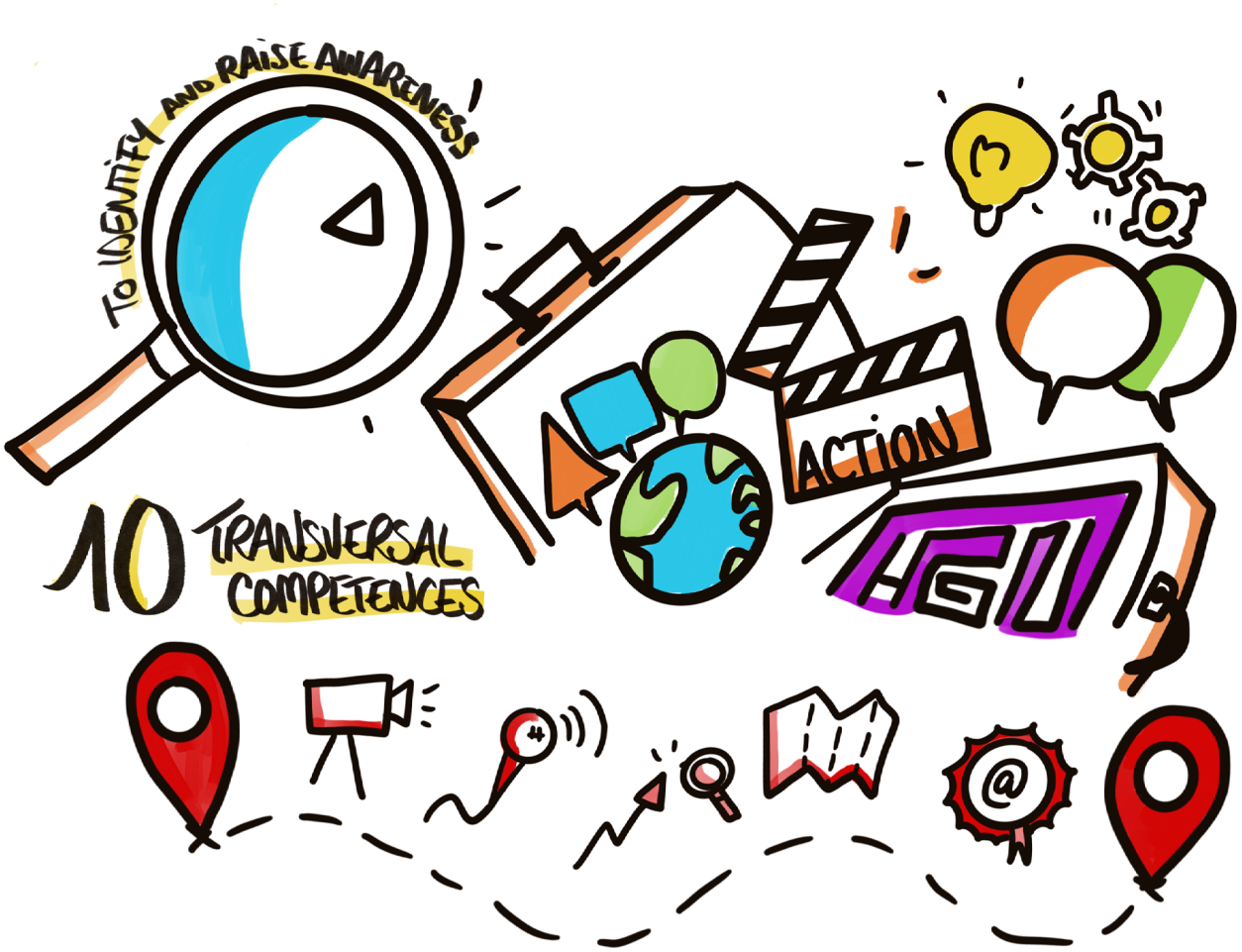
Pedagogical method to **identify and value migrants' transversal competences**



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Summary

INTRODUCTION /3

WHAT FOR? /4

What are we talking about? /4

Why focusing on transversal competences? /5

WHOM IS THIS METHOD FOR? /6

WHAT'S IN THIS METHOD? /6

THE SUPPORT ME APPROACH/ METHODOLOGY /8

How to implement the pedagogic activities? /9

GLOSSARY /10

ANNEX 1. Escape game – link /11

ANNEX 2. Technical information document- digital badges /12

ANNEX 3. Support Me competence descriptions /14

ANNEX 4. Recommendations for promoting transversal skills in a job search process /26

PACKAGES PER COMPETENCE /27

- **Decision making** /28
- **Flexibility** /33
- **Intercultural communication** /39
- **Managing Diversity** /48
- **Problem solving** /57
- **Reliability** /68
- **Resilience** /75
- **Self-awareness** /85
- **Taking Initiative** /93
- **Teamwork** /99

BIBLIOGRAPHY (Resources) /104

CONTRIBUTIONS /108

INTRODUCTION

The SUPPORT ME - Supporting practitioners to train migrants in the EU - project was launched in 2019, funded by the European Union through the Erasmus+ programme. The three years' project aimed at deepening and giving continuity to the DIME project[1], which developed a frame of reference and training modules designed to facilitate the integration of migrants.

The Support Me project is the result of a multidisciplinary partnership between eight organisations from five EU countries, all active in the field of integration of migrants:

Insup, (coordinator), France

Aifrisss, France.

University of Huelva, Spain

Andalucía Acoge, Spain

Bupnet, Germany

Programma Integra, Italy

Iasis, Greece

Edra, Greece

The main objective of this project is to support trainers and volunteers working on the integration of migrant people in the European Union and ensure the quality of training actions within the framework of the interculturality paradigm.

In order to make this possible and to meet the trainers and volunteers' needs, the SUPPORT ME partnership has developed two main products:

- A guide, which can be downloaded from the project website[2] , provides not only knowledge but also tools and procedures needed for an appropriate professional attitude.

- This pedagogical method which aims to raise awareness of the importance of the migrants' transversal competences, to better identify and enhance them in order to promote migrants' social and professional inclusion.

[1] *www.projetdime.eu/en/download/*

[2] *www.supportme.insup.org/en/190-2/*

What for?

WHAT ARE WE TALKING ABOUT?

Competence is a combination of three elements each necessary in order to accomplish an action:

Knowledge	**Aptitude** (skills, know-how)	**Attitude** (knowing how to behave)

In a nutshell, being competent means knowing what to do and how to do it in a given context, in a specific situation.

Transversal competences or skills are widely discussed in the literature and there are many definitions. The approach chosen by the partners combines transversal competences and attitudes in line with the Recommendation of the European Parliament and the European Council.

The key competences for lifelong learning (European Community recommendation 2006/962/EC, dated 18 December 2006), revised in May 2018, fall under the category of transversal competences, defined by the European **Union as a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, employability, social inclusion and active citizenship**. The EU encourages a variety of learning approaches and contexts for continued learning.

- **Literacy**
- **Multilingualism**
- **Numerical, scientific and engineering skills**
- **Digital and technology-based competences**
- **Interpersonal skills, and the ability to adopt new competences**
- **Active citizenship**
- **Entrepreneurship**
- **Cultural awareness and expression**

The Support Me philosophy is completely in line with the Renewed European Agenda for Adult Learning (2011)[3] setting the focus of European cooperation in adult education policies. The Agenda highlights the need to increase participation in adult learning of all kinds (formal, non-formal and informal learning) whether to acquire new skills, for active citizenship, or for one's own personal development and fulfilment.

[3] *https://education.ec.europa.eu/about-eea/strategic-framework*

WHY THE FOCUS ON TRANSVERSAL COMPETENCES?

Transversal competences are generic competences (directly related to basic knowledge or behavioural, cognitive or organisational competences) France Stratégie[4].

Transversal competences can be applied to a wide variety of situations pertaining to different spheres of life (professional, social, personal). In a professional context, they are useful in a large number of professional areas. Despite the importance of transversal skills in the labour market and in social domains, they are not always sufficiently taken into account to be recognised and valued.

The partnership aims to raise practitioners' awareness of these competences in order to make them more visible, to reveal and to promote them. After all, migrants have undoubtedly acquired skills before and during their migration experience that should be recognised and valued. The hope is to increase migrant trainees' motivation and self-confidence, as well as to empower them and allow for a successful integration in the host societies.

Our collective work has been guided by the following key elements:

Experience in this field shows that unlike the hard skills, transversal competences (soft skills) are often more difficult to identify by professionals because they are not clearly defined and because it is difficult to express them.

Soft skills are important in many professional fields and possessing them can contribute to professional mobility, « European Agenda for Adult Learning »[5].

Soft-skills can help secure the individual's career path in a changing world where career paths are less and less linear and predictable.

« Verbalizing these skills allows individuals to diversify the potential of job offers they can apply for and gives companies the opportunity to broaden the profiles of candidates for an offer (France Strategie, 2017).»

Migrant people tend to emphasise their hard skill. The lack of attention to their transversal competences leads to unsuccessful attempts at finding a job.

Soft skills enable faster integration in the workplace and respond to the need for work expressed by newcomers.

Numerous studies insist on their growing importance as prerequisites established by employers who point out that a mix of hard skills and transversal skills are the key of companies' performance.

It is more difficult to teach someone transversal skills rather than technical ones. For example, in care trade, it is rather easy to teach someone how to handle and dress patients whereas it is rather difficult to teach someone how to be a flexible and organized person.

Transversal competences should be valued especially when migrant trainees are unable to obtain recognition of their qualifications having rarely access to a physical copy of their diploma when they are fleeing their country.

«A Syrian journalist whom we accompany cannot get an equivalent job because of the language barrier, so we have to reconsider with him the other opportunities available to him by relying on his transversal skills.»

[4] *https://www.strategie.gouv.fr/publications/competences-transferables-transversales*

[5] European Agenda for Adult Learning (AEFA -in French)
- AEFA French coordination page: *https://agence.erasmusplus.fr/programme-erasmus/outils/aefa/*
- Guide AEFA, Évaluer les compétences transversales (download): *https://agence.erasmusplus.fr/publications/agenda-europeen-pour-leducation-et-la-formation-des-adultes-aefa/*

Whom is this method for?

Our method aims at supporting trainers, volunteers but also any professional (social workers, counsellors…) in their effort to better accompany migrant trainees in the identification, verbalization and valorisation of their transversal competences. The migrant people we target have to be in a training scheme and should have partly overcome the barriers encountered when they entered the new country (barriers regarding their legal status, their housing, their health, language barrier). Our contents are not aimed at newcomers (e.g. asylum seekers, international protection seekers) as we observed that it is not easy to take an interest in this identification of competences when concerns about housing, status and health occupy one's mind and daily life.

What's in this method?

Our method offers a pedagogical set for each Support Me competence containing:

Awareness tools. In order for the trainers and volunteers to better understand the concept of transversal competences, to be able to identify the competences and to value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

- **Step 1:** Understanding the audience: Trainers and volunteers need to understand who their trainees are and what sort of experience they may have had. This would help them to be made aware of the migration experience.
- **Step 2:** Understanding the competences: Trainers and volunteers also need to understand what transversal skills are and to be able to understand the notion of competence.
- **Step 3:** Recognizing the transversal competence (soft skills) developed by the trainees. This is the ultimate goal of the awareness phase. This would allow for trainers to detect the competences developed by the trainees, by analysing film excerpts and migrants' testimonies beforehand. The films and testimonies chosen show each competence specifically. Their analysis is provided to strengthen understanding and stimulate reflection.

Using short film clips, videos or real-life situations to illustrate competence are an easy way to show competence. Transversal competences can be difficult to identify, the use of films makes the task easier.

Pedagogical activities to make the trainees aware of the transversal competence they have developed in their home country or during their migratory journeys. Training providers usually report that they underestimate these competences so it is necessary to reveal them and make them more visible.

There are four activities per competence to propose to the migrant trainee, that together form a unit.
Our pedagogical activities provide a progression following the 4 levels of the European Agenda for Adults.

- **Level 1:** Partial implementation in a known context, observation, identification
- **Level 2:** Adaptation to various situations and consideration of issues
- **Level 3:** Implementation with understanding of the environment
- **Level 4:** Critical analysis, proposals for improvement, anticipation

The activities are mainly based on games, role-playing, quizzes aiming at experiencing new and playful situations to be observed by the trainers before being analysed by the whole group in order to identify the transversal skills that have been mobilized. The training must place the learners at the centre of the learning process so that they build their knowledge in a concrete research situation. They must learn by making their own experience. In this context, the training "goes through experimental and experiential probing, by the personal construction of the adapted answer, by the discovery, by the action and in situation ". (see Dime project approach: *https://www.projetdime.eu*).

The trainers are encouraged to take note of individual/ group involvement/ positioning during each activity for feedback.

These four activities are concluded by a debriefing section. This important and necessary final step is an opportunity to engage a reflection with the trainees about the transversal competences they have experienced and to verify where the trainees situate themselves. A next phase may be conducted by the trainers to explore with each of them potential jobs related or derived from the detected competences.

Escape games are exceptional tools to experiment and develop transversal competences. They immerse the learners in a new situation, a - real-life situation – where many competences will have to be mobilized to solve a problem in a team. The escape game (Thomas Pesquet) (downloadable from the specific section on the Support Me project website), shared as an example, is a good means to identify and develop the ten transversal competences. In addition, creating one's escape game is another option, provided on different websites:

https://logopsycom.com/how-to-organize-an-inclusive-escape-game-in-your-classroom/

https://archive.dmll.org.uk/resources/tools/teaching-and-learning/educational-escape-room/

https://www.weareteachers.com/build-a-classroom-escape-room-lesson/

The escape games can be proposed at the end of the four activities to order to observe the trainees' progress.

Valuing tools (downloadable from the specific section on the project website).

The method includes ten Support Me badges and ten Support Me competence cards. Our tools have been developed to enhance and value the competences, even the smallest part of them that were developed during the sessions. These recognition tools contribute to:

- showcasing of the trainees' transversal competences

- increasing the trainees' self-confidence, self-esteem

- keeping track (a record) of their involvement in the activities, of the competences mobilized and to refer to for their daily practice, their future activity or their professional development (see annex 4)

• **The Support Me cards** can be printed and adapted (naming of the competences in national languages).

The front side shows a pictogram that illustrates the competence and the back side shows its main components. A reading key is given per pictogram in order to facilitate the trainer's work.

How to use them? The cards can be used at the beginning of the training session as an introduction (showing the front side only, naming the competence to the trainees and asking them what it evokes, what they put under the competence name? what is the association they make, what does it mean to them? Can the trainees name a personal or professional experience related to this competence? The trainers are encouraged to provide their own example if the trainees have difficulties.

The cards can again be showed at the end of the four activities asking the trainees to reflect about their initial thought and how they can analyse the competence now. The trainers will then list the main capacities at the back of the card and give the card to the trainee as a proof of the competence development.

• The Support Me digital badges

Our method offers a Support Me badge per competence, they are downloadable from the specific section on the project website.

Digital badge is a digital (online) recognition that can be used to valorise someone's participation in a training, an activity or a project.

Digital badges can also be shared easily, in professional online circles liked LinkedIn. it can allow potential recruiters to see what the participant has done or is capable of doing.

The digital badge can also be inserted in a resume. Therefore, digital badges can facilitate job search (for creating and issuing them, click here)

The Support Me approach/ methodology

Many studies and research have been conducted in Europe on transversal competences required by employers or for integrating the society (see bibliography). By crossing this material with their experience on the field, the Support Me partners have selected a large list of competences and retained 10 key competences in order to elaborate pedagogical activities for raising their identification

- **Intercultural communication**
- **Managing diversity**
- **Problem solving**
- **Self-awareness**
- **Resilience**
- **Decision making**
- **Teamwork**
- **Flexibility**
- **Taking initiative**
- **Reliability**

This 10 competences list is not an exhaustive list in which to lock the learners but they are a first step for their self-reflection. The featured competences are closely linked to one another.

The basic skills: reading, writing and counting, which are part of these transversal skills and essential for integration in the host society, have nevertheless not been retained by the consortium because they are already the subject of specific trainings well documented.

The partners chose the VIC « Validating Integration Competences of refugees » framework elaborated under Erasmus + by our German partner Bupnet, to define knowledge, skills and attitudes attached to each competence (see annex 3) and to give birth to our pedagogical activities.

Our activities and tools then went through a two-month pilot phase in Germany, Spain, Greece, Italy and France, engaging trainers and volunteers. Their rich feedback has been integrated in the final outputs.

The Support Me outputs complement existing European tools. For example, they will make it easier to complete the EU Skills Profiling Tool[6] or the Europass[7] resume

[6] *https://ec.europa.eu/migrantskills/#/*

[7] *https://ec.europa.eu/social/main.jsp?catId=1266&langId=en*

HOW TO IMPLEMENT THE PEDAGOGIC ACTIVITIES?

Trainers and volunteers need to have cultural sensitivity, ability to build a trustful relationship, to understand the starting position of each individual and ability to motivate, support and value.

All the activities are to be conducted with a group where the members already know each other and trust and confidence are established. The trainer is also capable of anticipating the potential reaction of the trainees so that he/she can adapt the activities accordingly.

The proposed shorts videos, the film excerpts and the testimonies are tools to sensitise the trainers to the competences and are not designed to be used with the trainees. As opposed to our pedagogical activities, the awareness tools are composed of a set of resources in which the trainers can select depending on their needs

Our main tips:

- The activities are designed for B1 language mastering minimum.
- Paying attention to the trainees having experienced traumatic experiences (asylum seekers for instance) who may have negative emotions during activities for instance those of self-awareness, resilience, identity (see guide O1 – chapter 3 on Trauma). In some situations, it might be useful to call for psychological support.
- Explaining trainees that the works on 10 competences are not restrictive
- In case the trainees are reluctant to engage in the activities (whatever the reason ie shyness, difficulty to expose his/her intimacy…), a way to respond could be to establish ground rules prior to starting activities (for example confidentiality, respect of each other and individuality, commitment to participate…).
- The practitioners are encouraged to act as both animators and observers during the activities and will report their observations in to be discussed with their trainees. Trainers are encouraged to create individual tables and report these observations for individual interviews in addition to the group feedback.
- The time frame and content of the activities can be adapted by the trainers depending on the group profile and needs
- Activities are made to identify, to enhance competences and to valorising the trainee's competences and not an assessment of their capabilities.
- The proposed tools or material may be adapted depending on the cultural frame of reference.
- Debriefing section is a mandatory phase to check how the trainees understood the competences and can position themselves in the process.

Glossary

- **Hard skills** are strictly job-specific, closely connected with knowledge, easily observed, measured and trained.

- **Transferable competences** are technical skills needed to perform a job, but that can be implemented in another job, with little adaptation (technical, technological, organizational)

- **Validation**

Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification. (Source: Cedefop (2014). Terminology of European education and training policy: a selection of 130 terms. 2nd ed. Luxembourg: Publications Office.)

- **Valuing** learning

Process of promoting participation in and outcomes of (formal or non-formal) learning, to raise awareness of its intrinsic worth and to reward learning.

(Source: Cedefop, 2001 in European Commission, 2001.)

- **Recognition** (of competences)

All learning activity undertaken through life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons. (Source: Cedefop, 2008. https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#V)

- **Evaluation**

Determination of the value, nature, character, or quality of something or someone (https://www.merriam-webster.com/dictionary/evaluation)

- **Assessment**

Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). (Source: Cedefop (2014). Terminology of European education and training policy: a selection of 130 terms. 2nd ed. Luxembourg: Publications Office.)

- **Integration**. There is no consensus on a single definition for integration. See different definitions in the Support Me guide (Chapter 1)

Annex 1. Escape game – link

Escape game Thomas Pesquet (Trainers)

WHAT ARE THE PEDAGOGICAL OBJECTIVES OF AN ESCAPE GAME?

The escape game activity is a training activity to develop/ to reach the level 4 of each Support Me transversal competence.

Actually, the trainees are immersed in a "concrete" situation where they will have to act independently, recognize their resources, their limits, adapt to a new context, apply strategies, analyse the situations to find the solution.

The trainees will develop the Support Me transversal competencies such as: problem solving, flexibility, taking initiative, teamwork, reliability, resilience, intercultural communication, managing diversity, self-awareness and decision making.

This is an excellent way to make learners speak. By teams, they will have to cooperate, exchange in order to solve a set of puzzles. It will also help them memorise the lexicon of space.

WHO IS THE TARGETED PUBLIC?

Trainees with CEFR Level from B2

WHAT'S THE GAME GOAL?

Help Thomas Pesquet, the French astronaut to return back to earth. The button to allow him to come down is secured by a 4-digit padlock. The teams will have to solve 4 puzzles (+ 1 enigma to figure out the padlock digital order). Before having access to the puzzles, they will have to pass an aptitude test: a multiple-choice questionnaire. (They have to obtain a 5/5 score to access the puzzles).

HOW TO WIN?

The team that wins is the first one that reaches to open the box and press the button on. They will have 60 minutes to complete the tasks. If they exceed this time limit, they lose. The trainer will play the role of game master. The game master may use a timer to get them involved in the game. He/ she has for objective to have at least a team that reaches the end of the mission. He/ she will have to give more or less clues to help the teams move forward in the game.

MATERIAL NEEDED

- Box
- 4-digit padlock
- Buzzer
- Puzzles and their clues distributed in envelopes
- Instruction sheet
- Scissors and a mirror
- A computer with Internet connexion

HOW TO ORGANISE IT?

Depending on the number of participants and the space you have, you will divide the tables into clusters. Ideally, each cluster should accommodate 3-4 learners. The table's disposition must be thought in such a way that exchanges between teams are reduced as much as possible. Each table must have the "instruction manual" on it.

The game master must have a desk where teams will come up to check their answers or to recover clues. The locked box with the 4-digit padlock containing the buzzer will also be set there.

WHICH PRE-REQUISITE? (NOT COMPULSORY)

Before launching the game, the participants can begin by an oral comprehension *https://savoirs.rfi.fr/fr/apprendre-enseigner/sciences/lastronaute-thomas-pesquet-est-dans-la-station-spatiale-internationale/1*

The video is in French with English subtitles

Annex 2. Technical information document - digital badges

Informational document

WHAT IS A DIGITAL BADGE?

Digital badge is a digital (online) certification that can be used to valorize someone's participation in a course, an activity or a project. Digital Badges can also be used to certify competences or knowledge acquired during an activity.

HOW DO THEY WORK?

A Digital Badge is made up of two things: an image and data. The image is purely visual and can indicate the name of the organization who created the badge, the project or competency that is being validated… The data of the badge is the most important. A badge can be modified after its creation, however, **after being issued to a participant, any modifications done to the badge would create a new Digital Badge**.

The data can and should indicate a variety of things.

WHAT DATA IS NECESSARY FOR A DIGITAL BADGE?

- Who created the badge: the name of the organization/ company/ association/ person responsible for the creation and distribution of the badge
- Who is receiving the badge: the name of the participant – this will be indicated upon attribution of the badge to an account on the chosen platform (see the list below)
- When the badge was given
- How long the badge is valid for: one year? two years? Some skills/ competencies can expire within 5 years due to evolution (change, adjustments…)
- The name of the badge: Indicating the level of the participant (if any), the name of the course…
- A detailed description of the type of participation linked to the badge: the criteria for obtaining the digital badge, explaining the tasks done, the competencies acquired…
- Optional - Proof of participation
- Optional – Endorser: Someone who can validate the relevance, the authenticity of the digital badge, who can validate its link to the organization/ company/ association/ person responsible for its creation and distribution. This would mean providing contact information to said person.

HOW AND WHERE CAN A BADGE BE CREATED? A LIST OF PLATFORMS

Digital Badge Creation

https://openbadges.org/
https://openbadges.info/
https://obnight.openrecognition.org/
https://info.badgr.com/
https://openbadgepassport.com/

These websites allow you to create badges. In order to create a badge, you need to have the necessary information, as well as an image to associate the badge to. The image can be created using any editing website or badge dedicated creators, the size is, however, limited. For instance, Open Badge Passport requires images to be **200 px * 200 px. Badge Image Creation**

https://www.canva.com/
https://badge.design/
http://www.makebadg.es/badge
https://www.openbadges.me/designer

You can use the Support Me image, see :
https://www.supportme.insup.org/en/digital-badges/

WHY ARE DIGITAL BADGES IMPORTANT?

Digital Badges encourage lifelong learning by adding value to the skills and competencies acquired through participation in different activities or courses.

Digital Badges can also be shared easily. A badge can be shared in professional online circles liked LinkedIn, which can also allow potential recruiters to see what the recipient has done or is capable of doing. Digital Badges can also be inserted in a resume. Therefore, Digital Badges can also facilitate job searches.

CREATING, ISSUING, USING AND SHARING A BADGE: THE PROCESS – USINGO PENBADGEPASSPORT.COM

Creating & Issuing a Digital Badge

Step 1: Create an image

Step 2: Prepare the description of the Digital Badge

Step 3: Choose the website where you want to host your Digital Badge

Step 4: Insert the image that you created

Step 5: Fill out the description of the Digital Badge

Step 6: Publish & Issue the Digital Badge

Using a Digital Badge in a resume

Step 1: Go to the Digital Badge's page on the host website

Step 2: Save the image of your badge (if you don't already have it)

Step 3: Copy the link (website address) of your Digital Badge

Step 4: Add the image to your resume

Step 5: Right click the image and add a hyperlink (link)

Step 6: Paste the link copied in step 3

Step 7: Save the modified resume

Sharing a Digital Badge (Social Media)

Step 1: Go to the Digital Badge's page on the host website

Step 2: Click on **"Social"**

Step 3: Make the Digital Badge's visibility **Public**

Step 4: Select the social media that you wish to share the badge on OR copy the link by clicking **"Share Link"**

Annex 3.

Support Me competence descriptions

Competence description **Decision making** . . . . . p. 15
Competence description **Flexibility** . . . . . p. 16
Competence description **Intercultural communication** . . . . . p. 17
Competence description **Managing Diversity** . . . . . p. 19
Competence description **Problem Solving** . . . . . p. 20
Competence description **Reliability** . . . . . p. 21
Competence description **Resilience** . . . . . p. 22
Competence description **Self-awareness** . . . . . p. 23
Competence description **Taking Initiative** . . . . . p. 24
Competence description **Teamwork** . . . . . p. 25

COMPETENCE DESCRIPTION

Decision making

The decision-making competence consists in being able to choose the best option among several to achieve the desired objective. The development of the competence goes beyond mere decision, it is about deciding systematically, committing and being consistent. When making a decision, needs, values, motivations, influences, and possible consequences must be taken into account.

KNOWLEDGE:
THE LEARNER

- knows the scope and limits of his/ her responsibility in regard to assigned tasks and towards other persons and groups
- knows he/ she is accountable for his/ her decisions and actions/ knows how to apply different strategies
- knows that his/ her decisions may affect others
- knows how to act independently/ determinedly

SKILLS:
THE LEARNER

- is able to recognise his/ her responsibility for certain tasks and processes
- is able to take the necessary actions to meet the expectations that are given, either through a certain role or relating to a task
- is able to self-reflect and analyse situations in regard to expectations and responsibilities/ decision's making
- is able to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting responsible/ making personal decisions

ATTITUDES:
THE LEARNER

- is feeling responsible/ confident for his/her tasks, own actions and decisions
- is open towards new responsibilities/ decisions
- is appreciative of the rewards of responsibility/ commitment in their own decisions (e.g. appreciation from others, confidence and trust, promotions, sense of achievement)
- has a general positive attitude towards taking responsibility/ making his/ her own decisions
- inspires others to behave responsibly/ to make the right decisions

REFERENCE SYSTEM – DECISION-MAKING

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit underst anding)	Knowing strategies and methods to fulfil and expand own decisions using one's skills and resources, and the existing limits.	Discovering acting independently	Acting independently and being self-directed in fulfilling one's decisions. Deliberately expanding own capacity to take over decision making.	Self-regulation, determination	Feeling the need to act independently and being determined to improve own capability to do so. Restraining from own interests and thinking collectively in decision making.
3	Knowing how	Knowing how own skills and resources determine their decisions to agree to and how to use these to fulfil the tasks one has.	Deciding/ selecting	Being able to recognise and analyse decisions and related expectations of a task or role and behave accordingly. Deciding on priorities of tasks and expectations one is responsible for.	Motivation/ appreciation	Valuing responsibility and appreciating the rewards of making decisions. Being motivated to expand own capacity for making decisions in different forms.
2	Knowing why	Knowing what are the benefits of making their own choices and that one is responsible for his/her own actions/decisions.	Using, imitating	Occasionally taking decisions with the support of others or when being asked to.	Perspective taking	Being interested to learn how to make decisions using one's own skills and resources.
1	Knowing what	Knowing what is the scope of one's own decision and that this may affect others.	Perceiving	Recognising that one can take decisions by using one's own skills and resources.	Self-orientation	Being interested in making decisions for tasks and expectations that are relevant for own life.

COMPETENCE DESCRIPTION

Flexibility

Flexibility is a competence that describes the ability to adapt to changing situations in order to cope with different circumstances. This involves knowledge of the moving nature of life itself, about different environments as well as one's own capabilities and one's behavioural strategies. Being open minded and having trust in one's own strengths are attitudes that allow you to adapt as situations evolve, thus reducing stress.

