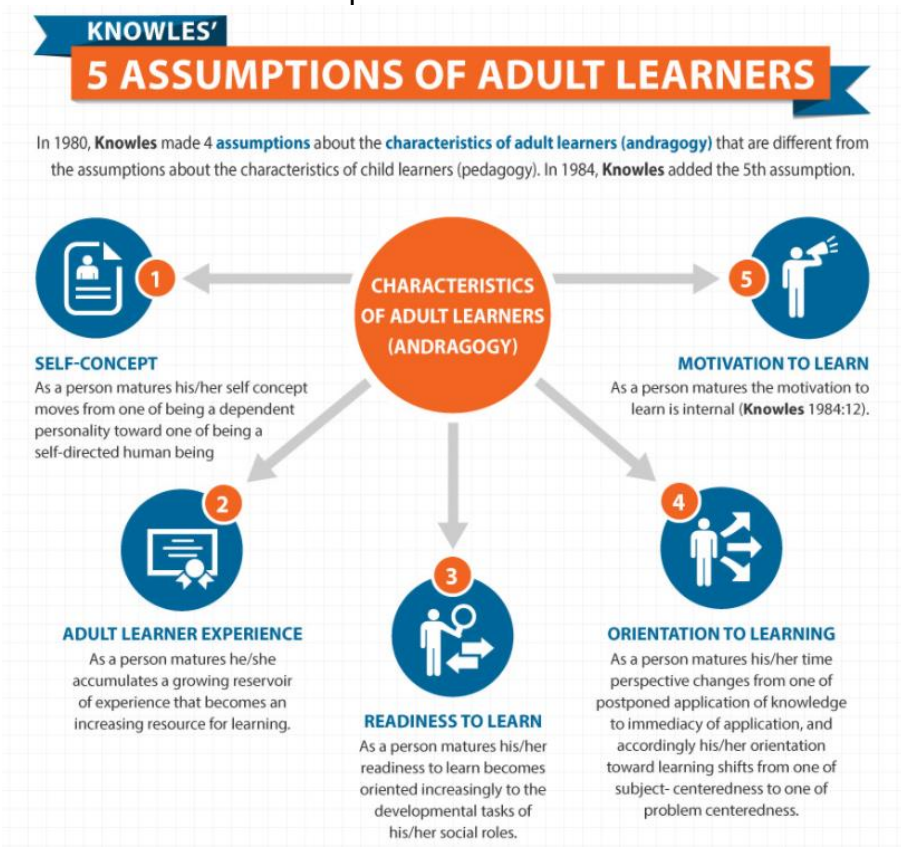
Duration: 50 min.

Introductory input: PPP presentation, group discussion

Five Assumptions on Adult Learners

Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open-minded and receptive to change. All these traits affect their motivation, as well as their ability to learn. So, let's see the adult learners' cognitive and social characteristics, and what instructional designers need to know in order to create the right course content and structure, and adjust their attitude.

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption.



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1. Self-Concept

As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

Adults see themselves as responsible for their own decisions. They like to be self-directed and typically resist situations that subject them to being controlled by others. Unfortunately, they may only have classroom experience as a dependent learner due to the time spent in the public-school system. All they have ever known is the teacher is the authority figure controls everything. However, the effective adult educator should understand that adult learners are responsible for their own learning, and if necessary, should be able to provide help with the transition from dependent learner to self-directed learner.

2. Adult Learner Experience

As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

Adults come to training full of their own experiences. Make an effort to incorporate experiential learning techniques into your training presentations such as group discussions, brainstorming exercises, case studies that inspire critical thinking, and problem-solving situations that provide them the opportunity to incorporate their prior experiences with the new content. According to Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson, authors of The Adult Learner, a Definitive Classic in Adult Education and Human Resource Development, “Experience is the richest resource for adults’ learning; therefore, the core methodology of adult education is the analysis of experience.”

3. Readiness to Learn

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

Adults seek out learning as a way to better perform in real-life situations. This assertion is supported by the competence-based training model. Effective training focuses on the immediate or near-term needs of the target audience. Simply stated, adults come to training because they want to learn how to do their required job task (or do them better)!

4. Orientation to Learning

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result, his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.
Training will be more effective if it uses real life examples or situations that adult learners may encounter in their life or on the job. Courses presented in the context of the real-life situation or what we call contextual learning, will help the learner incorporate new

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knowledge and skills, as well as develop desirable work place, attitudes, values, and behaviors.

5. Motivation to Learn

As a person matures the motivation to learn is internal (Knowles 1984:12).

Although adult learners respond to external motivators such as promotions, performance awards, and pay increases internal incentives such as increased job satisfaction, self-esteem, and improved quality of life are critical in giving adults a reason to learn. Activities (e.g., exercises and performance evaluations) that build learner's self-esteem or sense of accomplishment should be integrated as much as possible into course/lesson content to help motivate the adult learner.

Eight Characteristics of Adult Learning

Based on these 5 Knowles' characteristics the following 8 were expanded and developed:

1. Self-direction

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

2. Practical and results-oriented

Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

3. Less open-minded

And therefore, more resistant to change.
Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why" behind the change, new concepts that can be linked to already established ones and promote the need to explore.

4. Slower learning, yet more integrative knowledge

Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

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5. Use personal experience as a resource

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

6. Motivation

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning, and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

7. Multi-level responsibilities

Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

8. High expectations

Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

Learning Styles

Imagine that you just got a new electronic gadget, an I-Pad, a new cellphone, a GPS, or maybe a new fish finder for your bass boat. You want to use your new gadget, but you've never tried one before. How would you go about learning how to use your new toy? Do you want some quiet time with the manual so you can read through the directions? Or would you rather call your friend who has the same gadget and let your friend explain? Or maybe you're the type of person who would rather start using your gadget right away? You'll figure it out as you go. Which one of this best describes your choice?

These are all examples of different learning preferences or learning styles. Some people are **visual learners**, and reading the instructions works just fine. Others might be **auditory**

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learners, they remember nearly everything they hear, and can then apply that learning in a productive manner. Other learners like to get their hands-on things and try to figure it out; they are known as **kinesthetic learners**.

This concept of learning styles echoes Gardner's theory of multiple intelligences. Howard Gardner, a developmental psychologist, hypothesized that human intelligence is actually a combination of different "modalities" or intelligences. Gardener stressed that no one learner possesses a single intelligence, like the ones we outlined above. Instead, we all possess all of these multiple intelligences to varying degrees, influencing our own individual learning styles. Keep in mind there is **no one best learning style**. As a matter of fact, most of us have what we call a primary learning style, and a secondary learning style.

As adult learners responsible for our own learning, we have probably adapted our preferred learning style to fit the delivery methods for training courses we have attended.

Reflection Activity on the Unit 2: Small Group 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 to learn the most? How about the migrant and refugee population?

Break: 5-10 min

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Unit 3: MOTIVATING ADULT LEARNERS

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

Motivation of Adult Learners – 17 Recommendations

Adults, unlike children, teenagers and students, in most cases, have a lot of things on their minds and the training you are planning to propose is probably the last one of them. In addition, your **adult learners** don't see the rewards of their efforts as soon as they would expect and giving them candy doesn't work as it works with children. Also, academic habits, they once possessed might be long forgotten. Least but not last, a lot of the **learners** are often forced to take some trainings to enhance their skills, keep their job, get a job, or continue further with their career plans. All this makes it difficult to motivate learners and make them active participants.

Here are **17 Tips to Motivate Adult Learners** that you might try:

1. **Create useful and relevant learning experiences based on the age group and interests of your learners**
Emphasize on the practical knowledge. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.

2. **Facilitate exploration**
Even though children are famous for their exploratory nature and curiosity, adult learners, too, sometimes like to take the opportunity to construct knowledge in a way that is meaningful to them. For this reason, you should have all sorts of materials, references, infographics, short videos, lectures, podcasts and free resources available. In such a perfect learning environment, learners are more likely to get inspired or find something that makes them want to learn more.

3. **Build community and integrate social media**

Keep in mind that social media websites are a powerful tool for collaboration, commenting and sharing. You can facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!

4. **A voice behind the video is not enough**

Add a personal touch. Your course needs to have a face. Make yourself available to people, invite subject-matter experts, authors, professors and other specialists in live online discussions and question and answer sessions.

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5. **Challenge through game**

Come up with different problem-solving exercises and case studies. Make your learners look for and find solutions.

6. **Use humor**

Humor would work great even with the most demotivated learners on your course. When your students know you are funny, they will listen to your material carefully, because they wouldn't want to miss on your witty sense of humor. You can never lose with that.

7. **Chunk information**

Chunking is essential, as it helps people remember and assimilate information. Small bits are easier to process.

8. **Add suspense**

Don't give out everything your course is about in the beginning. Yes, you need an overview, but keep some interesting points until the time is right. No one likes to read a book if they know what's about to happen.

9. **Accommodate individual interests and career goals**

Empower learners to work on these goals and individualize the training to suit their needs.

10. **Stimulate your learners**

Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.

11. Let learning occur through mistakes

According to a German proverb "*you will become clever through your mistakes*". Have you heard the famous expression: "*Practice makes perfect*"? Of course, you have! Henry Roediger who started a learning experiment divided his students in two groups. Group A studied natural sciences paper for 4 sessions, while group B studied the same paper for one session and was tested on it three times. According to the experimenter, one week later, students from group B performed **50%** better than Group A, even though they studied the paper less. The results clearly support the argument that "*practice makes perfect*".

12. **Make it visually-compelling**
Did you know that 83% of learning occurs visually?

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13. **Get Emotional**
If you don't sound inspiring, if your materials are not exciting, how will you motivate your learners? Get them emotionally involved too – come up with controversial statements, tap on memories, add real-life stories.

14. **Get examples of their workplace**

Your learners may not always remember to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.

15. Be respectful to them

Let your audience know *why* it's important to take a particular course. Avoid a cynical or condescending tone and honor the learners. You may be the only advocate they have in this big world.

16. Ask for feedback

It is motivating to know that your opinion contributes to the course.

17. Present the benefits of undertaking the course

I don't know why I didn't start with this one. Sometimes outlining the benefits is all it takes.

Reflection activity on the Unit 3: peer discussion

(5-7 min)

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 resto of the group:

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

Break: 5-10 min.

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Unit 4: LEARNING METHODS AND FORMS

Duration: 50 min

Introductory input: PPP presentation, group discussion, peer discussion

Ways of Learning – Learn How to Learn

'I cannot teach anybody anything. I can only make them think' – Socrates.

There are many different ways a person can learn something. Some learning methods work better than others. The bottom line is, you can learn anything you want, which means the possibilities are endless. There is no greater source of human power then the power of learning. The worlds combined knowledge is waiting for you, so don't hesitate, for he who hesitates is lost!

Everything is about Learning. If you want to be intelligent, you have to learn how to be intelligent. If you want to be good at a particular sport, you have to learn how to be good at a particular sport. If you want to be happy, you have to learn what happiness is. And just remembering is not enough. Memories of your knowledge and information needs to have instructions on how to use that knowledge and information effectively and efficiently. Your DNA has information and the instructions. So, you see, the process of learning and applying knowledge is necessary for life. But even though learning is natural, you must take learning seriously and use learning effectively and efficiently, if not, then you will be vulnerable to many dangers, you will struggle, and you will keep making the same mistakes over and over again unknowingly. We hope that information on learning methods and techniques will help you learn and teach successfully.

