

MINGLE:

Generating social and human capital for Third-Country Nationals

Deliverable Number: 3.5

Deliverable Title: Trainers' Guide for the workshop
<Intercultural skills, Social and
Civic Competence for TCNs>

Workpackage No and Title: 3.Human Capital Accumulation
Activities



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Generating social and human capital for Third-Country Nationals

Project Title/Acronym MINGLE: Generating Social and Human Capital for Third-Country Nationals

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Coordinator:



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Introduction

The following instructions address the Trainers of the “Intercultural skills, Social and Civic Competence for TCNs”. The instructions comprise explanations of the slides of the main PowerPoint presentation but also references to the **Training materials for the workshop <Intercultural skills, Social and Civic Competence for TCNs>**, which contains extensive explanations (technical requirements, aim, duration) on all the activities which are included in the PowerPoint presentation.

The structure of the present document is based on the number of PowerPoint presentation slides as they were developed by MMC Management Centre Ltd, according to the local Cypriot context. This structure was chosen so as to facilitate the trainer during the preparation and the implementation of the workshop.

Chapters like the presentation of the host country’s political system must be adapted to each national context of implementation of the present workshop.

The initial timeframe according to which this guide was developed is for a 3days, 7 hours per day workshop. Though, the length of the presentation and the activities of each chapter can be re-adapted based on the flow of the workshop.

Scattered in the presentation, the trainer will remark the existence of thick black exclamation marks. They represent the discussion that is suggested to take place in relevance with the subject of the chapter. The trainer, of course, may open a discussion with the participants even within the subjects or slides that no exclamation mark appears.

As a general priority, the trainer shall encourage the participation of all participants. Thus is considered a must in order to ensure the success of the present workshop.



Instructions

- Introduction

SLIDE 1 The trainers introduces himself and his/her background. He/she presents very briefly the purpose of the workshop and Mingle project. He/she asks from the participants to write their name on a small card and pin it on their clothe so that everybody sees it. He/she asks about the level of English language skills and, if needed, he/she asks from certain participants to change places so as to help people who face difficulties with understanding the language.

SLIDE 2 The trainer presents the structure of the workshop and explains the relation between the chapters

SLIDE 3 Ice breaker “My Logo”

- A. The Different Levels of Communication

SLIDE 4-5 The trainer introduces participants to the definition of communication. He reads the content of the slide and can give examples. Especially in the beginning of the training, he/she must pay a lot of attention to the participants to locates possible difficulties in understanding. This will help the trainer adapt his pace and vocabulary to the specific group context.

SLIDE 6 The trainer asks the participants to identify some ingredients of communication. He/she encourages the participants no tot search for scientific or difficult terms but to just express ideas. He/she can write the answers on a flip chart so as to compare them afterwards with his presentation,

SLIDE 6-11 The trainer presents the ingredients of communication.

SLIDE 12 The trainer eventually compares them with the answers of the participants and open a feedback discussion making sure that everybody understood this basic information.

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SLIDE 13 The trainer asks the participants if they have ever thought or heard about the difference between internal and external communication. He/she encourages the participants to guess the meaning of these terms and writes down on a flipchart the answers.

SLIDE 14-15 The trainer presents the differences between internal and external communication. He/she can give more examples than the featured.

SLIDE 16 The trainer makes the transition to the following subchapter explaining that apart sometimes using the correct ingredients of communication is not enough given that certain obstacles may alienate the communication.

SLIDE 17 The trainer asks from the participants to identify obstacles which stand against the communication. Again participants are asked to think in a practical, everyday-life way.

SLIDE 18 “Winking at the wrong person” activity

SLIDE 19 “What do you think” quiz. Participants are asked to guess to which type of obstacles against communication the photo relates to. The trainer writes down on a flip chart the answers of the participants.

SLIDE 20 The trainer explains the concept of external obstacles. He/she may give more examples than the featured one.

SLIDE 21 “What do you think” quiz. Participants are asked to guess to which type of obstacles against communication the photo relates to. The trainer writes down on a flip chart the answers of the participants.

SLIDE 22-23 The trainer explains the obstacles having to do with people. He/she may give more examples than the featured ones.



