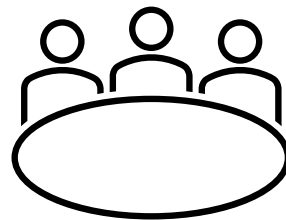


MODULE

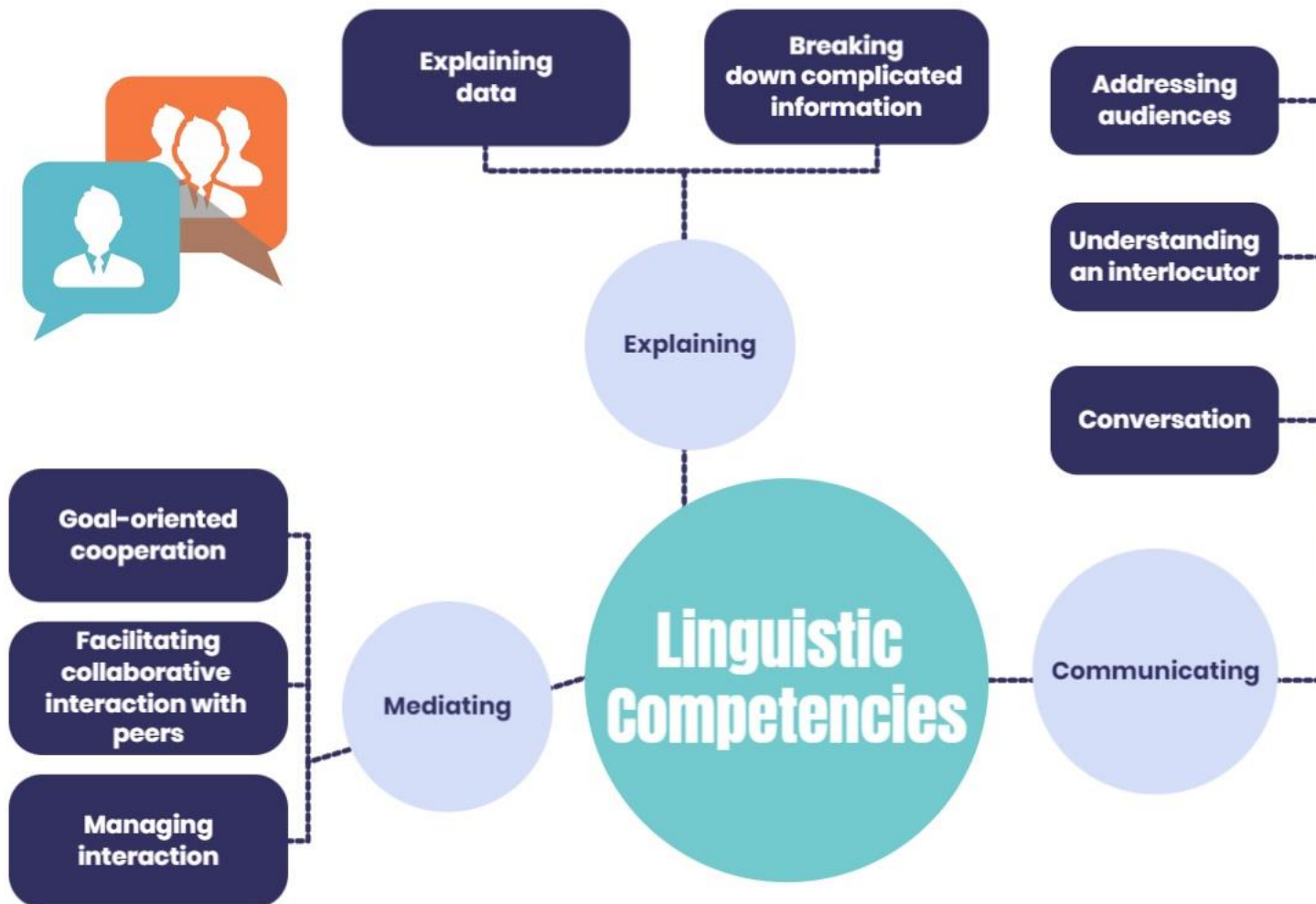
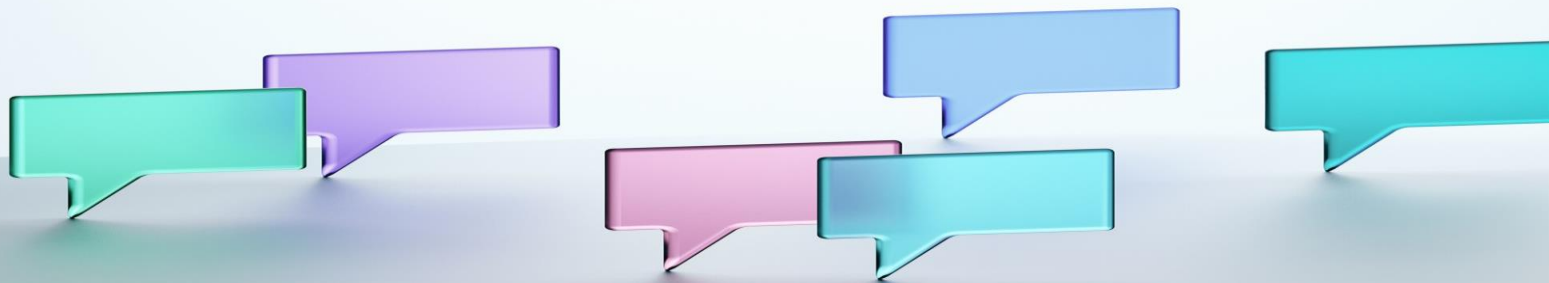
LINGUISTIC COMPETENCIES

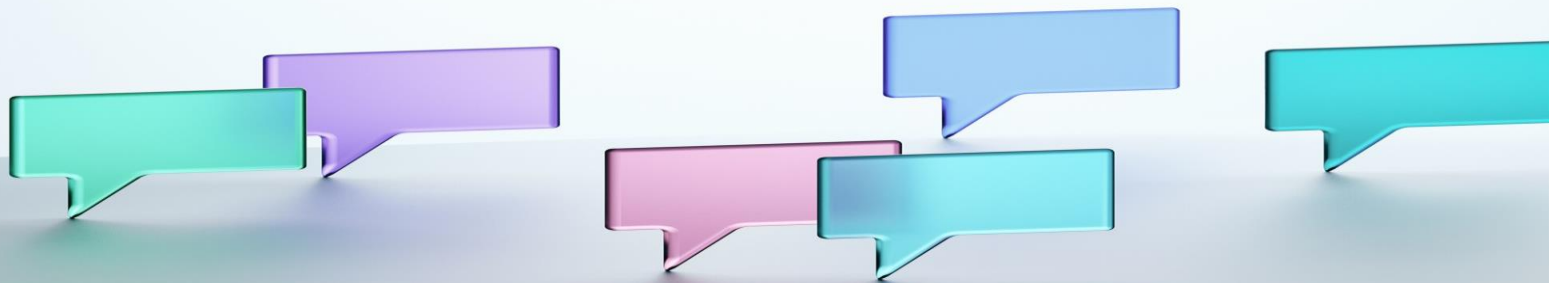


Adult education restyling towards a more oriented professional identity building (2022-1-IT02-KA210-ADU-000084814)



Co-funded by
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COMMUNICATING

3

Activity 1 – Connections

Time

30/45 min

Preparation

Prepare the Mentimeter in advance and make sure that everybody have a mobile phone with internet connection.

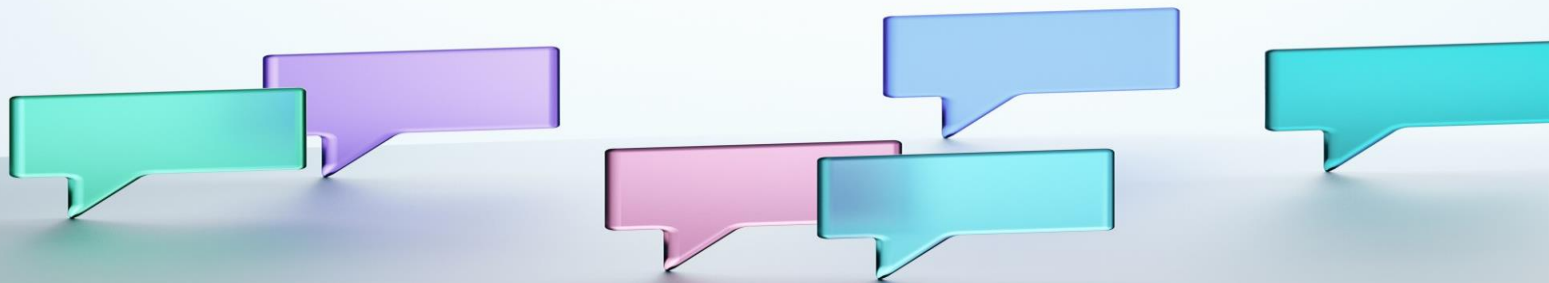
Description

This activity is dedicated to understanding what the linguistic competencies perception of the educators is. The trainer will ask a list of questions. Through the Mentimeter, educators will be asked to insert the first word(s) that comes to their minds or to express their own opinion.

The results of the Mentimeter will be commented in a short group discussion (⚠ max 10/15 min).

List of questions:

- ❖ In your opinion, what are the linguistic competencies?
- ❖ In your opinion, are linguistic competencies important for an educator?
- ❖ What communicating means to you?
- ❖ What explaining means to you?
- ❖ What mediating means to you?



Activity 2 – Do you understand?

Time

60 min

Description

When it comes to understand an interlocutor, it is important to have good listening skills. This activity is dedicated to the active listening. The trainer will split the educators in small groups of three people. Two people will talk taking turns and the third one will be the observer. The observer will take notes about the verbal and non-verbal reactions of the “listener”. The speaker will talk about something that they are passionate about (no common topics like “cats and dogs”). Each round will not last more than 5 minutes.

Debriefing for the whole group:

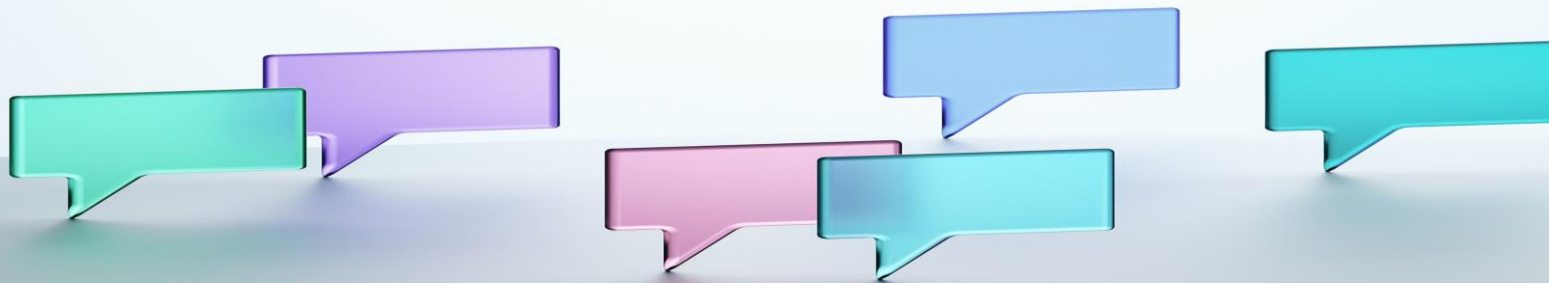
- ❖ The educators will be asked to share how they felt while they were talking.
- ❖ The observers will be asked to share what they noticed about the verbal and non-verbal reaction of the “listener”.

Theoretical section

Active listening techniques

[Support, encouragement and demonstration of listening](#)

It is important for the speaker to sense that their partner is interested and listening. Demonstrating listening and creating a friendly atmosphere encourages the speaker to open up. Small verbal or non-verbal cues can be used to support and encourage the speaker. For example, smiling, eye contact, nodding, leaning towards the speaker, etc., help (Topornycky & Golparian, 2016). If it is difficult for the other to talk about a topic, they may need some time to compose their thoughts



(Henderson & Byrne, 2016). In such moments, we can express support and understanding when needed, but we don't have to fill the silence with our thoughts right away.