KNOWLEDGE:
THE LEARNER

- knows about requirements of different contexts and environments
- knows the benefits of being flexible
- knows the challenges of flexibility
- knows that things are dynamic and change is inherent in all areas of life
- knows adequate forms of behaviour for certain contexts
- knows how to adapt own strategies according to available or missing resources

SKILLS:
THE LEARNER

- is able to transfer knowledge, skills and abilities to other contexts and environments
- is able to reflect on observations and experiences and to draw conclusions in terms of how to adapt
- is able to adapt resources to changing environments or changing constraints
- is able to operate in multicultural environments and to adapt to new situations and locations
- is able to anticipate new perspectives
- is able to select from a variety of different behaviours
- is able to accept and adapt to restrictions
- is able to accept others as they are
- is able to cope with stress that might result from the pressure of adapting to evolving situations and environments

ATTITUDES:
THE LEARNER

- is open to new perspectives, things, behaviours, situations.
- is curious about learning, discovering new things
- is willing to change approaches or to try different approaches
- is willing to learn to adapt
- is motivated to benefit from flexibility, e.g. to fit in/ be more comfortable/ successful

REFERENCE SYSTEM – FLEXIBILITY

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to deal with changes and working on becoming more flexible. Analysing situations and acting accordingly.	Self-regulation, determination	Being determined to deal with changing conditions for the sake of a good result.
3	Knowing how	Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to deal with changes based on familiar behaviours. Selecting from a repertoire of familiar behaviours to adapt to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2	Knowing why (distant understanding)	Knowing why one should be flexible and that there are benefits and challenges of being flexible.	Using, imitating	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking/interest	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many areas of life.	Perceiving	Perceiving situations that require flexibility (without acting).	Self-orientation	Not being interested in adapting to changing conditions. Only considering adapting for own personal benefit.

COMPETENCE DESCRIPTION

Intercultural communication

Intercultural communication is based on the awareness of the different backgrounds that people may have, and that these may influence our behaviour in relationships and interactions, including professional ones. Intercultural communication also relates to ways of interacting and sharing information with others from different cultural, religious, social, ethnic, and educational backgrounds. It is supported by specific attitudes and affective features, (inter) cultural knowledge, skills and reflection. The learner is aware that culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted.

The process of acquiring the intercultural communication competence is based on three phases:

- **becoming aware of diversity**
- **acquiring knowledge of other cultures**
- **developing communication skills.**

The learner has achieved the intercultural competence when they are aware of the existing diversity of languages, codes and patterns in different cultures and when they interact with people from different cultural backgrounds without stereotypes or prejudices.

KNOWLEDGE:
THE LEARNER

- has knowledge of ways to establish a relationship of respect with people from a different cultural, social and religious or spiritual background
- has knowledge of relevant intercultural communication techniques
- has knowledge about nonverbal communication patterns of other cultures
- has knowledge of the cultural codes relating to behaviour and communication
- knows that there are no easy solutions for achieving satisfactory communication between people from different cultural backgrounds
- has knowledge about how culture shapes one's identity and world's view

SKILLS:
THE LEARNER

- uses patience and perseverance to identify and minimize ethnocentrism, to seek out cultural clues and meanings
- is able to respond to others in a non-judgemental and respectful way
- is able to listen actively and to express openness
- is able to exchange knowledge and experiences with persons having different cultural backgrounds
- is able to identify problems and find solutions in a culturally diverse group
- is able to give and receive feedback to and from other people of different cultural backgrounds
- is flexible in their communication strategies
- is able to reflect on own behaviour and to interpret it from different angles

ATTITUDES:
THE LEARNER

- has a positive attitude towards cultural diversity, values cultural diversity and thinks without prejudice about cultural differences.
- is sensitive to nonverbal communication patterns in other cultures
- has a positive attitude towards working alongside people from different cultures
- is empathetic and curious about other cultures
- respects others and their cultural, social and religious imprint, viewing difference as a learning opportunity
- has tolerance for ambiguity and views it as a positive experience
- is motivated to understand people from different cultural backgrounds and wants to be understood
- wants to avoid conflicts and misunderstandings that may evolve from cultural differences
- suspends judgement, especially when faced with incomprehensible communicative behaviour
- requires feedback, especially in the face of communicative acts that are not understood
- listens, avoiding using adjectives such as right/ wrong, normal/ weird, submissive/ aggressive, and so on (active listening) when communicating

REFERENCE SYSTEM – INTERCULTURAL COMMUNICATION

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing about other cultures and understanding how one's own cultural aspects can shape one's identity and world view and therefore influence communication. Knowing pitfalls of culture-based misunderstandings and how to avoid them.	Discovering acting independently	Actively collecting information about communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context. Analysing, interpreting and relating, seeking out linkages, causality and relationships using comparative techniques of analysis. Using critical thinking to analyse and interpret the world from other cultures' point of view.	Self-regulation, determination	Respecting and valuing expressions of cultural differences and being determined to overcome communication-based obstacles between people from different cultural backgrounds. Viewing difference as a learning opportunity, being aware of one's own ignorance. Tolerating ambiguity and viewing it as a positive experience.
3	Knowing how	Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt own communication accordingly.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, observing, perceiving non-verbal signs.	Motivation/ appreciation	Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence.
2	Knowing why (distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.	Using, imitating	Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking /interest	Being curious towards cultural diversity and different communication styles. Accepting different ways of communication and considering to learn more about it.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising different styles of communication based on cultural backgrounds.	Self-orientation	Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

COMPETENCE DESCRIPTION

Managing Diversity

The learner is competent in managing, recognizing and valuing heterogeneity and diversity in groups based on the historical, social, economic, religious or spiritual, learning needs/ abilities, motivations, prior experience and knowledge, age and gender or physical, psycho-emotional backgrounds of the group.

This includes understanding and respecting differences and the ability to incorporate or obviate any difference in the learning process. The learner is self-aware and has the ability to see others' points of view, to value diverse experiences, to recognize the challenges and the complexities of diversity and have the willingness to engage in it.

Furthermore, the learner is interested in others' experiences and has the ability to analyse the behaviour of a group, to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts.

KNOWLEDGE:
THE LEARNER

- has knowledge of the benefits and the challenges of diversity and heterogeneity in a group
- has knowledge of group dynamics (social, cultural…)
- has knowledge of methods to deal with possible conflicts
- has knowledge about cultural self-assessment

SKILLS:
THE LEARNER

- is able to recognise diversity in backgrounds
- is able to manage heterogeneity
- is able to analyse behaviours
- is able to recognize tensions, problems and possible conflicts
- is able to act strategically to prevent and/ or manage these possible conflicts
- is able to critically think about their own behaviour and to interpret different behaviours in a group

ATTITUDES:
THE LEARNER

- values diversity
- is reliable
- is consistent
- is to be trusted
- is empathic
- is respectful of other identities and cultures
- is open and curious towards diversity and heterogeneity
- is motivated to learn more about diversity and improve one's understanding about the concept

REFERENCE SYSTEM - MANAGING DIVERSITY

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing when and how to react to situations triggered by cultural/social/religious/ differences. Knowing how to prevent such frictions.	Discovering acting independently	Looking for different and new diversity management strategies, to improve own competences. Trying and applying different strategies and reflecting them.	Self-regulation, determination	To regulate one's own feelings for the sake of the group in order to respect diversity, heterogeneity and the feelings and attitudes of the group members. Being able to critically self-reflect and refrain from own emotions.
3	Knowing how	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a group.	Deciding/ selecting	Seeing when it is necessary to take action to explicitly address diversity in a group and acting accordingly.	Motivation/ appreciation	Valuing diversity in a group and respecting others. Being motivated to improve own ways of acting in a diverse group. Wishing that others appreciate diversity and respectful interaction.
2	Knowing why (Distant understanding	Knowing why people show different behaviours in diverse groups and the importance of paying attention to diversity in a group.	Using, imitating	Occasionally taking differences (cultural/social/religious/...) into account in the way you have learned from other people or from a role model	Perspective taking/interest	Showing curiosity towards diversity and heterogeneity and a respective management approach. Considering to learn more about it.
1	Knowing what	Knowing that in a group people can have diverse backgrounds, contexts and personalities.	Perceiving	Recognising diversity and heterogeneity in your group.	Self-orientation	Considering the benefits of diversity management but not feeling the need to become active in this respect.

COMPETENCE DESCRIPTION

Problem Solving

Problem solving consists of actions, attitudes and knowledge, which are goal-directed in complex situations with no easy solutions. Even if the final goal is clearly defined, the problem solver might not be aware of all steps towards its achievement.

The problems might vary in complexity and might require different resources. Therefore, the problem solver needs to analyse the issues in order to identify and choose solutions to problems which occur in their specific situation.

In order to be completed successfully the problem solver needs to be motivated to solve the problem and curious enough to find the solutions. Problem solving with others allows for the solutions to be found at a faster pace, as everyone mobilises their own knowledge, skills in a combined effort.

KNOWLEDGE:
THE LEARNER

- knows how to solve problems by thinking critically when there is no predefined solution
- knows different problem-solving techniques and approaches
- knows how to transfer problem-solving knowledge to other people

SKILLS:
THE LEARNER

- is able to recognise when a problem has an immediate solution
- is able to define the concrete problem and its origins
- is able to identify and define the impact a problem has on them
- is able to apply pre-defined problem-solving techniques and approaches
- is able to analyse the influencing factors of a problem (causes, consequences and triggers)
- is able to plan and reason towards a solution
- is able to combine and modify different problem-solving techniques and approaches
- is able to discover and invent creative solutions
- is able to invent new problem-solving techniques based on their life experience

ATTITUDES:
THE LEARNER

- feels that problem solving competences are useful
- is eager to look for solutions and opportunities
- is curious, critical, reflective and creative
- is very motivated to solve problems in general
- is autonomous but capable of working with others to solve problems
- is motivated to help other people in applying problem solving techniques and approaches.

REFERENCE SYSTEM – PROBLEM SOLVING

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use his/her resources. Knowing different ways/ instruments to tackle the task.	Discovering/ acting independently	Discovering and applying complex solutions in different private and professional contexts.	Self-regulation, determination	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.
3	Knowing how	Knowing theoretically what to do to solve the problem/to tackle the task and to reach the goal.	Deciding/ selecting	Applying given problem-solving actions. Choosing between different given possibilities to solve the problem.	Motivation/ appreciation	Being motivated to solve the problem and to deal with the task.
2	Knowing why (distant understanding)	Knowing the reason for the task or the problem background	Using, imitating	Being instructed to take specific actions to tackle with the problem/task.	Perspective taking/ interest	Curiosity in finding solutions to the problem.
1	Knowing what	Knowing that there is a specific task and it is necessary to solve it in order to reach the goal.	Perceiving	Understanding the problem without acting.	Self-orientation	Not interested in solving a problem or in thinking and applying possible solutions to it.

COMPETENCE DESCRIPTION

Reliability

Reliability describes someone who is dependable and eager to take responsibility, as well as someone who manages to build relationships based on trust. Reliability also refers to the commitment given when working or collaborating with others. This means that a person is able to communicate appropriately and fulfil their commitments on time, which helps them build and maintain healthy relationships both in private and professional settings.

KNOWLEDGE:
THE LEARNER

- knows that trust and reliability are important for healthy relationships
- knows why it is beneficial in certain contexts to show reliability
- knows about their own limits and ways of self-reflection

SKILLS:
THE LEARNER

- is able to recognize the necessity and the benefits of being trustworthy and reliable in different situations
- actively takes responsibility when interacting with others and meets commitments
- shows commitment when interacting and collaborating with others
- is able to inform others appropriately, in case they are not able to meet commitments

ATTITUDES:
THE LEARNER

- feels motivated to be a person one can count on
- is motivated to be seen as a reliable and responsible partner in private and professional settings
- is open minded to learn about other people's points of view and their concepts of trust and reliability.
- feels open to express to others how reliability is important for good relationships

REFERENCE SYSTEM – RELIABILITY

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing about own chances and limits in his/her actions to keep agreements and appointments and to have a realistic estimation on promises one can keep.	Discovering acting independently	Recognising own limits. Being able to communicate in an appropriate way in situations when appointments or agreements cannot be fulfilled in the way they had been initially planned.	Self-regulation, determination	Being determined to reflect on one own roles, tasks and responsibilities in order to fulfil them in different interpersonal relationships.
3	Knowing how	Knowing what elements are relevant in establishing trusting relationships in the professional and private/personal sphere. Knowing how to identify the trust that can be built in personal and professional interactions.	Deciding/ selecting	Being able to show commitment in the interaction and cooperation with others and actively fulfilling expectations in private and professional settings.	Motivation/ appreciation	Appreciating trustful and reliable relationships in professional and private contexts and being motivated to follow this concept in his/her own acting.
2	Knowing why (distant understanding)	Knowing why there is a benefit in the interpersonal interaction to act in a trustworthy and reliable way.	Using, imitating	Being able to recognise the necessity and the benefit of being trustworthy and reliable in private and professional relationships.	Perspective taking/ interest	Being interested and motivated to learn about other people's points of view and their concepts of trust and reliability.
1	Knowing what	Knowing what is the scope of one's own responsibility and that this may affect others.	Perceiving	Recognising that healthy interpersonal relationships are based on trust and reliability.	Self-orientation	Having a positive attitude towards being a trustworthy/ reliable person.

COMPETENCE DESCRIPTION

Resilience

The learner is competent in mobilising resources and finding solutions in order to quickly recover from change, difficulties and adapt to new life contexts. This involves knowledge of main values and characteristics of the new environment, as well as one's own capabilities and resources to create opportunities for oneself. The learner is able to act accordingly, adapt and develop strategies to set up plans in different life and working contexts. She/ he includes not only a process of reacting and adapting to change but being able to be whole with one's identity and goals.
Having a positive attitude towards the future is a key to turn challenges into opportunities and adapt successfully to new situations.

KNOWLEDGE:
THE LEARNER

- knows how to deal with new situations
- knows how to consciously manage her/ his daily situations (obstacles and opportunities) in their life, it means not living on "autopilot"
- knows the meaning and the benefits of being resilient
- knows resilience strategies and behaviours

SKILLS:
THE LEARNER

- is able to adapt to new life contexts, to evolve, and to recover from difficulties
- is able to identify challenges, opportunities
- is able to implement strategies of resilience, behaviours and self-analysis
- is able to react accordingly in order to better cope with a challenge or an opportunity
- is able to mobilise resources and plan activities according to the new situation

ATTITUDES:
THE LEARNER

- has a positive/ pro-active attitude towards change
- is willing to adapt their habits to new life contexts for the benefit of their own wellbeing
- is motivated to quickly recover from difficulties

REFERENCE SYSTEM – RESILIENCE

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing when and how to adopt resilience strategies in order to better and faster adapt to a new context. Knowing how to plan actions according to the changing situation.	Discovering acting independently	Discovering own resilience strategies to transform challenges in opportunities. Analysing situations and planning resources and activities accordingly.	Self-regulation, determination	Being determined to adapt to the new life context for the sake of own wellbeing.
3	Knowing how	Knowing how to adapt own and/or external resources to better recover and adapt to new situations.	Deciding/ selecting	Deciding to adopt own or external resources to overcome a difficulty or to better adapt to a new context. Selecting from a repertoire of familiar tools and behaviours to better cope with a particular difficulty.	Motivation/ appreciation	Valuing behaviours and strategies to quickly recover from difficulties and adapt to new contexts. Being motivated to improve own resilience competences.
2	Knowing why (distant understanding)	Knowing why it is important to be resilient and that there are opportunities as well as difficulties when adapting to new situations.	Using, imitating	Adopting own resources to adapt to a new situation when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking/ interest	Being interested in how others recover from difficulties and adapt to the new context. Being interested to learn more about resilience strategies.
1	Knowing what	Knowing what it means to be resilient and that it is expected when the life context changes considerably.	Perceiving	Perceiving situations that require adaptability (without acting).	Self-orientation	Seeing resilience as something positive but without adopting any strategy to adapt to the new context.

COMPETENCE DESCRIPTION

Self-awareness

The ability to understand one's own identity, emotions, thoughts, and values and how they influence interpersonal constructive relations. This includes capacities to recognize one's strengths, limitations and emotions with a well-grounded sense of confidence and purpose.

KNOWLEDGE:
THE LEARNER

- has knowledge about what may be common to all humans
- has knowledge of the importance of one's identity and its different facets
- has knowledge of the notion of values
- has knowledge about one's personal emotions, interests and tastes
- has knowledge about the importance of situating oneself in space and time
- has knowledge about the right to one's place in society
- knows that feelings affect performance

SKILLS:
THE LEARNER

- is able to reflect on who they are
- is able to recognise their values, qualities and emotions
- is able to identify their capacities and limits
- is able to assert themselves, making good choices
- is able to learn from one's mistakes
- is able to identify and express a personal achievement(s) of which one is proud
- is able to situate oneself in space and time.
- is able to give oneself the means to achieve one's goals and dreams.
- is able to plan tasks according to their priority
- is able to use self-evaluation methods to improve one's personal development.

ATTITUDES:
THE LEARNER

- appreciates oneself, takes care of oneself, respect oneself
- expresses and shares one's tastes and passions
- feels comfortable with one's appearance, one's body.
- feels confident in who he/ she is
- shows off in various situations
- adheres to values
- is sensitive to others, building positive relationships

REFERENCE SYSTEM – SELF-AWARENESS

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing when self-awareness is appropriate and can contribute to personal and collaborative goals.	Discovering acting independently	Searching for self-awareness techniques, independently applying them within given situations or for a given issue in a constructive way.	Self-regulation, determination	Having a positive attitude towards change and being determined to improve self-awareness competence with respect to individual development and collaboration.
3	Knowing how	Knowing how to organise self-reflection as a learning process for oneself in different ways.	Deciding/ selecting	Making conscious choices on situations or issues to reflect about; selecting methods for self-awareness that seem pertinent for the given situation.	Motivation/ appreciation	Being motivated to increase own competence for self-awareness. Finding it important that others value self- awareness
2	Knowing why (distant understanding)	Knowing why self-awareness is important processes in order to increase the personal development	Using, imitating	Occasionally self-reflecting, self-reflecting when being stimulated, e.g. through questions.	Perspective taking	Being motivated to increase own competence for self-awareness. Finding it important that others value self- awareness
1	Knowing what	Knowing what self-awareness means and that this can be an important process to improve the relationships and well-being.	Perceiving	Recognising the importance of self-awareness for individual development.	Self-orientation	Feeling that self-awareness can be of value for own development.

COMPETENCE DESCRIPTION

Taking Initiative

The competence describes the ability to form and conduct life plans and personal projects. The learner proactively identifies ways and acts to address problems and opportunities. They demonstrate motivation and tenacity in achieving objectives. They are ready to embark on new tasks.

KNOWLEDGE:
THE LEARNER

- knows the meaning of the decisive initial step
- knows that their daily routine has to be changed in order to find new approaches
- knows that after planning, action follows
- knows how to identify risks, evaluate opportunities and decide
- knows that even a wrong decision brings knowledge and serves their own development.

SKILLS:
THE LEARNER

- identifies risks and evaluates opportunities in order to make progress
- takes the first step towards a decision
- steps outside of the box and is open to change
- completes tasks and assignments without the need for prompting from their trainers or others
- seeks out information on their own initiative

ATTITUDES:
THE LEARNER

- has an openness for change and new approaches
- is willing to take risks in hopes of move forward
- respects others opinions' and decisions' as a process of necessity
- is motivated to take a detailed look before making a decision

REFERENCE SYSTEM – TAKING INITIATIVE

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Knowing how and when to take the initiative to cross borders and break through routines. Knowing how to make a decision and what it implies.	Discovering acting independently	Being able to identify the right time to take the initiative by having the competence to lead, make decisions and recognise the consequences.	Self-regulation, determination	Being determined to complete tasks independently and successfully. Being committed and enthusiastic to set and achieve challenges all by being aware of the opportunities and risks involved.
3	Knowing how	Understanding and knowing how to take the initiative to be successful and knowing the consequences.	Deciding/ selecting	Being able to recognise the moments of taking the initiative using familiar patterns and to react/act accordingly.	Motivation/ appreciation	Being motivated to take the initiative in a process and to take a decision.
2	Knowing why (distant understanding)	Understanding why taking the initiative is necessary to start and run processes.	Using, imitating	Being able to take the initiative, under guidance and instructions, by imitating others.	Perspective taking	Being curious to take the initiative without being aware of the consequences.
1	Knowing what	Knowing that it is important to take the initiative in order to be successful.	Perceiving	Identifying situations where initiative is necessary but not acting actively.	Self-orientation	Taking initiative only in own familiar context without relating it to the learning context.

COMPETENCE DESCRIPTION

Teamwork

The learner is competent in interacting with others. In teamwork, the individual respects the specific backgrounds, competences and skills of others and has the ability to act as a team player. This involves verbal and non-verbal communication skills like assertiveness, clarity and active listening, as well as an awareness of diversity. They acknowledge the potential of teamwork, seeing it as an efficient way of working together and as a source of creativity. They are also determined to contribute to a successful result. They are aware of the roles and capabilities of others and act accordingly.

KNOWLEDGE:
THE LEARNER

- knows the benefits of teamwork
- knows how to identify and make use of the qualities of others in order to reach a common goal
- has knowledge of how to enhance collaborative processes in different living and learning contexts

SKILLS:
THE LEARNER

- is able to identify situations where teamwork is beneficial
- is able to act appropriately with others in a given life situation
- is able to work with others and act according to their role
- is able to work with others and can assign specific tasks and roles to others on the basis of their potential and resources

ATTITUDES:
THE LEARNER

- has a positive attitude towards working alongside others
- feels that other perspectives and actions benefit them
- inspires others to collaborate in different living and learning contexts

REFERENCE SYSTEM – TEAMWORK

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to engage into collaborative processes. Understanding how and when to communicate and coordinate processes.	Discovering acting independently	Initiate collaborative processes. Being able to assign and coordinate specific tasks and roles in a collaborative process. Monitoring collaborative processes. Trying out new roles for oneself.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the shared goal. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands for teamwork. Knowing how to engage in a coordinated process where the individual skills, qualities and limits are taken into account in order to act efficiently.	Deciding/ selecting	Actively reaching out to collaborate with others or help to initiate collaborative processes. Contributing to the teamwork according to own potential and resources for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together and appreciating diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work with others.
2	Knowing why (distant understanding)	Knowing that individuals have different competences and abilities and that these have to be coordinated accordingly.	Using, imitating	Contributing to collaborative processes when being invited or instructed to. Fulfilling assigned tasks in teamwork with others.	Perspective taking	Being interested in the potentials of teamwork and to learn more about it.
1	Knowing what	Knowing that collaborating with others is a precondition to reach a shared goal.	Perceiving	Recognising situations that require teamwork for reaching shared goals.	Self-orientation	Seeing teamwork as something positive, but without engaging in any collaborative processes.

Annex 4.

Recommendations for promoting transversal skills in a job search process

It will be very important and necessary to enhance migrant people for trusting in their own skills and capacity to develop them and improve those that are necessary to get the results they want, that which makes them feel better, more confident. We all go through many situations, contexts and challenges, and in all of them we have applied and developed the competences we have felt necessary. All people have a learned capacity to develop specific competences in multiple environments or situations.

In a job search process or taking part in a selection process, to prepare interviews or spontaneous application, it is especially important to recognize one's own competences and the competences that are required for the job.

The following are some recommendations to guide migrant people to prepare the selection process, to map, highlight and demonstrate their transversal skills, especially in cases where face-to-face job selection are carried out.

The trainee will have to:

1. Identify the different competences expected by the company/ organisation and think of different situations that this job may offer or may occur.
2. Imagine and elaborate ways of coping based on own skills.
3. List the different personal and professional experiences where these expected competences have been mobilized/ used.
3. Analyse in which ones they have felt more confident and in which ones they need more knowledge or practice.
4. Getting familiar with tools as the Rectec competency map http://rectec.ac-versailles.fr/wp-content/uploads/sites/135/2021/09/Cartes_EN.pdf_ and learning to use this 12-transversal skills map. With the help of the trainer, trying to position themselves on the 4 levels of some of the 12 competences linking them to real-life situations.
5. Complete the transversal skills map in order to help the resume creation, to promote the strongest competences during the job interview and be able to explain in which particular situations they have been mobilised.
6. Keep openness for future learning. To offer openness also in the own skills and competences is to open the options for lifelong learning, necessary for the development of a career path.

PACKAGES PER COMPETENCE

Competence **Decision making** . . . . . .p. 28
Competence **Flexibility** . . . . . .p. 33
Competence **Intercultural communication** . . . .p. 39
Competence **Managing Diversity** . . . . . .p. 48
Competence **Problem Solving** . . . . . .p. 57
Competence **Reliability** . . . . . .p. 68
Competence **Resilience** . . . . . .p. 75
Competence **Self-awareness** . . . . . .p. 85
Competence **Taking Initiative** . . . . . .p. 93
Competence **Teamwork** . . . . . .p. 99

COMPETENCE

Decision making

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Changing Lanes Testimony analysis: The story of Tara	Changing Lanes The story of Tara

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film • **Changing Lanes**

During the first minutes of the video, we observe a scene of unsafe driving that leads to a car crash. Both drivers get out of the cars and begin a procedure that seemingly will lead to a proper accident recording. But the closure of the video clip reveals a different reality. What the film clip links to the decision-making skill is that our actions and behaviors do not always affect solely ourselves but indeed they affect and produce different outcomes for other people as well. It is very important when we interact with others, or we are in a process of making decisions to take good care of the circumstances and pay attention and respect to the needs of others, and correspondingly to be responsible for our actions when their outcome have a negative impact, especially to others.

b. Testimony • **The story of Tara**

Settling into a new country is not easy and the decision we make needs huge commitment and effort. Immigrants have to adapt to an unfamiliar environment and lifestyle while maintaining aspects of their previous culture and way of life. This is the story of Tara.

Tara has immigrated to the USA three years ago from Ukraine as he did not feel safe there. He manages to attend graduate school and works at a startup in downtown San Francisco as a Digital Marketing Manager. This was not an easy decision to make as he is still waiting for his asylum application to process and he cannot pay a visit to his family. In his free time, Tara visits a small, Eastern European market and cooks his favorite recipes. Immigrating to another country certainly is not an easy choice usually followed by many implications. Being far away from our own family and our cultural background is something that rise feelings of nostalgia. Making decisions that will reflect our quality of life is something that someone needs to consider thoroughly, having in mind possible disadvantages and placing a big effort of commitment.

2. PEDAGOGICAL ACTIVITIES

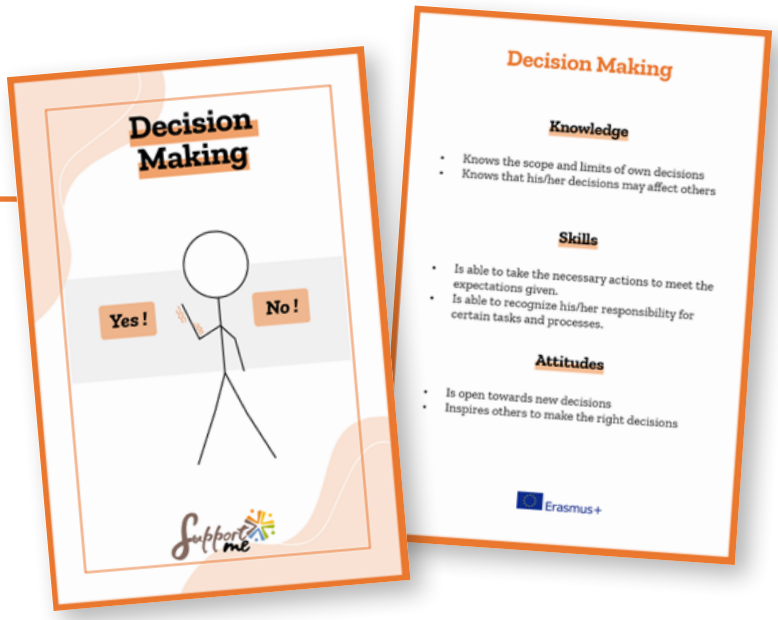
These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

The character is facing a control panel and has to click on a button either on "yes" or "no". They have to decide but they are hesitating as they consider the outcomes each choice can have.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards



LEVEL 1 • HOW SIMPLE IS IT TO MAKE ONE DECISION?

Why is this activity relevant to identify or value the competence?

This activity allows the participants to have a thorough understanding of how they develop specific choices and judgments regarding everyday routine.

Objectives

· To become aware of one's decision making development

· To recognize different constraints in making specific decisions.

Step by step

1. The trainer asks all participants to write on a piece of paper all of the decisions that they can remember making so far for a specific day of their week. These opinions have to do with simple choices namely of what to wear, what to eat, how to spend free time, etc. They can include on their list up to five decisions of all types.
2. Allow a few minutes for participants to write. Then, ask them to go back through their list and categorize their opinions on a scale from 1 to 5, with a standing of "1" meaning an automatic, habitual decision, and a standing of "5" meaning a decision that requires careful thinking. 1(automatic), 2 (somehow automatic) 3 (neutral) 4 (somehow careful thinking), 5 (strong careful thinking)

Debriefing

Then the discussion should prompt when the participants will be requested to answer:

· What does this exercise tell you about how you make utmost of your thoughts?

