



# IMPEU

## Trainer's manual



*Improving Inclusion of EU Mobile Citizens*



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## Improving Inclusion of EU Mobile Citizens

### Trainer's Manual

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## INTRODUCTORY SESSION

### BACKGROUND

The IMPEU project aims to identify transferable best practices in facilitating access to EU citizens' rights, obstacles faced by EU mobile citizens living abroad and the training needs of officials and civil servants to facilitate their participation. The final objective is to enhance the capacity of civil servants and relevant experts:

- Foster the participation of EU mobile citizens with information provision through the establishment of mechanisms and awareness raising;
- Provide policy-makers in all levels with evidence-based policy recommendations aiming at promoting active citizenship and democratic participation.

The project WP3 aims to develop the training program structure and learning materials, the trainer's manual, the integration of the training materials into an online training course and the final delivery of online training. The WP3 provides n.5 training Modules are:

- **Module 1 - Obstacles of EU citizens claiming their citizenship rights:**
- **Module 2 - Best Practices on facilitating access to EU citizens' rights:**
- **Module 3 - Q&A "Know Your Rights as European citizen":**
- **Module 4 - Civic and political rights of EU citizens living abroad:**
- **Module 5 - Intercultural Communication:**

During the learning design process, the project partners decided to add a training Unit more respect what initially provided by the initial plan contained within the application form. This is related to the Unit 5 Intercultural communication, in order to better respond to the potential need expressed by the civil servants and to better achieve highest project's goals. The Manual for Trainers consists of a set of methodologies and guidance to support Trainers/facilitators involved in training activities, in the performance of their duties as well as in the management of technical resources, monitoring, follow-up and assessment and for the best training delivering on line. The manual will provide useful and operative indications and suggestions how to manage the project target audience, considering the specific needs and job tasks of the project target groups. The project Online learning process is mainly



based on Asynchronous methodology, where the participants are not required to participate in sessions at the same time as the trainer. Following this methodology, the online course is mainly based on **self-learning** process, where the participants will manage directly and independently, following a precise timeframe, the learning process. Participants need to understand themselves as learners in order to understand their needs as self-directed learning students. In this self-learning process by which individuals take the initiative, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes.

The Self-learning process defined emphasizes the mouldable role of learners in defining objectives and strategies, dynamically addressing the ongoing planning and undertaking of tasks, and recognizing and reflecting on one's perceptions and its influences alongside the learning task.

The manual is designed so that the participants can acquire knowledge and to assess their competences and to self-evaluate what they learned and acquired, at the end feeling confident with the different thematic learned and able to apply in their daily working life the knowledge acquired. In this sense, is important to underline that the adult learning process must take into consideration several important pillars as:

- a) The adult only learns what he feels the need (need to know). Therefore, the trainer organizes activities that support the participants in the solution of concrete problems and only if necessary helps to become aware their "need to know."
- b) The adult perceives himself as autonomous from the trainer, otherwise experiences resistance (self-concept).
- c) The new learning must be integrated with the previous experience. Situation (simulations, experiential and metaphorical activities) must be created fit in the individual and group.
- d) The willingness to learn is aimed at solving problems. One must imagine the work that the participants will have to do after the training and organize problem solving activities related to it.
- e) The orientation towards learning is centered on real life. The trainer can fruitfully reserve for each activity or content a moment of reflection to activate the reflexive transition from the learning condition to the real one.



The project Online learning process is characterized by a structured learning environment, to enhance and expand educational opportunities, providing instruction that is teacher-led, and may be synchronous or asynchronous (communication that is separated by time such as email or online discussion forums), and accessed from multiple settings.

## SETTING GROUP RULES AND RESPONSIBILITIES

As first step, is very important to underline that many participants on the e-learning course are new to the online learning environment, so the trainers/facilitators will have to guide them in terms of appropriate behaviour, expectations and protocols required. The trainers/facilitators should make their audience expectations clear from the onset of the course in order to save time and energy, providing the most appropriate structure to the participants will help to eliminate stress on participants. Trainers/facilitators have to support course participants to acquire full awareness on the structure and methodology of the course so they can become independent and disciplined learners. On the end, Trainers/facilitators have also to create a safe learning environment, one that is conducive to learning and in which students are respectful of the online instructor and each other, keeping rules positive, short and to the point. This approach will allow participants to:

1. Participate Enthusiastically
2. Work to the Best of their Ability
3. Be Honest and Let their Personality Shine
4. Use Encouraging and Positive Language
5. Ask Questions and Communicate Effectively.

This will keep everyone focused and act as a constant reminder of their expectations. An essential element of the whole e-learning process is the verification of the participation in the program by the user. In this sense, the learning assessment tests also constitute proof of participation.

The team Participation in e-learning requires capabilities in certain areas – such as technology and media-related skills – that are not essential in traditional education or training. Moreover, people may have to diverge from their traditional roles and perform new tasks. The Trainer/facilitator, on the beginning of the course, should pay a particular attention toward a common level of knowledge and technical capabilities to use the e-learning platform by the participants. He should ensure that all of them have common and basic knowledge that can allow them to easy and friendly participate in the



distance learning process. Technical problems should be addressed and planned for before they happen, and backup forms of communication established. The main factors to which to pay particular attention are:

➤ **Establish Class Expectations**

In the distance education classroom, some participants may adopt the TV attitude, expecting the course to be entertaining, not educational. Address this attitude through well planned and focused presentations with emphasis on teacher-student interaction.

➤ **Encourage Dialogue**

By asking questions trainers can ascertain the interest and comprehension of the participants at both all sites. This kind of attention will make all participants feel more comfortable.

➤ **Build self-esteem.**

Employees understandably want to know what's in it for them. Use different communication approaches to make feel participant's protagonist of the course and or help them to become better in their own lives. Create a win-win environment by using the training program to build the participants' self-worth and self-esteem.

The participants will fit them around their existing responsibilities and commitments, and can engage with multimedia content and learning materials at whatever time is most convenient to them. This approach will support participants improving their understanding, learning new skills and gaining valuable qualifications and to have full awareness about the knowledge gained and to achieve high standards of effectiveness. The online course offers a great possibility to implement a continually assessment of the participants and can become more of an ongoing process. This will allow participants to interspersing multimedia content and learning materials with regular short tests that can improve participant's engagement. Teaching online requires specific technical, management and relational skills, as the Trainer/facilitator takes on the role of leadership, animation and promotion of individual and group dynamics. In this sense, since the beginning of the course, the Trainer/Facilitator has to adopt a flexible attitude without losing rigor and discipline, sharing continuously knowledge and experience, creating opportunities to promote participant's skills development and being accessible and close to Trainees.



## TECHNICAL SESSION

### TIMEFRAME AND STRUCTURE OF THE TRAINING UNITS

The project provides n.5 training modules, with a total duration of n.60 hours and the follow duration for each Unit:

- **Module 1 Obstacles of EU citizens claiming their citizenship rights:** 12h.
- **Module 2 Best Practices on facilitating access to EU citizens' rights:** 12h.
- **Module 3 Q&A "Know Your Rights as European citizen":** 12h.
- **Module 4 Civic and political rights of EU citizens living abroad:** 12h.
- **Module 5 Intercultural Communication:** 10h.

The lesson plan contains for each training module the planned duration of each training activities called 'unit' (introduction, power point presentations, case studies, exercises, warm up video). Each training module has the same logic and structure and full respond to the specific objectives of the Module's topics and contents and to the planned goals. The Trainer /Facilitator can consult them in order to organize and to manage the implementation of its training module. It is recommended to use the sequence of the different training materials for the implementation of the training module but, of course, the trainer/facilitator during the implementation and the analysis of the dynamics of learners and the evaluations gained from their feedbacks, has to decide how is better to proceed, which material to use first and so on, in order to better respond to the need and expectations expressed by the learners.

The project training module respond to the needs analysis on potential participants that were carried out and are organized, for each module, in a detailed lesson plan where were identified and specified the follow topics:

- Training contents
- Training objectives
- Training materials and tools
- Skills
- Attitude
- Knowledge



The defined learning objectives are the basis for course structure and sequence. The outcome of the sequencing is a course structure where each element corresponds to a specific learning objective and contributes to the achievement of the overall course goal(s).

The Trainer/Facilitator should improve and ensure an effective time management, considering the follows factors:

- Organize time slots available to study and participate in online activities;
- Define the tasks to be carried out and organize them by priorities;
- Develop a cooperative and sharing relationship with the fellow participants - help and be helped in the learning path;
- Try to resolve as quickly as possible any problems that may be detrimental to work, giving help to the learners

The **lesson plans** of all five modules are available in the Annex 1.

## TRAINING MATERIALS

The training materials were prepared by project partners, according to the requirements specified into the project proposal and the training methodology and the lessons plans. The training materials prepared by each partner, full respond to the needs identified of the participants into the training modules and full match the training modules objectives and goals that are intended to achieve.

Each Training Unit contains the follow training materials:

- Introduction about the structure of the module, as well as the learning outcomes and agenda of the module's contents
- Quiz (just for the Lesson 1 containing quiz for evaluation of the knowledge at the beginning of the module)
- Theoretical part using power point presentation (about 120 slides in each Module)
- Case Study (containing specific description of the case study connected with the module's contents and topics)
- Exercises (containing quiz with questions with close or multiplier answers related to the module's day topics)



- Warm up video (link to a video related to the module's contents and topics)
- Reflection (Document with the list of the questions for a reflection)
- Role play (covering specific module contents)
- Final Assessment of knowledge and competences acquired.