Rephrasing and summarising

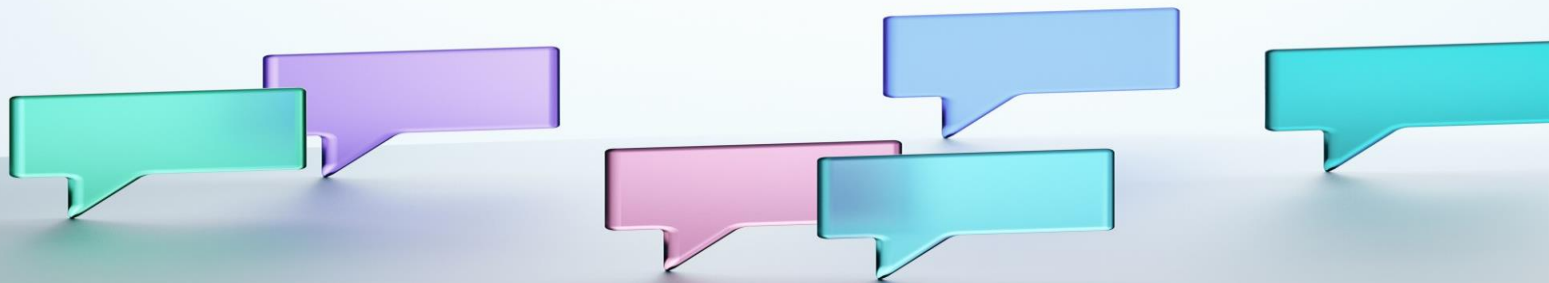
Rephrasing means using other words to reflect what the speaker is saying (one2one). Possible ways to start rephrasing are, for example:

- ❖ "If I understand you correctly, ..."
- ❖ "In other words, ..."
- ❖ "Let me put it this way ..."
- ❖ "Correct me if I'm wrong, but do you mean that ..."

Rephrasing is useful for several reasons. Firstly, it shows not only that we are listening to the speaker, but also that we are trying to understand them. It also helps to avoid misunderstandings, as it gives the speaker an opportunity to correct the listener (McKay, Davis & Fanning, 2009). In addition, it gives the listener a better understanding of their thoughts and feelings and reduces the pace of the conversation to let deeper analysis take place.

Clarification

Because the idea of active listening is to understand the conversation partner as well as possible, it is often helpful to ask clarifying questions to get more information about the situation (McKay, Davis & Fanning, 2009). In addition to helping understand the other better, clarification is also useful because it shows the speaker that we are interested in their story. Open-ended questions should be preferred (e.g. "What do you mean when you say...") and directing the conversation should be avoided.



Activity 3 – A thunder in the night

Time

60 min

Description

This activity focuses on a simple activity we do in our daily life: the conversation. Maintaining a conversation is an art, especially when we know nothing about our interlocutor(s) and we need to establish a relationship with them.

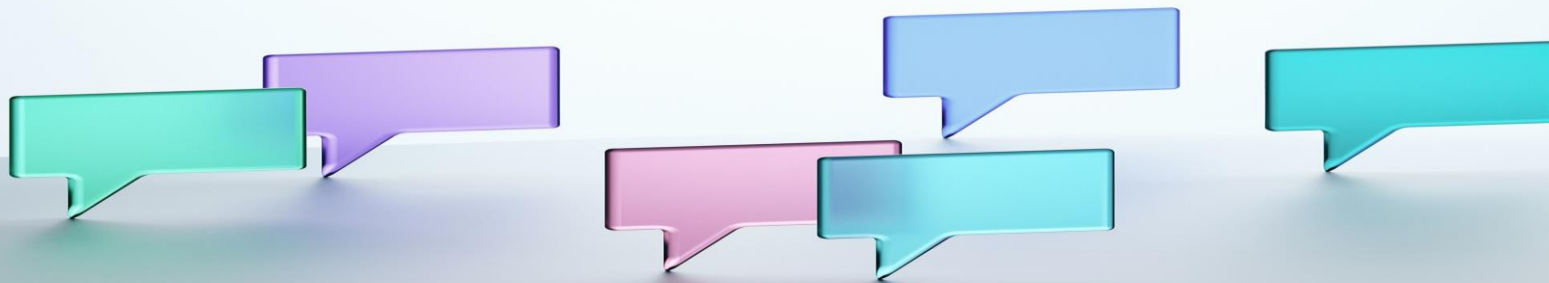
In this activity, the educators will play with key rhetorical figure. Educators will be asked to make use of rhetorical figures while illustrating a subject of their knowledge to maintain the conversation active and entertaining for the interlocutor. Educators will take rounds in couples to experiment.

Debriefing

The trainer will ask educators about their impressions regarding the various conversations carried out during the activity.

Theoretical section

Rhetorical figures are also called 'thunders in the night', because they have the ability to awaken the audience and activate their memory. When preparing your next speech or speech at a meeting or writing a text, invent a thunder in the night. An image capable of being remembered and moving your target audience.



Activity 4 – Can you handle it?

Time

60 min

Preparation

Select the five educators the day before and give them the materials to prepare their speech. Share the materials with the rest of the group only the day after, during the activity, giving them 5-6 min to read it.

Description

In this activity five educators will prepare a speech regarding a specific topic (materials will be provided by the trainer). The educator will have 10 minutes to deliver the speech.

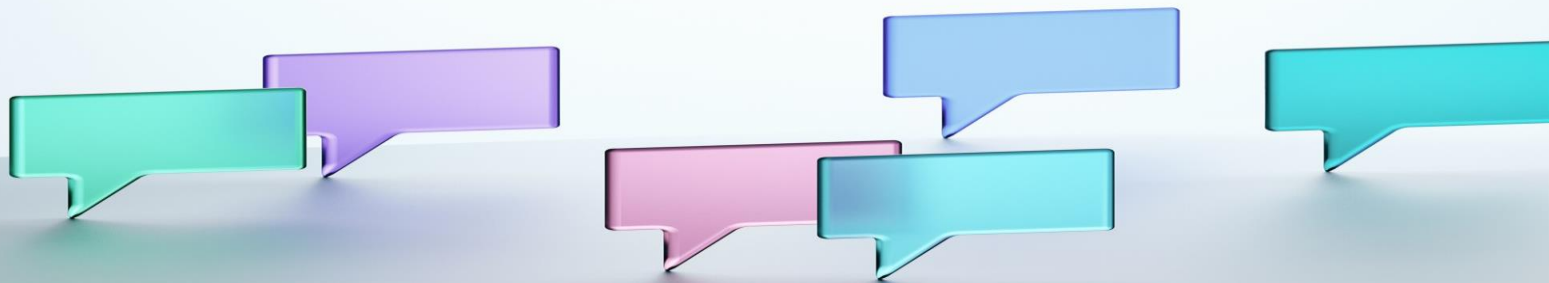
The trainer will secretly ask educators in the audience, to make strange faces and try to interrupt the one presenting, also making questions.

Debriefing

The trainer will ask the educators that presented how they felt during the session. The trainer will also ask the educators “audience” to share their feedback on the performance of the others.

Handouts

Topics information:



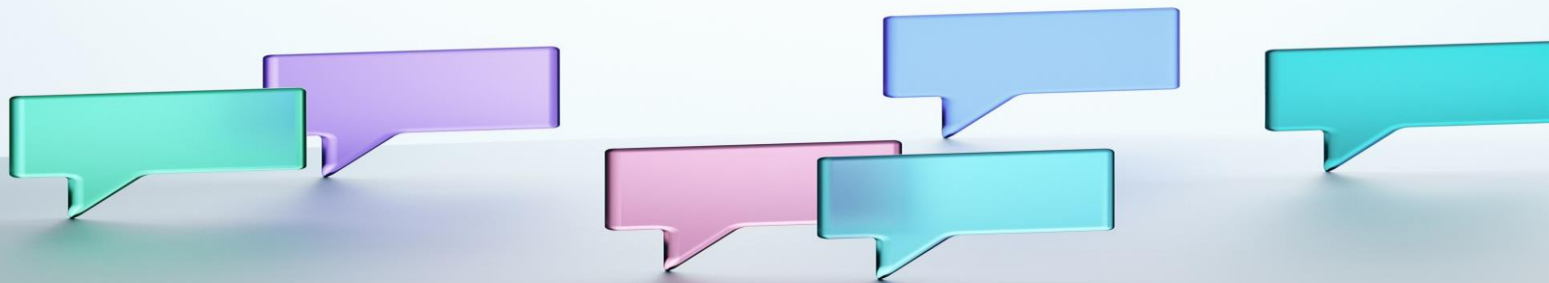
Topic 1 Gender Equality in the EU – reference: 2022 report on gender equality in the EU.

8

Female employment (20-64) has been increasing steadily over the years, reaching 66.2% in 2020 against 60.6% in 2010, but declined from 2019 by 0.9 percentage points due to COVID-19. This goes along with a pattern of women's educational attainment, with more women completing higher education and obtaining advanced degrees. Despite these improvements in women's positions in social and professional life, many of the gender gaps have stayed relatively stagnant. The gender pay gap demonstrates very slow progress diminishing to 13% in 2020 as compared to 15.8% in 2010. Women remain the primary caregivers to children and are mainly responsible for household chores. This is the case even in dual-earner families, burdening women with a "second shift" and effectively restraining their participation in paid work. The full-time equivalent employment gender gap amounting to 17.1% in 2020, largely reflecting prevalence of women among part-time workers (29.1% of employed women compared to 7.8% of men in 2020).

At the same time, the organisation of work and working time have not changed substantively and only a few early attempts to test reduced working hours for all are starting to see the light. Equally important, gender norms still prevail and the place of men in society is not evolving to the same extent as that of women. Namely, men occupy higher status jobs, earn more money than women in these jobs, and are less likely to contribute to childrearing and domestic chores. Related to this, women continue to leave the workforce at higher rates than men do after having children or due to other care responsibilities. In 2020, 13.8% of women, as opposed to 1.2% of men, were inactive because they were looking after children or incapacitated adults. Around half (47.6 %) of women, aged 25-54, outside the labour force were in this situation in 2020 in the EU (excluding Germany) due to personal or family responsibilities. In contrast, the corresponding share for men amounted to 7.5 %.

While a longer-term impact of the pandemic on the socioeconomic situation of women is still to be seen, preliminary data show that the COVID-19 crisis has only reinforced the pre-pandemic situation. In particular, it shows how little the fact that a mother is working in paid employment changes the stereotypical division of care and domestic responsibilities in the couple at home. During the pandemic, a greater burden of childcare has fallen on women, regardless of their labour market

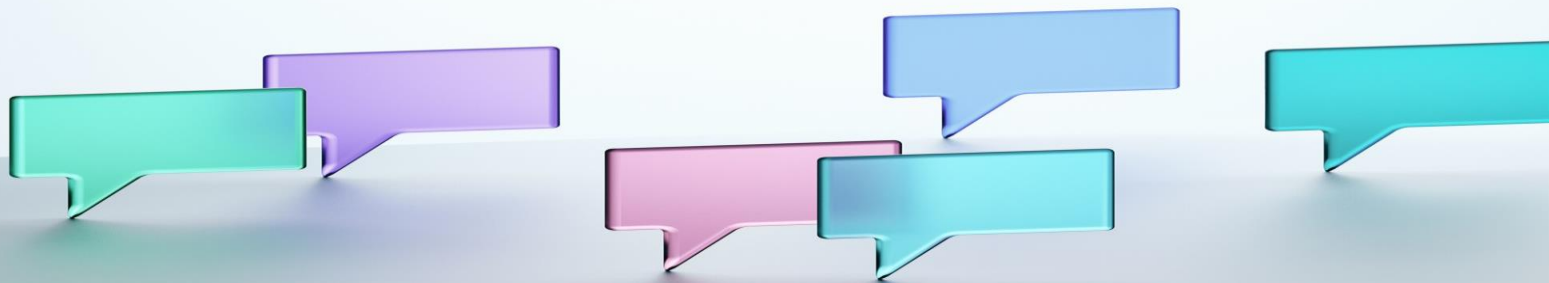


status. Consequently, female workers were more likely to take part-time roles, reduce their hours or take unpaid leave (see sections below). Thus, the pandemic's effects risk maintaining or even deepening pre-existing gender inequalities and rolling back the progress achieved to date.

The long-standing challenges related to women's labour market participation have been exacerbated by the COVID-19 pandemic. Employment rates in the first year of the pandemic declined for both sexes, but women experienced a steeper fall in working hours than men did during the lockdown periods. Women at childrearing age (aged 25-49) had the lowest chance of obtaining a job in summer 2020. The COVID-19 crisis clearly affected the employment of workers in part-time schemes and on temporary contracts, both of which are particularly widespread among women. In 2020, the share of temporary contracts fell by 1.2 percentage points, the largest decrease ever recorded, dropping to 10.7%. The share of part-time employment in total employment fell from 17.8% in 2019 to 16.6% in 2020.

