



HANDBOOK FOR ADULT EDUCATORS

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Colophon

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INTRODUCTION

The Europe4ALL Handbook for Adult Educators is a comprehensive guide developed through a collaborative effort between InnovED, Hub Nicosia, Pressure Line, K8, EU Relations, and VAEV. This handbook aims to provide adult educators and trainers with practical tools to engage in a dialogue about and promote EU values and European cultural heritage among their learners. This handbook has been produced within the Europe4All collaboration and brings together the different experiences of the partners.

Objective

The primary objective of this handbook is to help learners understand and reflect on the importance and use of EU values and European cultural heritage. Additionally, it aims to raise awareness and build capacity on these subjects among interested adult learners for their personal and collective growth. The goal of the Europe4ALL Handbook for Adult Educators is to offer a detailed understanding of how short videos can be utilized as a medium to communicate thoughts and ideas, in order to build awareness and knowledge of European cultural heritage.

Structure

The handbook is structured into five main parts. The first part is about European Values which explores the six fundamental EU values listed in the Lisbon Treaty through text-based content. The second part delves into the importance of cultural heritage in Europe. The third part provides examples of good practices related to promoting EU values and cultural heritage. The fourth part showcases four examples of storytelling related to EU values and cultural heritage. The fifth part provides six learning units with didactical frameworks and exercises. Those learning units use one of the Europe4All videos to work with learners on the topics of cultural heritage and values in Europe. Additionally, there is a self-assessment tool for educators to evaluate the knowledge that the learners have gained, and

to self-reflect on the Lesson plans and their learning outcomes.

The materials developed in this handbook will be translated into the national languages of our project's partner countries. This will ensure that educators across Europe can access these resources in their native language. When this handbook refers to "human rights", we refer to the definition of human rights according to the European Convention on human rights of the Council of Europe.¹

Target group

This handbook has been written for adult educators, non-formal trainers for adult learners, culture professionals, adult education managers, and migrant support workers to work with groups of adult learners on EU values and Cultural Heritage. The focus is on the work with learners who are newly arrived in the country where they are living, among others with refugees, asylum seekers, migrants, and international students.

When we speak in this handbook about refugees, we refer, according to the United Nations High Commissioner for Refugees, to individuals who have left their country of origin due to concerns of persecution, conflict, widespread violence, or other conditions that have severely disrupted public order. Refugees are still on the move and have not yet settled in a country.²

1| Council of Europe [Internet]: Available from: <https://www.coe.int/web/portal/home>

2| United Nations - Refugees and Migrants - Definitions [Internet] - [cited 2023 June 27th]. Available from: <https://refugeesmigrants.un.org/definitions>

When we speak about international migrants, we refer to persons who relocate to a different country as their customary place of residence, regardless of the motive for migration or legal standing but primarily because of taking up work in the new country.³

When we speak about asylum seekers, we refer to the definition from *the Geneva Convention relating to the Status of Refugees*⁴. An asylum seeker is an individual who is in search of international or governmental protection and whose request has not yet received a final decision from the state where the person actually asked for asylum. The request is actually not submitted.⁵

Expected outcome

The expected outcome of this handbook is to help learners understand and reflect on the importance and use of EU values and European cultural heritage. The handbook proposes content to help learners to reach the following learning outcomes:

Vocational skills:

- Learners are familiar with European values adopted in official documents of the European Union (Lisbon Treaty);
- Learners are able to critically explore and reflect on cultural values (verbal and non-verbal, traditional practice and observations, prohibitions and taboos, relationships, family structures and practices, religious and spiritual influences, practices and expectations of own culture and different cultures and others);
- Learners know what cultural heritage is and can identify examples of cultural heritage in their home country and in Europe.

Personal competencies:

- Learners can express and explain a point of view about values in Europe (for example in terms of equality, freedom, and democracy);
- Learners can identify and describe examples of tangible and intangible cultural heritage in Europe;
- Learners can analyze a video about cultural heritage and European values.

Diversity Awareness:

- Participants are critically aware of discrimination and racism. They respect the rights of others written down in the European Convention of Human Rights, understand the principles of social justice and demonstrate these attitudes by being just and fair.

Attitudes

With the contents of this handbook, adult educators will address groups of learners including persons coming from different cultural background than their own. In this intercultural situation, it is important to adopt the following attitudes⁶:

- Be sensitive to power asymmetries and the resulting communication problems concerning both one's own attitudes and the reactions of others.
- Experiences of discrimination by people with a migration background or historical experiences of conflict are recognized as influencing communication. It is important to develop an understanding of attitudes arising from such experiences (e.g. mistrust).
- Reflect on stereotypes and prejudices self-critically and be able to examine their relevance in the situation at hand.
- Be able to explore the meaning of different cultural patterns in a cooperative way.
- Learn to accept difference and overcome the false security of assuming understanding.
- Finally, humor often helps to overcome misunderstandings and can offer relief in difficult situations.

We believe that this handbook will be a valuable resource for adult educators and trainers across Europe. By promoting EU values and cultural heritage, we can help build a more inclusive and cohesive society.

3] United Nations - Refugees and Migrants - Definitions [Internet] - [cited 2023 June 27th]. Available from: <https://refugeesmigrants.un.org/definitions>

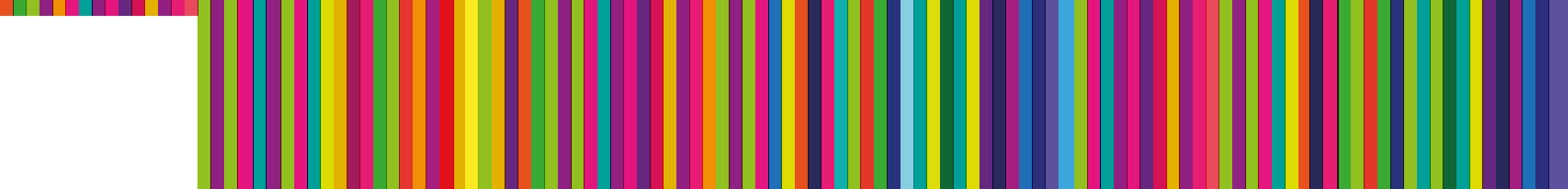
4] Text of the 1951 Convention Relating to the Status of Refugees [Internet] - [cited 2023.06.27] Available from: <https://www.unhcr.org/media/convention-and-protocol-relating-status-refugees>

5] Charter of Fundamental Rights of the European Union, 2000 [Internet] - [cited 2022 Sept. 9th]. Available from: https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en

6] Auernheimer, Georg (2009): Interkulturelle Kompetenz in der Sozialen Arbeit. In Migration und Soziale Arbeit, Ausgabe 4, Jahr 2009, S. 196 - 201.



PART 1. EUROPEAN VALUES



As partners of the project Europe4all, we strongly support the idea that interculturalism, with reference to European values, can best be understood as an instrument to foster communication and relationships among people with different cultural backgrounds residing in the EU.

It is widely acknowledged (even if not generally accepted) that EU member countries are characterized by what social scientists call “super-diversity”. The term describes a condition of dynamic change and cultural complexity. We have adopted this as a premise of our work because the idea of society as fixed and stable entity is at odds with what we see around us: societies that are in flux, both holding on to traditions and adopting new practices. From the perspective of adult education, we are convinced that a non-dynamic view of culture does not and can not facilitate the effective economic, cultural and social integration of people who wish to live their lives in Europe.

Given those premises, in the framework of our project, the key question that we want to raise is: “How can European societies that are already super-diverse negotiate values in the context of migration?” To reply to this question, the partners of the project Europe4all have tried to promote dialogue among people with different cultural backgrounds, and in particular among young adults, to understand how European values are perceived and negotiated. Based on these dialogues, this handbook is designed to support adult educators in organizing similar value-oriented discussions in their individual learning environments.

Detailed presentation of the European Values listed in the Lisbon Treaty

In our work, we have adopted the value definitions included in the EU’s official documents. The Lisbon Treaty, one of the EU’s core documents, lists the six foundational values of the European Union:

“The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States (...).”⁷

In this section, we present each of those values in detail.

7| Lisbon Treaty, 2016, [Internet] - [cited 2023 June 12th]. Available from: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016ME/TXT&from=EN>



1. Human dignity

Definition of value

Human dignity is the belief that all people hold a special value simply because they are human beings. It has nothing to do with their class, gender, religion, abilities, or any other factor than them being human.⁸

“Human dignity” has been explicitly established as a European fundamental right in the Charter of Fundamental Rights of the European Union (CFR), which entered into force in 2009 and has to be respected by all European member countries. The Charter anchors political, social, and economic rights for European Union citizens and residents in EU law.⁹ It is divided into seven chapters. Article 1 of the first chapter is “Human dignity”: “Human dignity is inviolable. It must be respected and protected.”

The prominent place of the concept of “human dignity” in the first article of the charter affirms its importance.

This article is followed by the “right to life” (“no one shall be [...] executed”), the right to the physical and mental integrity of the person, the prohibition of “torture” and “degrading treatment” and the “prohibition of slavery and forced labour”.¹⁰

“Human dignity” has to be protected by law in all European member countries. This means also that every person living in the European Union can receive legal support in case their human dignity is violated - even if they do not have legal authorization to be in the European Union.

Migrants coming to the European Union might have experienced many situations in their country of origin or during passage in which their human dignity has been threatened. They can still be facing threats to their human dignity in the European member country in which they live now (especially if they do not have legal authorization for being in the country in which they live).

Conclusion

Human dignity has been a fundamental value since the foundation of the European Union. Across Europe, governments vary greatly in their affirmation of and support for these values when it comes to migrants and refugees, but also their own citizens. It is more necessary than ever to promote this value in order to work towards an open, tolerant and inclusive European society.

8] Magazine Human Rights Careers, [Internet] - [cited 2023 June 20th]. Available from: <https://www.humanrightscareers.com/issues/definitions-what-is-human-dignity/#:~:text=At%20its%20most%20basic%2C%20the,has%20evolved%20over%20the%20years>

9] Wikipedia, Charter of Fundamental Rights of the European Union, [Internet] - [cited 2022 Sept. 9th]. Available from: https://en.wikipedia.org/wiki/Charter_of_Fundamental_Rights_of_the_European_Union

10] Charter of Fundamental Rights of the European Union, 2000 [Internet] - [cited 2022 Sept. 9th]. Available from: https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en



2. Freedom

Introduction

Freedom is seen as either having the capability to take action or change without limitation or having the authority and means to achieve one's goals without constraints.¹¹ Freedom is often correlated with liberty and autonomy, and with having rights and civil liberties. Examples of political freedom include freedom of assembly, freedom of association, freedom of choice, and freedom of speech.

Definition of value

In Europe, four fundamental freedoms have been legally guaranteed since 1986: The freedom in the movement of goods, persons, services, and capital within the EU. These are among the greatest achievement of the EU and are also the cornerstones of the Single Market. While these freedoms are sometimes in conflict (such as labor rights and the free movement of capital), the protection of basic freedoms allows citizens to demand and ensure - through social movements, the courts, or legislative proposals - that their freedoms be protected. EU citizens have the right to move freely in the member states and choose where to stay and work within the EU borders.

Adult trainers working with migrants on the concept of freedom can focus on individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression, and information that are protected by the EU Charter of Fundamental Rights. They can also highlight the rich history of people fighting for these freedoms and of the societal institutions created to protect and safeguard them.

The value of freedom is important as in most cases migrants from Third Countries are facing severe restrictions in their countries in terms of expression and thought. Especially women are often mistreated and have fewer freedoms and rights than men. Furthermore, war and conflicts endanger their lives, freedom, and rights. In most cases, these are the main reasons that migrants are forced to leave their country and find a new place where they can feel safe and free.

Conclusion

Freedom is among the aims of the EU, to offer freedom, security, and justice across its territory. At the same time, the EU also takes measures for its external borders to control asylum and immigration and prevent and fight crime and human trafficking.

11| Miller, D. (1983). Constraints on Freedom. *Ethics*, 94(1), 66–86. <http://www.jstor.org/stable/2380657>



3. Democracy

Introduction

Democracy is a form of government in which the people have the authority to deliberate and decide legislation, or to choose representatives to do so.¹²

Definition of value

Democratic values refer to those values that reflect a society's democratic way of life. It includes values like respect, equality, fairness, and freedom.

The functioning of the EU is founded on representative democracy. Democratic values are highly appreciated and accepted in Europe, which is why knowing, understanding, and preserving these values would be an important aspect of integrating European values in general.¹³

Democracy depends on trust among citizens, enabling them to work collectively as part of a political system. Whenever conflicts and wars intensify, Europe and other world regions experience increases in the number of refugees and asylum seekers. To many, especially those coming from countries ruled by regimes unwilling or unable to protect basic rights, democratic societies offer both - safe havens and inspiration for change at home and abroad.¹⁴

Conclusion

Strengthening peace and democracy globally has never been an easy task, today's geopolitical context poses new challenges. The proliferation and increasing gravity and duration of conflicts – some in the EU's immediate neighborhood, the emergence of new threats, such as terrorism or nuclear proliferation, and the crisis of liberal systems have driven the EU to widen and intensify its efforts. They have also led to a new vision for action revolving around the concept of 'resilient societies' based on the mutually reinforcing pillars of peace and democracy, and a special emphasis on fragile states.

12] Retrieved from: <https://en.wikipedia.org/wiki/Democracy>

13] Retrieved from: https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en

14] Retrieved from: <https://www.opengovpartnership.org/stories/democracy-and-immigration-culture-of-fear/>



4. Equality

Introduction

Equality is recognized as a shared value of the European Union. It concerns equal participation of all European citizens in economic, social, and cultural life. It also concerns the recognition of diversity (gender, race, ability, nationality) of all European citizens and, consequently, the principle of non-discrimination.

Equality as a European value has a special meaning in relation to participation in political life, which means the possibility to build an effective sense of European citizenship.

Definition of value

Equality and non-discrimination are the founding values of the European Union, as expressed in Article 2 of the Treaty on the European Union.¹⁵ For the group of adult migrants, reflections on this value often occurs by way of comparison with their personal experience in the country they came from and how this experience shapes their views on inclusion and integration. They may look at their personal experience of social and political rights as well as the meaning and exercise of citizenship.

Target groups may approach the issue of equality using an intersectional perspective. They can reflect on their everyday experience and discuss it with locals.

Migrants experience intersectional discrimination based on multiple factors including gender identity, sexual orientation, migration status, age, and class. The main gender inequality issues related to migration status in the EU are:

- labor market participation, deskilling, and the informal economy;
- family reunification;
- international protection;
- gender-based violence.

Conclusion

It is vital that equality, diversity, and inclusion are central to ensure that everyone's rights are protected, especially children and young people. In particular in terms of class, gender, 'race', sex, age, religion or belief, ethnicity, and sexual orientation. Furthermore, disability must not be a hindrance to ensuring the potential and needs of individuals. By adopting an equal and inclusive approach, everyone can feel a sense of belonging, value, and participation, regardless of their roles, hierarchy, or privilege.