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SLIDE 24 The trainers asks the participants to identify different ways of communicating. He/she writes down the answers on a flip chart.

SLIDE 25-26 The trainer present the different ways of communication.

SLIDE 27 The trainer asks the participants to identify to identify different ingredients of a message. He/she writes down the answers on a flipchart.

SLIDE 28 "Good morning activity". The trainer asks splits the group into 3 groups. 1 group are the interviewers, 1 the interviewees and 1 the audience. (Example for 10 participants follows)The concept is a job interview. Each interviewer welcomes the interviewee. The trainer assigns each interviewee (4 participants) to an interviewer (4 participants). Every pair has a different mood:

1. Politeness
2. Coolness
3. Rudeness
4. Snobby
5. Happiness
6. Indifference

The interviewees leave the room and enter one by one to meet they pair interviewer. After the end of the round, the pairs mix randomly and the interviewees enter again to meet their random interviewer. A feedback discussion follows and the trainer encourages the participants to remember moments from their experience which resemble to the activity.

SLIDE 29-34 The trainer presents the different ingredients of a message.

SLIDE 35 The trainer asks the participants to identify different characteristics of human voice. He/she writes down the answers on a flip chart.

SLIDE 36 The trainer present the characteristics of human voice while comparing them to the answers of the participants. He/she then makes the transition to non-verbal communication explaining that



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only our voice and speech are important for a good and effective communication. Then he/show
SLIDE 37.

SLIDE 38 “Guess what’s happening” activity. The trainer presents the photo of the slide and invites the participants to guess what is happening. After a round of discussion, he/she asks from the participants to vote for the 2 most possible scenarios. Then he/she splits them in 2 groups. The groups have to elaborate an imaginary dialogue between the actors of the image and then perform it while standing exactly as the actors in the image do. Before they perform they rehearse in different rooms if possible.

SLIDE 39 The trainer explains that what just happened was the interpretation of a whole set of non-verbal communication. He/she then explains that basic elements of non-verbal communication.

SLIDE 40. The trainer asks from the participants to give examples of body language and writes down their answers on a flip chart.

SLIDE 41-46 The trainer presents the basic elements of body language. He/she also implements the quiz in a funny and interactive way.

SLIDE 47 “What’s the feeling” photo quiz. Participants guess the feelings of the people in the photos. He/she identifies commonalities and differences. He/she explains that according to a lot of researchers (like Donald Brown <Human Universal>) most of the main facial expressions are common across all countries and cultures. (for more information on that, please consult the “Methodological Guide for Mingling Experiences” which was produced in the framework of the Mingle project.)

SLIDE 48 “Photo feelings” activity. The trainer divides the participants into 2 groups of 5.(if there are 10 participants), G1 and G2. G1 gather in one side of the room and each member sits one next to the other with a small distance from each other. G2 does the same but with their back turned towards G1 so that they don’t face them. The trainer hands out 5 stories and 5 feelings to G1 and 5 stories and 5 feelings to G2. The 5 five stories must be of different mood.



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Example of Story 1: “Yesterday, at the supermarket, a very strong man bypassed me at the cashier queue and looked at me ironically when he saw my surprise.”

Example of Story 2: “Today I’m gonna go to my favourite kebab restaurant and order my favourite dish without thinking of anything else!” etc.

Example of Feeling 1: “Annoyance”.

Example of Feeling 2: “Joy” etc.

G2 members have to read all the stories and feelings. The trainer asks from everyone to read the stories. Then the trainer asks from G1 members to perform a facial expression that represents their feeling after having read the story and takes a photo of each of G1 members. Then G2 members turn their chairs so that they face G1 and put the stories and the feelings on the floor in a way that all G2 members can see them. The trainer transmits the photos on the PC/laptop and projects them. The trainer G2 (locals) are firstly asked which stories they think match each photo and explain the choices they have made. Then G2 is asked to match each photo with a feeling and explain the choices they have made. G1 who remain silent throughout the procedure, now are asked to say if they agree with the matching or not and why. The activity is repeated with reversed roles. At the end of the activity the trainer summarizes the reactions and the debate which occurred during the activity. After, participants get closer and the 2 groups mix. The trainer asks from the participants to describe their impressions from the activity. He/she specifically asks from them to confirm or reject the universality of the facial expressions performed and examined throughout the activity. At the end of the discussion the trainer asks from the participants to perform –this time in a more relaxed way- a facial expression which represents their mood at that right moment.