Female employment plays an important role in a gender-sensitive post-COVID recovery. In 2021, EU leaders clearly committed to stepping up the fight against gender discrimination. The Porto declaration, signed on 8 May 2021 by the EU heads of state and government, highlighted the European Pillar of Social Rights as a fundamental element of the recovery. EU leaders committed to work actively to close gender gaps in employment, pay and pensions. In a similar vein, Council Conclusions, approved in June 2021, called for stepping up gender equality policies and strengthening the empowerment of women and girls as a political priority, especially in the context of policies responding to the COVID-19 crisis and its aftermath.

The new EU-wide employment rate target for 2030 proposed by the Commission via the European Pillar of Social Rights Action Plan, reaffirms the commitment to an inclusive high employment rate of 78% of the population aged 20 to 64. In order to achieve this overall goal it becomes paramount to progress on gender equality. EU must strive to halve the gender employment gap compared to 2019. In practical terms, this means that female employment will have to increase at least three times faster than that of men, and go down from about 11 percentage points to about 5.5 percentage points.



Topic 2 Artificial Intelligence – reference: 2020 AI research and innovation: Europe paving its own way.

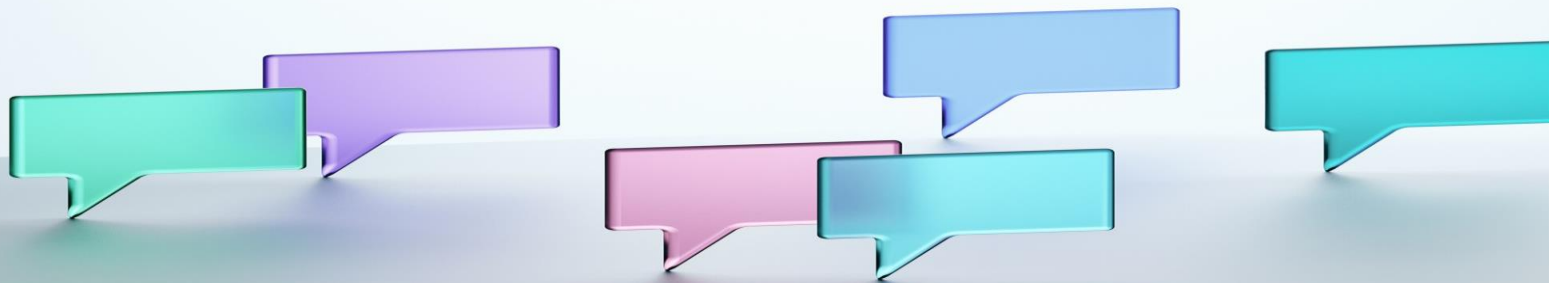
10

Achieving the full potential of AI for productivity depends on having in place the right complementary skills, infrastructure, and management culture. The best action(s) to take to achieve the given goal. AI systems can either use symbolic rules or learn a numeric model, and can also adapt their behaviour by analysing how the environment is affected by their previous actions. As a scientific discipline, AI includes several approaches and techniques, such as machine learning (of which deep learning and reinforcement learning are specific examples), machine reasoning (which includes planning, scheduling, knowledge representation and reasoning, search, and optimisation), and robotics (which includes control, perception, sensors and actuators, as well as the integration of all other techniques into cyber-physical systems).

The fact that AI is seen by many as the ‘new electricity’ relates to its cross-cutting applications that make it a general-purpose technology capable of driving efficiency and productivity in virtually all sectors of the economy. By optimising operations and enabling accurate predictions, AI can also potentially be a powerful tool to help achieve the Sustainable Development Goals. However, while digital technologies such as AI hold a lot of promise for boosting growth and competitiveness, productivity growth remains lackluster.

European Commission (2020) highlights potential explanations for this, notably the widening productivity gap between the most and least-productive firms due to insufficient innovation diffusion and the rising market concentration around ‘superstar firms’. In the specific case of AI, Brynjolfsson et al. (2017) point to the time lag in implementing new technologies such as AI, or potential productivity mismeasurements following a ‘J-curve’ (Brynjolfsson et al., 2018). Moreover, AI investments depend on other complementary efforts and intangible investments that may take some time to materialise. These might include organisational and managerial changes and the need to acquire new skills or retrain staff, among others. The authors refer to the steam engine, electricity, and the internal combustion engine to argue that their impact also took some years (even decades) to be felt.

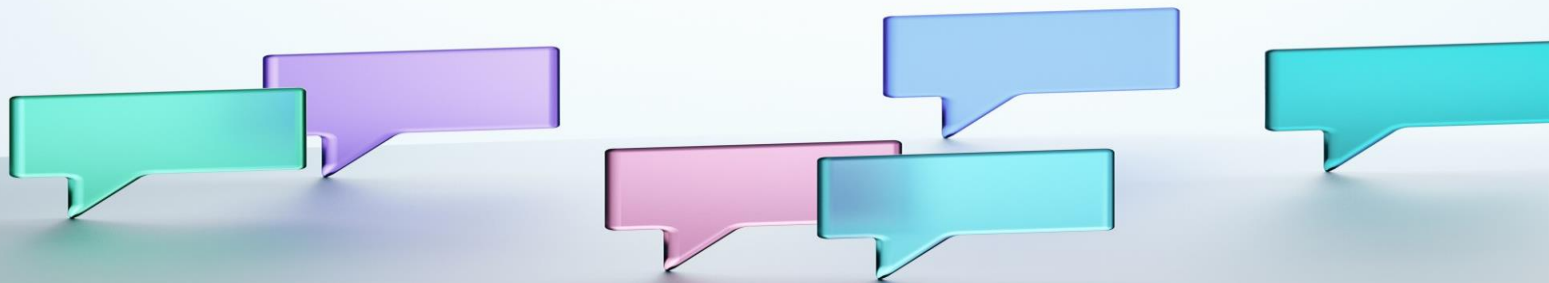
Furthermore, AI can enable faster scientific discovery (OECD, 2018a) especially at a time when research productivity may be falling and new ideas seem harder to find, as highlighted by Bloom et al. (2017). Finally, AI can help increase productivity



by helping humans use increased capabilities faster (i.e. towards ‘augmented intelligence’), and enabling more reliable forecasting, more flexibility in operations based on huge amounts of data, more precision, etc. On the other hand, automation entails risks as regards replacing many jobs and tasks as well as other issues related to the future of work (European Commission, 2020).

The role of AI in tackling global challenges should not be underrated. In fact, AI and other digital technologies can be important channels towards cutting global greenhouse gas emissions. At the same time, AI itself may be a contributor to further emissions, namely due to greater energy consumption resulting from, for example, data centres and supercomputers. R&I can act as a mitigator by contributing to energy-efficient computing and ‘greener’ solutions. According to the Global Action Summit (2018), AI and digital technologies can contribute to cutting global emissions across sectors. For instance, annual emissions from the energy supply would be reduced via better grid flexibility and storage. Efficient shipping would also be an important channel for reducing the emissions from the transport sector, and precision agriculture could reduce the sector’s footprint.

Global AI specialisation profiles show that the EU’s AI research is more oriented towards humanities and to a lesser extent also in medical sciences. China is more specialised in agricultural sciences and engineering and technology, and the United States in medical and health sciences as well as humanities. Figure 13 displays the specialisation profiles of AI publications by field and major economy relative to the world average. The EU’s top specialisation appears to be in humanities, and the United States in both humanities, and medical and health sciences, and to a greater extent than in the EU. China exhibits a different orientation of AI research activity from both the EU and the United States, with AI publications more oriented towards agricultural sciences and engineering and technology. Elsevier (2018) explains that the apparent focus of the EU and the United States on the humanities could be driven by a ‘very low number of publications and may be influenced by language’.



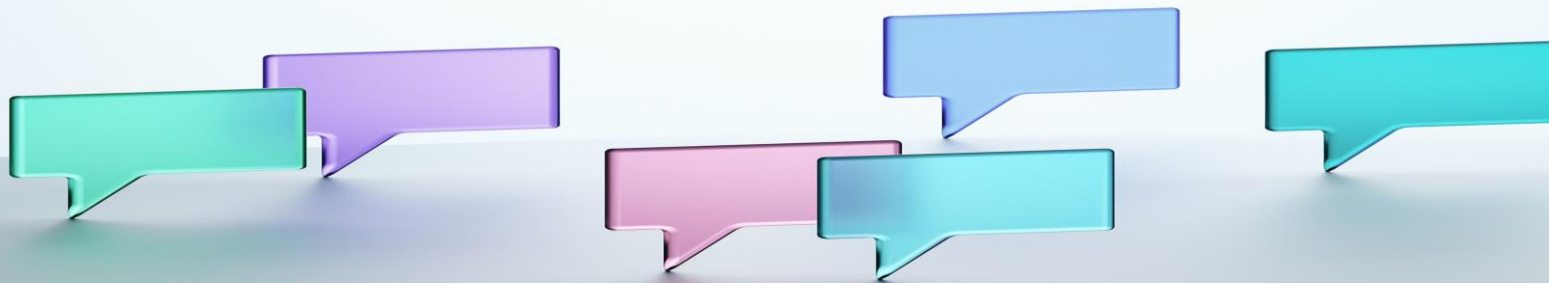
Topic 3 Climate change – reference: 2020 A Climate Resilient Europe.

The global climate crisis is an existential threat to the world as we know it. Without a radical abatement of greenhouse gasses, global warming will reach and exceed 3-4 °C before the end the century. We cannot continue in this trajectory without facing the risk of unleashing unstoppable planetary forces with huge socio-economic consequences. Climate change has already put additional stress on both natural and human systems and made some weather and climate extremes more frequent and severe (see annex 1 for key references). And because some additional warming is inevitable even after cessation of emissions, mitigation and adaptation are both essential for climate risk management.

The European Green Deal traces a pathway to climate change neutrality and sustainable development, transforming the EU into a low-carbon, resource-efficient and prosperous society economy. The Green Deal is a package of legislative measures, which includes the first EU Climate Law with a legally binding target of net zero greenhouse gas emissions by 2050, a new circular economy action plan, a new biodiversity strategy, and a strategy for a fair, healthy and environmentally friendly food system, to mention a few. It commits to a just and inclusive transition, putting people first and focusing on those that will face the greatest challenges. To deliver on these ambitions, the Green Deal will stimulate immense investments in green technologies, social innovation, education and societal transformations. Along the same lines, the Next Generation EU plan to recover from the pandemic, driven by solidarity, cohesion and convergence, directs significant resources to build a more sustainable, resilient and fairer Europe.

To turn the urgent challenge of adapting to climate change into an opportunity to make Europe more climate resilient, prepared and just, the Mission will work with citizens, communities and regions on green innovation, transformative adaptation and resilience forging. All of which will be enabled by investments, capacity building, knowledge creation, inclusive governance, sustainable business innovation and partnerships in and between regions and communities.

By 2030, the Mission will:



1. Prepare Europe to deal with climate disruptions, assisting citizens, communities and regions in better understanding, preparing for and managing climate risks such as heatwaves, forest fires, droughts, floods, storms, and diseases.

Target: By 2030, all local administrative units (LAU) and regions (NUTS) will have access to climate risk profiles and enhanced early warning systems for all relevant risks, will have adopted comprehensive climate risk management plans, and will have community infrastructure and services that are safe and operable and accessible under critical conditions.

2. Accelerate the transition to a climate resilient future, supporting 200 European communities and regions that reflect the diversity in climate and approaches to addressing climate risk in Europe, in co-creating a vision, innovation pathways and enabling conditions for transformative adaptation within safe planetary boundaries.

