

Deliverable Number: 3.4

Deliverable Title: Training curricula of the workshop
<Intercultural skills, Social and
Civic Competence for TCNs>

Workpackage No and Title: 3.Human Capital Accumulation
Activities



This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

Project Title/Acronym	MINGLE: Generating Social and Human Capital for Third-Country Nationals
Grant Agreement Number:	776200 — MINGLE — AMIF-2016- AG-INTE
Deliverable Number:	3.4
Workpackage Number:	3
Deliverable Title:	Training curricula of the workshop <Intercultural skills, Social and Civic Competence for TCNs>

Coordinator:



Πολεοδονικό Δημοτικό Κέντρο Λευκωσίας
Nicosia Municipality Multifunctional Foundation

Partners:

MMC Mediterranean
Management Centre



This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

• Contents

Aim of the training programme	4
Background of the Training Curriculum and Materials and Description of the training materials.....	5
• Background.....	5
• Training Materials accompanying this curricula	5
Learning Outcomes	6
Training Techniques (aggregated presentation)	8
Training Programme.....	8
INTRODUCTION	8
A. The Different Levels of Communication	9
B. Intercultural Communication and Respecting Diversity	11
C. Political Trust.....	13



Aim of the training programme

The Mingle project consortium, following the most recent scientific findings, recognises that knowledge of the host country's language is not sufficient for successful integration. Other Human Capital accumulation activities (i.e. Intercultural and communication skills, political trust such as trust in the state, the public domain, institutions, political parties etc.) are also essential.

Upon completion of the training of the TCNs in the host country's language the next objective is the implementation of activities which will contribute to the **human capital of the participants** and specifically will **improve their intercultural competence, social and civic competence**, will raise **culture awareness** and will reinforce the **political trust in public and state institutions**. It should be noted that social and civic skills and intercultural competence are 2 of the 8 basic skills mentioned in the ERF and are considered to be horizontal (i.e. independent of the socio-cultural context). Additionally, knowing the culture of the host country is significant because respect and awareness of the culture of the host country is the first step towards integration. In the same token, knowing from first-hand the culture, the social structure, the etiquette and the institutions of a host country is an important step towards the development of political trust, which in turn is expected to act as a catalyst for active participation in the host society.

The present training curriculum which is supported by the respective training materials intends to organise a **3-day classroom-led workshop on social and civic skills and intercultural competence** which will be followed by **2-day visits to public institutions, museums and cultural events** for the TCNs to get a first-hand experience of the culture and state they live in, and develop political trust of the host country.

In the framework of Mingle project, in total 20 workshops with a total of 500 participants will be delivered (10 in each partner country with an average of 10 participants). The workshops will have a duration of 5 days (35 hours). From the above activities a minimum of 500 TCNs will benefit.



Background of the Training Curriculum and Materials and Description of the training materials

- Background

The present training curriculum which supports the materials for a **<Intercultural Skills, Social and Civic Competence, Culture Awareness and Political Trust for TCNs>** workshop has been developed by MMC for the implementation of a previous EU project funded by the Solidarity Funds in Cyprus and aimed at promoting Intercultural Communication for employers who currently employ or may employ third country nationals.

The materials have been adapted (to the needs of the TCNs) and used for the approved Mingle project. The previous curriculum and training material were for a one day practical workshop in the classroom and was available in Greek. The adaptation of it increased its duration to three days as the new curriculum introduces all social and civic skills and not only intercultural communication. Moreover the new curriculum and training materials was translated in English.

- Training Materials accompanying this curricula

The training materials consist of:

1. The ***“Intercultural Skills, Social & Civic Competence, Cultural Awareness and Political Trust”*** **PowerPoint presentation**. This presentation is the basic tool of the whole 3-days classroom workshop. It is a synthesis of mainstream presentation, discussion, debate, video projection, icebreakers, group/experiential/role play activities and other techniques which have been put together in a balanced and proportioned way so as to smoothen the workshop’s flow but also keep and continuously renew the interest of the participants.



2. The “**Training Materials for the Workshop < Intercultural Skills, Social & Civic Competence, Cultural Awareness and Political Trust>**” document which contains the type, the name, the full description and the duration of each of the icebreakers, group activities, video and debate sessions comprised in the PowerPoint presentation. The descriptions are brief and inclusive so as to smoothen the facilitator’s work but also to cover his/her need to easily get back to the materials’ description while in class. Most of the activities do not require special equipment.

