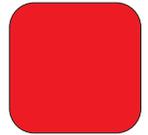
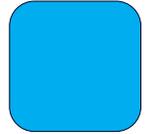




Education and Culture
Lifelong learning programme

European Union (E.U.)
Education and Culture DG

GRUNDTVIG
PARTNERSHIPS



Adult Multicultural Education Module

Adult Multicultural Education & European Identity (A.M.Ed.E.I.)

<http://www.amedei.web44.net>

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Introduction

Introduction to the adult lifelong learning and the European Key Competences

European identity

The Rome Union - later the EC and now the EU - was not bred from a solemn vision of a European identity, a European community of values regarding democracy, human rights, liberty and equality, but as a response to a terrible collapse of all kinds of values between peoples and countries due to the catastrophic results of World War I and World War II (1914-18 and 1939-1945). This historical knowledge is necessary for an understanding of the situation in Europe today¹.

Europe is undergoing a major transformation. In the preparation for the Greek presidency (1/6/94) the Greek Prime Minister said to the Commission "it is vital to bring the Union closer to its citizens and to preserve the European model, namely the right to work and to a fair and satisfactory pay". Within the European Union in order to avoid "fragmentation, chaos and conflict" of every kind (military, social, economic and political) and to help achieve cohesion, solidarity, and cooperation a European identity is necessary².

So far, the identity of the European Union has predominantly been defined politically. The point of departure of most discussions on European identity is the idea that a political community needs a common set of values and references to ensure its coherence, to guide its actions and to endow these with legitimacy and meaning³. According to the Treaties, the EU is founded «on the principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of law» (Article 6 TEU).

Almost all potential sources of European identity are welcome: political and ideological beliefs, economic theory, culture, history, geography, ethnic common destiny, etc. But they all have to be subjectively effective. Europeans have to increase the feeling of belonging together, and sharing a destiny. Otherwise the threat of dissolution will come from both inside and outside⁴.

Constructivists believe that a 'European identity' could emerge as a consequence of intensified civic, political and cultural exchanges and cooperation. As identities undergo constant change, European identity would encompass multiple meanings and identifications, and would be constantly redefined through relationships with others⁵.

In accordance with the principle "unity in diversity", the Union shall promote the diversity of its cultures, while "bringing the common cultural heritage to the fore» (Article 151 TEC) «Unity in diversity» means that citizens share the same political and civic values, while at the same time adhering to different cultural practices. That would mean participation in collective political and cultural practices.

A European identity could emerge under the following preconditions:

1 Niels Højlund. "What is European Identity?", http://www.ffd.dk/media/11298/eu_niels.pdf

2 Juan M Delgado-Moreira, "Cultural citizenship and the creation of European Identity", *Electronic Journal of Sociology*, 1997, ISSN 11983655, <http://www.sociology.org/content/vol002.003/delgado.html>

3 "European values and identity", Published: 09 May 2006 | Updated: 31 March 2009, <http://www.euractiv.com/en/culture/european-values-identity/article-154441>

4 Juan M Delgado-Moreira, "Cultural citizenship and the creation of European Identity", *Electronic Journal of Sociology*, 1997, ISSN 11983655, <http://www.sociology.org/content/vol002.003/delgado.html>

5 "European values and identity", Published: 09 May 2006 | Updated: 31 March 2009, <http://www.euractiv.com/en/culture/european-values-identity/article-154441>

- **Politics:** Strengthening democratic participation at all levels, and more democracy at EU level;
- **Education and culture:** Strengthening the European dimension in certain subjects (especially history), more focus on language learning, more exchanges, etc.;
- **Social and economic cohesion:** Counteracting social and economic differences⁶.

Lifelong Learning

An effective way to incorporate the necessary preconditions is the use of lifelong learning. Knowledge is the most valuable asset in today's world economy. Lifelong learning and the accessibility and quality of Europe's education and training systems play a decisive role in the ambitious goal of transforming the EU into a dynamic, knowledge-based economy.

The Lifelong Learning Programme (LLP) supports individuals at all stages of their lives to pursue stimulating opportunities for learning across Europe. Lifelong learning requires many fundamental skills: the ability to pursue and continue learning and to organise one's own learning process. Basic skills such as literacy, numeracy and ICT skills are needed in order to assess, gain, process and assimilate new knowledge and skills. European citizens also face new challenges: language skills and multicultural competences are becoming more important on the European labour market and in European societies which are made up of a wide variety of traditions and cultures. New technologies change work processes and require additional skills. Traditional family patterns are called into question and the «aging society» also creates new challenges⁷.

On 23 October 2006, the European Commission adopted a Communication calling on the Member States to promote adult learning in Europe. The pressures of demographic change, globalisation and the emergence of newly industrialised and highly competitive countries mean that adult learning must be placed firmly on the political agenda. Europe is facing problems such as demographic changes, rapid development in some regions and poverty paired with social inclusion in others. The Commission in 2006 published a Communication on "Adult Learning: It is never too late to learn"⁸ in 2006. It underlines the importance of adult learning to support adults' employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society.

The Grundtvig programme

(http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm)

In the EC the gap in the provision of adult learning is covered by the Grundtvig programme. Nikolaj Frederik Severin Grundtvig (1783-1872) was a Danish Minister, Educator, theologian, poet, philosopher, historian, hymnwriter and social critic. Grundtvig during 1830 realised that a profound respect for humanity, combined with civic freedom are basic and essential for human development. Education must be based on the past and present life of people. Grundtvig wanted school to be a unifying factor and an expression of unity. Grundtvig supported the idea that education must be available to all citizens throughout life and should encompass not only knowledge but also civic responsibility and personal and cultural development. For Grundtvig 'education for life' is a must for

6 "European values and identity",] Published: 09 May 2006 | Updated: 31 March 2009, <http://www.euractiv.com/en/culture/european-values-identity/article-154441>

7 Jan Figel, "Grundtvig: Keep on learning", Grundtvig, Success Stories, Europe creates opportunities, Education and Culture DG, Lifelong Learning Programme, http://ec.europa.eu/dgs/education_culture/publ/pdf/grundtvig/success-stories_en.pdf

8 Commission of the European Communities, "Communication from the commission, Adult learning: It is never too late to learn", Brussels, 23.10.2006, COM(2006) 614 final http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf



everyone. Grundtvig wrote about his concern regarding education for democracy even as early as 1836. "Education for common people must necessarily go hand in hand with the councils, and should not be given in a boys school but in a school for adults. In the words of Grundtvig; "All we want to do is to teach them what is necessary if they are to behave as independent and mature members of the community"⁹.

Grundtvig programme is a prime example of how Europe creates opportunities for its citizens. Teachers, trainers, tutors and other staff of working with adult education move to other countries and come back with a bag full of experience. Apart from knowledge in new subjects or in teaching matters, in better organisational skills and in intercultural understanding, they acquire an improved command of other languages and deeper insight into the host countries¹⁰. The Grundtvig programme focuses on the teaching and study needs of those in adult education and alternative education streams, as well as the institutions and organisations delivering these services. Supporting lifelong learning and mobility in this way also tackles Europe's ageing population problem. Recognising these needs, the European Commission has launched a new policy initiative - the Action Plan for Adult Learning - designed to boost the attractiveness and accessibility of adult learning opportunities, improve the quality of adult education provision, implement systems for recognising the outcomes of non-formal and informal learning, and improve the monitoring of the adult education sector¹¹.

Launched in 2000 and now part of the overarching Lifelong Learning Programme, Grundtvig programme aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable. It provides the bridge between policy and practice. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres. The Grundtvig programme addresses the teaching and learning needs of those involved in adult education; it aims to provide new learning opportunities for all especially for adults lacking basic education and qualifications, people living in rural areas, people with disabilities, generally people at risk of social exclusion and for older workers. It brings together learners, teachers and organisations in adult education and enables them to exchange experiences, learn from each other and develop new approaches in adult education.

Grundtvig programme 'takes over where other sectoral programmes stop', by providing 'second chance' learning opportunities, reaching out to marginalised groups, engaging with older citizens, and, perhaps most importantly of all, by reinforcing the sense of active citizenship among the adult population. The European Union's over-arching policy objective of raising economic growth, competitiveness and social inclusion (Lisbon Strategy) provides the framework for the Grundtvig programme, whose aim is to respond to the double educational challenge of, on the one hand, the large number of adults who left school early, or, in the case of many migrants, never had the possibility to receive a school education, and, on the other hand, an ageing population. Adult education helps to address these challenges by enabling both categories of individuals to improve their knowledge and competences. Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning. The Commission published a Communication on "Adult Learning: It is

9 Daniel Jayakumar, "Glimpses from the life of N.F.S. Grundtvig", <http://www.dihrs.dk/Artikelindex.htm>

10 Jan Figel, "Grundtvig: It's always a good time to learn" in Grundtvig Adult Education, Mobility creates opportunities, European success stories, Brochure 2008, http://ec.europa.eu/dgs/education_culture/publ/pdf/grundtvig/mobility_en.pdf

11 "It's always a good time to learn! The Grundtvig programme " in Grundtvig Adult Education, Mobility creates opportunities, European success stories, Brochure 2008, http://ec.europa.eu/dgs/education_culture/publ/pdf/grundtvig/mobility_en.pdf

never too late to learn”³⁵ in 2006. It underlines the importance of adult learning to support adults’ employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society. Finally, the quality and comparability of data on adult learning needs to be improved as a basis for future policy-making.

Specific and Operational Grundtvig objectives

The specific objectives of the Grundtvig programme, as set out in Article 29.1 of the programme Decision, are:

- (a) to respond to the educational challenge of an ageing population in Europe;
- (b) to help provide adults with pathways to improving their knowledge and competences.

The operational objectives of the Grundtvig programme, as set out in Article 29.2 of the programme Decision, are:

(a) to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume so as to support the mobility of at least 7 000 such individuals per year by 2013;

(b) to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe;

(c) to assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education;

(d) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;

(e) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;

(f) to improve pedagogical approaches and the management of adult education organisations.

Several attempts have been made to detail the various educational strategies that fall under the broad umbrella of multicultural education--to develop a “typology.” A typology can provide a useful framework for thinking about multicultural education, giving educators--and others--a clearer understanding of what people mean by the term.

Multicultural education

Numerous definitions of **multicultural education** have been proposed or espoused by scholars, researchers and organizations over the past 30 years. ***Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity.***

Multicultural education is a process that uses all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the centre of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. As a result it helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. Through the promotion of democratic principles of social justice multicultural education challenges all forms of discrimination. Just as racism and prejudice cannot be permitted to hinder the progress of any individual, all people are entitled to benefit from the richness of multicultural society, and develop the understandings and skills to contribute as confident world citizens. Multicultural education values cultural differences and affirms the pluralism that students,



their communities, and teachers reflect. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups¹².

To accomplish these goals, multicultural education demands staff that is culturally competent, and to the greatest possible extent racially, culturally, and linguistically diverse. Staff must be multiculturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy.

Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice. Multicultural education affirms the need to prepare responsible citizens in an interdependent world¹³.

Banks (1997b), one of the leaders in the field of multicultural education, describes five dimensions of multicultural education; (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure. Content integration is the inclusion of materials, concepts, and values from a variety of cultures in teaching. Knowledge construction is the recognition that all knowledge is socially constructed, created in the minds of human beings to explain their experience and thus, can be challenged. Ideas that shape society do change. As such, knowledge construction is a primary aspect of multicultural education because before teachers can effectively teach multiculturally they must reconstruct their world views. Equity pedagogy is involved when teachers alter their teaching methods to accommodate the various cultural differences of diverse students to stimulate academic achievement. Prejudice reduction concerns changing the students' attitudes towards differences of race and ethnicity. Prejudice reduction can also include teaching tolerance about religion, physical and mental abilities, and sexual preference. An empowering school culture is the dimension of multicultural education that enables the other four dimensions¹⁴.

Essentially, ***multicultural education is about social change through education***. It requires deep and critical thinking, imagination, and commitment to different future, inclusive of the wealth of all of our stories and peoples. It is another aspect of the continuous human journey toward justice and pushes us toward the fulfilment of the promises of democracy.

All kind of institutions should ensure multicultural perspectives are incorporated into all aspects of school life by:

- promoting diversity as a positive learning experience
- incorporating multicultural perspectives across all learning domains
- incorporating multicultural, anti-racism, and human rights perspectives in school policies and practices
- enhancing teachers' and students' intercultural understanding and cross-cultural communication skills
- ensuring that all school policies, including three year strategic and annual plans, Codes of Conduct, dress codes and discipline policies reflect the diverse nature of the school community.

12 National Association for Multicultural Education "Definition of Multicultural Education", February 1, 2003, <http://www.nameorg.org/resolutions/definition.html>

13 National Association for Multicultural Education "Definition of Multicultural Education", February 1, 2003, <http://www.nameorg.org/resolutions/definition.html>

14 Banks, J. A., 1997, «Multicultural education: Characteristics and goals», in J. A. Banks and C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives*, pp. 385-407). Boston: Allyn and Bacon.

The project AMEdEI

“Adult Multicultural Education and European Identity-A.M.Ed.E.I.” is a project whose focus is on people at risk of exclusion, members of the social groups with difficulties, unemployed people and migrants. They present an urgent need to develop the necessary skills for a better inclusion in society, to get knowledge about an easier integration as active citizens, to be offered chances to be informed and be brought closer to the culture of the European social space and environment.