15] See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012M%2FTXT>



5. Rule of law

Introduction

The European Union is based on a set of shared values, one of which is the Rule of Law, that guarantees the protection of fundamental rights and civil liberties. According to the Treaty on European Union and the Treaty on the functioning of the European Union, the 6 values are common to all the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity, and equality between women and men prevail.¹⁶

Definition of value

According to the European Commission, the definition of the Rule of Law is the following:

“The Rule of Law is one of the fundamental values of the Union, enshrined in Article 2 of the Treaty on European Union. It is also a prerequisite for the protection of all the other fundamental values of the Union, including fundamental rights and democracy. Respect for the rule of law is essential for the very functioning of the EU: for the effective application of EU law, for the proper functioning of the internal market, for maintaining an investment-friendly environment, and for mutual trust. The core of the rule of law is effective judicial protection, which requires the independence, quality, and efficiency of national justice systems.”¹⁷

The Rule of Law is embodied in Article 2 of the Treaty on European Union, being one of the 7 common values for all Member States and includes principles such as legality, implying a transparent, accountable, democratic, and pluralistic process for enacting laws; legal certainty; prohibiting the arbitrary exercise of executive power; effective judicial protection by independent and impartial courts, effective judicial review including respect for fundamental rights; separation of powers; and equality before the law.¹⁸

The Treaty on the European Union and the Treaty on the Functioning of the European Union form the detailed basis of EU law, defining both principles and objectives of the EU within its policy areas.¹⁹

In the Treaty the following aspects are mentioned:

Article 3. 2. The Union shall offer its citizens an area of freedom, security and justice without internal frontiers, in which the free movement of persons is ensured in conjunction with appropriate measures with respect to external border controls, asylum, immigration and the prevention and combating of crime.

16] See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012M%2FTXT>

17] European Union. (n.d.). Aims and values. Retrieved from https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en

18] See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012M%2FTXT>

19] European Union. (n.d.). Aims and values. Retrieved from https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en



5. Rule of law

Definition of value

Article 67. 2. 2. It shall ensure the absence of internal border controls for persons and shall frame a common policy on asylum, immigration and external border control, based on solidarity between the Member States, which is fair towards third-country nationals. For the purpose of this Title, stateless persons shall be treated as third-country nationals.

Article 79. 1. 1. The Union shall develop a common immigration policy aimed at ensuring, at all stages, the efficient management of migration flows, fair treatment of third-country nationals residing legally in the Member States, and the prevention of, and enhanced measures to combat, illegal immigration and trafficking in human beings.²⁰

The Rule of Law and its mechanism within the EU is highly important and can represent a valuable reference for any institution/ community or country. The laws are always revised and the yearly cycle ensures managing the contemporary problems that may arise within the EU. Furthermore, the Rule of Law addresses the EU's external action with regard to countries even beyond the borders of the EU.

Conclusion

The rule of law is one of the most important values of the European Union because it also includes rights and democracy. In this sense, it is important for our target group to learn about this value and how to respect the law and others, develop mutual trust, and learn about the importance of democracy. As in the present times, immigration is a well-known topic all over European countries, and the Rule of Law represents the future approach to having a homogeneous reaction and procedure within the whole EU.

²⁰ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012M%2FTXT>



6. Human rights

Introduction

“All human beings are born free and equal in dignity and rights” The Universal Declaration of Human Rights.²¹

There are a total of 30 human rights and these were adopted by the United Nations in 1948. After the cruelty that happened in World War II, it was decided that nothing like this should ever happen again. That is why the UN declared human rights in the Universal Declaration of Human Rights, in order to guarantee peace and security.

Definition of value

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.

There are two main streams of human rights policy and action within the European Union. One is to protect the fundamental human rights of EU citizens through its institutions. One such institution is the European Court of Human Rights: any individual can bring a case to this court if she thinks her rights have been violated by a state bound by the European Convention on Human Rights.²² The other area of policy and action is to promote human rights worldwide.

The European Union is based on a strong commitment to promoting and protecting human rights, democracy and the rule of law worldwide. Human rights are at the heart of EU relations with other countries and regions.

EU policy includes:

- promoting the rights of women, children, minorities, and displaced persons;
- opposing the death penalty, torture, human trafficking and discrimination;
- defending civil, political, economic, social and cultural rights;
- defending human rights through an active partnership with partner countries, international and regional organizations, and groups and associations at all levels of society;
- inclusion of human rights clauses in all agreements on trade or cooperation with non-EU countries.

21| See [United Nations](https://www.un.org/en/about-us/universal-declaration-of-human-rights), <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

22| See <https://www.echr.coe.int>



6. Human rights

Definition of value

To shape a strong and efficient human rights policy, the EU is acting in the following fields:

- political dialogue, policy dialogue, economic diplomacy;
- human rights dialogue with partner countries;
- statements, campaigns, public events;
- human rights and democracy country strategies in coordination with EU member countries;
- human rights guidelines: the EU has published 11 human rights guidelines;
- human rights-based approach to development cooperation;
- the European Instrument for Democracy and Human Rights (EIDHR).

Young adult immigrants should be encouraged to learn more about European values and make them their own through attending workshops and producing videos on cultural heritage and learning more about the values of human rights. Local native adults on the other hand can learn from the experiences of migrants and will become aware of the importance of the protection of human rights.

OHCHR, working with other UN partners, has led the development of a set of Principles and guidelines on the human rights protection of migrants in vulnerable situations.²²

The principles included in this document could be used by migrants in vulnerable situations and people working with migrants to help them better understand and fight for their rights.

Conclusion

Migrants who have recently settled to live in Europe may not be aware of their rights and the existing policies. Being involved in our project activities together with local young people will help both groups understand better and learn more about this value and how it is dealt with.

It is important for educators to be well-informed and provided with (learning) materials for promoting and protecting human rights. According to the research, no country educates the people on what the 30 human rights are. 90 percent of the people are not even aware of the existence of the Universal Declaration of Human Rights.²³ It is of utmost necessity that education on human rights is being done.

22] United Nations Human rights - Office of the High Commissioner: Principles and Guidelines, supported by practical guidance, on the human rights protection of migrants in vulnerable situations. <https://www.ohchr.org/en/migration/migrants-vulnerable-situations>

23] See Stichting Youth for Human Rights Nederland, <https://youthforhumanrights.nl/mensenrechten/>



PART 2. CULTURAL HERITAGE

According to UNESCO (2001)²⁴ “culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs”. In other words, culture represents “the values, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave, and make judgments about their world” (Chamberlain, 2005).²⁵ A culture can not be delimited as a “container” by a nation-state; it is always changing, since a culture is always the result of intercultural processes (Auenheimer, 2019).²⁶ The various expressions of culture across the passage of time comprise Cultural Heritage.

Since the beginning of the twentieth century to the present day, Cultural Heritage (CH) as a term has gradually broadened by integrating into its core values (historical values, symbolical values, authenticity, and quality) a number of characteristics related to time, place and scale as well as material and immaterial properties.

As a result, the term ‘CH’ serves more as an umbrella term covering a wide range of cultural assets of different types, forms, and scales, of tangible as well as intangible nature.

Tangible cultural assets shall be considered as tangible Cultural Heritage, ranging from the individual object to monuments and groups of buildings up to the scale of sites and landscapes. Based on the International Council of Monuments and Sites (ICOMOS) and as defined in Article 1 of the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Convention²⁷ in 1972, cultural assets include artifacts/works of art, buildings, archaeological sites, historic towns and traditional villages, natural formations as well as cultural landscapes.

Since 2003 and the adoption of the Convention for the Safeguarding of the Intangible Cultural Heritage (ICH), intangible assets which are inherited from our ancestors have also been acknowledged as important and need to be safeguarded and passed on to our descendants and preserved for future generations.

In particular, ICH refers to those practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artifacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage.

These are manifested in the following domains:

- a. oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
- b. performing arts;
- c. social practices, rituals and festive events;
- d. knowledge and practices concerning nature and the universe;
- e. traditional craftsmanship.²⁸

These intangible assets have been passed on from one generation to another, have evolved in response to their environments and contribute to giving people a sense of continuity, providing a link from the past, through the present, and into the future.

ICH also contributes to social cohesion, encouraging a sense of identity and responsibility which helps individuals to feel part of one or different communities and of society at large. They create emotions within people and strengthen the feeling of belonging to a country, a community, a way of life.

Therefore, according to UNESCO, ICH is:²⁹

- 1) Traditional, contemporary and living at the same time;
- 2) Inclusive;
- 3) Representative; and
- 4) Community-based.

While fragile, ICH is an important factor in maintaining cultural diversity in the face of growing globalization. At the same time, an understanding of the ICH of different communities helps with intercultural dialogue, and encourages mutual respect for other ways of life, cultural diversity and human creativity.

24] Retrieved from <https://policytoolbox.iiep.unesco.org/glossary/cultures/>

25] Chamberlain, Steven. (2005). Recognizing and Responding to Cultural Differences in the Education of Culturally and Linguistically Diverse Learners. *Intervention in School and Clinic - INTERVENTION SCHOOL CLINIC*. 40. 195-211. 10.1177/10534512050400040101.

26] Jürgen Bolten (2007): Interkulturelle Kompetenz. Landeszentrale für politische Bildung Erfurt. Available under: https://www.db-thueringen.de/servlets/MCRFileNodeServlet/dbt_derivate_00020394/interkulturellekompetenz.pdf

27] Retrieved from Glossary - International Council on Monuments and Sites https://www.icomos.org/en/2016-11-10-13-53-13/icomos-and-the-world-heritage-convention-4#cultural_heritage

28] UNESCO: Convention for the Safeguarding of the Intangible Cultural Heritage. *Impact Unif. Laws Prot. Cult. Herit.* 21C. 9–110, 2003

29] <https://ich.unesco.org/doc/src/01851-EN.pdf>

There is a deep interdependence between the intangible cultural heritage and the tangible cultural and natural heritage, as well as a recognition of their importance as mainsprings of cultural diversity and as factors in bringing human beings closer together and ensuring exchange and understanding among them³⁰.

While the tangible part of a monument may leave its material evidence in the course of time, the intangible part, which is more closely related to its creators, may never survive. The survival of intangible heritage is then dependent on the onward (mainly oral) transmission of the knowledge behind its creation and the values it reflects. It is the transmission of practices, knowledge, and skills that encapsulate a form of 'memory' of the built heritage and its relationship between society and a normative system of ideas and beliefs³¹. Consequently, the (intangible) 'values' and 'memory' are -to a great extent- the substances that transform a built structure into a monumental one, a tangible object into a cultural heritage asset.

Currently, the Cultural Heritage sector undergoes a digital transformation. The term 'digital' refers to all of the following: digital content, services, experiences, data, systems, tools or technologies, as well as digital behaviours, motivations and culture³².

Increasingly, individuals, organizations and communities are using digital technologies to document and express what they value and what they want to pass on to future generations. New forms of expression and communication have emerged that did not exist previously, bringing to the forefront the field of Digital Heritage.³³ Digital heritage is made up of computer-based materials of enduring value that should be kept for future generations. It emanates from different communities, industries, sectors and regions.³⁴

According to UNESCO's Charter for the Preservation of Digital Heritage³⁵ in 2009 digital heritage comprises of:

- 1) Resources of human knowledge or expression, whether cultural, educational, scientific and administrative, or embracing technical, legal, medical

and other kinds of information, are increasingly created digitally, or converted into digital form from existing analog resources. Where resources are "born digital", there is no other format but the digital original;

- 2) Digital materials include texts, databases, still and moving images, audio, graphics, software, and web pages, among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production, maintenance and management to be retained;
- 3) Many of these resources have lasting value and significance and therefore constitute a heritage that should be protected and preserved for current and future generations. This heritage may exist in any language, in any part of the world, and in any area of human knowledge or expression.

Therefore, the list of cultural assets includes nowadays also an extensive range of digital resources, "born digital" or "converted into digital" (digitized). Digital heritage is considered to be inherently unlimited by time, geography, culture and format. It is culture-specific but potentially accessible to every person in the world. Minorities may speak to majorities, the individual to a global audience.³⁶

At the crossroad of Cultural Heritage, Digital Heritage and Cultural Informatics lies the newborn field of Digital Cultural Heritage (DCH). Its interdisciplinary and complex nature focuses on DCH data acquisition (i.e. digitization), DCH data processing (i.e. metadata, ontology standards), DCH data modeling (semantics, interactive environment), DCH data preservation (i.e. format), as well as DCH preservation, use and reuse (i.e. documentation, visualization). It also integrates DCH Knowledge Management, for example establishing meaningful narratives (storytelling) for DCH assets.

CH acts at the same time both as an asset to be protected and supported in order for its existence to be safeguarded through time³⁷, as well as a provider of the tools and framework which help to shape, delineate and drive the development of tomorrow's societies.³⁸

30| https://ich.unesco.org/doc/src/2003_Convention_Basic_Texts-2022_version-EN_.pdf

31| Ioannides, M. et al. (2016). Towards Monuments' Holistic Digital Documentation: the Saint Neophytos Enkleistriotis Case Study. In: Digital Heritage. Progress in Cultural Heritage: Documentation, Preservation, and Protection. EuroMed 2016. Lecture Notes in Computer Science, vol 10058. Springer

32| EUROPEANA, Culture 24 (2022). Guide to Digital Transformation in Cultural Heritage: Building capacity for digital transformation across the Europeana Initiative stakeholders

33| <https://en.unesco.org/themes/information-preservation/digital-heritage>

34| <https://en.unesco.org/themes/information-preservation/digital-heritage/concept-digital-heritage>

35| <https://unesdoc.unesco.org/ark:/48223/pf0000179529.page=2>

36| UNESCO: Charter on the Preservation of Digital Heritage (2009)

37| Papageorgiou, E. (2016): Towards the Sustainable Development of Cultural Landscapes Through Two Case Studies on Different Scale In: Digital Heritage. Progress in Cultural Heritage: Documentation, Preservation, and Protection. EuroMed 2016. Lecture Notes in Computer Science, vol 10058. Springer

38| ICOMOS: 17th general assembly and scientific symposium "Heritage, driver of development". ICOMOS News, vol. 18 (2011)

Its multisectoral complexity as well as the wealth of knowledge and skills transmitted through CH, either tangible, intangible or digital, is directly interrelated with society, economy and the environment. Therefore, CH has been included in the UN 2030 agenda for sustainable development.³⁹ The natural and cultural diversity of the world has been acknowledged alongside the fact that all cultures and civilizations can contribute to, and are crucial enablers of, sustainable development and need to be safeguarded.

Facilitating the acquisition of the knowledge and skills needed to promote the appreciation of cultural diversity and of culture's contribution to sustainable development is one of the main goals of the UN 2030 Agenda towards a world of universal respect of human rights, ethnicity, intercultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility.

This is particularly relevant for minority mainstream social groups that need to work collaboratively towards this goal, both in Europe and the rest of the world.

39| <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

The image features a central photograph of a person in a meeting, gesturing with their hands while speaking. In the background, a laptop is open on a desk, displaying a presentation slide. A smartphone is also visible on the desk. The entire image is framed by a vibrant, multi-colored vertical striped border. The text 'PART 3. GOOD PRACTICES' is overlaid in large, white, bold, sans-serif font on the central photograph.

**PART 3.
GOOD
PRACTICES**

The following good practices have been selected and hereby presented due to their relevance to the EU4ALL project in the fields of cultural heritage and European values toward migrant integration. The good practices are hereby presented in a progressive way, spanning from the field of cultural heritage to one of European values.

Good practice 1: Mapping the Music of Migration (MaMuMi)

(2019-2021, Erasmus+ project, EU partners, EU level implementation, more info at: <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-061966>)

WHAT was the project about?

Using music as a tool for promoting intercultural awareness and for enhancing social inclusion tailored to the needs of migrants.

WHAT was the key concept behind the project?