Learning Outcomes

At the completion of the training programme “**Intercultural Skills, Social & Civic Competence, Cultural Awareness and Political Trust**” training, participants are expected to be in the position to:

In terms of Knowledge

- Identify the different levels of communication
- Define interculturality and diversity
- Distinguish between different dimensions of culture
- Get to know the basic political institutions at the national and EU level
- Define knowledge, skills and attitudes

In terms of Skills

- Being able to adapt their communication to a specific context
- Combine internal and external communication techniques
- Efficiently and creatively overcome obstacles which stand against a good communication
- Consciously use different ways of communication to achieve the best possible transmission of their message
- Distinguish and choose the proper element of message



- Adapt their voice using appropriate techniques to the respective communication context.
- Effectively use of non-verbal and body language communication techniques during any intercultural communication
- Express their feelings appropriately during any intercultural communication
- Control their feelings effectively using appropriate techniques during any intercultural communication
- Adapt to different communication cultures (ex. physical contact etc.)
- Effectively apply verbal communication skills
- Adapt to different etiquette and hospitality rules of different cultures
- Define their and others' vital space and as a result set a better intercultural communication frame
- Apply empathy and active listening upon any intercultural communication
- Apply methods for getting to know better different cultures, thus, better adapting to them
- Further develop their perception of communication through symbols, thus, better using symbols upon any intercultural communication
- Identify ways to broaden their networking and social interactions
- Build trust within the community but also with the host country's institutions
- Help others develop political trust

In terms of attitudes

- Sensitize themselves on the importance and necessity of political trust
- Accept diversity
- Reject chauvinism
- Deny stereotypes
- Overcome cultural shock and help others to overcome it
- Respect the host country's culture and political system
- Become more active within the local society



Training Techniques (aggregated presentation)

The following training techniques will be used

1. Lecture
2. Group discussions
3. Questions and answers
4. Role play
5. Storytelling
6. Video
7. Debate
8. Photo quiz
9. Presentations
10. Self-reflection
11. Ice breakers
12. Energizers
13. Practical exercises

Training Programme

INTRODUCTION

- i. Presentation of the structure of the training.
- ii. "My logo" Icebreaker



A. The Different Levels of Communication

1. Communication

a. The ingredients of communication.

- i. Discussion with participants on the ingredients of communication
- ii. Presentation of the ingredients of communication: source, codification, de-coding, recipient
- iii. Feedback discussion

b. Internal and external communication

- i. Discussion about the nature of internal and external communication
- ii. Presentation of the internal and external communication

c. Obstacles against communication

- i. Discussion with participants
- ii. Presentation
- iii. *"Winking at the wrong person", role play activity.*
- iv. Photo quiz, questions and answers on external obstacles and obstacles having to do with people

d. Ways of communicating

- i. Discussion about different possible ways of communication
- ii. Presentation of different possible ways of communication

2. Verbal and non-verbal communication

a. The ingredients of message.

- i. Discussion with participants on possible ingredients of the message
- ii. *"Good Morning" role play/ drama and theatre techniques activity.*
- iii. Presentation of different elements and ingredients of the message

b. The characteristics of voice



- i. Discussion about the characteristics of the voice
 - ii. Presentation of different characteristics of the voice
 - c. Non-verbal communication.**
 - i. *"Guess What's Happening", experiential/role play activity.*
 - ii. Presentation of non-verbal communication elements
 - d. Body language**
 - i. Discussion on the definition of body language
 - ii. Presentation of different elements of body language
 - iii. Photo quiz (questions and answers)
 - iv. *"Photo feelings" experiential activity.*
 - e. Non-verbal signs**
 - i. *Discussion on whether non-verbal are inherent or acquired.*
 - ii. *Presentation including universal and diverse non-verbal communication examples*
 - f. Physical contact**
 - i. Comparative presentation of different cultural contexts
 - g. Effective verbal communication**
 - i. Discussion on the elements that make verbal communication effective
 - ii. Presentation of elements that make verbal communication effective
- 3. Etiquette.**
- i. Presentation of the definition and examples of etiquette
 - ii. *"Paying an intercultural visit" role play activity.*
- 4. Interculturality and verbal communication**
- i. Presentation of useful hints regarding the relation between the interculturality and verbal communication
- 5. Vital space.**



- i. Discussion of the meaning of vital space
- ii. *"Stepping into vital space"* experiential activity.
- iii. Presentation of the Vital Space "Bubbles"

6. Empathy

- i. Discussion on the meaning of empathy
- ii. Presentation of empathy

7. Active listening.

- i. Discussion on the meaning of active listening
- ii. Presentation of the ingredients of active listening
- iii. *"Active listening"* experiential activity.