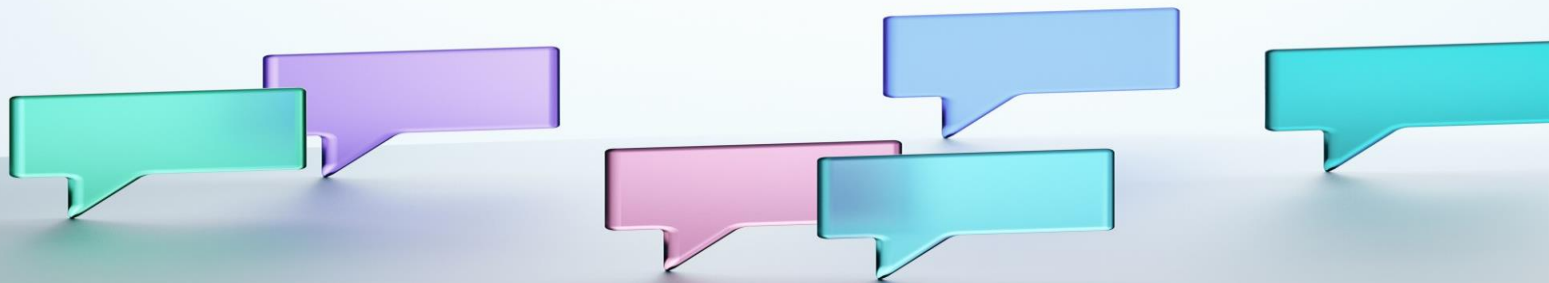
Target: By 2030, 200 European communities and regions will have developed their own transformative vision; co-created adaptation pathways; codesigned and tested actionable solutions; and created favourable conditions for societal transformations towards climate resilience.

3. Build deep resilience, scaling up actionable solutions triggering societal transformations through 100 deep demonstrations of climate resilience across a number of European communities and regions.

Target: By 2030, 100 deep demonstrations have scaled-up actionable solutions that have triggered societal transformation, building deep climate resilience and creating value shared across borders.

The Mission will work closely with and assist regions and communities across Europe to design and implement an ambitious transformation agenda. By focusing on regions, communities and citizens, the Mission seeks to mobilise and leverage on local innovations and responses to climate risk.

The Mission will stimulate major innovations in the management of interdependent key community systems that are central for resilience building and sustainable development and most affected by climate change.



Topic 4 Plastic waste – reference: 2019 Environmental and health risks of microplastic pollution.

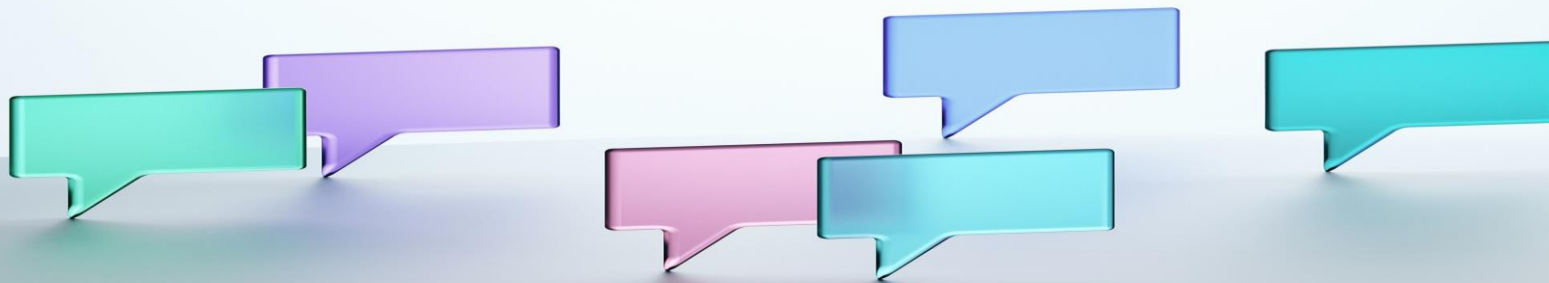
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High demand, low cost and a range of unique properties have made plastics essential to modern living. Since the mass application of plastic began in the 1950s, not only has it constituted an alternative to other materials, its properties have brought increased versatility, cost and energy savings, functionality and amenity on which society and the economy have become dependent. Plastics have been a source of innovation-driven growth in areas such as electronics, construction, vehicle safety, fuel economy, energy conversion, food preservation and improved human health via many medical applications (Andrady & Neal, 2009; P. Kershaw, 2018; PlasticsEurope, 2019).

Annual global production of 350 million tonnes in 2017 makes plastic the third most abundant human-made material after steel and concrete (PlasticsEurope, 2018). Since the 1950s, an average annual growth rate of 4% has given rise to a cumulative production of 8,300 million tonnes. 4,900 tonnes (60%) of this have ended up in landfills or in the environment (Geyer, Jambeck, & Law, 2017) representing a major economic, social and environmental cost.

Microplastics have come to the attention of the general public and policy makers on the back of rising concerns about plastic pollution in the marine environment. The societal consensus on the need to solve the plastic pollution problem is driven by a combination of factors – e.g. rejection of the disamenity of plastic pollution visible in water bodies and coastal zones; concern about negative physiological (e.g. growth, reproduction, mortality) and behavioural (e.g. feeding) impacts on animals and other biota; and conflict with the moral convictions of individuals. This same consensus has been galvanized by reports of the ubiquity of microplastic pollution, including in the remotest places on earth such as the Arctic, Antarctica, the deep ocean and secluded mountainous regions, as well as in foodstuffs.

According to Ryan (2015), many environmental concerns about plastic litter were identified in the 1970s-80s including the presence and formation of small pieces of plastics in the marine environment (Carpenter & Smith Jr., 1972; Gregory, 1983; Scott, 1972). At the time, this gave rise to some progress in curbing plastic waste (Chen, 2015). However, the unrelenting increase in global plastic production and litter more than offset the gains made. After a lull in the 1990s, research took off again as a result of increasing attention to the north Pacific garbage patch (Lebreton et al., 2018; Moore, 2008; Rochman,



Cook, & Koelmans, 2016; van Sebille, England, & Froyland, 2012) and the work of Thomson and co-workers (Thompson et al., 2004) who coined the term microplastics.

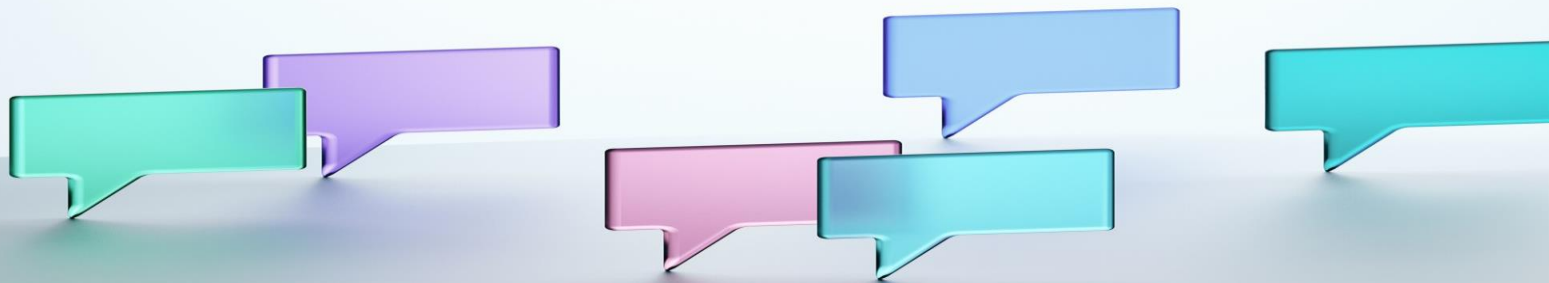
In the past few years, attention has been amplified by developments such as: the microbead outrage (Dauvergne, 2018); the so-called blue-planet effect; reports of the apparent presence of microplastics in foodstuffs (seafood, drinking water, table salt, beer). All this has cemented public anxiety and heightens political resolve to deal with plastic and microplastic pollution.

Laboratory experiments show that microplastics can give rise to a range of mechanical, chemical and biological impacts on biota causing damage, dysfunction and physiological disruptions. They provide evidence of inflammation and stress, as well as negative effects on food consumption, growth, reproduction and survival of a range of species SAPEA (2019: 2.5.1).

While such effects are found for microplastic concentrations higher than those typically measured in nature, the latter may be underestimated pending better sampling and measuring techniques (SAPEA, 2019: 2.5.2). There are also many noeffect²⁴ studies reported in the literature e.g. (Jovanović et al., 2018; Rist, Carney Almroth, Hartmann, & Karlsson, 2018) showing that simple generalisations should not be made.

SAPEA (2019: 2.5.5) also lists a range of documented human health disorders resulting from occupational exposure to acrylic, polyester, nylon and polyurethane dust, some dating from the 1970s. However, there are no population wide studies of health effects on humans.

SAPEA points out that ecological risks may already exist in at least some coastal-waters and sediment locations (Bergmann et al., 2017; Fischer, Elsner, Brenke, Schwabe, & Brandt, 2015; Kanhai et al., 2019). However, the overall scientific conclusion is that, so far, microplastic pollution does not constitute a widespread risk (SAPEA, 2019). SAPEA also concludes that, if microplastic pollution is left unchecked, business-as-usual would lead to effect concentration thresholds being exceeded in the near future and the occurrence of widespread risk within a century (SAPEA, 2019: 2.8).



Topic 5 Food and nutrition – reference: 2019 Research and innovation for food and nutrition security.

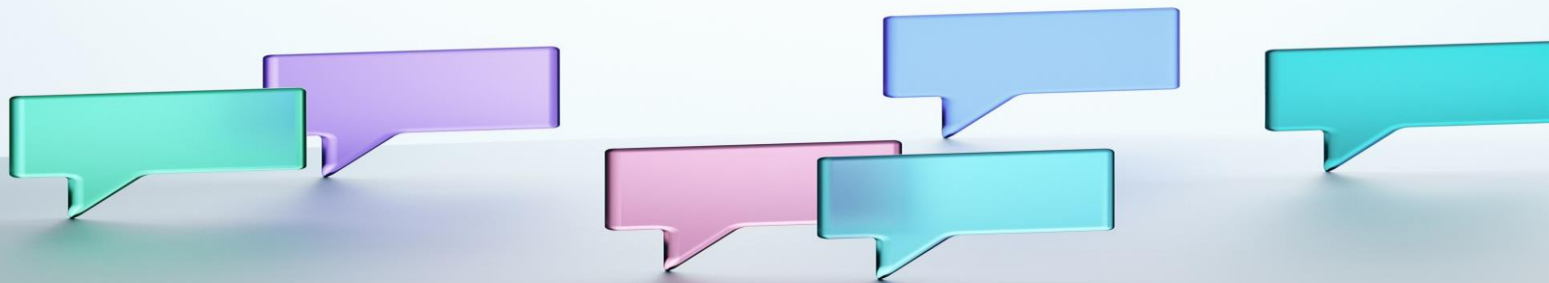
16

The challenges to EU food systems are numerous, starting from the necessity to improve their impact on health and nutrition, to reduce their environmental impact in Europe and globally, and to enhance their contribution to Europe's competitiveness, while lowering inequalities; in a nutshell, reaching jointly all the 17 SDGs, by 2030.

Food can be a unifying force for Europe, and play a critical role to rebuild a political project for Europe, in times when European citizens are questioning it. Our EU food systems have impressive assets in the world (for instance, the highest food safety standards), but the challenge is to guarantee their future, their long-term viability, while they are facing critical health, inequality and environmental issues. Transformation/reconversion/disruption at scale is thus both necessary and inevitable.

Food systems transformation can also be a critical strategic lever for Europe itself: food can be a unifying force for Europe and play a critical role to rebuild a social contract between Europe, its citizens and the member states, in times when citizens are questioning it. Eating is a political act, not just a topic for law and regulation. Food systems transformation can also be another way for Europe to position itself in global affairs. There is a role for Europe as a frontrunner in the world, paving the way towards food systems transformation. There is room for a European political voice, at the global level, to address all the challenges at a food systems scale, and to address the interdependencies, along with the asymmetries between countries.

In order to accelerate new narratives of a future vision for more healthy and sustainable food systems - from aspiration to real solutions - we need innovation. For systemic change, the innovation that is needed is not only technological, but also social, organisational – from daily use, to restructuring business models. The transformation capacity of food systems towards systemic change is too low: many small companies are too small to invest in R&I. Many potential innovations exist here and there at the scale of niches or local groups of stakeholders. Large players perform well, but competition produces negative externalities and too little innovation to reduce these externalities. Public support to R&I is thus necessary. As well as a new way of doing science and innovation that puts the food systems at the centre: linking agriculture and the environment, linking consumers and producers, improving value chains, and linking stakeholders, at a territorial scale.