· What would you consider a bad decision? Why?

The trainer will then give a feedback to the group summarizing from the notes he/ she took during the activity.

Duration
45 mins

Material/ equipment
· Paperboard
· Markers
· Papers and pens/ pencils

Number of participants
6-8

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows the participants to have a thorough understanding of the importance of making responsible decisions. The most vital way to encourage responsible decision-making is by collaborating with others.

Objectives

· Making decisions with the support of others
· Identify emotions behind actions

Step by step

1. The trainer explains that the aim of this activity is to create a common accepted group contract. An effective group contract between a trainer and his/her trainees should contain two things: the expectations as a trainer and the participants' own expectations and needs for the group session. For example, expectations as a trainer could be no phones, no eating snacks, no talking when someone else talks, no commenting on others opinions etc. The trainer will explain that they will have to present their expectations as trainees. He will divide the group into subgroups and ask the trainees to brainstorm for 10 mins.
2. When all groups have finalized their brainstorming, they can present their expectations. The trainer writes down all the expectations on a paperboard and then announces that all these expectations are part of the common agreed contract.
3. The trainer will present the trainees with the opposite list of their expectations and ask each trainee to comment on what she/ he would do if the commonly agreed decisions were not respected.

Debriefing

The participants are invited to share their opinion about:

· How did they feel by creating a common contract?
· How difficult was it for them to defend their propositions for the contract during the brainstorming and or the presentation?
· What thoughts did they have during the implementation of the activity?

Duration
1 hour

Material/ equipment
· Paperboard
· Markers
· Papers and pens/ pencils

Number of participants
6-8

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows trainees to immerse in a fictive situation where they will have to think about what they need to travel. They will have to make choices to ensure that their travel bag is practical and not too heavy.

They will have to justify their choices.

Objectives

· To make decisions and responsible choices

· To collaborate and find a consensus with his/ her team

· To be able to justify one's own choices

· To analyse decisions

Step by step

The trainer explains to the trainees that they are going for a two months' trip:

· In Asia (in summer)

· In North Finland (in autumn).

Their budget is very tight. They will have to find very cheap accommodations or sleep in a tent. This will be a long journey full of surprises and adventure! But first, the trainees will have to think about resources they will include in their travel bag. The bag will have to be as small as light as possible.

1. Each trainee will be distributed a 3-column chart.
2. Each participant will have to take time (20 mins) in order to think about what he/ she considers to be the most essential items for such a journey. They will have to justify their choices explaining why such an object is important for him/her.
3. The trainer will create two groups in order for them to confront their ideas. The trainees will exchange together and will have to choose by consensus the resources they think are the most important if they travel together.
4. Each group will present the resources they decided upon and explain why.

Debriefing

TIPS: If within a group some trainees are not able to express their ideas because they are too shy or someone takes all the floor, the trainer can intervene to allow a debate to take place.

The trainer asks the participants:

· Have you found this activity difficult?

· Was it easy to share your choices with your team?

· Did you manage to reach a consensus? How?

· Did you think about another object or resource? If yes, what made you think about it?

· Do you think it is important to think about what to bring for a trip beforehand? Why?

Duration
1 hour

Material/ equipment
· The list of resources
· Pens
· A table with 3 columns per team:
column 1: the complete list of resources
column 2: the participant's personal ranking
column 3: the ranking decided by the group.

Number of participants
6 to 12 maximum

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

LIST OF TOOLS AND ITEMS

External equipment and documents

· Tent
· peg
· hammer/ mallet
· piece of twine
· tarp
· flashlight
· sleeping bag
· pillow
· floor mat
· blanket
· candles
· small bowl
· travel laundry
· laundry bag
· identity documents (identity and visa cards)
· driving license
· credit card
· passport
· important prescriptions
· vaccination cards
· health booklet
· health insurance card
· blood type card
· leaflet holder
· mirror
· travel diary
· map of countries to visit
· conversation guide
· binoculars
· compass
· global positioning system
· sackcloth
· beach towel

Clothes and accessories

· socks
· underwear
· trousers
· t-shirt
· sunglasses
· swimming shoes
· hat
· slippers
· coat
· gloves
· baskets
· flip-flops
· shorts
· skirt
· dress
· sweat
· cardigan
· rain poncho
· pyjamas
· night mask
· scarf
· pareo
· bathing suit
· cap
· polar jacket
· beanie
· umbrella
· watch

Hygiene products

- sun cream
- toothbrush
- towels
- tissues
- shower gel
- shampoo
- nail file
- scissors
- tweezers
- moisturizing cream
- cotton
- cotton bud
- soap
- deodorizer
- fragrance
- antibacterial gel
- brush
- razor
- elastic bands
- hair clip
- sanitary towels/ pad
- depilatory waxing
- nail clippers
- makeup palette
- lipstick
- lip balm
- toilet gloves
- tick catcher
- bandage
- disinfectant
- thermometer
- little scissors
- aspirin
- paracetamol
- codeine
- antibiotics
- healing cream
- compress
- physiological serum
- contraceptives
- injectable adrenaline dose,
- anti-itching cream
- drugs (headaches, stomach ache...)
- facial spray
- tiger balm
- betadine
- biafine
- melatonin
- earplugs
- mask
- shaving cream

Kitchen tools

- knives
- forks
- spoons
- travel saucepan
- camp stove
- plates
- bowls
- glass
- goblet
- paper towel
- tupperware
- snacks (cereal bar, sweet and salty biscuits)
- water bottle
- swiss knife
- water filter
- mosquito net
- headlamp
- matches
- lighter
- insulated pouches
- corkscrew
- sponges
- washing up liquid
- garbage bag
- mini sewing kit
- lunch box
- tea towels
- ropes
- mini DIY kit
- clothes peg
- cutter

Leisure equipment

- book
- card games
- pencils
- notebook pens
- travel board games
- camera
- spare battery
- go pro camera
- USB stick
- smartphone
- laptop
- photo tripod
- batteries,
- portable video game console
- earphones
- headphones
- international plug adaptor
- external battery
- diving mask, snorkel

LEVEL 4 • HOW DO I CHOOSE MY DECISIONS

Why is this activity relevant to identify or value the competence?

This activity will allow the participants to understand that determination upon their decision is a fundamental way to achieve their goals. The aim of the activity is to connect the objective of determination and consistency with all the decisions we make in our lives as an important element to succeed in anything we consider important.

Objectives

- To know strategies and methods to fulfil and expand own decisions using one's skills and resources
- To expand his/ her own capacity to take over decision making
- To act independently and be determined to improve his/her own capability to do so

Step by step

1. The trainer explains that the aim of this activity is to understand what being determined means and its role in the success of every decision we make. As part of a previous home exercise, the trainer has asked the trainees to choose an activity where strong decision and commitment were necessary, to act independently, and to introduce the outcomes to their group companions (examples could be as: visiting a service, booking a ticket, enrollment to a course, daily activities depending on participants' needs).
2. Then, during the activity course, the trainer invites the participants to sit in a circle. Every trainee is requested to narrate his/ her experience of the personal activity has chosen to accomplish (5 minutes should be enough time for each trainee).
3. The trainer explains that the next step of the activity is that each trainee will make an interview of another one regarding how successful or less successful was their experience and the outcomes of their decisions. Trainees are requested to work autonomously by thinking about the questions they will choose. The trainer allows them a few minutes to write their questions. If the trainer needs to facilitate the process he/ she can give the following examples: How successful was your decision? Was it easy or rather difficult to accomplish? Do you have feelings of disappointment if your outcomes were poor? What level of commitment is necessary? If you did not succeed did you have alternative plans? Would you try again?
4. Finally, the interview process begins. The trainer takes notes from all narratives and answers provided and will use them during the debriefing part.

Debriefing

The trainees are invited to share their opinion about:

- How did they feel when thinking about personal decisions they have accomplished?
- How difficult was it for them to be persistent?
- What thoughts did they have during the implementation of the interviews?

Duration
1 hour

Material/ equipment
- Paperboard
- Markers
- Papers and pens/ pencils

Number of participants
6 - 8

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

COMPETENCE

Flexibility

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Ribbon Twirling Film analysis: The Terminal Film analysis: The Lion Ritual Testimony analysis: Timothy Vong Testimony analysis: Afghanistan – by Farhad	Ribbon Twirling The Terminal The Lion Ritual Timothy Vong Afghanistan by Farhad

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film: 1 • **Ribbon Twirling**

In this clip of Alexandra Orlando's ribbon twirling performance, we see her perform a little less than half of her performance before her ribbon detaches from its stick (0:55). Alexandra quickly collects herself, picks up her ribbon, and continues her performance.

At that moment, Alexandra made a choice to adapt to the situation at hand. She could have given up and broke down in tears, but she persisted and completed her performance, even though she couldn't perform the routine that she had most likely practiced for many months. This is what flexibility is all about.

b. Film: 2 • **The Terminal**

The Terminal tells the story of a man whose country has suffered a coup, and who finds himself stranded at an international airport's terminal.

In this scene, the protagonist finds himself extremely hungry after losing the food bonds that were initially given to him. He sees a woman return a trolley and collect 25 cents. Suddenly, you see the wheels start turning in his head. He then goes around and collects a few carts, and returns to Burger King. After figuring out what he could get for the amount of money he put down, he eats, and gets back to work, patrolling the terminal and collecting trolleys (0:46). At the end of the scene, you see him sitting and eating a huge meal.

Flexibility is shown through this scene by the simple fact that he adapted not only to the situation that he was in, but also to the environment. Not many people would have had the idea to do what he did, but he found himself in a difficult situation and managed to get himself out of it.

c. Film: 3 • **The Lion Ritual**

In this extract of Coming to America 2, the main character has to participate in a rite of passage as he did not grow up in African culture, but in American culture. In order to prove himself worthy of being the future king, he has to obtain the whiskers of a tiger.

Seeing as he wasn't trained for combat, as other African warriors were, he was forced to think of his own strengths and weaknesses. Knowing he wouldn't be able to successfully subdue the lion the way others would, he created a loophole in order to accomplish his goal.

d. Testimony: 1 • **Timothy Vong**

Timothy would love to one day go back and visit the country that has inspired so much of his cuisine, and which still holds powerful memories for him. "I still remember vividly when I was in Vietnam, in 1979 and there was a war." Following the withdrawal of American troops in Vietnam in the mid-1970s, the Communist north then overtook the southern-located Bien Hoa, where Tim grew up. Daily life changed, income dropped dramatically, and Tim's parents knew it was time to leave. They saved up money, traded it for gold bullion, and found a connection to get them on a fishing boat that would transport them to Malaysia.

Tim, his siblings and parents waited until dark to find the captain of their voyage that would bring them to safety. After days getting thrown around the reckless ocean, they arrived in Malaysian waters, where the authorities forbade them from entering. Sure enough, they allowed them to temporarily stay on the coastline. The only obstacle was they would not transport them to the beach, so they had to swim.

"I didn't know how to swim. It came automatically. We just jumped in the water and tried to help my siblings. Too many people rushed into the water, it was like a protest. It was really bad." (...) After a month of reaching out to embassies and looking for sponsors to no avail, Malaysia couldn't hold them anymore, sending them back into the ocean. With a new boat and fuel, food, and water to last these 70 people 3 days to live, they set off. "We were one little fishing boat going out deep in the ocean. Wide open ocean. We cannot see anything, we don't know where we are. But we heard on the radio there was an Italian naval ship out somewhere. The chance of us finding them was a million to one. It was like the lottery."

It was day five of no food or water. There was no more energy left to give from any of them; barely even able to keep their eyes open. Suddenly, there was a bright light — a spotlight shining on their boat. "I thought it was the sun. My mom and dad thought we died and went to heaven already because we knew we were going to die anyway in the ocean." The light moves enough for them to see what was before them, "it looked like a GIANT building. It was a big ship, come to save us. It gave everybody energy, everybody's eyes started opening. They started praying and kneeling down and saying THANK YOU." It was the Italian naval ship they had heard of before they set off on this adventure. It felt like folklore at that point, holding on to salvation that may never come. It was the one in a million chance that came to save them. They won the lottery and lived.

Analysis:

The flexibility, as well as the resilience, of Timothy and his parents is very clear throughout this whole extract. His family and him had to quickly come up with a plan in order to leave their homeland, which was a victim of war - they had no choice but to leave when it started impacting their livelihood. This alone shows that his parents were able to be flexible when it's a necessity.

Timothy, his family, as well as other migrants, had no choice but to face the different situations that they were literally thrown into. Despite the fact that their flexibility was something that was forced upon them, there was always a chance that they would have given up and thrown in the towel, but they chose to fight and adjust, and were successfully able to begin their new journey.

e. Testimony: 2 • **Afghanistan by Farhad**

I fled the war in Afghanistan to Sweden when I was still a minor. When I came of age, I was threatened with deportation. Now in France, I have to start my life again from scratch. Sweden took four years of my life. I lived with a Swedish family during that time, everything was going very well. But one day the government decided to kick me out of Sweden. They said that the situation in Afghanistan was good: "You have to go back, we are not going to accept you here."

I arrived in 2015. At the beginning, everything was great. I started to learn the language and after eight months I could speak Swedish well. When I arrived, the government sent me to a family because I was under 18. The family regularised me in school. At first, I went just to learn the language. It was for foreigners aged 15 to 17. We had Swedish every day for 2.5 hours. Then we had maths, English, geography, chemistry, sport. Every day for two years.

I went to high school with the Swedes until the twelfth grade. There it was serious. I started to make friends. I learned to talk well with people, because at the beginning I was not in good spirits, because of the things that had happened to me in Afghanistan. When someone was not nice to me, I was "black, black, black", I was about to punch. And there were people who were not nice to me in the street because I didn't have fair hair and blue eyes. On the train, they were just inspecting the foreigners.

I was in an "industry program". The teachers were nice, I got good grades, I did my best. I still keep in touch with two teachers: sometimes we write messages to each other... but not as much as with my Swedish family! I applied for asylum when I entered high school. And in Sweden it always lasts a long time. After eight months and an interview, they turned me down. I applied a second time, to the Swedish equivalent of the CNDA (National Asylum Court), but they refused. The third time, I did it with my lawyer. But the family received a call from the police: "You are 18 now, you can go back to Afghanistan."

I was not happy with this decision. My life is in danger in Afghanistan. And it was not easy to leave Sweden. I had a lot of friends, my Swedish family and my plans: to work as a policeman. Peace, rules and discipline are important to me. But I had no other choice, so I decided to come to France. The refugee policy in Sweden is horrible: there were 24,000 people in the same situation as me (including three friends), and many had to leave, many of them to France. And yet they know that there is a war in Afghanistan.

My Swedish family accompanied me to the German border. Because I had no papers. When you are with an EU citizen, they ask you for your ticket and that's it. Then it was easy from Germany. In 2019, there were no policemen at the border.

Today, my friends have their papers, and so do I. The first time, they rejected me at Ofpra (French office for the protection of refugees and stateless persons). But the second time, at the CNDA, it was fine: 15-20 minutes, three questions, that was all. Among my friends, one works, the other studies. And me, it's not perfect, but I know I have a future in France. I'm thinking of working as a security agent. I started again from scratch twice after Afghanistan. I've been applying for housing for eight months now, but still no answer... I'm very tired, I can't sleep at night even though I work all day, I don't know why... I want to forget things, but they're always in my mind. With my Swedish friends we still talk twice a week. And my Swedish family came to France twice! But I'm not in contact with the one in Afghanistan any more: it's my family, it's important, but I want to stay quiet for the moment... I don't want to get bad news.

Source: This testimony comes from the writing workshops conducted by the ZEP (Zone d'Expression Prioritaire - Priority Expression Zone), a media mechanism to support the expression of young people aged 15 to 25 who testify about their daily lives as well as all the news that concerns them.

Analysis:

To be able to adapt to changing situations and demands in order to cope with variable circumstances and diverse value systems:

Twice during his migratory journey Farhad was able to adapt to ways of life that were not only different from his culture of origin but also different from each other. He was able to accept and adapt his strategy to restrictions when applying for his status. He has been able to assimilate very different languages, to understand and fit into school systems with dissimilar functioning. He was able to forge bonds strong enough to withstand the distance.

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

The character is able to complete several different tasks. They are able to adapt, moving quickly from one task to another.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

LEVEL 1 • SILENT SPEED DATING

Why is this activity relevant to identify or value the competence?

This activity allows the participants to experiment the mobilisation of the flexibility competence through concrete situations

Objectives

· To become aware of one's emotions in response to a change

· To identify oneself capacity to adapt to changes

Step by step

Set up chairs in two lines facing each other (one per person). Invite the participants to sit down. Explain that they should exchange as much information as possible with the person sitting opposite them. They will not be allowed to speak or use onomatopoeia.

The trainer will show an example. "I love eating" He/ she forms a heart with his hands and then gestures to bring a food item to his mouth with mimics showing satisfaction.

The trainees will have one minute for this exchange and then, when the timer rings, they should get up and take the chair to their right. The activity stops when the participants have returned to the chair they occupied at the beginning of the activity.

Debriefing

The trainer will ask the following questions and take notes:

· Did you enjoy this activity? Why or why not?

· How did you feel before starting this activity?
- You were uncomfortable
- You were eager to meet new people
- A bit of both
- Was the second time we did this exercise easier or more difficult? Why?

· When you think of someone or something that is able to adapt to change, what do you see?
- A young adult arriving in an EU country from elsewhere and quickly learning a new language and a new lifestyle?
- A friend who loses his job, but goes back to school to learn new skills and qualify for a new and better job?
- A tree that manages to grow while balancing on a cliff
- Can you tell us about an episode in your life when you had to adapt to a change?
- When was the last time you had to adapt in your daily life? Tell us about it.

The trainer will then give a feedback to the group summarising from the notes he took during the activity.

Duration
30 min

Material/ equipment
· A timer
· Paperboard
· Markers

Number of participants
Up to 15

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Why is this activity relevant to identify or value the competence?

The more flexible you are, the more options you have to choose from when it comes to solutions. That can make the difference between a tolerable situation and an intolerable one. These activities will help the participants to identify and to consider alternative approaches to situations or problems

Objectives

· Recognising change-related behaviour
· Recognising the benefits of changes

Step by step

ACTIVITY 1:

In small groups of 3 or 4 people, participants are asked to think about given situations and to imagine what a person able to adapt would do and a person unable to adapt would do.

	Able to adapt	Unable to adapt
Moving from the city to the country		
Start a training course for a new profession		
Use the functionalities of a new cell phone		

The facilitator pools and notes the ideas from each group.

Debate with the whole group.

ACTIVITY 2

The facilitator explains that change can be disruptive and stressful, looking for the benefits of change can help us adapt to it. In small groups of 3 or 4 people, participants will take 15 minutes to think about the positive impacts in the following situations:

Event	Negative impact	Positive impact
You have just learned that there is an unexpected transport strike...	You have to cancel your weekend with friends	
Your boss (or training centre) decides to change your schedule...	Your new working hours no longer allow you to accompany your child to his or her sports club	
Your best friend decides to move to another country	You will no longer be able to meet up every Saturday to go out together	

Each sub-group will be sharing its results with the whole group.

The trainer will take notes and initiate a discussion based on the common points and the different points of view in the proposed solutions.

Duration
1 hour

Material/ equipment
· Paperboard
· Markers

Number of participants
Up to 15

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

LEVEL 3 • DEALING WITH CHANGES

Why is this activity relevant to identify or value the competence?

Learning to accept change helps us better prepare for the changes that will come throughout our lives. Developing coping strategies to deal with change is an important life skill to have.

Objectives

· To adapt one's own behaviour, perception and thinking to change circumstances and value flexibility

Step by step

The trainer hands out one coloured post-it to each participant and asks them to recall and write down a change of plans or events that they were disappointed about. They will be given 5 minutes to do so. All the post-it should have the same colour.

The trainer will then distribute a second Post-it of a different colour and ask the participants to write down the reason(s) why the change was disappointing for them.

Once the participants are done, the trainer will collect the post-it and redistribute them randomly to other participants.

The participants will then be asked to provide 3 pieces of advice for dealing with an unwanted change according to the situation described.

Debriefing

The participants are invited to share their feelings about this experience. How did they go about giving their advice? Could this be done based on their own experience? How could they have adjusted to this change? What is any positive consequence of these changes?

Duration
1 hour

Material/ equipment
· Large Post-it in 2 different colours
· Pens

Number of participants
6 to 12

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

LEVEL 4 • MEETING OUR NEIGHBOURS

Why is this activity relevant to identify or value the competence?

The role play will create a situation when the participants will have to mobilise their capacity to adapt, which will be highlighted in the debriefing.

Objectives

· To adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation
· To develop own behavioural strategies and methods to deal with changes and working on becoming more flexible
· To deal with changing conditions for the sake of a good result.

Step by step

ROLE PLAY

The trainer will explain to the participants that they are all invited to a party organised by the local neighbourhood association.

They will have to play the role of one of the neighbours by adopting the behaviour assigned to them.

Two of the participants will be appointed as observers. They'll be given an observation chart (below). The trainer will ensure that they understand what is expected. The others will receive a behaviour card containing 2 of the following instructions:

· Do not stand further than 50 cm far from your discussion partner
· Always keep at a distance of 1 metre/ 100 cm from your discussion partner
· Never look your discussion partner in the eyes
· Keep eyes contact with your discussion partner at all time
· Carefully avoid any physical contact with your discussion partner

Duration
1 hour

Material/ equipment
· Instructions cards, observation charts
· Tag names
· Some beverages and biscuits

Number of participants
8 to 12

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

· Touch slightly the arm of your discussion partner as you talk to him/ her

· Always speak in a low tone to your discussion partner

· Always speak loudly to your discussion partner

NB: the selected instructions don't have to be coherent with a an outgoing or introvert personality.

The trainer will also distribute a tag name with an alias name to each participant in the role play.

The trainer will then give the rules for the role play:

The role play will last 10 minutes. (The trainer will start a timer at the beginning of the role play). During this given time, participants will have to interact with as many of other players as possible to try their best to establish a friendly contact.

They will have to keep the given behaviour at all times.

Before starting, have the room arranged so that it looks like a reception room: tables set aside and most of the chairs removed or piled up in a corner, possibly some beverages and biscuits available on the "buffet".

Once this is done, the trainer will ask the role play participants to leave the room. He will give them a few minutes to prepare.

Then they will come in again one by one and will be greeted by the trainer. Once everyone enters the room again the role game will start.

Debriefing

TIP: After the role play ends, participants will be given a 15mn break. This time off is very important, because some of the behaviours imposed may be very distant from their cultural values and it will give the player some time to get out of their character.

1. The trainers will put the seat in a circle and welcome back the participants after the break. This debriefing step is crucial and it is fundamental that every participant feels free to speak or not. The trainer will start with general questions:
   - How did you feel during this exercise?
   - What did you feel?

2. The trainer will then give a voice to the observers. The comments made should not be openly addressed. The trainer will take notes.
   - Were the game directives followed?
   - What coping strategies have you observed?
   - Did they seem realistic/ exaggerated, why?

3. Then the participants will be asked the following questions. The trainer will take notes:
   - How did you get started?
   - Which behaviour did you have to play?
   - Which behaviour was easier to adapt? Why?
   - Which behaviour was harder to adapt? How did you manage?
   - What did you realise during the role play?
   - Would a different way of acting have led to a better result?

4. The trainer will give feedback to the group based on the notes taken. The trainer will highlight the coping strategies used by the participants.

5. The trainer will ask participants about other contexts in which they have had to adapt their behaviour to other people's communication styles.

OBSERVATION CHART

Neighbour name

Adaptation to the rules

excellent strong adequate inadequate

Adaptation to the context

excellent strong adequate inadequate

Adaptation to the discussion partner

excellent strong adequate inadequate

Neighbour name

Adaptation to the rules

excellent strong adequate inadequate

Adaptation to the context

excellent strong adequate inadequate

Adaptation to the discussion partner

excellent strong adequate inadequate

Neighbour name

Adaptation to the rules

excellent strong adequate inadequate

Adaptation to the context

excellent strong adequate inadequate

Adaptation to the discussion partner

excellent strong adequate inadequate

Neighbour name

Adaptation to the rules

excellent strong adequate inadequate

Adaptation to the context

excellent strong adequate inadequate

Adaptation to the discussion partner

excellent strong adequate inadequate

COMPETENCE

Intercultural communication

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainees

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: My Big Fat Greek Wedding - 1 Film analysis: My Big Fat Greek Wedding - 2 Testimony analysis: Verna Myers Testimony analysis: Yassmin Abdel-Magied	My Big Fat Greek Wedding 1 My Big Fat Greek Wedding 2 Verna Myers Yassmin Abdel-Magied: beat unconscious bias

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film: 1 • **My Big Fat Greek Wedding 1**

Rituals are very important in intercultural communication. Participating in the rituals of another culture means that the cultural barrier has been overcome. In the film, the groom has to be baptized in order to be married in an Orthodox ceremony, the bride's family is Greek Orthodox, but also, intrinsically, to be accepted by them. This rule is very important for the bride's family, so the groom accepts. In the film, after the baptism, the groom says that he is already Greek.

Another ritual shown in the movie is where the groom's parents are asked to drink several shots of vodka, a 'welcoming ritual'. Despite not being drinkers, they still comply and they are also accepted as part of the family.

b. Film: 2 • **My Big Fat Greek Wedding 2**

The encounter between different cultures and different customs and traditions is shown in another scene, but in reverse. The groom's family goes to the bride's family's home for what they thought to be a quiet introduction dinner, bringing a bundt cake for dessert as a polite gesture of goodwill. What follows is a scene during which the matriarch of the Portokalos family, tries unsuccessfully to pronounce "bundt", a process which only serves to frustrate Mrs. Miller. The Greek lady has never seen a bundt cake before, and has to have it explained to her. It is not her fault, nor is it the fault of the groom's family, this is just an example of their cultural differences being evident. But what happens to the "cake of discord"? After dinner, the bride's mother comes back with the bundt cake claiming to have "fixed it" by putting a plant in the center of the desert. Because of their ethnocentrism, the Millers, particularly Mrs. Miller, end up feeling a little insulted by the whole affair, simply because their culture has not been fully recognized by the Portokalos family, and vice versa.

c. Testimony: 1 • **Vernā Myers**

Cultural differences can result in misunderstandings between people. Perception, bias and interpreting might hinder effective intercultural communication. Misunderstandings can occur in intercultural communication because people have different perceptions and interpretations of the same information. We all see things differently. Thus, intercultural communication is more than just the exchange of information across cultures. It's also the cultural context within which information is exchanged.

In this video, Verna Myers talk about how our biases can be dangerous, even deadly - as we've seen in the many cases in the USA but not only there. Those same stereotypes and prejudices that fuel those kinds of tragic events are in use.

She looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.

Verna Myers calls each one of us to action and offers us 3 important elements that, she thinks, are necessary to ensure that those tragic episodes do not happen again but, in reality, they are tips that apply to everyone, in our daily and professional life, to make us overcome possible stereotypes and prejudices through we watch and interpret the world but, maybe, of which we are not aware. Only in this way we can have a true and effective intercultural communication also, and above all, at a level of listening to and understanding the other.

d. Testimony: 2 • **Yassmin Abdel-Magied: beat unconscious bias**

Unconscious biases are a factor that drives culture, pushing us to make assumptions based on our upbringing and influences. These implicit biases affect everything, and it is time to reflect and to be smarter. In this honest and entertaining talk, Yassmin Abdel-Magied uses a surprising way to make us look beyond our initial perceptions.

Unconscious bias is not the same as conscious discrimination. This does not mean that in all of us there's a secret sexist or racist or ageist lurking within, waiting to get out. We all have our biases, they're the filters through which we see the world around us. Bias is not an accusation rather it's something that has to be identified, acknowledged and mitigated against. Bias can be about race, it can be about gender. It can also be about class, education, disability. The fact is, we all have biases against what's different, what's different to our social norms. But each and every one of us has the potential to change that.

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

Four different coloured characters are scattered all over the world are saying "hello" in their home language. They all possess their own culture, which is indicated by the different colours.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

Why is this activity relevant to identify or value the competence?

Ice-breaking exercise useful to get to know each other and to learn about things they have in common

Objectives

· Create a good dynamic between the participants

· Getting in contact, facilitating communication

Step by step

1. Distribute the "Bingo card" and present the activity objectives.
2. Participants will have 10 minutes to mingle around, introducing themselves to each other. They will try to find someone for whom the statement in each of the squares is true. If the person they are interacting with has the experience, have them sign their name in the box. One person is able to put their name in no more than 2 boxes.
3. The first person with matches for 5 boxes in a row — diagonally, horizontally or vertically — should yell "Bingo!"

Debriefing

· Had you assumed who'd fit each category before you began?

· Did you learn anything about other participants that surprised you? (No need to specify, but it's good to acknowledge our own assumptions.)

· Did anyone learn something about you that surprised them? If so, and if you're comfortable sharing, how'd that make you feel?

· Did some of these criteria make you uncomfortable? If so, and if you're willing, share which one(s) and why.

· What other characteristics would've been interesting to include?

· Which boxes were the easiest? Which was the hardest?