There are many criteria that influence the teaching and learning methods:

- Teaching goals
- Subject of training
- Length of training
- Learners' pre-existing knowledge and competences
- Ability of the teacher to use the teaching method
- Number of students

The methodology of the training is based on a combination of three important elements:

- Provision of knowledge required (theory)
- Use of training tools, such as discussions, role plays, case studies, videos, games, animations & exercises (practice – hands on experience)
- Feedback/reflection (review- self-evaluation)

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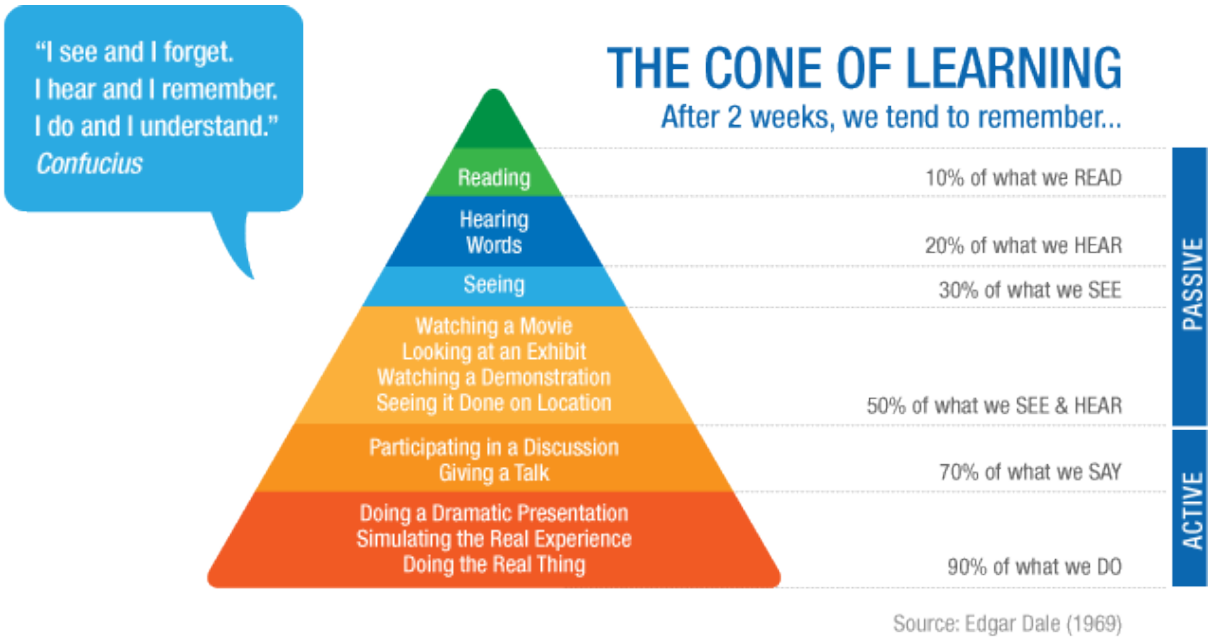
What are the Best Classroom Training Tools and Methods?

People often remember more when they practice or use their learning compared to when they just read or hear information. The amount of information we remember is in direct proportion to the amount of involvement we had in the learning.
The Cone of Learning shows that we tend to remember only about 10 percent of what we read. Our memory increases when we hear and see something together— like watching a movie or going to an exhibit. We remember about 90 percent of what we say and do, like practicing what we learned. This is important for you to recognize as you deliver training to your adult learners. Choosing the appropriate methods for delivery is critical in increasing retention.



https://www.ag.ndsu.edu/evaluation/documents/effective-adult-learning-a-toolkit-for-teaching-adults

Discussions

One of the most challenging teaching methods, leading discussions can also be one of the most rewarding. Using discussions as a primary teaching method allows you to stimulate critical thinking. As you establish a rapport with your students, you can demonstrate that you appreciate their contributions at the same time that you challenge them to think more deeply and to articulate their ideas more clearly. Frequent questions, whether asked by you or by the students, provide a means of measuring learning and exploring in-depth the key concepts of the course.

http://teachingcenter.wustl.edu/resources/teaching-methods/discussions/teaching-with-discussions/

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Role Plays and Real-life Simulations

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the 'opposite' point of view.
Real life simulation is a technique for practice and learning that can be applied to many different disciplines and types of trainees. It is a technique to replace and amplify real experiences with guided ones, often "immersive" in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion. "Immersive" here implies that participants are immersed in a task or setting as if it were the real world.

https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2966567/#CIT3

Case Studies and Success Stories

Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique.
Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

http://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/

Games

Game-based learning is the adaptation of gaming elements and game mechanics to non-game contexts, like the classroom or work environment. Game-based learning creates structure and a reward system, presenting materials in a new and exciting way. This system can make learning or completing tasks more appealing and can increase productivity as well as information recall and retention. By adding game elements there is an increased incentive to learn or perform tasks, which makes them easier to approach, work through, and complete.

https://elearningindustry.com/game-based-learning-and-adult-learning-styles

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Video

- The teaching impact of video can be summarised by three key concepts: Interactivity with content
- Engagement
- Knowledge transfer and memory

These are part of a continuum in which interactivity with content becomes the key principle and a means for cognitive development: the learner interacts with visual content, whether verbally, by note taking or thinking, or by applying concepts. Engagement occurs when the learner connects to the visual content, becoming drawn in by video, whether on-demand or real-time. Interactivity and engagement begin in the affective realm, the feeling side of learning. In order for interactivity to take place, the quality of the video experience should be high. Once engagement occurs, the continuum then flows into knowledge transfer and memory: the learner, according to some studies, may remember better. * The net result in theory is a combination of affective and cognitive development, and retention of content.

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

Story Telling

Stories can be appealing educational tools because they engage students, are believable and entertaining, and enable students to easily recall facts from the story. In its simplest form, storytelling remains a powerful element of communication, with the narrative being equally as compelling as essays and textbooks. They humanize learning. It offers us the opportunity to connect to like-minded characters or see the world literally from within someone else's skin. Stories touch our emotions and make us laugh, cry, fear, and get angry—a sharp contrast to a plain old presentation.

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

Reflection activity on the Unit 4: small group discussion

(5-7 min)

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?

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Unit 5: CONCLUSION

Duration: 20 min.

The trainer summarizes the information provided during the module, i.e. lists the topics that were discussed.

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

1. What was your motivation for participating in this project and training?
2. What do you think you have learned during this Module and how beneficial it could be 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 it could bring for migrants and refugees?

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

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Module 2: Key Elements of Intercultural Communication Competence

Contribution by GSVO95

	Description (the following are samples)
Brief description of content of module for teacher / tutor AND learner - **Goals of the module** - **Objectives of module**	In this module the teacher / tutor will explain: - the mechanisms that act in a social assistance relationship in intercultural situations. - the best attitudes and practices for communication In this module, learners will acquire: - a better understanding of intercultural features - key competences for developing intercultural awareness and appropriate attitudes
Duration of module	4.0 hours (T.B.C)
Suggested training materials	Paperboard - Flip chart Paper – Markers Laptop Computer and Connection VGA/HDMI (cable) Internet connection (WIFI or UMTS) Video Projector
Recommended place of venue (where the module takes place)	T.B.D
Formats in which module is available	paper-based module online version (SVMI website)
Language versions module is available	English, Lithuanian, German, French, Greek, Finnish

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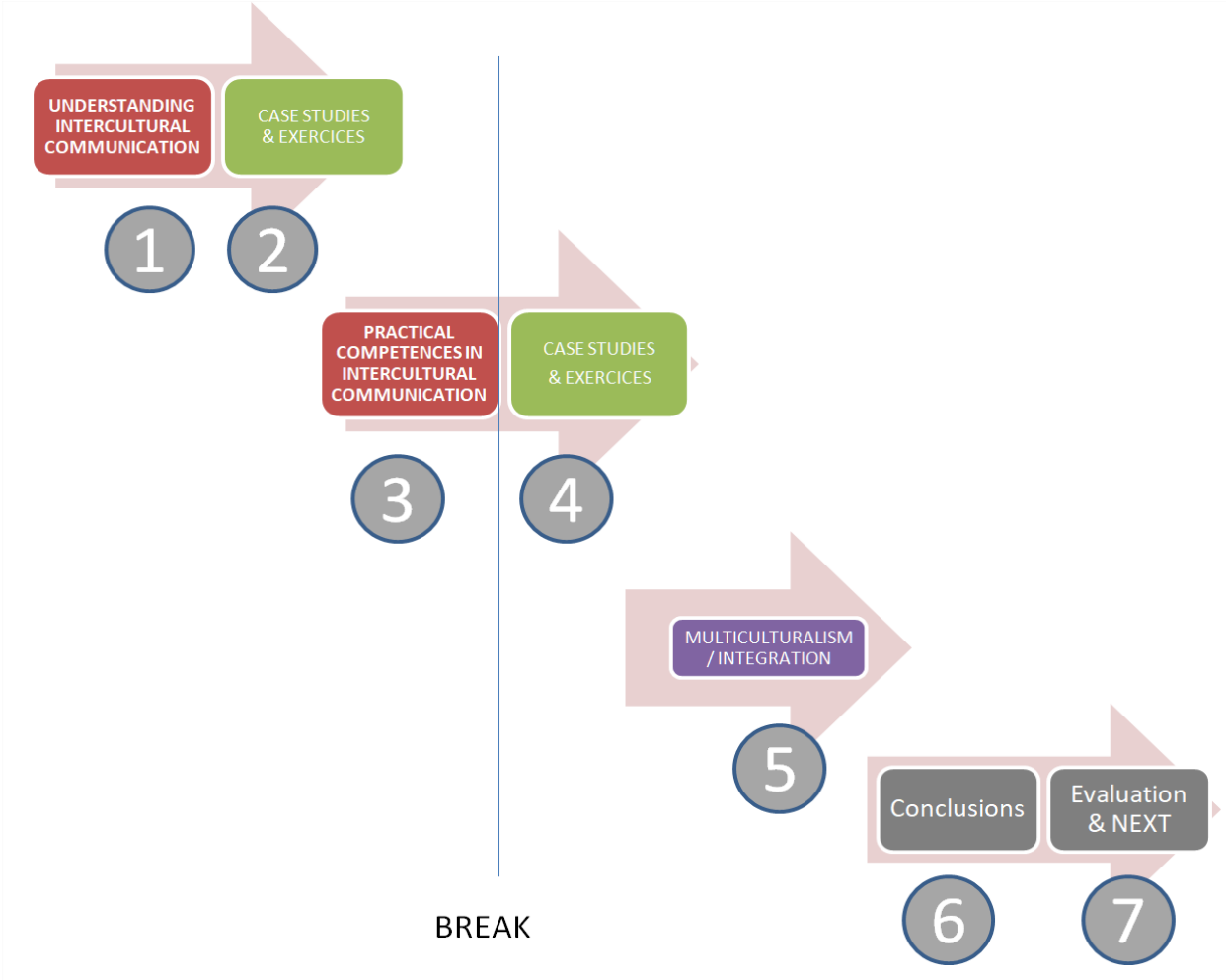
Introduction to Key Elements of Intercultural Communication Competence

Welcoming of participants / learners

- Introduction of learners to module topic
- Introduction of participants (if they do not know each other yet with suggested techniques for ice-breaking etc.)
- Information on structure of the module:

7 units with two mains:
1-2: acquisition of basic understanding
3-4: practical competences



- Expected result / learning output of module
- Questions by learners / participants

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Unit 1: UNDERSTANDING INTERCULTURAL COMMUNICATION

Part 1: Introducing Intercultural Communication

- **As a soft introduction**: a recreational exercise of different perceptions of the same "reality" or situation.

Same picture, two perceptions: young, pretty woman and an old woman
Note that it is difficult to swap from a perception to the other one.
Same way, a sentence can be interpreted with different meanings.

Message: In communication, the essential question is not who is right or wrong but why I see it that way and why you see it otherwise

- **Sharing a definition** of intercultural communication
  - Two people (or two groups).
  - of different cultures (with the definition of «culture» being quite broad) …
  - in interaction…
  - who negotiate common meaning [from Stella Ting-Toomey]

- **Iceberg metaphor and open discussion**

In an iceberg, there is both a visible and an invisible part.
The invisible part is larger and more important for stability and for those who must navigate near it

In terms of culture, the visible parts (the behaviors, institutions, arts, etc.) rest upon a larger invisible part (cultural values, norms, beliefs) which provide the foundation and meaning for what is visible.

