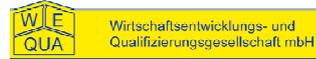
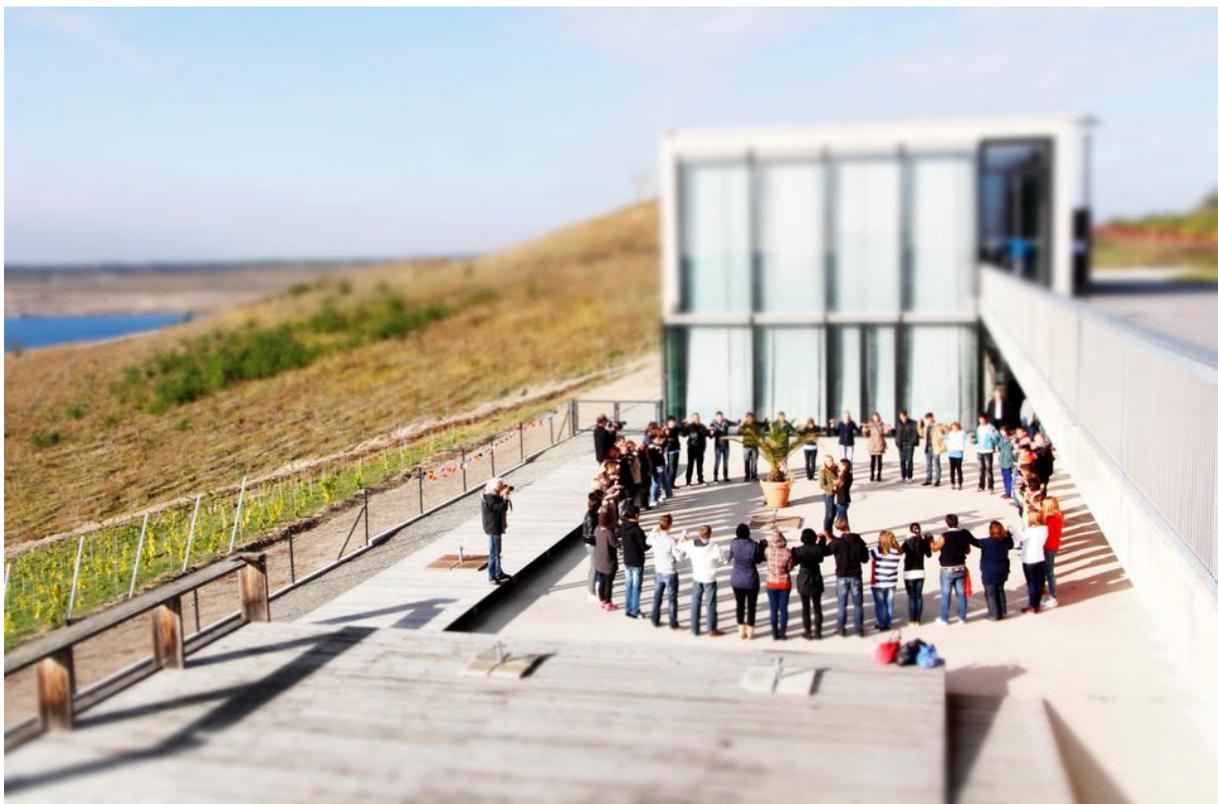


# European Youth Olympics for Intercultural Openness, Tolerance and Mobility on the European Labour Market

Project within the directive for Promotion of the Transnational Exchange of Knowledge and Experience



## Teaching Concept in order to impart Job Market-related, intercultural Competences in Europe



EUROPÄISCHE UNION  
Europäischer Sozialfonds



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## Chapter 1

### The Teaching Concept: Development Concept Practice-oriented Focus



## 1. 1 “Why“ a teaching concept in order to impart job market-related, intercultural competences in Europe?

With each step towards integration and with each enlargement the European Union becomes bigger and more varied. The cultural variety and the development of the inner-European market can create many opportunities for young people and unleash their potential. However, the risk of conflicts and of isolating oneself exists.

Intercultural training and education in order to impart job market-relevant, intercultural competences is here gaining in importance. It encourages social intercourse of people with different cultural backgrounds, increases the options for individual ways of living and is essential for the development of one’s character. Apart from learning foreign languages and the general educational subjects at school, the intercultural training and education is quite essential. Ideally, young people should recognize their potentials during their apprenticeship and they should be prepared to prove themselves in their domestic international-oriented companies as well as to integrate themselves successfully into the European job market.

The “European Youth Olympics” with international participants offer the opportunity to compare vocational training structures of different European countries.

The participants are young people from different training courses, their vocational trainers, apprenticing companies of different sizes and structures as well as tutors who accompany the young people on their way to a completed vocational training and on their entry into the job world.

They will share their experiences in the impartation of job market-relevant, intercultural and linguistic competences. The participants’ international encounters will affect their experiences of their own and different cultural characteristics and their competence in foreign languages, and they will gain more qualifications. English is the language of communication – and so this is the real confrontation with one possible factor of intercultural competences.

The potential of international encounters to develop a teaching concept together targets the impartation of job market-relevant, intercultural competences. This teaching concept is to prepare the young people optimally and make them more sensitized for the particular challenges on the European job market.

The teaching concept and the large participation of Brandenburg's young people with different apprenticeship professions and their apprenticing companies aim to motivate the young apprentices in Brandenburg to act in an intercultural way successfully.

### **1.2 The question of "what" in the teaching concept: focus on practice-orientation**

On what can or should a teaching concept focus in order to impart job market-relevant and intercultural competences? At the beginning, the international partners are asked the following questions: "What do you expect from the project? What do you think should be the "outcome" of the project?"

A summary of the answers:<sup>1</sup>

- Discussion about the different educational systems, the differences and experiences, comparison and understanding of different ways of accompanying the young people during their vocational training.
- Discussion about cultural information to strengthen the development of intercultural competences.
- Thus resulting, improvement of their own strategies and an approach to solutions of difficulties and challenges.
- Thus resulting, empowerment to apply new strategies and adaption to their according modules.
- Development of bilateral / multilateral projects, "networking" and "actions" of the project partners in order to strengthen intercultural competences.

As far as here, the exchange of opportunities and dealing with different cultures and languages as well as experiences with different educational systems provide this project an added value.

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<sup>1</sup> Appendix 1: The project partners' expectations of the project's "outcome"

Resulting from the practice-oriented comparison and the exchange of experiences, proven and newly developed strategies / approaches to solutions / methods, which serve as a basis for “practical guidelines”, can conceptually be adapted to the different educational systems in Europe in order to evolve and strengthen job market-related and intercultural competences.

In addition, the diversity of the educational systems and languages in Europe in the teaching concept offer the option to consider these differences – by bilateral conceptions - as strength in order to sharpen the young people’s job market-relevant and intercultural competences by action-orientated methods.

### **1.3 The question of „how“ in the teaching concept: planning the concept**

In order to develop the teaching concept the project partners first evaluate and analyze the different educational systems and the results of the activities of the topic-based “European Youth Olympics”. In particular, the strengths and weaknesses of the different training structures shall be identified with a view to the emergence of an intercultural competence (chapter 2 of the teaching concept).

The next step shall be a jointly developed approach adaptable to the different educational systems to impart job market-relevant, intercultural and linguistic competences in order to prepare the young people for the European job market (chapter 3 of the teaching concept): It shows that the intercultural competences, which are regarded as essential by the participants (resulting from chapter 2), are strengthened by jointly developed strategies / approaches to solutions / methods and projects.

In order to develop the teaching concept, the first Olympic village was organized (08/10/2012 – 12/10/2012) with all participants (young people undergoing vocational trainings as well as their tutors, referred to here as “project partner”). The second Olympic village was held from 25/06/2013 – 29/06/2013. The project partners got together in three further meetings in Greece, Rumania and Portugal.

## Chapter 2 Development of the Teaching Concept

### Analysis of the Educational Systems

### Identification of Job Market-related and Intercultural Competences



## **2.1 Comparison of the educational systems elaborating the essential job market-related and intercultural competences – an approach**

First the different European educational systems need to be compared and the strengths and weaknesses regarding the emergence of intercultural competences need to be analyzed. What skills shall concretely be imparted within the context of intercultural competences and can this really be done in different educational systems? Where do, in practice, the educational systems show structural strengths and weaknesses?

The central aspect here is the identification of inhibiting and encouraging factors regarding the development and strengthening of job market-relevant and intercultural competences. This leads to the analysis, which aspects should be emphasized during the vocational training in order to reduce inhibiting factors and to strengthen encouraging factors. The participants make concrete demands on the education and options in their apprenticeships in order to be able to impart job market-relevant and intercultural competences better. In particular, the entry to jobs and vocational training for young migrants in Brandenburg is here emphasized.