The lesson plans for each training module clearly specify which is the time duration of each training material, defining rules and timing of use, so the trainer/Facilitator will have a clear vision of the delivery, monitoring and implementation of the training modules and the appropriate use of the related training materials. The training materials, with particular reference to the Exercises, Reflection and Quiz will serve and support the assessment of the learning outcomes of the participants. The exercises and Quizzes, contained in each training module, represent an excellent tool for self-regulation and incentive for constant improvement of the learning results.

It is important to specify that not each training module will use the Role Play and the Final Assessment of the knowledge and competences acquired, as defined and specified in the lesson plans.

## TRAINING IMPLEMENTATION

The implementation phase is where the training program is realized, including the scheduling of training activities and organization of any related resources (facilities, equipment, etc.). The e-learning process is based on self-learning where the participants will learn by themselves the different training modules and the trainer/facilitator will accompany them during the whole process.

When selecting delivery formats, a number of factors must be considered, including:

- learner-related factors;
- technology aspects;
- organizational requirements

Know the background of each trainee It is important to be familiar with the background of each trainee. This includes:

- understanding what experience the trainee already has in course's topics
- being aware of any training programs the trainee has already attended



The implementation process of the training Units has to follow this sequence:

#### Prior to implementation

- Review materials
- Confirm roles and responsibilities

#### During first session

- Clarify expectations and learning objectives
- Review the agenda and the methodologies
- Establish ground rules
- Set up feedback mechanisms

#### Throughout the entire course

- Remember facilitation roles, tips and challenges
- Record all the results and document as much as possible
- Reflect and wrap-up

The use of various learning options can stimulate learner participation and interaction, discussion, debates, polling activities, dyadic learning partnership exchanges.

Describe the aim and objectives of the training module

- Explain the training module timetable and the learning process.
- Monitor the delivery time.
- During the delivery, ask and gain Feedback by the participants. Facilitate feedback from participants, asking them to provide one comment on what the trainee did well, followed by one comment on what can be improved.
- Improve participant's performance by using communication tools and other intervention methods

## TRAINING EVALUATION AND ASSESSMENT

Elearning assessment is allowing the Trainer/Facilitator to gauge the depth of an online learner's understanding. As a result, the Trainer/facilitator can improve proficiency and productivity by identifying areas for improvement, helping to track online learners progress and bridge knowledge gaps. The e-learning course requires good assessment techniques analyse what has already been



learned, what still needs to be reviewed. If assessment is designed to measure the effectiveness of curriculum, then curriculum should also be driven by the results of previous assessment. This cycle ensures that learners are always moving forward on their own learning continuum. The planned training material include different exercises for each training unit that will support to implement a progress assessment of the learners during the whole e-learning process, in order to establish during the implementation phase which is their level of knowledge acquired, which are potential and eventual lacks or gaps. Through assessment, the Trainer/facilitator gains the requisite information for choosing and utilizing those teaching strategies that best help a learner progress towards the goals of a project. A side the exercises, the Trainer/Facilitator can also use other important tools to evaluate and assess the learners 'performances and to establish their level of knowledge acquired and awareness about the training units' topics. These tools are:

- **Open-ended questions** are one of the simplest and straightforward qualitative eLearning assessment methods. There are no right or wrong answers. Instead, online learners must reflect on the topic and draw their own conclusions. They may even discover that their current assumptions or beliefs are holding them back. The only caveat is that open-ended questions are challenging to grade.
- **eLearning forums and Online Discussions** give to the learners the ability to share ideas, explore topics, and improve their comprehension. Meaningful online discussions naturally occur and learners reveal their level of understanding. The Trainer/Facilitator can guide the online discussion by posting prompts and thought provoking questions.

In order for assessment to promote learning, three elements must be in place:

- A clear understanding of the learning goals;
- Information about where the learner is in relation to those goals;
- A plan for closing the gap between what the learner knows and needs to know.

Assessing learners progress also directly impacts how you deliver instruction by helping you to modify learning goals and plan the direction and pace of activities as necessary. At the end of the session, you'll measure overall learning and identify areas for each learner's continued growth and development. This assessment process is a form of assessment that requires learners to perform real-



world tasks that demonstrate meaningful application of essential knowledge and skills. The online assessment could include such procedures as rating criteria on a scale, observing learner performances, critiquing learner products, conducting interviews, and reviewing a learner's previous performance. This more inclusive model of assessment broadens the kind of information that is collected about learners and the way that this information is used to evaluate learner learning. The online assessment is not merely the random recall of previously covered material, but instead builds upon the strengths that all learners bring to the learning situation and examines how competencies overlap and connect with one another. Instruction, learning, and assessment are all connected and are integrated on an interdisciplinary approach. In fact, as learners continue to use more dynamic, interactive tools to learn, adopting a broader approach to assessment is more appropriate.

## THE ROLE OF THE TRAINER/FACILITATOR

In essence, e-learning process involves two types of interaction: interaction with content and interpersonal interaction, (i.e., interaction with other people). It is important to provide an environment in which both kinds of interaction can occur. Different channels of communication can hinder or facilitate interpersonal and interaction with content. It is a combination of technologies and media that provide an environment rich in various opportunities for interaction that the trainer/facilitator can use. Interpersonal interaction doesn't necessarily require real-time (synchronous) communication. Therefore, interaction among Trainer/Facilitator and learners can be independent of time and place.

Trainer/Facilitator in offline situations has certain established roles providing leadership, focus, stimulation for group interaction, support, team building, refereeing, dealing with problems, timekeeping, responding to member feedback and group regulation. These may also be needed online, but there are also differences in text-based and synchronous web interactions. Communication has a few more challenges, plus there are the advantages and disadvantages of electronic tools. The Trainer/Facilitator has to ensure participants can access the learning platform easily, develop and sustain ideas for creating collaborative online learning and to



ensure the most appropriate tools and measures to facilitate and allow that the learning is applied back in the workplace by the participants.

The Trainer/Facilitator must be constantly aware that the higher the content density of the materials to be learned, the more self-pacing is becoming the responsibility of the learner. For this reason, the training contents will be delivered via recorded media such as text, videos and others materials, all of which can be revisited by the learner at his/her convenience and individual pace. The trainer/facilitator must make participants comfortable with the system and the software that the e-learning process is using. The ultimate technical goal for the trainer/Facilitator is to make the technology transparent. When this is done, the learner may concentrate on the academic task at hand. The Trainer has the responsibility of managing human and technical resources in the use of techniques and tools such as:

- IT Platform structured in training modules and lessons with specific objectives and contents;
- Virtual demonstrations through videos highlighting the practical component of the contents;
- Areas of interaction and activity development: discussion and clarification, continuous feed-back
- forum and e-mail;

The Trainer/facilitator must ensure the participation of all Trainees, promoting:

- Easy individual access to the system;
- Creation of online identity and interaction;
- Spirit of initiative and the exchange of knowledge and experience;
- Collaboration and commitment to meet challenges;
- Additional benefits from helping participants to achieve their personal goals, integrating e-learning with other forms of learning and reflecting on the whole process.

The trainer/facilitator fulfils several roles during the learning process and the delivery of the training modules as:

- To help the participants bring forth what they already know (but perhaps don't yet recognize)
- To coach and advise to the participants as they wrestle with managing potentials different kind of conflicts and un-satisfactions.



- At the beginning of the training module, it is useful to help the participants see where the unit fits into the e-learning process.
- Briefly state the purpose of the module, and give definitions of any new terms.
- Support discussion and dialog (foster communication). Understanding conversational dynamics, the power of rephrasing, asking good questions and surfacing meaning moves conversation forward.
- Supporting sociability, relationship and trust building – particularly important for teams and bounded groups or where there is a lot of interdependent tasks and interactions.
- Work with full understanding of diversity in learning style, culture and personal styles
- Provide basic help as needed with the tools
- Anticipate and work with potential conflicts to allow emergence of new ideas

## HOW TO ENGAGE AND MAINTAIN ATTENTION OF LEARNES

The use of different interactions with the learners should always be carefully planned and abide to the rules and objectives established in the course session plans. Despite being at a distance, the Trainer/facilitator should promote debate, critical capacity, autonomy, dialogue, negotiation and collaboration. It is essential to develop interactions and interpersonal relationships among participants and to create the necessary conditions for knowledge to circulate, be shared and (re) constructed by the learners. Keeping learners engaged in the course is a vital function of an effective Trainer/Facilitator, that should create a learning environment that facilitates learner's engagement in the virtual classroom.

In order to achieve these goals, the Trainer/Facilitator should:

- Promoting the spirit of individual and collective learning;
- Recognizing the difference and promoting the inclusion and active participation of all;
- Being present and available on the platform, giving clarification and support to the needs of learners;
- Developing mediation on potential critical situations or problems
- Record any request by the learners for clarification or for in depth analysis of specific topic and answer quickly in order to make feel the learner that is considered and is important



- Ask to the learners about their feedback and opinions about the contents learned in the training module to keep them active and proactive toward the e-learning process
- Share with the others learners the questions gained from a learner and the answers gave in order to improve the whole active participation
- Provide substantive feedback and positive critique. Although learners might require corrective criticism, we can always provide encouraging comments.