The key concept was how innovative training spaces can become a part of broader integration strategies. Those strategies can actively help tackle issues of diversity and social inclusion.

WHO was the target group of the project?

- Migrants, 18+ years old
- NGOs working with migrants and their staff

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

Increasing intercultural competence and tackling social inclusion of migrants.

HOW did the project do it?

A. Methodological approach

Using music as a tool. The project has been designed to enable the target groups to develop social and creative capacities that will allow them to explore personal histories that can be recorded and mapped onto online spaces.

The methodology supports the development of self-esteem and confidence of migrants, listening skills, empathy, and intercultural communication and can also serve as basis for the validation of their experiences and act as a therapeutic tool.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Methodological framework	Describing the current policies in each country	document
Music Workshop User Guide	Guiding those who wish to conduct a Song Story Workshop	document
Audio Collection		video
Music Migration App (phone, tablet, computer)	29 individual song stories (stories about music)	audio, audio clips
Briefing paper	Detailing the project and its journey	publication (academic journal, project's website)
Raising understanding	Understanding of the histories and emotional pasts of migrants and NGOs.	intangible
Raising visibility	Visibility of specific migration journeys narrated by migrants themselves via the MaMuMi method of talking about song	intangible

The project results can be found on the MaMuMi's website (<https://mamumi.eu/>).

HOW did the project contribute towards:

A) Innovation and Success

The project involved the collection, editing and uploading of "Song Stories" to an interactive app. These stories focused on "inheritance tracks"; the songs or music that migrants have inherited, the discussion of which acts as a platform for diversity awareness in dedicated MaMuMi "Song Worlds" Workshops'. The project aimed at using storytelling about music as

a positive mechanism to counter negative stereotypes and to open up enabling enunciative spaces. The project's final products were evaluated as of high quality by the external evaluator.

B) Replicability and/or upscaling

The achieved results produced can support replication of the best practice in other countries with the same target group.

C) Adaptability

The adaptability of the best practice to different contexts has not been tested.

Good practice 2: We are all together to raise awareness of cultural heritage (WAAT)

(2020-2022, Erasmus+ project, EU partners, EU level implementation,

More info at: <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA204-077823>)

WHAT was the project about?

Using filmmaking production as a tool for promoting cultural heritage.

WHAT was the key concept behind the project?

The key concept was how self-made short films can be applied in adult education.

WHO was the target group of the project?

- Adult educators
- Adult learners

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

Raising awareness about cultural heritage.

HOW did the project do it?

A. Methodological approach

Using digital storytelling and filmmaking production as a tool to promote cultural heritage.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Online platform	A cultural heritage digital video platform for digital stories	digital platform
Filming User Guide	How-to Guide on producing short films and digital video stories for educators and adult learners	video
Film Collection	Short films to raise awareness on cultural heritage	video
Raising understanding	Understanding of cultural heritage and of digital video stories production	intangible
Dissemination	Disseminating cultural heritage in a less constructivist framework (through digital stories)	intangible

The project results can be found on the WAAT's website (<http://www.waatproject.eu/>).

HOW did the project contribute towards:

A) Innovation and Success

The project addressed simultaneously four cultural heritage areas: tangible, intangible, digital and natural.

B) Replicability and/or upscaling

The achieved results produced can support replication of the best practice in other countries and with different target groups, such as migrants, NEETs and other vulnerable groups.

C) Adaptability

The adaptability of the best practice to different contexts has not been tested.

D) Impact on participants

Improvement of the participants' digital skills, filmmaking skills, even of their English language skills. Enhancement of their knowledge and creativity. Increase of their appreciation of cultural heritage products.

Good practice 3: Free passes to museums for migrants

(Ongoing, Governmental project, Austrian partners, Local level implementation (Austria, Graz, Vienna, Salzburg) More info at: www.musis.at

WHAT was the project about?

Facilitating free entrance in Austrian museums. WHAT was the key concept behind the project? The key concept was to educate people on the history, art and culture of a democratic country (Austria). The project recognizes that democracy is not just about political participation, but also about ensuring equal access to cultural resources and promoting inclusivity in society.

WHO was the target group of the project?

- Migrants, teenagers-adults, of diverse origin and backgrounds
- Refugees, teenagers-adults, of diverse origin and backgrounds
- Asylum seekers, teenagers-adults, of diverse origin and backgrounds

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

Raising awareness about Austria and its cultural heritage alongside European values by providing access to museums. Smoothing integration and sense of belonging in the new country. Encouraging active participation in society. Cultivating migrant self-development and empowerment.

HOW did the project do it?

A. Methodological approach

Country policy establishment according to the Austrian openness to migrants. Collaboration with migrant support organizations and with local communities. Outreach and awareness campaign. Revision of admission policies and procedures. Training for museum staff. Monitoring and evaluation.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Visit card	A card that allows free museum entrance	card
Raising understanding	Understanding of cultural heritage and of European values	intangible

The project's results can be found at: www.musis.at

HOW did the project contribute towards:

A) Innovation and Success

By opening up museums to improve social conditions and promote social inclusion.

B) Replicability and/or upscaling

The achieved results produced can support replication of the best practice in other countries with the same as well as with different target groups.

C) Adaptability

The adaptability of the best practice to different contexts has not been tested.

D) Impact on participants

Very positive. 60% of migrants, especially those who come from difficult situations in their countries, use the free year pass very eagerly and are grateful to the state for providing them this opportunity.

E) Constraints

Migrants should be more informed about this opportunity.

Good practice 4: EU & U

(2019-2020, Erasmus+ project, EU partners, EU level implementation,

More info at: https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-CY02-KA105-001504?fbclid=IwAR2kktKBCcIPCeLitlYNYF_aQHhZelBO-6q4tNpy_UYsURNaFI1uN2E21RU)

WHAT was the project about?

Exchange of young people to understand that their differences are an enrichment for all of them and that all are part of the common idea of European Identity.

WHAT was the key concept behind the project?

The key concept of the project was to raise awareness about opportunities in Europe by giving young people the tools to understand what the European Union is, its role, and its benefits for the community.

WHO was the target group of the project?

- group leaders
- volunteers
- active youth who were already involved in the activities of the sending organization
- potential volunteers who were interested to learn about social inclusion and develop their skills in the project's topic.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Raising awareness	The project raises awareness of the importance of peacebuilding and how we might learn from our history to build a better, more inclusive future	intangible
Development of skills and competences	Skills and competences such as a sense of initiative, self-empowerment and self-esteem, and foreign language skills were developed.	intangible
Strength of virtues	Virtues such as solidarity, volunteerism, democracy, friendship, equality, respect of human fundamental rights, tolerance, and social cohesion were strengthened	intangible

HOW did the project contribute towards:

A) Innovation and Success

Creation of an intercultural context (12 partner countries) and mobility in the EU. Enhancing the values of tolerance, inclusion, human rights, and integration among people of the EU. Encouraging the participation in society of young citizens of EU Member States. Letting young people be aware of their rights and chances in the EU.

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

Questions of the young generation about the future in Europe, the unsafety in the work environment, the discriminatory behaviors, the democratic deficit and the lack of human values, the dominance of economic terminology and numbers in their everyday life, and the absence of spirituality.

HOW did the project do it?

A. Methodological approach

The project aimed to provide young people with fulfilling and empowering educational experiences. The approach used was informal and non-formal education, which involved interactive games, icebreakers, theatrical activities, and outside sessions. The workshops were flexible and open to participants' ideas, and the atmosphere was relaxed and friendly to encourage communication and learning from each other. Intercultural learning was a focus, and various non-formal education methods such as roleplays, simulation games, outdoor activities, and workshops were used to promote active participation and break stereotypes. Overall, the program aimed to support the personal development of young people across Europe.

B) Replicability and/or upscaling

The project can be reapplied and implemented in other countries.

C) Adaptability

As the results of the project are successful, the mobility model can be adapted and reapplied in other countries and/or implemented on a larger scale.

Good practice 5: Our Europe

(2020-2022, Erasmus+ project, EU partners, EU level implementation,

More info at: <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-3-FR02-KA105-016566>)

WHAT was the project about?

Exchange for a week of young people who are often marginalized, who haven't had the opportunity to experience mobility before and who come from all walks of life.

WHAT was the key concept behind the project?

The key concept of the project was that young people from different countries who are confronted with different social and cultural realities can meet to deconstruct clichés and stereotypes and learn about European values.

WHO was the target group of the project?

20 participants between the ages of 17 and 30, with varied life paths, histories and aspirations.

- Young German students;
- Young people living in one of the most remote and poor areas of Croatia;
- Young people from "priority" neighborhoods in France and following a path of professional integration;

- Young people living in Lyon, from all over the world, especially young workers, students and volunteers.

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

Reaching the target group in the selection of the participants' process. How to motivate the participants to be involved in the activity. Assuring that the participants apply in their daily lives what they learned in the project.

HOW did the project do it?

A. Methodological approach

The project addressed several needs, including the need for information and awareness about European citizenship, support for personal and professional development, exposure to multiple realities, and the acquisition of skills for professionalization. The project employed an informal and non-formal education approach, using language animations, information sessions, artistic workshops, reflection time, social media engagement, informal moments, assessment times, and a public evening to showcase results. The project also involved various organizations, including European cultural institutes, associations of young Europeans, and info-jeunes/eurodesk Lyon.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Sense of European identity	Development of a sense of European identity, leading to greater investment in the development of the European Union and better integration into European society.	intangible
		intangible
Improvement of knowledge	Improvement of knowledge about the EU and language skills	
Enrichment and opening up of professional projects	Enrichment and opening up of young people's professional projects, including the possibility of working in other countries	intangible

HOW did the project contribute towards

A) Innovation and Success

By combining artistic practices with the topic of European identity and values alongside raising awareness of the diversity of cultures and their richness.

B) Replicability and/or upscaling

The project can be reapplied and implemented in other countries, with the same or different target audience.

C) Adaptability

The mobility can be reapplied in other countries and implemented on a larger scale.

Good practice 6: European Values through European Intelligence (EVEQ)

(2016-2018, Erasmus+ project, EU partners, EU level implementation,

More info at: <https://epale.ec.europa.eu/de/blog/europaeische-werte-der-erwachsenenbildung-das-projekt-european-values-through-european>)

WHAT was the project about?

Reflecting about European values through engagement in aesthetic practises.

WHAT was the key concept behind the project?

The key concept was to develop practical workshops containing an artistic dimension (for example playing theater, painting, ...) to work with participants on the topic of European values.

WHO was the target group of the project?

- Migrants and Europe-born young people (mostly young adults, in some of the workshops also children)
- Teachers and non-formal educators
- local population (secondary target group)

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

For many learners, lecture-style teaching and large group work don't facilitate learning, especially on a topic like European values that might contain very different and even polemical perspectives. Therefore, it was necessary to develop tools and methods to work on the theme of values while avoiding useless conflictual discussions and judgment and encouraging dialogue and tolerance for other points of view.

HOW did the project do it?

A. Methodological approach

The project developed a strategy for teaching European values based on the Cultural Intelligence (CQ) model. CQ is defined as a person's ability to behave perceptively, effectively and intelligently in culturally diverse situations and environments.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Guidelines	Guidelines to work on European values based on the Cultural Intelligence (CQ) model	document
Video (https://www.youtube.com/watch?v=mo2nOX3TFPY)	Video about the performance project "Die EU-Zentrale" in Graz - one of the practical implementations of the guidelines	video

A detailed roadmap of the project "Die EU-Zentrale in Graz" is available from Andrea Fischer, Kunstlabor Graz (andrea.fischer@uni-t.org)

HOW did the project contribute towards

A) Innovation and Success

By developing guidelines and methods for "teaching" and promoting European values based on the Cultural Intelligence model, instead of the common lecture-style way. Motivation & Drive, Knowledge & Resources, Reflection & Awareness, Planning & Practice are the 4-steps-4-Action core of the Guidelines. Guidelines are complemented by many examples of practical implementation of artistic nature (playing theatre, painting, dancing hip-hop, attending a theatre play), offering very different and not scholarly ways of getting in contact with the topic "European values". Engaging in aesthetic practices provides opportunities

to build trust among participants from different backgrounds and create a safe space for verbal and non-verbal dialogues about European values. Particularly the quality of one of the projects implemented, the performance "Die EU-Zentrale" in Graz, is very impressive: intense exchanges occurred between migrants and the local population, and the participants engaged in a wide-ranging dialogue reflecting on their differences.

B) Replicability and/or upscaling

The achieved results produced can support replication of the best practice in other countries with the same target group.

C) Adaptability

The adaptability of the best practice to different contexts has not been tested.

Good practice 7: United but different: cultural identities – European values – shared challenges

(2019-2021, Erasmus+ project, EU partners, EU level implementation,

More info at: <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE03-KA229-059533>
<https://twinspace.etwinning.net/91884/home>)

WHAT was the project about?

Give students from different European countries the opportunity to reflect together on the way EU citizens look at the European Union, the expectations they have and the challenges they see.

WHAT was the key concept behind the project?

Create a conversation between students from three European countries about cultural identities and European values and create a common exhibition.

WHO was the target group of the project?

- Students, 15-18 years old from 3 European countries

WHAT was the challenge to be addressed?

(Needs of participants to be addressed)

A better comprehension of Europe's diversity. Contextualizing the participants' views about Europe and better understanding how their country is viewed by people from other countries.

HOW did the project do it?

A. Methodological approach

The students worked on four modules for a common exhibition. In all modules, students from different countries worked together to share their points of view and to produce posters and videos for the exhibition. Due to Covid-19 pandemic, modules 2 - 4 took place remotely and the students produced digital padlets instead of posters and videos.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Module 1: National and cultural identity - Deconstruction of stereotypes	Work on the vision that the students have of their own country and of other countries.	posters, videos
Module 2: European Values and Identity in context of national identity	Work on the description of European values and the question of national identity	digital padlets
Module 3: European heritage sites as a means to provide a shared European identity	Work on the description of 48 European historical sites and reflection on how those sites have a symbolic meaning for Europe	digital padlets
Module 4: History and challenges today - Visions of a future EU	Work on history and challenges topics within the European Union and reflection about the own view of students on the topic	digital padlets

The project results can be found on this website: <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE03-KA229-059533>

HOW did the project contribute towards:

A) Innovation and Success

Even in a very challenging pandemic situation, the partners managed to work on all 4 modules with their students and facilitated interaction between them while they were in homeschooling status.

B) Replicability and/or upscaling

The achieved results produced (4 modules) can support replication of the best practice in other countries with

the same or different target group. The best practice can be implemented with smaller or larger groups. With larger groups, more planning of online events is needed to ensure effective engagement.

C) Adaptability

The adaptability of the best practice to different contexts, in school or adult education contexts, is possible.

D) Challenges

Since the project involves traveling so that the groups can work together face-to-face, a sufficient travel budget and a major organization are needed (benefits for the participants will be less intense if they only meet online).

Good practice 8: International Dublin Arts and Human Rights Festival

(Ongoing, an annual international festival organized by Smashing Times International Centre for the Arts and Equality and Front Line Defenders in partnership with Amnesty International, Fighting Words, Irish Council for Civil Liberties, National Women's Council of Ireland, Trócaire, Poetry Ireland, and Irish PEN. More info at: www.smashingtimes.ie)

WHAT is the project about?

Linking the arts to civil society, active citizenship and politics through a festival.