Duration
15 to 30 minutes

Material/ equipment
· Pre-printed Bingo Card Template
· A pencil or pen for each participant

Number of participants
From 5 to 20

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 X Perceiving
Level 2 Using, imitating
Level 3 Deciding/ selecting
Level 4 Acting independently

Example of Bingo card

Has visited another country	Speaks another language fluently	Has friends or family living in another country	Can name the town of their grandparents' birth	Enjoys music in a foreign language
Can name two countries in Africa	Can share a recent current event from another country	Has had their first or last name mispronounced	Can name 4 world religions	Is dating or close friends with someone from another culture
Knows what a quinceañera is	Can identify 3 countries' flag	FREE SPACE	Was born in the United States	Has been to a bar/ bat mitzvah
Identifies with 2 or more cultural backgrounds	Recently saw a movie from another country	Is learning another language	Is in a cultural organization	Knows a dance style from another country
Recently ate a meal based on international cuisine	Has relatives who speak a language other than English	Plans to travel abroad in the next 5 years	Was born outside the United States	Is wearing something bought outside the U.S.

TIPS/ recommendations:

You can change the contents of the boxes as you consider most appropriate.

Why is this activity relevant to identify or value the competence?

Useful activity to examine stereotypes and understand the implications of stereotyping. It helps them to discover on their own that stereotyping is highly subjective.

Objectives

· To identify the description of a number of stereotypes
· To share points of view on the theme with others

Step by step

1. Introducing the concept of stereotype
2. Distribute the questionnaires to all participants
3. Ask them to fill in the details according to their opinions - allocate 10 minutes for this

Stereotyping Questionnaire

Identify the following stereotypes:

Statement	Stereotype
A foreigner	
A rich person	
A poor person	
A young mother	
A refugee	
An old person	
A bus driver	
A businessman	
A business woman	
A migrant	

4. Gather everyone together and go through the cases one by one and ask each participant to present his/ her description.

Debriefing

Encourage discussion through questions such as: What did you learn in this exercise? What do you think when the stereotype of something is widely different from person to person? What does this tell you about your own stereotyping? How can you avoid it?

At the end of the session underline, as an element of reflection to be left to the participants, that it is normal to find similarities and differences in descriptions but also that the fact that there are differences of opinion strongly suggests that stereotypes are not universal and are subjective.

Duration
30 minutes

Material/ equipment
· "Stereotyping questionnaire" for each participant

Number of participants
Small group (from 5 to 10)

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 X Perceiving
Level 2 Using, imitating
Level 3 Deciding/ selecting
Level 4 Acting independently

Why is this activity relevant to identify or value the competence?

Activity on communication aimed to understand body language and non-verbal communications.

Objectives

· To recognise and develop sensitivity to different individual's non-verbal communications, body language and responses

Step by step

1. Distribute the Worksheet to participants (each participant works alone)
2. Ask them to consider each case/ situation when they want to communicate that feeling or need to others.
3. Ask them to evaluate their non-verbal body language for each case and to write it down. They must include how they felt emotionally, what their posture, eye movement and stress level for each case - give 10 minutes to complete this exercise.

Worksheet

I want to be	Observed Body Language
Talked to	
Respected	
Admired	
Comforted	
Reassured	

4. Ask participants to share their observations with each other and find similarities or differences.

Debriefing

Discuss how differences in personalities, expectations, needs and even culture determines our non-verbal communications.

Encourage participants to discuss the dangers of interpreting non-verbal communications without considering individual differences.

Duration
30 minutes

Material/ equipment
· A copy of the worksheet for each participant
· Pens

Number of participants
Small group (from 5 to 10)

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity is designed to help participants to identify individual intercultural competence.

Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment

The purpose of this activity is not to come up with exact information about how to behave during cross-cultural encounters, but to identify some of the areas in which the learner needs to find out more.

Objectives

- To identify important cultural information that learners may wish to learn
- To make participants aware of their training needs/ gaps to be bridged
- To illustrate the importance of having a framework for understanding the cultures that learners encounter

Step by step

1. Give the learner a copy of the Cultural Competence Self-Assessment Checklist (table below), present the different sections. Check if the trainees understand the objectives and ask them to work through each question
2. Each participant reads each entry in the Awareness, Knowledge and Skills sections and places a checkmark in the appropriate column which follows. At the end of each section he/ she adds up the number of times they have checked that column; multiples the number of times he/she has checked "Never" by 1, "Sometimes/ Occasionally" by 2, "Fairly Often/ Pretty well" by 3 and "Always/ Very Well" by 4. The more points he/ she has, the more culturally competent he/ she is becoming.
3. Participants will not be asked to show anyone their answers unless someone chooses to do so
4. Tell participants to stay in touch with their emotions while they complete this table

Debriefing

This is simply a tool. This is not a test. The rating scale is there to help participants identify areas of strength and areas that need further development in order to help them reach their goal of cultural competence.

Ask the trainees if they had interest? why?

Was it difficult, why? what have they learnt?

At the end of the process, remind them that learning is a journey, it occurs on a continuum and over a lifetime.

TIPS/ recommendations for the trainers:

In this tool, we are focusing on ethnicity, cultural identity and ancestry. However, remember that much of the awareness, knowledge and skills gained from past relationships with people who are different from you are transferable and can help you in your future relationships across differences.

You can adapt the exercise to the needs of the group you are with, e.g. by removing some lines to make it faster, or if you feel they might touch on too sensitive subjects

Evidence/ document to give to the trainee

Cultural Competence Self-Assessment Checklist

Duration
1 hour

Material/ equipment
- Cross-Cultural Checklist.

Number of participants
Individual (self-analysis)
or small group

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [ ] Perceiving
Level 2 [ ] Using, imitating
Level 3 [X] Deciding/ selecting
Level 4 [ ] Acting independently

CULTURAL COMPETENCE SELF-ASSESSMENT CHECKLIST

	Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
1	Value diversity	I view human difference as positive and added value				
2	Know myself	I have a clear sense of my own ethnic and cultural identity and how that is viewed by others with whom I differ				
3	Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
4	Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own				
5	Challenge my stereotypes	I am aware of the stereotypes I hold as they arise and have developed personal strategies for reducing the harm they cause				
6	Reflect on how my culture informs my judgment	I am aware of how my cultural perspective influences my judgment about what I deem to be 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles				
7	Accept ambiguity	I accept that in cross-cultural situations there can be uncertain-ty and that I might feel uncomfortable as a result. I accept that discomfort is part of my growth process				
8	Be aware of social justice issues	I'm aware of the impact of social context on the lives of culturally diverse populations, and how power, privilege, and social op-pression influence their lives				
			1 pt x	2 pt x	3 pt x	4 pt x

	Knowledge		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
1	Assess the limits of my knowledge	I recognize that my knowledge of certain cultural groups is limited. I make an ongoing commitment to learn more through the lens of cultural groups that differ from my own				
2	Ask questions	I listen fully to answers and make the time to advance my knowledge from a variety of existing culturally diverse resources before asking additional questions				
3	Acknowledge the importance of difference	I know that differences in culture, ethnicity etc. are important and valued parts of an individual's identity				
4	Know the historical and current experiences	I am knowledgeable about historical incidents and current day practices that demonstrate racism and exclusion towards those I label as 'others.'				
5	Commit to lifelong learning	I recognize that achieving cultural competence and cultural humility involves a commitment to learning over a lifetime. I consistently demonstrate my commitment to this process				
6	Understand the impact of racism, sexism, homophobia, and other prej-udices	I recognize that stereotypical attitudes and discriminatory ac-tions can dehumanize, even encourage violence against individ-uals because of their membership in groups that are different from mine				
7	Know my limitations	I continue to develop my capacity for assessing areas where there are gaps in my knowledge				
8	Be aware of multiple social identities	I recognize that people have intersecting multiple identities drawn from cultural background, gender identity, sexual orien-tation, religion, ethnicity, etc., and the potential influence of each of these identities varies from person to person				
9	Understand point of reference to assess appropriate behaviour	I'm aware that everyone has a "culture" and my own "culture" is not to be regarded as the singular or best point of reference to assess which behaviours are appropriate or inappropriate				
			1 pt x	2 pt x	3 pt x	4 pt x

	Skills		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
1	Adapt to different situations	I develop ways to interact respectfully and effectively with indi-viduals and groups that may differ from me				
2	Challenge discriminatory and/ or racist behaviour	I effectively and consistently intervene when I observe others behaving in a racist and/or discriminatory manner				
3	Communicate across cultures	I adapt my communication style to effectively interact with peo-ple who communicate in ways that are different from my own				
4	Act respectfully in crosscultural situa-tions	I consistently act in ways that demonstrate respect for the cul-ture and beliefs of others				
5	Act as an ally	People with a migrant background or from minorities see me as an ally and know that I will support them in culturally appro-pri-ate ways				
6	Be flexible	I work hard to understand the perspectives of others and con-sult with diverse colleagues and diverse resources about cultur-ally respectful and appropriate courses of action				
7	Be adaptive	I know and use a variety of relationship building skills to create connections with people from whom I differ				
8	Be aware of withingroup differences	I'm aware of within-group differences and I do not generalize a specific behaviour presented by an individual to the entire cul-tural community				
			1 pt x	2 pt x	3 pt x	4 pt x

LEVEL 4 • CIRCLE OF MY INTERCULTURALITY

Why is this activity relevant to identify or value the competence?

The activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

Objectives

· To increase awareness of oneself and of stereotypes that one has been subjected to or owned, even at an unconscious level

Step by step

Ask participants to pair up with somebody they do not know very well and invite them to introduce each other. Then, follow these steps:

1. Ask participants to write their names in the centre circle. They should then fill in each satellite circle with a dimension of their identity they consider among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: male, female, athlete, brother, educator, Asian, American, etc.

Duration
Depending on the number of participants, it lasts about 45 minutes with a minimum of 2 pairs + 20 minutes for each additional pair

Material/ equipment
· Sheets
· Pens

Number of participants
From 4 to other even-number since they work in pairs

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

2. In their pairs, participants have to share two stories with each other: a story about when they felt especially proud to be associated with one of the identifiers they selected; a story about a time particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) _____ but I am NOT (a/an) _____ ." Provide your own example, such as "I am a male, but I am NOT a male chauvinist." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.
4. Probe the group for reactions to each other's stories. Ask whether anyone heard a story they would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)
5. Advise participants that the next step will involve individuals standing up and reading their stereotype statement. You can either simply go around the room in some order or have people randomly stand up and read their statements. Start by reading your own statement. This part of the activity may take a few moments to start the flow of sharing; so, allow for silent moments.

Debriefing

Several questions can be used to process this activity:

· How do the dimensions of your identity that you chose as important differ from the dimensions other people use to judge you?

· Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?

· How did it feel to be able to stand up and challenge your stereotype?

· Where do stereotypes come from?

· How can we eliminate them?

Facilitator Notes:

Start the activity by introducing the concept of stereotype and discuss it with the group. You will give some examples of various stereotypes. (It is recommended to use the Support Me Guide contents - chapter 2.)

The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

This activity could be even more effective if the facilitator also takes part in it. If you, the facilitator, are willing to share your experiences, it is more likely that the participants will also feel comfortable and do the same by sharing theirs.

It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.

COMPETENCE

Managing Diversity

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Our family wedding Film analysis: The intern Film analysis: Two things about yourself Testimony analysis: The story of Vanessa Nielsen	Our family wedding The intern Two things about yourself Vanessa Nielsen

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film: 1 • **Our family wedding**

In this extract, the future bride and groom as well as their parents are working out the seating arrangements for their big day. The bride and groom's families each have their ways, which are acknowledged by everyone. The parents imagine the possible outcome of seating their family members near each other, and pick their seats based on the best possible outcome imaginable. By being able to recognize the strengths and flaws of their family members, they manage to come up with the best seating arrangement possible. Although this extract also plays on different stereotypes, it fully acknowledges what is necessary to manage situations where there are different and diverse groups of people. Their differences can be in terms of personality, in terms of culture and in terms of behaviour.

b. Film: 2 • **The intern**

In this movie trailer, diversity is quite evident. In this case, diversity revolves not only around the age of the main character, but also around his habits and customs. The Intern is a movie about a retired man who applies to a senior internship program.

He integrates the very fast paced and growing online company and is initially seen as somewhat of a burden by the creator of the company, as he is under her responsibility. However, he finds a way to make himself an asset to the company and to its employees by doing small tasks. He also manages to unintentionally add value to everyone's lives by just being himself. For instance, he develops a mentor-mentee relationship with one of his co-workers without even trying, leading to a change in the way that they dress: instead of wearing casual clothes, they begin sporting a dress shirt and a tie, much like their mentor.

In the film, the main character manages his own diversity by making himself useful in situations where he could actually contribute and help people around him, instead of trying to mimic the culture and customs around him. He creates a place for himself in the environment, and is appreciated for it.

c. Film: 3 • **Two things about yourself**

The clip shows a school class. The teacher asks each child to say two things about his or herself that the others should know. Very different things come out of it - even strange ones - but this is not an issue at all. The children are not surprised, amazed or laugh at someone, but are appreciative and ask interested questions about the elements mentioned.

Analysis:

Here we see that differences can be appreciated and can lead to an exchange about them. There is no judging or condemning, but the children are open and interested.

d. Testimony • **Vanessa Nielsen**

Vanessa Nielsen who grown up in Chihuahua, Mexico in a bilingual household, lacked picture books in Spanish. That's why, she created "Sol Book Box", a Spanish children's book subscription service.

"When our school teams would play, we would play futból with [...] another school in Chihuahua and then they would play American football with the school in New Mexico. So, we crossed the border pretty frequently, both in our personal life, like to go shopping or even to visit the doctor or the dentist, and also in our professional and school life." Vanessa was leaving a vibrant culture and one that she understood. Like so many immigrants, she though may have felt connected to American culture, experienced a different reality once she arrived. "I felt like I was basically American-ish sorta, but when I moved to the United States and was really surrounded by people who had grown up here, **I realized that there were lots of gaps in my understanding of cultural things everybody else may have experienced or knew about**. Certainly, institutional things like credit [...] I remember feeling really lonely my first semester I was there [...] Culturally, I didn't feel quite as embraced as I was used to feeling in Mexico." Though she has settled her family in Phoenix, Arizona, she hopes to bring her family to Mexico someday.

The best way to help is to act. And with Sol Book Box, Vanessa has used her bilingual, bicultural upbringing brought questions of her identity, feeling the need to prove her "Mexican-ness." She empowers folks to keep their language and keep their culture and has kept her own experiences in mind when she created this company. "I'm trying to help parents keep their kids connected and have them be rooted in their heritage, even though they live here in the States. Having them really be able to feel part of that broader culture, even if they were born here, but they know where their families come from."

Analysis:

Being in contact with another culture when she was a child and now as an adult, has nothing to do with. Vanessa used to cross the border frequently as a child to play football with other children. She already had to deal with diversity by adapting to her American peers in New Mexico. However, as an adult she realised that there were many gaps in her understanding of cultural elements when she was confronted only with Americans. She realised that understanding and integrating another culture is the result of cultural self-assessment. In other words, the aim is to help a person recognise what he or she can do to become more effective by working and living in a diverse environment. The foundation of "Sol Book Box" is not only the creation of a subscription service of children's books in Spanish, but also the ability to recognise diversity of values and the ability to use one's heterogeneity for the common good.

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

Four different coloured characters including a disabled one represent diversity in all its aspects. They are working together around the table with respect.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

Why is this activity relevant to identify or value the competence?

This activity allows participants to become aware of the diversity of the group. We are all different and we all have one thing in common: we are unique. We may build a group or a society with all the differences.

Objectives

· To be able to recognize differences in a group

· To be able to accept the differences.

Step by step

For this workshop to make sense, it is essential to have an eclectic group of participants.

The facilitator presents the activity:

To make together a simple list of the characteristics of the participants – to show that we have at least one thing in common with another member of the group.

These characteristics are diverse and almost infinite:

Nationality, mother tongue, continent of origin, sex, age, marital status, family status, mastery of the language of the host country, physical abilities, state of health, height, year of departure from the country of origin, number of countries crossed, profession of origin or main know-how.

· The facilitator will draw a table with the first name of each participant and his own on the abscissa at the top; and in ordinate on the left, the characteristics that the participants will select. The facilitator will start automatically selecting the characteristics of gender, nationality…

· Each participant will then select or not the characteristics they think are specific to them.

· We will find that some characteristics are more subjective than others (size, physical ability, mastery of the language): which can give rise to a benevolent exchange between the participants. Example: a participant may feel like he/ she is of medium height while in the group he/ she will be perceived as someone tall. Another may think that he/ she speaks the language of the host country very badly while the others will find that he/ she masters it well.

· The facilitator will count:
Ex: X participants out of a total number of Y participants share this characteristic.

Debriefing

The facilitator will:

· Propose a round table to the group so that they comment on the results of the table, all the common points of the participants, and all the singularities.

· Talk again about the gap that sometimes exists between the image we have of ourselves and the image that others have of us.

To close this activity, the facilitator will ask participants if they enjoyed this group work and will offer to take a picture of the finalized painting.

Duration
50 min:
- 5 min: presentation of the activity to the participants
- 35 min: progress of the activity
- 10 min: evaluation of the activity

Material/ equipment
· One or two flipcharts
· Markers (at least 2 colours)
· A room with at least chairs

Number of participants
8 to 12 participants

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Why is this activity relevant to identify or value the competence?

This is a simple but useful exercise to reflect on:

How by nature we are diverse beings with many similarities at the same time.

How we differ - and that is natural - but how we almost always meet other people who think differently from us but share our diversity or part of it. And sometimes we share it with people who we identify with a cultural identity that is far from our own, but in some aspects, we may have very similar ways of experiencing them.

The exercise helps to value diversity as a natural fact and an evolutionary process because each person also goes through a dynamic process of constructing a cultural identity.

Duration
30 minutes

Material/ equipment
- Classroom or a large space where the group can move around.

Number of participants
Up to 15

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 X Perceiving
Level 2 Using, imitating
Level 3 Deciding/ selecting
Level 4 Acting independently

Objectives

- To analyse diversity as a natural process to the human being
- To reflect on and raise awareness of how personal identity and characteristics are also cultural facts
- To approach the concept of diversity and difference as natural processes that can unite as well as separate without being associated with any conflict

Step by step

This energizer activity will be a fun way of approaching the concept of diversity, focusing on everything we agree on even though we are very different people, with different cultural identities and possibly with different socialization processes.

It is a way of bringing the group closer to the idea that diversity in people and cultural diversity often makes us experience the same "big events" but from different cultural perspectives.

Step 1.

Explain to the group that a series of statements will be read out and if the phrase rep-resents them, they will have to take a step forward, and together with the rest of the people who have given it, form a group. But they will have to do the same (it means a new group if so) with all the phrases they hear that represent them.

These phrases are proposed according to the needs of the group. They can be adapted, expanded or reduced.

TIP: If during the development of the activity reflective discussions arise among the participants, it will be a good opportunity for information exchange, reflection and par-adigm enlargement among the participants.

The trainer starts saying the next sentence:

Let you step forward and join as a group those who:

and successively the following:

- Are learning a new language
- Speak two or more languages
- Like dogs more than cats
- Would like to meet new friends
- Drink coffee in the morning
- Like to dance
- Sing very well
- Like to talk a lot
- Listen more than talk
- Write poems
- Spent a lot of time looking at "things on the mobile phone"
- Love to read
- Like to play sports
- Love to watch TV
- Do not eat pork
- Are a vegetarian or vegan
- Pray assiduously
- Consider herself/ himself to be a spiritual person
- Feel tired
- Speak while sleeping
- Send written letters by snail mail
- Would like to have more free time
- Feel more active during the day
- Feel more active during the night
- Have laughed out loud in the past weeks
- Are in love
- Have cried in the last few weeks
- Don't like the dark
- Consider family to be the most important thing
- Believe that family is made, not born
- Believe that the cow is a sacred animal
- Have ever been deeply disappointed in anyone
- Have ever had a love that broke her/ his heart
- Are really looking forward to something
- Have ever suffered a lot of sadness
- Have ever had to face a big obstacle in her/ his life
- Believe that happiness is easy to achieve
- Have in her/ his first language words (and meanings) that do not exist in the main language of the current country (Note: it is recommended to encour-age the group to give examples.)
- Have felt that her/ his life has had a lot of barriers
- Heels that has been very fortunate overall in her/ his life
- Have suffered injustice
- Had to make a profoundly difficult decision in her/ his life
- Believe that destiny is unwritten
- Believe that time flies by
- Believe that time passes very slowly
- Have lied at any time in the last few weeks
- Believe in one god
- Believe that the house is a meeting place
- Believe that the house is a private place
- Believe that the street is a meeting place
- Believe that the street is a place of transit
- Would like to feel more free
- Feel that this is a place with good opportunities
- Greet hugging or kissing even strangers
- Miss someone deeply
- Feel that this is not her/ his place
- Believe that all people are diverse and that some differences irretrievably sep-arate us
- Believe that we are diverse and that people are united by more things than things that separate us

Debriefing

At the end of the list, you can ask the group if they have any more sentences they would like to share to continue the activity, this will help to include more points of view or other issues that are important to the participants.

As a final reflection, we can open the debate on all that unites us, knowing that we are all diverse beings and that cultural diversity or our own personal diversity is present in all people.

Why is this activity relevant to identify or value the competence?

When we allow ourselves to judge someone based on their appearances, we miss out on getting to know the real person and important information about them.

"Just By Looking At Me" allows us to disclose a piece of our identity that is not "obvious" to others.

This activity will allow participants to disclose some personal information that they may not have had the opportunity to share yet. The goal is to perceive that there is much more to a person than what comes out in face-to-face encounters.

Objectives

- To understand the importance of looking beyond appearances, encouraging self-reflection, and allowing for meaningful group dialogue
- To perceive that there is much more to a person than what comes out in face-to-face encounters
- To encourage participants to ask meaningful questions and find out more information about others

Step by step

How to Play

1. Form a circle with chairs or sit on the floor
2. Participants will be asked to say the following reply:
   "My name is _____ and I am from _____.
   One thing you cannot tell just by looking at me is _____.
   This is important for me to tell you because _____."
3. For participants, it will be useful to write this out on a sheet of paper to pass around as a "script."
4. Fill in the missing words to set an example
5. Allow participants to share their own after emphasizing listening skills and respect.

TIPS for trainers:

- Participants can choose to disclose high or low risk responses.
- Be open to anything that participants may want to share, and encourage them to say what is important to them at the time of the activity.
- Depending on group size, you can have participants share 1-2-3 things, etc.

Debriefing

You can ask the following questions:

- What are the words that describe what this activity means to you?
- How did you feel when you said your statement?
- How did you decide what to share about yourself?
- Did any of the other participants' responses surprise you? Why?
- How can you find out meaningful information about others (colleagues, students, beneficiaries, etc.) in the future? What is the value in that?

Duration
2-3 minutes each participant
+ 15 minute debrief

Material/ equipment
- Paper
- Pens

Number of participants
From 4 to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows participants to become aware of cultural influence and to respect the beliefs and convictions of others. This is a good way to get to know each other better reflecting on our own experience.

Objectives

- To become aware of cultural influence
- To be able to take differences into account
- To get to know each other better
- To respect the beliefs and convictions of others

Step by step

1. Ask each participant to think of 3 public events that have marked their lives. These events can be political, historical, sporting, cultural, musical etc.
2. Then each participant will write their name opposite the year of the event as well as the name of the event.

Debriefing

The calendar can then be hung up in the training room once completed.

- Invite each participant to explain why he or she chose these 3 events.
- Invite the other participants to say whether they are surprised by this choice and why.

The trainer should lead the group to understand that we are shaped not only by the place we live but also by the various events in our lives, by our families and their history.

Duration
1 hour

Material/ equipment
- A calendar on a board or a large sheet of paper: Mark on the calendar the years from the birth of the oldest participant to the present day
- Coloured markers

Number of participants
Up to 6

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

In our heterogeneous societies it is fundamental to be able to deal with diversity. There are probably already learners in your class from many different social and cultural backgrounds. In this way, the learners can practice on a "small" scale what they can also use outside the classroom in their daily lives.

This includes recognising the value of diversity, respect for differences.

The activity supports learners to become more self-aware and increases their ability to see others' points of view, valuing diverse experiences, recognizing the challenges and complexities of diversity and willingness to engage in it.

One-way teachers can honour cultural differences is by letting learners from different cultures be the expert. Teaching other learners about traditions, explaining the history and geography of countries and regions, and sharing cultural experiences are some ways to let these students know they are valued and welcome.

Objectives

- To enhance intercultural exchange and communication
- To value diversity and recognise its value
- To make learners feel welcome and valued.
- To create a piece of interculturality together

Step by step

- The group identifies together all cultures/ countries presented in the classroom.
- Each culture is written on a piece of paper.
- The group is divided into small groups of 3-4 people and each group draws a piece of paper with one culture.
- Each group then has a different culture for which they look up the most important facts – geography, religion, language, music, festivities, etc. - in books or on the internet or by asking around.
- The results are written down/ drawn up and then presented in plenary at the end.
- The representatives of the respective culture then complete the presentation and add missing points.
- Then similarities between the cultures are identified.
- Afterwards, special holidays of the respective cultures are researched or enquired about.
- These are then entered into a common calendar.
- Depending on time and desire, other things such as typical recipes or music or other things can follow.
- In this way, each culture is appreciated and the different festivals can be celebrated together.
- For this purpose, joint activities/ meals can be organised.

Debriefing

The trainer should review the activity with the group and ask them the following questions:

- How did you feel during the activity?
- When did you feel you learnt most today?
- How did you work as part of the team?
- How did you deal with challenges?
- How can you apply what you learnt in your daily life?

Duration
1 ,5 to 2 hour

Material/ equipment
- Sheets of paper
- Pens
- Internet, books, magazines, pictures depicting different cultures

Number of participants
6-8 minimum

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment

Level 1		Perceiving
Level 2		Using, imitating
Level 3	X	Deciding/ selecting
Level 4		Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows participants to immerse themselves in a fictive situation where they will have to make decisions and explain their individual choices. They will also have to analyse their own representations and try to reach a consensus in the group.

Objectives

· Knowing how to react to situations triggered by cultural/ social/ religious/ differences
· Being able to critically self-reflect and refrain from own emotions
· Challenge stereotypes and preconceptions about the other and minorities
· Raise participants awareness on tolerance limits
· Confront participants values and stereotypes
· Reach a collective consensus

Step by step

1. You will briefly describe the scenario specifying to participants that it is about a fictitious situational setting.
2. Give each participant an activity sheet
3. Ask participants to read the portraits of the train passengers
4. Ask them to individually choose three people with whom he would like to travel, and three other ones with whom he would least like to travel. Everyone has 10 to 15 minutes to think about it.
5. Once everyone made their choices, ask them to settle in groups of 4 or 5 during 45 minutes and:
   - Compare their respective individual choices and the reasons that motivated them to choose the three best and the three worst traveling companions.
   - Compare their choices, their reasons and look for similarities
   - Reach a common list with (the three best and the three worst) through consensus
6. In a plenary session, ask each group to present their conclusions giving the reasons for their choices. They will also have to explain the "cases" that have most generated disagreements within the groups.

Debriefing

It will be based on group reports. Comparing the different outcomes is a good way to introduce debate

You can keep going with questions like:

· To what extent are the situations presented realistic?
· Did a member of the group experience a similar situation?
· What were the main determining factors for your individual decisions?
· Has a group not reached common conclusions, why?
· What was the most difficult?
· What factors prevented you from reaching a consensus?
· What stereotypes does the passenger list convey?
· Do the stereotypes appear clearly on this list, or are they a product of your imagination? Where do these images come from?
· How would you feel if no one wanted to share your compartment?

TIPS:

Think that the characters' list is long and that it will be difficult for the groups to reach an agreement on a common choice; per consequence, you will have to dedicate more time to individual and per group work. You can bring this list to 10 passengers and adapt it to a local or national group situation. It is very important that the list contains portraits of representatives of minorities known to the group members, as well as "invisible" minorities such as homosexuals or people with disabilities…

In several cases, the groups will not reach a common list. Don't insist on this aspect of the activity, as it could lead to a false consensus.

Duration
1h45 (10-15 minutes individually, 45 minutes pooling to find a consensus, 45 minutes debriefing)

Material/ equipment
· An activity sheet per participant
· Pencils/ pens

Number of participants
5 to 15 maximum

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

It is interesting to question the reasons for the difficulty to reach a consensus on such a question. It is important that everyone respects others' opinions and that nobody attacks someone for his/ her points of view. If certain choices seem doubtful, it is preferable to discuss the reasons that pushed them to make these choices instead of questioning a personal decision.

Both you and the participants will be in a tricky situation: it's very easy to transform this session into a trial! That's why you must ensure that the discussion does not turn around the question "Who has the most preconceptions?", but to work on the fact that we all have preconceptions.

It is also important to discuss and explore the fact that the passenger's description is very short and that we know little about their personality and their background. But isn't this the way we usually react to information in newspapers and television, in conversations or when people meet for the first time?

Scenario:

You board the train "Lisbon-Moscow Express" for a long journey, about 4000km.