Message: Teacher will insist on invisible culture and the strong shaping during first childhood

Shared reading aloud

"If cultural differences are so difficult to erase, it is because what is assimilated while growing up in the native country becomes a second nature.
The culture of our origins is as natural, in appearance, as most instincts that we have at birth. This is the case with customs, for example, or musical tastes, which, although acquired during our development, seem to us as hereditary as our physical traits.

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The modes of nonverbal communication, how to behave in a conversation, the rhythm and loudness of the say, the waiting time respected before interrupting someone,
all this seems normal to us only because data and related interactions are inscribed deep in our brain.

Hence the trauma experienced by those who change abruptly of culture and discover that what was obvious at home is no longer self-evident in the country of asylum"

(Translated from Doidge, 2008, pp. 331-332)

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Part 2: Cultural Values

The Dimensions of Culture

The trainer presents here the cultural dimensions (by referring to Hofstede) and details more particularly two of them (i.e. 1 and 4).

1. **Power Distance Index (high versus low)**

Low Power Distance Cultures	High Power Distance Cultures
Emphasize equal distance	Emphasize power distance
Individual credibility	Seniority, age, rank, title
Symmetrical interaction	Asymmetrical interaction
Emphasize informality	Emphasize formality
Subordinates expect to be consulted	Subordinates expect directions

Age (and seniority) plays a significant role for Power Distance.
In next unit, an exercise will be led on that for a better understanding.

2. **Individualism versus Collectivism**
3. **Masculinity versus Femininity**
4. **Uncertainty Avoidance Index (high versus low)**

Weak Uncertainty Avoidance Cultures	Strong Uncertainty Avoidance Cultures
Uncertainty is valued	Uncertainty is a threat
Career change	Career stability
Encourage risk taking	Expect clear procedures
Conflict can be positive	Conflict is negative
Expect innovations	Preserve status quo

5. **Long-term orientation vs. short-term orientation**
6. **Indulgence Versus Restraint**

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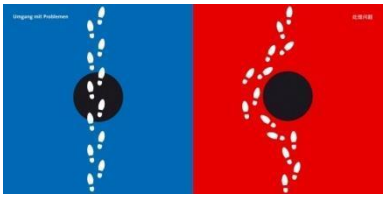
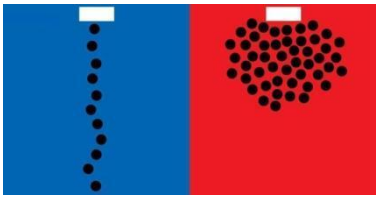
Entertaining interlude: Open discussion on pictures from the artist Yang Liu
Cultural clichés (Occident/Orient) denounced by pictograms



Problem solving



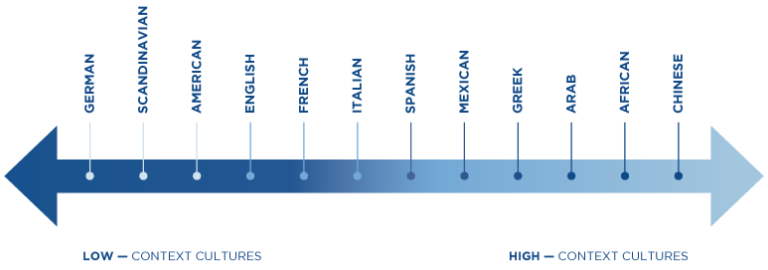
Stand in line

High-context culture versus Low-context culture (or Explicit/Implicit communication)

Here the teacher will give the elements to characterize groups with high-context versus low-context cultures.

A high-context culture relies on implicit communication and nonverbal cues. In high-context communication, a message cannot be understood without a great deal of background information. Asian, African, Arab, central European and Latin American cultures are generally considered to be high-context cultures.

A low-context culture relies on explicit communication. In low-context communication, more of the information in a message is spelled out and defined. Cultures with western European roots, such as the United States and Australia, are generally considered to be low-context cultures. [Edward Hall]



Despite of a risk of oversimplification, the knowledge of these features makes it possible to remain vigilant in the communication and to adapt the speech to an audience of different culture.

A practical exercise is developed in next Unit (situation 3)

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Part 3: Intercultural Awareness

Ref: https://www.skillsyouneed.com/ips/intercultural-awareness.html

Degrees of Intercultural Awareness: A Spectrum

We can define four levels of intercultural awareness, which can broadly be considered as a spectrum.

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 don't think that's 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 recognise 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.

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How to develop intercultural awareness?

Admit that you don't know.
Acknowledging your ignorance is the first step towards learning about other cultures.

Develop an awareness of your own views, assumptions and beliefs, and how they are shaped by your culture.
Ask yourself questions like: what do I see as 'national' characteristics in this country? Which 'national' characteristic do I like and dislike in myself?

Take an interest.
Read about other countries and cultures and start to consider the differences between your own culture and what you have read.

Don't make judgments.
Instead, start by collecting information. Ask neutral questions and clarify meaning before assuming that you know what's going on.

Once you have collected information, start to check your assumptions.
Ask colleagues or friends who know more about the culture than you, and systematically review your assumptions to make sure that they are correct.

Develop empathy.
Think about how it feels to be in the other person's position.

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Unit 2: CASE STUDIES & EXERCISES ON INTERCULTURAL FEATURES

These exercises will be performed individually or in small groups (3-5 persons).
After each exercise an exchange and a general discussion will take place

Situation 1: Implicit Association Test (IAT)

The purpose of the exercise is to understand the stereotype and prejudices notions.
Here Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.
Discussion: How can we fight the prejudices against some groups (migrants …)?

Situation 2

Based on an example reflecting the cultural dimension “Power Distance Index”
Discussion

Situation 3: Compare your High and Low Context Culture scores.

Conduct self-evaluation on own communication mode (explicit / implicit) and share the arrangements to be made.

CULTURAL-CONTEXT INVENTORY

Claire B. Halverson

Instructions: For each of the following twenty items, check 1, 2, 3, 4, or 5 to indicate your tendencies and preferences in a work situation.

		Hardly Ever	Sometimes			Almost Always
		1	2	3	4	5
1.	When communicating, I tend to use a lot of facial expressions, hand gestures, and body movements rather than relying 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 talking around and adding 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 accomplishment 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.	○	○	○	○	○
	I would rather work for someone who maintains authority and					

In line test here: http://www2.pacific.edu/sis/culture/pub/context_cultures_high_and_lo.htm

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Here, the 20 questions evaluation can provide a pretty clear indication of how you prefer to interact in work and other social settings. All this means is that you are likely to feel more comfortable using one or the other contexts.
Discussion
Neither one is better or worse than the other.

Preferring one style does not mean that you can't interact effectively in many contexts, **but just that you might have to make some adjustments if, for example, your style is predominantly high context and you find yourself functioning in a largely low context culture, or vice-versa**. It also indicates that overseas adaptation might be easier if you were intending to live in a culture that generally reflected those cultural values.
As useful as it is to know what your "natural" style is, it is even more important to understand how your preferred style might differ from others, and what that means when interacting with those who do not share that preference.

Situation 4: Cultural shock exercise

The "cultural shock method" or "Critical Incident Method" allows to become aware of one's own identity social, the knowledge of the other through self-awareness. The work is based on the learners 'experience.
Each one writes a situation in which he experienced a culture shock (abroad as part of a trip or personal experience).
We choose one or two shocks which will be presented and analyzed according to a preset grid.

The goal is that the narrator and the group attempt to identify the elements presented in the grid.

This exercise helps to discover and to understand cultural differences while recognizing one's own values norms, prejudices ... which are all obstacles to understanding and communicating with people from different cultures.

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Unit 3: PRACTICAL COMPETENCES IN INTERCULTURAL COMMUNICATION

A - How to manage the intercultural communication

Understanding each other: making the group able to communicate

Communication is efficient when interlocutors reach mutual understanding.
We have the tendencies to interpret the messages that we receive in the light of our own beliefs and principles. When we communicate with persons with a different cultural background, we can misunderstand the content of their message and conversely. It is not easy to be always conscious because the gap between what we understand of the message and the interpretation we do is not always obvious.
Thus, the **capacity to detect and rectify the misinterpretations** is a core competence.
In order to ease the communication: the message has to be the clearest as possible. We can give explanations (even if they appear as evidence) and illustrations to our purpose, reformulate with different terms our discourse, and make sure that the interlocutor has understood. It could be very useful to resort to body language. This approach improves the quality just like the efficiency of the communication and fosters a relation which is of significance and support. It also enables each to learn more on oneself and people with a different background.

Creating an intercultural environment

In order to decrease misunderstandings, it is advisable to foster the participants **to create their own culture of group by adopting commons rules and definitions**. The idea is that the group should become a save space where members have the right to express their needs and opinions as well as being open-minded. The cultural diversity should be considered as an asset.

Being careful: culture plays an important role in our behaviour, but it can't explain everything. At any case, we have to be careful to avoid to categorized people and to be prejudiced.

B - Awareness of how the differences in a group can affect the preparation and the progress of the volunteer support

A group is by nature heterogeneous. It gathers people with the same interest but with different personality. In the case of a refugee's group, people can be very diverse with differences concerning the social, educational and cultural background. They also have various expectations towards the volunteer support. It is necessary to let them define what they are looking for and how they want to learn, to respect the rhythm of each and diversify the activities and the educational approaches.

- **Try to get a global vision**: by asking what they wish to learn and how and making a tacit pact with the learners. Most of refugees are adults with competences and preliminary capacities. Avoid underestimating the refugee-learners simply because they have previous experiences.

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- Choose educational activities with different levels of difficulties to **adapt your lesson to the diversity of competencies and self-confidence**. Use a large variety of activities. Ensure that everyone gains new knowledges and re explain misunderstood points.

- **Differences can really be a resource, an asset**: use the learners' competencies to help others. Ask the learners with the most competencies to help others with less competencies for instance. Create binoma with different level and ask the learners to do some mutual feedbacks.

This approach will optimize the efficiency of your work and will foster the learner's participation and overcome difficulties.

C - Beyond interculturality: being careful to the delicate situations and the past of the refugees

Some topics openly and collectively approached in Europe can be taboos in other region of the world and better being avoid such as family situation, gender orientation, diseases, and handicap. There are also questions that can destabilize and embarrass. It risks creating conflicts in the group or to urge people to withdraw.

Some topics openly and collectively approached are:

- Avoid asking personal questions neither about the travel of the refugees

- Prefer not to evoke traumatizing experiences. Indeed, the evocation of such subjects can ache for those who lost them family or who had a good financial situation in their country of origin. Try rather to create one atmosphere in which the refugees feel free to express himself and to share any information personal which seems to them relevant. Expect, however, to observe differences of behavior within your group.

- Create a dynamic of group where everyone can feel in confidence: Give information about yourself, develop real communication and exchange, and invite people to speak...

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Unit 4: CASE STUDIES & RECOMMENDATIONS FOR VOLUNTEERS

Exercise 1

This is a role play between the learners.
In small groups of 4-5, they interpret 2 situations (the same for each group) imaginated and written in advance by the teacher. In each group, there are a teacher and learners. The participants should face the reality of a multicultural group and find a way to create an active and balance group where the atmosphere is based on equality and tolerance.

2x10mn each group is doing the 2 role plays.
10mn sharing all together how each group has managed both situations. The results will (surely) emphasize the concept of “interculturalism” and “personality” taking into consideration that even with the same references, the same situations, each group find its own way to be functional.
Key words: group mechanism; create common references; communication; interculturality; adaptability; open-minded...

Group Characteristics	How to deal with ?	Comments
1. Members of all ages		
2. Diversity of nationalities		
3. Men/Women (accompanied with children for some)		
4. Optimistics/Pessimistics towards the future		
5. Feeling able or not to learn a new language		
6. Types of knowledges concerning the host country		
7. Various expectations towards the volunteer		
8. Active/Passive persons		
9. Something to add		
10. Something to add		

Exercise 2

Each learner will get 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.

Half time for senior learners to think about and complete the chart
Half time senior learners share together their ideas.