Before the next meeting of the international partners (in Greece), the partners will get a questionnaire on the analysis of their educational systems. As part of the workshop an analysis will elaborate deficiencies, options and challenges emerged by the discussion on the different educational systems – related to the essential intercultural competences.

So the focus of the first Youth Olympics is on the question which intercultural competences are needed (emphasis). Here we consider different aspects: the apprentices and the different individuals being involved in the vocational training and the integration into the job market. Then, in a discussion forum as a part of the Youth Olympics, this question is analyzed by the persons involved in the apprenticeship. Additionally, the participants will, after the Youth Olympics, be interviewed for their experiences from the meeting regarding the factors of intercultural competences.

## 2.2 Youth congress as discussion forum: determination of the essential intercultural competences

As part of the first Youth Olympics the participants met at the international congress “Europe is going mobile”.<sup>2</sup> The elected director opened the congress with a speech on the “Options and challenges of a European job market”. The participants discussed about four different issues on the basis of dossiers with key questions<sup>3</sup> and topics<sup>4</sup> prepared by the committees. So the participants analyzed and compared the emphasis and impartation of job market-relevant factors in view of evolving intercultural competences. Then the result of their discussion was summarized in the committees’ position papers. Finally, the plenary discussed about the committees’ drafts and adoption of a position paper.<sup>5</sup>

The first committee looks into the intercultural competences from the young trainees’ point of view. On the basis of key questions they discuss what intercultural competence means for them personally and if the intercultural competences need to be altered in different situations (at home – abroad) and where and how the essential factors of intercultural competence can be developed and strengthened personally or by others.

The second committee looks into the matter from the point of view of the persons being involved in the vocational training and the integration into the job market. They compare the different European educational systems with regard to the promotion of job market-related and intercultural competences. Here the 11 European partners are asked, what - from their points of view and their experiences from the vocational training and job market – they consider essential and where exactly the strengths and deficiencies in the according educational systems must be seen.

The third committee looks at the access to the European job market. The questions here, with regard to intercultural competences, are asked in two directions: what individual requirements are needed to seize the chance to go to another European country – is this,

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<sup>2</sup> Appendix 2: Course of the first youth congress

<sup>3</sup> Appendix 3: Central questions of the first youth congress

<sup>4</sup> Appendix 4: Subjects of the first youth congress

<sup>5</sup> Appendix 5: Position paper of the first youth congress’s plenary

in general, a personal opportunity? To put it another way, how and when is a company attractive enough to recruit young people from other European countries and keep them in their company? Is this a chance or a challenge in “border regions” like Brandenburg? How can an apprenticing company meet this chance / challenge?

The fourth committee deals with factors of the environmental sector and discusses the question of what young people consider inhibiting and encouraging factors in their vocational training – not depending on the individual himself. Do aspects like these overlap job market-related and intercultural factors with the result that they are decisive and attractive features of a company and a region like the region Brandenburg?

The participating apprentices of the first committee “Intercultural competence” first identify the language as a key role. In addition to the language, the young people underline as soft factors tolerance, character attributes such as friendliness, open-mindedness, self-confidence as well as the ability to adapt oneself (also adaptability in the job, such as punctuality and motivation).

The committee now emphasizes two points why the elaboration of intercultural competences is important. First they ask why someone wants to work abroad. These are the options of a move: different job prospects, a better way of life, new experiences and cultures. Then they elaborate how the instructors can help the apprentices in their jobs. They can support them with their first steps: new housing, help with making social contacts (“new friends”). Finally, they emphasize the importance of evolving intercultural competences in their home country. The new and different factors are emphasized: different prospects, new ways of thinking, new knowledge and experience.<sup>6</sup>

When considering the question of the second committee “Do we prepare our students for intercultural competences?” the participants first go into the language. In all educational systems of the countries compared, foreign languages are taught (one or two), English mostly is compulsory. Still viewed critically is the fact that language teaching materials are outdated (Turkey), and it is not easy to excite and motivate young people to learn foreign languages. Here also there is critique of the limited time for language teaching, partly the teachers are not motivated, they are afraid of making

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<sup>6</sup> Appendix 5 Position paper – Committee 1

mistakes which inhibits/prevents the active use of the language (Poland) and that there is more teaching of the theory (grammar exercises) than practical exercises in class. In some countries (Greece, Rumania, Czech Republic) they charge that knowledge (in general and with reference to languages) only is taught theoretically and that there is a lack of practical experience and exercises. Here they suggest exchange programs as practice-oriented measures. (Austria, Sweden, Poland). Due to their own practical experience, some educational systems are judged positively regarding the preparation of the young people for the European environment (Portugal, the Netherlands, Sweden, Hungary, and Greece).

In addition to the language in order to evolve intercultural competences, they emphasize that the following factors are essential: emotional intelligence, openness – particularly concerning different cultures, the ability to face problems innovatively, to be able to solve unexpected problems and challenges, personal autonomy. So the general summary says that due to unequal job opportunities, young people in Europe are forced to go abroad. It also says that languages are taught as a key for enabling the young people to adapt themselves to another environment but as far as the structures of the vocational trainings are concerned, they do not really succeed in optimum preparation of foreign languages. Regarding the vocational training there is a call for international experience, innovative and creative concepts in order to keep the students interested as well as for optimum assistance with technical and teaching materials.<sup>7</sup>

The third committee goes into the European job market and asks whether it is the pest or a delight. In their summary the young people found out that the open internal market offers different options (it is possible to get qualified options, they may get a job abroad), however, there is an enormous burden for the young people as they are expected to be well qualified in languages and intercultural competences. They also found out that well qualified workforce, leaving their country due to the lack of career perspectives leave a country, which is not expected to develop better.<sup>8</sup>

The fourth committee had a discussion about new/different job perspectives in Europe. So different types of energy may offer new job prospects. The promotion of renewable

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<sup>7</sup> Position paper, Committee 2

<sup>8</sup> Position paper, Committee 3

energies in Europe, which will lead to the development of new/further job opportunities, is considered interesting. In addition to photovoltaic systems and hydro energy, the young German participants from Brandenburg here underline the wind energy. At the same time they critically emphasize the expansion of towns to cities while for that reason rural environments have infrastructural and settlement problems.<sup>9</sup>

In summary, the following conclusion regarding the emergence and strengthening of intercultural competences for the European job market can be drawn:

On the question “why face the European job market?” the second and the third committee complement each other. On one hand the job prospects and experiences are considered positive, on the other hand they understand that here a “gap” may be created in the domestic job market and that rural areas may lose well skilled workers.

How can manpower be kept? First, they go into the problems of the big cities and the resulting structural thinning of some regions. However, career perspectives in the field of renewable energies are seen as personal and regional opportunities - here Brandenburg is serving as exemplary example (fourth committee). Now the young people explain how a company can facilitate the vocational training and so attract foreign apprentices. It is the factors that make everyday life easier: housing, social contacts (first committee). A company creating interesting career perspectives and helping with “teething problems” attracts apprentices (first and fourth committee).

Concerning the assessment / emphasis of intercultural factors all participants name the language as first factor. Both sides, trainers and trainees, underline that lingual skills are essential job market-related competences (first and second committee).

The personal attributes they emphasize: tolerance, friendliness, openness, and open mindedness, which empower the individual to face the European job market (first and second committee). The second committee names the individual’s independence and learning how to solve problems as essential skills for the young people: The first committee adds that self-confidence (a possible result from the impartation of independence) is essential for a successful appearance in the world of work.

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<sup>9</sup> Position paper, committee 4

### 2.3. Discussion forum of the partners: specification of the essential intercultural competences

The task of the discussion forum, held at the first Olympic meeting, is to specify the essential intercultural competences in detail.

As a first step, the participating partners draw conclusions from the congress's result paper.<sup>10</sup> In a second step, the participants discuss of whether there is an intersection of key competences and intercultural competences. They discuss about the basis of a common European Reference Framework on Key Competences for Lifelong Learning published by the European Commission Directorate-General for Education and Culture<sup>11</sup>. As a third step, the partners specify the most essential intercultural, job market-related competences.