SLIDE 49 The trainer asks the participants if they think non-verbal signs like facial expressions or body language are part of human nature or if they are acquired.



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SLIDE 50-53 The trainer opens a debate on different examples of non-verbal signs while he/she presents several examples. The trainer can also mention more examples.

SLIDE 54 The trainers introduces participants to the subject of physical contact and the cultural differences related to that.

SLIDE 55 The trainer asks the participants to identify what makes verbal communication effective. He/she may write down participants' answers on a flip chart.

SLIDE 56 The trainer presents what could make verbal communication effective and compares the answers of the participants with the presentation.

SLIDE 57 The trainer now makes the link between interculturality and verbal communication explaining that the afore-mentioned elements of verbal communication are used in a very diverse way across different cultures and countries. He/she then presents the basic examples included in the slide but he/she can also refer to more examples or address the question to the participants.

SLIDE 58-59 The trainer presents the definition of etiquette and gives relevant examples. He/she may ask from the participants to give their examples too.

SLIDE 60 The trainer explains that etiquette is very closely related to hospitality and its rules in order to introduce the participants to the activity. Then, the trainer splits the groups in pairs which are as much intercultural as possible. Participants discuss in pairs about the etiquette and hospitality rules upon a visit at home in each member's country. After, each pair member presents the hospitality rules of the other pair member in the plenary. After the completion of this phase, the trainer along with the participants choose 2 out of the presented etiquettes. The group splits in 2 smaller groups. Each group has to elaborate in detail the etiquette and hospitality rules, create a complete concept (birthday, name day, religious celebration etc.), distribute



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different roles (invitees, hosts, narrator) and then perform a home visit in the plenary. A feedback discussion follows.

SLIDE 61 The trainer reminds the participants of the discussion on physical contact. He/she then explains that the issue of physical contact closely relates to a broader subject which is “vital space”. The trainer then asks the participants to guess what vital space is about.

SLIDE 62 The trainer splits the participants into two line-confronting groups, facing each other. Each group has physical contact with opposing walls of the room. Then the members of the 1st line-group close their eyes. The other group starts walking towards the “blind” one. The “blind” members have to say “stop” once they feel that the coming member has entered their vital space. After all “blind” members have stop the comers, the activity is repeated with the other group being the “blind” one. After that, the activity is repeated with the eyes opened. At every round the trainer points out the difference of distance between the standing ones and the comers. At the end of the activity a feedback discussion takes place.

SLIDE 63 The trainer presents the different bubbles of vital space. He/she may ask for 2 volunteers to stand facing each other according to the distances which every bubble refers to.

SLIDE 64 The trainer explains that regardless the space we may want for ourselves, there is a way to educate ourselves so as to be in the position to understand each other’s position. He/she then asks the participants to identify the elements of empathy. If none has ever heard or cannot guess what the term means, the trainer skips the discussion and goes directly to the following slide.

SLIDE 65 The trainer presents the elements of empathy. He/she may give examples from everyday life.



SLIDE 66 The trainer explains that to cultivate empathy we need several skills among which one of the most important is active listening. He/she then asks the participants to guess the meaning of active listening.

SLIDE 67 The trainer presents the meaning of active listening and gives relevant examples.

SLIDE 68 Participants split in pairs. One member is the speaker and the other is the listener. The trainer asks from the speakers to recall a personal experience (pleasant or stressful). One part is describing an experience and the other performs his/her active listening skills. Then the roles change and the speaker becomes the listener. Then pairs perform their dialogue in the plenary. After each pair, the plenary gives feedback and comments.

SLIDE 69 The trainer announces the end of the first part of the workshop and asks the participants to share their feelings about that. He/she announces the 2nd part explaining that participants –after they have got familiar with the basic mechanisms of communication- they will now get to know how we improve intercultural communication in a manner that promotes respect for diversity.