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Interculturality in practice: Workshops for the exchange of skills

A video or slideshow illustrating workshops for the exchange of skills: repair action, bike, cooking.

The objective is to encourage participants to discover similar activities in local associations and to drag with them other people.

Discussion: Everyone has a skill or an interest he can share with others in intercultural activities frame. What about you? How can you do this?

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Unit 5: DISCUSSION ON MULTICULTURALISM / ASSIMILATION

This unit is neither a lecture nor a case study exercise.
Rather, it is a **guided discussion** to increase awareness among senior learners about their **underlying motivations** and the **significance of intercultural communication.**

Intercultural communication is a very difficult practice and if the volunteers are poorly prepared (not a matter of pure competences), they will discourage or fail, despite their good and generous intentions.

The discussion will be framed on intercultural communication in the social field (that's to say we exclude here intercultural communication for marketing & business)
Here, the point in intercultural communication is not just about helping the other, it's about seeing the Other as a Subject and my equal.
(*The teacher could draw on "critical pedagogy" elements: helping senior volunteers achieve "critical consciousness."*)

The teacher will bring the learners to ask themselves the essential questions:

- Why do I do this as a senior volunteer and what is the social project I believe in?
(as background will be the question of migrants' integration: halfway between assimilation and multiculturalism)
https://euroalter.com/2013/multiculturalism-vs-assimilation

- Am I ready to question my own vision? (references to "decentration" methods)

From a few facts and observations, the teacher will let everyone express himself and will not impose his own view.

Teacher's resources for this unit:
http://www.cohen-emerique.fr/medias/files/alterstice-revue.internationale.de.la.recherche.interculturelle-vol1..n-1.pdf

Unit 6: CONCLUSION

Conclusion, lessons learnt, feedback from learners

- How to apply "lessons learnt" as a volunteer (recommendations, tips)

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Module 3: Migrants Integration: Overview of theoretical models

Contribution by ifa Akademie

	Description
Brief description of content of module for teacher / tutor AND learner - **Goals of the module** - **Objectives of module**	This module presents an overview of theoretical models of integration of migrants into host societies. The goal of the module is to provide learners with a basic understanding of: - ideas about integration - current issues of global migration - current forms of migration and legal background - specific migrant groups and integration - theory of integration vs. assimilation - theoretical models of integration - applied integration in EU societies
Duration of module	4.0 hours (flexible)
Suggested training materials	Working materials: Paper, pens, flipchart or pinboard, pins and small cards; globe or map of the world Technical materials: laptop and beamer for presentations; tables flexible enough to form small working groups (for group work of 4 to 6 learners)
Recommended place of venue (where the module takes place)	No specific needs. Seminar room or room at a community center.
Time for preparation for tutor	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
Formats in which module is available	- paper-based module (PDF) - online version (SVMI website) - other
Language versions module is available	English, Lithuanian, German, French, Greek, Finnish
Other relevant information	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.

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Theoretical Models of Integration

Welcoming of participants / learners
Duration: 10-15 minutes

- Introduction of learners to module topic
- Maybe introduction of participants (if they do not know each other yet with suggested techniques for ice-breaking etc.)
- Maybe ask for special needs, requirements of learners (if applicable)
- Information on structure of the module (input, exercises planned, breaks etc.)
- Expected result / learning output of module
- Questions by learners / participants

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Unit 1: DEFINITION OF INTEGRATION AND FORMS OF INTEGRATION

(social, cultural, economic, political) – Introduction to the term "integration"

Duration 45 minutes

Trainer and PPP presentation:
"Integration" is a term used in many sciences. Thus, "integration" can be associated with various meaning, for instance

- in Biology integration is used i.e. for the process of changes of biological diversity of fauna and flora, of evolution and development and of new species in an existing environment;
- in Mechanics integration is used i.e. for processes of production flows in machinery, the integration of materials in existing forms;
- in Chemistry integration i.e. relates to the integration of chemical elements into substances;
- in IT integration stand i.e. for the integration of new scripts into a software, of new functions into a tool or of hardware into networks

In this meeting, we will talk about "social integration". Social integration can also be linked to political integration, economic integration, cultural integration.

In a very easy definition, "social integration" refers to the integration of human individuals into existing social groups (of human individual). The term social integration was first introduced by French sociologist Émile Durkheim.

In a more complex definition, "social integration" can be described as a multi-step and complex process of human individuals acquainting themselves with one or more new groups of human individuals they need to be with.

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 of pinned on a pin-board.

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Trainer and PPP presentation (continued):

Many people refer “social integration” to migration, immigration and the integration of migrants, refugees, labor migrants into their host society.

This process of social integration of migrants can be described as a multi-step development:

1. Linguistic integration (learning the language of the host society)
2. Social integration (making friends, meeting new neighbors, meeting new people as school, in language classes, inter-marriage with host society members etc.)
3. Economic integration (finding a job, getting access into the labor market or into education and training)
4. Cultural integration (becoming a member of a local club, be active as citizen, serve as volunteer, use media from host country for information etc.)
5. Political integration (having a passive and active right to vote, maybe getting the citizenship of the host country, participate in local, regional and national political activities, join a political party, etc.)

“Social integration” is an “umbrella term” which comprises linguistic, social, economic, cultural and political integration of migrants into a host society.

For many sociologists this definition and description of social integration of migrants and refugees into host societies is too technical. If you took the five steps described above, you will be integrated. We all know that integration is much more complex.

Integration always has two side:

- Those you wish / need to integrate (the “newcomers”)
- Those migrants integrate into (the people already living in the host society)

Social integration will always have an impact on both groups. Societies are not static. Integration means change in both groups.

To better understand concepts of integration, let’s go back in history. Let’s take a look at one of the most well-known immigration countries: The United States of America. As early as of the 17th century, people from all European countries emigrated to “America”. Some for economic reasons, others for religious and political reasons, others because they were persecuted and some for social reasons. Later immigrants came from African countries and South America, many of them as victims of forced migration as labor slaves. In the 19th and 20th century, immigration from Asian countries into the US started.

This very brief description of immigration history to the US is only meant to give us a very small idea of the diversity and variety of immigration to the US.

Scientists, for instance at the Chicago School for Social Research, started to develop, discuss and describe theories of the United States society. How does this immigration society work and function? How and why do people integrate? What is the idea, the concept of being “American”?

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Here are some concepts or ideas about society and integration:

Society as a "Salad bowl"

A society consists of many different parts, like a good and health salad. The different parts (such as lettuce, tomatoes, onions, peppers, radishes, cucumbers) all mix, but they keep they individual color, taste and character. Mixed or tossed together with added salad-dressing as a linking taste, the salad develops a holistic taste – something new as compared to the single parts. The salad-dressing can be compared to laws, rules, conventions of a society, the different parts of the salad to the different parts of society, such as different colors of skin, ethnic background, age, gender etc.

The basic assumption of this theory was that the mix of different ingredients helps to develop a new and delicious taste, a taste which is better than the single taste of one ingredient only.

Critics noted, that one bad-tasting ingredient can ruin the entire salad, or a bad tasting dressing can destroy the delicious taste of the mix. This integration concept can also be called a "concept of heterogeneity".

Society as a "melting pot"

A society is like a heated pot of soup or sauce. If a new part is added to the soup, it will slowly melt into the soup or sauce. A new part will slowly dissolve, share its particles, elements, characteristics with the rest. After a while, it will no longer be visible as an individual part, it will be part of the soup. Each new part will influence and change the taste and consistency of the pot – either to the better or to the worse.

This theory very soon asked for a cook – or in sociological terms a politician, a president or a person who decided what may be added to the soup and what not. A good politician is like a good cook, a bad cook however can spoil the soup, as a bad politician can spoil a society.

This integration concept can also be called a concept of "homogeneity".

Exercise 2:

Please discuss in the plenary which concept you find more valid, more appealing from your point of view. Why? Did you ever feel to live (or have 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.

Break (If applicable)

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Unit 2: INTEGRATION – ASSIMILATION – CULTURALIZATION

Hybrid societies – Diversity as a resource - New idea of integration and equality in societ

Duration: 60 to 90 minutes (Depending on exercise in this unit)

Trainer and PPP presentation:
We have seen that **integration is a complex process**. In the 1970ies, researchers in the US and in Europe began to discuss integration as a process of assimilation. The German scholar Harmut Esser was one of the leading scientists **on theories of assimilation**. First theories of assimilation where developed as early as 1921 by Park and Burgess. They defined assimilation as a process of inter-penetration and fusion in which a person acquires the sentiments, memories and attitude of another person or another group/society. This happens by sharing daily life, experience and history in a common cultural life.

Esser assumes that integration of migrants into a host society can only be successful if migrants undergo an individual learning process. During this process they will gradually adapt more and more to patterns of the host society.

- acquires skills of the host countries language
- acquires competences on norms and values of the host society
- learns how to interact with members of the host society
- learns and understands institutional structures of the host society and acquires the skills to communicate with these institutions
- learns about social rules, habits and traditions
- learns about cultural values and traditions
- accepts rules, norms and values of the hosting society

The theory of assimilation describes integration as a process of de-socialization. This means that a migrant needs to de-socialize from his country of origin and re-socialize into his host country. During this process, a migrant will continuously loose links and traditions from the country of origin and will adapt more and more to the traditions and habits of the host country.

Critics of the assimilation theory point out that this approach is based on the assumption of deficits. A migrant arriving in a host society is defined by deficits, such as the deficit of not be able to speak the local language, the deficit of not knowing cultural habits etc. Critics say that such deficit-based theories will lead to a negative perception of immigration and integration processes. Assimilation could be seen as a constant process in which a migrant has to combat and prevent deficits, problems and conflicts.

In the early 1990ies, integration was less defined as a process of assimilation, but was described as a process of “**culturalization**”. The basic idea of “culturalization” is that most elements described in former theories of integration (such as the “salad bowl”, “melting pot” or “assimilation) are linked to cultural aspects: Language, norms and traditions, interactive communication skills, rules, norms and values are linked to cultural characteristics of a society.

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In the European scientific debate of “culturalization” this led to a discussion of regional, national and European cultural values. The more of these values are shared within the European Union, the easier integration process of European citizens will be. In the US, the scientific debate focused more on specific groups: the issue of race, color of skin, gender and female rights were linked with socio-economic and socio-cultural issues of a society.

Integration seen as a process of “culturalization” means that migrants adapt to selected cultural aspects of their new environment. One migrant may learn the language of the host country, another migrant may first try to get a job, another may try to be socially active. Integration is not complex and difficult because too many things happen simultaneously. Integration is complex and difficult because it describes an individual development process which differs from person to person. Integration processes are not parallel developments but multi-step processes with an open end.

Researchers and migration experts described migration as a multi-process experience of getting acquainted with a new environment. Such a process of getting acquainted – and this is new – is not limited to migrants only. Even native citizens, members of the host society, need to acquaint themselves to new situations in life. Since these processes are individual processes of single persons, single human being and not group-processes, the outcomes of such a process, development and experience differ.

Today’s integration research considers biographical background of a person, individual skills and competences, economic background, family support, individual norms and values, age and education. These considerations explain why integration was not an experience of equal chances. One person may find it easier to integrate into a new group, society and its structure and another person – due to individual considerations, biographical background, maybe personal disadvantages – may find it more difficult to integrate.

In another well-known immigration country, in Canada, the Laidlaw Foundation in 2002 studied integration in the focus of “social inclusion”. Social inclusion in those days was defined as a social integration process for families and their children facing poverty or related disadvantages. This definition was extended to the inclusion of migrants and new arriving members of the society. The idea was to foster societies which are stable, safe, just, tolerant, respect diversity, equality of opportunity and participation of all people. The ideal vision of a western society based on social inclusion and social cohesion.

In the years between 2000 and 2010, European and American scientists added a new dimension to the debate: **Hybrid societies**. Hybrid means diverse, consisting of many different parts, less homogenous but more heterogenous, rich in variety and identities. Important: in this theory all these hybrid elements are based on equal rights and are of equal value.