The project tackles an important aspect of the European enlargement process; it intends to improve the quality and accessibility of mobility, increasing its volume, helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship, in order to adapt them to the changing society and the requirements of labor market. It will enhance the skills and social abilities of the target groups, increasing intellectual interests and promoting their socio-cultural integration, developing the feeling of belonging to a European identity. Institutions will exchange information to set up co-operation with each other, in order to fulfill the expectations of citizens to have full and easy access to information and the development of the UE (EU). It will allow improvement of skills, knowledge and cultural level of the target groups, increasing their social abilities, their intellectual interests, and promoting the socio cultural integration of these groups, developing the feeling of being part of a shared European

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The European Union’s over-arching policy objective of raising economic growth, competitiveness and social inclusion (Lisbon Strategy) provides the framework for the Grundtvig programme, whose aim is to respond to the double educational challenge of, on the one hand, the large number of adults who left school early, or, in the case of many migrants, never had the possibility to receive a school education, and, on the other hand, an ageing population. Adult education helps to address these challenges by enabling both categories of individuals to improve their knowledge and competences. Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning.

The Commission published a Communication on **“Adult Learning: It is never too late to learn”** in 2006. It underlines the importance of adult learning to support adults’ employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society. Finally, the quality and comparability of data on adult learning needs to be improved as a basis for future policy-making.



Chapter 1.

Living in a multicultural society

Multicultural education Worksheets

General Objectives:

The general objectives of the worksheets are:

- To develop capacities of the participants on reading critically, expressing and discussing their ideas and experiences
- To raise awareness on the citizenship in a multicultural community,
- Raising awareness on 'identities' and 'diversity' in the society,
- Promoting self-reflection and self-assessment of the participants on the impediments before the dialogue of diverse cultures and how to get over these impediments in order to promote peace, equity and justice in the society,

Main Ideas:

Multicultural education is based on the idea of equal opportunity for each individual's realization of his/her potential and active participation of each individual in the society regardless of that individual's language, ethnicity, race, religion, gender and disability. Resting on such assumptions, the basic principles of multicultural education are as follows:

- adaptation of a participant-centered approach in which different ideas and experiences are encouraged to be heard, shared, discussed and developed,
- selection and use of materials representing diverse perspectives, ideas, experiences on the same topic,
- critical examination of texts and development of critical thinking.

Methodology:

The first worksheet is introductory and open to the implementation only once for each group. The other two worksheets do not concentrate on any specific topic, but simply present methods which are applicable for the explication of any theme concerning diversity in the society. In this regard, while using these worksheets the facilitator can focus on diversity concerning ethnicity, gender, age, language, race, religion, disability, etc.

- The topics should be selected through taking the agenda of the country and the profiles of the participants into consideration. It is much better to start the meetings with less conflicting identities and moving from those to the more conflicting ones.
- Reading articles in newspapers or magazines on the everyday life in the country, most of the participants can recognize themselves or others. In this context the exchange of ideas and views can build an understanding among the participants on contradicting issues included in the texts.

- It is best to ask the participants to determine the texts/articles to be read. However, if the group consists of people majority of which share similar cultures, this situation may re-produce the shortcomings of the traditional educational perspectives as the minority is still excluded. In order to prevent this, the participants may be asked to select the text/article among a restricted list prepared by the mentor for each topic.
- These worksheets also concentrate on the reading methods. Critical reading can be defined as a continual process of critically examining the text and self, at the same time. It can be defined as a process of re-writing as such. Rather than plainly concentrating on what the text says, the participants should be encouraged to deliberate and add to the author's viewpoint, the events, characters and issues presented in the text. While adding to the text, the participants should also be encouraged to think about and discuss the reasons for their particular contributions, i.e. how their assumptions, prejudices and biases influence their ways of reasoning. In this regard, encouraging participants to share their ideas, experiences and life-stories constitute an important part of these worksheets.
- Writing ideas, experiences and life stories is one of the best ways for self-assessment since it leads the individual to reflect about herself/himself and on the issue. That's why, writing is an activity included in the sessions. However, the group may not be eager to write. In these occasions, the proposed writing issues can instead be discussed.



Worksheet Nr 1

Living in a Multicultural Community

Objectives:

- To explore key-concepts like culture, identity and multicultural society
- To explore the biases, assumptions and stereotypes we have about the other cultures

Place: Classroom with chairs around

Duration: 45 minutes

Materials/ equipment/

- PPT show consisting of pictures representing the everyday life (food, clothing, entertainment, worships, symbols, behaviours, etc...) of diverse cultures (all or one of the identifiers such as gender, race, ethnicity, physical condition, sexual orientation, socioeconomic class or religion can be chosen) in the community. The pictures should be selected in a way which will also reflect stereotypical images concerning the cultures.
- Flip chart and marker pen
- One box and little pieces of paper

Methodology-procedure

1. The participants are informed about the content of the activity.
2. The PPT show is presented by the mentor through giving only 3-4 seconds for each picture.
3. The participants are asked to cite to which cultural identities the pictures reminded them on the little pieces of paper and put the papers in the box.
4. The papers in the box are opened and the names are written on the flip chart. The repeated names are written only once.
5. The participants are asked to discuss why they wrote the particular names they did and why they identified them with 'culture', what dimensions of culture presented in the picture made them identify that picture with culture.
6. The representations of the cultures in the pictures are discussed. The participants are asked to suggest the stereotypical images in the PPT show. The participants are encouraged to reflect on their assumptions concerning their own culture and their biases concerning the 'other' cultures.
7. If there were any identity aimed to be represented in the PPT show but left outside by the participants, these groups are written on the flip chart (if not directly pass to the 8th stage of the activity). Ask the participants why they did not include these groups in their lists. From the experiences, the groups may be excluded since the pictures were not enough connotative. On this occasion, ask the participants what they would choose instead in order to represent that particular identity. On the other hand, some identifiers may not be considered as dimensions of culture. On this occasions, directly move to the 8th stage of the activity.
8. To sum up the activity the participants are asked to cite the dimensions of the culture. The cited dimensions are listed on the board below the word 'multicultural'. This can lead to an endless

list because of the complexity of the phenomenon. Informing the participants on this complexity is a good way to conclude the session. On the other hand, if there were any important identifiers which were excluded from the list, suggest adding those and encourage participants to find out why they are the dimensions of culture.

Note to the Facilitator/Mentor

This activity rests on the brainstorming among the participants. At some stages during the session the stereotypes and biases may be reproduced by the participants. In fact, the participants should be encouraged to do so. On these occasions, the facilitators/mentors must not intervene to the discussions in a 'corrective manner'. At this session, it is important to uncover these biases and stereotypes. The role of the facilitator is to facilitate 'questioning' of such kind of assumptions by the participants themselves. Accordingly, as each stage develops the way of reasoning on the issue. Bringing these assumptions on the agenda in the next stage is a good way to lead participants to question their ways of reasoning.



Worksheet Nr 2

Identity and/or Difference: On an Ideal Community

Objectives:

- To explore the concept ‘identity’,
- To help participants think and discuss about the barriers before the peaceful coexistence of diverse cultures and how to get over those in order to promote peace and equity in the community

Place: Classroom

Duration: 45 min plus the duration of the film

Materials/ equipment/

- Projector and a short film of which main narrative focuses on one or more of the identifiers such as gender, race, religion, ethnicity, physical condition, etc... The criterion for selection should be the ‘farness’ of the situation from the realities of the community in which the participants live. Accordingly a utopia or dystopia is a good choice.
- Flip chart and marker pen

Methodology-procedure

1. Distribute open-ended questions to the participants on the narrative of the film. Through introducing the context of the film, take the expectations and predictions of the participants on the narrative. Ask the participants to fill in the text. For instance,
 - An island is invaded during the Second World War. After landing on to the island, the occupier soldiers’ encounter with the people in the island results in(for the film Mediterraneo by Gabriel Salvatores - on the national identities)
2. Briefly introduce the film to the participants, (cast, director’s and story writer’s life story and major works, awards, general narrative, etc.)
3. Watching the film, (if it is a long film, divide the session into two)
4. Ask the participants their opinions concerning the film in general (best screens, the character they liked at most, etc.), - 10 minutes
5. Through focusing on the identifiers, ask the participants the utopian/dystopian dimensions in the community the film narrated. Write each dimension on the flip chart. Then, ask the possible factors that paved the way for these dimensions to come into the surface in the narrated community. Write each factor across the relevant dimension on the flip chart. Encourage participants to discuss on the underlying factors creating the possibility/preventing the narrative and characters to be ‘real’. Encourage participants to refer to their own experiences - 30 minutes.
6. Conclude the activity through asking each participants to compare their expectation from narrative with their conclusions.

Worksheet Nr. 3

Identity and/or Difference: Us

Objectives:

- Raising the awareness of the participants on the socially constructed character of the identities,
- Raising the awareness of the participants on living in a multicultural society through making them to critically engage with their experiences,
- Promoting self-reflection and self-assessment of the participants on the ‘otherness’

Place: Classroom

Duration: 45 minutes

Materials/ equipment/

- A book on the real experience of participants’ community (It is preferable to choose an historical novel, biography, autobiography)
- Character-cards: Write the name of each character in the book on a card with different colour. Make sure that for each character there are cards with the same colour as much as the number of the participants. (For instance, there are 10 participants. For the character i.e. ‘Deniz’, there should be 10 i.e. ‘blue’ cards on which the name ‘Deniz’ is written)

Methodology-procedure

1. Introduce the author and the book to the participants (author’s life-story, literary career, major works, awards, etc.)
2. Ask the participants their opinions concerning the book in general (best parts, the character they liked/disliked at most, etc.),
3. Ask the participants to choose among the cards the character with which they identify themselves and the one from which they distinguish themselves. Ask each participant to put their identification card on their left knee and distinction card on their right knee and ask each participant the reasons for their choices. Encourage the participants having identification card and participants having distinction card for the same character to discuss on the dimensions of that character’s identity and why that character has these dimensions. Encourage participants to refer to their own experiences - 30 minutes
4. Ask the participants to cite the common biases which prevent peaceful living in a multicultural community,
5. Conclude the activity through asking the participants to assess differences between the way they discussed the ‘far’, ‘ideal’ community presented in the film and the way they discussed ‘near’, ‘real’ community presented in the book.

Chapter 2.

Learning to learn

Worksheet Nr. 2.1

Title: Why am I here?

Objectives:

- This activity helps students settle in and get to know a few other students they can latch onto during coffee breaks.
- Networks/ support-groups help adults, especially the shy and unconfident, to hang in when things get rough.

Place: Classroom

Duration: 45 minutes

Materials/ equipment/

The handout “Why am I here?” (Annex I).

Organise the class in small groups: arrange the room as a scatter of tables with 3-5 people seated around each table. In this way students can learn to give voice to their ideas and concerns within a more intimate and controlled environment.

Methodology-procedure

Group discussion.

Steps:

- Ask students to introduce themselves first
- Pass around the handout
- Check that groups know what to do
- Wander in & out of room until noise level gets up
- Circulate to get to know individually, answer questions
- Let it drift into personal revelations a bit
- Finish with a very short whole-class discussion
- Don't let confident dominate the whole class
- Announce coffee break

This activity foresees a set of prompt questions titled, “Why am I here?” for students to discuss with the other students at their table.

This activity helps students settle in and get to know a few other students they can latch onto during coffee breaks.

By using prompt questions with suggested answers students do not feel quite so exposed as they do if they have to invent their own questions and answers. It also means that teachers can frame the sorts of issues they want them to consider. Students should wear their name tag.

At first teachers will find that people are very shy to speak and speak in whispers in case other tables overhear. They also do not know how loudly they are allowed to speak because they have memories of teachers shouting at them to keep the noise level down. You should try to set students at ease by insisting that there is not enough noise in the class. Teachers also self-consciously make it clear that they are not trying to listen in on these conversations and that what they say is not under teacher surveillance. Teachers walk in and out of the room with great purpose and stay out of the room for longer bursts, only appearing at the door to say the noise level is still too low, quickly disappearing again.

Later, when everyone has got over their initial apprehension, the teacher drifts back into the room and starts joining the groups to listen in, answer questions, and get to know names, faces and backgrounds.

The teacher should let this activity drift on so that students begin to describe their own situations to others in more detail. **The teacher should not consider this talk about their work and family situations irrelevant because part of learning to learn is thinking about and renegotiating these situations in order to find time for study.**

The teacher should finish with a very short class discussion that in no way attempts to summarise what has been discussed, and quickly moves to the coffee break do that students continue their exchanges over coffee.

Annex I

Why am I here?

Why did you decide to try this course?

- You have a specific course in mind for next year?
- To broaden your mind?
- To “test the water”?
- To see if you really are as “dumb” as your partner says?
- To make up for “lost opportunities”?
- As an excuse to “get out” once a week?
- To meet some interesting people or ideas?
- To get a better job?
- To try to understand what is happening to the world (or yourself)?
- Because a friend or partner keeps giving you a hard time about doing something constructive?

Did it take you long to decide?

- Did you think about it for a long time?
- Did you talk to anybody about it? When? Who?
- Did you feel excited? Scared? Interested? Nervous?
- Did you nearly decide not to try it at any stage?