The keys for instilling within learners a sense of urgency, motivation, and desire to excel through the most appropriate use of their time, technology and resources, depends by many different factors that are strict connected. It is necessary to capture their attention for the duration of the course. So, the Trainer/Facilitator should constantly evaluate and chose how to keep learners engaged in quality learning while operating within the challenges of physical separation in time and distance. It is important that learners can comment and exchange ideas about course activities or contribute to group learning by sharing their knowledge about a specific domain. The trainer/facilitator can ask learners to bring concrete examples of how the concepts learned during the course apply to their specific situations. A relevant approach in this sense is also to promote and to sustain discussions that can be initiated by participants. It is important that the system track conversations so that the trainer/facilitator can review them afterwards and evaluate participants' involvement in the course. On the end, to be accessible and respond to learner's inquiries in a timely manner is one of the most important task. In this sense is important to have an established and well-publicized timeframe for responding to student inquiries.

## SUGGESTIONS AND RECCOMANDATIONS HOW TO MANAGE AND FACILITATE THE ONLINE TRAINING PROGRAM

According to the different stages of the self e-learning process, the Trainer/facilitator should follow several steps and to have in mind important suggestions and recommendations, in order to ensure an easy and friendly flow of the whole e-learning process and to allow the learners to acquire the expected skills and knowledge and to avoid potentials problems and barriers.

### Meeting Learners Needs





Consider the following strategies for meeting learners' needs:

- Assist learners in becoming both familiar and comfortable with the delivery technology, and prepare them to resolve the technical problems that might arise. Focus on joint problem solving, not placing blame for the occasional technical difficulty.
- Make learners are aware of and comfortable with new patterns of communication to be used in the course.
- Be sensitive to different communication styles and varied cultural backgrounds. Remember, for example, that learners may have different language skills, and that humor is culturally specific and won't be perceived the same way by all.
- Remember that learners must take an active role in the distance delivered course by independently taking responsibility for their learning.
- Be aware of learners' needs in meeting standard project deadlines

### Improving Interaction and Feedback

Using effective interaction and feedback strategies will enable the trainer/facilitator to identify and meet individual learners needs while providing a forum for suggesting course improvements.

The need for interaction have generally some important guidelines for Trainer/facilitator organizing course for distant learning of the learners:

- Learners value timely feedback regarding course assignments, evaluations and exams.
- Learners benefit significantly from their involvement in small learning groups. These groups provide support and encouragement along with extra feedback on course assignments. Most importantly, the groups foster the feeling that if help is needed it is readily available.
- Learners are more motivated if they are in frequent contact with the Trainer/facilitator. More structured contact might be utilized as a motivational tool.
- The development of personal supports and relations with learners and who are familiar with equipment and other course materials increases learner's satisfaction with courses.
- The use of technologies such as computers, chats, mails can also provide learner support and interaction opportunities.

To improve interaction and feedback, consider the following:





- Use pre-class study questions and advance organizers to encourage critical thinking and informed participation on the part of all learners. Realize that it will take time to improve poor communication patterns.
- Integrate a variety of delivery systems for interaction and feedback, including one-on-one and conference calls, e-mail, video, and computer conferencing.
- Use e-mail for feedback regarding course content, relevancy, pace, delivery problems, and instructional concerns.
- Stimulate interaction when distant students are hesitant to ask questions or participate.
- Contact on individual learners to ensure that all participants have ample opportunity to interact.

### Improving Planning and Organization

Suggestions for planning and organizing a distance delivered course include:

- Before developing something new, check and review existing materials for content and presentation ideas.
- Make sure you understand the strengths and weaknesses of various delivery systems (audio, video, data, print, etc.) not only in terms of how they are delivered (satellite, microwave, fiber optic cable, etc.) but in terms of learning styles and course requirements.



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## Lesson plan

### Module 1 - Obstacles of EU citizens claiming their citizenship rights

#### Knowledge

1. Knowledge of main obstacles registered and classified by mobile EU citizens on claiming their citizenship rights.

#### Attitude

2. Understanding potential obstacles of EU citizen.
3. Contextualization of the potential obstacles on specific right claiming.
4. Advising EU mobile citizens on claiming their rights preventing obstacles.

#### Skills

5. Ability to advise and support EU mobile citizens how to overcome potential obstacles, on claiming their citizenship rights.
6. Ability to support EU mobile citizens to prevent obstacles and critical situations.



## Lesson 1 “The main obstacles encountered by mobile EU citizens in hosting countries”

(3 hours = 180 min)

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1	10 minutes	<b>Unit 1 - Introduction</b> Introduction about the structure of the Module 1, as well as the learning outcomes and agenda of the Lesson 1.	Word/PDF file	
	10 minutes	<b>Unit 2 - Evaluation</b> of the knowledge at the beginning of the Module	Quiz	
K1	15 minutes	<b>Unit 3 - Warm up</b> <b>Main definitions</b> (EU citizenship, EU citizenship rights)	Videos on the topic, Word/PDF file	Social inclusion, reasons of mobility
K1, A2	20 minutes	<b>Unit 4 - Reflection and statistic data</b> about social inclusion and why it matters	Word/PDF file with the list of the questions	Social inclusion, reasons of mobility
K1, A2	20 minutes	<b>Unit 5 - Reading</b>	Links to 2 articles	Social inclusion, reasons of mobility
K1, A2	20 minutes	<b>Unit 6 - Reflection</b>	Word/PDF file with the list of the questions	Main obstacles faced by EU mobile citizens when claiming their EU citizenship rights



K1, A2	20 minutes	<b>Unit 7 – Exercise (part a)</b> on the obstacles faced by EU mobile citizens when claiming the EU citizenship rights	Open question	Obstacles on claiming the EU citizenship rights
K1, A2, A3	40 minutes	<b>Unit 8 - Theoretic part</b> The main obstacles encountered by EU citizens living abroad claiming their rights. Contextualization of the potential obstacles on specific right claiming	PPT	EU citizenship rights, potential obstacles on claiming the rights
K1, A2	15 minutes	<b>Unit 9 - Exercise (part b)</b> on the obstacles faced by EU mobile citizens when claiming the EU citizenship rights	Open question	Obstacles on claiming the EU citizenship rights
K1, A2, A3	10 minutes	<b>Unit 10 - Overview</b> (conclusions of the lesson)	PPT	



## Lesson 2 “Origins and causes that determine the obstacles EU mobile citizens face”

(3 hours = 180 min)

Learning outcome	Duration (minutes)	Activity	Material	Topics
	5 minutes	<b>Unit 1 - Introduction</b> about the learning outcomes and agenda of the Lesson 2.	Word/PDF file	
K1, A2, A3	15 minutes	<b>Unit 2 - Exercise</b> review of the Lesson 1	Complete the sentence (Matching Quiz)	Main obstacles faced by EU mobile citizens when claiming their EU citizenship rights
K1, A2	20 minutes	<b>Unit 3 - Reflection</b>	Word/PDF file with the list of the questions	Analysis of common factors among the obstacles faced by EU mobile citizens when claiming their EU citizenship rights
K1, A2	50 minutes	<b>Unit 4 - Theoretic part</b> The main origins and causes that determine the obstacles faced by EU mobile citizens	PPT	The main origins and causes that determine these obstacles
K1, A2	20 minutes	<b>Unit 5 - Case study</b> about the causes that determine the obstacles faced by EU mobile citizens	Word/PDF file	The main origins and causes that determine these obstacles



K1, A2, A3	20 minutes	<b>Unit 6 - Exercise</b> Which are the common factors among the obstacles detected	Complete the affirmations	Analysis of common factors among the obstacles faced by EU mobile citizens when claiming their EU citizenship rights
K1, A2, A3	15 minutes	<b>Unit 7 - Reflection</b> on the topic	Word/PDF file	Origins, causes, and common factors of the obstacles faced by EU mobile citizens when claiming their EU citizenship rights
K1, A2, A3	25 minutes	<b>Unit 8 - Theoretic part</b> common factors among the obstacles faced by EU mobile citizens when claiming their EU citizenship rights	PPT	Analysis of common factors among the obstacles faced by EU mobile citizens when claiming their EU citizenship rights
	10 minutes	<b>Overview</b> (conclusions of the lesson)	PPT	





## Lesson 3 “The consequences of the obstacles EU mobile citizens face”

(3 hours = 180 min)

Learning outcome	Duration (minutes)	Activity	Material	Topics
	5 minutes	<b>Unit 1 - Introduction</b> about the learning outcomes and agenda of the Lesson 3.	Word/PDF file	
K1, A2, A3	15 minutes	<b>Unit 2 - Exercise</b> review of the Lesson 2	Complete the sentence (Matching Quiz)	Origins, causes, and common factors of the obstacles faced by EU mobile citizens when claiming their EU citizenship rights
A2, A4	20 minutes	<b>Unit 3 - Reading</b> The consequences of the obstacles faced by EU mobile citizens	Link to an article	Consequences of the obstacles faced by EU mobile citizens
A2, A4	40 minutes	<b>Unit 4 - Theoretic part</b> The consequences of the obstacles faced by EU mobile citizens	PPT	Consequences of the obstacles faced by EU mobile citizens
A4, S6	30 minutes	<b>Unit 5 - Case study</b> about obstacles and critical situations faced by EU mobile citizens	Word/PDF file	Ability to advise and support EU mobile citizens on claiming their rights preventing obstacles
A4, S6	30 minutes	<b>Unit 6 - Theoretic part</b> Defining the obstacles that can be prevented	PPT	Support EU mobile citizens to prevent obstacles and critical situations