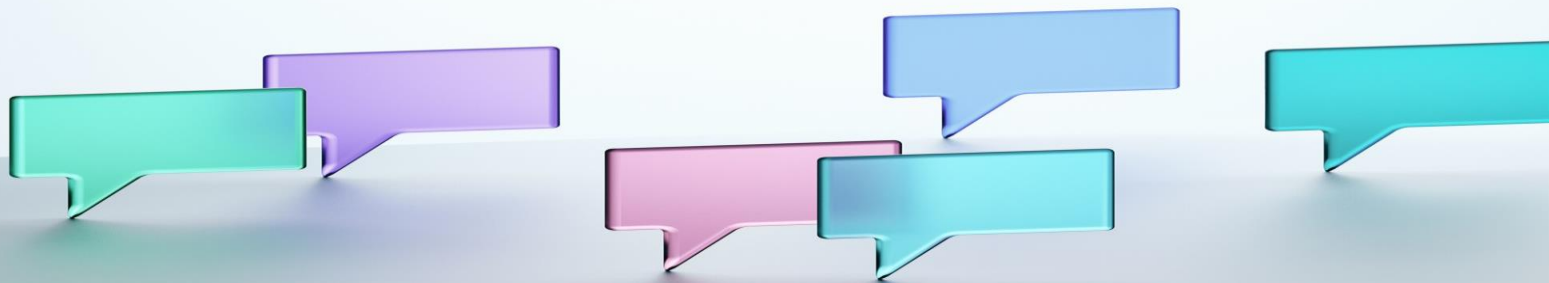
How to better mobilise R&I? Funds, actors, public and political support: everything is already there, as exemplified by the guarantee of a 10 billion euros budget for food and natural resources in Horizon Europe, as well as the link with the CAP. The issue is not about finding a magic solution. We have to build on existing platforms, like the European Research Area (ERA-NET) and Joint Programming Initiatives (JPIs). In Horizon Europe 16 there could be a “mission” type approach, to direct the R&I system in a clear direction, emphasising what the challenge is, allowing multiple solutions, cross sector and cross actors innovation loops.

Three mission type approaches are proposed in the Report of the FOOD 2030 expert group:

- Improve dietary patterns and lifestyles for a 50% reduction in the incidence of noncommunicable diseases by 2030, while reducing the environmental impact of food consumption;
- Create resource smart food systems with 50% less greenhouse gas emissions by 2030;
- Realise trust and inclusive governance for resilient and safe food systems.

A territorial approach to food systems innovation, as well as a focus on diversified food systems in all their components (diversity in diets, products, crops, including the importance of protein crops, but also diversity in varieties and races, landscapes, business models etc.) will be an asset. Critical to this “mission” type approach is the involvement of new actors into the R&I system: from the information and communication technology as well as from the health sector, industry including smaller companies, government and local authorities, communities and citizens themselves etc. This is why a crucial step forward is the inclusion of all stakeholders in the R&I systems tackling food systems.

The organisation of the R&I systems, linking all these stakeholders, has thus to be given specific attention, in order to ensure spaces for collective intelligence (allowing both transparency and accountability), to ensure the strengthening of capacities of those stakeholders that are new entrants (or those that are left behind), to organise mediation or arbitration processes to identify trade-offs and progress towards convergence.



EXPLAINING

18

Activity 5 – From charts to words

Time

60 min

Preparation

The trainer should prepare the charts to be used in advance.

Description

In this activity, educators will be provided with charts from different topics and will be asked to explain it to the audience. Educators will take rounds in trying to explain in a proper and understandable way the charts to the rest of the group.

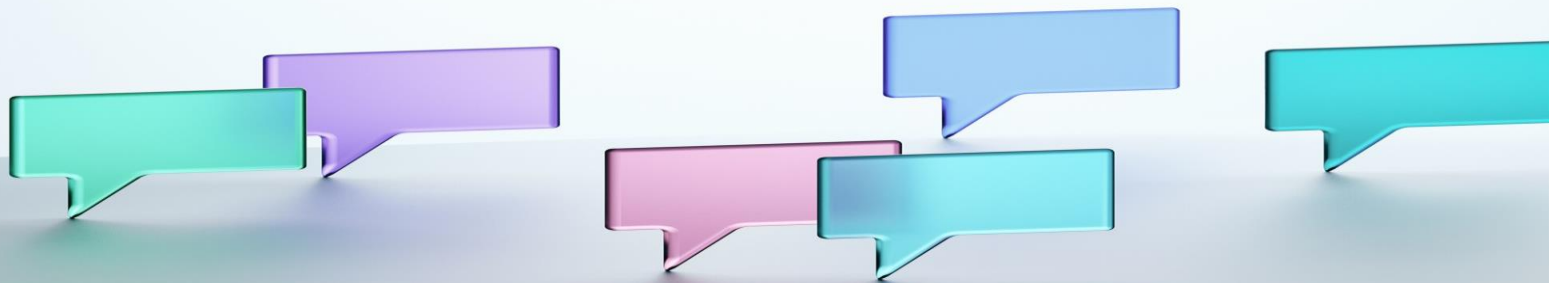
Debriefing

The trainer will ask the educators that explained the charts, how they decided the method to be used for explaining the chart and if they found it functional.

The trainer will also ask the audience about their feedback on the presentation.

Handouts

Charts examples that can be used for the activity:



eurostat

Acquisition of citizenship

◀ 2020 ▶

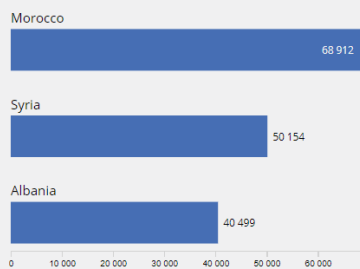
EU Member States granting

Select a country:

- EU
- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czechia
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden

Citizens acquiring

Top 3 recipient countries of European citizenship, 2020



Total: 729 013 granted citizenships

Source: Eurostat – [access to dataset](#)



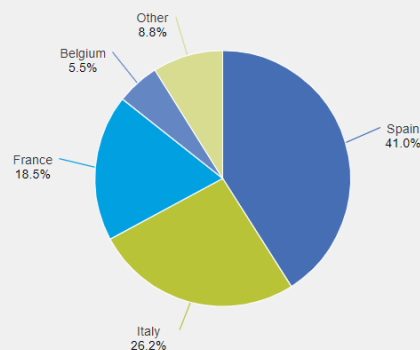
eurostat

Acquisition of citizenship

◀ 2020 ▶

EU Member States granting

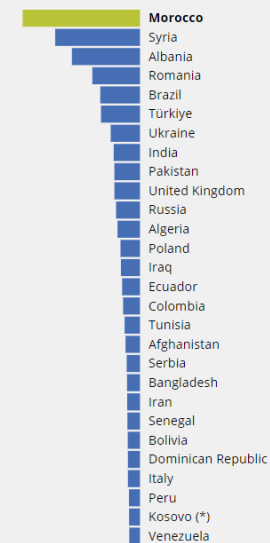
Main granting EU Member States, 2020



Total: 68 912 acquired citizenships

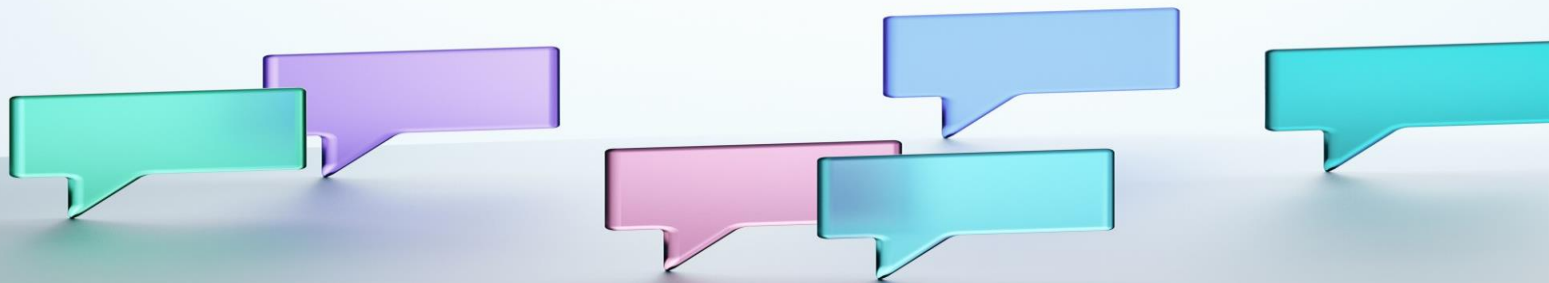
Citizens acquiring

Select a country: (top recipient countries)



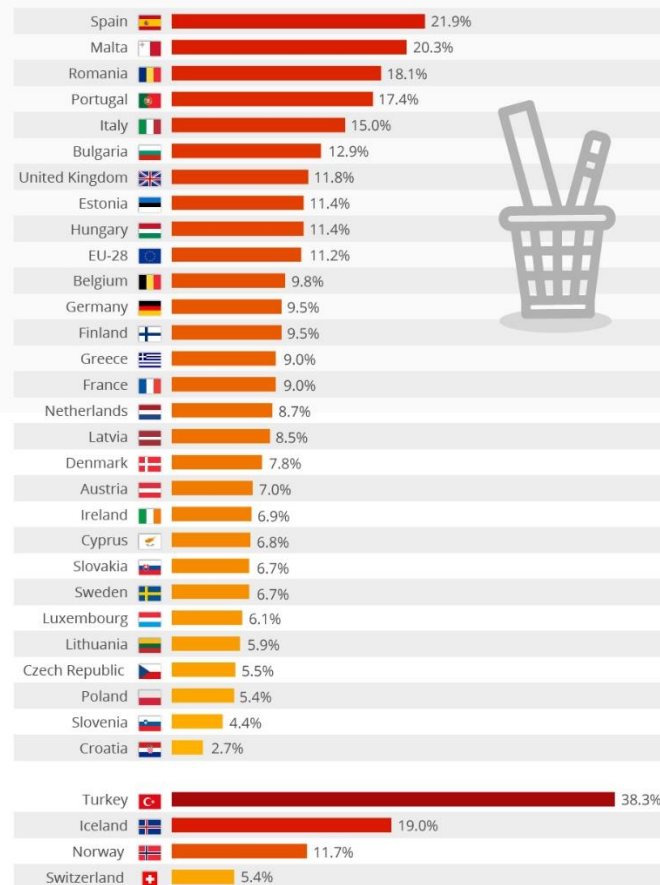
(*) This designation is without prejudice to positions on status, and in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

Source: Eurostat – [access to dataset](#)



Where Are Europe's Early Education Leavers?

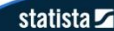
Early leavers from education & training in Europe in 2014 (% of population aged 18-24)*

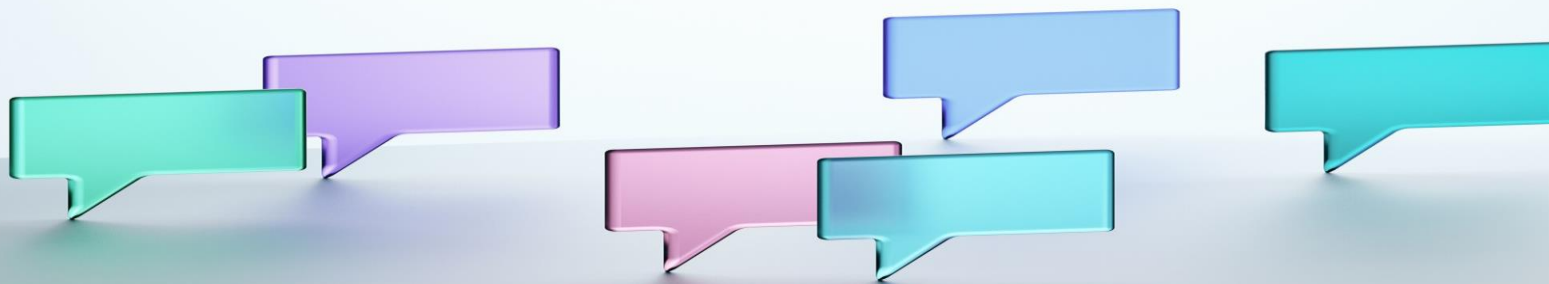


* Having completed at most a lower secondary education and not being in further education or training during the four weeks preceding the survey. (EU-28 and selected neighbouring countries)