- **B. Intercultural communication and respecting diversity**

SLIDE 70 The trainer repeats the latter explanation to introduce the participants to the 2nd part of the workshop.

SLIDE 71 The group splits in pairs. Each pair member must highlight some of the elements of his/her culture and present them to the other pair member. After, every pair member presents his/her partner's culture in the plenary.

SLIDE 72 The trainer asks from the participants to guess the meaning of intercultural communication and to give understandable examples.



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SLIDE 73 The trainer announces that the best way to understand intercultural communication is to experience it in a funny way which will permit participants to stand out of their personal identity for a while. The trainer explains to the participants that they will have the opportunity to experience a different culture for a short time and that they will become members of the Repa and Ambler culture. First, they will have to get to know to each of the other culture's members. Participants are split in 2 random groups which will become the Repa and Ambler cultures. The trainer gives to each group the following cards:

YOU ARE REPA

- You are very friendly. You enjoy speak to foreigners
- You do not chat a lot. You continue with the following foreigner
- You like shaking hands. You like the feeling of getting to know the foreigner. If a foreigner does not shake hands, you grab his/her hand.
- You put your face very close to the foreigner's.
- You are not formal. You consider kind to shout and speak loud and tense.
- You don't like being ignored and you get angry if a foreigner does it. You express your anger by standing on one leg and jumping.
- Women and men, you behave in the same way. Men like a lot to speak to foreign girls. Girls like to speak to foreign men.

YOU ARE AMBLER

- You like to speak to other Amblers
- You never start a conversation with a foreigner. You speak only if the foreigner starts chatting. When you speak, you cross your arms on your chest.
- You are very kind and you repeat "Mr/Miss". You consider touching the other or being touched. very rude.

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- Among Amblers, men are considered the vulnerable sex and women protect them.
- Ambler men avoid eye contact and mainly with foreign women. If someone speaks to you, you get shy.
- You often feel shy. You express shyness by tapping your head with your hand.
- Ambler men can speak with foreign men only foreign men start a discussion. Ambler men chat while staring at the floor.

After the 2 groups read carefully the cards the trainer announces: "Now you are in a 3rd country. Nor Repa, neither Ambler country. You have come here as tourists and you are now having a common party at the hotel lobby. It is time to get to know each other while you all keep the characteristics of your culture.". Then the trainer gives 5-7 minutes to participants to interact and then asks from the 2 groups to sit one opposite to the other. Then the trainer asks questions regarding the 2 cultures and asks from each one to describe the other (Examples: How did you feel when....? How would you describe the attitude of the other group? What could happen if your meeting was still on? What did you assume about the other group? Do you feel offended by what the other group tells on you? Is there something you would like to explain to the other group to make them understand your reactions?). A second round of interaction between the 2 groups follows and now participants have to take into consideration what they have learned from the discussion. A 2nd round of discussion follows. The trainer encourages the participants to point out the different feelings.

SLIDE 74 The trainer presents the elements of intercultural communication.

SLIDE 75 The trainer highlights the word "culture" as part of the word "intercultural" and asks from the participants to give examples of what they consider culture. The trainer may write down the answers of the participants on a flip chart/

SLIDE 76-77 The trainer presents the featured photos and explains their content (the classical ballet dancer, Mona Lisa from Louvre, the face tattoo of Native Americans, the gastronomic creation, the fashion show, the religious customs like the chador, the British Museum, the Egyptian monuments in



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Museums around the world). Then the trainer presents the definition of culture by Tylor reminding the latter examples from the photos.

SLIDE 78-80 The trainer then may suddenly and in a dramatic way ask participants if they know how culture is learned. He/she can write down the answers and then moves on to explain the difference between the conscious and unconscious way of learning culture after having asked the participants if they also know about that.

SLIDE 81-82 The trainer explains that to understand how we learn culture we must understand how human being learn in general and then asks the participants to mention ways of learning. Afterwards, the trainer presents the main ways human beings learn.