The festival is a hybrid program delivered over 10 days and hosts an exciting blend of over 80 events happening in-person and online, featuring Irish and international artists and guest speakers, reaching audiences locally, nationally, and internationally.

WHAT is the key concept behind the project?

The key concept is to promote human rights and justice for all, and the vision of a world where all people are

treated equally, with dignity and respect. This is how the past is remembered, the present is explored, and a future linked to equality, human rights and diversity for all is celebrated.

WHO is the target group of the project?

- Wide audience, interested in the arts for equality, human rights and diversity.

WHAT is the challenge to be addressed? (Needs of participants to be addressed)

The festival meets the needs of people interested in actions and methods for promoting and protecting human rights.

HOW does the project do it?

A. Methodological approaches

A variety of methods and techniques are being used, such as theatre techniques, workshops and penalty discussions, visual arts and storytelling.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Music/Theater/Poetry per-formances	Music/Theater/Poetry performances and games are prepared and shown to the public	intangible
Artist lectures/Panel discus-sions (also, online)	Lectures and discussions are held to raise awareness on human rights protection	intangible
Exhibitions	Exhibitions to raise awareness on hu-man rights	posters, videos, arti-facts, installations
Digital storytelling sessions	Stories of courage and inspiration of ordinary people who stand up for hu-man rights are shared with a wide audience	videos
Workshops	Hands-on workshops	posters, videos, arti-facts
Networking events	Events to enforce collaborations	intangible

The project results can be found on this website: <https://smashingtimes.ie/festivals/dublin-arts-and-human-rights-festival-2022/>

HOW did the project contribute towards:

A) Innovation and Success

Each year new acts and programs are prepared and performed with focus on current situations in the world. By using theater and artistic techniques the attention of the audience is being kept.

B) Replicability and/or upscaling

The achieved results produced can support replication

of the best practice in other countries with the same target group.

C) Adaptability

The adaptability of the best practice to different contexts is possible as theatre techniques are quite universal and can be easily adapted.

D) Impact on participants

People become aware of the necessity to talk and protect human rights. This being done in an artistic way brings people in an enjoyable manner to think about human rights and the importance of protecting them.

Good practice 9: Educational material about human rights

(Ongoing, a non-governmental project, in cooperation with Youth for Human Rights International, operating at the national level.)

More info at: <https://youthforhumanrights.nl>

WHAT is the project about?

Providing educational material for teaching the value of human rights at primary, secondary or adult education schools.

The Youth for Human Rights Nederland Foundation works together with Youth for Human Rights International and uses the materials developed by them. The Foundation also collaborates with similar foundations on human rights protection all over the world.

WHAT is the key concept behind the project?

The key concept is to inform people what the 30 human rights included in the Universal Declaration of Human Rights are and educate them on these rights.

WHO is the target group of the project?

- (Volunteer) educators who educate people of all ages.

WHAT is the challenge to be addressed? (Needs of participants to be addressed)

The need addressed by the initiative is the lack of knowledge on human rights and their protection.

HOW does the project do it?

A. Methodological approach

Teaching methods with the use of text and visual material and online courses on human rights

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Teaching materials	Educators are provided for free with teaching materials for their lessons on human rights.	Documents, visuals, videos
Online courses	Online courses are held to raise awareness on human rights protection	Online materials

The project results can be found on this website:

<https://youthforhumanrights.nl>

HOW does the project contribute towards

A) Innovation and Success

The online course is innovative providing digital material on human rights adapted to the new way of learning.

B) Replicability and/or upscaling

The materials produced are available in 17 languages and can support replication of the best practice in other countries with the same target group.

C) Adaptability

The adaptability of the best practice to different contexts is possible as the produced materials can be adapted to other values as well.

Good practice 10: Refugee Voices

(Ongoing, Non-governmental project, Austrian partners, Local level implementation (Austria, Graz, Vienna, Salzburg)

More info at: <https://www.facebook.com/voicesofrefugeeswien/>

WHAT is the project about?

Creating a platform for refugees, asylum seekers, and migrants living in Austria to share their stories and experiences as a tool for promoting inclusivity in society.

WHAT is the key concept behind the project?

The key concept was that refugees have valuable perspectives to offer and the project seeks to empower them to share their voices within a safe space.

WHO is the target group of the project?

- Refugees, asylum seekers and migrants, living in Austria

WHAT was the challenge to be addressed? (Needs of participants to be addressed)

Addressing the need for refugees to have a voice and to be included in the conversation about their own experiences.

HOW does the project do it?

A. Methodological approach

Collaboration with refugee support organizations and local communities.

B. Result outputs – description – media type

Result outputs	Result Description	Result Media Type
Online platform	Compilation of stories shared by refugees	digital platform
Workshops/Training sessions	Storytelling workshops and training for refugees	offline
Raising understanding	Fostering understanding and empathy among the wider Austrian community.	intangible
Raising awareness campaign	Promoting refugee voices and stories through various media platforms	printed and online media publications

The project results can be found on: <https://www.facebook.com/voicesofrefugeeswien/>

HOW did the project contribute towards

A) Innovation and Success

By recognizing the value of refugee's perspectives and seeking to amplify their voices.

B) Replicability and/or upscaling

The achieved results produced can support replication of the best practice in other countries with the same and/or similar target groups.

C) Adaptability

The adaptability of the best practice to different contexts has not been tested.

D) Impact on participants

Very positive. Participants reported feeling empowered and heard, and the wider community has shown increased understanding and empathy toward refugees.

E) Constraints

The project requires ongoing support to continue amplifying refugee voices and promoting inclusivity in society.



PART 4. STORYTELLING

INTRODUCTION

In this part of the Europe4ALL Handbook for Adult Educators we will explore the art of storytelling. Storytelling has been an integral part of human culture for centuries, and it continues to be a powerful tool for communication and education. In this chapter, we will delve into the importance of storytelling in promoting European values and cultural heritage, and provide practical tips and techniques for incorporating storytelling into your teaching practice.

While storytelling is a universal language that transcends cultural boundaries and connects people from all walks of life, the ways in which we tell stories differ widely across cultures. What all stories have in common is that they bring us into an imaginary world (that may or may not resemble the world we live in) and invite us to explore that world through a range of characters (who often reflect fundamental patterns of how we have historically organized our societies). And when we find a way to share individual experiences, we create common cultures.

Stories are both past and future. To the archive of narratives that have been told and retold many times, transmitting a sense of shared identity, we add new stories, hoping that future generations can relate to the worlds we imagine today. Offering the freedom to imagine entire worlds, some of the power of stories lies in their ability to mix fiction and fact.⁴⁰ Recreating old stories or creating new stories can be a way to imagine how things could be or become - envisioning new roles for ourselves, encouraging those who may feel that they have no role to play, or exploring values in ways that differ from our daily lives.

And finally, stories offer a way to carefully (and safely) approach deeply emotional experiences - good or bad, empowering or traumatizing - and find ways to structure lives that seem to have no structure. Storytelling is often driven by the need to come to terms with such intense moments in our lives. As biographical, life-story-telling, the story of a life that comes together, sometimes for the first time, in the space of a story, gives shape to an experience so it can be shared. And as we share such stories, we become more aware of shared concerns, interests,

and themes, discovering the many commonalities across our individual experiences that make up what we usually call "culture". Whether or not the stories we tell have such a biographical, deeply emotional, or even existential register, they allow us to share our experiences, beliefs, and values with others in a way that is engaging, memorable, and impactful.

Stories highlight how culture and cultural heritage inform and structure the lives we lead today. Some of the stories in the archive (or library) of stories we call "culture" already include us, others leave us out. Sometimes, the story will make immediate sense, as we too look for "fellows" with which we embark on new adventures and explore whatever is ahead of us. Sometimes they won't, as fairytale conventions might only see us in roles that are out of sync with how we want to live today. Some of these stories will remain and become more powerful than others, others may never be heard. Culture (understood in the dynamic and collaborative sense of this project) provides opportunities for whoever wants to tell their story to do so. Historically, this has not only been a cultural practice but a key element of our cultural heritage and indeed a core value: finding new ways to make sure all voices are heard.

Stories are ways to co-create meaning and try to make sense of what doesn't seem to make sense.

Stories can build empathy, foster intercultural understanding, and promote active citizenship.

Stories can also offer a safe space to play out real-world conflicts, allowing for shifts in perspective.

By incorporating storytelling into our teaching practice, we can create a more immersive learning experience that resonates with our learners on a deeper level. This chapter introduces a wide range of approaches to storytelling. Work with whatever works best - image, language, sound, inviting others to experiment and playfully explore old and new ways to give voice to their experience.

40 | Understanding how this mix works also helps in other areas - whenever we want to participate in democratic processes of exchange and decision-making, for example. See Mair, D., Smillie, L., La Placa, G., Schwendinger, F., Raykowska, M., Pasztor, Z. and Van Bavel, R., Understanding our Political Nature: How to put knowledge and reason at the heart of political decision-making, <https://publications.jrc.ec.europa.eu/repository/handle/JRC117161>



Written storytelling

Introduction

The person who was questioned was Klaudia, a young girl who was born in Albania and later immigrated to Greece. She tells us about how she assimilated into Greek culture while retaining traditions and customs from her home country. The form of sharing her experience is through written storytelling.

Written storytelling: Interview

Tell me a little bit about yourself. Where do you originally come from?

My name is Klaudia, and I am 22 years old. I recently graduated from the Department of Economics in Volos, Greece. I migrated with my parents and my brother to Greece for financial reasons. I'm originally coming from Albania.

Since when do you live in the country you are currently in?

I left for Greece in 2003 with my parents and my little brother.

What do you like the most in the country you live in?

I adore the people, traditions, food, and weather as well as the local culture. My favourite museums are the Acropolis Museum and the Heraklion Archaeological Museum since I enjoy visiting museums very much and there are many of them in Greece where I can see many historic monuments. Furthermore, I like that you can combine the sea with the mountains in Greece, especially in my village of Neohori in Pelion.

What do you miss the most about your country?

My family is what I miss the most. My parents and I are very busy, so I will likely have to wait a long time to visit my grandparents who are still in Albania. Although we communicate over Skype, nothing beats a face-to-face conversation.

Did you keep your culture's traditions/ identity? If yes, what exactly?

We maintain several traditions because of my parents. For instance, some Christmas cuisine (such as Pershesh me Mish, a type of breadcrumb with lamb soup), or some dishes for the national day of the spring (e.g. ballakume that is a kind of sweet bread, boiled corn topped with sugar, a pie with 12 greens that symbolize the 12 months of the year and boiled eggs).

How did you cope with the cultural shock when you arrived in Greece?

Since I was so young—3 years old—it was expected that adjusting to life in Greece wouldn't be too challenging. Due to the language, it was a little bit difficult when I started school, but nothing too

challenging! Due to my age and body language, I was able to make acquaintances quickly.

Which aspects of cultural life do you like in the country you now live in?

I enjoy celebrating Easter because it involves dancing and eating traditional foods like spit-roasted lamb and red-painted eggs. Additionally, I like the Greek celebrations that are held to honor a saint since we dance a lot while listening to traditional, live music.

What was the biggest challenge you faced since you left your country?

Learning the Greek language was the biggest challenge I faced since I moved from Albania.

What does "cultural heritage" mean to you?

When I hear "Cultural Heritage", I think of the preservation of old temples. For me, cultural heritage means a live testimony of the past.

What are for you the most important cultural heritage monuments in the country you came from and in the country, you now live in?

The Kalaja of Berat, a small area with traditional architecture that is protected by UNESCO, is the most significant cultural heritage monument in the country I am from (Albania). The Acropolis and the old theatre at Epidaurus are two of my favourite places in the country that is hosting me (Greece).

Why are those cultural heritages so important to you? What is your personal relationship with them?

They are related to the history of each place, and when I think of them I feel awe.

The 6 values listed in Article 2 of the Lisbon Treaty and the EU Charter of Fundamental Rights are human dignity, freedom, democracy, equality, rule of law and human rights. Which one do you find the most relevant to your experience? How?

"Human dignity" is the value that applies to my experience the most. This is so that my family and I can live a respectable life, uphold our traditions, and become a part of the Greek people.



Written storytelling

Conclusion

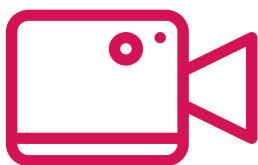
The form of storytelling that we used is written storytelling, therefore, we shared our questions with Klaudia and asked her to write down her answers. We also asked additional questions in order to get more valuable information related to her story.

The practice of weaving language into a physical tale with the aim of producing rich, credible experiences is known as storytelling. Writing is the process of incorporating language into a tangible story in order to produce rich, realistic experiences. In order to accomplish this, storytellers combine character and storyline, creating tales that serve as metaphors for the human experience. In other words, storytellers don't just present information; they also allow the reader or listener to immerse themselves in the narrative as if they were actually there.

An immersive experience is more likely with a written story. Readers want to be able to picture every detail of your story clearly. They want the location to appeal to the five senses, as well as specifics, character thoughts, and emotions. The story becomes longer as a result of all this description.

Here are a few tips regarding conducting written storytelling:

- To begin with, preparing a list of questions for the narrative is essential, and the sequence in which they are asked is key for obtaining detailed information. Prior study is useful for providing context and insights into the subject.
- Furthermore, rewording and refining the responses results in a homogeneous framework. As long as the meaning of the statements is not altered, paraphrasing or rephrasing exact phrases to make them more logical is advised.
- The interview should also be proofread and evaluated to ensure that all of the material is accurate and that the language is acceptable for the interview's objectives.



Video storytelling

Introduction

As an example of storytelling of life stories, we made a video interview of Salam Swid. Salam Swid is 19 years old, was born in Syria and has been living in Saarbrücken, Germany since 2017. In the interview, she speaks about her own life story, before and after coming to Germany, about her understanding of cultural heritage both in her home country and in her host country, and about values that are important to her.

The form of a visual interview brings many advantages but also requires good preparation. The great advantage of a visual interview is that the information and the emotions of a person can be conveyed better than in written form. A video interview is particularly suitable for personal and emotional topics, and it makes it much easier for the viewer to understand the topic.

Conclusion

These points should be remembered if an interview is to be filmed:

1. Most people are not used to speaking in front of a camera so they are naturally nervous. To counteract this nervousness, you should prepare your interview partner as well as possible for the shooting. It is helpful to get to know each other before the shoot. No one likes to tell a stranger about himself and his own life.
2. The interview setting should be set up before the Interview partner arrives for the shoot.
3. The location/setting should be designed in such a way that the Interview partner feels comfortable.
4. The first questions of an interview are usually used to get warmed up to the situation. For this reason, the first questions should not yet have an important significance for the topic. It is a good idea to use questions that are easy to answer. Often you let the person introduce him/herself first.
5. Interviews are often filmed twice to get the interview partner used to the situation.
6. Before filming, it should also be considered whether the interview questions will be heard later in the end product, or if the moderator and his or her questions will be cut out. If the questions are not part of the interview, it is important that the interviewer pre-words his or her answers in such a way that the actual question is included in the answer. For example, the question might be: How old are you? The interviewer should not answer "19", but instead "I am 19 years old".
7. During the interview, you should also be careful not to interrupt the speaker or to confirm verbally with "yes", "I understand" or "hm" as is usually the case in conversations. This complicates post-production and makes editing difficult. It also makes sense to wait a little after every answer before asking the next question. This gives the person being interviewed a chance to complete her answer if necessary. Even if it is sometimes difficult to allow silence in the interview, the interview partner also has the need to fill the silence in the situation so his motivation to communicate increases.
8. From the technical point of view, there are also some things to consider. Even if it is a visual interview, good sound is extremely important. For this reason, special care should be taken when setting up the microphone to check that the interview partner can be understood well and that disturbing noises at the filming location should be avoided. The sound should be checked before the shoot, as well as during the entire shooting. Poor sound will force you to completely reshoot the interview. If possible, filming should also be done with two cameras to avoid jump cuts later in the editing process, which often has an irritating effect on the viewer.
9. The topics "cultural heritage" and "values" are complex, especially for an interview partner who is no native speaker. It is important to prepare the interview in advance with the interview partner (what means "cultural heritage"? Which different forms of cultural heritage exist? What means the word "value"? Which values are listed in the text of the European Union?). Because if you ask questions during the interview that the interview partner does not understand, it might be unpleasant for the interview partner and the person will lose her motivation for giving the interview.
10. As the interview with Salam Swid shows, a well-prepared video interview can be a very good way of opening a discussion about Cultural Heritage and values in Europe. Even if Salam Swid was nervous at the beginning, her presence in front of the camera was great and her answers were not only informative, they were also personal and emotional. And it is this emotionality that makes it easier for the viewer to access a complex topic.