You travel in a sleeper compartment that you have to share with three other people. Which of the following passengers would you like to share your compartment with?

1. A fat person
2. A soldier
3. A young person with a big dog
4. A woman selling souvenirs
5. A rapper who listens to very loud music
6. A woman holding a one-year-old child on her arms
7. A very agitated and aggressive woman
8. A drunk football fan
9. A very dirty homeless person
10. A priest praying aloud
11. A person with the disease vitiligo
12. An old grumpy person
13. A man with a prosthesis on his leg which he handles without stopping
14. A couple of gay people

Inspired from the toolkit "All different, All equal" - Council of Europe

COMPETENCE

Problem solving

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Iguana VS serpentes Film analysis: Wildebeest savanna version Testimony analysis: My escape from North Korea	Iguana vs serpentes Wildebeest savanna version My escape from North Korea

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film: 1 • **Iguana vs serpentes**

The video shows how an iguana faces a life-threatening situation. Yes, the iguana has problems..., although more than problems, the space where it is located is a problem for it to live or survive... However, he manages to face "all its meandering problems" and comes out victorious, at least for now. But how does it really manage to do it...? The answer does not only reside in the fact that he runs a lot...

Analysis:

Of course, the iguana, as well as other animals and people, have a vital ancestral force to face problems, and that is "the survival instinct". This instinct means that even in situations where everything seems impossible to overcome, the strength, wisdom and ingenuity necessary to get out of even the most difficult situations is brought out.

But there is something else that is necessary to face problems, from the simple ones to those that pose a high risk in any sense, and that is "that we really believe and feel that it is possible". The iguana has probably not had thousands of stimuli, messages, or heard thousands of stories about how super complicated or impossible it is to escape from problem sets like the one he is facing.

The iguana believed at all times that there was a possibility to face the problem and comes out victorious from it, and even believed it when it seemed that absolutely everything was lost *(spoiler)*.

No, problems are not always in our mind, problems are in most cases real and even serious. However, the key to the solution lies in our minds. So, how generous is your mind when it comes to problem solving?

b. Film: 2 • **Wildebeest savanna version**

The animated clip shows a situation, fact or event that causes for their protagonists a challenge or problem (or a possible danger). The protagonists concerned in both cases establish a process of analysis of the possible situation or conclusion based on possibly previous experiences. Nevertheless, they make a final conclusion based only on a partial or felt stimulus or fact which not only does not "solve the problem" but also will not help them in the process of analysing and coping with similar or analogous situations.

Analysis:

Wildebeest Savana Version show clearly, synthetically and with a good dose of humour how the interpretation we make of problems, challenges or even situations are one of the keys to face them. The clip shows that the process of identification and analysis, besides not being easy, is influenced by other factors such as internal and external perceptions, information that we validate from other non-applicable contexts, or even validation of interpretations from other affected people (or animals) who analyse the situation from totally different experiences, contexts and even positions, and therefore not complementary or similar.

In the video, the protagonists evaluate a situation or possible problem. To analyse the situation, they take as a reference other previous experiences (such as the lion they already know or the tree trunk). However, they do not investigate the event as a possible new situation for which they may have no frame of reference. In this case, as we see in the video, the situation becomes a problem not because of the event itself, but because of the incomplete or insufficiently broad analysis of the situation.

On the other hand, when the protagonists are affected by the situation (already converted into a problem) they base their conclusions again on the frames of reference they already had without including new information, facts, details, or analysis that would help them to face new situations or to analyse new facts similar (or new ones).

Another important aspect is that the protagonists anchor as learning the stimulus that has impacted them the most. The buffaloes conclude that the event that caused them to fall into the water and the challenge they had to face was caused by an elephant only because they anchor this stimulus to the event and result.

All the examples and analyses extracted are of important use in the procedure of analysing problems, situations, or challenges and their subsequent design of coping strategies.

Knowing where we anchor our perceptions and our capacity of analysis (foreseen experiences, the information we have, context information, etc.) means that on many occasions we can have "a manual of identification and assessment" and on other occasions "we are seeing problems where there are none" or we are not assessing a new problem, situation or challenge that we must face with the new information and perceptions required.

c. Testimony • **My escape from North Korea**

It is recommended to watch the whole video (12 minutes long).

If you prefer a shorter excerpt, you can watch it from minute 0:06 to minute 0:10.

(If it is more convenient for you, you can search for substitutes in the language of your choice in the function bar of the video). The activist Hyeonseo Lee shares in her testimony about some of her experiences in North Korea and how she dealt with numerous situations later in China and South Korea.

It is a story and a testimony about coping with structural problems and situations. This is also a testimony about coping with serious situations in life (although they are often or can be very closely connected as part of a socio-cultural structure). It is important to distinguish in the analysis between situations or experiences that are part of a larger social, political and economic structure or isolated or "everyday" situations or events that we face.

Much of the focus that is developed in the Problem-Solving competence is the development of the ability to analyse the reality that surrounds us, the reality that affects us or the reality that we create. And to be able to develop an analysis as effective as possible of the situation or fact that we can consider a challenge or problem to face, to break it down in part if necessary and establish an action plan prioritizing the most important parts. For this last part it will be necessary to accompany our actions with other competences such as decision making, resilience or even taking initiative (among others).

Problem solving requires a structural analysis as well because, when situations or contexts become permanent and structural, they are sometimes "normalized" and associated only with a personal way of experiencing them or to personal characteristics and abilities to cope with them. Distinguishing facts and structural contexts help to know the necessary analysis and not to overload the perception of "unique problems in our life".

In this way, the analysis we make from the Problem-Solving approach will give us an adequate diagnosis of whether it is possible or not to face the problem by ourselves, or it is necessary to count on collaborations or allies or even to elevate the problem from "a personal problem to a social problem" if it is the case.

Undoubtedly in all cases it will be necessary for the person him or herself to take his/ her own action plan as well, but it will balance the necessary responsibilities, and the conjunctural or structural solutions that can be reached (or are available at the moment).

Many problems that have to be faced are in most cases social, economic or political situations that are generalized, structuralized and possibly in some way legitimized (even if only by their extended reproduction over time). Although the situations or some facts that have to be faced from the paradigm of Problem Solving in some way will always require a personal way of conceiving them, analysing them and facing them. However, it is especially the structural situations that may require more collaboration, mutual support and collective resilience to face them and to change their way of conceiving them in order to transform them. This is a story of overcoming, but it is also a story of collaborative transformation and problem solving.

2. PEDAGOGICAL ACTIVITIES

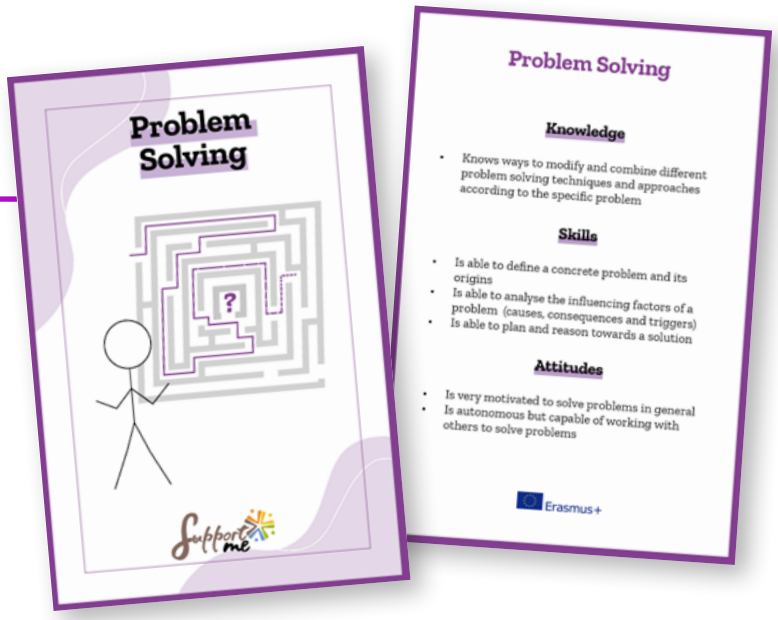
These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

The character is facing a problem and has to find the exit of the labyrinth by analysing the different pathways.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards



LEVEL 1 • GETTING CLOSER TO THE PROBLEM

Why is this activity relevant to identify or value the competence?

This first activity allows an approximation to the cultural concept of problem, and also to the main emotions, patterns of thinking and therefore behavioural patterns that one has when facing problems.

Objectives

- To identify and define a first approach in cognitive, emotional and behavioural way to the problem as general topic
- To identify what awakes or provokes the concept of problem to them, at least the conscious reasons

Step by step

STEP 1: Energizer "AGREE OR DISAGREE"

Description:

In this exercise, the group will be presented with several statements related to the concept of "problems" and will be given the opportunity to discuss their ideas about these statements in a relaxed atmosphere. The statements are linked to cultural, commonly accepted or controversial assertions for which there is no objectively right or wrong answer.

The concept of "problems" can be a delicate issue for some people, or even painful, depending on their past experiences.

Development:

Explain to the group that a series of statements will be read out loud to which they must express their agreement or disagreement. To make the exercise more dynamic, a sign one one hand of the room can read "Agree" and on the other hand "Disagree".

For all the statements, the group will start from the centre of the room and after hearing the sentence, they move either to one hand or the other of the classroom.

After each sentence, there will be time for discussion, analysis and additional explanations that each person wants to express.

To facilitate the exercise, each person will be given two "jokers" which allows them to position themselves in the middle: "neither agree, nor disagree".

Duration
2 hours

Material/ equipment
- Classroom or a large space where the group can move around.
- Two posters printed or marked on each side of the classroom with the words Agree and Disagree respectively.
- A3 papers, coloured markers, cardboards, whiteboard and markers (if possible)
- Projector and PC (optional)

Number of participants
Up to 15

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Here are some exemplary sentences that can be adapted or expanded according to the needs of the group:

1. All people at some point in their lives have problems.
2. Some people never have serious problems.
3. When we have a problem with another person we can always solve it by talking to her/ him.
4. All problems have a solution.
5. Sometimes we ourselves enlarge the problems "in our mind".
6. I don't think I can live my life without having problems.
7. Each person according to their beliefs or culture has different problems.
8. Sometimes we increase or create problems because of our fears.
9. If we are very worried about something, or believe that something will be a problem all the time, we increase the chances of having that problem.
10. All problems can be avoided with planning and anticipation.

Conclusion:

In addition to developing a rich and wide-ranging discussion among participants, this exercise will help them to identify their own beliefs about the concept of "problems" and the connotations they associate with them through education, socialization, culture or analysis of experiences, and will also help them to become more aware of their own thinking patterns or paradigms.

STEP 2: WHERE THE PROBLEM IS?

Description:

In this exercise the group will discuss, in pairs or at maximum in groups of three, their own definition of the general concept of "problem" and they will analyse at least three aspects that are essential for its definition or identification. Each group will be allowed to dialogue openly and freely.

This step is focused on analysing how each person defines "problems". The concept of "problem" is often used as an umbrella concept to group together any situation that involves a harm or a barrier, and these are often unmet basic needs, legitimate needs of other people or even legal breaches by third parties. For all these situations we can face problems that need to be solved but the nature of the situations to be addressed situates us differently.

Development:

After a brief introduction to the activity, the group will be divided into small groups of 2 or maximum 3 people that will be asked to discuss the concept of the "problem" for 30 minutes.

After the discussion in small groups, each group will have to explain their conclusions to the whole group in a way, which should include:

· A generic definition of the problem concept

· At least 3 general aspects that define it (three clearly identifiable aspects that serve as verification according to each group. For example: ...to be considered a problem it must include at least one person affected, the situation must provoke a real harm in the short or medium term for at least one person, and it must have at least one clear and easy solution).

The most important part of this exercise is the personal and group comparative review and analysis of how each individual imagines problems and in what conceptual framework they define and catalogue them. Everyone has his/her own framework to catalogue what he/she sees as a problem and what is not, and sometimes, despite the "own identification method", problems are confused with basic needs that need to be met, or situations are standardised by analogies and we extend the perception of a problem to something that might not be a problem at all...

For the presentation of the group results, each subgroup can use diagrams or notes or show a poster they have created. The other participants can ask questions after the explanations are finished.

After all presentations, a general open debate can be initiated on all opinions and conclusions presented.

Conclusion:

At the end of the activity, these definitions can be offered to the group so that they can compare them with their own.

Problem concept description :

"A problem always has to do with dissatisfaction about a certain situation. Because satisfaction is a relative concept, problems are also of a relative nature.

A situation is only a problem if the problem owner can and wants to do something about it. This implies that a situation that is more desirable than the present one must be described: the goal situation."

Problem concept description N°2:

"A situation, person, or thing that needs attention and needs to be dealt with or solved."

Problem concept description-reflection N°3:

"Frequently finding or identifying a problem is more important than the solution. For example, Galileo recognised the problem of needing to know the speed of light, but did not come up with a solution. It took advances in mathematics and science to solve this measurement problem. Yet Galileo still received credit for finding the problem. Sometimes problem definition may be nothing more than the art of asking the right questions at the right time."

Not a description, but a good closing reflection:

Albert Einstein once said, "If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute resolving it."

Why is this activity relevant to identify or value the competence?

Sometimes a lot of effort is put into addressing problems but the problems are not well defined or we only focus on one part of the situation or not on the part that causes the problems.

This exercise helps to understand the importance of properly defining or identifying the problem, or the main problem or the critical situation that causes the problem.

Objectives

- To define the concrete problem and its background
- To analyse the problem situation, contexts, and influencing factors (causes, consequences and triggers)

Step by step

Description:

In this exercise, participants will name some problems that they are aware of and then apply a series of analysis techniques to those problems to gain a better understanding of their contexts and root causes.

The basis for developing problem-solving competence is the correct identification of the problem. This means that the problem must be identified or analysed as well as possible in order to find the best solution.

You can develop all available problem-solving methods, but if you are not addressing the real problem or the root problem, it will probably be reproduced again and again.

Development:

This will be personal work with group discussion and debate.

Step 1: Deciphering the problem

First, make sure everyone is as comfortable as possible.

They will be asked to write down in confidence 1 to 3 problems that they can quickly identify.

You will then explain various simple methods of analysis that they can apply to the selected problem to check that it has been correctly identified.

Although these methods are used one after the other in this activity, the group will get the information to use together later or by selecting their preferred method.

TIP 1: It is recommended that the following methods and exercises are done dynamically so that they do not become too difficult or too serious. Each participant can do them personally as many times as they want, but the aim of doing them in a group is mainly the debate and exchange that can arise.

TIP 2: In the training session, the following methods may be used once as a simple exercise.

However, it is important to explain to the group that in "real life" each of the selected methods needs to be used as often as necessary. The aim is to make sure that the problem identified is the right one, or to choose the one to "start with".

The correct answers in this exercise are chosen by each person from their own reflections and analysis. So how often the exercise needs to be done depends on the individual participants and how they choose the answers they think are 'right'.

First method: 5 whys

First of all, each participant will apply the "5 Whys?" This means that they will be asked 5 consecutives Why? questions, which they will then have to answer:

Example: Selected problem (e.g: A person regularly disrespects co-workers with derogatory remarks.)

Duration
1,5 hour

Material/ equipment
- Classroom or a large space where the participants can have privacy
- A4 papers and pens
- Any other material that can stimulate creativity and expression (tape, colour post-it, magazines, scissors ...)
- Projector and PC (optional, in case any additional information is planned to be projected or the exercise itself.)

Number of participants
Up to 15

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why 1: (e.g. because the person wants or seeks to feel superior and feels better when others feel bad.)

Why 2: on the previous answer (e.g. because they believe that this way they can better hide their professional and social deficits and they will have better chances in the company and their work will be better evaluated).

Why 3: on the previous answer (e.g. because the company does not really monitor the work and the real skills of the staff and also does not have a plan to ensure the well-being of the workers or to prevent bullying in the workplace).

Why 4: on the previous answer (e.g. because the company does not have this labour or social conscience incorporated and also nobody has ever reported by law any situation of this nature).

Why 5: on the previous answer (e.g. because the people running the company do not have a professional profile or soft skills appropriate to their role, or the company does not have an appropriate approach or training, and the staff generally perceive their employment situation as precarious or unstable).

Once the "5 Whys?" have been applied (it is recommended to apply the method several times in order to broaden different points of view and analyses)

Each participant should analyse the first problem posed and the different answers given (5 reasons) to make a first check on the validity of the main problem or to get a broader view of the problem or to identify a part of the problem (which should perhaps be prioritised).

Second method: "3 SO-What?"

On this occasion they will have to apply the "3 So-What?" test following the same method to the main problem they identified or take as a reference one of the answers of the previous exercise (one of the Why 1 to Why 5).

Third method: Causes and consequences

To develop this third method of analysis, the group will be asked to write down the problem they identified in the middle of a sheet of paper and to draw a line separating the sheet. At the top of the sheet, they should brainstorm everything they think the problem might cause, and at the bottom, everything they think might have caused the problem.

TIP: If the group does this method through (individual) brainstorming, it will help them to express and include aspects that may not have become clear in their analysis.

If it is easier for them, participants can draw a tree and note on the leaves the consequences that they think result from the problem and on the roots the causes.

Fourth method: Impact analysis

There are many ways to do this kind of analysis. Here are some questions that can facilitate the group's self-reflection.

Participants are asked to come back to the main problem identified or the problem they can redefine after the previous steps and apply the following questions to it:

- What changes will this problem produce?
- What results will this problem produce in the short and medium term?
- How will this problem transform me?
- How is this problem affecting or damaging me right now?
- What is this problem doing to me?
- What is this problem really preventing me from doing?
- What limitations does this problem create for me in the medium term?
- How can I be empowered or strengthened by this problem?
- If I could measure the impact of this problem on my life right now on a scale of 1 to 10, what value would I give it?

Step 2: Re-identify the problem or break it down into "small problems"

After the previous analysis phase, the group will be given some time for personal reflection so that they can identify their main problem again and decide whether it is the same as the one they identified at the beginning of the exercise.

It may also be recommended that the main problem be divided into at least 3 separate problems, but of much smaller size, so that they can prioritise them more easily.

Conclusion:

Once all phases are completed, participants are asked to present other methods of analysis that they know or use in their lives.

In general, the trainer will stimulate a discussion about how easy or difficult it is to identify a problem correctly and what the consequences or possibilities are:

- The consequences of not identifying the problem correctly.
- The consequences of looking at the problem as a whole and not analysing it in related parts or different related issues.
- The consequences of not analysing the problem from different angles.

Why is this activity relevant to identify or value the competence?

In a creative and playful way, the group will experiment with and reflect on the most well-known problem-solving models. In doing so, they can not only reflect on their knowledge of the models, but also enrich their views through concrete examples and joint discussions.

Objectives

- To combine and modify different problem-solving techniques and approaches
- To discover new, complex, creative/ innovative and personalised solutions to meet the specific requirements
- To invent new problem-solving techniques and personalised approaches to their life experience

Step by step

Description:

In this exercise the group will apply and act out different problem-solving models to resolve pre-defined problem scenarios.

Development:

Four groups will be formed to demonstrate their acting skills, because they will be doing theatre! Each group has to act out a simulated situation based on a problem identified by the group using one of the problem-solving methods below.

Rules:

- All participants in the group should take part in the performance.
- How the groups create their performance is free and can be done as they wish, but a large dose of imagination, fun and creativity is recommended.
- They can use any materials available to support their performance.
- At the end of their performance, they should explain their views and other alternative analyses and offer some questions for discussion with the other groups.

Themes to be performed:

Group 1: Selection of a problem with proposed solution from the "I win-You win" model and from the "I win-You lose" model (or vice versa).

(Problem e.g. In a company two people have to agree to take 30 days of holiday in summer and Christmas because they have both asked for the same days. It is not possible for the company, so the company informs them of the problem and asks them to be the ones to agree.)

Group 2: Selection of a problem with a proposed solution from the model of creation or selection of a creative response or solution.

There will be a performance at my son's school in which my son will participate. The theme is Christmas (Nativity play) and for me it is a religious belief that I do not share. I therefore do not want my son to take part in it. I also do not agree with a public school putting on this performance based on a fact that is considered part of a certain religion.... On the other hand, I do not want my child to be put in a stressful situation, nor do I want to express a total rejection of the school (because that would also cause stress for me and my son).

Group 3: Selection of a problem with a proposed solution from the cooperative model (it means seeking help, cooperation from other people or specifically involving other people or actors.)

(Problem e.g: I urgently need to move to another city, but in the city I want to move to, I don't know a specific neighbourhood or the specifics of each neighbourhood. I also need help with the language to make an appointment or to find a free flat. I also need help with the guarantee or financing that can be applied for the rent.)

Group 4: Selection of a problem with a proposed solution from the model agreement by negotiation (Rules: no agreement may be selected that involves the loss of rights recognised, guaranteed or included in the legislation in force. Negotiation may not involve loss, damage or harm to either party).

Duration

1,5 hour

Material/ equipment

- Classroom or a large space where the group can move around.
- A4/A3 papers, coloured markers, cardboards, whiteboard and markers (if possible to be made available to the group in order to encourage creativity and group exposure.)
- It is recommended that the group has available so that they can use it at any time to take notes, to present or to develop presentations if the group dynamics require any other material that stimulates creativity and expression (tape, colour post-it, magazines, scissors...)
- Projector and PC (optional in case any additional information is planned to be projected or the exercise itself.)

Number of participants

Up to 15

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

(Problem e.g: In my company, holidays are granted according to the usual procedure: holidays recognised by the municipality or state holidays or religious holidays. However, in order to follow my religious or spiritual beliefs or even to enjoy my free time or to celebrate other holidays related to my country of origin, I cannot celebrate them in this way and I only have to adapt to the "officially recognised" holidays. This situation makes me very unhappy and I feel that only one dominant culture is allowed in this company and my needs are not heard).

Conclusion:

As a final reflection, the trainer can open a general discussion on the situations performed and how they relate to the group's own experience.

At the end of the exercise, key elements of each model will be brought to the group. In this way they will also be able to expand on what they believed about each model or confront their previous beliefs about each model.

The following information can be adapted according to the group needs.

It is recommended that a hard copy is given to the whole group at the end of the exercise.

1. Problem solving Model "I win-You win" vs "I win-You lose" (or vice versa.) -it is also important not to generalise and to study each case on its own merits.

I Win - You Lose:

Some elements to identify it are:

· It is based on a power struggle, an unbalanced power relationship or authority based on the use of power.

· Need to prove or demonstrate constantly or recurrently (and only) that it is the other person who is wrong or regardless of the reasons, there is a recurrent desire to impose the opinion or decision.

· Some form of violence is used.

· Does not take "no" for an answer.

· The other party's needs are not taken into account, or only one's own needs or desires are taken into account.

· Usually includes allies who support the model or do not impede it.

· Seeks contexts, motives or characteristics of weakness of the other party.

· Involves some form of manipulation

I Win - You Win:

Some elements to identify it are:

· Many possible solutions are analysed taking into account the needs and wishes of each party involved, as well as the effects of past decisions or events

· Needs are analysed

· Power is balanced or each party's power is recognised

· Communication is established in an appropriate and assertive way.

· Each person's limits and theirs "do's and don'ts" are analysed and assessed.

· The good or well-being of each person is analysed and a "greater good" is additionally sought.

· The consequences of the decision or pact are analysed and there is a shared responsibility for the consequences that may derive from the decision or pact.

· All parties involved are fully satisfied with the decision.

· Cooperation is established if necessary.

· May include a compromise agreement by both parties, pact or negotiation.

2. Problem solving Model: Creation or selection of a creative response or solution. -It is also important not to generalise and to study each case on its own merits.

Some elements to identify it are:

· It looks at how the problem can empower us or what it teaches us.

· The problem or possible solutions are not only categorised in the "good-bad" binomial. It is seen as a system and therefore the proposed solutions are much more diverse and innovative.

· From the model we dare to imagine, or play at imagining with the possibilities, to act outside of what we have done so far.

· Taking risks or experiencing new situations (even facing them with fear)

· It does not seek perfectionism, it seeks to experiment, to learn and to "let ourselves be surprised".

· Develops creativity and imagination in all phases of conflict identification or problem resolution.

· When the method is developed assiduously, it becomes an attitude.

3. Problem solving Model: Cooperative Process -it is also important not to generalise and to study each case on its own merits- Some elements to identify it are:

· Values own experience and the experience of others
· Identifies mutual help or support as a tool not a weakness.
· Balances the power of all people and their own capacities in each context
· Seeks specialisation or expert knowledge when needed
· Establishes processes of reciprocity and mutual support (temporary or permanent)
· It values all parties involved in a balanced and fair way.
· May pursue a common goal, or goals for each of the complementary parties
· Balanced, balanced and fair agreements are made
· A real or symbolic common good (temporary or systematic) is sought (and agreed upon)

4. Problem solving Model: Negotiation -it is also important not to generalise and to study each case on its own merits.

Some elements to identify it are:
· The wishes and needs of both parties are analysed.
· The context, risks and consequences for both parties are analysed.
· The limits of both parties and the limits of the context/situation are taken into account
· Risks are taken
· Clearly identify what is to be achieved
· Analyse the potential benefits for both sides or all parties involved in each proposal
· Identify what can be exchanged or what is not possible to exchange
· Discuss and take into account the regulatory limits that have been set and are taken into account
· Options or proposals are presented and defended.
· Possible difficulties or consequences are analysed
· Interactions at the level of communication, positioning, partial decisions, clarifications, contributions of points of view are taken into account.
· As many clarifications as necessary are made
· Responsibilities and consequences of agreed decisions are assumed.
· Flexibility and the inclusion of alternative options are assumed.
· A mutually valid agreement (temporary or permanent) is established.
· The above models can also be applied as procedures or tools.

Why is this activity relevant to identify or value the competence?

This exercise will allow the group to experience the dimension of learning, challenge, capacity for improvement and the promotion of creativity and self-responsiveness that some of the problems offer.

Objectives

- To develop security, anticipatory and adaptive measures for other situations, contexts or times including learnings and capacity building

Step by step

Description:

At level 4 of the development or strengthening of this competence, the group will already have a greater capacity to define the problem, catalogue it, identify it and will have a greater frame of reference to be able to address it in the best way.

Now, however, it is time to broaden our gaze, to see what the problem offers us, it is time to explore the opportunities that it generates. This will be accomplished by having participants apply four tools from the "design thinking" approach to certain problems in a series of short group sessions.

Note: The intention is not to influence "seeing the positive side of things" or to trivialise problems with really serious consequences, but rather to focus the group's attention on those that can offer participants learning or reinforcement of their own skills and review through this simple activity...

Development:

STEP1: Brief explanation

First of all, the problem-solving analysis developed by Jeanne Liedtka based on the Design thinking approach will be explained to the group.

Note: We have adapted the method for our field.

1. What is the opportunity?

"The first step in the design-thinking process is to identify the solutions that already exist for the problem you're trying to solve. Design thinking starts with identifying an area of opportunity, not a solution"

For instance: "if you want to create a better result in some action of your work, watch or look for other people in daily work routine and review how they develop their jobs or tasks. What do they like? What annoys them? What workarounds do they use to overcome design flaws? Those answers would highlight problems you want to solve - problems that you can solve".

2. What if?

"In the second stage, start to imagine solutions (...) Let yourself get creative here assume that anything is possible"

Tip: Imagine as if anything is possible, even if it seems like "crazy" or unseen measures. Imagine without limits in your own brainstorming. Include options even if you believe that in the current context they would be impossible to develop.

3. What wows?

"Once you've exhausted all the possible solutions, think practically about which ones are most likely to work. You're looking for the wow zone, With that lens, narrow your ideas down to a handful of viable options, some safe and some adventurous"

Tip: Stick with the options where you say "wow, this can really work", even if you have to take risks or it is a new measure for you, but you do need to be enthusiastic or have peace of mind and security in doing it. These are the options that give immediately you "that good feeling when you think about them or identify them".

4. What works?

Create your own coping options, new analyses, proposals, learning, new actions, new ways of dealing with the problem, design innovative, creative or new views of "going on" that you have not previously included or experimented with. Open your mind and reality to new opportunities and new chances.

Tip: devise a plan of action and a time frame to implement it (important to start immediately on the part you can already implement) and your own method of reviewing your plan and improving it.

Duration
1,5 hour

Material/ equipment
- Classroom or a large space where the group can move around.
- A4/A3 papers, coloured markers, cardboards, whiteboard and markers (if possible)
- Any other material that stimulates creativity and expression (tape, colour post-it, magazines, scissors...)
- A whistle or similar
- Kraft paper (white if possible)
- Projector and PC (optional)

Number of participants
Up to 15

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

STEP 2: Rotating inspiration groups

For this phase it is necessary to stick construction paper with each of the 4 steps of the analysis explained on the wall (or on the floor or on tables) beforehand. The four large pieces of paper should be distributed around the room at a sufficient distance.

First of all, the group will have to define a problem by applying the knowledge acquired (the topic does not matter so much as that it can be analysed in creative ways).

Subsequently, the group is divided into 4 subgroups.

Once the topic has been agreed upon, it will be explained to the group that each subgroup will have to go through the four steps on the wall and write their proposals on the identified problem (they can use marker or post-it or something similar as colour papers and adhesive tape).