@StatistaCharts Source: Eurostat

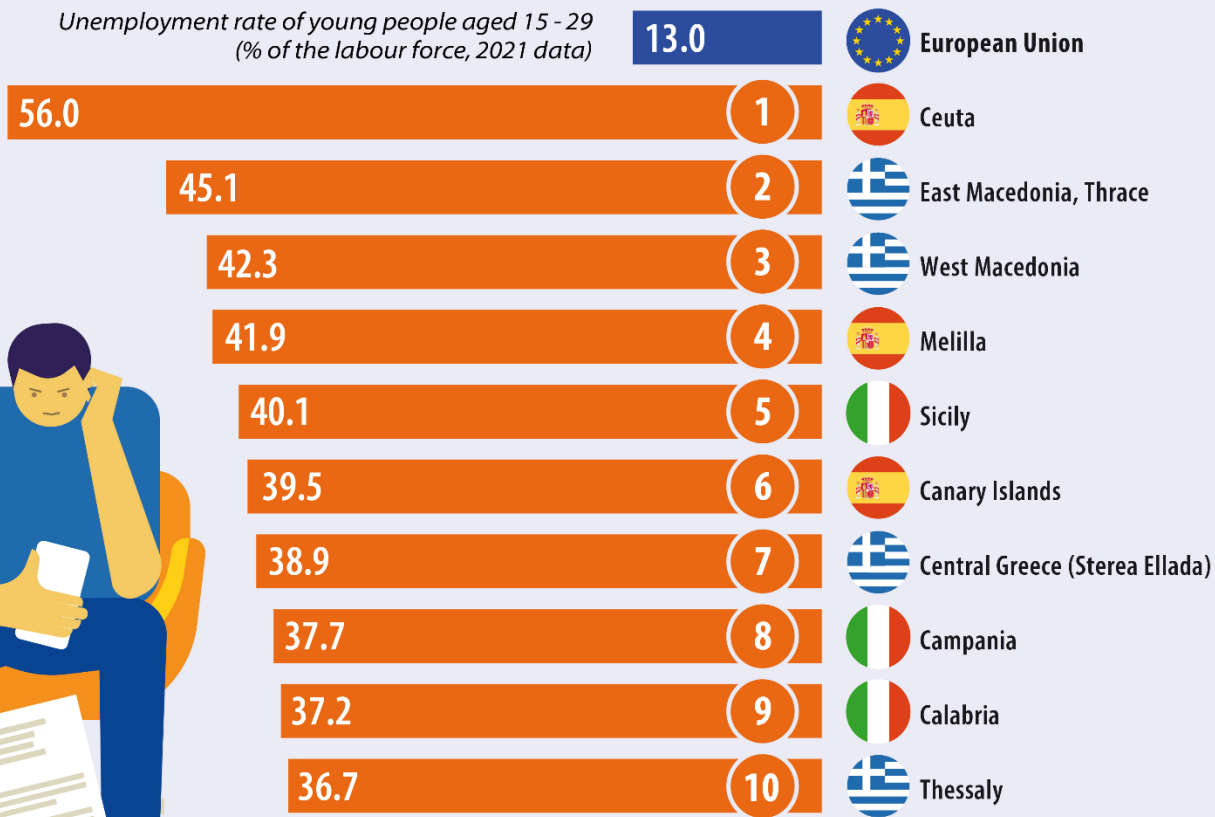




Which EU regions had the highest youth unemployment rate in 2021?



Unemployment rate of young people aged 15 - 29 (% of the labour force, 2021 data)



Ceuta, Melilla: low reliable data

ec.europa.eu/eurostat

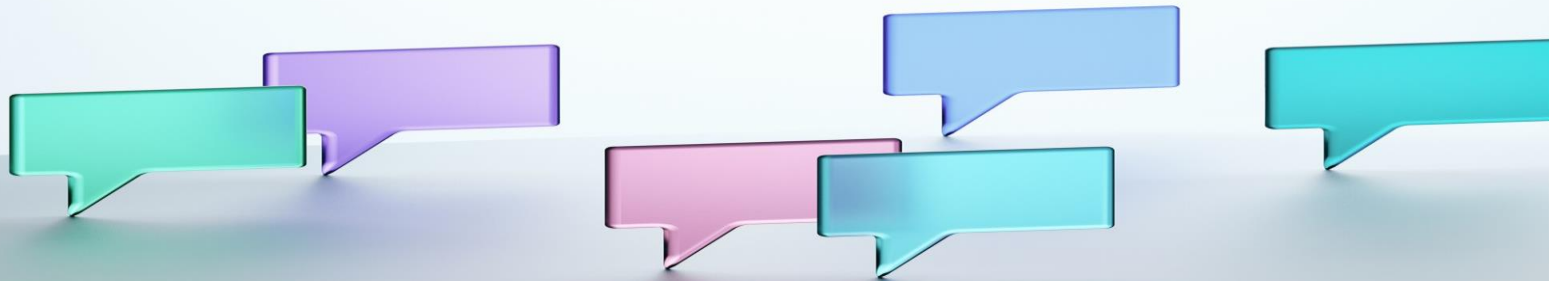
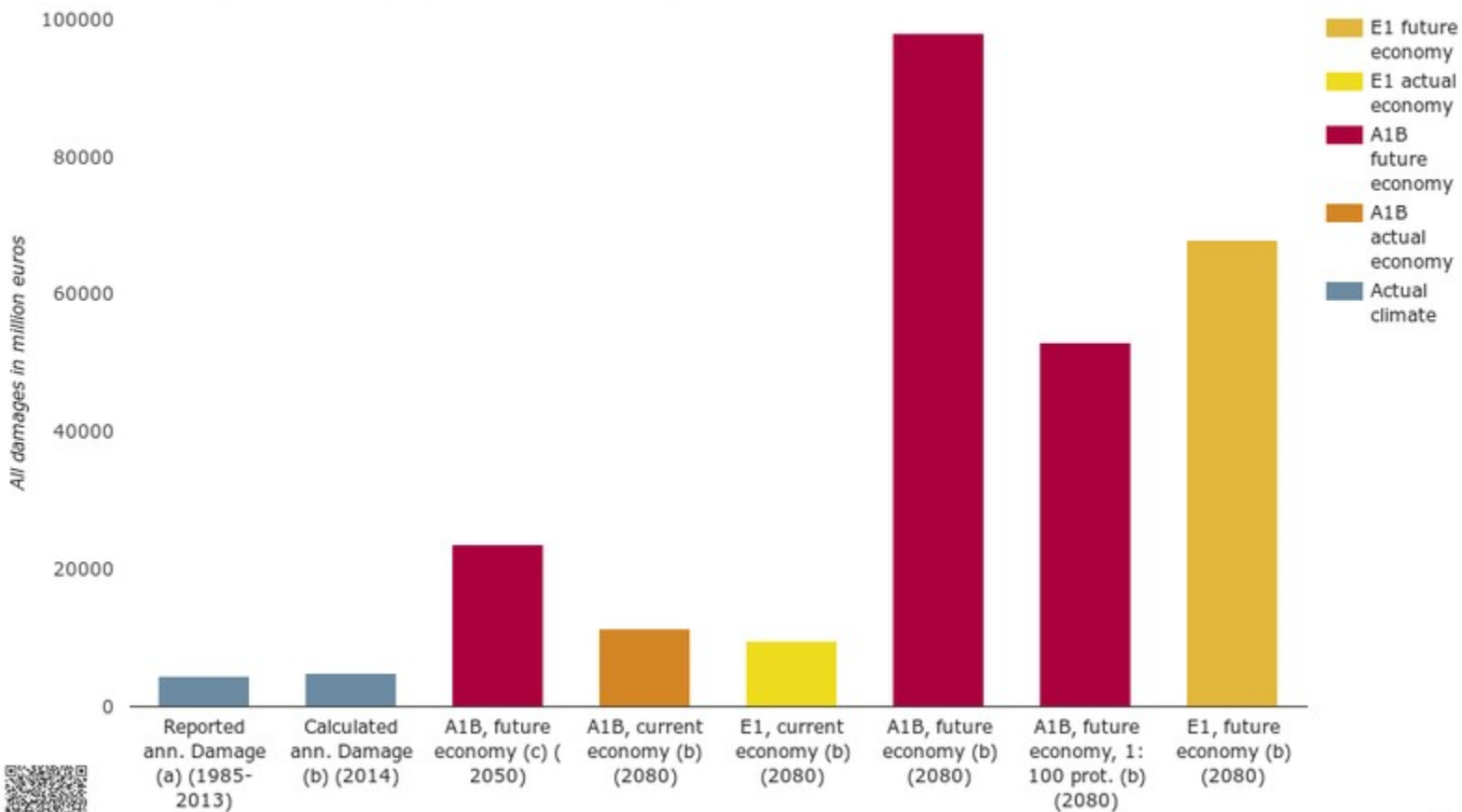
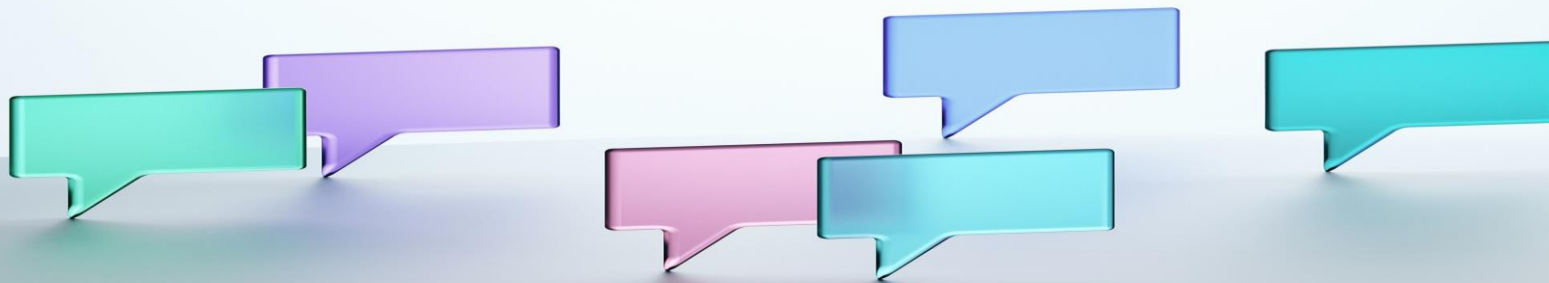


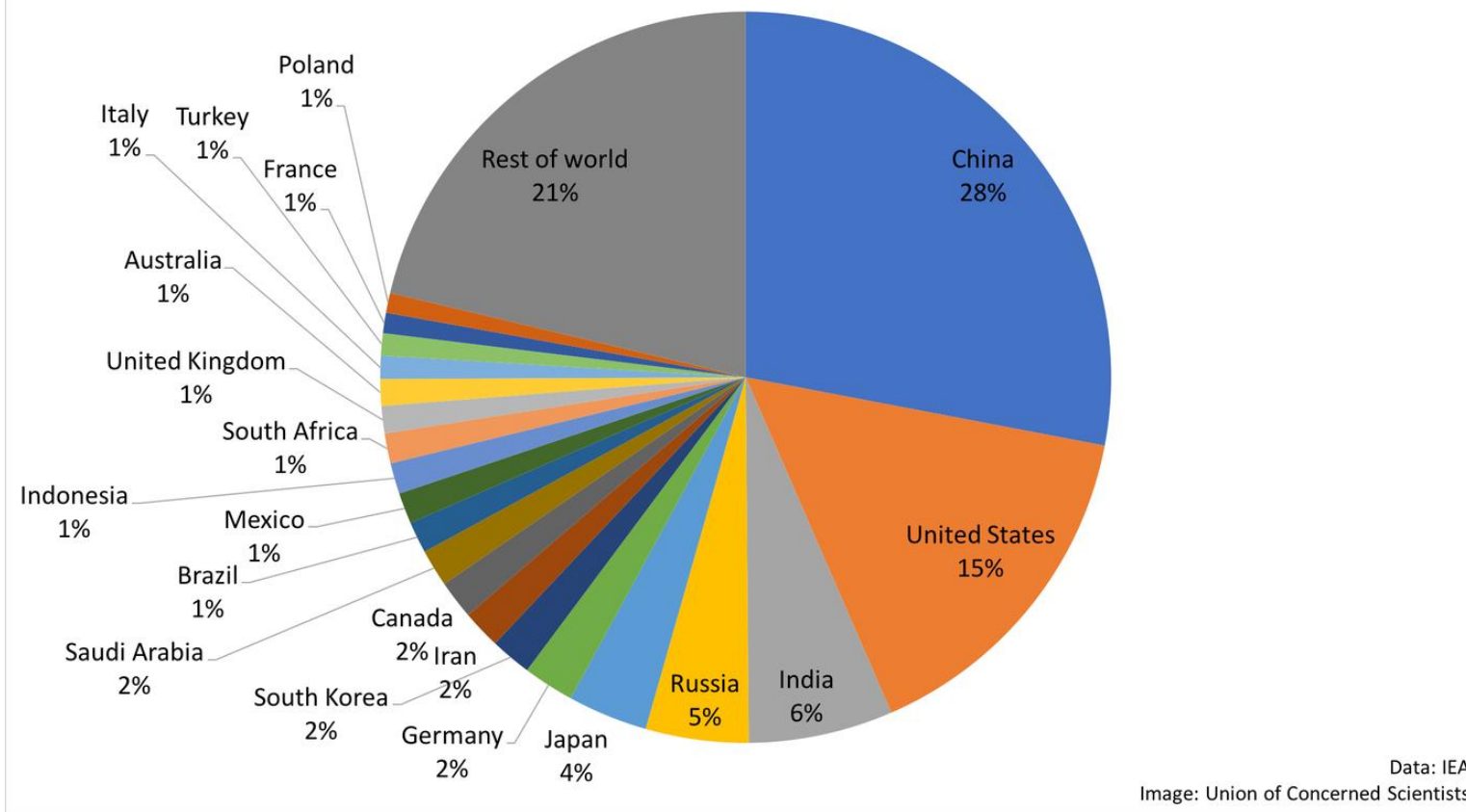
Chart – Annual flood losses for 2050 and 2080 compared to the 'actual situation'