The idea of “hybrid societies” brought a change into the debate and theories of integration: For a long time, the idea of integration was an idea to move or migrate from one society into another one. This process of migration and integration into a new environment will force a migrant to develop a new identity, the identity fitting to the new society, the host country society.

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The concept of “hybrid societies” allowed persons to have various identities, also defined as “hybrid identities” of pluralism of identities. A migrant can keep part of his/her old identity and can successfully develop a second identity. These identities will not be in conflict with each other since a migrant needs to solve such conflicts during the process of integration. Hybrid identities in this theory are seen as a resource and will finally develop (often over several generations) into a post-integrative identity.

The **theory of hybrid identities** also describes problems of integration: the more identities are apart, the more difficult an integration process will be. Disadvantaged groups, items such as religion, rural-traditional cultures compared to post-modern urban cultures, socio-structural understanding, education and health are all elements of hybrid societies and will thus result in different speeds and rates of integration of migrants into a host society.

Exercise 3:

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

Discuss in small groups with which elements and theories you agree and where you disagree. 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. Which theory makes most sense to you? Which theory do you find too far away 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.

After this exercise we take the last step of this unit on theories of integration. The idea of hybrid societies is also based on the notion of multi-culturalism. Multi-cultural hybrid societies will always be in a process of interaction between the many groups within such a society, between majorities and minorities. Depending on the topic which needs to be discussed or agreed upon within a society, these majorities and minorities may change.

The idea of **hybrid multicultural societies in Europe** leads to a new discussion in Europe. Around 2011/2012 politicians, social scientists and media started to discuss the idea of the “nation state”. Europe has a long tradition of nation states defined by borders and “national identities” often linked to “national languages”. The process of European integration, technical progress and communication and – most important migration and mobility – challenged the understanding of the role of “nation states”. This also caused a new debate on integration. Does integration mean that a person needs to integrate, assimilate, adapt, melt-in or get acquainted with rules, traditions, norms of a nation state? To what extend do immigration and

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integration have an impact on the idea of a nation state? If integration was seen as an interactive process between “new citizens” and “host citizens”, this process will result in changes on both sides. Some people are afraid of these changes. Others are very open.

In political theory, some scientists discuss the “end of the nation state” as cultural or political unit and promote the idea of a larger-scale European identity, European cultural identity and see migration and integration as one of today’s main driving forces and challenge of the future of the European Union with a diverse multi-cultural heritage.

Exercise 4:

Debating exercise: 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.

Break (if applicable)

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Unit 3: BASIC TRENDS OF GLOBAL MIGRATION

Duration: 45 minutes

Trainer and PPP presentation:
Before people can be integrated into a host society, they need to migrate first. Migration can happen for many reasons and is a global phenomenon.

Migration can be based on a free decision taken by an individual who wishes to migrate to another country for a better life.

Migration can be forced due to economic situation, poverty, hunger, discrimination, persecution, war, natural disasters, human trafficking and many more.

Definition of a migrant (source UNESCO):

“The term **migrant** can be understood as *"any person who lives temporarily or permanently in a country where he or she was not born and has acquired some significant social ties to this country."* However, this may be a too narrow definition when considering that, according to some states' policies, a person can be considered as a migrant even when s/he is born in the country.

The UN Convention on the Rights of Migrants defines a **migrant worker** as a *"person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national."* From this a broader definition of migrants follows:

"The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor."

This definition indicates that **migrant** does not refer to refugees, displaced or others forced or compelled to leave their homes. Migrants are people who make choices about when to leave and where to go, even though these choices are sometimes extremely constrained. Indeed, some scholars make a distinction between voluntary and involuntary migration. While certain refugee movements face neither external obstacles to free movement nor is impelled by urgent needs and a lack of alternative means of satisfying them in the country of present residence, others may blend into the extreme of relocation entirely uncontrolled by the people on the move.

The Special Rapporteur of the Commission on Human Rights has proposed that the following persons should be considered as **migrants**:

(a) Persons who are outside the territory of the State of which they are nationals or citizens, are not subject to its legal protection and are in the territory of another State;

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(b) Persons who do not enjoy the general legal recognition of rights which is inherent in the granting by the host State of the status of refugee, naturalized person or of similar status;

(c) Persons who do not enjoy either general legal protection of their fundamental rights by virtue of diplomatic agreements, visas or other agreements."

Definition of a refugee (source UNHCR):

"Refugees are persons fleeing armed conflict or persecution. There were 67.5 million of them worldwide at the end of 2017. Their situation is often so perilous and intolerable that they cross national borders to seek safety in nearby countries, and thus become internationally recognized as "refugees" with access to assistance from States, UNHCR, and other organizations. They are so recognized precisely because it is too dangerous for them to return home, and they need sanctuary elsewhere. These are people for whom denial of asylum has potentially deadly consequences.

Refugees are defined and protected in international law. The 1951 Refugee Convention and its 1967 Protocol as well as other legal texts, such as the 1969 OAU Refugee Convention, remain the cornerstone of modern refugee protection. The legal principles they enshrine have permeated into countless other international, regional, and national laws and practices. The 1951 Convention defines who is a refugee and outlines the basic rights which States should afford to refugees. One of the most fundamental principles laid down in international law is that refugees should not be expelled or returned to situations where their life and freedom would be under threat.

The protection of refugees has many aspects. These include safety from being returned to the dangers they have fled; access to asylum procedures that are fair and efficient; and measures to ensure that their basic human rights are respected to allow them to live in dignity and safety while helping them to find a longer-term solution. States bear the primary responsibility for this protection. UNHCR therefore works closely with governments, advising and supporting them as needed to implement their responsibilities."

Migrants choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons. Unlike refugees who cannot safely return home, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government.

For individual governments, this distinction is important. Countries deal with migrants under their own immigration laws and processes. Countries deal with refugees through norms of refugee protection and asylum that are defined in both national legislation and international law. Countries have specific responsibilities towards anyone seeking asylum on their territories or at their borders. UNHCR helps countries deal with their asylum and refugee protection responsibilities.

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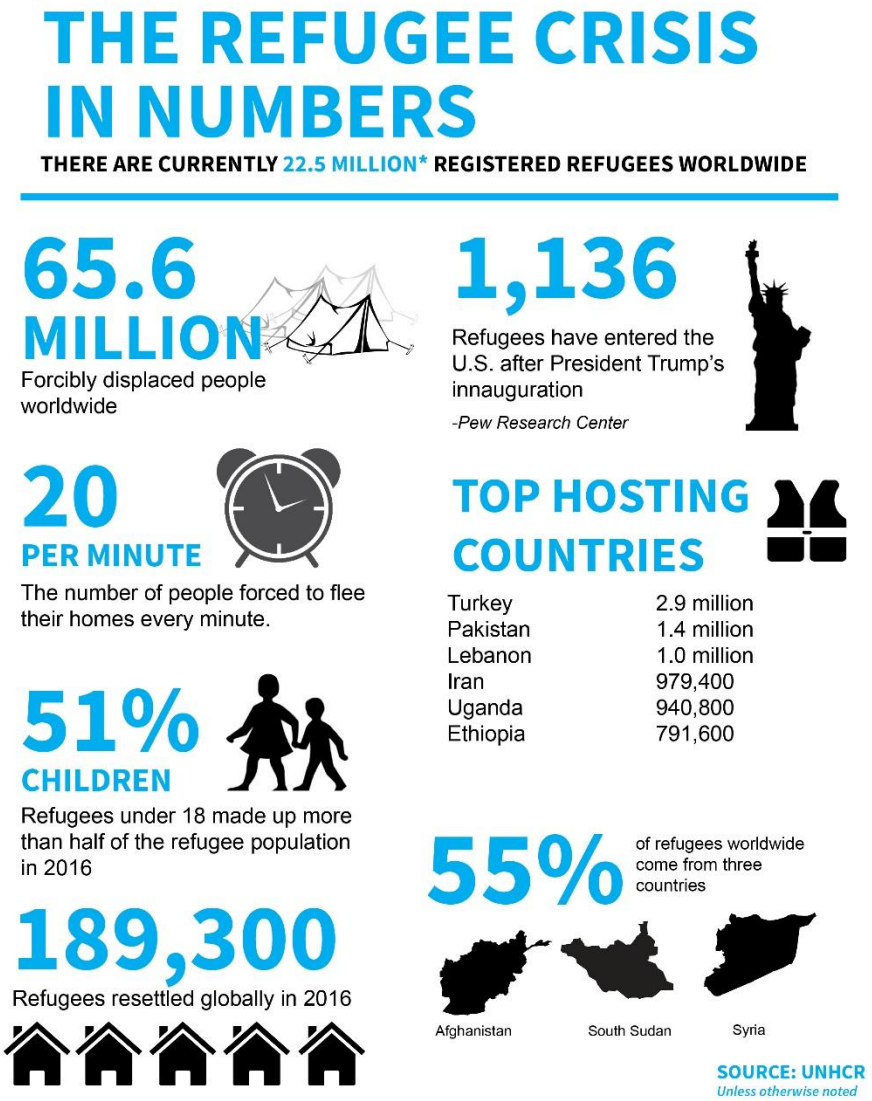
Politics has a way of intervening in such debates. Conflating refugees and migrants can have serious consequences for the lives and safety of refugees. Blurring the two terms takes attention away from the specific legal protections refugees require. It can undermine public support for refugees and the institution of asylum at a time when more refugees need such protection than ever before. We need to treat all human beings with respect and dignity. We need to ensure that the human rights of migrants are respected. At the same time, we also need to provide an appropriate legal response for refugees, because of their particular predicament.



- In 2017 approximately 66 to 67 million people worldwide were refugees. They had to leave they home due to war, conflicts, persecution. The number has never been so high. In 2016, IOM (International Organisation for Migration of the UN) counted 65 million refugees, in 2015 the number as 55 million. UNHCR never counted an increase as high as between 2015 and 2016.
- 15 large scale conflicts forced people to flee!

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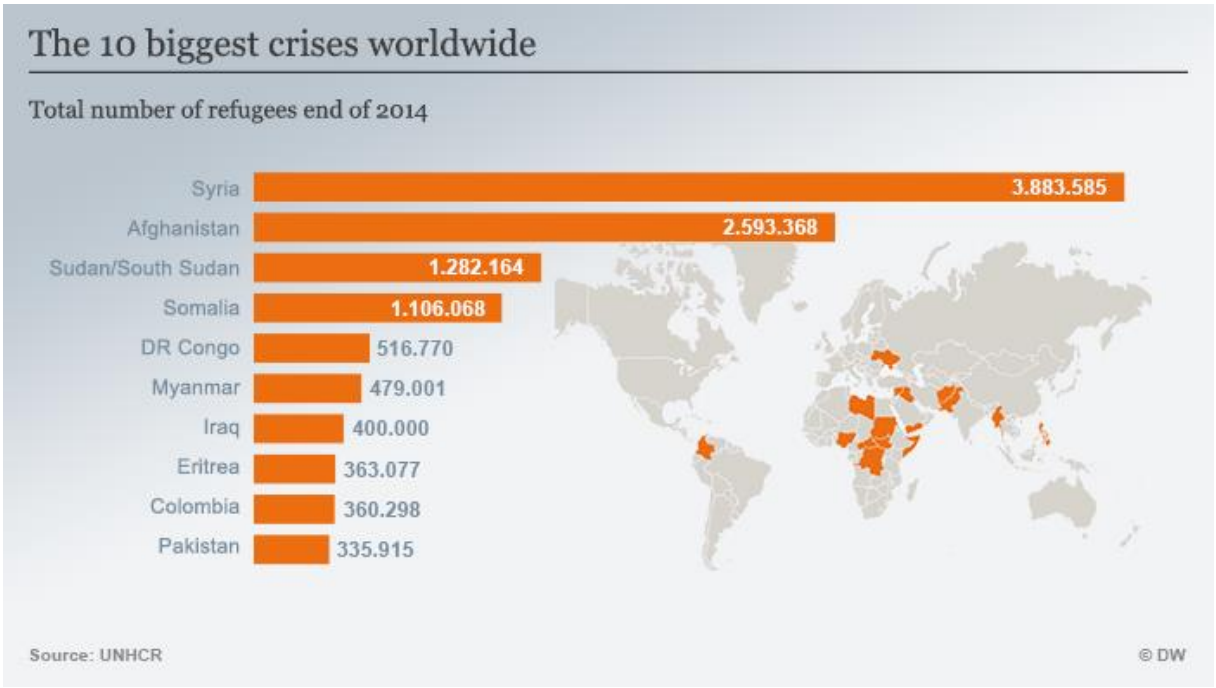
- The most massive increase of refugees has been noted in Syria. 7,6 million Syrians had to leave their homes. Many of them stayed within Syria, 3,9 million went to neighboring countries.
- War and conflicts are present in other countries as well: **Iraq, South Sudan, Central African Republic, Yemen, Burundi, Ukraine, Myanmar, Ruanda, Nigeria** – to name just a few.
- Countries such as **Afghanistan and Somalia** have been suffering from war and instability of more than ten years. They have the highest numbers of internal refugees. Many of them tend to migrate now to neighboring countries or intend to continue towards Europe, the Americas or Asia.