In reviewing the congress, the partners name the language as the most essential competence. With reference to the development of the teaching concept they emphasize the need of developing strategies in order to overcome language barriers and to strengthen language skills. They also underline further intercultural competences: "self-confidence, open mindedness, tolerance, and respect for other cultures". In developing a teaching concept they emphasize strategies to impart different customs and traditions.<sup>12</sup>

As the following step and on the basis of the Common European Reference Framework on Key Competences, the partners discuss which competences resulting from the comparison of the framework with their practical experiences are to be identified as essential. Some key competences of the Common European Framework are:

- Communication in foreign languages
- Social and civic intelligence
- Digital literacy
- Mathematical Competence
- Cultural awareness and expression
- Learning how to study
- Entrepreneurial Spirit
- Communication in the mother tongue<sup>13</sup>

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<sup>10</sup> Folder 1: Summary of the first congress's result paper

<sup>11</sup> Folder 2: Key competences

<sup>12</sup> Folder: : Summary of the first congress's result paper

<sup>13</sup> Folder 2: Key competences

The partners now have to use the key competences as a framework and complete it with their own practical experiences. They are free to choose the classification in the grid. However, each participant only has two “cards from experience” where he can add text and which he can classify.

The weighting of the results is as follows:

Communication in foreign languages: 16 Comments

Cultural awareness and expression: 11 Comments

Learning how to study: 10 Comments

Digital literacy: 9 Comments

Communication in the mother tongue: 7 Comments

Mathematical Intelligence: 6 Comments

Social and civic intelligence: 4 Comments

Entrepreneurial Spirit: 1 Comment

Among different options of qualifications the trainers can classify two cards with their statements, and, in a cluster<sup>14</sup>, they identify the following five essential skills to elaborate the job market-relevant and intercultural competences.

English is the first and absolutely necessary foreign language. It is also considered important to learn a second foreign language.

1) Language

Own goals, the pursuit to achieve the best 2) Intercultural knowledge

Intercultural knowledge is defined as customs and traditions, culture and social life.

3) Team work

The ability to work together is a job market-relevant competence, itemized as social competence and language skills (mother tongue and foreign language).

4) Personal skills

Tolerance, respect, openness, self-confidence

5) Self-motivation

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<sup>14</sup> Folder 3: Clustering of identifying the most essential intercultural competences

In summary, the comparison of the youth congress shows that the language is the main factor of intercultural competence. While at the youth congress subjective qualities such as tolerance, openness, and self-confidence are considered as essential intercultural competences, here “cultural awareness and expression”, “learning how to study”, as well as “digital literacy” are regarded as essential qualifications.

#### **2.4 Comparison of the educational systems: structural weaknesses and strengths in view of education as one essential intercultural competence**

On the basis of the discussion about John Hattie’s “Teachers make a Difference”<sup>15</sup> they found out that good teachers / trainers are indeed crucial for the development of the students’ competences. However, they need appropriate conditions to provide optimal support for their students.<sup>16</sup> The different educational systems were compared in order to understand the different approaches (“Comparing different teaching concepts in European countries”) in order to recognize structural weaknesses and strengths.<sup>17</sup> The questions arising here:

The educational system in your country and the training itself

The single steps in the educational system and the training in your country

How much time does a student spend in practical training, at school, how is the practical part structured?

Are there any problems in coordinating practical training and school?

Where can competences be lost and why?

The methodical teaching concept, as a result from chapter 1 and 2) is divided into four parts: “language”, “personality”, “culture”, “information /European Union”, Chapter 3.<sup>18</sup>

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<sup>15</sup> Folder 4: John Hattie, Teachers Make a Difference: What is the research evidence?

<sup>16</sup> Folder 4: John Hattie, Teachers Make a Difference: What is the research evidence?

<sup>17</sup> Folder 5: Comparison of the training systems

<sup>18</sup> Appendix 8: Outline of the structure for the teaching concept (Results from Greece and Rumania )

## **Chapter 3 of the Teaching Concept's Development**

### **Development of a Teaching Concept as a part of the European Youth Olympics for Intercultural Openness, Tolerance and Mobility on the European Job Market**



### 3.1 Language



### 3.1.1 The youth convention in the classroom

#### Learning objective

- Language training
- Self-reflection on his/her own foreign language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Ability for teamwork as a social competence and language skills
- Self-reflection on tolerance, respect, openness, self-confidence (in connection with teamwork and speaking foreign languages)

#### Background of the method development

By holding two youth congresses as part of the Youth Olympics, substantive discussions among the participants from different European countries were intensively encouraged.<sup>19</sup>

The committees for the youth congress were internationally and culturally mixed. The congress language was English. The committee's work started with central questions<sup>20</sup> which led to the topics<sup>21</sup> on a position paper. Then the position paper was presented in plenary and adopted as a consolidated resolution.<sup>22</sup>

The participants not only dealt with the substantive work of intercultural competences but also learned about their own intercultural competences from the international committees and by the comparison with other young people. For example: How do I personally succeed in formulating my own experiences and wishes in a foreign language?

Or: Who is going to take on the leading task? The committee's work motivated the young people to discussions, teamwork and group formation. So the participants gained experiences that the language and other factors are essential keys for elaborating

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<sup>19</sup> Appendix 9 and 10: Short description and methodology of the congress

<sup>20</sup> See appendix 3 and 11, Central questions of the first and second congress

<sup>21</sup> See appendix 4 and 12 Issues of the first and second youth congress

<sup>22</sup> See appendix 5 Position paper of the first congress and appendix 13, Position paper of the second congress

intercultural competences. So the conventions of the Youth Olympics enable special reflection on the young people's own and the foreign culture, their characteristics and specifics, and stereotypes etc. Converting it into a method for the classroom, the guided group discussion avoids teacher-centered teaching and so encourages the use of linguistic competences.

#### Instructions:

The class turned into a plenary with the task of adopting a thematic statement. As it is an international convention, English is the common language. The game leader chooses the subject (it can relate to class or be a general subject). Four committee groups are formed for four subjects. They go into the issue taking into account four different aspects (subtopics). Each committee gets two or three central questions, the "committee dossiers".<sup>23</sup> The committees elect a committee chairman and a secretary. On the basis of the central questions they discuss their subtopic and create a position paper. The position papers are presented to the whole plenary and discussed under the guidance of the four chairmen. Finally, the plenary adopts the joint statement.

#### Preparation:

- Formulating the convention's subject
- Formulating four subtopics for four committees
- Formulating two or three central questions for each subtopic, called "committee dossiers"
- Adaption of the timetable to the timeline
- A room
- Four group tables for the committees
- Poster paper or laptops for the committee's work / position
- Billboard or beamer for the presentation in the plenary

Number of participants: variable

Timeline: 2 hours (+ time for evaluation)

10 min          Plenary, general introduction und introduction of the timeline

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<sup>23</sup> See appendix 3 and 11: Central questions of congress 1 and 2

40 (+10 min) Election of the committees' chairmen, committee work: discussion

15 min Formulation of the committee paper

15 min Break

30 min Plenary: Presentation of the committee papers (4x5 min) and passage of the joint statement dossier

Dossiers: You will find them on the following pages.



### Timetable: The Youth Convention in the Classroom

Duration (from - to)	Timeline	Where/What
	(10min)	Plenary: Introduction
	(10 + 40 min)	Committees: Election of the committees' chairmen Discussion about the committees' subjects
	(15 min)	Committees: Formulation of the position papers
	(15 min)	Break
	(30 min)	Plenary: Presentation of the position papers (4x5 min) Farewell Convention Resolution (10 min)



### **Scenario: The Youth Convention in the Classroom**

Welcome to the convention with the following subject:

” .“  
For some time there have been controversial discussions. Now it is your job to examine this issue from different viewpoints. Beforehand, we have chosen four different viewpoints and four committees will be set up. The committees deal with given central questions.

Now it is your job to form groups according to the committee’s subject. Then the chairman of your committee will be elected. Then you start discussing the central questions and your viewpoints. Don’t forget the timeline – usually time flies during a convention! Your results lead to a position paper, which you will substantiate with good arguments.

For documenting your position paper you have two options. You either work with paper or you use PowerPoint with a beamer. Discuss these details with the committee’s organization. You also discuss in your committee, who will give the 5-minute-presentation on the committee’s position in plenary and how this should be done.

During the break the participants meet – they exchange views and as they haven’t met for a long time they, on the occasion of this congress, enjoy encountering with each other once again!

In the subsequent plenary, led by the four committees’ chairmen, the four committees’ positions are presented. After each presentation there is the opportunity to debate with the plenary before the consolidated resolution is adopted.

Good luck and every success in the convention!



### **Committee: The Youth Convention in the Classroom**

Subject of the committee:

The committee's elected chairman:

Central questions:

1.

2.

3.