A4, S6	20 minutes	<b>Unit 7 - Reflection</b> on the topic	Word/PDF file	Ability to advise and support EU mobile citizens on claiming their rights preventing obstacles
	10 minutes	<b>Unit 8 - Overview</b> (conclusions of the lesson)	PPT	

## Lesson 4 “How to overcome the obstacles of EU citizens claiming their citizenship rights”

(3 hours = 180 min)

Learning outcome	Duration (minutes)	Activity	Material	Topics
	5 minutes	<b>Unit 1 - Introduction</b> about the learning outcomes and agenda of the Day 4.	Word/PDF file	
A2, A4, S6	15 minutes	<b>Unit 2 - Exercise</b> review of the Day 3	Complete the sentence (Matching Quiz)	Consequences of the obstacles faced by EU mobile citizens, how to advise and support EU mobile citizens on claiming their rights preventing obstacles
A2, S5	30 minutes	<b>Unit 3 - Case study</b> about obstacles and critical situations faced by EU mobile citizens	Word/PDF file	How to face and overcome the identified obstacles
A2, S5	50 minutes	<b>Unit 4 - Theoretic part</b> How to face and overcome the identified obstacles	PPT	Advising EU mobile citizens on how to overcome potential obstacles
A2, S5	20 minutes	<b>Unit 5 - Reflection</b> on the topic	Link to an article and a Word/PDF file	Advising EU mobile citizens on how to overcome potential obstacles



A2, A3, S5	30 minutes	<b>Unit 6 - Case study</b> about obstacles and critical situations faced by EU mobile citizens	Word/PDF file	Ability to advise and support EU mobile citizens on claiming their rights to overcome potential obstacles
A3, A4, S5, S6	10 minutes	<b>Unit 7 - Overview</b> (conclusions of the lesson)	PPT	
	20 minutes	<b>Unit 8 - Final evaluation</b>	Quiz on the materials of the Module 1	



## Lesson plan

### Module 2 - Best Practices on facilitating access to EU citizens' rights

#### Knowledge

1. Knowledge of existing best practices in political inclusion policies
2. Knowledge of EU services that can be accessed by mobile EU citizens who need help or advice

#### Attitude

3. Proactivity in proposing activities and initiatives that could improve political inclusion of mobile EU citizens
4. Ability to proactively approach mobile EU citizens and inform them about the possibility to register on the electoral lists at the moment they meet the civil servant for the first time.

#### Skills

5. Ability to identify best practices based on the transferability assessment
6. Ability to suggest appropriate EU service to EU mobile citizens looking for help on their rights





## LESSON 1

Learning outcome	Duration (minutes)	Unit	Material	Topics
K1, A3,A4, S5, S6	5 minutes	<b>Unit 1 Introduction</b> Introduction about the structure of the Unit	A pdf file	<ul style="list-style-type: none"> <li>The unit will explore the best practices across EU 28 in facilitating access to EU citizens' rights.</li> <li>It will present the EC services available to EU citizens to claim their rights.</li> </ul>
K1	15 minutes	<b>Unit 2 Theoretic part</b> Statistical information on EU mobile citizens' political participation	A PPT file	Provides statistical information on political participation of mobile EU citizens



K1	10 minutes	<b>Unit 3 Exercise</b> EU citizens' political rights	Online exercise	Exercise on EU citizens' political rights and their participation
K1, S5	5 minutes	<b>Unit 4 Warm up</b> Video	A video	An interactive video on the definition of best practices
K1, S5, A4	30 minutes	<b>Unit 5 Reflection</b> The municipality's interest in political inclusion of mobile EU citizens.  Has my municipality done anything to improve political inclusion of mobile EU citizens?  Sharing thoughts with other participants on online forum	Online reflection	The document will contain several questions regarding the unit topics, e.g.: <ul style="list-style-type: none"> <li>• What do I know about mobile EU citizens living in my municipality?</li> <li>• What does my municipality do to reach to mobile EU citizens?</li> <li>• Why don't mobile EU citizens participate in the local elections?</li> </ul>
K1, S5, A2, A3	45 minutes	<b>Unit 6 Theoretical part</b>	A PPT file	The documents will give information



		<ul style="list-style-type: none"> <li>Provides a definition of “best practices”</li> <li>Explains the issue of transferability</li> <li>Explain IMPEU’s work on identifying best practices</li> <li>Provides several examples of best practices</li> </ul>		regarding the definition of best practices, transferability assessment and political participation of EU citizens
K1, S5,	10 minutes	<b>Unit 7 Exercise</b> Read about the Participation Matters project, which was selected among the best practices, and evaluate it based on the transferability criteria	Online exercise	Evaluation of a practice
S5	20 minutes	<b>Unit 8 Case study</b> Assess the transferability	Online case study	Assessment of transferability – can it work for me?
K1, S5, A3	40 minutes	<b>Unit 9 Individual work</b> Reading the report on best practices	A pdf file	The document provides and overview of best practices identified by IMPEU partners
Total Duration	180 minutes			

LESSON 2





Learning outcome	Duration (minutes)	Unit	Material	Topics
K1, A3, A4, S5	5 minutes	<b>Unit 1 Introduction</b> About the agenda and learning outcomes of Day 2	A pdf file	The best practices across EU 28 in facilitating access to EU citizens' rights
K1, A3, A4, S5	30 minutes	<b>Unit 2 Theoretic part</b>	A PPT file	Analysis of two best practices
K1, A3, A4, S5	20 minutes	<b>Unit 3 Warm up</b> Video presentation of several best practices	A video	Best practices
K1, A3, A4, S5	10 minutes	<b>Unit 4 Reflection</b> About the video: <ul style="list-style-type: none"> <li>- What do you think about the presented initiatives?</li> <li>- Would it be feasible in your municipality?</li> </ul>	Online reflection	The document will contain at least 5 questions regarding the video(s)
K1, A3, A4, S5	20 minutes	<b>Unit 5 Theoretic part</b> Description, using examples with questions and answers, documents and others, regarding the best practices run by municipalities	A PPT file	Differences between good and bad practices, based on the IMPEU analysis



K1, A3, A4, S5	35 minutes	<b>Unit 6 Exercise</b> Design the best practice for your commune	Online exercise	Characteristics of best practices
K1, A3, A4, S5	30 minutes	<b>Unit 7 Case study</b> Reading about a practice undertaken by a municipality and answering a few questions	Online case study	Implementing best practices
K1, A3, A4, S5	30 minutes	<b>Unit 8 Individual work</b> Evaluation report from the Vote Brussels campaign	Online work	More information on how to successfully implement a campaign aimed at improving political participation of mobile Eu citizens
Total Duration	180 minutes			





**LESSON 3**

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Unit</i>	<i>Material</i>	<i>Topics</i>
K1, A2, A3, S4	15 minutes	<b>Unit 1 Overview</b> Revision of Lessons 1&2	A pdf file	Best practices in political inclusion policies
K2, S6	5 minutes	<b>Unit 2 Introduction</b> Agenda and learning outcomes	A pdf file	EU advice services available for mobile EU citizens
K2, S6	30 minutes	<b>Unit 3 Reflection</b> Do you know any EU services that EU citizens can use in case they have any questions regarding their rights?	Online reflection	The document will contain at least 5 questions regarding this lesson topics
K2, S6	40 minutes	<b>Unit 4 Theoretic part</b> <ul style="list-style-type: none"> <li>• Presentation of Your Europe Advice (YEA)</li> <li>• Cases Your Europe Advice deals with</li> </ul>	A PPT file  A link to an external video  Available reports	The documents will give information and contents regarding the functioning of YEA service and cases where civil servants can re-direct citizens to this service





K2, S6	40 minutes	<b>Unit 5 Theoretic part</b> <ul style="list-style-type: none"> <li>• Presentation of SOLVIT service</li> <li>• Cases SOLVIT deals with</li> </ul>	<p>A PPT file</p> <p>A link to an external video</p> <p>Available reports</p>	The documents will give information and contents regarding the functioning of SOLVIT service and cases where civil servants can re-direct citizens to this service
K2, S6	15 minutes	<b>Unit 6 Exercise 4</b> Knowledge of SOLVIT and YEA service	Online exercise	The file will test participants' knowledge of SOLVIT and YEA
K2, S6	15 minutes	<b>Unit 7 Case study</b> Knowledge of SOLVIT and YEA service	Online case study	Participants' knowledge of SOLVIT and YEA
Total Duration	160 minutes			

#### LESSON 4

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Unit</i>	<i>Material</i>	<i>Topics</i>
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K2, S6	5 minutes	<b>Unit 1 Overview</b>	A PPT file	Information about YEA and SOLVIT, example of cases they deal with
K2, S6	30 minutes	<b>Unit 2 Theoretic part</b> <ul style="list-style-type: none"> <li>• Presentation of Europe Direct Contact Centre (EDCC)</li> <li>• Cases Europe Direct deals with</li> </ul>	A PPT file A link to an external video EDCC activity reports	Information regarding the functioning of EDCC and cases where civil servants can re-direct citizens to this service
K2, S6	30 minutes	<b>Unit 3 Reflection</b> Europe Direct Contact Centre	Online reflection	Information regarding the functioning of Europe Direct service and cases where civil servants can re-direct citizens to this service
K2, S6	25 minutes	<b>Unit 4 Exercise</b> Which service would be appropriate to deal with this problem?	Online exercise	Differences between SOLVIT, YEA and EDCC
K2, S6	25 minutes	<b>Unit 5 Theoretic part</b> <ul style="list-style-type: none"> <li>• Other services available to EU citizens (European Consumer Centres, EURES, Enterprise Europe Network)</li> </ul>	A pdf file	Information on other available services to EU mobile citizens and how they can help