Can you think of anything that would mean you’d have to pull out?

- Transport problems?
- Partner or other family members objecting?
- Sick children? Or self?
- Childcare problems?
- Getting behind in the homework?
- Finding the course too difficult?
- Missing a couple of classes and getting too far behind?
- Finding the course isn’t what I expected?

What’s the best experience you have had of learning something?

- Why was it the best?

What was the worst experience of learning you have had?

- Why? How did it differ from the best case?

How are you feeling now?

As nervous as the teachers?

Stupid and childish - just like being back at school again?

Cool and confident?

Thinking: "Now, all these strangers are going to see me make a fool of myself"?

What would you like to be able to do after this course that you can't do now?

Worksheet Nr. 2.2

Title: What is intelligence?

Objectives:

- After completing this worksheet, the learners will understand that:
 - Intelligence is simply a way of acting, not an attribute
 - what we are interested in is how to go about learning in an intelligent way
 - there are simply intelligent ways to learn and dumb ways to learn.

Place: Classroom

Duration: 20 minutes

Materials/ equipment/

Use a teacher-focused presentation: a seating arrangement in which students sit in rows facing a blackboard or overhead projection screen.

Annexes I - II : To be projected on a wall.

Methodology-procedure

A teacher-focused presentation.

Contents:

Intelligence as a fixed attribute

First you will need to debunk the idea that the limits of our mind is a matter of how much intelligence we have. There is the idea that intelligence is a fixed attribute of a person, that each person has a fixed quota of something called intelligence. This notion of intelligence means that learning is not an action or course of action; it is something that happens to you, something beyond control.. it means the ability to learn is outside your control - you can't improve your learning capacity. It is like your immune systems: some people have good immune systems and some don't; just as some are tall and some not. These things are all beyond our control, beyond the reach of our wills. We are all helpless victims of the quota of intelligence doled out to us at birth.

Students find it very liberating to be told that we are not all marked at birth with a little tick or cross on our brains saying "intelligent" or "dumb". It means that there is not some pre-established fixed limit to their capacity to learn. It means that academic performance is not a matter of biological fate; that "biology is not destiny".

Intelligence as a way of acting

We then argue that intelligence is an attribute of actions, not of people; therefore its primary use is an adverb - "intelligently". You do things intelligently or stupidly. We point out that any action or course of action can be done intelligently or stupidly:

- you can handle your relations with your children intelligently or stupidly

- you can handle your relations with your children intelligently or stupidly
- you can wash a car intelligently or stupidly
- you can do the shopping intelligently or stupidly
- you can have an argument with someone intelligently or stupidly
- you can look after your health intelligently or stupidly
- you can play with your children intelligently or stupidly.

Anything can be done intelligently or stupidly. Anything can be done efficiently, gracefully, fluently, ensuring that there are no hassles or break downs. So, intelligence is not confined to school learning. You can do anything intelligently or stupidly, including school learning. And this learning can include learning anything, not just learning abstract knowledge in school. It includes learning how to tell jokes (or laugh appropriately at jokes), flirt or reject advances, go to sleep at night, or talk on the telephone.

(now use the Annex I and ask for comments)

Learning intelligently

What we are interested in is how to go about learning and studying in an intelligent way. There are intelligent ways to learn and dumb ways to learn. Students who succeed are studying intelligently while students who fail are studying stupidly.

(now use the Annex II and ask for comments)

Annex I

Common explanations for students' failure to learn

Not interested

To lazy

Stupid - no brains

Home environment

Can't concentrate

Bad family background

Doesn't try hard enough

Gives up too easily

Not motivated

...

Annex II

IQ Test

Introduction by the teacher:

“IQ tests do not measure an innate intelligence - they measure your cultural learning. So, although IQ is a fairly accurate measure of success in school, this is only indirectly related to so-called intelligence. We will use an extract from an old IQ test to demonstrate in a quite dramatic way how IQ tests do successfully predict academic success - not, however, in terms of intelligence, but in terms of social and cultural attributes. The test consists of questions with the likely answers classified as right or wrong:

A question asks the child to identify the EU flag.

This is obviously a test of how assimilated a child is into the mainstream social and political life of Europe. If a child is a recently arrived migrant or lives a self-contained ghetto life, they might not know the EU flag.

What we say is that this IQ test could be accurately paraphrased as - Are you a recent migrant to Europe?.”.

QUESTION: Identify the picture

CORRECT ANSWERS:

European flag
flag pole.

WRONG ANSWERS:

pole, stick
post, rag
kite.



Having shown the cultural bias in this test item, we then point out that the test is still an excellent predictor of school success; that if you are a migrant, poor or black you will probably drop out of school before those who are European, rich and white. So, as a predictor of school stick ability the test is accurate, but there is nothing in these questions that in any way tests intelligence. They are a test of who will still be at school in Year 12, or at university - and they test for this by determining your social position.

But the obvious question then is: well, if you don't fail because you are dumb, why do some pass and some fail? What explains academic success and failure? There must be more to it, otherwise everyone would be a success.

Why do some succeed and some fail?

The ones who succeed are studying intelligently.

Worksheet Nr. 2.3

Title: What is metacognition?

Objectives:

- After completing this worksheet, the learners will understand that:
 - to do something intelligently means simply to be monitoring the situation
 - being a good learner, simply means to monitor, oversee and become responsible for your own learning.

Place: Classroom

Duration: 20 minutes

Materials/ equipment/

Use a teacher-focused presentation: a seating arrangement in which students sit in rows facing a blackboard or overhead projection screen.

Methodology-procedure

A teacher-focused presentation.

Contents:

Defining metacognition

We explain that *meta* means “about or regarding” and that *cognitive* means “learning”. So metacognition means “about learning, awareness of learning”. So there is a difference between studying and being aware of your studying. Being metacognitive means being in control of your learning, monitoring your learning, knowing what you know and what you still don’t know.

In fact we start off by defining metacognition as *knowing what you don’t know*. That is, knowing which bits you already know and understand and what bits you still do not understand.

What you don’t know

Of course, there is a paradox here: how can you know things that you do not know? Surely they are just invisible blind spots, things that just do not exist for you. But there are clear signs directing us to the bits we don’t know. They are the bits which confuse us - the things we find in books, or hear a teacher saying, that we can’t make sense of.

So students have to learn to reinterpret their confusion, not as a sign of stupidity or a reason to be embarrassed, but as a metacognitive cue that there is something they do not understand. In this way, we can know what we don’t know. You can identify what you don’t know in terms of your sense of confusion or boredom with what is being said or done.

Learning things intelligently

Thus, by reframing intelligence as metacognition, as a quality of acting, as doing things intelligently we reframe intelligence as a monitoring process.

To do something intelligently means to be monitoring the situation, checking regularly to see that things are still working. So there is what you are doing (e.g. reading a book) and there is another separate process of monitoring your reading, which means stopping every now and then to make sure:

- that you are still understanding
- that you haven't forgotten what went before
- that you haven't fallen into a daydream
- that you haven't become mesmerised by the book and are just being carried along by it.

What we do is retain a core meaning for metacognition as monitoring, overseeing, being responsible for your own learning, but develop it in relation to different ideas of what learning is. Initially, we accept the notion that learning means attending to what is being said and then remembering it, because this is the notion of knowledge that most students begin with.

So metacognition in this context means:

- 1 attending to what the teacher or book is saying
- 2 organising things so that you remember efficiently.

Worksheet Nr. 2.4

Title: Our unconscious mind.

Objectives:

- After completing this worksheet, the learners will understand that:
 - there are lots of things we know without having to keep them in our mind all the time - how to walk, how to read a bike, etc.
 - there is the miracle of our unconscious mind
 - it is necessary to select what to attend to
 - they should become active learners, not passive recipients of information.

Place: Classroom

Duration: 20 minutes

Materials/ equipment/

Use a teacher-focused presentation: a seating arrangement in which students sit in rows facing a blackboard or overhead projection screen.

Methodology-procedure

A teacher-focused presentation with open questions. The script for the teacher follows:

Challenge:

“Of course you remember many cases, in your life, when someone - a teacher, a friend - was speaking a lot, and you gave up listening.

Do you know any possible explanation to your behaviour?”

Group discussion (...)

Explanation:

“Of course, the person speaking might have been boring...! but there is another scientific response. In fact, we can attend to 5-7 bits of information at a time, and nothing can be remembered that has not been attended to by short-term memory.”

Challenge:

“So how can we make sure that our learning is not a matter of “in one ear, out the other”?”

Group discussion (...)

Explanation:

“In a very loose way, we can define “short-term memory” as the conscious mind, as the part of the mind which you use to attend with - the part of the mind that, when you were a student, you were using to listen to teachers explain things.

The “long term memory”, instead, is the part of the mind that knows things even when you do not pay attention to it or are unaware of it. Think about the way you know your language or name or your way around your neighbourhood.

There are lots of things you know without having to keep them in your mind all the time - how to walk, how to ride a bike, how to talk. These are things we know without being aware of them, or without having to keep them in our conscious mind.”

Example:

“Now we propose an example in order to illustrate the limits of attention.

When you were learning to drive a car, there seem to be too many things to attend all at the same time: the accelerator; the clutch; the brake; the hand-brake; the indicators; the steering; and, of course, the other cars.

Obviously there were more than 5-7 things happening here and you couldn’t attend consciously to them all. At the time it was just too much; it was overwhelming; it seemed as if you could never learn to drive.

And then? What happened?

After a time you found that you were doing things without thinking about them. You steered without thinking, you turned corners without thinking about it, you put on the brake without thinking about it, and eventually you could even change gears without thinking. And the ultimate - which is very scary to think about afterwards - was that you could do everything without thinking; you were not even conscious of the other traffic.

Especially when you are stressed or preoccupied with something, you can drive completely on “automatic” and be oblivious to everything. When you get home you say, “I don’t remember going through that intersection. I can’t remember if I meet any traffic”. And then you think, “I was lucky not to have an accident”. But in fact, we never seem to.”

“What this means is that to attend and remember intelligently you have to be metacognitive. If it is impossible to attend to everything,

- *which 5 or 7 bits are you going to make sure you remember?*
- *are you going to leave this to chance, to whatever happens to catch your attention?*
- *Are you going to leave this lesson only remembering the funny accent the speaker had, and the very last thing that was talked about?*
- *Or are you going to be metacognitive and consciously decide which things to remember?”*

So, the memory bottleneck problem is the first illustration of the need to monitor and consciously oversee learning - to be metacognitive.

It is the first example showing that you can either leave things to fate, or take the control of what you learn and of what you remember.

Being metacognitive means that you become aware and responsible for the way you approach new ideas and new skills. Easy!!! Being metacognitive means that you do not have to be just passive victim of your past habits or experiences - you can take the control of the way you go about learning.”

Challenge:

“Let’s say: there have been about 100 things dealt with in the course, you are going to leave this course soon and you will only remember 5-7 bits of information. Which 7 bits are you going to choose to remember?”

Group discussion (...)

Comment:

“Being metacognitive means that you do not have to be just passive victim of your habits and past experiences - you can control how you go about your learning.”

Example:

“You are a writer. Let’s say that there are 100 decisions involved in writing a sentence - lots of decisions to do with handwriting and penmanship; lots of decisions to do with spelling; some decisions to do with grammar; some decisions about which actual words to use; and decisions about what you are trying to say.

Again, you cannot attend to all these at the same time. Which decision are you going to attend to first? Which next?

Of course, no one really knows how many decisions there are in doing something. But of course, by trying to consciously cope with too much we go into overload.

To attend and remember intelligently you have to be metacognitive and become an active selector of what you want to remember.”

Worksheet Nr. 2.5

Title: What is my learning style?

Objectives:

- After completing this worksheet, the learners will:
 - understand their own learning style- personal way of working, thinking, learning and acting.
 - get some ideas for using their own best talents and identify challenges people with the same style often face.
 - see how learning styles influence specific areas of life at work, and in your relationships with the people in their own life.

Place: Classroom

Duration: 90 minutes

Materials/ equipment/

Annexes I - II - III

Methodology-procedure

Blended learning. 10 steps.

1. Introduction by the teacher:

“Have you ever wondered about why you are the way you are? Do you seem to make decisions quickly? Are you bothered when your regular routine is interrupted? Do you worry when people don’t get along? Do you find yourself doing things at the last minute? Learning styles can help you understand yourself and others in ways you weren’t aware of before.”

2. Invite your students to do “Finding your style” exercise (Annex I)

3. Comment by the teacher:

“From completing the “Finding your style” exercise you now know what your learning style is. Now, please, read the “Understanding Learning styles” reading and start to think about how your own style affects you

As you read, here are some things to remember:

- *Everyone has a style.*
- *There is no one best learning style.*
- *Situations or tasks that match your style are usually easier for you to handle.*
- *People who have the same learning style aren’t exactly the same, but they have a lot in common with one another.*
- *If you have trouble understanding someone you probably have a different style.*
- *You can change your behaviour but you can’t change your style”.*

4. Reading about style

Invite Students to find their styles and read each description (Annex II)

5. Writing about style

After each style description in the student guide there is a question for students to respond to. Have students share their responses with the class or in small groups (Annex II)

6. Comment from the teacher

“There are many advantages to knowing about your learning style. You can use your natural strengths and abilities in all kinds of situations. You can be more confident in the strengths you have and recognize situations that don’t suit your style. By being aware of your weaknesses you can learn to adapt to or avoid situations that are difficult for you.