To allow the creativity to flow more freely, a bit of excitement will be introduced.... time will be included for each step/piece of continuous paper and each group (no more than 5 minutes), when the 5 minutes are up, the trainer will blow the whistle and the groups will have to rotate.

Each group will have to go through each step/piece of paper at least 3 times and will be able to see and be inspired at all times by the answers/proposals or ideas included by their peers or even by themselves in previous rounds.

RECOMMENDATION: it is recommended that the trainer bring some identified problems prepared in case the identification phase in the group takes too long or in case she/he needs to use them as an example.

Conclusion:

To conclude, the four steps/pieces of paper will be reviewed, complemented with ideas and proposals by each group.

The trainer will try to encourage discussion, ask for clarifications if necessary or encourage participants to ask questions about what has been written down on each paper.

As a final reflection, the question "how can this method contribute to the development and strengthening of the problem-solving competence in the lives of the participants" will be asked in order for the group to present their own conclusions and final reflections.

COMPETENCE

Reliability

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Just a kiss Testimony analysis: The story of Fatou Seydi-Sarr Testimony analysis: The story of Papa Dia	Just a Kiss Fatou-Seydi Sarr Papa Dia

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film • **Just a Kiss**

The clip is an excerpt from a film "Just a Kiss".

The girl asks the boy for help to move a large piano. The boy shows the ability to build trust, given the cultural diversity of the characters, by responding to the girl's request for help. Although it is difficult to move the piano, the fact that he has offered to help means that he is involved in the task. In fact, in order to help her, he involves and mobilizes colleagues from his gang.

Analysis:

He shows her that he is a person who can be trusted, who is kind and who gives reliable answers to other people. It is an everyday way of responding by being reliable and trustworthy, for example by offering to help. Be reliable.

This competence is appreciated because he shows up with his team to help her, even though they are relatively new to their new business venture. This creates a climate of trust towards him and towards the relationship of help and proximity that is established. This competence makes it possible to generate a climate of trust and social relations.

This film also reflects how cultural and religious differences can be an obstacle or an opportunity, and how the driving force of such a strong feeling as love and the values of respect, tolerance, strength, reconciliation and dignity can face the barriers that can be created by the presence of cultural, social and religious differences

Despite the difficulties they had in moving the piano, they kept trying to move it up the stairs. The key point is that, after one of them was injured, they did not give up trying to move their piano, because after all it was a job and they were committed to completing it.

This highlights the reality of the commitment associated with this competition. The fulfilment of what was agreed and the priority of commitment or agreement-making in the face of possible adversity or difficulties. When we do and carry out the actions to which we commit ourselves we generate that reliability, both in ourselves and with respect to the other(s).

The achievement of goals, challenges or actions when they are shared is in many cases mediated and depends on the trustworthiness of those involved, as well as on the generation of this commitment.

b. Testimony: 1 • **Fatou-Seydi Sarr**

Fatou-Seydi Sarr, or, Seydi, has had many communities, from Senegal to France to the United States. As the founder and CEO of the African Bureau for Immigration and Social Affairs (ABISA) in Detroit, Michigan, she provides resources to a large black migrant community; a passion and calling, an arduous effort at any moment but especially so today — sifting through systemic and blatant racism and oppression to give her community basic needs like food and shelter. "The level of intentional oppression that I see in the system here, I have not seen it anywhere else [...] I'm a Black immigrant woman in America. It's the reality that you live at the crossroads of all social justice inequity and every day that you wake up, you have to think of which one of my identities, my traits, is going to put my life in danger? That's not

a way to live. That's not what a democratic society is about." …

By the end of March, Seydi and ABISA created a fundraiser to provide relief for those not getting it from the government and has to date raised $50,000 for the community. "What we discovered was that pre-COVID, all these members of the community were actually holding on by a thread. By the nature of their status, they were already not able to feed their families […] I could not believe that my community was in such dire need and were living in such a level of economic disability." Since March 26, they have helped 110 families and aim to help many more through community donations.

Seydi was inspired to start ABISA after a friend was faced with immigration issues and deportation. After translating his documents and finding a lack of existing resources or services for non-English speaking Black immigrants, she created what did not yet exist. "There was clearly a gap of information to have access to information and have access to resources." It is also what inspired her to create the Springboard to Excellence program for young Black girls, mentoring and focusing them to achieve personal and career success. "How do we give them 'le courage' to continue and tell them they have a possibility? How do we put them in face of other black women who succeed and see themselves as successful because they might not think of their families as successful when they look at the parents — who are undocumented, struggling with speaking English." Thanks to Seydi's involvement in the Detroit community, she has a pulse everywhere, making herself an indispensable resource for these teenagers looking for leadership.

"I look around in Detroit and I am inspired by Black woman organizers, people who organize for water, for example. Anytime I've turned around in Detroit, Michigan, I see a Black woman in the forefront of some noble cause, some equitable cause, a suffragist cause. And I'm like, wow, if they don't give up because they are overwhelmed, if they find solutions around the barriers they meet, if they find the strength to do so, I should be able to find the strength to do so. I have not seen them wavering yet in their commitment for social justice."

…Living in the United States is a different experience for every immigrant and native. It has systemic issues so deep that surface level solutions have rarely helped. It isn't fair for everyone and it favours others. Despite those issues, Seydi addresses them daily in her work and finds Detroit to be her home. "I don't think I'm going to leave Detroit. There's a lot to do [here]. I love the people of Detroit. I would say the people typically make up the feel of the city and I have not found it anywhere, not Washington, not New York, everywhere I go I'm like "nahh"."

Analysis:

She is a committed, supportive person who understands his personal and social role in the community. She has supported quasasas, created an entity to improve the lives of African people in the city where she resides. The community and people close to her value her and can appreciate her values, being a person who can be trusted. Her involvement in improving the lives of others is reflected in the various elements highlighted in her story. Is a person who can be trusted, because she does things for others, who creates a sense of security in others, through helping, empathizing with other people's difficult situations and offering in some way to improve or solve them. This is someone who can be trusted.

c. Testimony: 2 • **Papa Dia**

Meet Papa Dia, a community leader, mentor and founder of the African Leadership Group, an advocacy organization that has helped thousands in the African immigrant community. Papa grew up in Senegal, West Africa, and currently lives with his family near Denver, Colorado.

Papa reflects on his decision to immigrate to the United States. "I came here in 1998, and like most immigrants, I came here seeking an opportunity for a better life. …

He started working at a bank, and his success there inspired other immigrants to seek out his help and guidance. "The bank became my school. I spent 18 years in the banking industry. Every year there, I was getting a promotion. When I was at the bank, the branch where I was working had a hotel nearby where African immigrants were working. They saw me there at the bank, and started coming to see me, so I could help them cash a check, establish credit, start getting car loans. Then they would go and tell the rest of the community, and I started to have 20 or 30 people waiting for me in the bank lobby. People started to bring me their immigration papers. I was still doing the bank job, and helping these people. This became an issue with the bank, they wanted me to stop. But I understood the need, I understood how difficult it was."

Even though I'm a U.S. citizen, in my function as a leader, and the work that I do for the community, I still deal with it on a daily basis. We are all family. We might not be blood-related, but we are all related. I have families being separated, I have people being deported, I have members of my community being picked up by ICE. Yesterday, I met with someone whose husband was [picked up on] the way to work. His wife is a U.S. citizen. We have more families locked up in jail. Even people being asked to be deported back to Africa, they are being transferred from the ICE jail to the criminal jail. We care for these families, we help these families. We've been focusing on making sure our community knows their rights."

Papa found himself spending more and more of his time helping others. "I couldn't turn people away. I decided to look around and see if there was an organization to help these people. There was one, the African Community Center, but it was focused on refugee settlement. So, I decided to start the African Leadership Group, with a mission to help with the professional integration of African immigrants through social impact, economic impact and educational impact. I started it in 2003 when I was still at the bank. I was working with members of the community outside of the bank, organizing weekly and monthly gatherings. And now, the organization is so big that we have more than 10,000 members in the Denver metro area. I ended up leaving the bank and I work there full-time. I have a staff, and we are daily transforming immigrant life in Colorado."

Analysis:

Papa Dia is a person who, with the facts, approached other migrants, and these people (more and more numerous) trusted his help and guidance. He is a person who can be trusted. His own experience shows the ability, with statements such as those mentioned above, to be there for others and to understand relationships from that generation of support and trust. The reliability competence shows this way of being with respect to understanding one's role in the world, with respect to others and how to be a person that others can trust. This has made him over time a community leader with organized helping actions.

In addition, the fact that it is a person who has gone through difficult situations and processes similar to those of other migrants, brings a greater closeness to other people. The experience, the values, his attitude make that this competence can be used to describe him.

2. PEDAGOGICAL ACTIVITIES

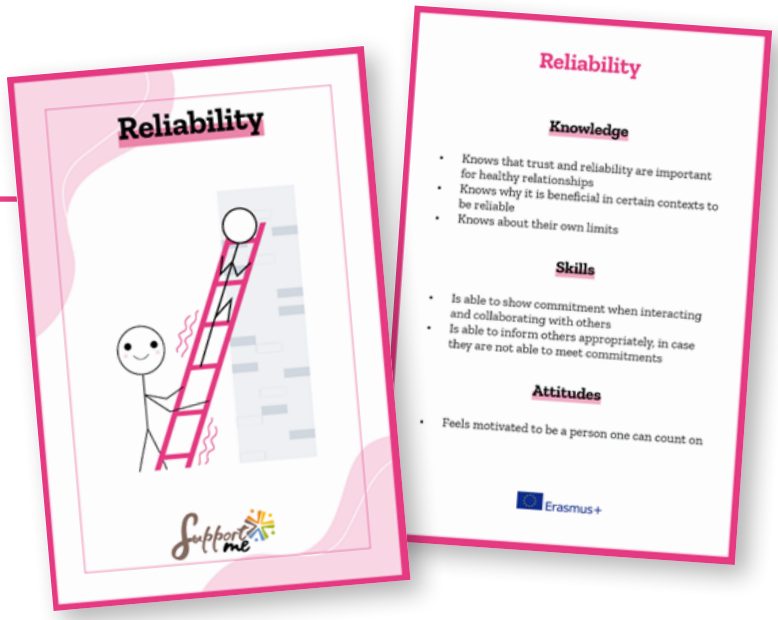
These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

A character climbs a ladder confidently because he knows that his partner is holding it steady, so he has no chance of falling.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards



LEVEL 1 • EXPERIENCING RELIABILITY

Why is this activity relevant to identify or value the competence?

This activity is relevant because it allows one to identify own's reliability, to exchange views and to reflect on the usefulness of the competence.

Objectives

- Perception of one's own reliability.
- To be able to identify the competence of reliability, generating an exchange of opinions and experiences.
- To create understanding about what reliability means

Step by step

1. Each person writes on a piece of paper what is and what is not to be trusted?
2. A video is shown where the competition is perceived, with simple language. https://www.youtube.com/watch?v=HNP2emJXh8c
3. After watching the video, each participant will say out loud one item or action that is to be trusted and one that is not. The trainer writes them down on a whiteboard visible to all the participants.
4. Everyone says two things to each other that indicate that you are a trustworthy person.

Debriefing

The trainer synthesises what has been said, asking if the activity is interesting, why? what does it bring?

TIPS: If several training sessions are followed, it could be relevant that on the first day, the trainer lends an object easy to lose to the participants (a pen for instance...). Each one will have to bring it every session and then give it back to the trainer at the end of all the sessions.

The trainer orally explains the competency. It may be useful to give a list of examples in simple language:

- Make promises they can keep
- Be dependable
- Treat agreements seriously
- Plan ahead
- Do their best to finish on time
- Find other ways to keep their promises when obstacles occur

Duration
1,5 hour (depending on the group size)

Material/ equipment
- Paper
- Coloured pens and markers of different thicknesses
- Post-it notes of different colours

Number of participants
Up to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows us to identify with a type of profile or character, to put attitudes into play and to understand how others behave with respect to this competence and how others behave with respect to the character that each person plays. It allows us to imitate and learn skills and attitudes related to the competence in a playful way.

Objectives

- Being able to imitate the role of another person in terms of reliability and other associated characteristics and competences (communication, behaviour...).
- Identify characters or ways of being of others
- Imitate behaviours by putting oneself in another people's shoe

Step by step

1. The trainer distributes the cards with pre-made ways of being, behaving or characters.
2. Each person has 5 minutes to think about how they are going to behave.
3. 15-20 minutes are set aside for the participants to interact with each other, and it is possible to share a cup of coffee in the meantime. During this time, each person acts according to their card.
4. Afterwards, the trainer puts on a blackboard or paper visible to everyone the list of characters or ways of being that he/she has given out. All of them have to assign a person to each character according to how they have seen the others' behaviour.
5. Everyone finds out who played each character and looks at the correct answers. The trainer asks each person in the group: What character do you think he/ she has?

In each case, they explain what they have seen of that character, why it led them to think about who played each character and reflect, guided by the trainer, on the different ways of being and expressing or not expressing trustworthiness.

Debriefing

Questions that the trainer can ask when they have already found out which character the person has:

- What elements have helped you to find out the character?
- Is it someone you consider reliable?
- Why yes or why no?

Duration

1 hour (depending on the group size)

Material/ equipment

The trainer will elaborate and write the different types of people on the cards

- Distrustful of everyone
- The avoidant
- Always ready for anything
- The one who questions everything, asks questions and is suspicious
- The one who provokes fear in others
- The one who provokes trust because he always listens, is attentive, looks into the eyes...)

Number of participants

Up to 10

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows, from personal and then shared and guided reflection, to identify elements that make up the competence and a major component: interaction and relationships. It allows to decide and select key issues of the competence, relating it to everyday life.

Objectives

· To recognise the importance of trust
· To identify elements to develop and possible barriers to lift

Step by step

The trainer asks the trainees to find examples to illustrate trustworthy relationships in their personal life, social life and professional life. It is necessary that the trainer proposes a first drawing to begin the activity. This will provide ideas for simple examples to facilitate the development of the activity.

1. Using paired drawings, the other person has to guess which element the other person has drawn.
2. Two types are drawn:
   An element I have over something I have more than others
   An element that I lack or barrier.
   A time is given for painting each element and for guessing (2 minutes for example for each one).
3. The person who draws the picture explains the reasons why he/she has or does not have that element and the person who guessed tries to comment on ways to improve or develop each element.

Debriefing

The trainers may ask:

· Have I improved my perception of trust with the other, what about this competence?

· Was this activity useful? interesting, why?

Other questions can be posed to the group and answered together, with clarifications if necessary by the trainer, such as:

· What elements have come out as difficult or that we do not have to be reliable people?

· What things in us make us reliable?

Duration
1,5 hour

Material/ equipment
· Paper
· Coloured pens and markers of different thicknesses
· Post-it notes of different colours.
· Clock, stopwatch

Number of participants
Up to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity allows, from personal and then shared and guided reflection, to identify elements that make up the competence and a major component: interaction and relationships. It allows one to decide and select key issues of the competence, relating it to everyday life.

Objectives

· To select elements that relate to trustworthiness.

· To share the views on the reliability of the group of migrants.

· To be able to identify and decide on elements that make up the reliability competence, generating an exchange of opinions and experiences

Step by step

1. Three murals are displayed with the following: What do I have to see to consider that a person is trustworthy?/ What do I have to hear to consider that a person is trustworthy?/ What does he/she have to do? Each person has 3 post-it notes on which they write an answer to this question. They will be stuck on the wall.
2. Same procedure on the mural but about oneself "Elements I have as a trustworthy person" Each person has 3 post-its on which he/ she will write an answer to this question. They will be stuck on the wall.
3. With the trainer, the common elements in both murals are grouped together. All the people discuss the relevant elements and the way to understand the competence and how to know how to identify it for the interaction with others and with oneself are discussed.

Debriefing

The trainer asks the participants if the activity is useful, why? then makes a final synthesis, with the support of the participants, describing and selecting:

1. 5 key elements of the competence

2. 5 ways to identify it in the relationship processes.

The trainer may refer to the Support Me "reliability" card to have the main key elements

Duration
1,5 hour (depending on the group size)

Material/ equipment
· Continuous paper
· Coloured pens and markers of different thicknesses
· Post-it notes of different colours

Number of participants
Up to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity is relevant in cooperation, in building trust in "the other" and encouraging participants to act independently.

Objectives

· Generate group work of co-dependence on others, developing reliability.

· Be able to rely on the work of others for the optimal end result.

· Be responsible for one's own part of the work in a group work or group development

Step by step

1. The trainer sets up the distribution in teams of 4-5 people.
2. The trainer gives each participant a set of Lego pieces (thought out and planned prior to the group work-game session) ; see instructions in chapter four of the Support Me guide (https://www.supportme.insup.org/en/intellectual-outputs/)
3. The trainer explains the instructions of the game: building a house with the Lego pieces that each group/team has. It is compulsory for each participant to make separate parts that can be joined together into a final house. The team will decide how.
4. Half an hour is given to the group to decide on how to use the pieces and to build the house.
5. Conclude by showing each team their house.
6. Finally, the trainer gives the floor to each team and each person to ask how they felt when they depended on the work of others for their success. They will reflect together on the trust that the others give you, our own way of understanding reliability and how we are also perceived by others in terms of trust.

Debriefing

The trainer concludes by a common reflection:

· On the feelings we may have when understanding others as people who can be trusted.

· How we may feel about being valued as trustworthy or untrustworthy.

· On the importance of this competence "reliability" in everyday social processes where we depend on being trustworthy and on others being trustworthy.

Evidence/ document to give to the trainee

The competence card "reliability" (with on the front side the competence name and on the back side key elements) can be given to the learners at the end of the session for their reminder.

Duration
1,5 hour (depending on the group size)

Material/ equipment
· Lego tokens or any set of pieces
· Shape example model cards
· Pencils and paper

Number of participants
Up to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

COMPETENCE

Resilience

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Rising Phoenix Testimony analysis: The story of Yehimi Cambron Testimony analysis: The Army's Slave Testimony analysis: Back from the Darkness	Rising Phoenix The story of Yehimi Cambron The Army's Slave (French book) Back from the Darkness (French book)

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film • **Extract 1: Rising Phoenix**

The Rising Phoenix documentary is the perfect example of resilience. The trailer shows people who participate in sport competitions with various disabilities. Disabilities often limit the amount of activity or the types of activities that a person can take part in. However, these athletes are proof that once you set your mind to getting something done, it is possible to accomplish it.

In the extract, we see an archer who uses both his head and a leg in order to shoot his bow, effectively landing on the target's bullseye. Traditionally, archery is done with two hands and requires strength, balance and concentration. The athlete manages to have all three qualities, despite his disability, and still succeed. We can only imagine the amount of time and patience it took him to master this skill. Overall, this extract shows us that people who are driven by their passion or a love for a sport, will always find a way to pursue it (showing extreme proof of resilience), no matter the hardships that they may face along the way.

b. Testimony: 1 • **Extract 1: The story of Yehimi Cambron**

"As an eight-year-old girl crossing the border with her family from Mexico, home was about to be a lot different for Yehimi. What started as an adventure in her eyes, became a scary reality as they got to the desert and had to leave their bags — no longer the "vacation" she thought it was... While their journey across was relatively safe, there are still so many that cross into the United States every day that are separated from their families, creating chaos and confusion in a child's upbringing, and suffering for the parents. Growing up, Yehimi understood what it felt like to be separated from her family.

"When we moved to Morelia, which is the capital of Michoacan, we lived in this makeshift shack that was built of compressed cardboard material. It was so bad that every time it rained, my mom had to put pots and buckets around the house to catch [it]. Then my dad would go to the U.S., worked and lived with family or other immigrant men, and gave us as much money as possible. He would come back and he would upgrade our house. And then the second time he came back, he built a house made of wood. And then the third time he came back to me, the house was built of concrete and brick. So to me it just sort of reminds me of the three little pigs."

Analysis:

Resilience is evident throughout this extract. Yehimi and her family had to face a completely different reality than what they were used to. Her father's resilience is also quite visible, as he had to go back and forth between two different countries and be apart from his family for long periods of time, which couldn't have been easy for any of them. He is proof of how the need to provide for one's family can allow someone to push themselves to do what they need to do.

c. Testimony: 2 • **Extract 2: The Army's Slave**

« Hell, of the militias »: August 13, 2013, Alpha Kaba leads a debate on the local radio, for which he is a journalist, on daily life in Guinea Conakry. The government does not see it that way and at only 25 years old, he is harassed and actively sought by the governmental authorities of Alpha Condé. Here begins a long and horrifying journey that will not leave him unscathed. Alpha leaves Guinea and crosses the North part of Sub-Saharan Africa passing by Mali, Burkina Faso, Niger and Algeria. Losing the contact of a friend in Algeria, he is compelled, with a group of other migrants, to go to Libya. 35 people were crowded into a Land Cruiser pickup, some of them fainted due to the overwhelming proximity.

Here he is sold as a commodity to several "bosses". This is the name given by the migrants to the men buying them to make them work in their lands. He instantly becomes their slave, working for free in date plantations and construction sites. The work is extremely hard: clearing, picking in the trees, carrying heavy loads; under the heat and especially the blow of the guards leaving them no respite if they estimate the work done too slowly or badly done. They only have the right to see the sun and to eat a little food. Alpha describes not having taken a shower and not having brushing his teeth for 6 months, that the insects bite him and that the blows received are yet another pain that makes it difficult to hope. But October 2, 2015, a smuggler tells him to follow a star pointing to Italy. After 2 years in the Libyan hell, he arrived in France late 2016, where he had to wait one more year to obtain "political refugee" status. While being hosted by a retired couple taking care of migrants, he worked a series of odd jobs and carried out administrative processes.

Analysis:

Alpha Kaba demonstrates a great capacity of resilience during his years as a slave. This word that we believed disappeared, or at least, revealing centuries of inhuman past experience, is still current in Libya. To find oneself in a situation where we are considered legally inexistent, where we are sold on a market as a commodity and where we work as soon as the sun rises until nightfall in deplorable sanitary conditions, where everything is lacking, may be a source to get on with life. But fortunately, Alpha Kaba resists with all his strengths probably thanks in part to his companion of misfortune, each struggling as they can to survive. Arriving in Europe, he reached France late 2016 where his journey ended. Thus, he continues to show resilience because he succeeds in working a series of odd jobs, to carry out administrative processes and finally to make a film and to write a book that testify to the hell he has experienced over the last 3 years.

d. Testimony: 3 • **Back from the Darkness**

This is the story of Kouamé, a young man aged 14 living with his parents and his sister. Her mom is a housewife, his father a physics professor. His family is united and happy… until this day when his father becomes too involved in politics. His parents are murdered in front of him by hooded men and his sister who is raped whispered him to leave. Then, everything changed for him. From a child he becomes an orphan who will soon become an adult. He is fleeing very young for a journey at the heart of hell. In the sweltering heat, he travels in overloaded trucks for thousands of miles through Ghana, Togo and Niger, the hunger and thirst exhausting him. He reaches Libya, Morocco and Algeria where he becomes aware of the violence in refugees 'camps. Slave market, ghetto, forest where he lived in horrendous conditions and inhumanity of smugglers, are all evidence that perfectly highlights the execrable months he spent. Miraculously he succeeded in crossing the Mediterranean Sea after his journey across the African continent, where a violent storm fell down and made him lose his hope until a helicopter from the Red Cross helped them. Despite these horrors, some benevolent people allowed him not to lose faith in humanity and to continue his journey with a remarkable tenacity. He is welcomed in Paris, France and leaves for Toulouse to build his life. The writing is sincere without embellishment, Kouamé does not only relate his own experience as a migrant but also the hell on earth.

Analysis:

The resilience of the young Kouamé is undeniable and no one can claim the opposite. The image of his sister who blows him to leave while there is still time, this image which follows him during his whole journey, with the hope of his sister alive, allowed him to hold on and to go further and further. The resilience is part of him from the assassination of his parents and the rape of his sister, despite his deep sorrow and the fear of the unknown, he succeeded to escape from the hooded abductors. He ran away with some money in his pocket. This strength that he drew from within himself despite the obstacles and his journey's hell, is the capacity of resilience. He has hope for a better future. When Kouamé arrived in France, he began to work as a turner-miller in Airbus and wished to obtain French nationality. However, when he received the OQTF (obligation to leave French territory) his last hopes disappeared and he thought about suicide. Before ending one's life, as he mentioned, he thought about writing his book in order to testify and to leave a trace of his heart-breaking story. Fortunately, the wind turned in his favour and he obtained his residency permit in France. A completely new life begins for him although his experience is still traumatizing. "Happiness is not having what we desire. It is to appreciate what we have."

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

A character resists the dominoes collapsing on him. He is doing his best to overcome this difficulty and shows motivation and courage.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

LEVEL 1 • MAKING TRAINEES AWARE OF TIME

Why is this activity relevant to identify or value the competence?

This activity allows participants to develop their resilience skill, their ability to regain awareness of time.

Temporality is a major factor in our societies; time dimension is fundamental in any social organization. For example, social time – such as working time, education time, family time, free time – have a reality and a dynamic of their own.

Objectives

· Recognising the components of a calendar and its usefulness

· Being able to register daily and weekly activities

· Becoming an actor in one's own timetable

Step by step

The facilitator presents the activity, distributes the blank weekly schedule, a pen to each participant and asks participants how many of them have already viewed a calendar. He/ she will present the concept of a schedule that helps to find one's way around time.

The facilitator will ask participants to remind him of the time, the day of the week, the day of the month and the year.

The group will list the actions performed by the participants in a day or in the week such as: getting up, going to bed, preparing food, eating, taking care of the children, meeting a group of friends, taking/picking up the children to school, looking for work, working, shopping, participating in a workshop like this one, going to an appointment, go to worship.

Each participant will then identify on his planning sheet, with the pen, the timeslot of the workshop in which he/ she is participating.

The facilitator will ask each participant to position in his schedule 2 other events of his day. He/she will accompany the participants who will need to find their way around the sheet.

The facilitator and the participants will discuss together the recurrence of certain actions throughout a week (children's school, eating...).

Duration

One hour maximum:
· 10 min: presentation of the activity to the participants
· 40 min: activity development
· 10 min: debriefing the activity

Material/ equipment

· A weekly schedule A4 with the 7 days of the week (on the abscissa) and hours from 7:00 to 22:00 (in orderly)
· A pen per participant
· A room with tables and chairs

Number of participants

4 to 6 participants

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Debriefing

To close this activity, the facilitator will propose to the participants to continue to complete the schedule, which they can keep if they wish.

· The trainer asks them if they found the workshop interesting but above all useful to better situate the different activities produced each day and over the week. If so, why?

· Is the activity complicated, why?

· How many participants have planned to continue using a calendar? If not, why?

Why is this activity relevant to identify or value the competence?

This activity allows participants to get involved (again) as a CITIZEN(S), to create or strengthen local social ties. It contributes to the development of the resilience competence by considering to register and feeling positively in a group of residents (their street, building).

Objectives

- Overcoming fears, barriers
- Facing a new situation
- Moving towards the unknown
- Identifying the opportunity to meet new people

Presentation

- The facilitator presents the activity by explaining to the group that they will discuss participation in a neighbours' party.
- The facilitator will ask the participants if they have ever participated in such an event.

Step by step

The trainer by showing the poster or leaflet will (re)present the concept and how a party goes:

- A shared meal where everyone brings something to eat or drink.
- The music that can be played.
- The possibility to play an instrument, if there are musicians.
- The possibility to meet new people, to establish affinities to encourage mutual aid, not to remain alone.

He will insist on this moment of conviviality, exchange, pleasure given by a neighbors' day where everyone is invited.

The trainer:

- will ensure that everyone fully understands his/her presentation.
- organizes two groups: the group of trainees who thinks it is useful/ necessary/ interesting for them to participate in this party, the other group that thinks the opposite.

After a reflection time of 5 minutes, each group will have 5 minutes to present the main arguments justifying their respective choice. Some objections can be removed through the exchange.

Trainees in favour of participating in a neighbours' party can, if they wish, continue the exchange by thinking about what they could bring (culinary specialties, music from their country of origin, etc.).

Debriefing

To close this activity, the trainer will propose to participants who did not wish to go to a neighbours' party, to review their position, to know if they have changed or could change their mind.

Check if the concept of a neighbours' party has been understood, if the workshop was interesting? Why?

Ask the trainees if they have become aware of the importance for them and possibly their families to participate in this type of friendly gathering.

- Are they willing to participate in a neighbours' day?
- Whatever the answer, why?
- What are the obstacles?
- The possible fears?
- What could help them to take the first step?

Duration

1h30 maximum
- 10 min: presentation of the activity to the participants
- 30 to 1 hour: progress of the activity
- 20 min: debriefing the activity

Material/ equipment

- A photocopy of a poster or neighbours' party leaflet
- A large cardboard calendar
- A map of the neighbourhood (if necessary)

Number of participants

8 to 16 participants
If possible at least one trainee who has already participated in a neighbours' party.

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity is designed for trainees who are parents.

This activity allows participants to become aware of the need to get (re) involved as parent (s), first educators of their child(ren) at school; it will allow them to develop resilience skills, to consider enrolling and situating themselves positively in a social organization (in this case, their child(ren)) place of schooling.