All this causes forced migration with increasing numbers of refugees:



- If we created a new state for refugees only, this new country would be the 24th largest natior state of our world.
- In 2014, 42.500 people a day (!) decided to leave their countries.
- Two of 100 people today are either refugees or internal displaced persons.
- 51% of all refugees are children.
- 9 out of 10 refugees live in developing countries.

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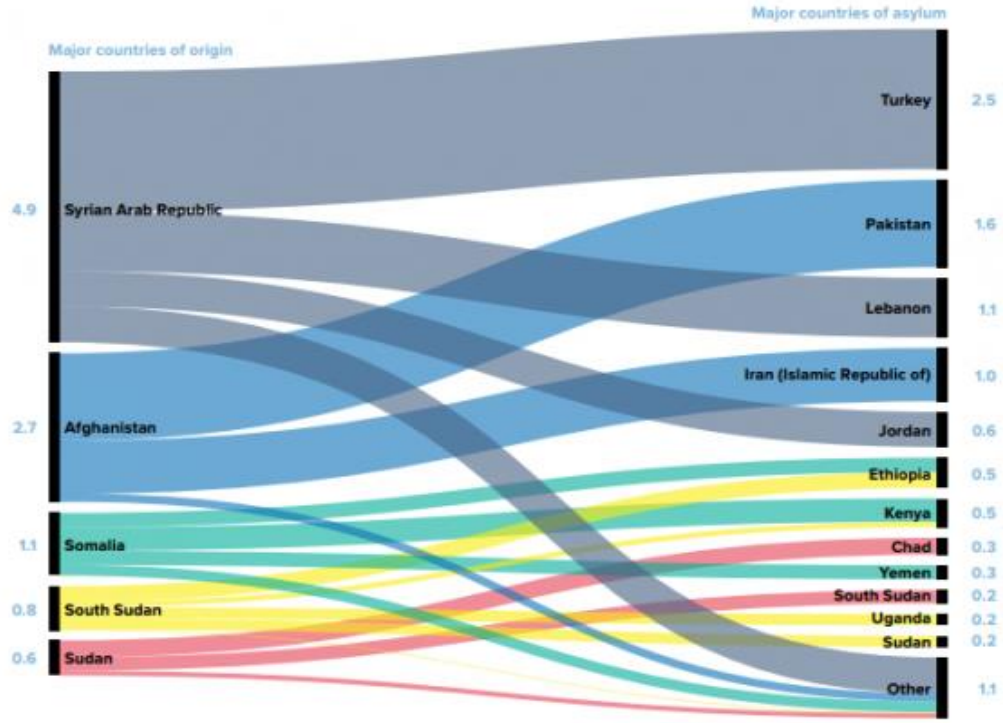
Most refugees stay in their regions or geographic areas. Only low numbers succeed on their way to European countries:



Flows of global migration as “migration network” by an artist:

You may notice that Europe as continent is in the center of migration processes. This also includes our own mobility based on freedom-rights granted by the European Union to all EU citizens. Africa, however, is the continent with the highest number of migration hotspots.

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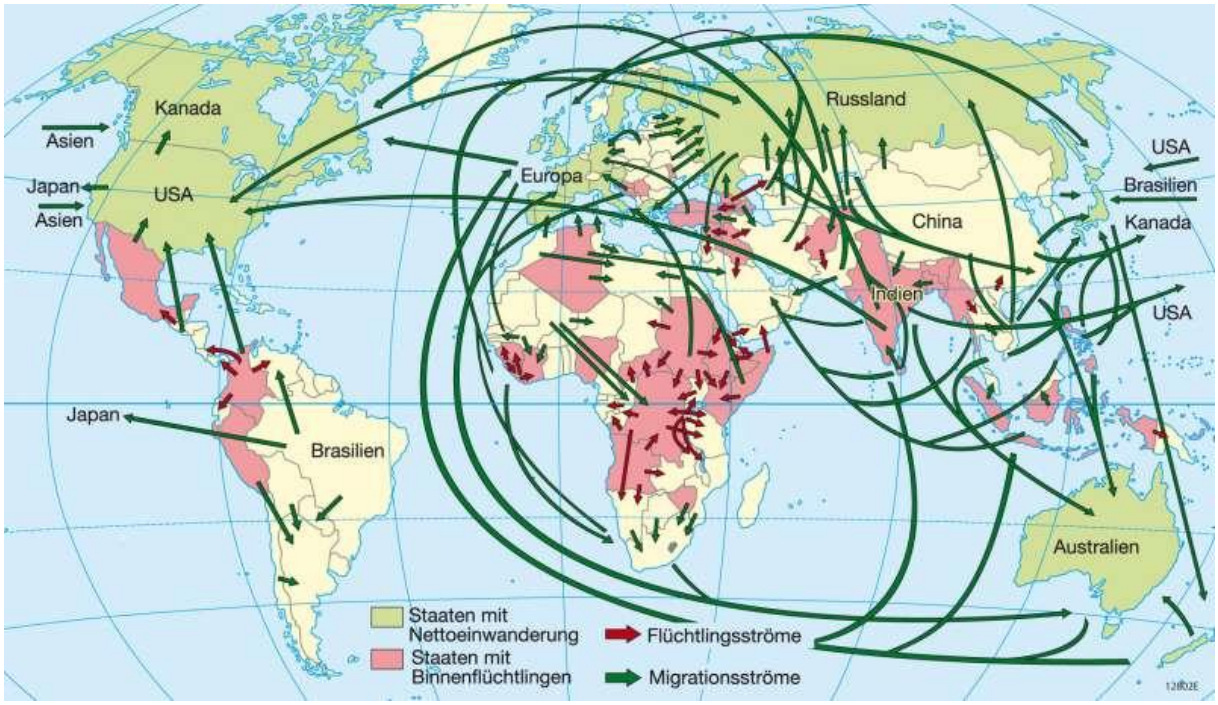
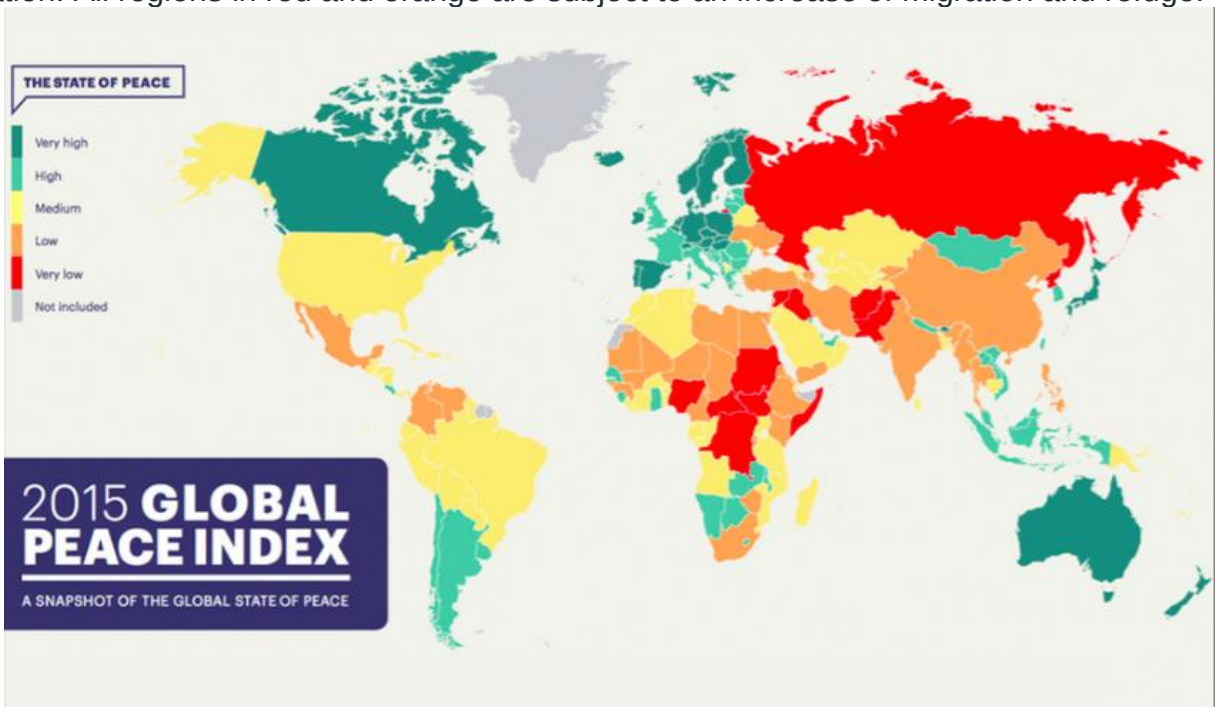
A graphic map of flows of migration from a global point of view. All countries and continents today are influenced by the phenomenon of migration. Migration today is “easier” since global travel is more affordable, mobility has increased, and global communication makes migration feasible.



The 2015 map of the Global Peace Index shows futures regions which may cause new flows of migration. All regions in red and orange are subject to an increase of migration and refuge:



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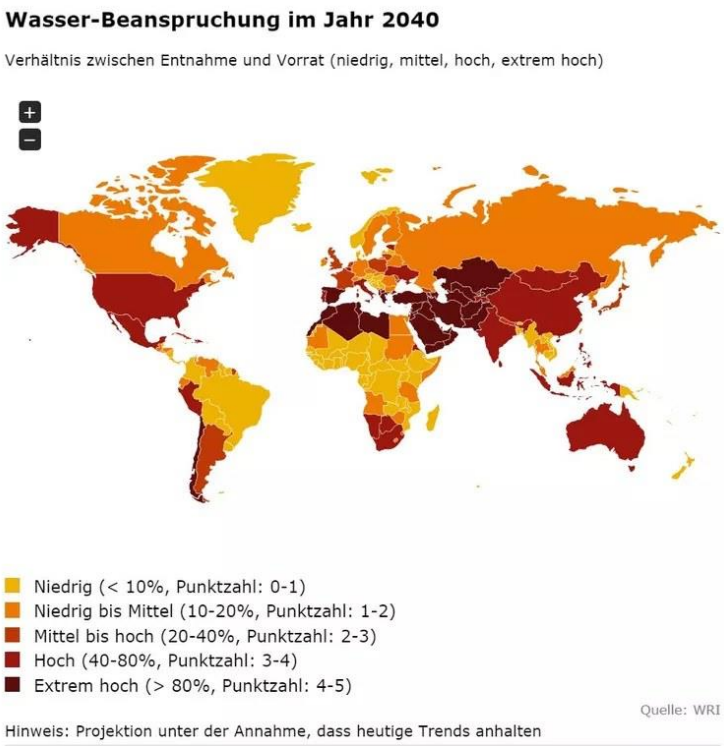
In addition to war, conflicts, political unrest, ecological challenges will be reasons for migration and refuge in the coming years. UN prognosis (based on 2016) are:

- Climate change, lack of water and problems in agriculture in North and Central Africa
- Mega-Cities hit by water and waste-management problems (i.e. Cape Town)
- Wars in Nigeria, South Sudan, Mali
- Dangers of economic crisis and civil war in countries such as Turkey, Brazil, Pakistan
- Restriction of Human Rights in 81 countries in 2016
- Danger of political crisis in the Middle East, Latin America and Korea

Water and clean air – basic elements which we all need for living – are seen as a major reason for migration in the coming decades.