Graphic storytelling

Introduction

The person we interviewed is a Bulgarian woman who has lived in the Netherlands for 10 years. She is married and has a daughter. Her husband moved to the Netherlands because he found a better job and later on she moved too because she didn't want to stay alone in Bulgaria. She doesn't speak Dutch well and lives quite isolated.

Storytelling in the form of graphic representation

Graphic representation means telling a story using images, drawings, illustrations or animations. We used the information delivered by our interview partners and summarized them in a graphical form.

Tell me a little bit about yourself. Where do you originally come from? Since when do you live in the country you are currently in?

I am Elena and I originally come from Bulgaria. I was born in a beautiful small town situated in the mountains and I used to live there before I came to the Netherlands 10 years ago. I didn't want to leave my hometown, I felt happy there. But my husband found a better job in the Netherlands, my daughter came to study here as well and I was left alone. So, I decided to move, too.

What do you like the most in the country you live in?

Holland is a beautiful country. Everything is well organized and they keep it very clean. People here are kind and friendly and always ready to help. Unfortunately, I can't speak the language well and it's difficult to communicate.

What do you miss the most about your country?

I miss the mountains. I liked to walk in the woods and enjoy nature. I also miss my friends. We often used to go to a café and have a chat there. I can't do this here. I haven't got many friends.

Did you keep your culture's traditions/ identity? If yes, what exactly?

Yes, I'm trying to keep my culture as much as possible. For example, we always celebrate Christmas according to the Bulgarian tradition. Some things are quite different. For example, we never eat meat on Christmas Eve, and we prepare traditional food. I also listen to Bulgarian music and like to dance folk dances.

How did you cope with the cultural shock when you arrived in the Netherlands?

When I first arrived in the Netherlands it was a cold winter day. I will never forget what I saw in the streets – mothers cycling with their small children in the rain, sometimes with 2 children on the bike – 1 in front of a basket and 1 behind in a special chair. And the children weren't warmly dressed! In Bulgaria, you will never see such a thing.

Which aspects of cultural life do you like in the country you now live in?

I like the way Dutch people preserve their cultural heritage and are so proud of it. Lots of efforts are made to keep monuments and historical places in good shape. I compare this with my country where things are different.

What was the biggest challenge you faced since you left your country?

I think the biggest challenge was to learn Dutch. I'm not good at languages and I still cannot speak it well.

What does "cultural heritage" mean to you?

To me cultural heritage means the values and the traditions that give the identity to a country and its people – how they live, how they celebrate, what food they eat and so on.

What are for you the most important cultural heritage monuments in the country you came from and in the country you now live in?

There are many cultural heritage monuments that I like and miss in my country. Most of all I miss the churches where I used to go and light a candle. Especially during national holidays as Easter, we have a tradition to go to church. I can't do this in the Netherlands. The churches here are different. They are huge and I don't feel cozy in them. In the Netherlands, the most interesting cultural heritage monuments for me are the windmills in Kinderdijk. In the past, they were used to pump water to the sea and people used to live there. One of the windmills is preserved and can be visited as a museum. It's amazing how people could live in such small rooms. I also like the area where these windmills are located. It is beautiful.

The 6 values listed in Article 2 of the Lisbon Treaty and the EU Charter of Fundamental Rights are human dignity, freedom, democracy, equality, rule of law and human rights. Which one do you find the most relevant to your experience? How?

For me, the most relevant one is the 'rule of law'. I appreciate how people keep to the rules and regulations in the Netherlands. I think it is important to keep to the rule of law where no one is above the law and everyone is treated equally under the law. This is still not the case in my country.



Graphic storytelling

I am Elena and I originally come from Bulgaria. I was born in a beautiful small town situated in the mountains and I used to live there before I came to the Netherlands 10 years ago. I didn't want to leave my hometown, I felt happy there. But my husband found a better job in the Netherlands, my daughter came to study here as well and I was left alone. So, I decided to move, too.

HOLLAND

Holland is a beautiful country. Everything is well organized and they keep it very clean. People here are kind and friendly and always ready to help. Unfortunately, I can't speak the language well and it's difficult to communicate.

I'm trying to keep my culture as much as possible. For example, we always celebrate Christmas according to the Bulgarian tradition. Some things are quite different. For example, we never eat meat on Christmas Eve, and we prepare traditional food. I also listen to Bulgarian music and like to dance folk dances.

Living between two cultures

When I first arrived in the Netherlands it was a cold winter day. I will never forget what I saw in the streets – mothers cycling with their small children in the rain, sometimes with 2 children on the bike – I in front in a basket and I behind in a special chair. And the children weren't warmly dressed! In Bulgaria you will never see such a thing.

I like the way Dutch people preserve their cultural heritage and are so proud of it. Lots of efforts are made to keep monuments and historical places in good shape. I compare this with my country where things are different.

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In the Netherlands the most interesting cultural heritage monuments for me are the windmills in Kinderdijk. In the past they were used to pump the water to the sea and people used to live there. One of the windmills is preserved and can be visited as a museum. It's amazing how people could live in such small rooms. I also like the area where these windmills are located. It is beautiful.



Graphic storytelling

Conclusion

Storytelling in the form of a graphic presentation can be used to visualize the story and emphasize certain elements so that it becomes more attractive to read. During the preparation stage, we took the interview with the person and asked the person to send us pictures or draw images that illustrate better her story. Based on the story and the images we designed the graphics.

By using graphic presentation you build empathy and reach the audience emotionally.

Two important forms of graphic storytelling are graphic novels and graphic recording:

Graphic novels are complex visual narratives whose scope (often book-length or even multi-volume) allows authors to describe and explore a much larger story space than the shorter formats commonly associated with the term “comic”. While comics have always included a wide range of visual storytelling styles, “graphic novel” is often used to highlight the artistic and literary qualities of a longer visual narrative. Sometimes, graphic novels explore topics in history, politics, or science, offering an engaging way to introduce such topics to a wider audience. Well-known autobiographical graphic novels include *Maus* by Art Spiegelman⁴¹, *Perspolis*⁴² by Marjane Satrapi or *The Arab of the future*⁴³ by Riad Sattouf.

Graphic recording is a way to create a map of a wide-ranging conversation. Such a map can be particularly useful when the conversation seems unstructured or follows multiple threads. The recorder often acts as a passive observer and usually does not take an active role in facilitating the conversation. The person doing the recording should have strong visualization skills but does not have to be an expert on the topics being discussed. To make sure s/he can capture what is being said it helps to brief the “recorder” on the general themes of the exchange and also clarify whether s/he is familiar with the terms being used. What emerge is often more than a snapshot of a conversation - it can help identify and make visible to participants relationships between different trains of thought and recurring themes, highlighting commonalities (and conflicts) the group may not have been aware of.

41 | Spiegelman, Art. *The Complete Maus: Graphic Novel*. Penguin, 2003.

42 | Satrapi, Marjane. *Perspolis*. Pantheon Books, 2004.

43 | Sattouf, Riad. *The Arab of the Future: A Childhood in the Middle East, 1978-1984*. Metropolitan Books, 2015.



Podcast storytelling

Introduction

Podcast: In the moment of darkness there are always moments of light. The interviewed person in the podcast is a Ukrainian boy Artem who has been studying in Austria but happened to be in Ukraine on the day when the Russian army occupied his city. Artem is 17 years old. He is in his last year in Austrian school. In the podcast, he tells us a story about his way in this time.

It is not easy. And the situation cannot be changed. However, he mentions that good people have helped him a lot, especially people of different cultures. Dark moments bring us together. In Austria, Artem has been supported and helped.

Episode Description: In this compelling podcast episode we delve into the life of Artem, a resilient 17-year-old Ukrainian boy studying in Austria. Fate had brought him back to his homeland just as the Russian army seized control of his city. Despite the daunting circumstances, Artem's story highlights the power of unity and the unwavering kindness of people from diverse backgrounds. Through this gripping narrative, we discover how dark moments can forge unbreakable bonds and restore hope, as Artem shares his remarkable journey.

In this thought-provoking podcast episode, we are honored to feature Artem, a courageous teenager whose life took an unexpected turn when his city fell under Russian occupation. Artem, a final-year student in an Austrian school, reveals the challenges he faced and the incredible support he received along the way. As Artem recounts his experiences, we witness the indomitable spirit that emerged from the darkness. While the situation itself may have seemed insurmountable, he reminds us that even amidst the bleakest of circumstances, there are always moments of light.

Through Artem's narrative, we come to appreciate the profound impact that kind-hearted individuals from different cultures can have in times of adversity. In Austria, he found solace and support, as people rallied around him, offering their help and guidance.

Conclusion

Key Considerations for Creating an Engaging Podcast:

1. Vocal Presence:

During podcast recordings, the focus is solely on verbal communication, eliminating the need for direct camera engagement. As a result, it becomes crucial to emphasize vocal quality and delivery. Working on vocal tone, clarity, and expression can greatly enhance the listener's experience.

2. Ice-Breaking:

To establish a welcoming atmosphere, it is beneficial to break the ice before diving into the main content. This can be achieved through casual conversation or light-hearted banter, enabling the guest or participants to feel more relaxed and open to sharing their thoughts.

3. Ideal Recording Environment:

Ensure that the recording location is free from excessive background noise or interruptions. Utilizing microphones can significantly improve audio quality, capturing the speaker's voice clearly and eliminating unnecessary distractions.

4. Introduction and Focus:

At the beginning of the podcast, it is essential to provide a clear outline of the main topic and establish the podcast's purpose. The host or speaker can briefly introduce the subject matter and offer a warm greeting to engage the listeners from the start.

5. Encourage Opinions and Conversations:

While a podcast can feature interviews, it can also adopt a conversational format where the host and guests share their opinions and engage in meaningful dialogue. This approach adds depth and variety to the podcast, making it more engaging and interactive for the audience.

The image features a central photograph of a person's hands writing in a notebook with a blue pen. The person is wearing a dark suit jacket. The entire image is framed by a vibrant, multi-colored vertical stripe pattern. The text 'PART 5. LESSON PLANS' is overlaid in white, bold, sans-serif font on the central photograph.

**PART 5.
LESSON
PLANS**



In this part of the handbook we propose six learning pathways that use one of the Europe4All videos to work with a group of learners on the topics of European Values and Cultural Heritage.

Each learning pathway contains one lesson plan, one PowerPoint presentation, one worksheet for the participants and one self-assessment questionnaire for the facilitator.

Since every group of learners is different, the facilitators should adapt the proposed content to the needs and backgrounds of their participants.

While working with a group of learners with different cultural backgrounds, the facilitators should take into account the attitudes toward intercultural situations presented in the introduction of this handbook.

List of the lesson plans:

LESSON PLAN 1. Exploring European values through cultural heritage

LESSON PLAN 2. Human Rights

LESSON PLAN 3. Exploring European values

LESSON PLAN 4. Equality and diversity in the European Union

LESSON PLAN 5. Exploring European cultural heritage and values through museums

LESSON PLAN 6. Creating Brave Spaces

LESSON PLAN 1.

Exploring European values through cultural heritage

Name of the module

Exploring European values through cultural heritage

Target group

Adult learners, including migrants, interested in European culture and history

Objective

To explore and understand European values through the lens of cultural heritage.

Learning outcomes

The learning outcomes pursue the following competency standards:

- Vocational skills and applying knowledge: Participants are familiar with the concept of Cultural Heritage and European Values.
- Personal competence: Participants can express a point of view about cultural heritage and how they are connected with the European Values. They learn how to reflect on personal connections to European Values.
- Diversity Awareness: Participants are accepting toward cultural differences between them and understand the historical and cultural significance of European cultural heritage.

Duration

3 hours 30 minutes





Topics

1. Introduction to European values
2. Understanding cultural heritage as a representation of European values
3. Identifying key European values in a specific example of cultural heritage
4. A personal reflection on connections to European values.





Preparation

1. Prepare the materials for the lesson – laptop, projector, powerpoint presentation.
2. Plan the warming up of the session.
3. Plan specific learning activities.
4. Plan to assess students' understanding.
5. Plan the lessons in an engaging/activating manner.
6. Plan how the lesson will be ended.