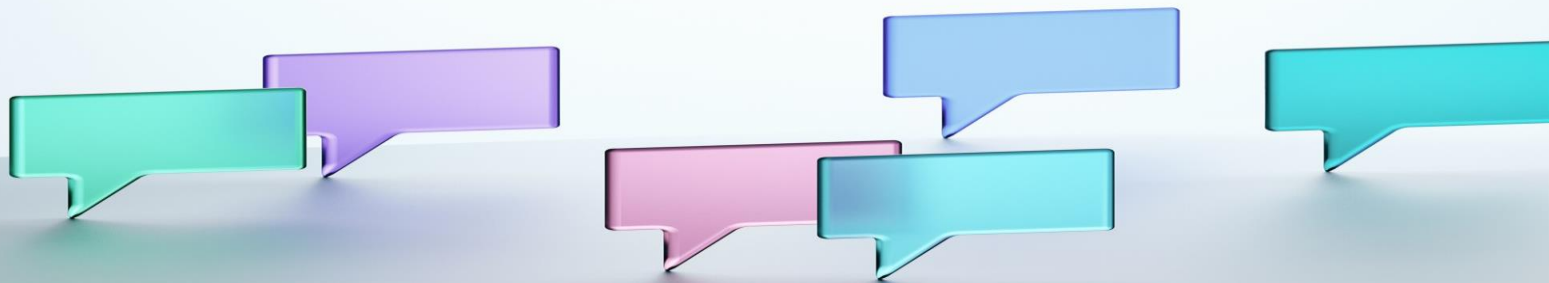


European Environment Agency



Share of global carbon dioxide emissions from fuel combustion (2015)





Activity 6 – Step-by-step

Time

60/90 min

Description

This activity focuses on breaking down complicated information into constituent parts, and showing how these parts fit together to give the whole picture. The educators will be divided into working groups of 3 people. Each group can decide on a difficult topic to be explained or it can choose to use one of the topics of Activity 4. The group will have 1 hour to work on the explanatory presentation. After this step, each group will have 6-7 minutes to present.

Debriefing

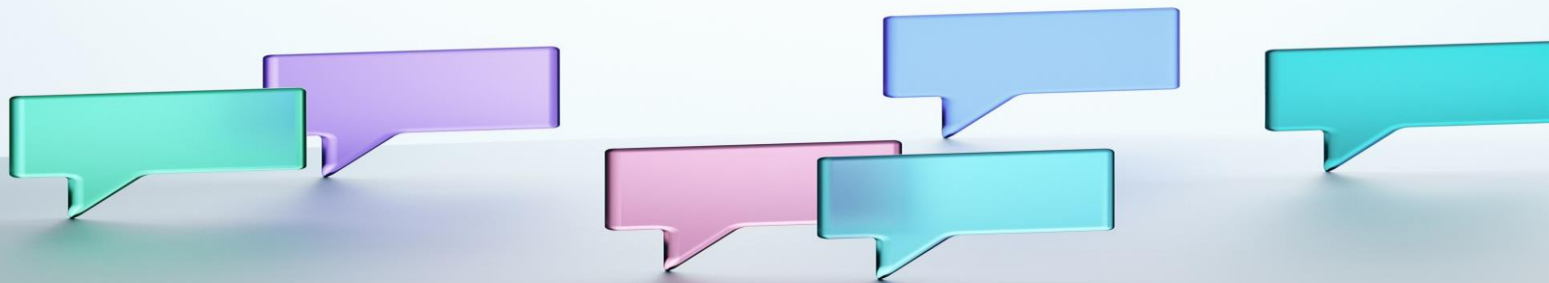
The trainer will ask each group how they decided the methods to be used for the presentation and for which audience they envisaged the presentation for. The trainer will also ask the rest of the educators about their feedback on the presentation.

Theoretical section

It takes particular skill to present complex or high-volume information in a way anyone can understand and feel engaged. There are some tips for preparing your explaining speech/materials.

[Compile relevant information](#)

First, gather up all the information you need to share, leaving out anything that isn't essential. Too much detail can muddle your message and overwhelm your audience.



Break it down

Once you've compiled all of your information, distill it down to its smallest parts. What are the main components of what you're sharing? What are the smaller pieces that support those main ideas?

Organise the information

You have to assume your audience has no knowledge of your topic, so the organisation of the content should be based on clarity. You could start with the most basic information and introduce layers of complexity as you proceed. Or, you could organise the content into steps or action items that are completed in a specific order.

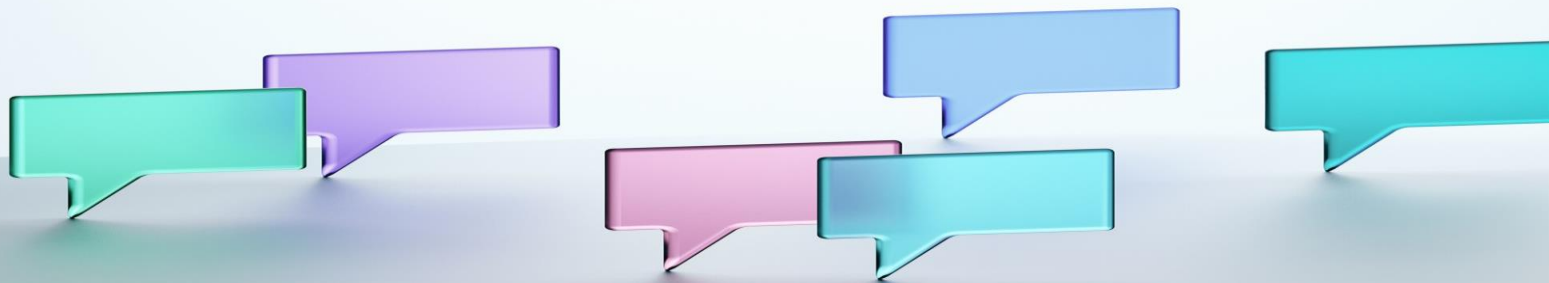
Use clear language

Using clear language and avoid jargon, industry terminology and "insider" phrasing. Replace big words with shorter, simpler words. Use short sentences. In addition, you can use analogies and examples that your audience is already familiar with.

Use formatting to your advantage

Use formatting that enhances clarity. Here are a few ways you can achieve this:

- Incorporate headings that follow a logical structure.
- Present information in brief numbered or bulleted lists.
- Use different fonts and colours judiciously to highlight, emphasise and differentiate pieces of information. Keep it easy on the eye so as not to overwhelm readers.
- Insert clear visuals (such as images, maps, graphs or tables) that supplement your written information, illustrate difficult concepts or present supporting facts and data.



MEDIATING

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Activity 7 – Show Time!

Time

60 min

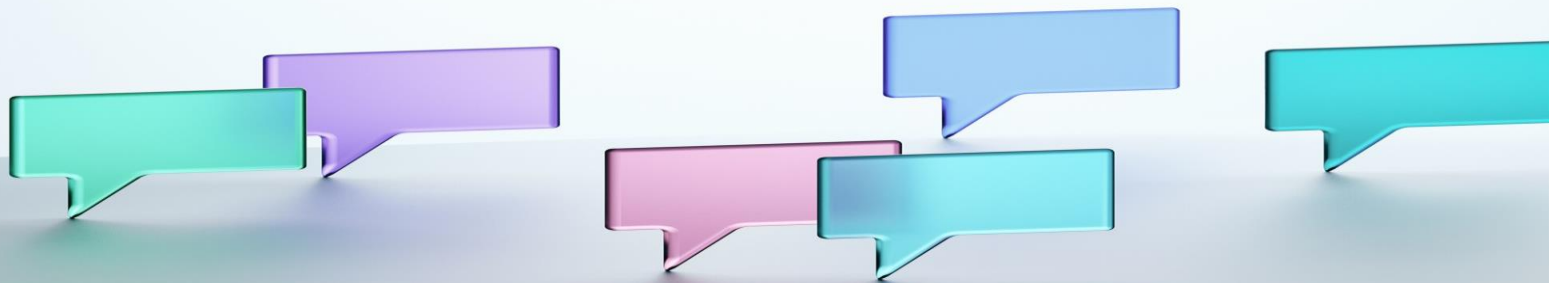
Description

This activity is dedicated to the goal-oriented cooperation and envisages a role simulation. The trainer will divide the educators in two groups. One group will represent the educators while the other group will represent the learners. The educators team creates an educational programme as a group, indicating the types of sessions (including content) it intends to include and explaining why. Topics of the programme: soap operas, junk food, personal appearance, stuffed animals, heavy metal music. Learners, meanwhile, will write a short collective letter to the educational entity director, in which they complain that the educational offer does not meet their needs. Both groups will have 30 minutes to prepare.

Plenary: the learners will expose their letter and the educators will present their programme. After, the two teams will have to start a discussion: the learners will have to convince the educators to change the programme to make it closer to their needs, while the educators will have to convince the learners to adapt to the current programme. The session will end when they have negotiated and agreed on a common programme.

Debriefing

The trainer will ask the educators regarding how they cooperated in the team to reach the goal.



Activity 8 – Undercover

Time

60 min

Preparation

The trainer will choose 3 educators and before the activity should ask them to try and disturb it in whatever manner it suits them (e.g., nagging, not cooperating, triggering conflicts, being disengaged, interrupting).

Description

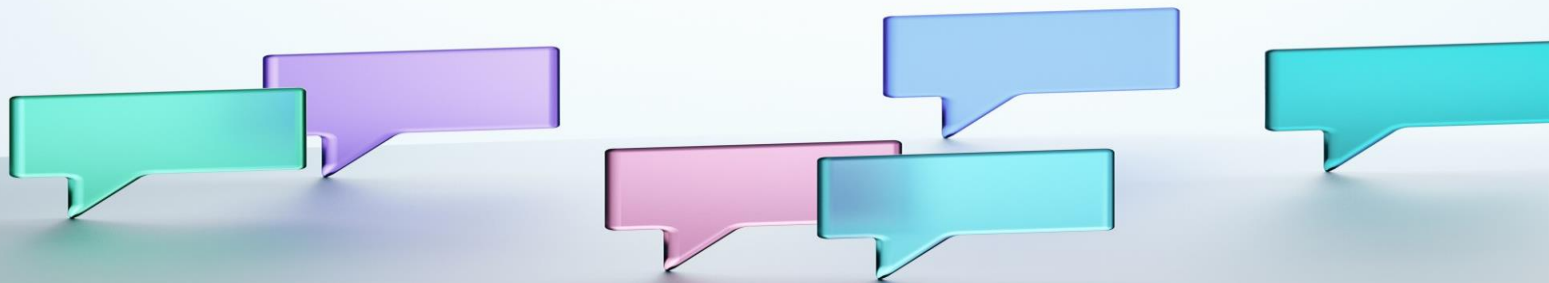
This activity focuses on the collaborative interaction with peers and on how to properly act and communicate. The trainer will deliver the problem and objective three exercise to discuss the argument “communication issues in group dynamics”. The trainer will facilitate the session while the 3 agent of disturbance will act.

Debriefing

First the trainer will debrief with the educators about the session. After that he will reveal the real goal behind and debrief again with them.

Theoretical Section

A problem tree involves writing causes in a negative form (eg. lack of knowledge, not enough money etc). Reversing the problem tree, by replacing negative statements with positive ones, creates a solution tree. A solution tree identifies means-end relationships as opposed to cause-effects.