K2, S6	20 minutes	<b>Unit 6 Reflection</b> What do you think about the presented services? Should they be promoted more intensively?	Online reflection	Advice services available to EU mobile citizens and how they can help
K2, S6	20 minutes	<b>Unit 7 Case study</b> Match the case studies with the right service	Online case study	Advice services available to EU mobile citizens and how they can help
K2, S6	20 minutes	<b>Unit 8 Revision</b> The summary of the Module 2	A PPT file	<ul style="list-style-type: none"> <li>The best practices across EU 28 in facilitating access to EU citizens' rights.</li> <li>The EC services available to EU citizens to claim their rights</li> </ul>
K1, K2, A3, A4, S5, S6	25 minutes	<b>Unit 9 Final assignment</b>	Online quiz	Quiz on the learnings of Module 2
Total Duration	200 minutes			



## Lesson plan

### Module 3 - Q&A "Know Your Rights as European citizen"

#### Knowledge

1. European legislations and regulations on rights of mobile citizens

#### Attitude

2. Abilities to transfer and to use the appropriate knowledge how the EU mobile citizens live their rights
3. Ability to identify the rights that derive from the EU citizenship
4. Ability to gather and process information

#### Skills

5. Social and civic skill
6. Public advocacy
7. Mentorship-relationship





## LESSON 1: Getting Started

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, A2,A3, S4, S5, S6	10 minutes	<p><b>Unit 0 Theoretic Part</b></p> <p>Introduction about the structure of the Unit, as well as the main aims and learning outcomes and duration of Module 1</p>	Power point presentation	Total overview of all lessons & units
K1, A2,A3, S4, S5, S6	10 minutes	<p><b>Unit 1 Introduction - Quiz</b></p> <p>Quiz (evaluation of the knowledge at the beginning of the Unit)</p>	Quiz (6 questions)	General questions about EU mobile citizens
A2, A3, A4,S4	10 minutes	<p><b>Unit 2 Warm up - Warm up: Your EU rights</b></p> <p>Video</p>	Link to an external video: Your EU citizenship rights	<p>The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as:</p> <ul style="list-style-type: none"> <li>• EU citizenship rights</li> <li>• Rights of the European citizens for their free movement</li> </ul>



<p>K1, A2, A3, S4,</p>	<p>20 minutes</p>	<p><b>Unit 3 Reflection</b> about the rights of the European citizens living abroad by answering the questions like: Do I know exactly which are the full rights of European citizens living abroad?</p>	<p>List of the 10 questions for a reflection and a briefing about the Free movement</p>	<p>The document will contains 10 questions regarding the unit topics: EU mobile citizens' rights, with particular reference to:</p> <ul style="list-style-type: none"> <li>• Overview of the rights of a European citizen living abroad</li> <li>• EU citizenship</li> <li>• Public servants knowledge on related issues</li> </ul>
	<p>30 minutes</p>	<p><b>Unit 4 Theoretic part</b></p> <ul style="list-style-type: none"> <li>• Provides an overview on the rights of European citizens living abroad</li> <li>• Provides practical issues and examples to better understand the main Unit contents</li> <li>• Increases the perception, awareness and understanding of the rights of European citizens living abroad</li> </ul>	<p>PPT</p>	<p>The PPT gives information regarding the rights of European citizen living abroad, facing different specific situations and in specific contexts .</p> <p>The unit explores the rights of European citizens living abroad and which are the main relevant question regarding this topic, with reference to:</p> <ul style="list-style-type: none"> <li>• EU citizenship</li> <li>• Overview of rights (free movement, free movement of workers, travel, residence rights, political participation, healthcare)</li> </ul>



K1, A2, A3, S4	20 minutes	<b>Unit 5 Exercise</b> Rights of European citizen living abroad	Online Quiz	5 Multiple choice questions about the Main rights of European citizens living abroad
Total Duration	100 minutes			

### LESSON 2 - Free movement & residence rights

Learning outcome	Duration (minutes)	Activity	Material	Topics
A2, S3	10 minutes	<b>Unit 1 Warm up</b> Short Introduction to the topics & Video	External video	The link to a video, from YouTube from the EU parliament, showing an interesting aspect related to the contents Unit, about : <ul style="list-style-type: none"> <li>• The right to free movement Schengen Area</li> <li>• With emphasis to the free movement of workers</li> </ul>
A2, S3, S4	20 minutes	<b>Unit 2 Reflection</b> about the rights of an European citizen living abroad and the issues related to the residence registration: Does my listener correct understood which are its rights for the residence registration?	Online Reflection based on a list of 10 questions for a reflection	10 questions are listed, regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Rights of European citizens for residence registration</li> </ul> The participants can use the open response assessment area, I order to provide their thoughts and replies



K1, A2, A3, S4	20 minutes	<b>Unit 3 Case Study</b> Rights of European citizens for residence registration	<b>Case Study</b>	Comment on a hypothetical scenario and reflection about their reaction if such a scenario would actually take place. The participants can use the open response assessment area, in order to provide their thoughts and replies
K1, A2, S	30 minutes	<b>Unit 4 Theoretic part</b> Description, documents regarding the main pillars about the residence registration for the European citizens living abroad	PPT: Free movement & residence rights	The document (PPT presentation) gives information and contents regarding the main issues and relevant information regarding the rights of a European citizen for residence registration and free movement and the required documents.
Total Duration	80 minutes			

### LESSON 3 - Healthcare

Learning outcome	Duration (minutes)	Activity	Material	Topics
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A2, A3, S4,S5	1 minutes	<b>Unit 1 Warm up</b> Video	External video	<ul style="list-style-type: none"> <li>The link to a video, as on YouTube, about the rights of European citizens to access to healthcare. The video is about the European Health Insurance Card.</li> </ul>
A2, A3, S4,S5	15 minutes	<b>Unit 2 Reflection</b> about the rights of European citizens living abroad regarding the access to the healthcare system and its procedures: -Does the learner know which are its rights regarding the access to healthcare?	List of 5 questions for a reflection about the healthcare in the EU	<p>The document contains 5 questions regarding the unit topics, with particular reference to:</p> <ul style="list-style-type: none"> <li>Rights of European citizens to access to healthcare</li> </ul>
K1, A2, A3, S4	25 minutes	<b>Unit 3 Case study</b> Rights of European citizens to access to healthcare	Provision of 2 case studies, retrieved from: Anec.	<p>2 Case studies on this topic and 2 questions.</p> <p>The participants can use the open response assessment area, in order to provide their thoughts .</p>
A2, A3, S4,S5	49 minutes	<b>Unit 4 Theoretic part</b> <ul style="list-style-type: none"> <li>Rights to access to the healthcare system, procedures, conditions, comparison with other European systems</li> </ul>	PPT	The PPT gives information and contents regarding the Rights of European citizens to access to healthcare, the European Health Insurance Card, the documents needed for healthcare, and about the



				treatment in another EU member state. Moreover, it list interesting EU portals on the issue, such as: Your Europe et al. ( <a href="https://europa.eu/youreurope/citizens/health/index_en.htm">https://europa.eu/youreurope/citizens/health/index_en.htm</a> )
Total Duration	90 minutes			

**LESSON 4 - Access job market**

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, A2, A3, S4,S5	2 minutes	<b>Unit 1 Warm up</b> Video	External video	The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit.. The video is about the posted workers in the EU.
K1, A2, A3, S4,S5	15 minutes	<b>Unit 2 Reflection</b> about the communication listening and understanding with our counterpart: Do the citizens understand and have full awareness of the procedures to access to the job market?	List of 5 questions for a reflection	The unit offers 5 questions for reflection, regarding the unit topics, with particular reference to: Rights of European citizens to the job market



K1, A2, A3, S4, S5, S6	63 minutes	<b>Unit 3 Theoretic part</b> <ul style="list-style-type: none"> <li>Procedures and conditions to access to the job market</li> <li>Prerequisites and definition of regalements to access to the job market</li> </ul>	Link to the PPT	The PPT gives information and contents regarding the Rights of European citizens to access job market <ul style="list-style-type: none"> <li>Free movement of workers</li> <li>EU law</li> <li>EU tools to assist the mobility of workers</li> <li>Suggested pathways for reading on the topic</li> </ul>
K1, A2, A3, S4	20 minutes	<b>Unit 4 Exercise</b> Rights as European citizens to access job market	Quiz	5 questions, retrieved from Your Europe advice, about: European citizens' rights as to access job market
Total Duration	100 minutes			

**LESSON 5 - Participation to the Political life at local level**

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, A2, S4, S6	10 minutes	<b>Unit 1 Warm up</b> Proposed activity for reflection	Exercise	Exercise related to: <ul style="list-style-type: none"> <li>Participation to the Political life at local level</li> </ul>



				The participants can use the open response assessment area, in order to provide their thoughts .
K1, A2, S4, S6	20 minutes	<b>Unit 2 Reflection</b> about the participation of EU mobile citizens to the local political life: Do the citizens know in what and how to participate into the local political life?	A list of 5 questions for a reflection	5 questions are proposed for reflection, regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Participation to the Political life at local level</li> </ul>
K1, A2, S4, S6	50 minutes	<b>Unit 3 Theoretic part</b> Participation to the Political life at local level	PPT	The PPT gives information and contents regarding the participation of mobile citizens to the political life into their communities and their rights to express their political position such as: <ul style="list-style-type: none"> <li>• voting in local, national and EU elections, getting in the electoral roll</li> <li>• participating in a political discussion and life</li> </ul>
K1, A2, A3, S4	10 minutes	<b>Unit 4 Exercises</b>	Answer to multiple choice questions question	Reply to multiple choice questions:



		Participation to the Political life at local level		How to be aware of the opportunities to participate to the Political life at local level
Total Duration	90 minutes			

### LESSON 6 - EU Elections

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Activity</i>	<i>Material</i>	<i>Topics</i>
K1, A2, A3, S4,S5	4 minutes	<b>Unit 1 Warm up</b> Video	External video	The eternal video, is about the right to vote in the European elections
K1, A2, A3, A4, S4,S5	20 minutes	<b>Unit 2 Reflection</b>	Learners have to reflect the question: "What would you recommend an EU mobile citizen to do, in order to vote for the EU elections in the host country?"	The learners can use the Open response assessment area, below the question, in order to write any ideas on this question.