LESSON PLAN 1. Exploring European values through cultural heritage

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>1. Introduction The facilitator will introduce himself/ herself, welcome the workshop participants and outline the content of the following 3-academic-hour F2F training.</p>	5	Presentation	
<p>2. Activity 1: Icebreaker Two truths one lie Participants introduce themselves by sharing two true statements about their cultural heritage and one false statement. The group must guess which statement is false. For example, a participant might say “My great-grandfather was a famous painter in Italy,” “I grew up eating traditional Greek food,” and “I have never visited any historical landmarks in Europe.” The group would then guess which statement is false. This icebreaker encourages participants to share their personal connections to cultural heritage and can spark interesting discussions about different cultures represented in the group.</p>	15	Icebreaker	Pens and papers
<p>3. Presentation – introduction to the module The facilitator goes through the presentation slides and introduces the Europe4all project. Then he/she explains the objectives of the PR. The focus should be put on the purpose of the project, the various challenges young migrants face in adjusting to a new country and how are the outputs of the project going to deal with these challenges. The facilitator also explains the importance of the role of adult educators and the differences between traditional and adult education.</p>	15	Presentation	Laptop Projector PowerPoint presentation
<p>4. Video – Next stop - The White Tower of Thessaloniki The facilitator shows the participants the video included in the PowerPoint presentation and explains how cultural heritage can support the inclusion of young migrants making them also more familiar with the European values that are universal. Participants are given 3 reflection questions to focus on while watching the videos and afterward are invited to share their thoughts on it. They will reflect on the questions either individually or in groups. The questions are:</p> <ul style="list-style-type: none"> - What aspects of the White Tower of Thessaloniki do you think are most representative of Greek cultural heritage? Why? - How does learning about cultural heritage, such as the White Tower of Thessaloniki, help us better understand and appreciate different cultures? - In what ways can we preserve and promote cultural heritage for future generations? Why is this important? 	30	Presentation and video	Laptop Projector PowerPoint presentation

LESSON PLAN 1. Exploring European values through cultural heritage

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
5. Coffee break! Enjoy a 15-minute coffee break!	15		
6. Activity 2: Cultural Heritage Scavenger Hunt Preparation: Create a list of cultural heritage sites in the local area and provide participants with a map or links to virtual tours of each site. Instructions: 1. Divide participants into small groups and assign each group a set of clues related to the cultural heritage site. 2. Participants can work together to solve the clues and find each site virtually. 3. At each site, participants can learn about the history and significance of the site through virtual tours or online resources. 4. After completing the scavenger hunt, participants create a visual representation on the flipchart of the importance of the cultural heritage site. 5. Each team presents their flipchart.	40 minutes (20' to collect information 10' to prepare the flipchart 10' presentation)	Team activity Discussion Feedback	Printed paper with clues for each cultural heritage site (from the city/ country) Phones/ tablets/ laptops Flipchart and markers
7. Activity 3: European values mood board The facilitator reflects on the previous activity and highlights the importance of cultural heritage in preserving history and promoting cross-cultural understanding. Then, the 6 European values are introduced, connecting them to cultural heritage. Instructions: 1. Participants are split into groups and given magazines or printed materials from different cultural heritage sites and they are asked to choose the ones they find the most interesting. 2. Then, they select one of the 6 values that they find connected to the cultural heritage site(s) they previously chose. 3. Each team reflects on how their chosen site(s) connect to European values and writes down their ideas. 4. Participants create the European values mood board, using scissors and glue to put together the materials from the magazines and markers to write down keywords. 5. Participants display their boards and create a gallery walk, presenting their work to others.	60 minutes (5' intro 10' site selection from magazines 10' values reflection 20' mood board creation 15' gallery walk)	Teamwork Discussion Presentation	Cultural magazines Scissors Glue Markers Colourful pens Flipcharts

LESSON PLAN 1. Exploring European values through cultural heritage

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
8. Coffee break! Enjoy a 15-minute coffee break!	15		
9. FAQ session The facilitator will invite participants to ask questions on all topics discussed.	5	Discussion	
10. Conclusion of the workshop and evaluation The facilitator thanks the participants for their participation in today's workshop. He/she will then ask each participant to talk briefly about how he/she in-tends to use the new knowledge from the project in the future. He/she will also invite participants to provide further feedback. The facilitator then distributes printed/ online evaluation forms and participants are asked to complete them.	10	Discussion Evaluation Feedback	Evaluation form

Total duration time

3 hours and 30 minutes = 210 minutes

Educational materials for F2F workshop

[Powerpoint presentation about the project and about the topic of European Values](#)

[List of the values on the website of the European Union](#)

[Europe4All videos on the website](#)

Resources

Laptop, video projector, screen, flipchart, markers, cultural magazines, scissors, glue, colorful pens, evaluation form

Worksheet for the participants

Name of the module: Exploring European Values through Cultural Heritage

Date:

Instructions: Answer the following questions based on the lesson plan "Exploring European Values through Cultural Heritage." Write your answers in the space provided.

1. Name three key European values that can be identified through cultural heritage.

2. Choose one cultural heritage site or artifact from Europe that you find interesting and explain why.

Site/Artifact: _____

What made you choose it? _____

3. How can you apply your knowledge of cultural heritage and European values in your personal life?

Self-evaluation questionnaire for the workshop facilitator

Name of the module: Exploring European Values through Cultural Heritage

Date:

Instructions: Answer the following questions based on the lesson plan "Exploring European Values through Cultural Heritage." Write your answers in the space provided.

1. Are you satisfied with the implementation of the workshop? Would you want to improve something if you run this workshop again?

2. In what ways did this lesson plan challenge your assumptions or broaden your understanding of European culture and values?

3. What additional resources or activities would you recommend for further exploration of European cultural heritage?

LESSON PLAN 2. Human Rights

Name of the module

Human rights

Target group

Adult educators and migrant support workers

Objective

- To raise awareness on the importance of human rights
- To provide adult educators and migrant support workers with materials and valuable resources on the value of human rights
- To facilitate and encourage discussions between adults (with or without migrant background) regarding the topic of human rights
- To illustrate new approaches for promoting human rights through the developed Europe4All videos

Learning outcomes

- The learning outcomes pursue the following competency standards:
- Vocational skills and applying knowledge: Participants are familiar with The Universal Declaration of Human Rights and the European Convention of Human Rights and know what human rights are.
 - Vocational skills and applying knowledge: Participants are able to understand that human rights belong to everybody and that every human right is important for human beings to live and grow.
 - Personal competence: Participants can express a point of view about human rights (for example all human beings are free and equal without discrimination, everyone has the right to life, the right to education, etc.)
 - Diversity Awareness: Participants achieve attitudes towards the protection of human rights. They respect the rights of others written down in the European Convention of Human Rights, understand the principles of social justice and demonstrate these attitudes by being just and fair.

Duration

3 academic hours





Topics

The Universal Declaration of Human Rights
The European Convention of Human Rights
The importance of protection of human rights





Preparation

1. Prepare the materials for the lesson – laptop, projector, powerpoint presentation.
2. Plan specific learning activities.
3. Plan to assess students' understanding.
4. Plan the lessons in an engaging manner.
5. Plan how the lesson will be ended.





LESSON PLAN 2. Human Rights

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>1. Introduction</p> <p>The facilitator will introduce him-self/herself, welcome the participants and shortly outline the content of the following 3-academic-hour F2F training.</p> <ul style="list-style-type: none"> - The workshop has been developed within the project Europe4All. - In our workshop today, we invite you to have a reflection on the values that are listed in the texts of the European Union. We will put focus on the topic of human rights, and you will be given the opportunity to express your personal experiences and attitude to this topic. 	10	Presentation	Laptop Projector PowerPoint presentation
<p>2. Activity 1: Icebreaker</p> <p>In case the participants do not know each other, use an icebreaker to make them feel more relaxed and get to know each other a little better. You can use your preferred icebreaker or use the recommended one.</p> <p>Example for a game: Identify your name</p> <ol style="list-style-type: none"> 1. How did you get your name? In pairs, each person tells the other about their first name – who they were called after and what their name means. 2. The facilitator then selects two or three pairs to repeat back to the whole group with A telling the group what B’s name means and who B is named after and then B telling the whole group about A’s name. 	15	Icebreaker	Laptop Projector PowerPoint presentation
<p>3. Presentation – introduction to the module</p> <p>The facilitator goes through the presentation slides and introduces the Europe4all project. The project aims at raising awareness of European cultural heritage and values involving groups of young adults with and without migration history in various activities. One of the project activities is producing short videos by young adults in 6 countries on those topics.</p> <p>Then he/she explains what the participants will learn from this lesson:</p> <ul style="list-style-type: none"> - know what human rights are and get familiar with The Uni-versal Declaration of Human Rights and the European Convention of Human Rights; - understand that human rights belong to everybody and that every human right is important for human beings to live and grow; - are able to express a point of view about human rights. 	20	Presentation	Laptop Projector PowerPoint presentation

LESSON PLAN 2. Human Rights

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
4. Break time! Enjoy a 10-minute coffee break!	10		
5.Video: The Holocaust Names Memorial Introduction The facilitator explains shortly what the video is about using the powerpoint presentation. The participants write down the questions that they have to answer after watching the video: <ul style="list-style-type: none"> - Why is the Holocaust memorial opened? - What does Holocaust mean? - Why is it important to remember the Holocaust? Playing the video The facilitator shows the participants the video included in the PowerPoint presentation about the Holocaust Names Memorial in Amsterdam. Q&A session The participants answer the questions given before the video play. The participants start a discussion on the topic answering some more questions: <ul style="list-style-type: none"> - Which experiences related to the value of human rights did you go through in Europe? - Which experiences did you go through in the country you come from? - Is it similar? Is it different? 	30	Presentation and video Discussion	Laptop Projector PowerPoint presentation
6. Activity 2 The facilitator asks the participants to sit in small groups and tell each other what the most impressive moment of the video about the Holocaust was and what they have learned about Holocaust. A member of each group is selected to come to the flipchart and write down one essential sentence or fact they have learned from the video.	15	Team activity Discussion Feedback	Flipchart / whiteboard and markers Materials for participants to take notes
7. Break time! Enjoy a 10-minute coffee break!	10		
8. Activity 3 The facilitator explains that there are 30 human rights included in the Universal Declaration of Human Rights. The group is divided in small groups. Each group has to think of three human rights and write them on the flipchart. The participants are allowed to search the internet if they can't think of any human rights. When ready they have to present to the other groups what made them choose the 3 human rights and how they relate to them.	15	Teamwork Discussion Presentation	Laptop Flipchart / whiteboard and markers

LESSON PLAN 2. Human Rights

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>9. Activity 4 The facilitator tells a story about a case of violation of human rights. For example: discriminating against a person at work because of origin, gender, and sexual orientation. The participants write on post-it situations of violation of human rights, then each team chooses one situation from the post-its and discusses the consequences. They present it to the rest, then the others add feedback.</p>	15	Teamwork Discussion	Flipchart/ whiteboard and markers Materials for participants to take notes. Pens and pencils
<p>10. FAQ session The facilitator will invite participants to ask questions on all topics discussed.</p>	5	Discussion	Workbook
<p>11. Conclusion of the workshop and evaluation The facilitator thanks the participants for their participation in today's work-shop. He/she will then ask each participant to talk briefly about how he/she intends to use the new knowledge from the project in the future. He/she will also invite participants to provide further feedback. The facilitator then distributes printed evaluation forms and participants are asked to complete them.</p>	10	Discussion Evaluation Feedback	Evaluation form

Total duration time

3 academic hours à 45 minutes = 135 minutes

Educational materials for F2F workshop

[PowerPoint presentation for this lesson plan](#)

[Europe4All videos on the website](#)

Resources

Computer, video projector, screen, flipchart, markers

Worksheet for the participants

Name of the module: Human rights

Date:

Instructions: Answer the following questions based on the workshop "Human Rights".
Write your answers in the space provided.

1. What did you learn from this workshop?

2. Choose 5 human rights that you consider most important.

What made you choose it?

3. Choose one statement/element that you find interesting in the video "National Names Holocaust Memorial" and explain why.

Self-evaluation questionnaire for the workshop facilitator

Name of the module: Human Rights

Date:

Instructions: Answer the following questions based on the workshop "Human Rights".
Write your answers in the space provided.

1. What are the objectives of the lesson plan?

2. Choose one statement/element that you found most interesting during the workshop.

What made you choose it?

3. What have you learnt from this new approach for promoting human rights through the developed Europe4All video?

LESSON PLAN 3. Exploring European values

Name of the module

Exploring European values

Target group

Group of adult migrants or group of adults both migrants and native.
The participants need to speak the workshop language (level B1).

Objective

Developing a discussion on values in Europe based on the values listed in the Lisbon Treaty of the EU and on the personal stories of the participants.

Learning outcomes

The learning outcomes pursue the following competency standards:

- Vocational skills: Participants are familiar with European values adopted in official papers of the European Union (Lisbon treaty)
- Vocational skills: Participants are able to reflect cultural values (verbal and non-verbal, traditional practice and observations, prohibitions and taboos, relationships, family structures and practices, religious and spiritual influences, practices and expectations of own culture and different cultures and other)
- Personal competence: Participants can express a point of view about values in Europe and can explain it (for example about equality, freedom and democracy)
- Diversity Awareness: Participants achieve attitudes against discrimination and racism. They respect the rights of others written down in the European Convention of Human Rights, understand the principles of social justice and demonstrate these attitudes by being just and fair.

Duration

4 academic hours à 45 minutes = 180 minutes





Topics

European Values, Storytelling of life stories





Preparation

1. Prepare the materials for the lesson – laptop, projector, powerpoint presentation.
2. Plan the warming up of the session
3. Plan the specific learning activities.
4. Plan to assess students' understanding.
5. Plan the lessons in an engaging/activating manner.
6. Plan how the lesson will be ended.

LESSON PLAN 3. Exploring European values

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>1. Introduction</p> <p>The facilitator will introduce himself/herself, welcome the workshop participants and outline the content of the following 4-academic-hour F2F training.</p> <ul style="list-style-type: none"> - The workshop has been developed in the project Europe4All, where we reflect with groups of adults with and without migration history about the topics of cultural heritage and values in Europe. Two years long, groups of young adults in six different European countries have produced short videos about those topics - In our workshop today, we invite you to have a reflection on the values that are listed in the texts of the European Union. We will put the focus on your personal experiences and relationship to those values. 	10	Presentation	Laptop Projector PowerPoint presentation
<p>2. Activity 1: Icebreaker</p> <p>In case the participants do not know each other, use an icebreaker to make them feel more relaxed and get to know each other a little better.</p> <p>You can use your preferred icebreaker or use the recommended one: Data representation:</p> <p>The facilitator asks 4-5 questions which can be answered through numbers. The attendees build a line according to the answers (one end of the line is the smaller number, and one end is the higher number).</p> <p>Examples of questions (can be adjusted):</p> <ul style="list-style-type: none"> - How old are you? - How many cups of coffee did you already drink today? - How many brothers and sisters do you have? - In how many countries have you lived until now? - How many languages do you speak? 	10	Icebreaker	Laptop Projector PowerPoint presentation
<p>3. Activity 2 : Puzzle: Values presented by the European Union</p> <p>The facilitator presents the values as written in the Lisbon Treaty and asks the participant to bring the values in relation to the definitions</p> <ul style="list-style-type: none"> - Every participant works on their own to bring together the values and their definitions. (15 Minutes) - Discussion - Feedback 	30	Team activity Discussion Feedback	Laptop Projector PowerPoint presentation Materials for participants to take notes. Pens and pencils
<p>4. Split the group in six working groups and distribute the values between the groups</p>	5		

LESSON PLAN 3. Exploring European values

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
5. Coffee break! Enjoy a 10 minutes coffee break!	10		
6. Video: “Salam, living in different cultures” The facilitator shows the participants the video included in the PowerPoint presentation. <ul style="list-style-type: none"> - In this video, a young woman reflects on cultural heritage and European values from a very personal point of view. She uses her own experiences to reflect on those topics. - Each group has a goal, while watching the video, to detect if and when in the video the value they work on occurs. 	15	Presentation and video Individual work	Laptop Projector PowerPoint presentation Materials for participants to take notes. Pens and pencils
7. Activity 3: Values in the video <ul style="list-style-type: none"> - In the small group, work on the following questions: In which part does Salam speak about my value? Or doesn't she speak about it at all? If not, why? (15 Minutes) - Share the reflections on the whole group (15 Minutes) 	30	Team activity Discussion Feedback	Laptop Projector PowerPoint presentation Materials for participants to take notes. Pens and pencils
8. Break time! Enjoy a 15-minute coffee break!	10		
9. Activity 4: My experience with European Values Working in the small group: Which experience related to the value did I make in Europe? Which experience did I make in the country I come from? Is it similar? Is it different? <ul style="list-style-type: none"> - Reflection alone (10 Minutes) - Discussion in the small group (20 Minutes) - Share with the whole group (15 Minutes) 	45	Individual work Team work Discussion Presentation	Laptop Projector PowerPoint presentation Materials for participants to take notes. Pens and pencils
10. Q&A session The facilitator will invite participants to ask questions on all topics discussed.	5	Discussion	Laptop Projector PowerPoint presentation Workbook
11. Conclusion of the workshop and evaluation The facilitator thanks the participants for their participation in today's workshop. He/she will then ask each participant to talk briefly about how he/she intends to use the new knowledge from the project in the future. He/she/they will also invite participants to provide further feedback. The facilitator then distributes printed evaluation forms and participants are asked to complete them.	10	Discussion Evaluation Feedback	Worksheet for participants

LESSON PLAN 3. Exploring European values

Total duration time

4 academic hours à 45 minutes = 180 minutes

Educational materials for F2F workshop

[Powerpoint Presentation related to this workshop](#)
Worksheet for participants related to this workshop
Self-evaluation questionnaire for the workshop facilitator
[Lisbon Treaty, 2016](#)
[List of the values on the website of the European Union](#)
[Europe4All videos on the website](#)

Resources

Computer, video projector, paper, pens and pencils

Worksheet for the participants

Name of the module: Exploring European Values

Date:

Instructions: Answer the following questions based on the workshop "Exploring European Values."
Write your answers in the space provided.