### 3.1.2 The Europa Café

#### Learning objective<sup>24</sup>

- Language training
- Self-reflection on his/her own foreign language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Ability for teamwork as a social competence and language skills
- Self-reflection on tolerance, respect, openness, self-confidence (in connection with teamwork and speaking foreign languages)

#### Background of the method development

Against the background of identifying foreign language skills as one of the most essential competence, and the problem that in some educational systems the training of foreign language skills must be strengthened, the project partners presented the successfully proven and used training method “The International Café”.<sup>25</sup> This shall support the range of methods regarding the foreign language training. Additionally, this concept promotes essential intercultural competences such as teamwork and the competence to work and communicate with others.<sup>26</sup>

#### Instructions:

First, the tables are placed according to the groups. The “scenario” is handed out to the participants. A big sheet of poster paper serves as a “table cloth” and the pens are placed on the table. Regarding a main subject a related question is written in the foreign language on the table cloth. After having read the scenario, the participants change the tables. At the tables the groups have a “silent conversation” in the foreign language writing

answers and comments on the table cloth. After a fixed timetable (10 minutes) the groups change the tables clockwise. The teacher, here the “waiter/waitress of the Café” observes the adherence to the timetable. First they look at the question and the answers

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<sup>24</sup> Folder 6: “Teaching Concept – Presentations” – “Do it like the...Greeks”

<sup>25</sup> Folder 6: “Teaching Concept – Presentations” – “Do it like the...Greeks”

<sup>26</sup> Folder 6: “Teaching Concept – Presentations” – “Some ideas about intercultural education in Greece”

and comments. Then they add answers and comments. After having done their jobs at all tables, they remain sitting at the last table. It is now their job to create, together as a team, a presentation on all comments / answers written on the table cloth. They are free to choose their own way of the presentation (PowerPoint, poster paper, picture, theatre, dialogs). The presentation is done by the whole group.

Preparation:

- Preparation of the subject and of the questions
- Preparation of the room with group tables (here with four tables in a time line) and poster papers as table cloths)
- Pens for the tables
- Materials for the presentations (poster papers, computers, beamers etc.)

Number of participants: variable

Duration: variable, here 90 min (+ time for evaluation)

5 min introduction

35 min table talks (4 x 7 min)

30 min preparation

20 min presentations (4 x 5 min)

Dossiers: on the following pages.



### Timeline of the Europa Café

Duration (from – to)	Timeline	Where/What
	(5min)	The café: Introduction
	(4 x 7 min)	Café tables Table talk
	(30 min)	Last Café table: Preparation of the presentations
	(4 x 5 min)	Presentations



## Scenario

Welcome to the Europa Café!

The long-established Europa Café is located in a big town in the heart of Europe. Here you join the others at their tables and start talking, because it is exciting to talk about this and that. The café owner has a somehow strange tradition: Every morning he sets the table with paper table cloths and asks questions to his guests. The questions are written on the table cloths. Then the guests are free to write or draw their comments/opinions/answers etc. The owner motivates the guests to change the tables. And so today's café day offers a multi-faceted and social get-together. As the café is visited by regular guests as well as by international guests, it has become a habit to communicate in a language understandable for everyone. Oh my God, talking in another language?..... what do the people in South Germany say? "a bisserl was geht immer! – there is always room for a bit"

Have good discussions in the Europe Café!

### 3.1.3 Evaluation 1 of the Youth Convention and the Europa Café

#### Learning objective

- Self-reflection on his/her own foreign language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Self- reflection and group reflection on his/her part in his/her teamwork
- Self-reflection and group reflection on tolerance, respect, openness, self-confidence (in connection with teamwork and speaking foreign languages)

#### Background of the method development

After the second Youth Olympics the participants were asked the following questions on the competences identified as the most important ones.<sup>27</sup>

The questions:

- 1) Language: How well did I manage to communicate with foreign young people in the foreign language?
- 2) Stereotypes: What had I expected from the other nations before I came here?
- 3) Teamwork: How well did I manage to work together with the others and to contribute something to the teamwork?
- 4) Self-knowledge: What did I learn about myself?
- 5) Tolerance: Did I change my opinion on other nations?

Regarding the evaluation of “foreign language skills” it is of interest that entire groups of countries can be classified according to their linguistic components. So the participants throughout attested the young people from the Netherlands, Greece, Portugal or the Czech Republic very good communication skills. On the other hand, the language knowledge of participants from Germany and Austria were deemed insufficient.

In retrospect and after an intensive deal with the subject, the participants summarized their experiences. So, for example, the Czech participants said after the meeting that they needed/wanted to learn more English.

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<sup>27</sup> Folder 7: Questionnaire students

Of particular interest is the striking link between the ability to communicate and the perception of other persons. One example of the participants from the Netherlands: Before they met, the Czech participants had considered the Dutch “cold”. However, afterwards they considered them “friendly and very funny”.

Interesting is the perception of the others concerning the Germans and the Austrians. One country group thought the others were “friendly”, but after the meeting they changed their minds and called them “not so friendly”. This assessment was also made by another group. Their expectations that the others were “cold” were confirmed. The same happened regarding the Austrian group. They also mentioned that a large number of Germans spoke German. This can be considered as a strong indication that a lack of language and communication skills leads to a different perception of other people.

In summary, the language is the most essential part of intercultural competences. An active use of foreign language skills motivates to learn another foreign language. Additionally, there is a link between language skills and appearance and the perception of other persons. A lack of language and communication skills can lead to a different perception of other people. This shall methodically be raised in the young people’s awareness by reflection.

#### Survey on the method evaluation/reflection (instructions)

The evaluation refers to a reflective part of the own language skills, the perception of the others during the use of the foreign language as well as a summary about the foreign language. First the participants fill in the sheets. Then they meet in their committees. At the beginning they discuss in their group about their experiences speaking the foreign language. They then discuss if the participants’ behavior has changed when speaking a foreign language. Now the convention’s game master asks the whole group questions on the results of the group reflections. Together they elaborate what the conclusions from the reflections are (for example, “I should definitely learn more basic vocabulary...” etc).

Preparation:

- Sufficient copies of the questionnaires
- The group tables remain at the same places as in the convention.

Timeline: 30 minutes

10 min filling in the questionnaires

10 min reflection in the group

10 Min reflection altogether in the whole group

Dossiers: on the following pages.



## Questionnaire

Before the convention/before the Europa Café: What did I think about my ability to communicate in a foreign language?

After the convention/after the Europa Café: How much could I contribute with my foreign language?

Did my behavior change during speaking the foreign language? Could I not be the same as usual?

Who assumed the role of the “team leader”? Why was he/she the leader?

What is my personal summary of the convention/Europa Café (regarding the language)?

### 3.1.4 Let's Surf!

#### Learning objective

- Work-oriented language training
- Self-reflection on his/her own language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Media competence

#### Background of the methodology development

Comparing the school systems, the partners found out that doing exercises plays an important role regarding the linguistic skills. However, they criticized the lack of practical exercises and that the theoretical part is in the foreground.<sup>28</sup> The questioning shows that practical exercises can motivate the young people (“We need to learn more English”)<sup>29</sup> and that the exercises can counteract the facts the partners have criticized. With the students, there often is a lack of own initiative to learn a foreign language.<sup>30</sup>

In addition to the linguistic skills, it is also important to learn the language – the specific and work-related part – which plays an important role in the vocational training and which must be supported. Whether it is training at school or a dual education system, there are deficiencies.

Here the project partners presented a media exercise in specific English.<sup>31</sup> They presented exercises on the internet page [www.5percangol.hu](http://www.5percangol.hu). Apart from elementary grammatical exercises, situation-specific dialogue exercises are in the foreground. This page presents typical dialogues in certain situations and then presents important sentences. The dialogues can be listened to. The listening comprehension and the presentation of complete sentences facilitate learning the foreign language.

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<sup>28</sup> See file 5 and file 1: Training systems in comparison und summary congress

<sup>29</sup> See file 7: Questionnaire

<sup>30</sup> See file 5: Presentation, Greece, school system

<sup>31</sup> See file 6: Teaching Concept – Presentations – Presentation Hungary

### Instructions:

The students are given a job at the computer in class or as homework including questions in a foreign language concerning a certain subject. Answering the questions also requires surfing the internet. For example: The election of the European Parliament in 2014. Questions: Where is the seat of the European Parliament? Who elects, who is elected, when exactly do the elections take place? How many MPs are in the European Parliament and how are they composed of? What are the tasks of this institution? Which interests does the European Parliament represent? These questions can be handed out as tasks. The method is variable, so the participants can approach the subject based on the topic and questions. It can also be done as a highly contemporary information/topic. The students now have the job to answer the questions and then to present them (using keywords). After surfing the internet and presenting the answers, the subject is discussed. Here additional questions (e.g. should the European Parliament be more strengthened?) may lead to a more intensive discussion.