K1, A2, A3, S4	20 minutes	<b>Unit 3 Case study</b>	Comment on article and reply to 2 questions	About EU mobile citizens democratic participation on EU elections
K1, A2, A3, S4, S5	36 minutes	<b>Unit 4 Theoretic part</b> EU elections	PPT	The PPT gives information regarding the: History of EU elections, Voting in EU members, EU elections, Voting Rights For EU Citizens Living Abroad, Rights of European to vote and stand as a candidate at EU elections
<b>Total Duration</b>	<b>80 minutes</b>			

**LESSON 7- Who supports the EU mobile citizens and what tools they have for claiming their rights?**

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Activity</i>	<i>Material</i>	<i>Topics</i>
K1	10 minutes	<b>Unit 1 Warm up</b> Video	External video	The video is entitled Have your say – your voice matters and provides information on citizens' consultation process.
K1, A5, S5	20 minutes	<b>Unit 2 Reflection</b>	A list of 3 questions for a reflection	The document contains 3 questions regarding the unit topics, with



				particular reference to European Citizens' Initiative, right of petition to the European Parliament and EU mobile citizens participation in the EU policymaking
K1, A5, S5	10 minutes	<b>Unit 3 Case Study</b>	Reply or reflect on a question	One question to serve as case study. Learners must think how they would draft a proposal on advancing the tools available for assisting EU mobile citizens claim their rights,
K1, A5, S5	30 minutes	<b>Unit 4 Theoretic part</b> Who supports the EU mobile citizens and what tools they have for claiming their rights?	PPT	The PPT gives information and contents regarding the topics : <ul style="list-style-type: none"> <li>• How to report a breach of their rights</li> <li>• How to make a complaint when the rights are not respected</li> <li>• Petitions</li> <li>• European Ombudsman</li> <li>• Public consultations and ways to give feedback</li> <li>• The awareness of the full rights and its application on different contexts and situations</li> </ul>
K1, A2, A3, S4	20 minutes	<b>Unit 5 Exercise</b>	5 multiple choice Questions	Reply to 5 multiple choice questions on the topic: when the rights are not



				respected. how to report breach of someone's rights. What to do in this situation?
Total Duration	90 minutes			

**LESSON 8- What an EU mobile citizen can do if his/her rights have been breached?**

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, A2, S4, S6	2 minutes	<b>Unit 1 Warm up</b> Video	External video	The video, shows how the Court protects citizens' rights
K1, A2, S4, S6	20 minutes	<b>Unit 2 Reflection</b>	4 questions for a reflection	4 questions regarding the unit topics, with particular reference to rights and breach of rights. The questions are: <ul style="list-style-type: none"> <li>• Can you name a breach of EU rights?</li> <li>• To whom can an EU mobile citizen report a breach of rights at the national level?</li> </ul>



				<ul style="list-style-type: none"> <li>• Which EU institution is responsible for reporting a breach?</li> <li>• Do you believe that you already have enough information on this issue by your Municipality?</li> </ul>
K1, A2, A3, S4	15 minutes	<b>Unit 3 Quiz</b>	Quiz -multiple choice questions	5 multiple choice questions related to violation of EU mobile citizens' rights
K1, A2, S4, S6	28 minutes	<b>Unit 4 Theoretic part: What an EU mobile citizen can do if his/her rights have been breached?</b>	PPT	<ul style="list-style-type: none"> <li>• The document gives information concerning the fundamental rights, types of breach, 'what a citizen can do in case his/her rights have been breached at national level and the available tools in the EU. It gives an overview of the procedures how claim its rights in specific situations and contexts, trough complain to the Ombudsman.</li> </ul> <p>How to contact EU institutions and advisory bodies directly.</p>



K1, A2, A2, S4, S5, S6	30 minutes	<b>Unit 5 Assessment of knowledge and competences acquired</b>	20 questions for final assessment	20 questions to assess the level of learning of the participants and the knowledge and competences acquired
Total Duration	95 minutes			

## Lesson plan

### Module 4 – Civic and political rights of EU citizens living abroad

#### Knowledge

1. European legislations and regulations and their practical application, on civic and political rights of mobile EU citizens.

#### Attitude

2. Abilities to support EU mobile citizens to know, to understand and to use their political and civic rights.
3. Ability to identify social issues and tolerance.
4. Ability to gather and process information.

#### Skills

5. Assumptions and Evidence about Civic and Political Knowledge and its value.
6. Advising EU mobile citizens on effectively participate in civic and political life.





### Lesson 1

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, A2, A3, A4, S5, S6	30 minutes	<p><b>Unit 1. Introduction</b> Introduction to the structure of the Unit, the learning contents, the structure, as well as the learning outcomes and agenda of the Day1.</p> <p><b>Unit 2. Reflection</b> on learning expectations.</p> <p><b>Unit 3. Quiz</b> (evaluation of the knowledge at the beginning of the Unit)</p>	<p>Link to a PPT</p> <p>Questions for reflection</p> <p>Quiz</p>	<p>The unit will focus on civic and political rights of EU citizens and will provide best practices and techniques on how to foster their inclusion in the host country. Introduction to unit and content. Quiz will contain questions regarding the unit topics:</p> <ul style="list-style-type: none"> <li>· Difficulties to access job market;</li> <li>· Discrimination and xenophobia;</li> <li>· Obtaining citizenship due to lack of information about the required documents;</li> <li>· Right to vote and stand as candidate in the EU and local elections;</li> <li>· Residence rights;</li> <li>· Problems with validating foreign university degrees;</li> </ul>



				<ul style="list-style-type: none"> <li>· Obtaining citizenship due to lack of information about the required documents;</li> <li>· the right of EU citizens to vote and stand as a candidate in elections.</li> </ul>
K1, A2, S5	30 minutes	<b>Unit 4. Theory</b> <ul style="list-style-type: none"> <li>• Basic institutional, legal and policy framework for EU mobile citizens</li> <li>• Application of the institutional, legal and policy framework for EU mobile citizens' integration</li> </ul>	Link to a PPT	The documents will give information and contents regarding the basic institutional, legal and policy frameworks for EU mobile citizens and its application for their integration in their host country society
K1, A2	15 minutes	<b>Unit 5. Video</b>	Link to 3 videos	The videos will show information about on the bodies involved in the European law, jurisdiction and political life.
K1, A2, A4	25 minutes	<b>Unit 6. Discussion</b> Understanding the legal concepts and the institutional, legal and policy frameworks in regards to the integration of EU mobile citizens' integration	Document with a list of the questions for consideration and discussion	The document will contain at least 8 questions regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Application of the institutional / policy / legal framework in EU mobile citizens' integration</li> </ul>



S5	25 minutes	<b>Unit 7. Reflection &amp; analysis</b>	Document with a list of questions for self-reflection and analysis	The document will contain questions or statements that learners will need to analyse regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Political rights of EU mobile citizens</li> </ul>
K1, A2, A4	15 minutes	<b>Unit 8. Case Study</b>	Document with a case study to put into practice the knowledge of the theoretical part.	The document will give a practical example regarding the application of the institutional and legal framework in EU mobile citizens' integration to better perform and understand the cases they deal with on a regular basis
K1, A2, A4, S5,	15 minutes	<b>Unit 9. Reading</b>	Link to an article	The text will provide more information about EU institutions
K1, A2, A4	10 minutes	<b>Unit 10. Role play</b>	Role-play activity where learners will put themselves in the role of EU mobile citizens in a series of situation.	The role play will cover Unit contents related to residence rights and electoral rights
<b>TOTAL</b>	<b>165 min</b>			



## Lesson 2

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, S5	20 minutes	<b>Unit 1. Warm up</b> General videos reviewing on the rights and obligations of EU mobile citizens	Link to five videos	The videos will show several rights and obligations of EU mobile citizens.
K1, A2, A4	30 minutes	<b>Unit 2 Theory</b> An overview of the rights and obligations of EU mobile citizens	Link to a PPT	The documents will give information and contents regarding the rights and obligations of EU mobile citizens, with particular reference to: <ul style="list-style-type: none"> <li>• Right to vote and stand as a candidate in European and local elections</li> <li>• Residence rights</li> </ul>
K1, A2, A4, S5, S6	20 minutes	<b>Unit 3 Reflection</b> About the residence and election rights of EU mobile citizens and how it impacts their integration: Does the citizen understand its rights and duties as an EU mobile citizens.	Document with the list of the questions for a reflection	The document will contain questions regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Residence and election rights of EU mobile citizens</li> </ul>