The map indicates in which regions the UN expect a severe shortage of water till 2040. The darker the color, the higher the danger of a severe lack of water which will directly lead to emigration from these areas of our world:



Break (if applicable)

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Unit 4: REFLECTION EXERCISE

Duration: 45 minutes

Exercise 5:

Reflect our own personal and family history:

- *Is there migration history in 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 a map of our world in which parts of the world you have family members, relatives or friends (also friends linked via social media)*
- *Show on a map of Europe or a map of the world the countries you have travelled 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 our own family, your own life.

Break (if applicable)

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Unit 5: INTEGRATION MADE PRACTICAL

Duration: 45 – 60 minutes

Trainer's introduction:
During the last hours we heard, discussed and shared a lot on integration, migration, theories and models of integration and future scenarios.
Let's now go back to our own town, city and neighborhood. Let's reflect on our experience with integration in our community.
We will produce a cultural mapping of integration in our community / neighborhood:

Exercise 6:

- 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 our 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 / denomination 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 list 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.

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Unit 6: CONCLUSION

Duration: 30 minutes

Conclusion, lessons learnt, feedback from learners
Outlook to next session (module)

Evaluation from participants/learners (if applicable)

Social activity after learning session

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Module 4: Active citizenship

Key roles of a volunteer working for migrants and refugees' integration: language tutor, civics and literacy tutor, mediator / facilitator/ advocate and friend helping migrants and refugees navigate their way around a new society

Contribution by Anmiro

"Active citizenship is NOT about nationality. You do NOT need to be a partner country's national or hold its passport to be active. All you need is a desire to see your community improve and lots of enthusiasm!"

	Description
Brief description of content of module for teacher / tutor AND learner - Goals of the module - Objectives of module	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. 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. The content of this module is as follows: I Training for Trainers in Active Learning For Active Citizenship (Course Outline & Learning Outcomes) II Learning resources for Active Citizenship Learning (Materials to support learning and reflection) Learning Outcomes: On successful completion of this Module, trainees will be able to: - 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 - Create strategies for supporting learners to explore active citizenship and community leadership - 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

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	- Set up and maintain effective environments for learning; manage group dynamics and support the development of informal learning - Critically (and constructively) reflect on barriers to participation and possible approaches to overcoming these barriers - Deconstruct and analyse local structures and processes to identify local opportunities for community engagement, leadership and learning - Identify locally specific routes to influence decision-making and ways to create stronger voice and identity with their own learning groups - Make conceptual distinctions that help build the skills, knowledge and confidence of others to take part in democratic processes and shape local communities - Critically reflect on the role of active citizens in shaping society – and personal development opportunities available to take part (individually and collectively) - Reflect on the role of active citizens in shaping society – and personal development opportunities available to take part (individually and collectively).
Duration of module	2-4 hours or according to needs of a trainee group Teacher and trainee group may decide breaks during the module
Suggested training materials	http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_active_citizenship www.teachingcitizenship.org.uk/ www.activecitizensfe.org
Recommended place of venue (where the module takes place)	Let's the teacher and trainee group decide their venue. Suggestion: Venue could be in the facilities of an associated partner or an important volunteering organisation like Red Cross/Oxfam etc.
Other relevant requirements	*e.g., study visits to local AC organisations, visiting speakers*
Formats in which module is available	- printed document - online version (SVMI website
Language versions module is available	English, Lithuanian, German, Finnish, Greek, French.

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Introduction to Active Citizenship

Welcoming of participants / learners:

- Introduction of learners to module topic
- Maybe introduction of participants (if they do not know each other yet with suggested techniques for ice-breaking, energizing moment etc.)
- Maybe ask for special needs, requirements of learners (if applicable)
- Information on structure of the module (input, exercises planned, breaks etc.)
- Expected result / learning output of module
- Questions by learners / participants

Unit 1: BUILDING ON LOCAL ISSUES

"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime."

Kofi Annan

What concerns people in your locality/community?

Who is dealing with or concerned with this issue? (Who can we influence?)	Who else is involved in the situation? (Residents, authorities, businesses, groups etc.)
What are the organizations involved? What are their decision-making processes that are relevant to this issue? (Where can we influence?)	What action can I / we take? What shall I/ we do? What do we anticipate might be the result of this action?
How can I plan further learning in order to help us make changes?	Who needs to be involved?
Who do we need to learn from?	Who needs to learn from us?

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Levels of Involvement Active Citizenship Engagement:

1. Being There – e.g. 'I live there'
2. Belonging Here – e.g. 'My place'
3. Getting involved outside the home – schools, clubs, community groups
4. Expressing opinions about how things happen around here
5. Having a say in how things are organised – speaking up, voicing an opinion
6. Influencing how things get done – joining a committee, parents' group etc.
7. Taking on a leadership role in your community – being a school governor,
8. councilor, resident representative etc.
9. Actively making changes / resolving issues

Thinking around local issues - Identifying things we would like to change:

Local structures and processes involved? (Who makes decisions related to this issue?)	Ways that residents can take part in these decisions? (What routes are available to us – formal and informal?)	What's currently missing? (What more could we do to move this on?)

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Unit 2: CONCEPTS OF COMMUNITIES

Types of community

	Geographical	Interest
Local & Regional		
National		
International/global including online		

We all live in communities in our countries – maybe a municipality, city, a town, an estate or a village. We also belong to friendship groups, families, ethnic groups, churches, clubs and societies

We learn and work in schools, colleges, youth groups, training organizations and workplaces. In each of these different kinds of community, decisions are made that affect us. Sometimes the decision-making structures are formal – backed up by laws; sometimes they are informal, and just agreed between members of the group.

But we shouldn't leave the decision-making to just a few people.

We can all get more involved and make sure that our voice is heard. Decisions in local areas are made by local authorities, various public and private organizations, and voluntary groups.

Local authorities

NB for the teacher: The local authorities may vary in the partner countries, please adopt the following accordingly

There are different kinds of local authority around the partner countries: municipalities; district and county. Local authorities have responsibility for a wide range of services: things like schools, the environment, fire service, planning, housing, social services, leisure facilities, libraries, or waste collection – in fact things that affect us all, but that we mostly take for granted.

The everyday work of the authority is carried out by council officials who are paid employees. Local authorities are funded partly by central government, but also by local people through the council tax. Members of municipal councils are elected to represent people in their municipalities or area. Members of municipal councils do not get salaries and are not employed by the council. They can claim allowances which cover the costs of their work. Members of municipal councils make decisions about local issues and provide a voice for the people they represent.

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There are many other organizations in every local area which provide services that the council is not responsible for. Different groups provide services that are not available through a local authority or other organizations. They are not-for-profit organizations and charities, and some have paid staff, while some do not. They can receive funding from local or central government. Examples of such groups are those working with older people, ethnic minorities or the disabled.

Getting heard in your community

More and more local authorities and the government are realising that they should listen to what seniors and migrants think about local and national issues. There are lots of ways of being heard, although you might think that some are better than others.

Suggested issues

- Better facilities (e.g. sport, music, IT)
- Permitted clothing
- Availability of lockable storage space
- Clubs and societies
- Forced and underage marriage
- Organization of a course or programme
- Condition of buildings and outside space
- Learner contracts
- Recycling policy
- Anti-bullying policy
- Anti-racism policy
- Rights of girls and women in your country

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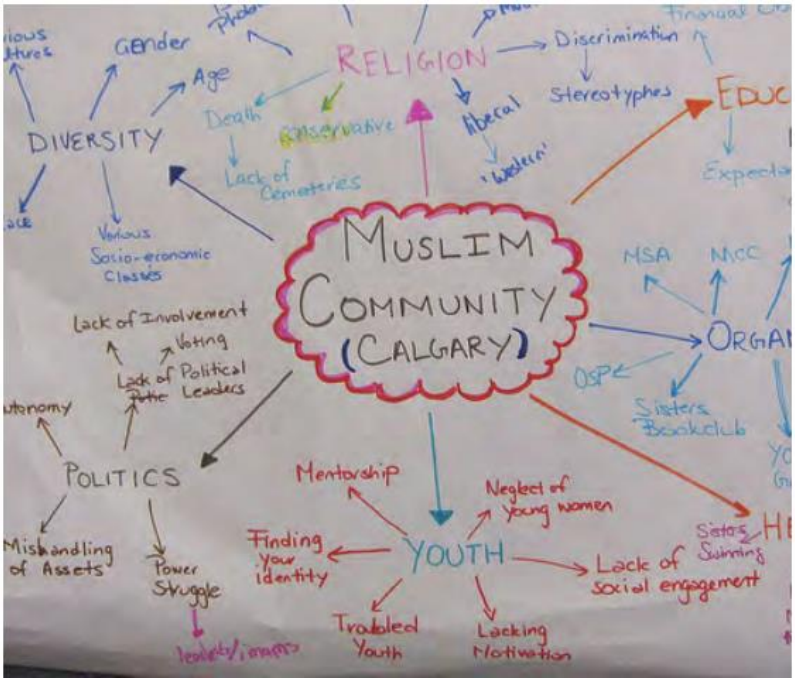
Example of a community map focused on a community of interest source:



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

Who decides?

1. at what age it is legal to get married?
2. how you should be punished if you stole something from a shop or a market?
3. whether someone is allowed to build a house in your locality?
4. what time shops are allowed to stay open to in your town?
5. whether local common land can be turned into a play area for young people?
6. who cleans the streets in your locality?
7. what social programmes can take place in your community?
8. who is on your local council?
9. whether religious leaders are influential in your town?
10. how you personally can spend your own money?
11. what you are allowed to view on the internet?
12. how safe it is to walk around your locality?
13. who can settle in – or leave – your town or city?
14. whether it's legal for people to have homosexual relationships in your country?
15. what clothes you should wear at a wedding?
16. at what age people can leave school?

Break (if applicable)

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

What does it mean 'taking part in the democratic process'?

It can be argued that taking part in the democratic process or civil participation is very seldom possible for migrants and specially for refugees. For example, in Italy..." The current national legislation, despite the statement of principle contained in art. 9 of T.U.I. does not allow the political rights to non-EU citizens, this means that non-EU citizens cannot vote, and be voted at any level election, both in local elections that, even more so, in the general election. To European Community citizens, however, is only granted the vote in local elections. Up to now, therefore, the exercise of political rights is permitted only to Italian citizens, partly to European Community nationals, with total exclusion for non-EU citizens, although present in Italy for a long time and with a residence permit as long-term residents. In this sense, as it is clear that there is a political will of exclusion of the immigrants and not towards integration."
Source: https://ecpr.eu/Filestore/PaperProposal/21f8ed53-953e-4acb-a6aa-d1d54a9c8bf0.pdf

How do citizens bring about change?

NB for a teacher: Please discuss the following with your trainees:

What is the impact of the European Union on life in the partner country?
See e.g.: https://ec.europa.eu/unitedkingdom/services/your-rights_en

Other rights of the partner country citizens:
Please consult the respective website in your country that explains the rights of citizens.

The purpose of AC campaigns is to rally residents to the same cause: making communities liveable places for a sustainable future. Campaigns are meant to help catalyse the engagement of all partners that have the potential to articulate pressing community issues, to propose solutions and commit to shared goals and actions towards better community.

AC campaigns help catalyse forward-thinking on:

- Positive community development
- Solutions to local challenges
- Giving voice to people to change our future in our community

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Making a change closer to home – running a campaign in your team/group/ organisation

In most organizations there are things that can be improved, for the benefit of everyone. School, college, trainee and councils will (or should?) usually take up issues with management and negotiate changes.