Step 1. Settle on the core problem

The first step in developing the problem tree is to identify the problem that the team seeks to overcome. The core problem is written down in the middle of the paper, or on a sticky-note that is placed in the middle of a wall.

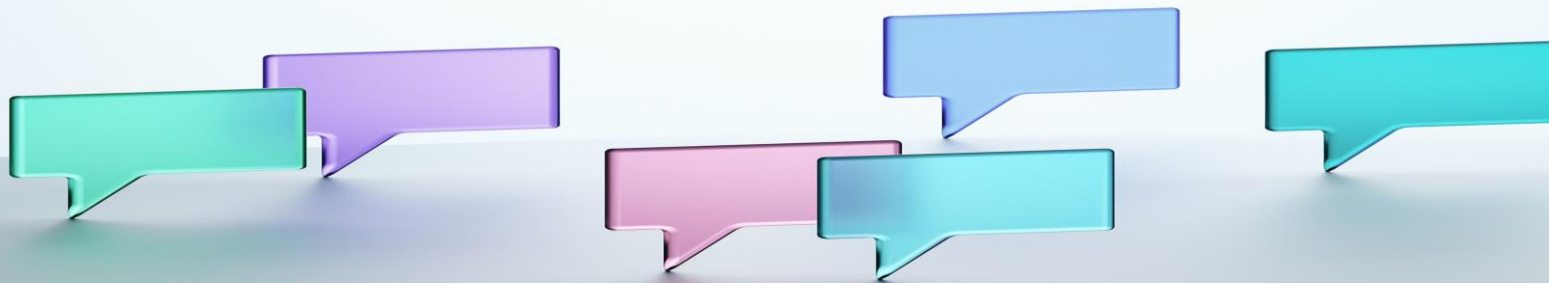
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Step 2. Identify the causes and effects

Once the core problem has been identified, participants should consider what the direct causes and effects of the problem are. Each cause statement needs to be written in negative terms. There are a couple of ways to undertake this. Participants can either collectively brainstorm all the negative statements about the problem at hand, and a facilitator writes each negative statement down on a piece of paper. The statements would then be placed on a wall, for the participants to analyse and reorder. Alternatively, participants could work through the cause and effect on a sequential basis, starting from the core problem. The immediate causes to the problem are placed in a line below that of the core problem. The immediate effect is placed above the problem. Any further or subsequent effects are placed above the line of immediate effects.

Step 3. Develop a solution tree

A solution (also called objectives) tree is developed by reversing the negative statements that form the problem tree into positive ones. For example, a cause (problem tree) such as “lack of knowledge” would become a means such as “increased knowledge”. The objectives tree demonstrates the means-end relationship between objectives.



Activity 9 – I-messages

Time

60 min

Description

In this activity, the educators will use situations in the daily life to state their own positions to the partner as if they were the person who had failed to take responsibility. Two group members will act out the discussion: one will express dissatisfaction, the other will listen and give feedback on the feelings and thoughts they had while listening. The third acts as an observer, providing feedback afterwards. There will be 3 rounds of 10 minutes in order for the educators to play all the roles.

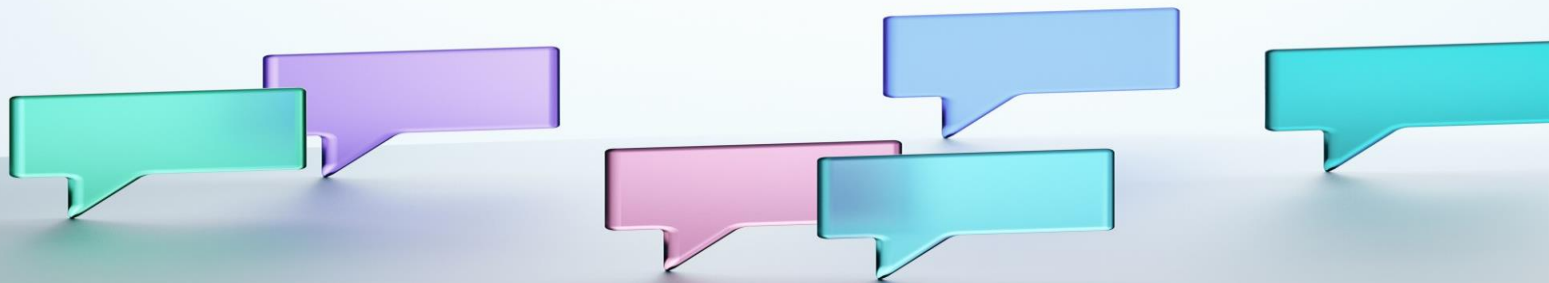
Debriefing

The trainer will ask the educators how they felt during the activity and if they this they managed well the discussion. Observers will also asked to share their feedback.

Theoretical section

Try to listen to your partner with curiosity, try to genuinely hear what they're saying and express your concern for your cooperation and relationship. Try to understand their point of view and experience, and your own as well. Remember to use I-messages, to talk about your thoughts and feelings, without judging the other party. Be sure to distinguish the facts of the situation from your own feelings or thoughts about it. Describe the situation dispassionately and without judgement, sticking to the facts.

I-messages are a useful tool for resolving conflicts (e.g. conflicts with a parent or the story about disputing a grade in learning materials), but also for giving negative feedback. The term was coined by the psychologist Thomas Gordon in the 1970s.



Originally intended to help parents communicate with their children (Gordon, 1970), the effectiveness of I-messages soon led them to be widely taught in the context of relationships, leadership, and general communication and conflict situations.

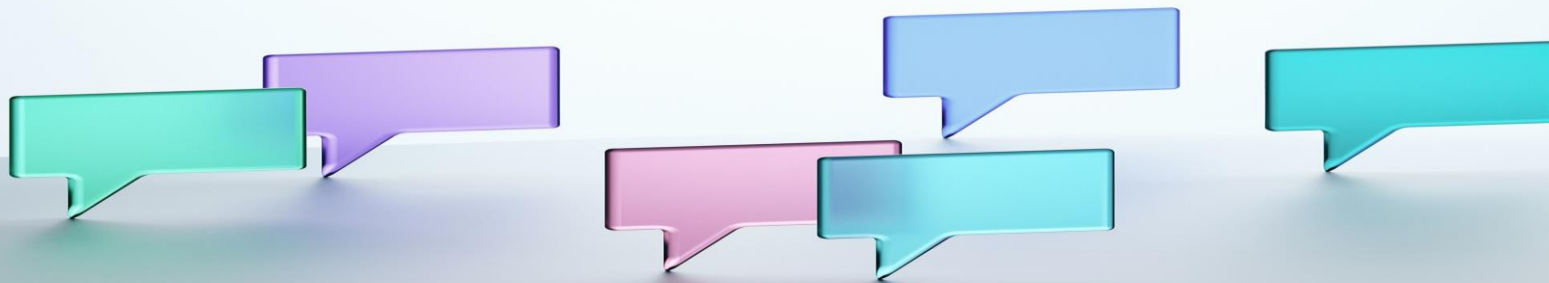
I-messages are a way of communicating where one talks about their own thoughts, feelings, wishes and observed events. Blame, judgements and guessing at the other's thoughts or feelings are avoided. The name of the technique comes from the fact that in the case of I-messages, sentences often start with the words "I" or "my" (e.g., "I feel", "I mean", "I want", "I need": "I'm upset because...", "I was worried because...", etc.). However, not every sentence that begins with the word "I" is a true I-message. For example, there are many assumptions, judgements, and accusations in the phrase "I feel like you're careless because you never bother to arrive on time". An effective I-message usually describes facts, feelings, needs, and what we want in the current situation (Rosenberg, 2005). Let's take a closer look at each component of I-messages.

Facts – non-judgemental observation

When we want to explain our point of view to someone else, it is often necessary to describe an event that led to a conflict or left a negative feeling. When talking about external events, it is important to describe only the facts (what exactly happened, what we actually saw or heard) and to avoid adding our assumptions or judgements.

Feelings

A component of I-messages is feelings. When describing a situation, it is also useful to describe the impact of that situation on you. Of course, this should also be done without blaming. In general, when we communicate with somebody else, we want the other person to understand our point of view and feelings. I-messages let us express our feelings without blaming the other (e.g. "you make me angry") or making assumptions about the other's thoughts and feelings (e.g. "you do not understand me"). These examples are stated as you-messages (the opposite of I-messages) and generally have an accusatory effect. A distinction should also be made between words that describe true feelings and those that describe how we think others behave or feel. For example, "I feel misunderstood" may seem like an expression of feelings at first glance,



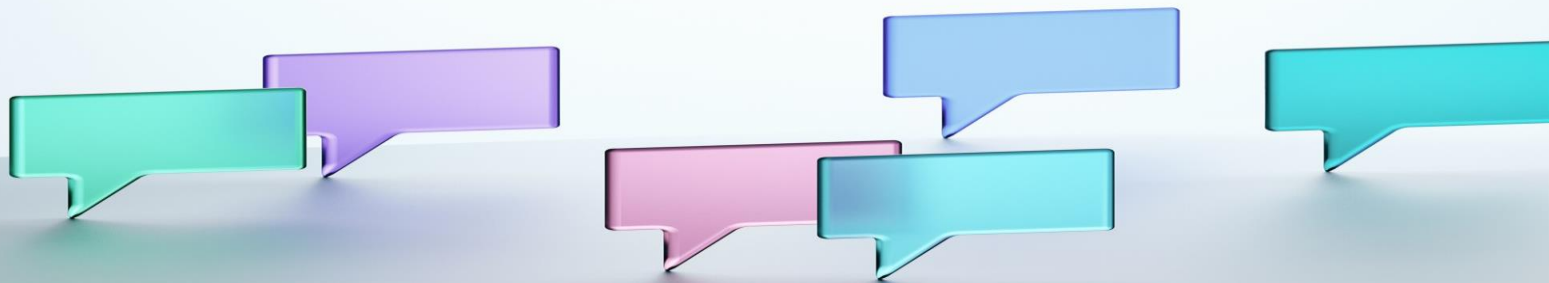
but it actually expresses how we interpret the behaviour of somebody else. The actual feeling behind this statement could be irritation, disappointment, sadness, discouragement, and so on.

Needs

Beyond expressing feelings, it is helpful to express the reasons for those feelings. It might seem that we have already done so when we described the facts or the situation that caused the feelings. In reality, however, this is not enough to describe the reasons you feel the way you do. A principle of I-messages is to take responsibility for one's own feelings and to realise that our feelings are generally related to our own unmet needs and desires. Some universal needs are, for example, independence, acceptance, recognition, emotional closeness, security, a sense of meaning, physical well-being, etc. However, we often analyse and blame others rather than notice and articulate our needs. For example, when we say, "You don't understand me," we're actually saying that our need to be understood is not met. Therefore, it is important to justify your feelings in the I-message not by referring to other people's actions but by describing your own needs or expectations.

What I want

In conflicts or when providing negative feedback, we're looking for something to change as well as to be understood. If our needs are not met, we can ask for action to help meet them. The fourth part of the I-message is expressing our wishes, i.e. what we would like from the other person. There are also some things to keep in mind when expressing your wishes and requests so that the other would receive them as well as possible and that change would actually take place. Firstly, it is important to make clear what we want, not what we do not want. Negative requests (such as "I don't want you to do this again") often provoke resistance and may not provide specific guidance for changing the behaviour in question. Requests should be made in the clearest and most positive way possible. For example, the request "I need you to respect my privacy" is somewhat vague and can provoke a protective reaction (such as "But I do!"), misunderstanding, or confusion about what behaviours need changing. A more specific request would be, for example, "I would like you to knock before entering my room." In addition, it is important not to make the other feel punished or accused if they do not do as requested.



Activity 10 – InterAction

Time

60 min

Preparation

Before starting the discussion explain to the educators in the “audience” that if they think the discussion needs intervention they should stand up (one at the time) and touch a person sitting in the shoulder to take their place and speak.

Description

This activity focuses on the interaction management, and educators will need to put in practice what they learnt in the previous activities to reach the goal.

The trainer will put 4 chairs in the middle and ask 4 volunteers to sit there. Then the trainer will ask the 4 educators to start discuss about a topic X. The other educators will be sitting around.

The discussion will continue until the majority of the educators had the chance to participate (⚠ max 35/40 min).

Debriefing

The trainer will ask the educators their perception on the discussion and will ask those who intervened why they did it and those who didn't, why was it.

The group will also discuss also the reaction of those that have “experienced” the intervention of the others.

Disclaimer

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