SLIDE 83 The trainer then explains that human beings also learn through symbols and asks the participants to guess what a symbol is by giving relevant examples.

SLIDE 84 Participants split in pairs. They choose a symbol (religious, historic, national or other) and they co-narrate its meaning and story in the plenary. Each pair can choose 2 symbols (one of each member's culture) and tell 2 stories.

SLIDE 85 The trainer presents the symbols of the image and asks the participants to firstly identify them. Then he/she asks from them to express their feelings about each of the symbols. Debates are encouraged.

SLIDE 86-87 The trainer then asks the participants to think how people learn from symbols and then presents the ways people learn through symbols.

SLIDE 88-92 The trainer asks the participants to guess the different dimensions of culture. If needed, he/she explains the meaning of "dimension". Given the complexity of the subject, he/she may skip the discussion if the group does not respond. He/she pays more attention to examples taken from the photos so as to visualize his/her explanations.



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SLIDE 93-95 Then, the trainer urges the participants to understand that , given that cultures differ and given that we all now live in a globalized world full of interactions, there must be a common ground for all of us to understand the foreign culture and reach the point to co-exist. He/she explains that this common ground is accepting diversity. He/she then asks the participants to guess the meaning of diversity and writes down their answers. Afterwards, he/she presents the basic elements of diversity, giving simple examples from everyday life.

SLIDE 94 The trainer gives the following card to each participant:

“You arrive at 3am at a hotel in the middle of nowhere in a desert. You have to share a room with at least 2 among the following people. Who would they be?

- A single mother
- An American ex drug addicted
- An American banker
- A German biker full of tattoos
- A Catholic priest
- A Russian beggar
- A French HIV patient
- A ex prisoner English
- An unemployed Greek
- A Israeli soldier
- A Syrian policeman
- A Finnish metal musician
- A delinquent Brazilian minor
- A lesbian Polish
- A old lady with hearing problems
- A 20 years old Brazilian female samba dancer
- A 20 years old Ukrainian female pole dancer
- A Spanish gay”

The participants are given 10 minutes to make their choices and then a plenary discussion follows. The trainers draws a point board and marks the choices. At the end, the trainer goes



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through the less popular answers and ask the participants the reason they rejected them. A feedback discussion sums up the activity.

SLIDE 96 The trainer explains that the opposite of accepting diversity is to support that only one's culture should dominate and this opinion is guided by a theory and behavior which is called "chauvinism". He/she presents the content of the photos, first the upper ones :

- Benito Mussolini, dictator of Italy from 1922-1943, father of fascism, a theory which supports the blind obedience to the dictator and the extinction of rights of expression. Together with Hitler, Japan and other smaller countries launched the Axis, the alliance which started WWII.
- Adolf Hitler, initially democratically elected as Germany's leader in 1933 but afterwards a dictator until 1945, founder of the National Socialism party which followed the principles of Nazism, a theory which supports the inferiority of the white race
- Osama Bin Laden, Saudi Arabian supporter and international leader of jihad and religious terrorism

The trainer explains that regardless the difference of the ideologies expressed by the 3 leaders and the different social and historical context, they shared chauvinist views and actions. Then the trainer presents the photos below and links them to the ideologies of the 3 leaders.

- Nazi death camps where millions of Jews, Gypsies, homosexuals, antifascists of all gender and ages were exterminated or tortured or left to die from hunger or diseases, often in the most horrible ways and then burnt to ashes.
- 9/11 terrorist attack, when several airplane attacks against the twin towers in NY and Pentagon in Washington took place under the order of Laden.

SLIDE 97 The trainer sums up the characteristics of chauvinism.



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SLIDE 98 The trainer explains that maybe sometimes chauvinism does not lead to actions but stays at the level of thought and theory. He/she explains that all types of chauvinism are based on the extreme use of stereotypes. He/she then asks participants to guess what stereotypes are about. He/she writes down the answers on a flip chart.