Objectives

- To overcome one's fears
- To face a new situation
- To make the participants understand the importance for their children but also for themselves, to be (re)known as parents (s) in their children's school

Presentation

- The facilitator presents the activity by explaining to the group that they will discuss participation in a neighbours' party.
- The facilitator will ask the participants if they have ever participated in such an event.

Step by step

The facilitator presents the activity by explaining to the group of participants that they will discuss the importance of parent/teacher meetings.

The facilitator will:

- Ask participants if they have ever been invited to a parent/ teacher meeting and if they have ever attended one.
- Make an exhaustive reading of the document (invitation template) with the group.

The facilitator or the speaker, helped by the invitation model, will (re)explain the organization of a meeting: the date and time slot, the exchange with the main teacher, an update on their child's schooling, the duration of about 15 minutes, the modalities of response (the coupon-answer to fill and return, email, word in the correspondence notebook, ...)

He/ she will check that everyone fully understands the document.

He/ she will then organize two groups: the group of participants who think it is useful/ necessary/ interesting for them to go to this meeting, the other group who thinks the opposite.

After a reflection time of 5 minutes, each group will have 5 minutes to present the main arguments justifying their respective choice. Some objections can be removed through the exchange.

The facilitator explains the participants that it is very important to get involved in the education of their children; regardless of their academic background, their mastery of the language and culture of the host country.

He/ she can rely on the 2018 OECD study: "The resilience of students with an immigrant background: factors that determine well-being - Policies and practices to foster the resilience of students with an immigrant background: parental involvement is crucial for the good academic, social and emotional outcomes of students with an immigrant background (page 40).

https://www.oecd.org/education/the-resilience-of-students-with-an-immigrant-background-9789264292093-en.htm

Many other studies indicate that students learn best when their parents are involved in their education (Desforges and Abouchaar, 2003; Fan and Chen, 2001; Jeynes, 2007; OECD, 2012a Schofield, 2006).

It is therefore important that parents can communicate with teachers, that they know teachers and their children's friends. Whatever their background, parents who are able to set a course, who support their children pedagogically and who value education allow their children to integrate more easily into the school system of their host country and promote a school and family climate conducive to their academic development, social and emotional.

Duration

1h30 maximum

- 10 min: presentation of the activity to the participants
- 45 to 1 hour: activity progress
- 20 min: debriefing of the activity with the group

Material/ equipment

- A photocopy of the template for inviting/ convening an individual parent/ teacher meeting.
- One pen per person.

Number of participants

8 to 10 participants if possible at least 1 participant who has already met a teacher. If necessary a school worker (member of the educational team of an institution, parent of a student, educator...).

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Debriefing

To close this activity, the facilitator will propose to participants who did not previously wish to go to a parent/ teacher meeting, to take stock, to know if they have changed or could change their mind.

- Ask them if they have understood how a parent/ teacher meeting works.
- Ask them if they have become aware of the importance (for themselves and their children) of participating in these meetings.
- Why is it difficult for them to participate in this type of meeting? What fears/ barriers do they have?
- What could help them take the plunge? What is holding them back?
- Ask them if they found the workshop interesting but above all useful. If so, why?

Appendix: Model for convening a parent/ teacher meeting.

Mr. Baldwin, Principal

From Jacques PREVERT College

Mrs. and Mrs... parents of pupils, legal representatives

Subject: Meeting parents / teachers

Dear Madam, Sir,

Parent/teacher meetings will take place according to the following schedule:

1/ 3rd	**Thursday 17 October**	**from 4.30 pm to 8.30 pm**
2/ 6th	**Tuesday 5 November**	**from 4.30 pm to 8.30 pm**
3/ 5th	**Thursday 7 November**	**from 4.30 pm to 8.30 pm**
4/ 4th	**Tuesday 12 November**	**from 16:30 to 20:30**

These meetings will allow families to meet individually, **by appointment** (one appointment per child), **all the teachers are in their child's class**. During these meetings, advice is formulated and it seems **essential that the pupil** attends with the parents at the interviews.

I remind you that these formalized meetings are not the only possible meeting times. Indeed, if you cannot be present during the meeting between parent/teachers, you have the possibility to request an appointment with a teacher through the correspondence book.

As a first step, I thank you for completing the answer coupon below and for giving it imperatively on the date indicated in order to facilitate the organization. Any **coupon given after the date indicated will not allow you to obtain individual appointments** for the evening of the parents/teacher meeting. Three approximate time slots are available:
1) from 16:30 2) from 18:00) from 19:00

IMPORTANT : in order to try to respect the (professional) constraints of each one and to organize a meeting as fluid as possible, we ask you to specify your preferential order for the slots proposed on the coupon answer below: indicate in box 1 for your wish 1, 2 for your wish 2 and 3 for your wish 3. Mr. RICHARD, Deputy Principal, will endeavour to satisfy your highest wish.

In a second step, we will make sure to establish these appointments in order to limit the waiting time of each. Due to a probable influx, and in order to limit the wait, everyone will try to limit the individual interviews to the 5 minutes scheduled.

If you feel the need to extend the interview, I invite you to make an appointment with the professor concerned through the correspondence book.

Individual appointments will be communicated to you no later than the day before the meeting, through your child.

At your disposal for any questions you may have, please believe, Madam, Sir, in the expression of my consideration.

D. Baldwin, Principal of the College

COUPON ANSWER / MEETING PARENTS / TEACHERS

Madam, Sir: .....

Student Leader(s):

NAME: ..... First name:.....Class : .....

☐ Will participate in the meeting parents teachers of:

☐3rd level	Thursday 17 October
☐ 6th level	Tuesday 5 November
☐ 5th level	Thursday 7 November
☐ 4th level	Tuesday 12 November

Please indicate 1 – 2 – 3 in the boxes under the proposed schedules according to your professional availability.

From 16h30	From 18h00	From 19h00

☐ will not participate in the meeting between parents and teachers.

To be given to the main teacher for:

Date and signature of parents, legal representatives:

LEVEL 3 • REGISTER FOR A SOCIAL ACTIVITY (select an activity or workshop from the program of a cultural centre)

Why is this activity relevant to identify or value the competence?

This activity offers the possibility to trainees to decide to participate in a social activity, chosen according to their desire, taste, skills, know-how or randomly.

It will ask them to consider adapting to new contexts, to take the risk of going into the unknown and towards others.

Objectives

- To be curious about activities
- To be able to make a decision
- To be able to make an appointment

Step by step

The facilitator presents the activity and asks participants if they have ever participated in a social activity or if any of them are familiar with the selected social and cultural activity centre.

The facilitator or speaker presents the Cultural Centre: how to get to this place (address, public transport, opening hours, the public concerned...).

The group will then discover all the proposed activities.

Each participant will take the floor and select at least one activity they would like to participate in. They will explain why. Is it because they knew about this activity? Is it because they enjoy this activity? Is it because this activity requires skills that he already possesses? Is it out of curiosity? Is it because he wants to meet other people?

Be careful, some participants may not select an activity to participate in this place. Some may be able to discuss activities in which they would like to participate and which are not included in the cultural centre's programme.

All the activities chosen, including those not included in the Centre's programme, will be listed on the flipchart.

Debriefing

To close this activity, volunteers, who may participate in the workshop, will set with the facilitator a date for visiting the cultural site in the following fortnight.

- Ask them if they found the presentation of this place interesting. Was the workshop useful. If so, why?
- Was it difficult for them to choose an activity? Whatever the answer, why? (Some may not have chosen an activity).
- How do they feel about discovering this place soon? Whatever the answer, why?

Duration

1 hour 30 maximum:
- 10 min: presentation of the activity to the participants
- 1h: progress of the activity
- 20 min: Debriefing with the band

Material/ equipment

- Presence, if possible, of a stakeholder from a cultural centre
- This Cultural Centre has been selected for its ease of access, as well as for its program
- A program of the Cultural Centre per participant or the link to access to the Centre website on the computers or the participants' smartphones
- A flipchart + markers

Number of participants

4 to 8 participants

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

"May I be given the strength to endure what cannot be changed, and the courage to change what can be changed, but also the wisdom to distinguish one from the other." Marcus Aurelius

Why is this activity relevant to identify or value the competence?

These activities allow participants to develop the resilience skill, manage hazards, consider their life course, situate themselves positively and demonstrate their ability to be part of the social organization, to understand social times.

Objectives

- Learning about the components of a schedule
- Getting acquainted and aware of the different hazards and actors related to the organization of schedules
- Taking the initiative to organize a schedule
- Becoming aware of the skills required to manage a schedule
- Knowing how to enter into a contract, understand the clauses, and register

Preparation

Preparation of the workshop documents:

1. Writing the objective: An appointment to be scheduled in a month minimum (date and time to be specified)

Possible fields: organization of children's schooling, activities, health appointment, bank etc…

2. Identifying the list of resource contacts (organization, contact, address, telephone number, email address).
   - Local resources (e.g. town hall, department, local association)
   - Health organizations
   - Educational organizations
   - Kindergartens
   - Nurseries
   - Banks
   - Employment services…
3. Preparation of the document on which the participant will work:
   - List of selected themes (check box)
   - List of contacts/ resources retained by the trainer (non-exhaustive list) Schedule/ Agenda on which the actions to be programmed will be noted
   - One blank sheet minimum per theme to be completed Participants will be asked to present the different steps, the actions to be taken.

Duration
2 sessions of 1h30
+30 mins debriefing

Material/ equipment
- Large cardboard agenda
- A4 sheet with lines – folder prepared in the form of stapled A4 sheet (1 per participant)
- Pens
- If possible a room with tables and chairs
- 1 template of appointment preparation (name of the chosen theme, name of the organization to meet, listing of resources...)

Number of participants
3 to 6 participants

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

Step by step

"Locate and position yourself "

Activity 1 – minimum 90 min

The trainer explains the objective of the workshop:

Preparing an appointment with one organization (to be chosen from a list of themes on which the participant wishes to work).

(3 workshops may be required).

Workshop objectives for each participant:

- Choose one theme as well as one organization to meet, based on achievements and needs (background, priorities, tastes, ...)
- Schedule the appointment
- Define and list on a sheet the objectives as well as the necessary means (material and organizational resources) for each appointment,
- Specify and plan the different actions to be implemented

1. The trainer asks all participants to take the work document which will be read and commented on together.
2. Each trainee will reflect about the themes they wish.
3. Depending on the themes chosen, the trainer distributes the list of contacts/resources, to be solicited, to achieve the objective (name of the structure, postal address and website address, telephone number, email address and possibly the name of a contact). This list is not exhaustive because a participant may be able to present his/ her own resources
4. Each participant presents his/ her choice of appointment (3 minutes per participant).
5. The trainer will take time to present all the resources in detail to each participant, according to his/ her choices.
6. Participants take a moment of personal reflection and then exchange in teams of 2 to 3 people to define the means selected and the actions to set up.
7. In relation to the means selected and the actions to set up, a-depth work continues to finalize the schedule of actions.

Examples:

- Scheduling telephone calls, sending emails, locating the place (with or without help/ accompaniment of a third party)
- Planning the actions on the agenda
- Listing the documents to be prepared or obtained to achieve the goal
- Conducting additional research to achieve the desired result, relying in particular on the knowledge and know-how of the group.

Debriefing

Ask participants if they found the session interesting but above all useful.

- Whatever the answer, in what and why?
- Was the choice difficult to make? Whatever the answer, why?
- What were the most difficult points to deal with?
- Why have some objectives been modified/corrected? And what is the feeling of the participant who had to adapt to the situation?

Step by step

Developing one's resilience capabilities

Activity 2 – minimum 90 mins + 30 mins debriefing

Workshop Objectives for each participant:

- Present and argue the organization of the meeting project
- Finalize, if necessary, the preparation of the appointment to improve its feasibility
- Put the trainees in a real situation through a role-playing game

1. Participants and the trainer take stock of the progress of their appointment preparation
2. Each participant will present the different steps of his appointment project.
3. Each participant evaluates the feasibility of the appointment
4. Each participant puts him/ herself through a role play of 10 mins: a situation of appointment (telephone exchange or face to face). The facilitator will be in the role of the professional to be contacted.
   - Ask participants if they found the session interesting, useful. Whatever the answer why?
   - What were the most difficult points to deal with?
   - Are the different tools, resources listed useful? Whatever the answer, why? What else would they need?
   - Have they enjoyed the role-playing game? Why?

Debriefing

Each participant will be encouraged to try to identify the abilities acquired during the workshop as well as those to be developed to progress in their empowerment and self-esteem.

The trainer will then introduce the main components of the competence resilience.

The participants will then share if they feel able to take the "real" appointment using the resources presented or what next steps would be helpful.

COMPETENCE

Self-awareness

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Nappily Ever After Testimony analysis: The story of Uzo Njoku	Nappily Ever After The story of Uzo Njoku

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film • **Scene 1: Nappily Ever After**

Nappily Ever After's trailer gives us a clear vision of the theme that it is built around: Perfection. The word is repeated many times by the protagonist, whether she's talking about herself or about her hair. However, the trailer paints a clear picture that the protagonist defines herself by her hair, which means its state can also play a role in how she feels. The title illustrates this point very clearly, even before you watch the trailer of the movie. The word "Nappily" is a play on the words "nappy" (PC term: coily) and "happily". The former is a negative term often used within the black community to comment on someone's hair texture, or, in some cases, someone's hairdo. Combining the two words serves as a prediction of what's to come in the movie - the protagonist reclaiming her confidence and redefining her vision of her self-worth.

We see that despite the protagonist's idea of her own perfection, things don't always go the way that she wants them to. When she comes to the realization of that fact, she drunkenly and angrily decides to shave her hair off. When she wakes up the next day, she's in a state of shock, but she has to go on with her life. We see her being treated differently by men in particular, who at the beginning of the trailer always paid attention to her. Now, they barely notice her. This consequently reinforces her idea of perfection.

Slowly though, we see her regain confidence little by little. She goes from hiding her hair under a scarf, to wearing it openly out in public. The protagonist even goes on a date without a scarf on - we see it hanging out of her bag. In one scene of the date, we can see that they're in a Botanical Garden thanks to the topiary of a woman in the background (1:54). The topiary in question is the epitome of nature and all that is natural, which can also be linked to the fact that the protagonist is now wearing her hair in its natural form (it isn't straightened and she isn't wearing a wig to cover it). Her **self-awareness** progresses throughout the movie, and by the end of it she is able to recognize that her worth isn't tied to her hair, but to the person that she is.

b. Testimony • **Extract 1: The story of Uzo Njoku**

"Growing up, Uzo dreamt of being a fashion designer. Or an architect. But her father said, "be a lawyer." "But I hate reading." "Be a doctor." "But I hate blood." As worried parents do, and especially those who migrated and had to rebuild their lives, they wanted Uzo to live life comfortably. Moving to the United States as a 7-year-old meant her and her siblings being separated from their father for two and half years while her mother went from a banker in Nigeria to scrubbing floors and cleaning houses in the United States. "They both finished their Bachelor's, my dad was at the top of his class [in medical school], but when you come to America, those degrees meant nothing. We had to start all over. My mom took care of three kids by herself when we first came over so it made me understand what it is to be a single mother. She was still married but her husband was away, I can't imagine how it is for actual single mothers." After years of work, her parents own a healthcare business and wanted the best for Uzo."

A natural mathematician, Uzo wanted to become an actuarial expert and study statistics at the University of Virginia. But one day, she decided to decorate the white walls of her house with paint... She started creating designs for home decor: curtains, rugs, phone accessories, candles, etc. .... Now she sells her works.

Analysis:

From a young age, Uzo knew what she wanted to do and was capable of recognizing her strengths and weaknesses. Generally, children tend to try to live up to their parent's expectations, in order to make them happy. This is especially the case for children of immigrants, who tend to fear disappointing their parents after the sacrifices they made. However, Uzo clearly shows signs of self-awareness as she chose a career path that she was most comfortable with, instead of one where she most likely would have ended up unhappy.

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

The character looks themselves in the mirror and describes themselves. In order to do so, they start their sentence with: "I am".

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

LEVEL 1 • TO KNOW ONESELF RECOGNISING EMOTIONS THAT WE HAVE

Why is this activity relevant to identify or value the competence?

This activity is relevant to identifying one's own identity, emotions, thoughts, and values and understanding how they influence interpersonal constructive relations.

Objectives

· To identify one's identity
· To be able to recognise one's emotions
· To develop the vocabulary of emotions

Step by step

1. The trainer will distribute the 8 emotion cards to each person.
2. Each participant will choose 3 or 4 emotions that characterize them the most in the moment.
3. The second step is to make each participant share with one other participant what are the emotions he or she chose.
4. The trainer will encourage them to find similar emotions and opposing ones.
5. On a voluntary basis, trainees may explain their choice
6. The trainer has to explain that emotions can be completely different from a person to another, according to the experience, the context etc … and that they have an impact on interpersonal relations.

Duration
1 hour (depending on the group size)

Material/ equipment
· The wheel of 8 emotions
· Cut the wheel into 8 emotions
· Photocopy a sufficient number of emotion cards

Number of participants
Up to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 X Perceiving
Level 2 Using, imitating
Level 3 Deciding/ selecting
Level 4 Acting independently

Evidence/ document to give to the trainee

To give a complete wheel to trainees with a cross under each emotion selected

LEVEL 1 • PLAYING TOGETHER TO GET TO KNOW EACH OTHER BETTER

Why is this activity relevant to identify or value the competence?

This activity allows the trainee to get to know the other and become aware of one's own identity, commonalities and differences.

Objectives

· To get to know each other?

· Feeling at ease to speak about one's identity?

· To promote self-confidence?

Tips

The activity can be done several times and the groups rotated, ensuring that each participant meets as many players as possible.

Each group can develop its own rules and submit them to the trainer.

Step by step

1. The trainer presents the game objective: "Playing together to get to know each other better" and explains the rules: Each person answers the question on which his or her piece arrives. The game ends when one of the participants arrives exactly on the central square (End). It is important to remember that participants may not answer questions that they feel embarrassed about (in this case, they do not move their piece forward).
2. The trainer suggests forming groups around the game boards. The groups should be made up of people who do not know each other very well.
3. Debriefing with the participants – Encouraging reflection Invite the players to express themselves on the activity they have experienced together.

The trainer will be attentive to the benevolence in the discussions and the remainder of the rules of self and others.

Debriefing

The trainer will invite the players to express themselves on the activity they have experienced together.

Some possible questions:

· *Was it a pleasant or unpleasant activity?* Pleasure to share common points, to get to know each other Embarrassment to talk about oneself, to feel different?

· *What did this activity allow for yourself or for each other?* Reflect on different facets of your personality, your identity: tastes, activities, opinions ... Expressing yourself to others, listening to others, discovering them

· *Can you each give me an aspect that you discovered in the other?* Even if we are different, we can have similarities and differences with the person closest to us

· *What is the point of knowing oneself and others?* Does this promote self-confidence and relationships with others? communication?

· *Is it important to better know each other? Can you say why? Can you give examples?*

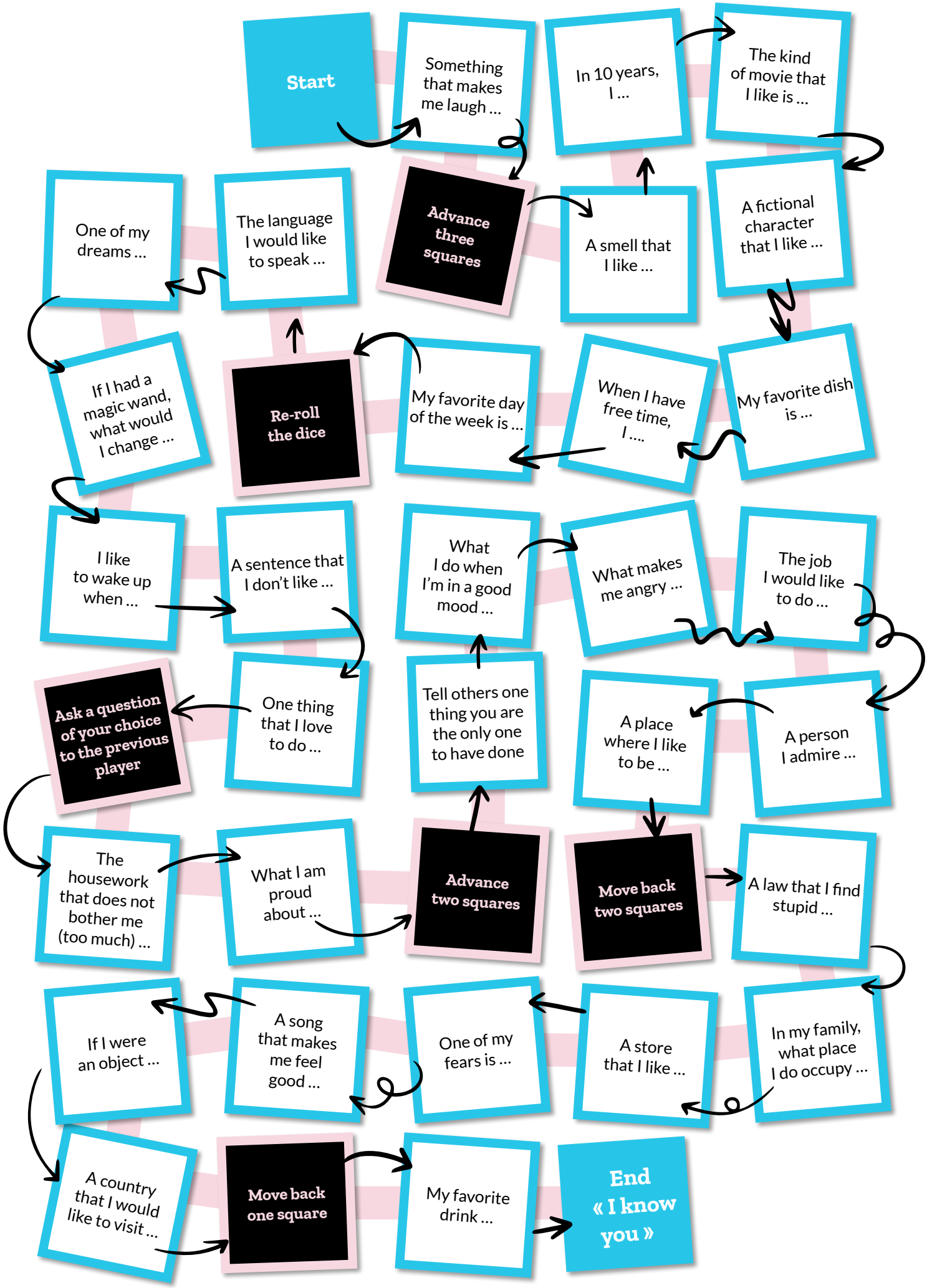
Duration
1 hour

Material/ equipment
· Several board games" I know you better"
· Dices
· Game pieces

Number of participants
Up to 10

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 X Perceiving
Level 2 Using, imitating
Level 3 Deciding/ selecting
Level 4 Acting independently


Start
Something that makes me laugh ...
In 10 years, I ...
The kind of movie that I like is ...
A fictional character that I like ...
My favorite dish is ...
When I have free time, I ....
My favorite day of the week is ...
Re-roll the dice
If I had a magic wand, what would I change ...
One of my dreams ...
The language I would like to speak ...
Advance three squares
A smell that I like ...
I like to wake up when ...
A sentence that I don't like ...
What I do when I'm in a good mood ...
What makes me angry ...
The job I would like to do ...
A person I admire ...
A place where I like to be ...
Move back two squares
A law that I find stupid ...
In my family, what place I do occupy ...
A store that I like ...
One of my fears is ...
A song that makes me feel good ...
If I were an object ...
A country that I would like to visit ...
Move back one square
My favorite drink ...
End « I know you »
Tell others one thing you are the only one to have done
Advance two squares
What I am proud about ...
The housework that does not bother me (too much) ...
Ask a question of your choice to the previous player
One thing that I love to do ...

Why is this activity relevant to identify or value the competence?

This activity will encourage trainees to reflect on the relationships and dissonances between their personal and social identities, to speak about their identity and then to keep a personal document on their identity components.

Objectives

- To consider one's identity and the relationship between a particular identity and a context.
- Showing a positive attitude to learn more about self-awareness

Step by step

1 Before starting, the trainer will explain that social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others. For example, racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity.

2 Inform trainees of the different social identity categories placed on small posters around the room each listing a social identity category (race, ethnicity, gender, sex, sexual orientation, religion, socio-economic status, national origin, first language, age). For better understanding, some examples may be given: (trainees may also use your own language for their identities).

- Gender Woman, Man, Transgender, Post-Gender
- Sex: Intersex, Female, Male
- Race Asian Pacific Islander, Native American, Latin, Black, White, Bi/Multiracial
- Ethnicity: Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
- Sexual Orientation: Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Attractionality, Questioning
- Religion/Spirituality: Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Faith/Meaning, Atheist, Secular Humanist
- Social Class: Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class
- Age: Child, Young Adult, Middle-Age Adult, Elderly
- (Dis)Ability: People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, temporarily disabled
- Nation(s) of Origin and/or Citizenship: United States, Nigeria, Korea, Turkey, Argentina
- Tribal or Indigenous affiliation: Mohawk, Aboriginal, Navajo,
- Body Size/ Type Fat, Person of Size, Thin

3 Read off or write 5-6 of the following questions and have participants move to the poster that most clearly helps them answer the question.

4 Trainer will encourage participants to discuss with others who went to the same category about why they moved to that space.

Duration
1 hour

Material/ equipment
- Photocopies of the personal identity wheel.
- Small posters with social categories
- Pens. Coloured pencils

Number of participants
6 to 10 maximum

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Possible questions:

- What part of your identity do you think people first notice about you?
- What part of your identity are you most comfortable sharing with other people?
- What part of your identity are you least comfortable sharing with other people?
- What part of your identity are you most proud of?
- What part of your identity did you struggle the most with growing up?
- What part of your identity is the most important to you?
- What part of your identity is least important to you?
- What part of other people's identities do you notice first?
- For what part of your identity do you feel you face oppression for most often?
- For what part of your identity do you feel you receive privilege for most often?
- Which of your own identities would you like to learn more about?
- Which identities have the strongest effect on how you see yourself as a person?
- What part of your identity do you see having the most effect on your interactions with co-workers/peers?

Debriefing

What is the significance of learning about the identities of our classmates/ peers?

What commonalities did you find with classmates?

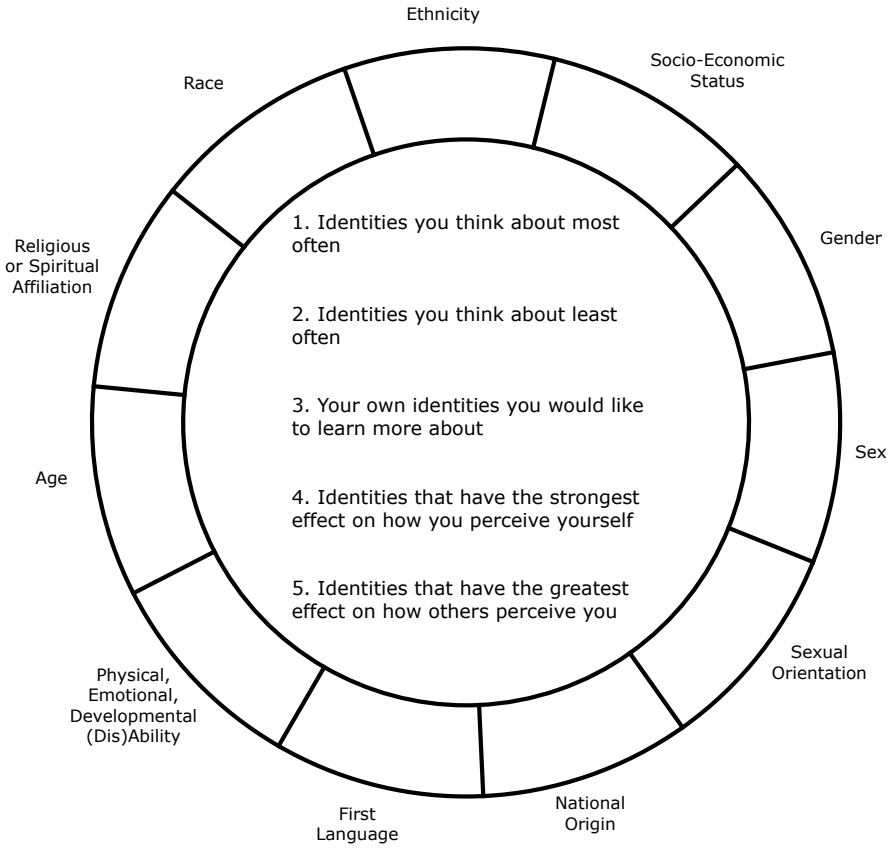
Was there a particular identity that you went to most? Least?

Why do you think that is the case?

What is the value in completing activities like this in our class?

Evidence/ document to give to the trainee

Social identity wheel filled in during the activity.



Why is this activity relevant to identify or value the competence?

This activity is relevant to engage a reflection on personal values, on how they set ideals of behaviour, how they influence our social life and relationships.