Take the opportunity to read about your style and understand how it affects the learning experiences that work best for you.

In the Guide “Using your learning style in learning” there is a list of the qualities of each style, a description of the special strengths that you can put to use right away, and the challenges people with your style usually have, You can also learn a lot about yourself by reading about your opposite style. For instance, if you’re a sensing type read about how the intuitive style is different from you. Read about the other styles and compare their preferences, strengths, and Challenges to your own.

There is a lot of information on these pages. Feel free to read each section all the way through or skip around. Suit your style. The important thing is for you to learn more about why you are the way you are and what works best for you”.

7. Reading about style usage

Refer students to their styles in the Guide. Invite Students to check their preferences, strengths and challenges by reading each description (Annex III)

8. Small group discussion

Then make students talk about the strategies they could use to enhance their learning.

Ideas for discussion: “What are my favourite ways to learn?” “What are my least favourite?” “What are some strategies I can use when I am in a learning situation that is opposite my style?”

9. Comment from the teacher: Style Flexing

“Of course not every situation, teacher or school activity works best for everyone, and people certainly don’t get along with everyone they meet. One important skill to learn is how to make adjustments so that even if a situation is not ideal for you, you can still be successful.

Sometimes that means asking for what you need; sometimes it means understanding that the situation isn’t perfect for you and you must therefore make adjustments to act or think in a way that is unusual for you. This is called style flexing. It is a way of coping with a situation you find challenging or uncomfortable.

Everyone has to style flex sometimes. Intuitive struggle in school with multiple choice testing, and sensing types have to learn how to sit still, read, and think in abstract ways.

Style flexing can feel uncomfortable at first, but it is important to be able to style flex so that you can adjust to different people and situations in school, at work, and in your relationships. Can you think of ways you have had to style flex in the past?"

10. Comment from the teacher: Last words about style

"Knowing your learning style-your personal strengths-can help you find the best environment and strategies for you to be successful in many ways. Knowing your learning style helps you to understand why you may feel frustrated or uncomfortable in certain situations or have difficulty understanding some people. Most of all, learning about your own style helps you to understand and accept yourself for the way you are.

Everyone is different. Even people with the same learning style are not exactly the same. By knowing about learning styles, you are not boxed in to being a certain way. You become more free: free to recognize your strengths and preferences, free to not feel guilty when you can't do something as well as someone else, free to understand your relationships with others and with yourself, and free to develop your own potential for growth and success in all areas of your life-success that's right for you."

Annex I

Finding your style

This exercise is a chance for you to identify your own style. It is a first step in learning about learning styles. There are no right or wrong answers Read the description in each pair and circle the sentence that is most like you.

Which pattern describes you better, E or I?

E	I
I like action and variety.	I like quiet and time to think about things.
I like to think things out by talking to others.	I like to think things out privately before talking to anybody.
I act quickly, sometimes without thinking much about it.	I may not want to try something without understanding it first.
I like to see how other people do a job or project.	I like to understand the idea of a job or project, then work alone or with one or a few people.
I express emotions openly.	I keep emotions to myself.
I like and need to be with others.	I like and need time to be alone.
I want to know what other people expect of me.	I want to set my own standards.
Count the circles in this column. _____	Count the circles in this column. _____
If there are more circles in this column you have an extrovert (E) style.	If there are more circles in this column you have an introvert (I) style.

Which pattern describes you better, S or N? _____

S	N
I like to live in the present; I enjoy what is now.	I like to live toward the future. I enjoy what might be.
I like to use my eyes and ears to figure out what is happening.	I like to imagine new ways to do things.
I am practical.	I like to dream and think about possibilities.
I like set procedures and routines.	I like variety and change.
I want to read instructions and follow them step-by-step.	I skip instructions and follow hunches.
I enjoy using skills I already have more than learning new skills.	I like learning new skills more than practicing old ones.
I am patient with details, but am impatient when the details get complicated.	I am impatient with details, but I like to figure out interesting problems.

Count the circles in this column. _____ If there are more circles in this column you have an sensing (S) style.	Count the circles in this column. _____ If there are more circles in this column you have an intuitive (N) style.
---	---

Which pattern describes you better, T or F? _____

T	F
I like to decide things using logic.	I like to decide things using personal feelings.
I want to be treated with justice and fair play.	I want to praise, and I like to please people even in small matters.
I may hurt other people’s feelings without knowing it.	I am usually aware of other people’s feelings.
I give more attention to ideas or things than to human relationships.	I can predict how others will feel.
I decide with my head.	I decide with my heart.
I am good at analyzing things.	I am good at understanding people.
I can get along without worrying about harmony with other people.	I value harmony and am very unhappy when there are fights and conflicts.
Count the circles in this column. _____ If there are more circles in this column you have an thinking (T) style.	Count the circles in this column. _____ If there are more circles in this column you have an feeling (F) style.

Which pattern describes you better, J or P? _____

J	P
I like to make a plan, to have things settled and decide ahead.	I like to stay flexible and avoid fixed plans; I like to go with the flow.
I try to make things come out the “way they are supposed to be.”	I deal easily with unplanned and unexpected happenings.
I usually have my mind made up.	I am usually looking for new information.
To handle deadlines I plan in advance	I do things at the last minute.
I may decide things “too quickly.”	I may decide things “too slowly.”
I want to be right.	I don’t want to miss anything.
I live by standards and schedules that are not easily changed.	I like to make changes in plans as things “come along.”
Count the circles in this column. _____ If there are more circles in this column you have an judging (J) style.	Count the circles in this column. _____ If there are more circles in this column you have an perceiving (P) style.

Now write your four letters here: _____

Annex 2

Understanding Learning styles

Extrovert	Introvert
extrovert style talkative, open show emotions act before thinking like to be with people	introvert style quiet, thoughtful keep emotions private think before acting like to spend time alone

Your Turn:

How do you get your best ideas? Do you like to talk about them with others or think about them alone? Do you usually “wear” your emotions or keep them to yourself?

Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **extrovert** or **introvert** style.

Sensing	Intuitive
sensing style see specifics practical like clear guidelines & directions like routine	intuitive style see the big picture imaginative go with gut feelings, experiment like variety

Your Turn:

When trying something new do you like specific directions or do you just want to try yourself first? Do you like to have a set schedule for each day or do you like every day to be different?

Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **sensing** or **intuitive** style.

Thinking	Feeling
thinking style logical think with the head plan ahead more concerned about truth & justice than people’s feelings	feeling style emotional think with the heart live for the moment more concerned about people’s feelings than truth & justice

Your Turn:

What is important to you in the classroom? Do you like your teacher and classmates to be businesslike or personal? How do you go about making decisions? Do you use your heart or your head?

Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **thinking** or **feeling** style.

Judging	Perceiving
<p>judging style organized, make lists</p> <p>like to be in control finish one task before starting another aware of time</p>	<p>perceiving style flexible, go with the flow like to be surprised like to have a lot of things going at once not conscious of time</p>

Your Turn:

Do you work best if you can focus on one task at a time or do you like to have many things to do at once? Do you like starting new projects better than finishing old ones?

Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **thinking** or **feeling** style.

Annex III

Using your learning style in learning

Knowing about the strengths of your learning style is important to your success in learning. With your particular learning style you have certain likes and dislikes in how you learn. Learning style determines how you understand and interpret information, what kind of teacher you work with best, and what kinds of class activities you prefer.

For instance, you might need the teacher to give very specific directions for the assignment. You might want to know how many people you should talk to and want an example of exactly what the teacher expects. You might be excited about the opportunity to be creative. You might also be motivated by a project that lets you actively do something outside of class-like interview someone, build a model, or review a favourite television show.

You have certain ways of learning based on your style. There is no one right way to go about learning. By understanding your learning style you can be confident in your ability to learn and use your strengths and the strategies that work best for you.

extrovert

E

- You like to talk to understand new information and ideas.
- You like to work in groups.
- You like to try something first and think about it later.
- You like to see the results from a project.
- You like to see examples of how other people are doing the work.

Style Strengths

E's learn best when they can study with a friend and learn by trying it themselves instead of just watching or listening to others. When they're having trouble they benefit by talking about their ideas with others.

Style Challenges

E's need to learn to take time to practice the skills they've already learned, to avoid distractions, and to learn how to work independently. They can benefit from practicing their listening skills and taking their time rather than rushing through a project.

introvert

I

- You like to study alone.
- You like to listen to others talk and think about information privately.
- You like to think about something first and try it later.

- You like listening, observing, writing, and reading.
- You like to take your time to complete assignments.

Style Strengths

I's learn best when they can find quiet places to study and have enough time to reflect on and polish their work, They like to make connections between school work and their personal interests.

Style Challenges

I's need to learn how to work with others, become more willing to share ideas with teachers and classmates, and work on staying focused during group activities. I's can benefit in school by trying to talk and communicate more with teachers and classmates.

sensing

S

- You like clear goals.
- You are careful and pay attention to details.
- You like going step-by-step.
- You have a good memory for facts.
- You pay more attention to practical tasks and ideas.

Style Strengths

S's learn best when they can ask their teacher to explain exactly what is expected and focus on skills and assignments that are important in their lives. They like to use computers, watch films or find other ways to see, hear, and touch what they are learning.

Style Challenges

S's need to learn how to figure out how to do an assignment on their own, be more accepting of assignments that don't seem important or real to them, and ask for help from teachers who move too quickly, In school S's need to practice using their imagination and problem solving in new ways.

intuitive

N

- You like reading and listening.
- You like problems that require you to use your imagination.
- You like variety.
- You are more interested in big ideas than in little details.
- You like starting on new projects better than finishing old ones.

Style Strengths

N's learn best when they can find ways to be imaginative and creative in school. They prefer to follow their inspiration and understand the big picture before they begin school tasks and projects.

Style Challenges

N's need to learn how to be more observant and realistic, be patient with teachers that go "too slow," and find a way of practicing routine skills. In school N's need to practice taking traditional forms of testing (like multiple choice and fill-in-the-blank tests), completing projects, and being more specific and concrete.

thinking

T

- You want to be treated fairly.
- You like teachers who are organized.
- You want to feel a sense of achievement and skill.
- You use clear thinking to figure out problems.
- You like clear and logical directions.

Style Strengths

T's learn best when they schedule time to study and put information in a logical order that makes sense to them. They succeed when they can focus on what they already know in order to make connections to new information.

Style Challenges

T's need to find a way to be more comfortable when emotional issues come up in class and work with teachers who aren't organized. In school T's need to practice being more thoughtful toward other students when in pairs and doing group work, giving positive feedback to other students, and making decisions "with their hearts."

feeling

F

- You like to have a friendly relationship with your teachers.
- You learn by helping others.
- You need to get along with other people.
- You like to work with groups.
- You like assignments that are meaningful to you.

Style Strengths

F's learn best when they can study with a friend, find opportunities to choose topics they care about, and help others.

Style Challenges

F's need to learn how to work alone on activities like worksheets and in computer labs, to take criticism, and to think logically instead of emotionally. In school F's need to practice worrying less about feelings and more about the project at hand, and accept that conflict in group work is a part of learning.

judging

J

- You like to have a plan and stick to it.
- You work in a steady, orderly way.
- You like to finish projects.
- You treat school as serious business.
- You like to know exactly what is expected of you.

Style Strengths

J's learn best when they set short-term goals, make a study schedule and find out from the teacher exactly what is expected.

Style Challenges

J's need to learn how to accept unpredictable events, be more comfortable with open-ended situations, and make the most of classes that seem too unstructured. In school J's need to practice approaching problems from a more playful perspective, spend more time considering the process of learning and problem solving, and be more flexible.

perceiving

P

- You are open to new experiences in learning.
- You like to make choices.
- You are flexible.
- You work best when work is enjoyable.
- You like to discover new information.

Style Strengths

P's learn best when they find new ways to do routine tasks to spark their interest and study to discover new information and ideas. They prefer being involved in projects that are open-ended and don't have firm deadlines.

Style Challenges

P's need to pay more attention to deadlines, accept learning situations that are structured and programmed, and participate in projects they have no choice in selecting. In school P's need to practice completing assignments, staying on task with projects, and being more aware of time when they have assignments due.

Chapter 3. Social and Civic Competences

Definition

“The Recommendation of the European Parliament and of the Council” of 18th December 2006 provides a definition according to which social and civic competences include:

“personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation”.

As far as social competence is concerned, the recommendation reads as follows:

“Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one’s family and one’s immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work)”

Substantial elements of social competence are also mentioned:

“The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres”.

A detailed definition is offered on civic competence:

“Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU’s structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe”.

Specific skills are required in this case as well:

“relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting”.

A particular attitude needed in order to promote civic competence is mentioned:

“Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one’s locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles”.

The abovementioned skills constitute an integral part of a personality well-equipped to participate in a variety of social and civic activities. Without those an individual tends to lack full access to phenomena offered by multicultural, multielemental societies of contemporary world. Hence the development of these skills seems an essential element of the educational process of any individual. Education of adults is not an exception since a great many European citizens still seem to require an increase of practical knowledge about what the competences may offer.