### Preparation:

- Preparation of the subject and the questions
- Checking the computer possibilities for the students

### Number of participants: variable

### Timeline: variable, here 45 min

30 min surfing

15 min discussion



### **Olympic Games 2014 in Sochi (a current example following the Youth Olympics)**

Where exactly is Sochi? Describe the region! Where did the competitions take place?

Which new competitions took place at these Winter Olympic Games?

What criticism was expressed concerning the location of Sochi? Where there more points of criticism? Have they proven true?

Where there any advantages in the choice and holding the Olympic Games at that location?

An additional task 1: discuss and describe the “idea and the spirit of Olympia”.

An additional task 2: What would, in your opinion, the perfect Olympics be like? Discuss about it.

### 3.1.5 Variation 1: “What’s up...?”

#### Learning objective

- Work-related language training
- Self-reflection on his/her own language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Media competence

#### Background of the methodology development

The presentation of the internet page [www.5percangol.hu](http://www.5percangol.hu)<sup>32</sup> showed the option to use media sources to find information, including subject-specific texts. Using media-supported information avoids that the teaching material is partly out-of-date, not attractive or not sufficiently subject-related and so insufficiently preparing the young people for their job.<sup>33</sup>

#### Instructions:

The students have to read a text in a foreign language on the computer. It is about a current and/or a subject-related topic. Now the young people have to summarize the contents. Then they get another job: Can you find more texts with similar facts on the internet? Are there any different aspects or is the text contradictory? These jobs can be done in class at the computers or as homework.

#### Preparation:

Textual sources on the internet

Checking the computer possibilities for the students

#### Number of participants: variable

#### Timeline: variable, here 45 min

30 min surfing

15 min discussion

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<sup>32</sup> See folder 6: Teaching Concept – presentations – presentation Hungary

<sup>33</sup> See 1. Youth congress 2 committee

### 3.1.6 Variation 2: The vocabulary competition

#### Learning objective

- Language training
- Work-related specific vocabulary
- Media competence

#### Background of the methodology development

During the entire project we put emphasis on the foreign language, speaking the foreign language is one core competence. Alternative methods of teaching vocabulary were demonstrated (presentation: vocabulary box). The method “the vocabulary competition” demonstrates that learning vocabulary is the basis of learning a foreign language and is combined with gaining media competence.

#### Instructions:

##### Methodological component 1:

The participants are divided into groups of 2-4 students and each group uses one computer. Each group has a pile of empty vocabulary cards and a pen. Now a specific situation of the job-related field is named. Each group has to find 20 appropriate vocabularies as quickly as possible. If they don't know a certain word, they look it up on the internet. Each vocabulary found is written on an empty card. The winner is the group, who has found the vocabularies the fastest. Now the whole group gets together, each team presents its vocabulary.

##### Methodological component 2:

In the second step, the following job is given: Write a story within 30 minutes using five words of the vocabulary cards. Highlight the five words in your text. Then the stories are read aloud.

##### Methodological component 3 (sustainability):

In the third step the stories are copied. The story written by four participants is copied four times. It is the group's homework to learn and remember the words used in the story. Then the story is passed on to the next team, so each team gets a story from another team ending with having got all stories.

Preparation:

Computers

Stop watch

Empty vocabulary cards

Pens

Copy facilities

Timeline: 45 min

5 min for finding the vocabulary

30 min making up a story

10 min presentation (ca. 2 min per team with five teams)

Dossiers: (--)

### 3.1.7 Class comes from Europe today!

#### Learning objective

- Language training
- Self-reflection on his/her own foreign language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Self-reflection on tolerance, respect, openness

#### Background of the methodology development

Focusing on the fact that exchange leads to more language skills, the partners discussed about several approaches. The project is considered important regarding the exchange and encounters, which are essential for developing intercultural competences. Language skills and self-reflection are improved by international exchanges. Thinking about stereotypes, culture, the “move” in Europe also promotes language skills and self-reflection. How can this added value of the project be integrated into everyday school life? For that purpose the use of the online platform <http://www.eepl.de/index.php?id=move> was introduced. Apart from contributions of the Olympic Games, new contributions are posted online. They should be read in order to use and develop methods to develop intercultural competences. From the idea that a teacher exchange will increase the motivation to learn a foreign language (in this interface) the method “The flying classroom” emerged.

#### Instructions:

The partners post films of English lessons. Instead of English lessons on site, the students travel to another European country during their lesson and learn English in “the flying classroom”.

#### Preparation:

Computers with internet access

Projector

Number of participants: variable

Timeline: One lesson (depending on the country)

Dossiers: (--)

### 3.1.8 Method: Ciao Hi Holà!

#### Learning objective

- Language training
- Self-reflection on his/her own foreign language competence
- Possible self-motivation, based on self-confidence, to improve the language competence
- Self-reflection on tolerance, respect, openness

#### Background of the methodology development

Like in the „International classroom“, the background of this method is the same, i.e. exchange leads to better language skills. The young people’s effort to talk in a foreign language requires language exercises in the project. This motivates them to “strive to learn more”. Thus, exchange leads to motivation – a requirement emphasized by the partners from the beginning. How can this great value of an exchange, having taken place at the Youth Olympics, be integrated into everyday school life? Here several components of the project are used: On one hand, the partners’ contacts with each other and on the other hand, the social networks the young people use. All participants use, among other things, “Move” as a group on Facebook.

#### Instructions:

Two classes arrange to meet by a “bilateral agreement” of their teachers in order to chat. For example: the Netherlands with the Czech Republic or Sweden with Portugal. First, the teachers exchange the class lists. On the class list there are the students’ names and their e-mail addresses and/or the mobile phone numbers. The students agree before that their names and contact data are given to a partner. From the list they make little tickets with the name and the contact data of a student of the partner class. Now everybody draws a ticket. These name their chat partners. If the number of the students is not even, there will be one team of three. The young people’s homework now is to arrange to meet for chatting within one week. This can be done with Move/Facebook, the young people are free to use another (free!) medium, such as What’s App, email etc. At the arranged time they start to chat introducing themselves, may be they already know each other from one of the Youth Olympics, what they do every day, just the usual things you talk about when you get to know each other. In the following lesson they

discuss about their experiences. Why is it hard to talk in a foreign language? Was it up to my knowledge of English or up to my chat partner's English? Or was it up to both? ☺

Preparation:

Bilateral appointments, e.g. on Move/Facebook

Preparation of class lists

Obtaining the young people's approval to exchange personal data

Preparation of tickets (to be drawn to find a partner)

Number of participants: variable

Timeline: variable

Dossiers: (--)

### 3.2 Culture



### 3.2.1 The flying classroom

#### Learning objective

- Reflection on his/her own culture and the foreign culture
- Reflection on stereotyping
- Self-reflection on tolerance, respect, openness
- Language training

#### Background of the methodology development

Again and again during the project, it was emphasized how important it is to know foreign cultures. This issue is not only essential if an apprentice decides to go abroad. It helps to reduce his inhibitions to make this decision and makes the start in the new country easier. Rather, the individual is also faced with other cultures at home due to the steadily increasing internationalization of the markets.<sup>34</sup> So it is necessary to deal with other cultures in order to remove barriers, to avoid stereotyping and, last but not least, to deal with your own culture.<sup>35</sup> The questioning of the participants after the second Youth Olympics concerning stereotyping (What had I expected from the other nations before I came?) and concerning self-knowledge (What did I learn about myself?) showed how informative and educational it is to learn about your own valuation and the valuation of other cultural backgrounds.<sup>36</sup> What do others think about my culture? What is considered typical? The knowledge of his own culture and the knowledge of the foreign culture strengthen the individual's way of interacting with his fellows in everyday work. However, what is the key to your own culture and to foreign cultures? Here, the participants repeated, again and again, that the exchange with others is the most valuable "method" for getting to know their own and the foreign culture. International projects like the Youth Olympics and the bilateral and multilateral exchange provide the most valuable access to foreign cultures.<sup>37</sup>

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<sup>34</sup> See folder 5: Presentation Sweden school system and appendix 13: Teaching concept

<sup>35</sup> See appendix 13: Teaching concept

<sup>36</sup> See folder 7: Questionnaire

<sup>37</sup> See appendix 13: Teaching concept

Instructions:

Like with the method “Class comes from Europe today”, the proposal was made that all partners can teach at the schools of their partners. However, here the focus not only is on the language but also on the culture: What is the other teachers’ way of teaching? What is different and what is the same? Is the teacher’s English pronunciation different? Do they use body language? Is the teaching method “chalk and talk”? What about teamwork and other methods? This idea provides the method “The flying classroom” without travelling (in addition to the method “Class comes from Europe today”). In addition to the idea of a direct and bilateral exchange between schools (teachers on site), the apprentices can download lessons from the internet platform <http://www.eepl.de/index.php?id=move>. After the lesson in the classroom flying through Europe, the teacher and students discuss about their experiences.