1. Name three European values presented in the Lisbon Treaty.

2. Choose one value from the Lisbon Treaty that you find important and explain why.

Value: _____

What made you choose it? _____

3. Choose one statement that you find interesting in the video "Salam, living in different cultures" and explain why.

Self-evaluation questionnaire for the workshop facilitator

Name of the module: Exploring European Values

Date:

Instructions: Answer the following questions based on the workshop "Exploring European Values."
Write your answers in the space provided.

1. Are you satisfied with the implementation of the workshop? Would you want to improve something if you run this workshop again?


2. In what ways did this workshop challenge your assumptions or broaden your understanding of European values?

3. What additional resources or activities would you recommend for further exploration of European values?

LESSON PLAN 4. Equality and diversity in the European Union

Name of the module	Equality and diversity in the European Union
Target group	Young migrants, Educators, University students
Objective	Raise awareness about the meaning of equality in a multi diverse society as the EU. Understanding the history of the concept of equality. Understanding concepts as diversity and inclusion also in daily life
Learning outcomes	The learner at the end of the module will be able to understand why the concept of diversity is key in the definition of European society. It will be explained this concept both in relation of European diversity and migration flows.
Duration	4 academic hours of 45 minutes = 180 minutes
Topics	Equality, diversity, inclusion, theatre
Preparation	<ol style="list-style-type: none">1. Prepare the materials for the lesson – laptop, projector, powerpoint presentation.2. Plan the warming up of the session3. Plan the specific learning activities.4. Plan to assess students' understanding.5. Plan the lessons in an engaging/activating manner.6. Plan how the lesson will be ended.

LESSON PLAN 4. Equality and diversity in the European Union

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>1. Introduction The facilitator will introduce himself/herself/ themselves, welcome the workshop participants and outline the content of the following 4-academic-hour F2F training.</p>	5	Presentation	Laptop Projector PowerPoint presentation
<p>2. Activity 1: Icebreaker In case the participants do not know each other, use an icebreaker to make them feel more relaxed and get to know each other a little better.</p> <p>Icebreaker activity proposed: Two truths and a lie Students write down three sentences with information about themselves, however, one must be a lie. Other students then ask them follow-up questions to discover which statement was a lie.</p>	15	Icebreaker	Laptop Projector PowerPoint presentation
<p>3. Presentation – introduction to the module The facilitator goes through the presentation slides and introduces the Europe4all project. Then he/she/ they explain the objectives of the PR. The focus should be put on the purpose of the project, the various challenges young migrants face in adjusting to a new country and how are the outputs of the project going to deal with these challenges. The facilitator also explains the importance of the role of adult educators and the differences between traditional and adult education.</p>	15	Presentation	Laptop Projector PowerPoint presentation
<p>4. Coffee break! Enjoy a 15-minute coffee break!</p>	15		
<p>5. Video /Selection from the videolibrary/ Video about theatre (ITALY) The facilitator shows the participants the video included in the PowerPoint presentation and explains how cultural heritage can support the inclusion of young migrants making them also more familiar with the European values that are universal. Brainstorming of participants after the video. The facilitator provides some questions which will guide the discussion (See ppt)</p>	15	Presentation and video	Laptop Projector PowerPoint presentation
<p>6. Activity 2: Introduction of the topic of the Lesson with the support of powerpoint presentation</p>	30	Presentation	Laptop Projector PowerPoint presentation
<p>7. Break time! Enjoy a 15-minute coffee break!</p>	15		

LESSON PLAN 4. Equality and diversity in the European Union

Themes / Activities	Duration (in minutes)	Methods	Equipment & Materials
<p>8. Activity 3: Class divided into groups for discussion of key questions elaborated by the teacher: (SEE PPT. Each paragraph has feedback questions)</p>	30	Teamwork	Laptop Projector PowerPoint presentation
<p>9. Activity 4: Presentation to the class of the results of activity 3</p>	25	Teamwork Discussion	Laptop Projector PowerPoint presentation Flipchart/ whiteboard and markers Materials for participants to take notes. Pens and pencils
<p>10. FAQ session The facilitator will invite participants to ask questions on all topics discussed.</p>	5		Laptop Projector PowerPoint presentation Workbook
<p>11. Conclusion of the workshop and evaluation The facilitator thanks the participants for their participation in today's workshop. He/she will then ask each participant to talk briefly about how he/she intends to use the new knowledge from the project in the future. He/she/they will also invite participants to provide further feedback. The facilitator then distributes printed evaluation forms and participants are asked to complete them.</p>	10	Discussion Evaluation Feedback	Evaluation form

Total duration time

4 academic hours à 45 minutes = 180 minutes

Educational materials for F2F workshop

[Power point presentation about the project and about the topic of European Values and Cultural Heritage.](#)

[Europe4All videos on the website](#)

Resources

Computer, video projector, screen, flipchart, markers

Worksheet for the participants

Name of the module: Equality and Diversity in the European Union

Date:

Instructions: Answer the following questions based on the workshop "Equality and diversity in the European Union" Write your answers in the space provided.

1. Please Explain in your own words the concepts of "Diversity and Inclusion"

a) Diversity _____

b) Inclusion _____

2. Please explain in your own words why European Union may benefit from diversity

3. Choose one statement that you find interesting in the video "Our Theatre class" and explain why.

Self-evaluation questionnaire for the workshop facilitator

Name of the module: Equality and Diversity in the European Union

Date:

Instructions: Answer the following questions based on the workshop "Equality and diversity in the European Union" Write your answers in the space provided.

1. In what ways did this workshop have supported the understanding of European values?





2. What additional resources or activities would you recommend for further exploration of European values?

3. Can you add any suggestions for improvements about this workshop?


LESSON PLAN 5. Exploring European cultural heritage and values through museums

Name of the module	Exploring European cultural heritage and values through museums
Target group	Adult learners, including migrants, interested in European culture and way of living
Objective	To explore and understand European mentality.
Learning outcomes	Upon completion of this learning path, it is expected that the learners should be able to: <ul style="list-style-type: none">- Define the different types of cultural heritage (tangible, intangible) and the reasons to preserve it- Differentiate between key European values- Recognize fundamental European cultural heritage assets and their interrelation to the European values
Duration	5 academic hours à 45 minutes = 225 minutes
Topics	<ol style="list-style-type: none">1. Cultural heritage2. European values3. Self-reflection on connections between cultural heritage and European values
Preparation	<ol style="list-style-type: none">1. Prepare the materials for the lesson – laptop, projector, powerpoint presentation.2. Plan the warming up of the session.3. Plan specific learning activities.4. Plan to assess students' understanding.5. Plan the lessons in an engaging/activating manner.6. Plan how the lesson will be concluded.





LESSON PLAN 5. Exploring European cultural heritage and values through museums

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>1. Introduction The facilitator will introduce himself/herself, welcome the workshop participants and outline the content of the following 4-academic-hour F2F training.</p>	5	Presentation	Laptop Projector PowerPoint presentation
<p>2. Activity 1: Icebreaker In case the participants do not know each other, use an icebreaker to make them feel more relaxed and get to know each other a little better. You can use your preferred icebreaker or use the recommended one as follows: Hopes and Fears: The facilitator presents an imaginary situation and asks the participants to introduce themselves by telling which country they come from and by sharing one relevant hope and one relevant fear with the rest of the participants. <i>eg. Imagine that you move from your home country to another country. What would be your biggest hope regarding your integration into the culture of the new country? What would be the biggest cultural challenge you could face since you left your country?</i> <i>The facilitator writes the hopes and fears on the board and summarizes on the ones that are common regardless of the country of origin.</i></p>	25	Icebreaker	Laptop Projector PowerPoint presentation
<p>3. Presentation – introduction to the module The facilitator goes through the presentation slides and introduces the Europe4all project. Then he/ she explains the objectives of the PR. The focus should be put on the purpose of the project, the various challenges young migrants face in adjusting to a new country and how are the outputs of the project going to deal with these challenges. The facilitator also explains the importance of the role of adult educators and the differences between traditional and adult education.</p>	15	Presentation	Laptop Projector PowerPoint presentation
<p>4. Coffee break! Enjoy a 15-minute coffee break!</p>	15		

LESSON PLAN 5. Exploring European cultural heritage and values through museums

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>6. Video <u>Archaeological Perspectives</u></p> <p>The facilitator selects and distributes a set of questions out of the five ones proposed below and asks the participants to carefully go through them before watching the video.</p> <p>The facilitator shows the participants the video included in the PowerPoint presentation and explains that in this video a young man from Gambia, Africa reflects on the archaeological wealth of his own culture in front of the archaeological museum of the host country.</p> <p>After the video, the participants are asked to work in groups to answer the questions and share their thoughts on it. The questions are:</p> <ol style="list-style-type: none"> 1. What are the main cultural heritage types that the interviewee is talking about? 2. Which ones are tangible and which ones are intangible? 3. Why are they considered important in his country? 4. Can you think of cultural items similar to the ones mentioned in the video that are highly valued in your own culture? 5. What exactly makes them important and why is it important to safeguard them? <p>The facilitator summarizes and highlights the different types of cultural heritage (tangible-intangible), the importance of cultural heritage as well as the reasons to preserve it.</p>	20	Presentation and video Group discussion	Laptop Projector PowerPoint presentation
<p>7. Activity 2: European values and the shades of culture</p> <p>The facilitator directly relates the conclusions of the previous activity with the introduction to the 6 European values, by associating them with cultural heritage examples.</p> <p>The facilitator will then ask the participants to stand up and talk about one well-known cultural heritage artifact of their country which is safeguarded in a national museum or a monument or a cultural site and explain its contribution to the world heritage (i.e. why it is considered important).</p> <p>Next, the facilitator will ask the participants to contemplate whether its importance is related to any of the 6 European values, as well as the reasons for this connection.</p> <p>This activity encourages participants to share information about important cultural heritage assets of their countries, thus initiating interesting discussions between them about the ways each culture has contributed to the the modern world and its values as we know it today.</p>	25	Team activity Presentation Feedback	Laptop Projector PowerPoint presentation Materials for participants to take notes. Pens and pencils

LESSON PLAN 5. Exploring European cultural heritage and values through museums

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
8. Coffee break! Enjoy a 15-minute coffee break!	15		
9. Activity 3: Virtual Museum tour The facilitator asks the participants to work in small groups. Each group is assigned a different European value and asked to make short online research to identify a virtual tour in a museum of their choice that can be related to the value assigned to the group. After having taken the virtual tour, the facilitator asks a group representative to come on stage and explain the reasons for choosing the particular virtual tour, its association with cultural heritage and the particular European value.	45 minutes (25' online research 20' presentation)	Teamwork Discussion Presentation	Laptop Projector PowerPoint presentation Phones/tablets (can use their own) Notepads Pens and pencils
10. Coffee break! Enjoy a 15-minute coffee break!	15		
11. Activity 4: Self-reflection The facilitator asks the participants to contemplate on the following: <ol style="list-style-type: none"> Which values are typical for your culture? And how can they be associated with the culture of the new country? How does your culture influence the way you act and communicate in the new country? What is a memorable experience you have had with a person(s) who is different from you (age, religion, gender, socio-economic, culture, nationality etc), and what did you learn about yourself and/or the other person through that experience? The facilitator will invite participants to collectively discuss the above and draw conclusions.	30 minutes (10' time for self-reflection 20' guided group discussion)	Group discussion	Notepads Pens and pencils
12. FAQ session The facilitator will invite participants to ask questions on all topics discussed.	5	Discussion	Laptop Projector PowerPoint presentation Workbook
13. Conclusion of the workshop and evaluation The facilitator thanks the participants for their participation in today's workshop. He/she will then ask each participant to talk briefly about how he/she intends to use the new knowledge from the project in the future. He/she will also invite participants to provide further feedback. The facilitator then distributes an online evaluation form or presents a QR code and asks participants to scan it with their phones and participants are asked to complete the evaluation form.	10	Discussion Evaluation Feedback	Evaluation form Laptop PowerPoint presentation Phones/tablets (can use their own)

LESSON PLAN 5. Exploring European cultural heritage and values through museums

Total duration time

5 academic hours à 45 minutes = 225 minutes

Educational materials for F2F workshop

[Powerpoint presentation about the project and about the topic of European Values and Cultural Heritage.](#)

[List of the values on the website of the European Union](#)

[Europe4All videos on the website](#)

Resources

Laptop, projector, PowerPoint presentations, notepads, pencils, pens, phones/ tablets, evaluation form

Worksheet for the participants

Name of the module: Exploring European cultural heritage and values through museums

Date:

Instructions: Answer the following questions based on the workshop "Exploring European cultural heritage and values through museums."

Write your answers in the space provided.

1. Name three European values that can be identified through cultural heritage

2. Name three things you have learned about cultural heritage and European values during this course and explain why they are important to you personally.

3. Choose one statement that you find interesting in the video "Archaeological perspectives" and explain why.

Self-evaluation questionnaire for the workshop facilitator

Name of the module: Exploring European Cultural Heritage and Values through museums

Date:

Instructions: Answer the following questions based on the workshop “ Exploring European Cultural Identity through Cultural Heritage and Values”

Write your answers in the space provided.

1. In what ways did this workshop challenge your assumptions or broaden your learners' understanding of Cultural Heritage and its relation to European values?

2. The main Learning objectives of this module are the following:

- a. Define the different types of cultural heritage (tangible, intangible) and the reasons to preserve it;
- b. Differentiate between key European values;
- c. Recognize fundamental European cultural heritage assets and their interrelation to European values.

To what extent do you believe that these objectives have been met, and if not, why?

3. What additional resources or activities would you recommend and/or integrate in this Lesson plan for further exploration of European cultural identity through Cultural Heritage and European Values?

LESSON PLAN 6. Creating Brave Spaces

Name of the module

Creating Brave Spaces

Target group

Group of adult migrants

Objective

To facilitate an engaging workshop on the concept of brave spaces, encouraging participants to reflect on their own spaces and foster inclusivity and open dialogue.

Learning outcomes

Vocational Skills and Applying Knowledge:

- Practical vocational skills for the new environment
- Hands-on training in language acquisition and job-specific skills
- Application of knowledge in real-world scenarios

Personal Competences:

- Cultivating self-awareness, resilience, and self-confidence
- Navigating challenges, setting goals, and making informed decisions
- Strategies for personal growth and well-being

Social Competences:

- Effective communication, teamwork, and conflict resolution
- Developing empathy, cultural sensitivity, and building relationships
- Establishing connections with individuals from diverse backgrounds

Methodological Competences:

- Learning strategies, problem-solving techniques, and critical thinking methods
- Analyzing complex situations and seeking innovative solutions
- Adapting to the demands of the new environment

Diversity Awareness:

- Appreciation for diverse cultures, traditions, and perspectives
- Developing intercultural competence and understanding equity and respect

Duration

180 minutes





Topics

Brave space, Inclusion and opportunities, mutual understanding and support.