The activities that follow are aimed at establishing a working potential for an increase in understanding how important the social and civic competences are. The lessons described below may help to develop a specific kind of awareness that is needed for such understanding. The activities, simple as they are, attempt to stimulate learners (especially adults) for using a more active attitude that would allow them to enjoy their social and civic competences in their entirety.

A. Social (interpersonal) competence

Activity 1: Safety net.

Objectives:

- Developing mutual trust
- Group development
- Developing self-confidence in connection with group skills

Place: Classroom

Duration: 10 minutes

Instructions:

The whole group stands in a line. Two participants stand in front of the line of people, playing the role of safety net. The first person in the line closes her/his eyes and starts going towards the net. The safety net catches the person before he/she hits the wall. Every person does his part. In every round the pace is faster, up to a running pace.

Trust is built by increasing sense of safety that is accumulated with every subsequent round when the safety net succeeded in catching a person. In the end participants run towards the wall confidently.

Debriefing:

Since the activity tends to generate peals of laughter it is important to “use” the atmosphere correctly, not to stop prematurely nor allow the activity to lower concentration. A stimulus for developing trust and group relationships, laughter may also function in this exercise as a tool for increasing self-confidence of individuals. The trust originating from mutual help and sense of security within the group will subsequently be of much use. More timid participants should be energetically but gently encouraged to take part in the activity. Incidentally, physical movement plays an equally important role - adds a strikingly different element thanks to which different social qualities may be underlined. As far as variation is concerned, this activity may be developed into a summarising discussion, with participants describing their impressions connected with the activity. This, again, may serve as a tool for increasing social competence.

Activity 2: Blind’s guide

Objectives:

- developing mutual trust
- increasing concentration
- developing self-definitions

Place: Classroom

Duration: 15 minutes Instructions:

The group is divided into pairs. One person in each pair has his/her eyes closed. The other person gives directions, instructions about the movement. The guide cannot touch the blind. The guide changes the pace of guidance. It is advisable to choose starting and ending points and place obstacles on the way. After some time the participants change roles. A variation can be introduced with instructions being not exactly verbal, but based on sounds, e.g. double sound means „forward”; single sound means “stop”. A variation in sounds may also prove interesting.

Debriefing:

This social exercise is an attempt at establishing closer relationships within the group. Since it is again based on a need for trust, the activity requires and develops intrapersonal as well as interpersonal qualities of an individual. To actively and fully cooperate with a partner, every participant needs to prove creative, active and concentrated. Especially the need for concentration seems to be a fruitful element as it often creates a sense of rivalry between pairs. Adult participants may find it hugely motivating. This, in turn, contributes to effective development of interpersonal skills - allows participants to find common objectives and difficulties and urges the pairs to find their own ways of communicating. Creation of their own systems of messages may as well serve as a proof how difficult (but successful) interpersonal communication can be.

Activity 3: Who’s missing?

Objectives:

- developing memory
- increasing concentration
- developing group relations
- developing interpersonal awareness

Place: Classroom

Duration: 15 minutes

Instructions:

The participants are scattered around the classroom. Person A leaves the room. Participants change places. Person B hides. Person A comes in and has 30 seconds to say who is missing. A correct choice is rewarded, e.g. with sweets. A wrong choice is punished or the sweets go to Person B. A variation may include, for example, choosing which part of somebody’s clothing is missing, who changed a T-shirt, etc.

Debriefing:

An ability to observe and find details is required in every single social relationship, be it a relationship of two individuals or a group relationship. This activity promotes perceptiveness and memory and shows how those two may be put into practice to create social links and facilitate interpersonal contact. Apart from the main objectives, the activity concentrates also on practicing names of other participants. That is why it is important within a group of participants who have just met to conduct this activity after some introductory period - to allow participants to get to know names first. Establishing a sense of importance of the names helps the participants accept the fact that they are in a group and, consequently, leads them towards more complete enjoyment of group relations. The ice is broken in a humorous activity, the path is open.

Activity 4: Chinese whispers (broken telephone)

Objectives:

- introducing potential problems in communication
- highlighting the importance of the act of communication
- integrating the group
- simulating unusual conditions for the act of communication to occur

Place: Classroom

Duration: 15 minutes

Instructions:

Participants sit or stand in a circle. A message is communicated between subsequent participants from one side of the classroom to the other. The message is transported by whispers - only the sender and receiver can hear it. When the receiver receives the message, he/she becomes the sender and whispers to the ear of the next person. The last person in the circle says the message aloud to compare the ending point message with the original one.

Debriefing:

It is important to use a variety of messages - including different, sometimes difficult, pieces of information. An additional element may be introduced - noise or other kind of disturbance can simulate an unusual communication situation.

Participants are likely to enjoy this exercise because it serves as an example how difficult it is to communicate important or uncomfortable information to another individual. This activity proves that any communicative act is connected with the way a person speaks, with his/her potential language skills, with the actual performance in the moment of speaking and with a number of external factors as well. The way interpersonal competence is developed here depends also on the kind of message used.

B. Civic competence

Activity 1: A problematic alien

Objectives:

- to familiarize participants with elementary civic norms (including mutuality, responsibility and trust)
- to make participants recognize social roles they play and the expectations related to these norms
- to make participants understand the mechanisms of social differences and divisions (into “ours” and “the others”)

Place: Classroom

Duration: 7 minutes for preparation, 10 minutes for the presentation

Instructions:

Participants are to imagine the following situation: “You meet an alien who has just landed on the Earth and cannot understand the rules that govern various social situations. He asks you to be his guide. You take him to your kid’s school. While crossing the street he almost gets run over by a car, because he treats red light as a signal to cross. Invent dangerous or problematic situations that he may encounter at this meeting, in a supermarket, in the theatre, a polling station, a town hall or the municipal council”. The participants split into four-people groups, invent such possible dangers and present them to the rest of the group.

Debriefing:

An extreme situation that this activity offers is supposed to help the participants to understand the social mechanisms from scratch. In order to instruct someone who has no idea what they are, the participants have to ponder over the rules that seem to be obvious to them, but very often are distorted.

What is more, such an activity promotes an extremely important civic competence -tolerance. After all, the participants are to imagine someone who is completely different from them and knows less about the world than they do.

Activity 2: Rules of the game

Objectives:

- to start a discussion about the rules organizing a society and about the situation of minorities and majorities
- to experience discrimination
- to experience power and helplessness
- to revise the terms “justice” and “equality”

Duration: 2 hours (it is up to the trainer)

Instructions:

The trainer prepares two colours of labels - yellow and green - and assigns them to participants at random. The participants wear them during the whole activity. There must be more yellow labels than green. Every participant has to have one label of one colour. The participants are divided into two groups and are to obey certain rules (the trainer hangs a poster with the rules on the wall - see Annex III). After establishing the rules the trainer can continue other activities. It is important that the participants do not “abandon” their roles before the follow-up discussion. The possible questions to the discussion are included in the Annex IV.

Debriefing:

The activity aims to revise the terms “justice” and “equality”. The participants will have to answer the questions: Are these rule fair to everyone? Who establishes rules, who has power and can this power be divided? They will have to think what a just society should look like and what can be done to achieve this aim and what the problems to overcome are.

Annex III

The participants with green labels:

- cannot sit on chairs,
- cannot make groups consisting of more than 2 people,
- cannot speak to the “yellow ones” first,
- cannot use any equipment without permission.

The participants with yellow labels:

- have priority to sit at the table,
- have priority to choose music,
- have a free access to the equipment,
- at the end receive chocolate/a drink if they obeyed the rules.

Annex IV

Possible questions for a follow-up discussion:

1. How is it to be yellow?
2. How is it to be green?
3. What was the best/the worst in being yellow?
4. What was the best/the worst in being green?
5. Did anyone try to exchange his/her label?
6. What kind of discrimination takes place in real life?
7. Who has the right to establish rules?
8. To what extent is our organization democratic?
9. What can you do to promote democracy in this organization, in your local community, in your region or country?

Activity 3: Plus/minus

Objectives:

- to confront the participants with their own opinions on racism, anti-Semitism, xenophobia and intolerance
- to expand participants' knowledge pertaining to the roles members of a society play
- to encourage participants to share their opinions with others
- to notice differences in opinions within a group
- to make participants aware of the rapidness with which sometimes we have to make a decision and defend it, but then we cannot accept decisions of other people

Place: Classroom

Duration: 1 hour

The trainer draws a line on the floor (with a chalk or a sticky tape) and a plus (+) on one side and a minus (-) on the other side of the floor. The trainer reads out controversial sentences (see Annex I) and the participants who agree with a particular sentence stand on the plus side, those who do not, on the minus one. Those participants who cannot decide should stay in the middle, but will not have the right to speak. After every sentence the “plus and minus participants” say why they have chosen their sides and try to persuade those in the middle to join them. The undecided choose their stand. Once all questions are discussed, the trainer summarises the activity and asks the participants questions (see Annex II).

Debriefing:

Although the sentences are controversial, they are partly true. We have to notice that while communicating different people understand one idea in their own different ways. It does not mean that someone has a good or bad attitude. It is more important to understand on what grounds such attitude has been based. The activity helps the participants to look at problems from different perspectives and not to stick only to one point.

Annex I

Possible sentences:

1. Muslims really cannot integrate with the European societies.
2. Nationalism means war.
3. Men are more racist than women.
4. It is better to black than gay.
5. Gypsies are the only true Europeans.
6. Young people lead racist attacks.
7. Immigrants take jobs and housing.
8. Love can solve any problem.

Annex 2

Possible questions for a follow-up discussion:

1. What did you feel during the activity?
2. Was it difficult to make a decision? Why?
3. Was standing in the middle and not being able to speak difficult?
4. What arguments were used - based on facts or emotions?
5. Which ones were more effective?
6. Is it possible to compare what was said with the reality?
7. Was the choice of the sentences good?
8. Do you think the activity was effective and successful?

Activity IV: Ecology

Objectives:

- to familiarize participants with the term «third sector»
- to stimulate their creativity
- to promote entrepreneurship and social sensitivity
- to make participants aware of the importance of being involved in the organizations for other social groups

Duration: 20 minutes for preparation, 20 for presentation

Instructions:

The trainer divides the group into three (or more) smaller ones which are to imagine the following situation: “Some foundation has transferred to you 5,000 € to set up an ecology foundation. Your task is to invent and present: slogans and aims of the organization, its plan of action, ways of finding money for the development and further activity and ways of attracting supporters. The names of the organizations are: “Shark - Your Friend”, “Guinea-Pigs”, “The Front Against Plastic Containers”.

Debriefing:

The activity values team work and the importance of realizing other minorities' problems. It helps to formulate and articulate the interests of others. The activity encourages to be active in order to improve the situation of other social groups that found themselves in danger.

Chapter 4.

Sense of initiative and entrepreneurship

Introduction:

Living together in a common Europe, people need to understand the new changing, to adapt their competences also contribute to their motivation and job satisfaction in the workplace, thereby affecting the quality of their work and very day life.

The knowledge, skills and aptitudes that everyone needs must change as a result.

People, young or adults develop **competences of initiative and entrepreneurship**, as well as technological surveillance and innovation.

They work on the abilities of creativity, innovation and risk-taking, as well as on the ability to plan and manage projects in order to achieve objectives. This helps individuals become aware of the context of their work and be able to seize opportunities, and it is a base for more specific skills and knowledge needed when establishing or contributing to social or commercial activities.

The definition of “entrepreneur”:

is a person who organizes, operates, to plan, organize, manage, lead and delegate, analyze and communicate, debrief, evaluate and record, as the reference framework outlines, and to assume the risk for a business venture.

Working for our project, we had understood that entrepreneurship may serve as an important engine for economic and social prosperity of adults, persons interested in a new way of living.

Our booklet is a plethora of adults as active citizen in society that need to take initiative to stimulate entrepreneurship through education at various stages of adult development.

Educational initiatives aimed at stimulating entrepreneurship may be perceived by teenagers, adults, learners, who may be long forgotten by the time actual career choices have to be made.

Learning the sense of **entrepreneurship** for adults, we have obtained satisfactory results with it and learners have the chance to work on their creativity and starting from an idea (created to solve a problem in a sector,) they are able to **define, design, simulate and calculate costs, managing the whole project from the beginning.**

All this involves the ability **to plan, organize, manage, lead and delegate, analyze and communicate, debrief, evaluate and record, as the reference framework LLL.**

Target groups:

- **Learners**, persons less fortunate, at risk of marginalisation, disadvantaged area, immigrants, travellers, gipsies,
- People with low level of culture, young and adults, parents and grand parents, - people who want to change in better way their life, to plant enthusiasm, to refresh their attitude, abilities;
- Persons in difficulty young or older, discouraged persons, at risk of marginalisation, maybe who lost their jobs, which are searching for a second chance;
- Learner, adults who want to adapt their knowledge, competences, abilities, the sense of initiative and entrepreneurship.

Motivation

- We want to address the need to incessantly acquire new knowledge and skills in the face of highly developing science and technology, the information society and the new changes in every day life Europe, to raise awareness about stereotypes and provide interactive tools, enhancing competences, abilities, the sense of initiative and entrepreneurship to deal with them, making adults aware of their similarities and differences through work, developing knowledge and competencies on key concepts as active voluntary citizens, tools which can further be used at wider European level.
- to act effectively in reflecting the EU policies and programs, to exchange experience in promoting European cultural values, living in diversity, in the respect of Human Rights and European values, fighting against marginalization, towards a real intercultural education, rising European dimension.