B. Intercultural Communication and Respecting Diversity

1. Introduction to intercultural communication.

- i. *"Presenting my partner's culture"* experiential activity.
- ii. Discussion on the meaning of intercultural communication
- iii. *"Repa and Ambler"* role play activity
- iv. Presentation of the definition of the Intercultural Communication

2. Culture

- i. Discussion on the elements and meaning of culture
- ii. Presentation of the elements and definition of culture

3. Learning the culture and ways of learning the culture

- i. Discussion on the ways people learn culture
- ii. Presentation of the ways people learn in general and ways to learn the culture

4. Symbols.

- i. Discussion on the definition of symbol
- ii. *"Tell the story of a symbol"* storytelling activity.



iii. *“Symbols and feelings” exercise.*

5. Learning through symbols

- i. Discussion on the effect of symbols on the learning process
- ii. Presentation of the ways people learn through symbols

6. The dimensions of culture

- i. Discussion on the possible different dimensions of culture
- ii. Presentation of the different dimensions of culture and relevant examples
- iii. Examples

7. Diversity.

- i. Discussion on the definition of diversity
- ii. Presentation of the definition of diversity
- iii. *The “Hotel” experiential/debate education activity.*

8. Chauvinism

- i. Photo quiz and discussion on the meaning of chauvinism
- ii. Presentation on the elements of chauvinism

9. Stereotypes.

- i. Discussion on the definition of stereotypes
- ii. *“7 circles” experiential activity*
- iii. Presentation of the definition of stereotypes and different categories of stereotypes
- iv. *“Breakfast around the world” video and feedback discussion activity*

10. Obstacles against intercultural communication.

- i. Discussion on different obstacles which stand against intercultural communication
- ii. Presentation of different obstacles which stand against intercultural communication



11. Cultural shock.

- i. Discussion on the meaning and possible symptoms of cultural shock
- ii. "Kids try Ethiopian food" video activity
- iii. Presentation of the meaning and possible symptoms of cultural shock, problems having to do with cultural shock, the phases of cultural shock, reverse cultural shock

12. How can we make the change?

- i. Summarizing discussion and presentation of useful hints to make intercultural communication work better
- ii. "Stereotypes" experiential exercise

C. Political Trust**INTRODUCTION.**

- i. "Blind Train" and "Walking in Blind" ice breakers.

1. Trust.

- i. Discussion on the meaning of trust in general
- ii. *"Building trust" video/debate education activity*

2. Political trust

- i. Discussion on the general meaning of political trust

3. Political trust in Europe of the old times

- i. Historical/comparative presentation of different political systems and political trust across Europe in the past

4. Political trust in the world of old times

- i. Historical/comparative presentation of different political systems and political trust around Europe in the past

5. Different political systems in the modern world

- i. Discussion on different political systems in the modern world



- ii. Comparative presentation of different political systems in the modern world

6. Political Trust and Civic Competence

- i. Presentation of the elements of civic competence: knowledge, skills, attitudes

7. Political Trust and Equality.

- i. "The story of human rights" video and feedback discussion activity
- ii. Presentation of Article 1 of the Universal Declaration of Human Rights (UDHR)

8. Political Trust and Democracy

- i. Discussion on the meaning of democracy and its relation with political trust
- ii. Presentation of Article 21 of UDHR

9. Political Trust, Citizenship and Civil Rights

- i. Discussion on the relation between political trust, citizenship and civil rights
- ii. Presentation of Articles 13, 18, 19 of UDHR

10. Political trust and Justice

- i. Discussion on the relation between political trust and Justice
- ii. Presentation of Article 8 of UDHR

11. Separation of powers

- i. Presentation of the separation: executive, legislative and judiciary powers

12. Cyprus in the past*

- i. Presentation of the past status quo in Cyprus.

13. Republic of Cyprus, Recent History*

- i. Presentation of the Republic of Cyprus' history and political evolution



- ii. Presentation of the Republic's flag and emblem

14. Executive Power in Cyprus*

- i. Presentation of the President
- ii. Presentation of different Ministries

15. Legislative Power in Cyprus*

- i. Presentation of the House of Representatives

16. Judiciary Power in Cyprus*

- i. Presentation of the judiciary system of Cyprus

17. Local Authorities in Cyprus*

- i. Presentation of the administrative division into Communities, Municipalities and Provinces

18. Political Trust and European Community

- i. Presentation of basic EU and European institutions

19. Political Trust in the era of Refugee Crisis

- i. Discussion and presentation of main the challenges that political trust faces in the context of refugee crisis

20. Political Trust and Engagement

- i. Presentation of basic pillars of civic engagement for migrants

21. The 2 ways of political trust

- i. Presentation and discussion of the political trust's dialectics

22. A Political Trust Story: Ahmed Hussen.

- i. Presentation of Ahmed Hussen's, Minister of Migrant Policies of Canada story
- ii. "Ahmed Hussen's tedx talk" video/debate education activity.

****This chapters must be adapted to the specific partner countries contexts***