SLIDE 99 The trainer announces the activity which aims to help the participants understand the meaning of stereotypes. The participants write their name in the center circle on a flip chart and then draw seven smaller circles connected to the larger circle. In the smaller circles, they write the names of seven groups with which they identify (examples: gender, nationality/ethnicity, religious affiliation, political stance, geographic ties, family role, etc.). The trainer then asks the participants to get in pairs and answer the following questions:

- a. Talk about a time when you felt proud to be a member of a certain group.
- b. When did it feel painful to be a member of a certain group?
- c. What groups might be an asset or a challenge when you live abroad?

After, each pair member presents the other member's experience in the plenary

The trainer can change the questions to be more or less challenging based on the level of the group.

SLIDE 100 The trainer presents the basic characteristics of stereotypes while giving everyday life examples.

SLIDE 101 The trainer explains that stereotypes are nothing more than a wrong perception of diversity. He/she then explains that the participants will discover it in a fun way with the video that follows. The participants watch the video and then discuss the differences of different cultures which stand behind food differences. The trainer encourages the participants to guess and explore the different backgrounds, ingredients, temperatures and mood of each breakfast.



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SLIDE 102-103 The trainer remarks that, after all, stereotypes are obstacles between people from different cultures or social groups who try to communicate. He/she then asks the participants to **identify other obstacles against intercultural communication. He/she may write their answers down on a flip chart. The trainer , then, presents some of the main obstacles and adds any possible contribution by participants.**

SLIDE 105-109 The trainer asks if anyone among the participants has ever experienced a cultural shock. He/she asks from the ones who share the experience to explain to the others what , in their opinion, is a cultural shock. The trainer then explains that the participants will discover what a cultural shock is through a funny video. After the video the trainer presents the main symptoms, phases and types of a cultural shock, as included in the slides. At the end of this chapters, the trainer may get back to the participants and ask them if , after the explanations given, they feel that finally they have experienced a cultural shock in the past.

SLIDE 110-113 The trainer starts an open discussion so as to give the participants the opportunity to share their ideas on how they can use what they've learned to make their everyday intercultural communication more smooth. The featured slides can be presented as a summary of the previous slides.

SLIDE 114 If there is enough time left, the trainer can implement the stereotypes activity while explaining that he/she considers stereotypes the major source of problems in regard to intercultural communication. The trainer gives the following gap-filling card to each of the participants (the content must be adapted the respective country-specific context) and asks from them to fill the gaps as fast as they can:

1. Women with..... are very.....
2. Men with.....are very.....
3. Germans are.....
4. Israelis must.....
5. Cypriot women are.....

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6. Cypriot men are.....
7. Money is.....
8. Politicians are.....
9. The worst case for you own child is to.....
10. Men must.....
11. Women must.....
12. Gay people must not.....
13. Christians are.....
14. Muslims are.....

After, the trainer collects the cards anonymously and reads the answers. At each answer, he/she provokes a debate.

• C. Political TRUST

SLIDE 115 The trainer introduces participants to the last part of the workshop and explains that in a diverse society, intercultural communication is not enough for things to work out properly. The citizens, locals or newly arrived ones, must show trust to the state, to the basic institutions of the state but also between them. Then he/she explains that to build political trust, we need to build trust between people. Then he introduces participants to the icebreakers.

“The blind train”: The trainer puts all the participants on a “train line”, holding the shoulders of the person in front. All participants close their eyes apart from the last one who is the driver. The driver cannot speak. He/she can only tap the right and left shoulder once or continuously to turn and both shoulders to stop the train. All the participants have to transfer the instructions to the person in front of them.

“Walking in blind”: The trainer splits the group in pairs. In each pair, one is the driver and the other is the “blind” one. The driver cannot speak but only drive the “blind” member with his hands. There is a scaling in the independence of the “blind” member: in the beginning, the pair holds each other. Gradually the “blind” asks from the driver to let him/her walk alone and



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intervene only when it's necessary in order not to crash other "blind" members. The pairs start moving in the room and they can even exit it.

SLIDE 117 The trainer asks the participants to identify the meaning of trust. He/she writes down the answers on a flip chart. He then explains that a video and a feedback discussion will follow on the issue of trust.

SLIDE 118-119 The participants watch the video and then openly discuss their feelings about what they saw.