Impact:

The learners will become aware that the intercultural dialogue is essential in a new European society; therefore, the project will make a valuable contribution towards the development of a better comprehension of European institutions and diversity in culture; a proper picture of Europe will be created, maintained and preserved adults learners important activity.

Worksheet Nr. 4.1

TITLE: Learning to adapt and organize my life

Objectives:

- to learn from each other experience increasing their personal, social and intercultural skills, to make a contribution for development and implementations of programs, activities, to enrich their resources, to discover a new way to become active citizen, to acquire and develop specific task-related skills, discovering new values of the feeling of helping themselves and the others;
- to identify and define the key competences that citizens require for their personal fulfillment, social inclusion, active citizenship and employability in our knowledge-based;
- to raise the level of their personal knowledge;
- to educate them to bring in their hands the pleasure of rediscovering the place of the role of community, society and culture in every day's life.
- to respond to the educational challenge of an ageing population, adapting them to the European dimension;
- to discover solution, creativity, motivation, innovation, working as a team, family,
- to share initiative, self-confidence, health in mind and body,
- to share culture, civilization,
- to help learners with pathways to improving their knowledge and competences;
- to discover the abilities of the learners ;
- to analyze the socio context the learners are living;
- to draw the needs for social integrations;
- to learn about the new abilities and competences, tools and skills;

HOW CAN I USE MY COMPETENCE TO BE A LEADER?

What kind of ability I need to become leader:

- to explore native capacity and ability;
- to develop new skills and ability
- to learn to use ability;
- to learn more about myself / yourself
- to be a good organizer;
- to be motivated

Place: in the classroom

Duration: 40 min

Materials/ equipment/

- Learners will be organizing in little groups;
- Illustrates, article, YouTube -model
- questionnaire
- file/ paper/
- Table, laptop/

Methodology-procedure

- Interactive group discussion.

Steps for trainers:

- Let learners to introduce themselves,
- to share experience,
- Pass around the illustrations, article;
- Ask learners what they think about;
- Check that groups what they are thinking about
- Encourage their ideas, initiatives;
- Circulate to get to know individually, answer questions
- Let it drift into personal revelations,
- Finish with a very short whole-class discussion
- building trust, setting and reaching goals, and relationship closure;
- to be open to plan resources for a good collaboration.

How ?

- Providing emotional support;
- Providing social experiences;
- to plant satisfaction and a strong motivating factor;
- providing adequate guidelines for maneuvering within the learners relationship;
- provide advice for effective involvement of adult learners;

Learners, adults profile can be very different, adults, learners, representing Adult associations working on the field of adult education through culture, natural and cultural heritage for socio-economical disadvantaged area, person at risk of marginalisation.

Adults' members' actions make the European society aware of the importance of protecting the natural environment, the necessity of new strategies for an urgent development, promoting the respect towards the earned heritage, improving the ability of the volunteering service to deliver effective, unpaid but very useful and attractive programs in the benefit of community.

To be open mind and soul means making a contribution, to be connected in the society.

It is very important to encourage the exchange of experience, knowledge and good practice, the development of a European collaboration on thematic topics, and to increase their European outlook, to help individuals develop global skills to succeed in getting a new European dimension.

We are committed to treating every person with respect, and devoting our energies to helping participants meet their individual and collective goals.

A broad consultation will take place, employing roundtable discussions, small group, workshops and brainstorming, that will end up to a certain form of training of adult learners, preparing the activity, useful material, announcements will be provided.

Evaluation tools will be scheduled in order to enhance efficiency and productivity, along with support and guidance, using questionnaires, information form, periodic evaluations, exit interview write-up, final evaluation by the mentors and learners.

Mentor, training staff will value and use learner's ideas, suggestions and proposals in forming the final program of activities, including the social values of the European citizenship and European dimension.

Regular evaluation provides the mentor and the adult learner's time to assess how the new acquired competences are going and if changes could be made to improve the learner's satisfaction and performance.

Evaluation is needed because learners want to know how they're doing, that their work is appreciated and necessary. In order to achieve that, we will organize surveys to ensure the European value of the activities and their expected impact on both the adult learners and the disadvantaged groups.

The adult learners will also assess their own work and the others' work, as well as their results through specific questionnaires corresponding to the different stages of the learning activity and designed by the trainers.

Worksheet Nr. 4.2

TITLE: Dealing with obstacles to Become an Entrepreneur

Objectives :

- to learn adults to analyzed the right situation;
- to take the right decision using new experience,
- to earn their living from their work in the field.
- to increase expected to lead to the successful labor market integration of adult learners
- to learn from the mistakes;
- to identify opportunities and take initiatives, dynamism and ability
- to assess and take risks (as appropriate)
- to learn to became flexible and ethical attitude towards the many challenges of work life and long term adults engagement in the field

Place: Classroom

Duration: 40 minutes

Materials/ equipment:

- Learners will be organizing in mixed groups;
- Illustrations, article, YouTube -model
- questionnaire
- file/ paper/
- table, laptop/

Methodology-procedure:

A teacher-focused presentation.

Contents:

Dealing with obstacles to become an Entrepreneur

The courses are very important for adult learners helping them to take the initiatives, to analyze the right situation of the community they live, to dare to act in the best way, discovering the obstacle they need to adapt their initiatives and competence to became a successful Entrepreneur.

Little stories, example of some given/ prepared situation are very useful for the way adults can be motivated to take the initiatives. It is very important the adult-groups to feel comfortable, to open their confidence, to be encouraged for taken the best strategies.

While we recognize that considerations related to a **sense of initiative and entrepreneurship** also concerns those who conduct training on a voluntary basis in the many youth organizations active on the European level, we imagine that the following considerations might primarily be relevant for those who have taken the decision to make European youth work their profession, those who also earn their living from their work in the field.

Their success is derived from the adults ability to dream, plan and understand change as a natural process for both companies and people.

In that way, their skills create their own vision of the future, and enable him to visualize very clearly what they want to do and how they wants to do it.

Nevertheless, his weaknesses can be exacerbated by excessive individualism, and the fact that the people who work rarely participate in decision-making.

An entrepreneur who does not understand that collaboration and synergy create value cannot count on getting the help he needs for promoting the changes that are needed in his company.

Teamwork creates comparative and competitive advantages that are indispensable for fulfilling corporate and individual goals.

What can cause change management to go poorly?

We had analyzed that can be two big reasons.

The first is that we make a wrong diagnosis of our strengths and weaknesses.

The second reason is that the people in charge of managing change lack credibility, not just because they lack technical or theoretical knowledge but because of their interpersonal relationships with workers.

We had tried to define a set of “basic rules” for the business manager.

The business manager’s basic rules are only a guide that aims to guide readers of the book to reflect about what competency is, and about which skills are important in the process of dealing with daily challenges.

More than a manual of formulas aiming to address millions of hardworking people around the world, this book is presented in an interactive way so that each reader can assimilate certain concepts that are interesting to him and then add to that, according to his own experience, other concepts that are more useful.

So, the goal is not to view people as a mass that can be molded, but [to view them] as thinking readers who are capable of making their own decisions and taking charge of their success.

We had prepared a list of ten competencies would include resilience -the capacity to overcome failures and painful periods-:

– perseverance; teamwork; wisdom; flexibility; coherence; responsibility and pro-activity; self-criticism; innovativeness; and an orientation toward goals.

We had decided that it is necessary to change the traditional view that the business manager and the worker are each other’s enemies to a view that they are strategic partners.

The results the company achieves affect them both; both managers and employees enjoy successes, and they are also responsible for the bad times in a single, grand system.

In our situation we are starting from the fact that the companies and workers are neither at their best in boom times nor at their worst in periods of crisis, it is essential to have confidence in our employees, their skills, their efforts and their motivation.

It is also indispensable to spell out exactly where we are failing and what we need to do about it as a company before taking such drastic decisions as firing people indiscriminately.

A good diagnosis and a sound strategy can revitalize the company.

While I understand that businesspeople assume risk and bet their futures on a company, they also need to understand that firing people in times of crisis doesn't just lower costs but also leads to more chaos, uncertainty and insecurity among the work force. And that leads to lower productivity and profitability.

Who are the “educated unemployed”?

They are people who believe that because they have a professional degree, their future is assured. They think that the knowledge they acquired during a specific time period will suffice for their entire lives. These are also the people who think that it is important to hang their university diplomas on the walls of their offices.

To avoid this phenomenon, you have to understand that innovation and entrepreneurial spirit are everyday things, and that perseverance and patience can be very good guides.

How can you apply entrepreneurial philosophy to everyday life?

All challenges, opportunities and dangers must be dealt with same way.

In other words, any effort to turn a new page, complete a project or implement change requires as much seriousness, work, motivation, responsibility and rigor as it would require in any family or any group of friends, or in the life of any ordinary person.

How do you define who is an entrepreneur?

– There are a lot of myths and prejudices about entrepreneurs.

The first one is that an entrepreneur is a business person who wants to form a company.

The goal of this book is precisely to demystify this concept and stress that countries, cities, companies and working groups can all be entrepreneurial.

In addition, so can a family or person who is going through tough times and who wants to turn a new page -- to leave behind his weaknesses and frustrations and replace them with his strengths and with activities that bring him happiness. Perhaps because the concept of entrepreneurialism is not very widespread, the myth continues that an entrepreneur is a special sort of person.

The final goal of the book is to motivate people, families and companies so that they can all change, so that “today can be a good day” for all of them. To achieve that, change must start within each of us. We must be aware that, with great effort, work, and motivation, we can fulfill dreams that once appeared impossible.

Worksheet Nr. 4.3

TITLE:

One Small Initiative Can Make One Huge Difference

Objectives:

- to educate them to bring in their hands the pleasure of rediscovering the place of the role of community, society and culture in every day's life.
- to respond to the educational challenge of an ageing population, adapting them to the European dimension;
- to discover solution, creativity, motivation, innovation, working as a team, family,
- to share initiative, self-confident, health in mind and body,
- to help learners with pathways to improving their knowledge and competences;
- to increase the abilities of the learners ;
- to draw the needs for registered a company or business ;
- to understand and to give them good advices, to be a model,
- to be able to analyze the situation, searching solutions,
- to develop competence of initiative;
- to learn more about the sense of initiative and entrepreneurship
- to adapt their way to live integrated in the needs of society

How could such a small change make such a big difference? “

- to get new inspiration;
- to adapt / to be flexible, tolerant/ understanding;
- to give real opportunities to all adults to learn, maintain, use these skills and competences.
- to give an example, to encourage adults
- to encourage adults to put in practice their dream and wish
- to learn about the way adults can open their own company
- to register a company, about the documents people need to use for;
- to learn about the bureaucratic hurdles business people
- to learn about procedures required to start a business,

Place: in the classroom

Duration: 40 min

Materials/ equipment/

- Learners will be organizing in little groups;

- handbook of making registration
- file/ paper/
- table, laptop/

Methodology-procedure

- group discussion.

Steps for trainers:

- Encourage their ideas, initiatives;
- getting new initiatives, questions and helpful answers
- building trust, setting and reaching goals, and relationship closure
- providing adequate guidelines for register documents;
- provide advice for a successful business, company;
- about a small change that can make such a very big difference in adults' life;

In the last years, in European countries, the governments give a special attention to encourage initiatives, to open It takes three months in some places to register a new company vs. doing it in 10 minutes on a website.

An electronic registry removes all the intermediaries and the need to pay bribes.

In other words, bureaucrats *are* obstructionist -- at least until they start operating a server

Their goal was to gauge levels of entrepreneurship and, as much as possible, explain why developed countries exhibit much higher levels of entrepreneurship than developing ones.

Their research is summarized in a paper titled, “Entrepreneurship and Firm Foundation across European Countries.”

Economists have long understood that entrepreneurs contribute a great deal to economic vitality.

But explaining why some countries produce so many more of these critical economic actors than others has proved tougher. Solving that riddle could be a key to jumpstarting growth in the developing world.

Adult learners are interested because they believe one of the most effective ways to reduce poverty is to encourage entrepreneurship,

The rich countries in the world made many attempts to help development.

Their programs were mainly about investing in big infrastructure projects and they mostly failed.

The hope is that fostering entrepreneurship will succeed where investing in new initiatives.

Differences in the rates of entrepreneurship around the world are stark.

On top of that, new businesses continue to enter the economy at a faster rate in developed countries than in developing ones.

More Than Public Databases

As the scholars dug deeper, they found that the bureaucratic hurdles business people love to hate explained these regional differences.

“The fewer procedures required to start a business, the greater the number of registered firms -- and the higher the entry rate,” they write.

“There is also a significant relationship between the cost of starting a business (as a percentage of gross national income) and business density and the entry rate.” Where businesses are costly to launch -- in both time and money -- you see fewer of them. An electronic registry helps to cure these sorts of headaches.

In many countries, registries serve as more than just public databases.

They become the nexus of policies relating to entrepreneurship.

“The business registry is at the frontline in the effort to assure that businesses operate transparently and within the bounds of the law,”

“It acts as a guarantor of a solid, legal business environment by fostering transparency.”

Its information can also help to shape economic policy by giving policymakers scads of data about employment and the strengths and weaknesses of an economy’s sectors.