K1, A2, S5, S6	15 minutes	<b>Unit 4 Role-Play</b> "Do I have that right?"	Role-play activity where learners will put themselves in the role of EU mobile citizens. The Trainer will follow the instructions contained inside the e-learning methodology	The role play will cover Unit contents related to: <ul style="list-style-type: none"> <li>• Residence rights</li> <li>• Election rights</li> </ul>
K1, S5	5 minutes	<b>Unit 5 Video</b>	Link to a video	Rights and obligations while travelling around Europe
Total Duration	105 minutes			

### Lesson 3

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Activity</i>	<i>Material</i>	<i>Topics</i>
K1	15 minutes	<b>Unit 1 Warm up</b> Reflection activity	Reflection to consider different situations and contexts on the topic	The document will review the contents of the unit regarding: <ul style="list-style-type: none"> <li>• Difficulties to access the job market</li> <li>• Discrimination and xenophobia</li> <li>• Validating foreign university degrees</li> </ul>



S5	10 minutes	<b>Unit 2 Reading</b>	Link to an article	The document will provide information about studies validation
K1, A3, A4	50 minutes	<b>Unit 3 Theory</b> Increasing the understanding of the main concepts relating EU mobile citizens' integration	Link to a PPT and/or an article	The documents will give information and contents regarding the main concepts of EU mobile citizens' integration, with particular reference to: <ul style="list-style-type: none"> <li>• Difficulties to access the job market</li> <li>• Discrimination and xenophobia</li> <li>• Obtaining the citizenship due to a lack of information about the required documents</li> <li>• Problems validating foreign university degrees</li> </ul>
K1, A2, A3, A4, S5, S6	20 minutes	<b>Unit 4 Reflection</b> About the difficulties accessing the job market due to discrimination and problems validating foreign university degrees.	Document with a series of items for self-reflection and analysis.	EU mobile citizens' integration
K1, A2, A4	15 minutes	<b>Unit 5 Case study</b> About the difficulties of EU mobile citizens' integration	Document with a case study to put into practice knowledge about discrimination and xenophobia.	The case will review Xenophobia, Discrimination and EU mobile integration.



S5	20 minutes	<b>Unit 6 Reading</b>	Link to 2 texts.	The texts will review Xenophobia, Discrimination as well as equal opportunities and access to the labour market
<b>Total Duration</b>	<b>135 minutes</b>			

#### Lesson 4

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Activity</i>	<i>Material</i>	<i>Topics</i>
K1	15 minutes	<b>Unit 1 Warm up</b> Exercise	Discussion to consider different situations and contexts on the topic	Issue related to the contents Unit, in particular to: <ul style="list-style-type: none"> <li>Responsibilities of national and local-level authorities</li> </ul>
K1, A2	30 minutes	<b>Unit 2 Theory</b> Responsibilities of national and local-level authorities	Link to a PPT	The documents will give information and contents regarding the main concepts, with particular reference to: <ul style="list-style-type: none"> <li>Responsibilities of national and local-level authorities</li> </ul>



K1, A2, S6	30 minutes	<b>Unit 3 Reflection</b> About the paper of the authorities in the process of integration of EU mobile citizens.	Document with the list of the questions for a reflection to reflect about the role of authorities .	The document will contain questions regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>Responsibilities of national and local-level authorities</li> </ul>
S5	25 minutes	<b>Unit 4 Reading</b>	Link to 4 short texts	The article will cover topics related to recognition of professional qualifications, family benefits, unemployment benefits and pension rights
K1, A2, A4	15 minutes	<b>Unit 5 Role play</b> Understanding the responsibilities of national and local-level authorities from the point of view of EU mobile citizens	Role-play activity where learners will put themselves in the role of EU mobile citizens in different situations.	Responsibilities of national and local-level authorities
Total Duration	115 minutes			

### Lesson 5

Learning outcome	Duration (minutes)	Activity	Material	Topics
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K1	20 minutes	<b>Unit 1 Reading &amp; reflection</b>	Link to an article and question for reflection	The activity will contain matters related to the contents Unit, as: <ul style="list-style-type: none"> <li>Forms of EU mobile citizens engagement in the civic and political life of receiving countries</li> </ul>
K1, A2, A3, A4	30 minutes	<b>Unit 2 Theory</b> <ul style="list-style-type: none"> <li>Forms of engagement in the civic and political life of receiving countries</li> </ul>	Link to a PPT	The documents will give information and contents regarding the engagement in the civic and political life of intra-EU migrants in their host countries, such as accessing the job market, participating in meetings and decision, participation in neighborhood and civic associations...
K1, A3, A4	30 minutes	<b>Unit 3 Reflection</b> about the different forms of EU mobile citizens' engagement in the civic and political life of the different receiving countries: How do migrants from different European countries interact with their host country' society .	Document with a link to an article and some questions for reflection	The document will contain questions regarding the unit topics, with particular reference to different forms of civic and political engagement.



K1, A2, A3, A4, S6	25 minutes	<b>Unit 4 Case study</b>	Document with a case study to put into practice the knowledge of the theoretic part.	The document will give a practical example regarding the engagement of EU mobile citizens in the civic and political life of receiving countries
K1, A2, S5, S6	15 minutes	<b>Unit 5 Role play</b>	Role-play activity where learners will put themselves in the role of EU mobile citizen	The activity will consider different situations about regarding political participation and civic engagement.
S5	40 minutes	<b>Unit 6 Additional Reading</b>	Link to an article regarding political participation	Political participation
K1, A3, S5	10 minutes	<b>Unit 7 Video</b>	Link to a video	The link to a video, as on YouTube, showing interesting and useful stories of political and civic participation of an EU mobile citizen.
K1, K2, A3, A4, A5, S6, S7, S8, S9, S10	15 minutes	<b>Unit 8 Summary of all contents</b>	Document with the contents summary of the Unit	The document will contain the summary of the most relevant contents, concepts and issues of the whole training Unit
K1, A2, A3, A4, S5, S6	15 minutes	<b>Unit 9 Assessment of knowledge and competences acquired</b>	Document with the list of the questions for assessment	Questionnaire containing at least 15 questions to assess the level of learning of the participants and the knowledge and competences acquired. Issues will include: • Difficulties to access job market;



				<ul style="list-style-type: none"> <li>•Discrimination and xenophobia;</li> <li>•Obtaining citizenship due to lack of information about the required documents;</li> <li>•Right to vote and stand as candidate in the EU and local elections;</li> <li>•Residence rights;</li> <li>•Problems with validating foreign university degrees;</li> <li>•Obtaining citizenship due to lack of information about the required documents;</li> <li>•the right of EU citizens to vote and stand as a candidate in elections.</li> </ul>
Total Duration	200 minutes			

## Lesson plan

### Module 5 - Intercultural Communication





## Knowledge

1. Knowledge on main Tools and methods to communicate in different cultural contexts, including problem solving, verbal and emotional communication and special reference to the intercultural communication in the workplace
2. Understanding and proactive interpersonal approach

## Attitude

3. Understanding potential cultural obstacles of EU citizen.
4. Ability to identify social issues and tolerance.
5. Ability to handle interpersonal relationships, Behavioral, cultural and effective communication approach.

## Skills

6. Active listening
7. Adapting communication style to a specific audience
8. Friendliness
9. Responsiveness
10. Cultural awareness and expression
11. Language Skills - effective communication in the language of their interlocutor

## LESSON 1





Learning outcome	Duration (minutes)	Activity	Material	Topics
K1, K2, A3, A4, S7, S10, S11	20 minutes	<p><b>Unit 1 Introduction</b> Introduction about the structure of the Unit, as well as the learning outcomes and agenda of the Day1.</p> <p>Quiz (evaluation of the knowledge at the beginning of the Unit)</p>	Link to a Quiz	<p>The unit will explore the intercultural differences that the European citizens living abroad face, with reference to:</p> <ul style="list-style-type: none"> <li>• Communication in the multicultural workplace</li> <li>• Cross cultural communication</li> <li>• The impact of culture on human relations</li> <li>• Understanding and evaluation of the counterparts</li> </ul>
K1	10 minutes	<p><b>Unit 2 Warm up</b> Video</p>	Link to a video	The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as:



				<ul style="list-style-type: none"> <li>• Listening, observing and acting</li> <li>• Basic tools and technics for effective speaking and direct intercultural communication</li> </ul>
K1, A5, S6	15 minutes	<b>Unit 3 Reflection</b> about communicating with a counterpart by answering the questions like: Does my listener understand what I say?	Document with the list of the questions for a reflection	The document will contain at least n.5 questions regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Communication styles managing cultural differences</li> <li>• Cultural implications across cultures</li> </ul>
K1, A5, S6	15 minutes	<b>Unit 4 Case study</b> Cross Cultural communication challenges	PDF files	How to be aware of the Cross Cultural communication challenges



K1, K2, A3, A5, S8, S9, S11	30 minutes	<b>Unit 5 Theoretic part</b> <ul style="list-style-type: none"> <li>• Basic and common Obstacles and barriers when communicating with counterparts from different cultures</li> <li>• Creating an efficient communication with different target audiences</li> <li>• Effective Communication approaches and styles in an intercultural context</li> </ul>	Link to the PPT /an article & case study (ask the participants to introduce themselves in their mother tongue and then ask the others who do not know the language to guess what was said) This could also be done through videos (repared by the partners)	The documents will give information and contents regarding the essential meaning behind notions such as 'Intercultural Communication' and 'Cultural Shock Adaptation' and an analysis of intercultural differences
A3, A4, A5, S7, S10, S11	20 minutes	<b>Unit 6 Exercise</b> <i>Intercultural communication; Cultural differences; Communication approaches and styles</i>	Quiz	'Intercultural Communication', 'Cultural Shock Adaptation' and Effective Communication approaches and styles
Total Duration	110 minutes			