Objectives

· To understand the notion of values
· To identify one's values
· To be able to select the most personal ones
· To decide on acceptable compromises within a group

Step by step

1. The trainer will prepare 20 different cards « Values ». Some may be duplicates. *Values can be: honesty, respect, solidarity, loyalty, liberty, justice, equity, peace, open-mindedness, affection, love, humour, reliability, generosity, benevolence, modesty, sincerity, kindness, courage, authenticity etc.* The wording of the values on the cards must be explicit: *« we should all live in peace » or « all humans have equal rights »*
2. The trainer will explain the game rules and objectives. He will define what values are: traits that characterize a personality and how the individual is perceived by his or her social group. This definition will be accompanied by examples. The trainer may check that the trainees understand by asking them their own examples giving a specific personal situation.
3. The trainer will then randomly distribute 8 cards to each participant.
4. The trainees are asked to exchange their cards. They have to exchange their cards for cards with values that suit them better. There is no obligation to exchange cards one for one but each person must have at least 2 cards finally.
5. At the end of the discussion, trainees form groups with similar value cards and discuss what they have in common. The trainees will ask themselves where these values come from and why they have similar values.
6. They will then be asked to find persons with different values and to create pairs. These pairs will try to formulate shared values from what is on their cards. Participants will be tempted to compromise by opting for very abstract or meaningless statements. They should be encouraged to be as concrete as possible (by giving concrete experiences/ situations for example)
7. The game stops when most pairs have reached two or three compromises.

Debriefing

The trainer will ask the group:

· Was this activity difficult?
· Was it easy to change one's values?
· Has someone discover something about his/her values, about their origin?
· What were their feelings when trying to compromise?
· How can compromises about values be reached? What made this difficult?
· How can we live together if we can't agree on certain values?
· What kind of arrangement can be put in place?

Duration

· 20 mins for card exchange
· 30 mins for negotiation
· 30 mins for debriefing

Material/ equipment

· A large room to enable participants to move around
· Cards "Values" – 8 per participant- 20 different cards are necessary.

Number of participants

Minimum 8 participants –
Up to 25 maximum

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1		Perceiving
Level 2		Using, imitating
Level 3	X	Deciding/ selecting
Level 4		Acting independently

Why is this activity relevant to identify or value the competence?

This activity gives the trainees the opportunity to dig a little deeper and develop a stronger sense of self, to keep a personal document on their identity components.

Objectives

· To reflect on one's identity

· To reflect on the components of one's identity

· To be feel comfortable talking about one's identity

Step by step

The trainer will introduce the session and explain that the activity is implemented to better understand one's identity and its components and that it is complementary to the activity "social identity".

1. Give the identity wheel to each trainee, and make sure that the trainees understand the different wheel components and if necessary give own examples to make it clear.
2. Analysing one another (30 minutes – 15 per person) The trainer will then ask to form pairs. Each participant will build an identity sheet of his/her partner by asking them questions and will present the identity sheet. IDEA: As this is the last activity – which means they've spent a good amount of time around each other + they've been talking during this activity – have the person who is filling out the identity sheet identify the three adjectives they'd use to describe the other person.
3. Presentation of the identity sheet The trainees will present their own identity sheets that were built by their partner. At the end of their presentation, the person who was identified says what their own strengths and weaknesses are. At the end, the person who was identified says whether or not they agree with the three chosen adjectives and what adjectives they would've chosen to describe themselves (This can show that one's perception of their identity can sometimes be tainted by how they view themselves).

Debriefing

The trainer can ask the following questions to the group:

· Which components of your personal identity were harder to share? Why?

· Which, if any, personal identities are informed by your social identities (age, race, gender, sex, etc.)

· Can anyone share their skill they are proud of?

· Who would like to share the three adjectives they used to describe themselves?

· Can anyone share their personal motto?

· What were some things people found in common with each other?

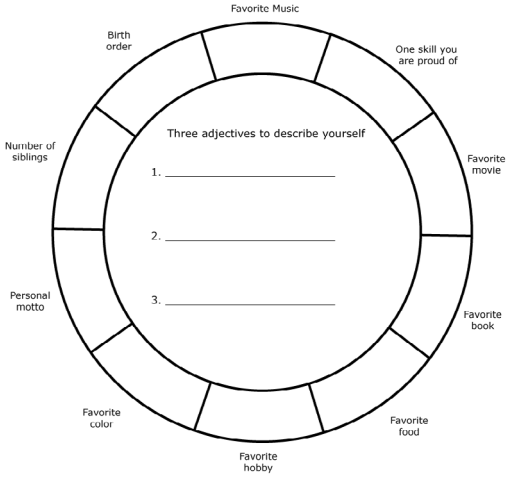
· Was this activity interesting? why?

· Was it difficult to build one's partner identity sheet, why?

· What have you learnt?

Evidence/ document to give to the trainee

Personal identity wheel filled in during the activity



Duration
1h30

Material/ equipment
· Photocopies of the personal identity wheel.
· Pens. Coloured pencils

Number of participants
6 to 10 maximum

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

COMPETENCE

Taking Initiative

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: The pursuit of happiness Film analysis: The Terminal Testimony analysis: The story of Germán Urrego	The pursuit of happiness The Terminal The story of Germán Urrego

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film: 1 • **The pursuit of happiness**

The clip is an excerpt from a film. An employee who tries to save time everywhere in order to work through his to-do list as quickly as possible so that he can then make the call from which he expects a lot professionally. But the to-do list only gets shorter very slowly, however much time he saves to speed this up. He then simply takes the initiative and makes that crucial call for him earlier and simply ignores the order of his tasks. His initiative is rewarded with success, because the person called immediately has time for him and invites him.

Analysis:

The film gives a good example that it is worth taking the initiative in order to reach your goals. Instead of waiting until our protagonist is finally at the end of the to-do list to make the decisive call for himself, he decides without further ado to change the order and independently takes the initiative and is rewarded with success in making his goal more tangible.

b. Film: 2 • **The Terminal**

The clip is an excerpt from a film and is used here as an advertisement for Burger King. In the clip, the main character - obviously not poor, but without money - observes that there is a deposit return at the airport when the luggage trolleys are given back. He then collects all the luggage trolleys that were simply dropped off in order to bring them to the return point and collect the deposit. With the money he gathers, he buys the food he has been longing for. Instead of resigning himself to the fact that he has no money, he takes the initiative to obtain some in a legal way.

Analysis:

The film clip is an excellent example of how someone in a situation where he has no money - although he is obviously not poor - comes up with the idea of getting some by collecting the luggage trolleys and getting the deposit money for them. Instead of resigning himself to not buying the burger he longed for, he takes the initiative to raise money.

c. Testimony • **The story of Germán Urrego**

"Germán Urrego knew this situation all too well, as he came from Colombia with his mother and spent fifteen years as an undocumented immigrant. Today, he is the creator of Unividoc, one of only three healthcare organizations in the entire country that focuses 100% on the Hispanic community, translating from Spanish to English. … The road to Unividoc was not easy, as he arrived shortly after 9/11 as a 16-year-old boy in a fearful country and unstable place. Like many before him, he and his mother worked survival jobs — anything to put food on the table and get an education. But another barrier stood in the way: he did not know how to speak any English. "When I finally went to college, I always recorded my classes and I went to the library and just translated them so I can understand them and be better in my classes. I graduated with honors from that college and I didn't even know English."

Analysis: Germán knew that the situation would be very difficult. He did not resign himself to the situation and wait for it to improve. He understood that it is important to learn the language first and foremost and he took his own initiative to learn the language and improve the situation for himself and also for other immigrants in a sustainable way by setting up an organisation that supports the Hispanic community.

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

The character on the right asks a question. One of the three characters on the left walks forward and raises their hand to offer a solution.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

LEVEL 1 • TAKING INITIATIVE IS COOL - INTRODUCTION

Why is this activity relevant to identify or value the competence?

What does it mean to take the initiative in the first place? Taking the initiative usually means starting something, e.g. a plan or an action. When someone takes the initiative, it means that they are usually the first to do that particular task. For some people, this can be difficult.

Taking initiative can be learned especially in practical projects where it is about planning and achieving something together. The learners should proactively identify ways and act to address problems and opportunities.

Before we dive into a practical project about gardening, we have an activity that invites participants to reflect on their own examples where they have shown initiative.

Objectives

· To create connections from something familiar to something possibly new.

· To open up the group and introduce in a simple way the concept of taking initiative

Step by step

Opener:

The trainer shows the video with the child giving some examples of taking initiative and asks all participants to provide examples of when they took initiative at home and at work. At the end of this activity, you have a list of examples of what it means to take initiative that your learners can easily relate to.

Debriefing

The trainer should review the activity with the participants and ask them:

· How did you like the activity?

· Why is this skill important to use at home and at work?

Duration
30 min

Material/ equipment
· Video/Cartoon
https:www.youtube.com/watch?v=ALtsSru4jzE

Number of participants
Min. 4-6

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 X Perceiving
Level 2 Using, imitating
Level 3 Deciding/ selecting
Level 4 Acting independently

Why is this activity relevant to identify or value the competence?

What does it mean to take the initiative in the first place? Taking the initiative usually means starting something, e.g. a plan or an action. When someone takes the initiative, it means that they are usually the first to do that particular task. For some people, this can be difficult.

This activity can be the starting point for other activities that involve doing a garden project together. Taking initiative can be learned especially in practical projects where it is about planning and achieving something together. The learners should proactively identify ways and act to address problems and opportunities.

This activity opens the possibility for a practical project, which should always put the participants in a situation where they should show initiative to implement the project. In this activity we make the connection why showing initiative is also important in gardening, for example.

Objectives

- To overcome daily routine
- To create connections from something familiar to something possibly new.
- To open up the group and work on a common topic, which can then be worked on in small groups, for example
- To enhance teamwork

Step by step

Opener:

The trainer asks all participants whether they have/ had a garden and whether they have ever done gardening activities. If there are participants who have/ had a garden, they can tell about it. Where, how big, what is grown ... .

If the language level is low, pictures can be shown that the trainer prepared previously and the participants look for the corresponding pictures and show them to the group.

If no one had/ has a garden, you can instead talk about what types of garden there are, what grows there - locally, in the home country ... .

Answers are collected on a sheet of paper.

If the language level is low, participants can draw/ cut out from magazines their answers/ select pictures previously that the trainer previously prepared.

If the language level is higher and equipment is available, the participants could also do a little research on the internet and write down their answers.

At the end of this activity, there is either:

- A collection of written answers on a sheet of paper or
- A collection of drawing, magazine clippings, pictures or
- A mixture of all of the above

Debriefing

The trainer should review the activity with the participants and ask them:

- How did you like the activity?
- What did you learn?
- What connection can you think of between taking initiative and having a garden? (e.g. watering plants before they get dry, protecting fruit from the birds before they eat the berries...).
- How can you use what you learnt in your daily life?

Duration
30-45 min

Material/ equipment
- Sheets of paper
- Pens: (In groups with a low language level: collection of pictures of gardens, vegetables, fruit, flowers, magazines, scissors)

Number of participants
Min. 4-6

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 [X] Perceiving
Level 2 [ ] Using, imitating
Level 3 [ ] Deciding/ selecting
Level 4 [ ] Acting independently

Why is this activity relevant to identify or value the competence?

What does it mean to take the initiative in the first place? Taking the initiative usually means starting something, e.g. a plan or an action. When someone takes the initiative, it means that they are usually the first to do that particular task. For some people, this can be difficult.

This activity can be the starting point for other activities that involve doing a garden project together. Taking initiative can be learned especially in practical projects where it is about planning and achieving something together. The learners should proactively identify ways and act to address problems and opportunities.

In this activity, learners work in small teams where taking initiative, making decisions, and working together to complete the task is the key.

Objectives

- To overcome daily routine
- To trigger creativity and decision making
- To enhance team work (It is especially in teams that people find their role, show initiative, make decisions. This can be supported by saying beforehand that the teams should distribute roles (e.g. time manager, moderator, reporter, ...) and then also swap them.

Step by step

The trainer shows some pictures/ video about an urban garden/ community garden. (There are many pictures and small videos about community gardens/ urban gardens available on the Internet - some examples in English:

- Video: Growing Food in Urban Small Spaces - Urban Gardening https: www.youtube.com/watch?v=-qI0F9kT9Zs
- A collection of pictures: https://unsplash.com/s/photos/urban-gardening

The trainer divides the participants into groups of 3-4 and asks them to identify the benefits of an urban garden. It should be left to the participants to decide whether they want to paint or write down the benefits. They can also use other tools. They should be allowed to be creative (because initiative can also be taken and revealed here).

The results are presented and discussed in the plenary.

Benefits can refer to:

e.g. social aspects: meeting up people, working together, talking, getting to know new people, creating something together, inclusive neighbourhood, etc.

e.g. economic aspects: own produce (save money), less food to buy, etc.

e.g. ecological aspects: healthy bio-food, green area, positive impact on climate, biodiversity, more insects, etc.

Debriefing

The trainer should review the activities with the participants and ask them:

- How did you like the activity?
- Was everybody involved in the group work?
- How were decisions taken in the working groups?
- How can you use what you learnt in your daily life?

Duration
30-45 min

Material/ equipment
- Pictures/ small videos on urban gardens/ community gardens
- Sheets of paper
- Pens

Number of participants
Min. 4-6

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

At this point, the activities can follow different lines – this depends on the availability of time, the existence of a community garden/ urban garden in the surrounding area. If there is not much time/ no garden, activities may vary accordingly. The excursion is an option. If an excursion is not possible, the activity 4 would work all the same.

Why is this activity relevant to identify or value the competence?

What does it mean to take the initiative in the first place? Taking the initiative usually means starting something, e.g. a plan or an action. When someone takes the initiative, it means that they are usually the first to do that particular task. For some people, this can be difficult.

Taking initiative can be learned especially in practical projects where it is about planning and achieving something together. The learners should proactively identify ways and act to address problems and opportunities.

When it comes to planning and carrying out an excursion, many different tasks need to be completed. It takes initiative and decisions to make this happen.

Objectives

- To overcome daily routine
- To motivate to take initiative in a given process
- To take initiative using (familiar) patterns
- To enhance teamwork
- To make decisions, take the lead in making decisions

Step by step

Work in small groups of 3-4 people:

According to the surrounding and the opportunity: The groups get the task to find out whether there is an urban garden/ community garden that they could visit.

As alternative they could also be asked to find out whether there is a botanical garden or a public park in their surroundings. It is up to the participants to organise the little research task (using their smartphones, asking someone ...).

The trainer asks the participants to find out how to get there. The groups can get a map/ use Google maps .... Of course, he/she can support the groups.

According to the level of autonomy: Either the trainer or some group members organise a visit to the garden. This includes: finding out when the garden can be visited, making an appointment, finding out the bus schedule etc.

The group makes an excursion and visits the garden. In the garden they are asked to draw/ write down which type of plants they see. They make a plan of the garden and indicate where which type of vegetable/flower/fruit grows.

As an alternative they can also take pictures that they can use subsequently back in the class to draw the map of the garden.

After the visit the group collects their impressions.

This activity can be extended by e.g:

- Create a digital documentation of the excursion
- Compile a photo book (paper)

Here, too, creativity can unfold and everyone can contribute according to their abilities. Perhaps the group will come up with completely different suggestions as to what else can be done.

Debriefing

The trainer should review the activities with the participants and ask them:

- How do you feel after the activity?
- Was everybody involved in the group work?
- How were decisions taken in the working groups?
- What were your individual initiatives?
- What are the sources you used for planning and implementing the excursion?
- How did you deal with challenges?
- How can you use what you learnt in your daily life?

Duration

8 hours (spread over 3-4 sessions):
- Preparation: 2 hours (1-2 session(s))
- Excursion: 4 hours
- Follow-up: 2 hours (the follow-up can also be extended according to the creativity of the group)

Material/ equipment

- Internet/ map (Google maps)
- Bus schedule
- Bus tickets (The trainer should do a little research beforehand in order to find out whether there is a community garden/ urban garden/ urban farm/ botanical garden that can be visited.)
- Paper/pens

Number of participants

Min. 4-6/ max. 10-12

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

This activity can be used as an alternative to the previous one or as a supplement.

Why is this activity relevant to identify or value the competence?

What does it mean to take the initiative in the first place? Taking the initiative usually means starting something, e.g. a plan or an action. When someone takes the initiative, it means that they are usually the first to do that particular task. For some people, this can be difficult.

Taking initiative can be learned especially in practical projects where it is about planning and achieving something together. The learners should proactively identify ways and act to address problems and opportunities.

Again, the goal is to solve a task with practical relevance in the group. The group must show initiative together and make decisions to complete the task.

Objectives

· To overcome daily routine

· To motivate to take initiative in a given process

· To take initiative using (familiar) patterns

· To enhance teamwork

· To make decisions, take the lead in making decisions

Step by step

Group work:

The trainer asks the groups to draw their "dream garden". What would it look like, what type of plants would the participants plant?

Once this is done, the drawings are put to the wall and the groups make a little presentation of their dream garden.

The trainer and also the other groups can ask whether the group has considered where there is sun or shade, how the climate in general is etc.

The groups make a "reality check" and verify whether the plants would be suitable for the local climate, as there is no point in trying to grow a pineapple in Germany or an olive tree in Iceland.

The groups are asked to do an internet search and find out whether the plants of their dream garden would actually grow in the region. And if not, which plants would grow in the region.

Once they have found out what they can grow, they decide in the group how their garden would look like. Where necessary, the "dream garden" is modified and adapted to the local conditions and climate.

Debriefing

The trainer should review the activities with the participants and ask them:

· How did you like the activity?

· Was everybody involved in the group work?

· How were decisions taken in the working groups?

· What did you learn?

· How can you apply what you learnt in your daily life?

· Can you think of other areas in your daily life where you should show initiative?

Duration
2 hours

Material/ equipment
· Internet
· Big sheets of paper
· Pens, pictures, clippings ...

Number of participants
Min. 4-6

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☒ Acting independently

COMPETENCE

Teamwork

1. AWARENESS TOOLS

In order the trainers and volunteers to better understand the concept of transversal competences, to be able to identify and value them with the migrant trainees, a three-step awareness phase is proposed using short videos, films excerpts and testimonies analysis:

· Understanding the audience

· Understanding the competences

· Recognizing the soft skills developed by the trainee

Understanding your audience	Difference between migrants and refugees	Who is a Migrant? - UNHCR Teaching About Refugees Being a refugee: What does it mean?
	Understanding the migrant experience	What it's like to be Homesick in a New Country | Short Film
	Push and Pull factors of migration (reasons)	Migration - Why do people migrate
Understanding competences	Understanding the difference between a competence and a skill	Skills vs Competences
	Understanding the difference between a hard and a soft skill	What Are Soft Skills?
	Examples of soft skills	Why Soft Skills?
Recognizing soft skills	Film analysis: Chicken Run and Chicken Run 2 Testimony analysis: Iasis' interview	Chicken Run Chicken Run 2 Iasis' interview

If the links of the videos, films excerpts don't work, please go to: www.supportme.insup.org/en/film-excerpts

a. Film • **Chicken Run - Chicken Run 2**

"Through the given cartoon it clearly shows the cooperation and the ability to help. It is an allegorical condition, in which the dynamics of a specific group emerge. Just as chickens try to survive from the machine that was created to destroy them, turning them into pies, in the same way refugees gather like fists and try to live with dignity and in better living conditions. So, a pattern is followed, according to which one acts as an assistant for the others and the others for the unit. The most important part of the video is that while one of the team was in danger, they did not hesitate to help the rescue and all together tried to prevent the common enemy. In conclusion the survival was achieved through team effort so the importance of teamwork intensifies. Therefore, this video shows a completely clean approach of mutual aid and cooperative spirit, which thrives and is the only solution of a dignified living."

b. Testimony • **Iasis' interview**

"I thought Greece would be good for the future, good for my family. We were forced to become migrants in 2006 with our three children. We all planned to stay for a few years and return back to Lebanon. Me and my family are hosted at a European hospitality structure in Athens with other migrants from different countries. We are having a good time while making lots of friends from all nationalities. The most interesting activity in the structure is that we have the opportunity to take part in workshops, through games, in which we are separated into teams. We are having experiential exercises and then we have to discuss them with each other.

The tasks help us strengthen our communication skills, be our own problem-solver in order to be more durable and of course we develop the trust for one another. The truth is that not only are we being offered a different perspective on teamwork but also most of us take the chance to feel productive by helping one another through cooperation. All of us after these workshops feel stronger and we behave just like a fist".

Teamwork: While he tries to create life, he needs motivation and someone to help him at the beginning. The help came from the refugee structure in which all migrants taught strategies about how they can handle many things in their everyday life. Afterwards this anonymous refugee made some friends with whom he used to be protective and supportive and they also did. Even though he was a migrant, the case studies get more and more interactive and that is that apart from his relatives, all the people choose to strengthen his existence.

2. PEDAGOGICAL ACTIVITIES

These activities are meant to be implemented during training sessions aiming to develop the migrant learners' transversal competences.

Reading key:

Two characters are helping their partner climb a wall. Without their collaboration, the climber would not be able to reach their goal and make it over the wall.

You can access by the following link to the 10 competence cards that you can download and print:

www.supportme.insup.org/en/competence-cards

LEVEL 1 • "COLLABORATIVE FACE DRAWING"

Why is this activity relevant to identify or value the competence?

This activity promotes:

· Collaboration among team members to create fun artefacts

· Active participation and interactions

· Name memorization

Objectives

· To identify how a group activity could reinforce teamwork

· To reinforce group cohesion

Step by step

1. Distribute one A4 sheet of paper and a pen to each participant.
2. Instruct participants to write their name at the bottom of their sheet of paper.
3. Ask everyone to walk randomly through the room until the facilitator says the word "stop."
4. On this signal, each person should pair up with someone nearby.
5. Instruct the pair to exchange their sheet of paper.
6. Each person should draw the other person's eyes.
7. Instruct the pairs to exchange their sheet of paper again (now each person should have the paper with their name again).
8. Repeat steps 3 to 7 for all face parts (nose, ears, lips, hair…).
9. When everyone's collaborative portrait is ready. Ask the participants to seat in a circle, holding their papers.

Debriefing

Ask the participants:

· How did you feel while doing this activity?

· Would you like to share any further comments, thoughts, concerns, etc.

· Do you believe that this activity is useful for increasing teamwork competence?

· How?

Duration
45 mins in total:
· 5 minutes to distribute the material and introduce the activity
· 35 minutes to run the activity
· 5 minutes debriefing

Material/ equipment
· A4 sheets of paper
· Pens

Number of participants
Min. 6 - Max. 20

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☒ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Evidence/ document to give to the trainee

Photos taken during the activity

Why is this activity relevant to identify or value the competence?

This activity promotes:

· Teamwork and active participation

· Negotiating and collaboration skills

· Problem solving, critical thinking

Encourage participants to use their creativity, communication and collaboration skills

Objectives

· To engage in a collaborative task to achieve a common goal in the most effective and efficient way

· To understand the necessity to be collaborative to achieve a common task.

Step by step

1. Explain to the participants that they will be part of a challenge activity. Split the participants in groups of 5 people and distribute the materials needed (10 cups for each team, 5 strings, 1 rubber band)
2. Give the following instructions: - Each participant will tie his string to the rubber band. - Using their teamwork skills, the members of each group will work together to stack their cups into a pyramid of 4 levels: 4 cups on bottom, 3 cups in the middle, 2 on the 3rd level and one cup on top. - Teams will have 15 minutes to build their pyramids. They will NOT be allowed to use their hands to move cups. They will ONLY be allowed to use their string and rubber band to pick up and move the cups.
3. Set a timer for 15 minutes and set teams off to work. Walk the room as they complete the group task.

Debriefing

Ask the participants:

· What did you learn about yourself and the group you worked with?

· Why was teamwork so important in this activity?

· What other skills did your group have to use to complete this activity?

· What was hard about teamwork?

· Can you think of situations when you needed to use good teamworking skills?

· How did you handle that situation?

· How could you have improved?

Evidence/ document to give to the trainee

Photos taken during the activity

Duration
20 – 30 mins.

Material/ equipment
· Cups (10 cups for each group of 5 participants)
· String (1 piece of string for each participant)
· Rubber bands (one for each group)

Number of participants
Min. 10 - Max. 20

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☒ Using, imitating
Level 3 ☐ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

This activity aims to empower:

Team work, Effective Communication, Listening Skills

Objectives

- To experiment the basic dynamics and demands for teamwork process where the individual skills, qualities and limits are considered in order to act efficiently.
- To contribute to the teamwork according to own potential and resources for reaching the shared goal
- To appraise the importance of "team spirit" and to be motivated to develop own competence to successfully work with others

Step by step

1. The trainer writes the words "teamwork" in the centre of the flip chart and explains to the trainees that they will create a work cloud with words or expressions they associate to this idea. The trainer will note the words spoken by the trainees on the board. He will take a picture of the final result or will have the trainees do it.
2. The trainer will then introduce the next step by telling the following story: You are the first lucky people to travel to Mars. You will have the opportunity to live there and start your own community. You will need to cooperate, in order to build a peaceful and equal new world. You will have to work together for the good of all. In order to start the establishment of your small new town and before moving in you are to establish a charter of collaboration:
   - To clean up the flats built there for the new inhabitants.
   - To redecorate the flats (e.g. paint them, change doors, etc.) as you wish.
   TIP: If the group is large enough you may divide into two teams.
3. The group will have 30 minutes to discuss and establish their collaborative chart: distribute the work, communicate with each other, decide on the tasks necessary for completing the work, the material they will need to bring etc.
4. They will then present the result of their work.

Debriefing

The trainer asks the participants the following questions:

- What was the easiest part of this exercise? Why?
- What was the hardest part of this exercise? Why?
- How did you manage to come to an agreement?
- How did you feel during this exercise? (comfortable, uneasy…)
- What did you learn about teamwork?
- Could you use this competence in another context? How?

Evidence/ document to give to the trainee

Picture taken during the first step

Duration
1h30

Material/ equipment
- Flip chart
- Markers

Number of participants
Min. 5 - Max. 12

CEFR Level
These activities are designed for a minimum level of B1 audience

Assessment
Level 1 ☐ Perceiving
Level 2 ☐ Using, imitating
Level 3 ☒ Deciding/ selecting
Level 4 ☐ Acting independently

Why is this activity relevant to identify or value the competence?

A simple but meaningful activity to build consensus on shared values.

Objectives

- To engage in a collaborative in order to complete a task in the most efficient way
- To contribute to the collaboration according to own potential and resources for reaching the shared goal
- To adopt a positive attitude towards working together

Step by step

Step 1: Set up

Participants should be split into 2 or 3 groups, depending on the size of the whole group.

The trainer gives the following instructions:

Each Team will have to draw their experience of being in a new country and create a common storyline all together. They will NOT be allowed TO SPEAK.

Step 2: Trigger points

The trainer will write on the white board a set of trigger words that can kickstart a storytelling session.

He/ she could use words/ phrases such as "first day", "work", "travel", "when I was in..." etc.

The trainer should write them one by one and ask the members of the teams to select one trigger word/ phrase each and to use it to share their experience of being in a new country.

The trainer will erase the words/ phrases chosen from the white board.

Step 4: Storytelling sessions

Now, it is time for the participating teams to start their storyline. First, the team has to decide who will start with his/ her trigger word/ phrase.

Then, they will draw on the sheet of paper for 5 minutes, beginning their creative storyline. When the 5 minutes expire, the next participant continues the drawing/ story from where the previous one left it, and so on. The story will be ready when all participants will have drawn. They can also write some words around their drawn storyline.

Step 5: Presentation

Participants within the teams will exchange ideas in order to present their story to the other teams. They will decide on one representative to show their common art-based story and to explain it.

Debriefing

Step 6: Debriefing

The trainer will ask the participants the following questions:

- What strategy did you adopt for completing the task?
- How do you feel after this activity?
- How did you come up with your strategy?
- What problem(s) did you face and how did you overcome it?
- Was everyone made aware of their responsibilities?
- How did you manage your time? Are you happy with the end result?
- Did this activity meet your expectations? If no, why not?
- If you did the challenge again is there anything you would do differently?

Duration

40-50 minutes that will be distributed by:

- 5 minutes to brief and setup
- 5 minutes to plan
- 10 minutes to complete the challenge
- 20-30 minutes to review and debrief

Material/ equipment

- A whiteboard
- Sheets of paper
- Colourful markers

Number of participants

Min. 6 - Max. 20

CEFR Level

These activities are designed for a minimum level of B1 audience

Assessment

Level 1	Perceiving
Level 2	Using, imitating
Level 3	Deciding/ selecting
Level 4 X	Acting independently

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Summary

INTRODUCTION /3

WHAT FOR? /4

What are we talking about? /4

Why focusing on transversal competences /5

FOR WHOM? /6

WHOM IS THIS METHOD FOR? /6

THE SUPPORT ME APPROACH/ METHODOLOGY /8

WHAT'S IN THIS METHOD? /4

THE SUPPORT ME APPROACH/ METHODOLOGY /4

GLOSSARY /10

ANNEX 1. Escape game /8

ANNEX 2. Technical information document- digital badges /16

ANNEX 3. Support Me competence descriptions /8

ANNEX 4. Recommendations for promoting transversal competences /16

PACKAGES PER COMPETENCE /4

BIBLIOGRAPHY - RESOURCES /4