And of course, it better enables governments to levy taxes on businesses.

Improvements brought by electronic registries show themselves quickly.

A criticism of this study might be that electronic registries don’t actually capture levels of entrepreneurship but merely the movement of businesses from the informal sector -- sometimes referred to as the underground economy -- to the formal one. (Once it becomes easy to register, informal firms decide to do so.)

Amit and Guillen argue that this sort of nitpick misses the point. If a government manages to encourage existing firms to register by cutting red tape, then it has still improved its entrepreneurial ecosystem. And chances are, a friendlier environment will lead to the formation of more companies.

While the study devotes much attention to business registries, it examines other drivers and obstacles to entrepreneurship, too.

Not surprisingly, the authors find that corruption saps business formation just as surely as red tape does. In countries with corrupt governments, bribery becomes a hidden tax on entrepreneurship.

“In corrupt countries, everybody in government is on the take,” Amit says. “If somebody doesn’t have the resources to provide for that, he can’t move forward with his business.”

Political turmoil, often accompanied by corruption, plays much the same role. Amit, Guillen and their co-authors use the example of Peru, which has ridden a political rollercoaster since the late 1990s. “What we see is that firm registrations are incredibly sensitive to swings in the political cycle,” Guillen notes. In years of upheaval, like 1999 when then-President Alberto Fujimori tried to overrule the constitution and stand for a third term, the number of business formations sank. But in years of stability, like 2001 when the country elected a new leader, they soared.

We had observed a difference in the sorts of companies that entrepreneurs are starting in the developed and developing worlds. In industrialized countries, service businesses predominated among new firms, but in the developing countries, wholesale and retail trading outfits did.

The varying stages of economic maturation is very important.

For decades, developed economies have been shifting from manufacturing to services.

Developing countries don’t just lag behind that shift but also face obstacles to starting firms in some sectors.

This paper is merely the first step in a multi-year effort to assess entrepreneurship around the world.

As they work toward that goal, they hope to incorporate even more indicators into their assessment of countries' entrepreneurial environments.

Around the world that culture, tough as it can be to quantify, plays a critical role in people's willingness to take the risks required to be an entrepreneur.

Worksheet Nr. 4.4

TITLE:

Encouraging adult learners to reinvent themselves.

Objectives :

- to take the right decision using new experience,
- to draw a practical manual for helping adults change how they see the world.
- to launch a book with the message that anyone can start a business,
- to earn experience and good stimulation for new initiatives
- to increase expected to lead to the successful labor market integration of adult learners
- to learn from the mistakes;
- to identify opportunities and take initiatives, dynamism and ability
- to assess and take risks (as appropriate)
- to learn to challenge of work life and long term adults engagement in the field
- to learn adults to analyzed the right situation;

Place: Classroom

Duration: 40 minutes

Materials/ equipment:

- Learners will be organizing in mixt groups;
- Illustrations, article, YouTube -model
- questionnaire
- file/ paper/
- table, laptop/

Methodology-procedure:

A teacher-focused presentation.

Contents:

Encouraging adult learners to reinvent themselves.

The definition of “entrepreneur” in the book is a broader one, incorporating all people who assume risks daily, and who manifest their ambition in projects that bring people together around a business plan; who bet their reputation and seek to improve their environment in some way.

For the book, I interviewed entrepreneurs, but also singers and dancers, as examples of undertakings that we don’t always consider.

To start a business, you have to be ready to completely change how you see the world, how you think and you are. Having a product or service that others are prepared to buy means you have to trust yourself to bring something to the market and offer it, and to do business at a fair price for the value that it contributes.

You also need to build your trust in the market where your customers are -- the risks that you face and the real opportunities that are hidden behind those “good deals” that only rarely work out well.

They tend to set realistic and achievable goals, and when they do take risks, they’re usually calculated ones based on facts and experience, rather than instincts.

Entrepreneurs are driven not by the need to make money, but by the need to make their dreams a reality. More often than not, money is a byproduct of an entrepreneur’s motivation rather than the motivation itself.

Entrepreneurs are participants, not observers; players, not fans.

*And to be an entrepreneur is to be an optimist, to believe that with the right amount of time and money, **THEY can do anything.***

Worksheet Nr 4.4

Lesson 4

Title:

Encouraging adult learners to reinvent themselves!

By Rodica Miala

*The definition of “**entrepreneur**” in the book is a broader one, incorporating all people who **assume risks daily**, and who manifest their ambition in projects that bring people together around a business plan; who bet their reputation and seek to improve their environment in some way. To start a business, you have to be ready to completely change how you see the world, how you think and you are.*

Begin now to adapt your competences!

Dare to be active as European citizen!

Objectives:

To help learners, participants for the course:

- to take the right decision using new experience,
- to draw a practical manual for helping adults change how they see the world.
- to launch a book with the message that anyone can start a business,
- to earn experience and good stimulation for new initiatives
- to increase expected to lead to the successful labor market integration of adult learners
- to learn from the mistakes;
- to identify opportunities and take initiatives, dynamism and ability
- to assess and take risks (as appropriate)
- to learn to challenge of work life and long term adults engagement in the field, getting new European dimension;
- to learn adults to analyzed the right situation;

*The lessons will make adults aware of their similarities and differences through work, developing knowledge and competencies on **key concepts as active voluntary citizens**, tools which can further be used at wider European level.*



Place, Duration, Materials

Place: Classroom

Duration: 40 minutes

Materials/equipment:

- Learners will be organizing in groups;
- Illustrations, article, YouTube -model
- questionnaire
- listening good examples ;
- dialogues
- working on model of project
- file/ paper/
- table, laptop/

Target Groups:

- **Learner, adults** who want to adapt their knowledge, competences, abilities, the sense of initiative and entrepreneurship.
- **Learners**, persons less fortunate, at risk of marginalisation, disadvantaged area, immigrants, travellers, gypsies,
- **People with low level of culture**, young and adults, parents and grand parents, - people who want to change in better way their life, to plant enthusiasm, to refresh their attitude, abilities;
- **Persons in difficulty** young or older, discouraged persons, at risk of marginalisation, maybe who lost their jobs, which are searching for a second chance;



The initiative of adult must be the "consequence" decisions of their decisions or influenced by other social actors.

Of course, this is true, but not absolute, because the adult is capable of learning, changing, adapting, re-orientation, reinventing.

People, young, adults, seniors should be aware that the labor market dynamics, current and prospective involves lifelong learning, occupational mobility, personal initiative, communication, entrepreneurship, assuming social roles within the community that others are prepared to buy means you have to trust yourself to bring something to the market and offer it, and to do business at a fair price for the value that it contributes.

swer (the number) that best describes your feelings.

1- not at all / 2- less / 3-more / 4-very much

Was the content of these activities useful ? 1-2-3-4

Has communication been efficient ? 1-2-3-4

Were the terms of the activities and the final products respected ? 1-2-3-4

Did you have the opportunity to express your views ? 1-2-3-4

Were there any opportunities for group interaction ? 1-2-3-4

Was the information presented in an interesting way ? 1-2-3-4

How much have we managed to achieve our goals ? 1-2-3-4

Encouraging adult learners to reinvent themselves!

The trainers need to build the trust in the activities of the learner that need to know more, to reinvent themselves!

Adults need to find solutions, to take the initiatives, to take the risks that they face and the real opportunities that are hidden behind those “good deals” that only rarely work out well.

They tend to set realistic and achievable goals, and when they do take risks, they're usually calculated ones based on facts and experience, rather than instincts.



Entrepreneurs are driven not by the need to make money, but by the need to make their dreams a reality. More often than not, money is a byproduct of an entrepreneur's motivation rather than the motivation itself.



Entrepreneurs are participants, not observers; players, not fans. And to be an entrepreneur is to be an optimist, to believe that with the right amount of time and money.

Worksheet Nr 4.5

Lesson 5

Title:

What can be a motivation for developing initiative and entrepreneurship?

Motivation

Motivational receptiveness and potential in everyone changes from day to day, from situation to situation.

Get the alignment and values right, and motivational methods work better. Motivational methods of any sort will not work if people and organization are not aligned.

People are motivated towards something they can relate to and something they can believe in.

Times have changed. People want more. You should view the following motivational methods and ideas as structures, activities and building blocks, to be used when you have a solid foundation in place. The foundation is a cohesive alignment of people's needs and values with the aims and purpose of the organization.



Objectives:

- to stimulate learners ;
- to analyze the situation;
- to grow new motivation;
- to understand and to give them good advices, to be a model,
- to be able to analyze the situation, searching solutions,
- to develop competence of initiative;
- to play an important role;

- to gather the motivate/ right persons;
- to get new inspiration;
- to adapt / to be flexible, - to be tolerant/ -to be understanding;
- to give real opportunities to all adults to learn and maintain these skills and competences.
- to promote the social dialogue in public institutions.
- to became active as an European citizen
- to learn more about the sense of initiative and entrepreneurship in an useful but pleasant way;
- to became more flexible, to adapt their way to live integrated in the needs of society,

Place, Duration, Materials

Place: in the classroom

Duration: 40 min

Materials/ equipment/

- Learners will be organizing in little groups;
- Illustrates, article, YouTube -model
- questionnaire
- file/ paper/
- Table, laptop/

Methodology-procedure

The workshop will be based on non-formal education, a learning and training process, operating outside the routines of the formal educational system.

It will be based on the learning by participation methodology, taking into account the participants' needs and interests.

Target groups:

- **Persons** that need a new motivation for developing initiative and entrepreneurship
- **Learners**, persons less fortunate, at risk of marginalisation, disadvantaged area, immigrants, travellers, gypsies,
- **Learner, adults** who want to adapt their knowledge, competences, abilities, the sense of initiative and entrepreneurship.
- **Participants** that aiming to cultivate empowerment and to develop their personal skills.

Steps for trainers:

- Ask learners what they think about;
- Check that groups what they are thinking about
- Encourage their ideas, initiatives;

- Circulate to get to know individually, answer questions
- Let it drift into personal revelations,
- Finish with a very short whole-class discussion
- building trust, setting and reaching goals, and relationship closure;
- to be open to plane resources for a good collaboration.

How?

- Providing emotional support;
- Providing social experiences;
- to plant satisfaction and a strong motivating factor;
- providing adequate guidelines for maneuvering within the learners relationship;
- provide advice for effective involvement of adult learners;

We argue that motivational differences also influence the entrepreneurial process.

For example, such things as variation across people in their perceptions of risk and opportunity influence entrepreneurial decisions.



Recent research has been relatively accepting of arguments that people vary in their willingness and ability to engage in the entrepreneurial process because of non motivational individual differences

Researchers have shown that the willingness of people to pursue entrepreneurial opportunities depends on such things as their opportunity cost.

We find evidence that subsidiary initiative leads to an enhancement of credibility head office openness, corporate-subsidary communication, and distinctive capabilities.

There is a long tradition of research that views corporate entrepreneurship at lower levels of the organization as an important ingredient in the recipe for long-term success.



We have all picked up on the importance of corporate entrepreneurship as a way of challenging the status quo in large organizations, and thereby as a stimulus for corporate renewal and adaptation to environmental change.



To isolate the effects of entrepreneurial motivation, other factors that could have a causal effect on the process and outcome of entrepreneurship need to be controlled.

One category of control variables is the external environment.

These would include such things as - political factors, market forces and - resources (e.g., availability of investment capital, labor market including skill availability, transportation infrastructure, and complementary technology).



Worksheet Nr. 4.6

Lesson 6.

Title: What we need to become entrepreneurship?

The definition of “entrepreneur”

The definition of “entrepreneur” in the book is a broader one, incorporating all people who assume risks daily, and who manifest their ambition in projects that bring people together around a business plan; who bet their reputation and seek to improve their environment in some way.

To start a business, you have to be ready to completely change how you see the world, how you think and you are. Having a product or service that others are prepared to buy means you have to trust yourself to bring something to the market and offer it, and to do business at a fair price for the value that it contributes.

Objectives:

- Work towards an enabling and facilitating,
- to cooperate and learn in multinational and intercultural context
- Empower volunteer organizations and improve the quality of work
- Reward and recognize volunteering activities;
- Raise awareness of the value and importance of initiatives and entrepreneur.
- To learn adults to have trust in their abilities to become entrepreneurship
- To discover and use their talents;
- To get ideas and inspiration about various methods of activation that can be used in your daily work;
- to share experience with your colleagues.



Place, time, materials, methodology

Place: Classroom

Group of 15 persons,

Duration: 40 minutes

Materials/ equipment:

- Learners will be organizing in mixt groups;
- Illustrations, article, You Tube -model
- questionnaire
- file/ paper/
- table, laptop/

Methodology-procedure:

A teacher-focused presentation.

Target groups:

Learner, adults who want to adapt their knowledge, competences, abilities, the sense of initiative and entrepreneurship.

People with low level of culture, young and adults, parents and grand parents, - people who want to change in better way their life, to plant enthusiasm, to refresh their attitude, abilities;

Persons in difficulty young or older, discouraged persons, at risk of marginalisation, maybe who lost their jobs, which are searching for a second chance;

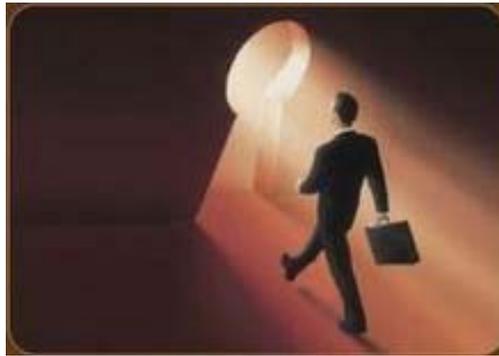


The first step to entrepreneurship is identifying opportunities.