## LESSON 2

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Activity</i>	<i>Material</i>	<i>Topics</i>
K1	10 minutes	<b>Unit 1 Warm up</b> Video	Link to a video	The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as: <ul style="list-style-type: none"> <li>• Intercultural communication styles</li> </ul>
K1, A5, S6	20 minutes	<b>Unit 2 Reflection</b>	Document with the list of the questions for a reflection	The document will contain at least n.5 questions regarding



		about the communication style, verbal and nonverbal, how impacts the effective communication with our counterpart: Does my listener express what want to say? May I effective reach the attention and the understanding of my listener?		the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Intercultural and diversity challenges</li> <li>• The impact of culture on human relations</li> </ul>
K1, K2, A3, A5, S8, S9	40 minutes	<b>Unit 3 Theoretic part</b> <ul style="list-style-type: none"> <li>• Increasing understanding of the cultural implications of communication across cultures</li> <li>• Developing the ability to adapt existing communication skills for an international context</li> <li>• The obstacles and barriers when communicating with counterpart with different cultures</li> </ul>	Link to the PPT /an article	The documents will give information and contents regarding the main obstacles and barriers on communication with a counterpart with a different cultural background
K1, K2, A3, A5, S8, S9	20 minutes	<b>Unit 4 Exercise</b> Obstacles and barriers on communication	Quiz	What are the common obstacles and barriers on communication?
Total Duration	90 minutes			



### LESSON 3

Learning outcome	Duration (minutes)	Activity	Material	Topics
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K1	10 minutes	<b>Unit 1 Warm up</b> Video	Link to a video	The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as: <ul style="list-style-type: none"> <li>• Nonverbal communication</li> <li>• Effective listening</li> </ul>
K1, A5, S6	20 minutes	<b>Unit 2 Reflection</b> about the communication style, verbal and nonverbal, how impacts the effective communication with our counterpart: Does my listener express what want to say? May I effective reach the attention and the understanding of my listener?	Document with the list of the questions for a reflection	The document will contain at least n.5 questions regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>• Intercultural and diversity challenges</li> <li>• The impact of culture on human relations</li> </ul>
K1, K2, A3, A4, A5, S9, S10, S11	20 minutes	<b>Unit 3 Case study</b> Impact of the Intercultural challenges	PDF files	How to be aware of the impact of the Intercultural challenges



K1, K2, A3, A5, S8, S9	30 minutes	<b>Unit 4 Theoretic part</b> <ul style="list-style-type: none"> <li>The importance of language use, interpretation needs, and communication style</li> <li>Determine which are the main approach to be able to listen and understand the counterparts, to identify the behaviors might be necessary for successful interaction with other cultures</li> </ul>	Link to the PPT /an article & Case study (ask some participants (each from each country) to show a picture or describe something that represents their culture)	The documents will give information and contents regarding the main approaches and tools to better perform a listening and understanding of our counterparts with different cultures and background
K1, K2, A3, A4, A5, S9, S10, S11	20 minutes	<b>Unit 5 Exercise</b> Impact of the Intercultural challenges (successful interaction; language use, interpretation needs, communication style, etc.)	Quiz	How to be aware of the impact of the Intercultural challenges
Total Duration	100 minutes			



**LESSON 4**

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1	10 minutes	<b>Unit 1 Warm up</b> Video	Link to a video	The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as: <ul style="list-style-type: none"> <li>The ability to understand someone's behavior and avoid automatic reactions that may contain stereotypes, or prejudice</li> </ul>
K1, A5, S6	20 minutes	<b>Unit 2 Reflection</b> about the communication style, verbal and nonverbal, how impacts the effective communication with our counterpart: Does my listener understand what I say?	Document with the list of the questions for a reflection	The document will contain at least n.5 questions regarding the unit topics, with particular reference to: <ul style="list-style-type: none"> <li>Tolerance towards</li> </ul>



				<p>other beliefs &amp; values</p> <ul style="list-style-type: none"> <li>• Negotiation Techniques</li> </ul>
K1, K2, A3, A4, A5, S10, S11	20 minutes	<p><b>Unit 3 Case study –</b> Main communication challenges. Cultural implications of communication across cultures.</p>	PDF files	Main communication challenges. Cultural implications of communication across cultures
K1, K2, A3, A5, S8, S9	30 minutes	<p><b>Unit 4 Theoretic part</b></p> <ul style="list-style-type: none"> <li>• Increasing understanding of the cultural implications of communication across cultures</li> <li>• Developing the ability to adapt existing communication skills for an international context</li> </ul>	Link to the PPT /an article case study ( ask participants to describe how they would behave if they could not understand what their interlocutor was saying and if something that was said was offensive to them and their culture)	The documents will give information and contents regarding the main communication challenges when communicating with a counterpart with a different cultural background and beliefs
K1, K2, A3, A5, S8, S9	20 minutes	<p><b>Unit 5 Exercise –</b> Understanding of the main challenges of communication across cultures</p>	Quiz	How to better understand other cultures
Total Duration	100 minutes			



### Lesson 5

Learning outcome	Duration (minutes)	Activity	Material	Topics
K1	10 minutes	<b>Unit 1 Warm up</b> Video	Link to a video	<p>The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as:</p> <ul style="list-style-type: none"> <li>• Listening and understanding, the main approaches for effective understanding in intercultural communication</li> </ul>





K1, A5, S6	20 minutes	<p><b>Unit 2 Reflection</b> about the communication listening and understanding with our counterpart: Do I correct understand what my counterpart want to say and to express?</p>	Document with the list of the questions for a reflection	<p>The document will contain at least n.5 questions regarding the unit topics, with particular reference to:</p> <ul style="list-style-type: none"> <li>• The values and beliefs of different people, distinction of the interlocutor's background</li> </ul>
K1, K2, A3, A4, A5, S10, S11	20 minutes	<p><b>Unit 3 Case study -</b> Identifying and solving intercultural problem</p>	PDF files	How to be aware of identifying and solving intercultural problem
K1, K2, A3, A5, S8, S9	30 minutes	<p><b>Unit 4 Theoretic part</b></p> <ul style="list-style-type: none"> <li>• Cultural implications and challenges of communication across cultures</li> <li>• Increasing understanding of the cultural implications of communication across cultures</li> <li>• The interpretation of communication style and identification of the behaviors the counterparts</li> </ul>	Link to the PPT	The documents will give information and contents allowing participants to be familiar and be aware of how conflicts arise and why is important to be able to identify and resolve them before getting out of



				control and damage the workplace environment and the quality of the work.
K1, K2, A3, A4, A5, S10, S11	20 minutes	<b>Unit 5 Exercise –</b> Understanding of the cultural implications of communication across cultures	Quiz	Prevention of conflict situations and its importance
Total Duration	100 minutes			

**LESSON 6**

<i>Learning outcome</i>	<i>Duration (minutes)</i>	<i>Activity</i>	<i>Material</i>	<i>Topics</i>
K1	10 minutes	<b>Unit 1 Warm up</b> Video	Link to a video	The link to a video, as on YouTube, showing interesting and useful scenarios related to the contents Unit, as: <ul style="list-style-type: none"> <li>• Increase self-awareness of</li> </ul>





				<p>one's own and other cultures</p> <ul style="list-style-type: none"> <li>• Basic tools and technics for effective speaking and direct intercultural communication</li> </ul>
K1, A5, S6	20 minutes	<p><b>Unit 2 Reflection</b> about the differences within a different culture when communicating with a counterpart and about the communication style, verbal and nonverbal, how impacts the effective communication with our counterpart: Does my listener understand what I say? Which are the main cultural factors that can create a distance and a misunderstanding with mine counterpart?</p>	Document with the list of the questions for a reflection	<p>The document will contain at least n.5 questions regarding the unit topics, with particular reference to:</p> <ul style="list-style-type: none"> <li>• Cultural implications across cultures</li> <li>• Cultural differences in a communication style</li> <li>• Intercultural and diversity challenges</li> </ul>



				<ul style="list-style-type: none"> <li>• Understanding and evaluation of the counterparts</li> </ul>
<p>K1, K2, A3, A5, S8, S9</p>	<p>40 minutes</p>	<p><b>Unit 3 Theoretic part</b></p> <ul style="list-style-type: none"> <li>• Determine what adjustments to expectations and behaviors might be necessary for successful interaction with other cultures</li> <li>• The main factors of a different culture that effect communication across different cultures</li> <li>• Developing the ability to adapt existing communication skills for an international context</li> </ul>	<p>Link to the PPT /an article</p>	<p>The documents will give information and contents, with reference to:</p> <ul style="list-style-type: none"> <li>• The impact of culture on human relations</li> <li>• Cultural implications of communication across cultures</li> <li>• information and contents regarding the main communication challenges when communicating with a counterpart with a different cultural background</li> </ul>



K1, K2, A3, A4, A5, S6, S7, S8, S9, S10	30 minutes	<b>Unit 4 Assessment of knowledge and competences acquired</b>	Document with the list of the questions for assessment	Questionnaire containing at least 10 questions to assess the level of learning of the participants and the knowledge and competences acquired
Total Duration	100 minutes			