Preparation:

- Technical preparation (Internet, beamer, computers)
- Films on <http://www.eepl.de/index.php?id=move>

Number of participants: variable

Timeline: variable, one lesson (+ time for evaluation)

Dossiers: on the following pages.



**Welcome to the Classroom flying through the European Countries!  
Questionnaire**

Class in terms of “cultures”: what was different/what was the same?

Is the pronunciation different?

Do they work with more body language?

Were other teaching methods used?

How were the students? (shy – open etc.)

### 3.2.2 Chat!

#### Learning objective

- Reflection on his/her own culture and the foreign culture
- Reflection on stereotyping
- Self-reflection on tolerance, respect, openness
- Language training

#### Background of the methodology development

The two Youth Olympics provided an added value by the meeting of the participants. Each individual had to open himself and approach the others – they got to know others but also got to know themselves. How can this added value be kept during the Youth Olympics?

#### From the presentation to the method Chat!

Like the method “Ciao, Hi, Holá”, the chat combines the participants’ contacts with modern communication.

#### Instructions:

Like with „Ciao, Hi, Holá”, two classes arrange to meet by a “bilateral agreement” of their teachers in order to chat. For example the Netherlands and the Czech Republic or Sweden and Portugal. First, the teachers exchange the class lists. On the class list are the students’ names and their according e-mail addresses and/or the mobile phone numbers. The students agree before that their names and contact data are given to a partner. From the list they make little tickets with the name and the according contact data of a student of the partner class. Now each student draws a ticket. These will be their chat partners. If the number of the students is not even, there will be one team of three. The young people’s homework now is to arrange to meet for a chat within one week. This can be done with Move/Facebook. The young people are free to use another (free!) medium such as WhatsApp, email etc. At the arranged time they start to chat. This time the chat is about the partner’s culture. They are supposed to find out as much as possible. ☺. Then they evaluate it in their group in class. Each group consists of 4-6 participants and they discuss their results. The results are shown on a poster, which afterwards will be given to the partner class (photo, pdf etc.). The posters then are

discussed in the partner classes. What is correct? What do you think is “stereotypical”?  
What was surprising? Comparing cultures: What is different and what is similar?  
Then the chat partners meet again in the chatroom. They chat about their experiences  
gained in the discussion. Enjoy the chat and exploring cultures!

Preparation:

Bilateral appointments, e.g. on Move/Facebook

Preparation of class lists

Obtaining the young people’s approval

Preparation of tickets (to be drawn to find a partner)

Teamwork with poster paper

Number of participants: variable

Timeline: variable

Dossiers: see on the following pages



## Questionnaire

On a poster your chat partners have compiled what they found out about your culture.

What is correct? What is not correct?

What do you think is “stereotypical“?

Did your chat partner find out anything you were surprised about?

Cultures in comparison: What is different, what is similar?

### 3.2.3 A Nurse in Europe

#### Learning objective

- Reflection on his/her own culture and on the foreign culture
- Reflection on stereotyping
- Self-reflection on tolerance, respect, openness

#### Background of the methodology development

Before the Youth Olympics the participating young people prepared contributions, which they then presented during the Olympics in the evenings. After the presentations, the participants elected the winner group. Due to the diverse range of participants, there was a diverse spectrum of contributions from young people from Portugal, the Czech Republic, Rumania, Greece, Sweden, Turkey, the Netherlands, Austria, Italy, as well as from apprentices (with various apprenticeship professions) from several companies in Brandenburg. Some contributions dealt with “stereotyping”. What is, or what do we think is, very typical for a nation? One example is the contribution of the student nurses from Brandenburg. They demonstrated their profession according to different countries. So, in Great Britain the nurse offers tea to a patient .....

#### Instructions:

All contributions of the Youth Olympics are on the platform <http://www.eepl.de/index.php?id=move>. Those dealing with stereotyping are marked with “Stereotypes – yes or no?” In one lesson one or more contributions are presented. Then the discussion follows, such as on what is typical for the country, is it too typified, are some characteristics of a culture lovable?

#### Preparation:

- Beamer and computer
- Downloading the contributions from <http://www.eepl.de/index.php?id=move>

Number of participants: variable

Timeline: variable

Dossiers: ---

### 3.2.4 Do you stereotype?

#### Learning objective

- Reflection on his/her own culture and on the foreign culture
- Reflection on stereotyping
- Self-reflection on tolerance, respect, openness

#### Background of the methodology development

At the second Youth Olympics, the second youth congress “Europe is going mobile“, provided the young trainees (and adults who want to prepare them for the European job market) the opportunity to exchange options and challenges of the mobile European job market. The participants discussed about the opportunities which a united Europe can offer, and the new requirements of education, which are necessary preconditions to open up new career opportunities and to face the international job market. On the basis of central questions, the participants made “factsheets” in several committees. They should be reviewed methodically and should lead to a teaching concept. The first central question of the second committee was: “Typical German! This is sooo French! Is there any stereotype?” The committee’s first result was photographed.

#### Instructions:

The students have a look at the sheet evaluating the central question “Typical German! This is sooo French! Is there any stereotype?” It was evaluated by the participants of the youth congress in 2013. Together with their teachers they discuss if they agree or if they would like to add something. There could be more reflection on “typical” for other nations. Finally, they discuss if “stereotypes” exist.

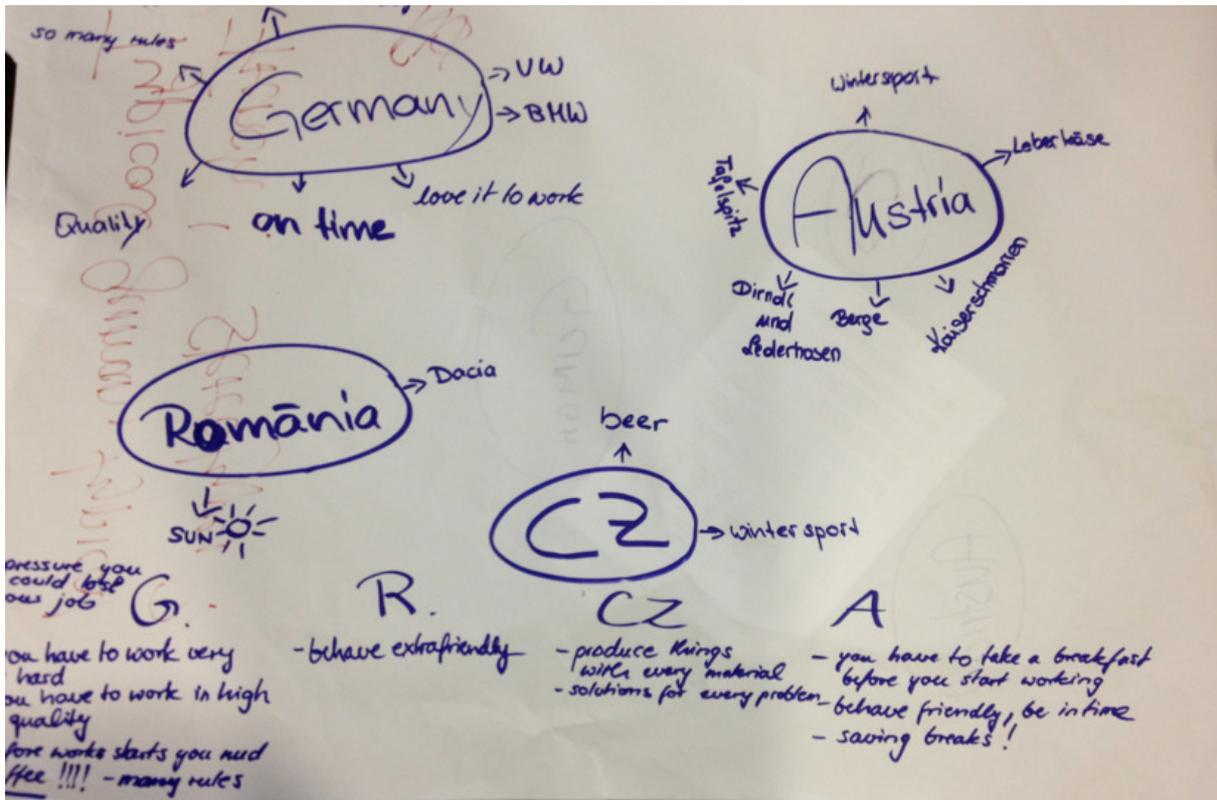
#### Preparation:

Sufficient copies of the worksheets

Number of participants: variable

Dossiers: on the following page

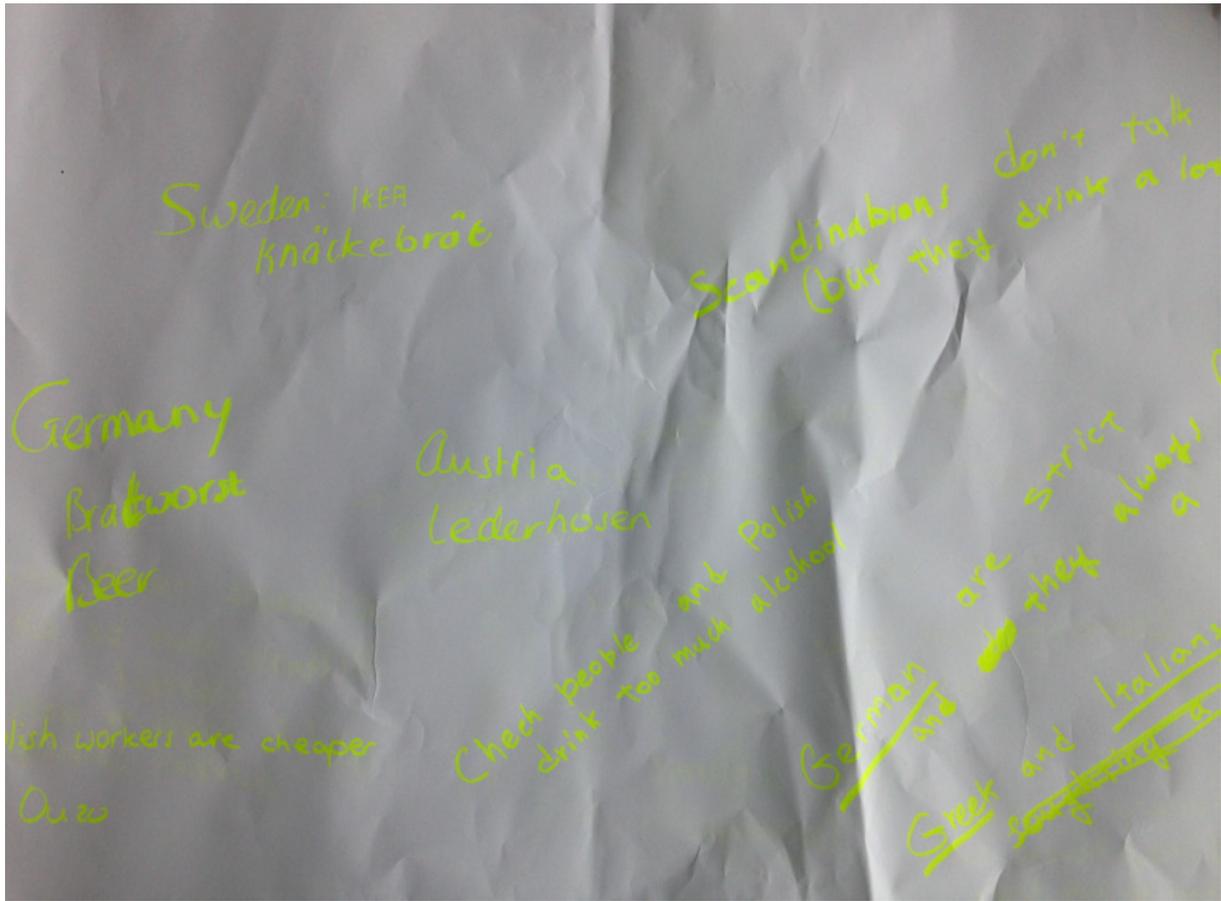
This is soooo typical.....!



(Ideas of the 2nd committee of the youth congress of the Youth Olympics 2013 figure 1)

Sweden - Blonde girls; Nice Blue Eyes.  
 France - Baguette; Croissant; La Tour Eiffel.  
 Italian - have good food.  
 German - Beer; Cars; They are friendly.  
 Greece - Ancient Stories (Athena; Hades)  
 - Nice music  
 - They are friendly  
 British - Tea time; The Queen  
 Romania - friendly  
 - Good food  
 - Nice girls  
 - traditional music

(Ideas of the 2nd committee of the youth congress of the Youth Olympics 2013 figure 2)



(Ideas of the 2nd committee of the youth congress of the Youth Olympics 2013 figure 3)

### 3.2.5 This is soooo German! And this is sooooo Dutch! 😊

#### Learning objective

- Reflection on his/her own culture and the foreign culture
- Reflection on stereotyping
- Self-reflection on tolerance, respect, openness

#### Background of the methodology development

Like with the method “Do you stereotype”, the second committee of the youth congress “Europe is going mobile!” evaluated first results regarding the central question “Typical German! This is sooo French! Are there any stereotypes?”

#### Instructions:

The students now create their own “types”, and post them on the platform <http://www.eepl.de/index.php?id=move>. The participants are divided into groups of 4-6 students. In their group they decide on their “type’s” nationality. Is he/she from Austria, Hungary, Rumania or Sweden? The first job is to draw him/her. Then the group discusses the typical characteristics. The characteristics then are written on their “type sheet”. What are the typical characteristics of a country? Those facts are also added on the poster. The results then are presented to the whole group. The students take photos of their posters and post them on the platform, maybe with signatures that the others know the authors.

#### Preparation:

- Poster paper and pens
- Group tables
- Cameras or mobile phones with photo function

#### Timeline: 90 minutes

45 min making the poster (taking photos of the results)  
45min presentation and reflection in the whole group  
(+15 min posting the results on the platform, follow-up)

#### Dossiers:----

### 3.2.6 This is funny!

#### Learning objective

- Reflection on his/her own culture and the foreign culture
- Reflection on stereotyping
- Self-reflection on tolerance, respect, openness

#### Background of the methodology development

Like with the method "Do you stereotype?" the second committee of the youth congress "Europe is going mobile" evaluated first results based on the central question "Typical German! This is soooo French! Are there any stereotypes?". Based on the method "Typical German! This is sooo French! This is sooo Dutch!" several "types" of different nationalities and cultures are created and then posted on the platform <http://www.eepl.de/index.php?id=move>.

#### Instructions:

The students created "types", posted them on the platform <http://www.eepl.de/index.php?id=move> and printed them out beforehand. The platform offers the option to print out the individual countries. The students are divided into groups of 4-6 participants and discuss what they consider applicable/not applicable and what they would like to add. The new and complemented results then are presented to the whole group. The students take photos of them and post them on the platform, maybe with signatures that the others know the authors.

#### Preparation:

- Sufficient printings and copies
- Group tables
- Camera or mobile phone with photo function

#### Timeline: 90 minutes

45 min making the poster (taking photos of the results)  
45min presentation and reflection in the whole group  
(+15 Min posting the results on the platform, follow-up)

#### Dossiers:

### 3.3 Personality



### 3.3.1 Evaluation 2 of the Youth Convention and the Europa Café

#### Learning objective

- Self- reflection and group reflection on tolerance, respect, openness
- Self-confidence (with respect to teamwork and the use of foreign languages)

#### Background of the methodology development

After the second Youth Olympics and as shown in the method “Youth convention” and “Europa Café”, the young people were interviewed regarding the most essential, identified competences.<sup>38</sup>

The points asked shall raise the young people’s awareness methodically by reflecting their “personality”.

#### Instructions:

The evaluation is about the reflection on the participants’ own perception and those of others during their teamwork. They are supposed to discuss about who and why someone took over the leadership of the team and who and why others took over certain jobs. In the second round they evaluate as follows: they make tickets writing the names of the groups’ participants on them. Everybody draws a ticket. Now they write a short letter to their partners. What are your strengths? What should you improve? In the whole round the game leader of the convention asks questions about the results of the group reflection. Together they consider what conclusions can be drawn from the reflection (e.g. “I do need to work on myself to be not so clam.... etc.).

#### Preparation:

- remaining the group tables like at the convention/café.

#### Timeline: 35 minutes

- 10 min reflection in the group
- 10 min writing the short letter
- 5 min reading the letter
- 10 min reflection in the whole group

#### Dossiers: ---

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<sup>38</sup> Folder 7 Questionnaire

### 3.3.2 What kind of competences do you need?

#### Learning objective

- Reflection on his/her own competences
- Reflection on the acquisition of competences

#### Background of the methodology development

The second Youth Olympics' congress "Europe is going mobile" offered the young trainees (and adults, who prepare them for the European job market) the opportunity to exchange views on options and challenges on the mobile European job market. In particular on personal challenges, which are required during the training in order to have more career opportunities and to face the international job market. Based on central questions, the participants of the different committees made "factsheets", which should be evaluated and so lead to the teaching concept. The first central question of the fourth committee was: "Be prepared to live and work abroad: which intercultural competences do you consider important?" This first result was presented with factsheets/claim forms vocational training: Europe – let's go! And so it was integrated into the result paper of the second youth congress.