Preparation

1. Familiarise yourself with the concept of brave spaces and their importance in fostering inclusivity and open dialogue. Conduct research to gather relevant information, examples, and case studies.
2. Define the objectives of the workshop clearly. Identify the specific learning outcomes you want participants to achieve by the end of the session.
3. Design the workshop agenda and determine the duration of each activity, allowing for flexibility if needed. Ensure a balance between informative presentations, interactive activities, and group discussions.
4. Prepare any materials or resources needed for the workshop, such as handouts, worksheets, sticky notes, markers, and a projector or screen for video presentations.

LESSON PLAN 6. Creating Brave Spaces

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>1. Icebreaker activity</p> <ul style="list-style-type: none"> - Begin the workshop by welcoming participants and introducing yourself. - Explain that the workshop will focus on the concept of brave spaces and its significance in fostering inclusivity and open dialogue. - Distribute sheets of paper or sticky notes to each participant. - Instruct participants to divide the paper into four quadrants: personal, professional, cultural, and social. - Encourage participants to write down or draw aspects of their identity in each quadrant, such as their values, beliefs, roles, and affiliations. - Allow participants 5-7 minutes to complete their identity maps. <p>Once everyone has finished, ask a few volunteers to share aspects of their identity with the group.</p> <ul style="list-style-type: none"> - Facilitate a brief discussion on the diversity and uniqueness of identities, highlighting the importance of recognizing and appreciating differences. 	15	Icebreaker	Sticky notes and markers for participants
<p>2. Video Presentation: Brave Spaces</p> <ol style="list-style-type: none"> 1. Introduce a video presentation that explores the concept of brave spaces and their importance in creating inclusive and transformative environments. 2. Play the video, ensuring that the audio and visuals are clear for all participants. 3. After the video, allow a few minutes for participants to reflect with each other on their initial reactions and thoughts. 4. Open the floor for a guided discussion, using the following prompts: <ul style="list-style-type: none"> - What aspects of the video resonated with you? - How does the concept of brave spaces align with your own experiences or observations? - What challenges do you foresee in creating brave spaces? - What are the potential benefits of embracing brave spaces in your personal and professional life? - How can brave spaces contribute to personal growth and social change? 	20	Presentation	Laptop Projector PowerPoint presentation

LESSON PLAN 6. Creating Brave Spaces

 Themes / Activities	 Duration (in minutes)	 Methods	 Equipment & Materials
<p>3. Introduction to the BRAVE SPACE</p> <ul style="list-style-type: none"> - Introduce the concept of brave spaces as environments that promote open dialogue, active listening, and respectful engagement. - Explain that brave spaces differ from safe spaces by allowing for discomfort and growth, challenging assumptions, and encouraging individuals to step outside their comfort zones. - Provide examples of brave spaces, such as classrooms, workplaces, or community gatherings, where individuals can engage in meaningful conversations, share diverse perspectives, and learn from one another. - Emphasize that creating brave spaces requires collective effort and a commitment to fostering inclusivity and respect. 	30	Team activity Discussion	Laptop Projector PowerPoint presentation
<p>4. Coffee break</p>	15		
<p>5. Role Play Activity: Brave Space Workshop</p> <p>Objective: To practice effective communication, conflict resolution, and creating an inclusive environment in both workplace and classroom settings.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the participants into two teams: Team Workplace and Team Classroom. 2. Each team will consist of pairs, with one pair designated as the “Employee-Supervisor” for Team Workplace and the other pair as the “Teacher-Student A-Student B” for Team Classroom. 3. Provide each team with a workplace scenario and a classroom scenario, ensuring that both scenarios involve challenges related to communication, conflict, and inclusivity. 4. Instruct the pairs within Team Workplace to enact the workplace scenario, while the pairs within Team Classroom perform the classroom scenario. 5. Encourage participants to utilize the skills and concepts learned in the workshop, such as effective communication, conflict resolution, empathy, cultural sensitivity, and creating an inclusive environment. 6. After the role play, allow time for both teams to debrief and discuss their experiences within their respective scenarios. Facilitate a group discussion where participants can share insights, challenges faced, successful strategies employed, and lessons learned. 	45	Team activity Discussion Feedback	Presentation Pens and pencils Papers

LESSON PLAN 6. Creating Brave Spaces



Themes / Activities



Duration (in minutes)



Methods



Equipment & Materials

7. Encourage cross-team discussions to foster knowledge exchange and identify similarities and differences between workplace and classroom dynamics.
8. Summarize the key takeaways from the role-play activity, emphasizing the importance of applying these competencies in various contexts to promote a brave space for migrants.

SCENARIOS: Workplace:

Title: Miscommunication and Stereotyping

Description: In a workplace scenario, two employees, Alex and Taylor, from different cultural backgrounds are working on a project together. However, due to miscommunication and stereotypes, they face challenges in understanding each other's perspectives and collaborating effectively. The scenario highlights the need for effective communication, empathy, and cultural sensitivity to overcome barriers and foster a more inclusive work environment.

CLASSROOM: Title: Addressing Biases and Microaggressions

Description: In a classroom scenario, a teacher, Sarah, notices that one student, David, consistently receives microaggressions and biased comments from his classmates based on his ethnicity. The scenario explores the challenges faced by David and the responsibility of the teacher and other students to address biases, create a safe environment, and promote inclusivity. Participants are encouraged to apply concepts like conflict resolution, empathy, and creating an inclusive classroom culture to tackle the issue effectively.

6. Coffee break

15

LESSON PLAN 6. Creating Brave Spaces

Themes / Activities	Duration (in minutes)	Methods	Equipment & Materials
<p>7. Closing Activity: Reflection and Commitment Circle</p> <ol style="list-style-type: none"> 1. Gather all participants in a circle, ensuring everyone is facing one another. 2. Begin by expressing gratitude for their active participation and insightful contributions throughout the workshop. 3. Invite each participant to take a moment to reflect on their key takeaways from the workshop and the concept of brave spaces. 4. Provide each participant with a small piece of paper or a sticky note and a pen. 5. Instruct participants to write down one specific action they commit to taking in order to create or contribute to brave spaces in their personal or professional lives. 6. Encourage them to be specific and considerate of their individual roles and contexts. <p>Once everyone has finished writing, invite each participant to share their commitment with the group, one by one.</p> <p>Conclude the activity by emphasizing the power of collective commitment and the potential impact each participant can make in creating a more inclusive and open society through brave spaces.</p>	20	Team activity Discussion	Sticky notes And pens
<p>8. FAQ sessions</p>	10	Discussion	Presentation
<p>9. Conclusion of the workshop and evaluation</p> <ul style="list-style-type: none"> - Thank the participants once again for their active engagement and willingness to contribute to the workshop's goals. - Provide any additional resources or references that participants can refer to for further exploration of the concept of brave spaces. <p>RESOURCES: Remind participants that creating and maintaining brave spaces is an ongoing process, and encourage them to continue their journey of fostering inclusivity, empathy, and open dialogue in their daily interactions and environments.!</p>	10	Evaluation Feedback	Evaluation form

Total duration time

180 minutes

Educational materials for F2F workshop

[Here you can access the PowerPoint presentation for this lesson plan.](#)

Worksheet for the participants

Name of the module: Exploring BRAVE SPACE in terms of European Values

Date:

Instructions: Answer the following questions based on the workshop about Brave space.

1. Answer the questions according to the video “Brave Space” after watching it. You can answer them with keywords.

What aspects of the video resonated with you?

How does the concept of brave spaces align with your own experiences or observations?

What challenges do you foresee in creating brave spaces?

What are the potential benefits of embracing brave spaces in your personal and professional life?

Worksheet for the participants

2. Provide three examples of brave spaces according to the presentation.

3. Explain the difference between Safe Space and Brave space in your own words according to the presentation.

SAFE SPACE

BRAVE SPACE

Self-evaluation questionnaire for the workshop facilitator

Name of the module: Exploring BRAVE SPACE in terms of European Values

Date:

Instructions: Answer the following questions based on the workshop about Brave space.

1. Are you satisfied with the implementation of the workshop? Would you want to improve something if you run this workshop again?

2. In what ways did this workshop challenge your assumptions or broaden your understanding of European values?

3. What additional resources or activities would you recommend for further exploration of European values?

PART 6.

VIDEO PRODUCTION

WORKSHOP

The aim of this workshop is to explain the Europe4All project and to use the practices of PR1. In this document, you find a proposition of content for this introduction workshop.

1. Introduction

Presentation of the Europe4All project and introduction of the participating partners. At the beginning of the workshop, each partner can introduce himself and the participating organizations / institutes.

1.2 In summary

- The Europe4All project is intended to create a dialogue about cultural heritage in Europe with young adults with and without migration background.
- The Europe4All project is funded by the EU.
- Each partner will produce four videos on the topic of Cultural Heritage in Europe with their local working group. This means that a total of 24 videos will be produced.
- This library of 24 videos will be used in adult education.
- As a part of the project Europe4All the videos will be published on social media.
- Feedback for the Europe4All project will be collected from the participants.

1.3 Round of introductions

Now the participants can introduce themselves and tell (if they want) who they are, where they come from, which languages they speak, and where they feel at home,... Maybe you will start by introducing yourself. (This introduction around speaking about "where do I feel at home" is a first step to speaking about culture and cultural heritage).

Ask the participants to complete the self-assessment form, (Form A).

Discuss some basic rules for smooth collaboration and communication: Assign roles in the team, set clear responsibilities and deadlines, etc.

2. Explanation of the video production project

Now you should explain in detail what the goals of the workshop are.

2.1 Goals of the video production project

- To produce a video that deals with the topic of Cultural Heritage and Values in Europe.
- The video should be about 2-5 minutes long.
- The video can be a documentary, an interview, a short film, a vlog, a music video, or a how-to-do video.

For example, similar already existing videos can be presented. This helps the participants to imagine which kind of videos they could produce themselves.

2.2 Exchange about cultural heritage and values

To get a better understanding of the meaning of cultural heritage and values in Europe, it helps to ask the participants what their definition of culture/values is. A short talk dealing with the topic of culture does not only help the understanding of the subject, but it also helps to improve the group dynamic.

3. Explanation on how to produce a video

The four key steps for video production will be explained. This includes searching for a video idea, developing of the script/storyboard, shooting, and postproduction. The guide about creating a video from PR1 is the perfect help for this.

3.1 Search for ideas

Explanation to the participants: Of course, first of all, you need a film idea. To help participants to search for ideas, it is good if all ideas are welcome at the beginning. When some ideas have been collected, it is time to start sorting out ideas. Think about which ideas would fit well with the Europe4All topic, but are also

feasible in time and with the available resources. In the end, you should have a clearly defined idea so that you will know your goals. In the guide, you will find a selection of topics and helpful tips to find some great video ideas.

3.2 Development of the script/storyboard

Explanation to the participants: After an idea is born, the creation of a script or storyboard starts. Writing a script or storyboard helps with the detailed planning and development of your video idea and is also important support during the shooting. Again, in the handout you will find good tips for creating storyboards and scripts.

3.3 The video shooting

Explanation to the participants: As we have already mentioned, the storyboard and the script are a great help for video shooting. In the guide, you will also find everything you need to know about film shooting and film equipment. Still, it is important to share some basic tips on filming and what equipment is needed to realize the video idea. Tutorials, which deal with the topic of filming tips for beginners are also a good support.

3.4 Postproduction

Explanation to the participants: Already during the idea search and the creation of the storyboard you should keep the post-production in mind. You should also keep in mind if your video idea is also realizable in post-production and that creating a storyboard also means creating a guide for editing. You will find everything important about this in the guide.

4. Exchange about video production experience

After you have informed the participants about the four main steps of video production, ask them if they have any experience in the field of film production. Remind your participants that not only filming experiences are important in video production, but also

writing stories, making music, photography, or drawing and 3D animation are helpful skills.

5. Video production exercise

A short practical exercise will help to internalize the filming skills. For example, a short exercise could be an interview setting.

- For this purpose the participants consider two questions dealing with the topic "WHO ARE YOU?".
- One participant films another participant and asks them two questions. The intention is to re-enact an interview.
- Afterwards, participants can watch together the filmed material and give each other feedback.

Tips for the participants:

1. Try different types of framing (Wide Shot /Medium Shot /Close Up)
2. Try to frame your partner in such a way that the edges of the image do not end at the joints of the person you film (knees, elbows) - otherwise, it could look like the person is missing an arm, leg,..
3. Try to answer the questions in such a way that the question is included in the answer. For example: if the question is "How old are you?" don't answer "19" answer "I am 19 years old"
4. Try to wait about 3 seconds after each answer before moving on to the next question. This will help you in the editing process

6. Summary

Let's remember what the goals of the test workshop were. Ask your participants if they have understood the content of the Europe4All project. Also, ask them if they would now feel ready to start the video production. Get feedback on the whole project and also on the handouts and the guide.

Schedule

The introduction workshop should take about 4 hours.

Time	10:00-10:15	10:15-10:30	10:30-10:45	10:45-11:15	11:15-11:45	11:45-12:15	12:15-01:15	01:15-02:00
No.	1 & 1.2	1.3	2 & 2.1	2.2	3-3.4	4	5	6
Task	Introduction of the Project and the Partners	Round of introductions (participants)	Explanation of the workshop and their goals	Exchange about cultural heritage and values	Production explanation	Exchange about video production experience	Video production exercise	Summary



PART 7. SELF-ASSESSMENT

You will find here a self-assessment questionnaire that will help you understand your strengths and weaknesses in designing and implementing a workshop for young migrants regarding European cultural heritage and values.

It will take you only a few minutes to reply. Try to be as honest as possible so you have a good view of your skills and areas that you will need to improve further or not.

Please select the level of your agreement with the following statements (1=least agree, 5=most agree)

	1	2	3	4	5	6
1. I know how to define cultural heritage.						
2. I am aware of the European values.						
3. I can use good practices as part of my workshops.						
4. I can support young adults in a video making process.						
5. I feel confident using video material for my workshops.						
6. I choose a form of storytelling (humorous, tragical, explaining,...) which is adapted to the goal of my workshop.						
7. I have a list of icebreaking activities to use in my workshops.						
8. I am skillful in solving conflicts that may arise during a group workshop.						
9. I know how to design an inclusive workshop.						
10. I can design a workshop of appropriate length for the needs of my target group.						
11. I know how to create evaluation forms/questionnaires						
12. I am confident in using ppt and other digital tools for presentations.						



CONCLUSION

In conclusion, the Europe4ALL Handbook for Adult Educators has provided a comprehensive guide to promoting European values and cultural heritage through education. Throughout the handbook, we have explored a range of topics, from relevance of the European values and cultural heritage to storytelling and digital tools for education.

Our objective was to equip educators with the knowledge and skills necessary to create inclusive learning environments that promote diversity, tolerance, and respect for all. We believe that by incorporating these values into our teaching practice, we can help build a more cohesive and harmonious society.

We hope that this handbook has been a valuable resource for educators across Europe and beyond. By sharing our experiences, insights, and best practices, we aim to inspire a new generation of educators who are committed to promoting European values and cultural heritage in their communities.

Furthermore, it is essential that we continue to prioritize education as a means of promoting social cohesion and intercultural understanding. By working together towards this common goal, we can create a brighter future for all Europeans.

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