Your group/organization may not have a representative council, or perhaps it doesn't have much power. You can learn a lot about democracy by running a campaign to change something yourselves.

Step 1 Choose your issue. What makes you cross? What could be better? Who would benefit? What needs to happen?

Step 2 Find out what others think! You may be alone on this one. Other people may not agree that there is a problem, and you can't do this alone. You will need support from others, especially from other migrant groups and native residents/seniors, if possible.

Step 3 Raise awareness If the issue has support, you'll need to make everyone aware of your views and try to begin a debate to find out how things could be different. You could hold a lunchtime meeting, make posters, put an entry on the intranet /Facebook, YouTube or elsewhere), give out leaflets, make a presentation, take the issue to the council etc.

Step 4 Decide on the action you want taken and get evidence of support This could be a petition, a motion passed at the youth council, a vote at a meeting.

Step 5 Approach the powers-that-be in your organization with a sensible and properly-coste suggestion There should be more than one of you and you should make an appointment in advance. You'll need to practice this step, perhaps through role play, to make sure that you are confident, polite and clear in what you are suggesting. If your proposal is rejected, you should ask for reasons. They may be good ones!

22 tips for being a more active citizen:

1. Get a library card and check out the library programs.
2. Support and read the local paper.
3. Attend city council meetings.
4. Write letters to the editor of your local paper.
5. Start a blog about local issues.
6. Organize a community garden.
7. Work on raising the awareness around a particular issue impacting your community
8. Read the constitution of your resident country
9. Volunteer at a local food bank.

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10. Learn the rules of your local community.
11. Organize neighbors to influence members of municipal council to overturn unjust rules of your community.
12. Visit and support local parks and other open spaces.
13. Volunteer on local clean up days to help keep your community beautiful.
14. Regularly contact members of municipal council (and meps= members of parliament) to let know them know your views on upcoming municipal rules/national legislation.
15. Join the social media platforms (Facebook etc.) to connect your neighbors
16. Attend school meetings for parents.
17. Learn about your community's history at your local historical society and/or history museum.
18. Check out your community's calendar of events for ways you can get involved
19. Support local businesses by frequenting them and organizing shop local events to raise the importance of shopping locally.
20. Walk or bike where and when you can to get to know your neighbors and your community.
21. Volunteer as a volunteer firefighter, mentor, or neighborhood watch member.
22. What else could you do as being active in your community?

And if 22 tips towards more engaged active citizen are not enough for you please get 28 tips more at: https://www.good.is/articles/building-blocks-of-citizenship-50-ways-to-be-a-more-engaged-active-citizen-this-year

Using ICT-tools in your active citizenship campaign

Blogs

An abbreviated term for weblog, a blog is a website that features information that can be shared by individuals involved in a project or the general public. Blogs allow users to access information, comment on it and share it. A microblog differs from a traditional blog in that its content is typically smaller in both actual and aggregated file size; for example, Twitter limits were originally set to 140 characters for a text message. But there are many others: Tumblr, Squidoo, Mysay, Hictu, Moodmill, frazr, and emotionr.

Website

The basic definition for a website is a collection of webpages containing information -text, images or video -for the purposes of communicating an idea on the web. For active citizenship projects, a webpage is mission control. All aspects of the project are housed here - purpose statement, goals, management, operations, participation, funding info and successes.

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Text messaging
Text communication on a digital device, most often a mobile phone. Active citizenship organizations use text messaging for internal communication and to get the word out about events and actions taken.

Social networks

Social networks are dedicated websites that enable users to communicate with each other by posting information, making
comments and sending messages, images and video. A social
network differs from a website in that it does more than just present information. It allows users to contribute new information and
comment on information provided. Social networks are sites where users can connect with other users, which includes the likes of Facebook, Myspace, LinkedIn, and Ning.

Media sharing
Sharing photos and videos on Flickr and YouTube, for example.

Podcasting

A way of publishing MP3 audio files on the web so they can be downloaded onto computers or portable listening devices, such as iPods or other MP3 players.

Example of building a campaign via ICT

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 word about the problem.

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

Name of campaign, brief description and social problem addressed?	
What does the campaign need to increase its chances for success?	
What type of ICT would you implement into this campaign?	

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Why? How would your recommendation help the campaign?	
Summarize your recommendations (Incorporate all information above. Use extra paper if necessary.).	

Where and how the get funds for your AC campaign?

Civic crowdfunding is the practice of raising monetary contributions for public interest projects from a large pool of donors through crowdfunding platforms. Civic crowdfunding contributes to citizens' empowerment since it allows them to collectively increase their well-being and solve societal issues. This practice has already helped to finance a wide range of civic initiatives, from social innovation to urban commons.

The new era of "sharing economy" relying on numeric platforms and peer to peer relationships clearly induces new opportunities in terms of citizens' empowerment. Civic crowdfunding is one of these opportunities.

This practice allows any citizens to propose and finance local sustainable changes in its neighborhoods thanks to web based technology. Crowdfunding platform plays a role of intermediary and catalyst among people who have a common stake in the civic crowdfunded project. Finally, one important specificity of civic crowdfunding is its 'place-based' characteristic, that is to say, while general crowdfunding relies on web based technologies and online communities, civic crowdfunding mainly relies on "offline" communities and allows for concrete local changes.The main civic crowdfunding platforms are located in the US and in Europe.

There is a research evidence that civic crowdfunding's projects mostly tackle neighborhood issues and the emerging typical project tend to be "a small-scale garden or park project in a large city that produces a public good for an underserved community.

http://www.worldurbancampaign.org/civic-crowdfunding-collective-option-urban-sustainable-development

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NB for a teacher: Please ask your trainees to find civic crowdfunding platforms in your country.

Unit 4: OTHER IMPORTANT ISSUES IN ACTIVE CITIZENSHIP

Active citizenship involves active learning

Active citizenship is a teaching approach that uses active learning to equip people to take informed and responsible action aimed at making a positive difference in their communities. Active learning is a technique or set of approaches designed to encourage people to be actively engaged as they plan, undertake and reflect on their learning.

Active learning	Active citizenship
Active learning is the opposite of passive learning where the learner is involved in the process of gaining and constructing knowledge. Active learning involves new experiences (doing and observing) and an on-going dialogue about learning (with self and others). Interaction with others is a key part of active learning. Active learning can, but does not necessarily involve physical movement but does require an active brain engagement with the issues.	Active citizenship involves people acting together or individually to achieve a change or benefit in society or to resist an unwanted change. People undertake activities they have planned to address issues or problems of concern to communities. Through active citi-zenship people develop the confidence and conviction that they can act with others, have influence and make a positive difference in society.

Gender and active citizenship

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Margaret Mead

And our vision is that this group includes women. Due to cultural and traditional issues migrant women are often more passive that their Western sisters.
http://gsdrc.org/topic-guides/gender/gender-and-citizenship/

Citizenship should be inclusive, incorporating the interests and needs of all citizens. A gender perspective on citizenship begins with an assertion of the rights of all women and men to equal treatment. This needs to be enshrined in constitutions, laws and legal processes. Applying equal standards to all citizens may be insufficient, however, if different groups of citizens face particular challenges and have distinct needs. Women and men may have distinct needs, and women of different ages, classes or ethnicities may also have varying needs that require specific attention. The focus on rights thus requires distinguishing between formal and substantive equality, highlighting outcomes for different groups of women, and tailoring rights construction to the needs of women who are most adversely affected by the lack of rights which the particular reforms target.

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Citizenship should also be an active concept, beyond mere status and formal rights. Under such a view, citizenship is seen as a relationship that promotes participation and agency. The focus is on how individuals and groups, particularly marginalized groups, claim their rights and pursue social change. It is important to explore and promote forms of dialogue, association and collective action that can provide the space for women's active participation and mobilisation.

Applying a gender perspective, citizenship goes beyond a relationship between the citizen and the state. It extends to a range of other social institutions, such as the family and the household, traditional systems, civil society organisations, economic and other institutions that affect women's and men's lives and opportunities. Although being a citizen allows women to make claims as a citizen in their own right, the identity ascribed to them is still in reality often in relation to a man, whether as a daughter, sister or wife. It is thus important to address not only state-level formal institutional arrangements but also informal institutions in order to improve and guarantee women's entitlements as citizens.

Here are six examples how to get women more involved in the development of their active citizenship:

- Provide political role models of women who break the mould or the glass roof
- Provide space for women to address their fears and embrace their anger
- Build connections across lines of race and class
- Gently push women into political leadership (with force if necessary)
- Develop mentoring programs with activist components
- Meet women where they are

Volunteering

Volunteering is a vital tool for awaking consciousness of the European and national communities. It has contributed to building of widespread solidarity, an essential element of a good democracy. Hence volunteering is a form of civic participation to all effects.

Volunteering is defined as being all types of activities undertaken by a person's free will and performed within organizations/associations without concern for financial gain. These activities contribute to realization for common good and bring added value to European democracy.

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NB for the teacher: Please keep to this definition as it is the collective work result. In a bid to explain this concept you may use examples and stories, and you should address different aspects:

- WHO: who is a volunteer and who can become a volunteer
- HOW: how to become a volunteer
- WHAT: what are the volunteer activities generally and in our community what kind of preparation does one need to become a volunteer, what is the compensation for one's activities
- HOW MUCH: how much time should one dedicate to volunteering
- WHY: why would you like to become a volunteer (benefits):
  - to acquire knowledge, skills and experience
  - to have more friends
  - to grow personally and to have more respect for yourself
  - to change things and things will change your life – so to contribute to society development volunteering is a good way to learn social history and to overlap an intergenerational gap.

Unit 5: CONCLUSION

The teacher can link the teaching to concepts then assessment should reflect the extent to which trainees are able to use 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 in the effective operation. They work with others to negotiate, plan and carry out actions aimed at improving or influencing the community.

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Annexes

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Useful links

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

https://elearningindustry.com/8-important-characteristics-of-adult-learners

https://media.wcwpds.wisc.edu/related-training/mandated-reporter/resources/adult_learning.pdf

https://elearningindustry.com/17-tips-to-motivate-adult-learners

https://www.ag.ndsu.edu/evaluation/documents/effective-adult-learning-a-toolkit-for-teaching-adults

http://teachingcenter.wustl.edu/resources/teaching-methods/discussions/teaching-with-discussions/

https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/

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https://www.excellencegateway.org.uk/content/import-pdf15272-0

https://www.excellencegateway.org.uk/content/import-pdf15272-0

https://www.eesc.europa.eu/resources/docs/eesc-2011-35-en.pdf

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https://www.eesc.europa.eu/resources/docs/eesc-2011-35-en.pdf

http://ecosalon.com/25-super-rewarding-ways-to-become-a-more-active-citizen/

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https://isim.zrc-sazu.si/sites/default/files/stepin_guide.pdf

https://www.tolerance.org/sites/default/files/TT-Digital-Literacy-Improving-the-Active-Citizenship-Project-Through-Information-Communication-Technology-Oct2017.pdf

https://www.tolerance.org/sites/default/files/TT-Digital-Literacy-Improving-the-Active-Citizenship-Project-Through-Information-Communication-Technology-Oct2017.pdf

https://www.pmi.org/learning/library/use-social-media-on-project-successfully-9920

http://www.worldurbancampaign.org/civic-crowdfunding-collective-option-urban-sustainable-development

https://study.com/academy/lesson/what-is-civic-participation-definition-examples.html

www.teachingcitizenship.org.uk/ncs

https://westwood.wikispaces.com/file/view/Hofstede.pdf

http://teaching.up.edu/bus511/xculture/Hall%20and%20Hall%201990,%20ch1.pdf

https://rm.coe.int/tool-4-responding-appropriately-to-cultural-difference-and-managing-in/168071717e

https://www.ymca.int/fileadmin/library/6_Communications/1_General_Tools/Intercultural_Communication_1.pdf

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