The entrepreneur must be able to spot an unmet need. Oftentimes this need is seen through an inefficiency in the market - something that doesn't work quite the way the entrepreneur would like it to.

As a result, the entrepreneur figures out a potential solution and the opportunity is born.

Each opportunity should be assessed to, among others, determine its likelihood of success and the financial and human resources required to execute upon it.



One of the biggest risks in selecting the wrong opportunity is opportunity cost; that is, the cost of having to forego another opportunity that may have been wildly successful.

Entrepreneurs should assess their potential opportunities and come to a firm decision regarding which one to execute upon. Once selected, the entrepreneurs cannot second-guess themselves.

To do so would lessen their focus and drive towards the selected opportunity, both of which are critical in achieving success.



Spotting Opportunities

As more and more people start or consider starting their own business, it is important that they understand the core steps that are required to launch successful ventures. These steps include spotting, assessing, selecting and executing upon opportunities. Spotting Opportunities: The first step to entrepreneurship is identifying opportunities. The entrepreneur must be able to spot an unmet need. Oftentimes this need is seen through an inefficiency in the market - something that doesn't work quite the way the entrepreneur would like it to. As a result, the entrepreneur figures out a potential solution and the opportunity is born.

Selecting Opportunities:

- One of the biggest risks in selecting the wrong opportunity is opportunity cost; that is, the cost of having to forego another opportunity that may have been wildly successful. Entrepreneurs should assess their potential opportunities and come to a firm decision regarding which one to execute upon.
- To do so would lessen their focus and drive towards the selected opportunity, both of which are critical in achieving success.

- But understanding the steps to entrepreneurship enables entrepreneurs to better understand the path that they are embarking upon.
- It is a path filled with potential pitfalls, but also filled with tremendous excitement, satisfaction and potential to build enormous value.

Monitoring and evaluation

- Partnerships building
- Focus on learning outcomes
- Evaluation
- Final follow up and
- “Certificate ceremony”



The entrepreneur needs to know what tasks must be accomplished and be the main driver in seeing that these tasks are completed in an appropriate manner.

Having an **expertly written business plan** will allow the entrepreneur to see the outline of the actions that must be taken to ensure success.



Chapter 5.

Cultural awareness and expression

In the Annex to the *“Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning”* (2006/962/EC), cultural awareness means:

“Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts”.

To this competence are related knowledge, skills and attitudes.

“Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.”

“Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one’s innate capacities. Skills include also the ability to relate one’s own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.”

“A solid understanding of one’s own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.”

This competence is essential in the frame of adult education, in particular in multicultural settings.

In those years E.U. had the need/ opportunity to create European citizenship that understand each other, since the eighties with new migrations from country of third world, we need a mutual understanding also between no-europeans countries.

Europe has not only very different cultures, but also many common points. Discovering these similarities, understanding differences is as essential as having awareness of their identity and to preserve themselves in meeting with the other ones.

Cultural awareness is the most important competence, and it is also crosswise for the others key competences because it bias different frame of learning.

The lessons below are addressed to trainers who have to work in multicultural settings with adult learners (with appropriate adaptations, it will be used also with young people) and that need to develop their cultural awareness. Methodology is non-formal education, the aim is to improve capacities and skills outside formal educational; lessons topics can be addressed to mixed groups not only for different geographical and cultural backgrounds but also for different level of education.

The trainer has to be a facilitator of learning processes, he should not only to transmit knowledge but he must to give to learners skills to: recover, recognize and evaluate their own culture through their sense of identity, to be open to cultural diversity and to respect what is outside themselves.

LESSON N.1

MYTHS AND LEGENDS1*

Objectives

- Recovering knowledge of literary heritage (written and/or oral) of their country
- Comparing your own culture with that of other participants
- Discovering differences and similarities between myths and legends of different places and cultures, that can appear at first sight distant

Tools

- Sheets of paper and pens

N° of participants

5 - 12

Timing

15 minutes the whole group to allow each participant to recall a tale of a myth or legend typical of their country

5 minutes per participant to tell the tale choice to the group

60 minutes for discussion, group reflection and debriefing

Instructions

The trainer invites each participant to recall and share with others people tales (myths and legends) of their country (if some participant find it difficult to speak about, the trainer can distribute their pens and papers and he can invite them to write them).

The trainer invites everyone to an active and common reflection of differences and similarities of tales from different cultures of origin and countries.

Debriefing - Trainer's reflections

Often, myths and legends of different countries have common traits: the epic story and personal character may appear very similar, although origin and different names, different people are facing similar situations. On the other hand, learners may discover that what is a hero in their own culture, in another one can be anti-hero.

Reflecting on personal and social characteristics of people belonging to different cultures, through the analysis of myth and legend, learners can compare similarities and differences and discover diversity and richness instead ethnocentrism that cause only difference and conflict.

Trainer can ask to the group: "What makes a mythical character (positive or negative) in different cultures?" "What is social and cultural meaning of person/ animal/etc. in myths and legends?"; in this way the exercise will provide an opportunity to think more deeply about the origin's cultures of participants.

* Original lesson created by Deborah Matano

LESSON N.2

MUSIC ENSEMBLE2*

Objectives

- Recover knowledge of the musical heritage of their country
- Express yourself through music
- Discover how the diversity when connected together to create a harmonious whole and lead to higher forms of expression and interesting that the individual elements

Tools

- Different musical instruments (typical instruments of the countries of origin of participants)
- If it is difficult to find the originals instruments, group can made musical instruments using simple materials

N° of participants

3 - 8

Timing

First step (single phase expression): 10 minutes whole group to enable each participant to bring up the rhythm and sounds more typical of their country

Second step (stage choral expression): 5 minutes per micro groups that will form the first part of this phase, 10 minutes for the group as a whole

Third step: 40 minutes for discussion, group reflection and debriefing

Instructions

First step:

- Trainer has various musical instruments in the center of the room and he invite participants to stay in circle around them
- He explains that during the exercise they will not be able to communicate verbally and in addition to the instruments they can also use vocal instrument (eg. singing or doing sounds and rhythms of their homeland)
- Invite each participant to choose an instrument and start using it, recovering and making sounds and rhythms of their culture. In this stage they will not need to find a common harmonic sound but try to familiarize with this new way of language
- Each participant in this first step could try several instruments, including voice

* Original lesson created by Deborah Matano

Second step:

- Trainer asks to participants to select tools that they find most suitable to represent their homeland and be ready to make couples, starting a musical communication that allows to relate to each other through sound and rhythm. Based on the number of participants will take place the first comparison in pairs and in groups gradually increasing until the enlarged group will be all together again (eg. with 8 participants in the first group will consist of two entities, the second from 4 subjects and the third by the full band)
- During this phase, trainer asks to participants to listen to each other in order to better relate to experiment music and sounds, rhythms and harmonies in synergy each other
- When participants will meet in one group, trainer will request them to make the ensemble music, linking different musical expressions in a harmonious way

Debriefing - Trainer's reflections

Music is the universal language capable to overcome cultural boundaries of each area. Each country has specific characteristics of particular rhythm and sound, but through musical language participants can express and live them with the group apart verbal language.

In the first two phases there is not verbal communication (except the explanations of trainer in the beginning of each phase). This will force all participants to express themselves and their culture by musical communication in a new and different way, through the use of sound or even just the rhythm.

Listening to the musical expressions of each company with the aim of creating a musical ensemble, participants will train with active listening, able to set a real attention to the another and to understand diversity, not to deny or cancel, but to harmonize between them, ensuring that the different expressions can enrich a dialogue (in this case music) and tune common to different cultures.

Playing together and then participants will learn to combine the diversity and to build bridges to achieve a harmonious result.

The reflection that arises from this exercise can be enlarged by trainer to other areas of life. Trainer can also expand the experience by the group reflecting on the meaning of the words "rhythm" and "sound" and social and cultural meaning of music and to their experience to use not verbal language.

LESSON N.3

A WORLD OF COLOR3*

Objectives

- Recover knowledge on graphic arts in each participant's country
- Assess the factors of greatest impact in the graphic arts in each country
- Express themselves through drawing and painting
- Relate their own points of view, creative and expressive than other
- Compare your own culture with that of other participants

Tools

- Blank sheets of paper and cardboard in different sizes
- Pencils
- Markers and colours of different types (pencil, wax, oil paint, tempera)
- Palettes and / or other media to mix colours
- Thinners for paints

N° of participants

3 - 10

Timing

30 minutes for personal expression

30 minutes to examine works produced and their meaning

60 minutes for realization of common work

40 minutes for debriefing

Instructions

- Participants will be invited to consider the colours represented in the graphic art/painting in each country
- Through the design and / or painting will make each one work (including an abstract) representing, through the colours previously recovered, the graphic culture of their country
- We compare the various works carried out by analysing the meaning / origins of the different colours used
- We will carry out work in common by all the colours representative of the cultures belonging to the participants

* Original lesson created by Deborah Matano

Debriefing - Trainer's Reflections

The examining and renewing, through the graphic medium, colour pictorial featuring the art of his country, rather than the figures in its entirety, will enable all participants (even those who feel less soft expression using the design and painting) to find himself able to create and communicate through the art graphics. The colour will also give space to express emotions and personal and collective. The colours used in graphic arts / painting of a country are often linked to cultural characteristics of the same: the colours are those offered by the nature of the country (eg. The warm colours of the earth, sun, typical of representations of Africa); those materials which are important, of value to the local culture (eg. gold featuring various works), etc. Reflect on what can afford to expand the analysis of cultural influence from painting that places society, values have on creative expression in general.

Creating a common work participants will link to each other, mixing ideas, colours, personal expression and identity will become a collective expression that, while respecting the identity and culture of each, will facilitate the creation of a broader identity and participatory.

LESSON N.4

GESTURES AND SPACES⁴*

Objectives:

- Reflect on gesture and proxemics (space management around him) defining the culture of origin
- Evaluate the differences and similarities of non-verbal communication used in different cultures
- Compare your own culture with that of other participants
- Understand the others and be open and respect diversities

Tools

- Nothing

N° of participants

3 - 15

Timing

15 minutes to permit each participant to remember and to tell non-verbal communication of own country

15 minutes for practical activities

40 minutes for debriefing

Instructions:

- After trainer explaining what is proxemics and body language, he asks participants to tell and miming one at time typical gestures of their country and then participants have to explain the meaning that those gestures take in their own culture.
- Trainer asks participants to try to speak to the group using only body language
- Trainer encourages participants on the basis of that their seeing and hearing, to compare each other and to analyze similarities and differences of body language in different people and different cultures

Debriefing - Reflections for Trainer

This activity will introduce participants to the importance and the “meaning” of body language able to express emotions, to accompany and support verbal language, to present themselves, to communicate attitude and “personal style”, that connote membership of a particular culture and / or society.

* Original lesson created by Deborah Matano

It will be important that trainer explain to learners how non-verbal language is understood by every human being (also at a level of not fully awareness) and that with their body language the others will respond it.

Through the comparison between learners, trainer will explain that this language:

- is influenced in some of its specific forms (such as proxemics and some gestures) from the culture of belonging and how it is important to take account of these differences and respect them;
- in most of its forms body language is a universal language (related to the human being as such and which is not affected by ethnic differences) and therefore represents a channel of communication able to relate and to include men and women from different cultures between them and overcoming the language barrier.

The trainer can deepen topic of nonverbal communication and with others and appropriate activities, learners can discover how this type of communication affects the communication process in greater proportion (55%) compared to verbal and para-verbal communication.

LESSON N.5

V.I.P. (Very Important People)5*

Objectives:

- Discover similarities and differences that makes a person a celebrity in different countries and cultures.
- Reflect on typical values in different societies.
- Compare their own culture with that of the other participants

Tool:

- Internet

Number of participants

5 - 12

Timing

5 minutes to the whole group to allow each participant to identify and select a current or recent v.i.p. who is famous in their own country and that is representative of this country.

5 minutes per participant to tell to the group who is the v.i.p. and why he's famous.

40 minutes for discussion, group reflection and debriefing

Instructions

- Trainer invites each participant to identify and choose a vip of their country and share with others story that makes famous this person. Participants can help by using web to find stories and photos about the character.
- Trainer asks to participants to understand characteristics that make a person famous in different cultures and the society values that this person reflects . Then trainer stimulates the group to reflect on the values that characterize different societies and cultures and bring participants to discover what is similar and what is different.

Debriefing - Reflections for Trainer

What makes famous a person is related to the values that characterize the society in the moment that he becomes famous. To analyze characteristics that give fame can then reflect the typical values of society, values that represent what this is considered important and what giving strong impression in his own culture.

Values shared by society contribute greatly to the cultural identity of individual persons, so the understanding of these values and the importance that have for us becomes important to better understand own culture.

Be aware of own cultural identity is at the base of an open attitude towards diversity of cultural expression and towards respect of the same, a basic attitude in a multicultural environment.

* Original lesson created by Deborah Matano