SLIDE 120 The trainer asks from the participants to broaden their scope, use the elaborated meaning of trust and give their perception of political trust. The trainer again writes down the answers.

SLIDE 121 The trainer presents the different perceptions of political trust in different period of European history:

- Democracy in Ancient Athens. Citizens were showing political trust on the basis of the participation of all free citizens in the decision making
- Roman Empire. Citizens were showing political trust to the Emperor and the imperial status quo on the basis of the order that the Empire offered the whole then know world.
- Ottoman Empire. Regardless that citizenship disappeared as a term from the political sphere, all religious populations ruled by the Sultan were protected by his authority under the term that they recognized him as the ultimate ruler in the world.
- English Kings and Queens (in the photo Elisabeth I, Queen of England and Ireland). They united the local aristocrats and promised them to make England a world power. That is why they trusted them politically.

SLIDE 122 The trainer presents different perceptions of political trust in other places of the world in the past:



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- Chinese dynasties (united an enormous territory for several centuries)
- Native American leaders (the wise warlords and clan leaders)
- Maya (Central America) kings (they were considered son of gods)
- Arab leaders (in the photo Saladin, king of Saracens who defeated the Crusaders)

SLIDE 123 The trainer explains that now the class returning to present. He/she asks the participants to name different political systems in the modern world.

SLIDE 124 Following the contributions of the partners, the trainer presents and explains different political systems included in the slide. He/she may also refer to other ones.:

- Democracy/ Parliamentary Republics in Europe and elsewhere
- Dictatorships
- Kingdoms (Saudi Arabia)
- Presidential systems (USA and Russia)

SLIDE 125 The trainer explains that modern democracies (republics) base their political system on the separation of powers so that citizens have access to multiple options so as to protect their rights.

SLIDE 126 The trainer explains that political trust is based on civic competence of which the elements he/she further presents

SLIDE 127-128 The trainers explains that civic competence is based on the existence of human rights and announces the relevant video. At the end of the video, the trainer sums up its basic points and makes sure that everybody has understood the main content of the video. He explains that these rights are universal so every human being is born entitled to them.

A feedback discussion follows on how we can expand our rights and make them work in reality.



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SLIDE 129-135 The trainer reminds the UDHR and presents some basic landmarks of this document which are relevant to equality, democracy, citizenship, civil rights, justice and their effect/relation with political trust. The trainer explains that only on those bases there can exist political trust. Only if your individual is respected you will pay respect and political trust back.

SLIDE 136-137 The trainer announces that participants will now learn the political system of the host country. He/she explains that firstly, participants will learn the past of the host country and presents the different phases of the country's history.

SLIDE 138 The trainer presents the flag and the emblem of the host country. He/she can explain the colours and the meaning of the symbols included.

SLIDE 139-141 Based on the separation of powers presented above, the trainer presents the different powers of the host country starting with the executive one.

SLIDE 142 The trainer presents the legislative power of the host country.

SLIDE 143 The trainer presents the judiciary power of the host country.

SLIDE 144 If it applies, the trainer presents the subdivision of the administration of the host country into local and regional authorities.

SLIDE 145 The trainer presents some basic pillars of the European Union. He/she explains the higher power that EU has on national legislations in certain domains, the number of Member States etc. He/she also presents the European Court of Human Rights, a very important institution for people who have not enjoyed justice in the EU Member States and the European Parliament, the main assembly of European political powers and representatives of European people.



SLIDE 146 The trainer invites the participants to think how the refugee crisis may have influenced the political trust. He/she opens a discussion with them.

SLIDE 147-149 The trainer explains that political trust is not only based on the promise the political system and institutions gives new comers but also what new comers do to actively engage in the local institutions. The trainer presents some examples of possible TCN active citizenship involvement.

SLIDE 150 -154 The trainer announces that he has a very representative example of what TCN active citizenship means and introduces participants to Ahmed Hussen's story. Before the video he/she presents some basic points of his story so that the participants meet his personality. The participants watch the video and then openly discuss their feelings about what they saw. The trainer sums up the arguments and invites the TCNs to get inspired by Ahmed Hussen.

SLIDE 155-156 The trainer thanks the participants and closes the workshop.