#### Instructions:

The students have a look at the sheet, which was created by the participants of the youth congress 2013 based on the central question "what kind of competences are required?" With their teachers they discuss what they consider applicable or what they would like to add. Now each student, in a scale of 1-5, ticks off how he/she self-assesses his/her competence.

#### Preparation :

Sufficient copies of the worksheet

Number of participants: variable

Timeline: variable

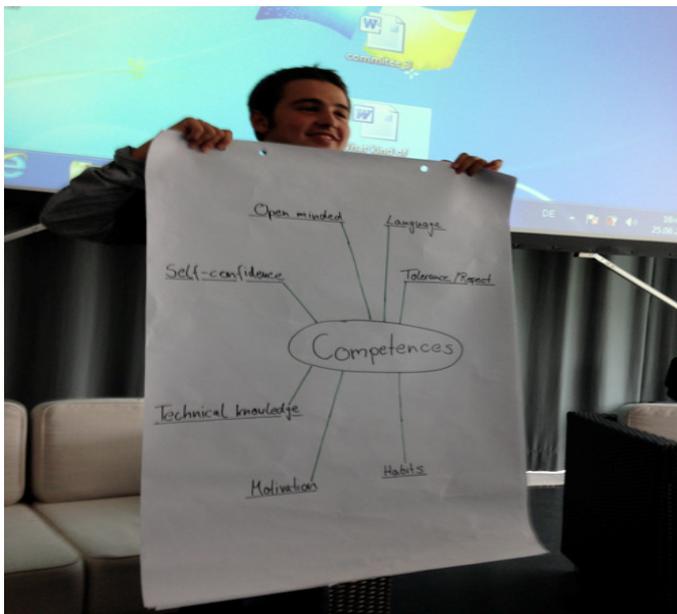


### What competences are required? (4<sup>th</sup> Committee)

- Self confidence
- Openness
- Easy in communicating with people
- Decide if you want to leave your country
- Tolerance
- Respect for other cultures
- Technical knowledge
- Speaking in a foreign language.
- You need to be prepared to face difficulties
- Motivation
- Learn about the customs of the country. (e.g. to touch a person)
- You need to learn how to talk to people and what the distance is between them
- You need to know the customs of the country
- You need to know necessary legal aspects

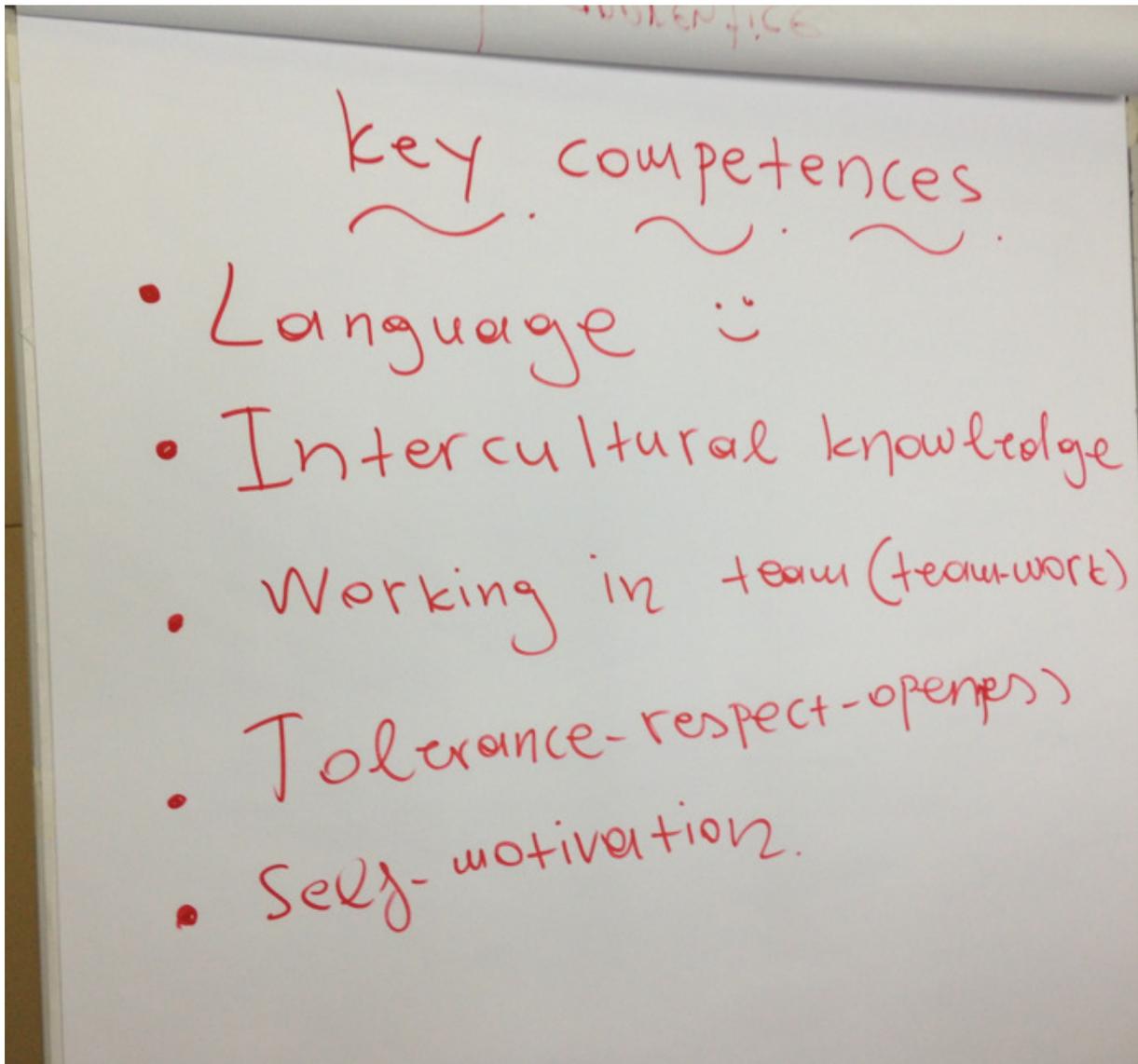
Further requirements:

- people who explain you things





What Competences are required? (3<sup>rd</sup> Committee and Teachers)



### 3.3.3 How can we learn to acquire these competences?

#### Learning objective

- Reflection on his/her own competences
- Reflection on the acquisition of competences

#### Background of the methodology development

As shown in the method “What competences are required?” the participants discussed at the youth congress of the second Youth Olympics “Europe is going mobile”, the opportunities and challenges of the mobile European job market. In particular they discussed the personal requirements, which are necessary during their training to open up career opportunities and to face the international job market. Based on central questions and in different committees, the participants created “factsheets” which should, methodically reviewed, lead to the teaching concept. The first central question of the fourth committee was: “Be prepared to live and work abroad: Which intercultural competences do you consider important?” Based on another central question: “Having a close eye on vocational training: What are the best examples for imparting intercultural competences?” the young people discussed how these competences and experiences can be acquired. First, the young people summarized their working results, about who can impart these competences and then, how can these skills be gained? In the plenary these work results were presented with factsheets/claim forms vocational training: Europe – let’s go! And so it was integrated into the result paper of the second youth congress.

#### Instructions:

The students have a look at the sheet which the participants of the youth congress 2013 created regarding the central question. First, they think about people in their surroundings and who could help to develop and strengthen their competences. They discuss with their teacher if, in their opinion, that is applicable and how they can strengthen their own competences in their surroundings. Then they discuss whether there are more essential competences they could strengthen in their surroundings.

#### Preparation:

Sufficient copies of the worksheet

Number of participants: variable

Timeline: variable



## How can we learn to acquire competences? (1st factsheet)

### Who can teach us intercultural competences?

- Experts/supporters at school
- Contact persons at school
- Teachers who can help
- Relatives and friends in foreign countries help
- Teachers who motivate to gain experience in foreign countries
- Exchange programs
- Teachers teach us English or another foreign language
- Teachers know persons in foreign countries

### What:

#### Self confidence

- Drama
- Sports
- Motivation by the feeling that you achieve something
- Somebody who says "Don't give up".

### Who:

- Parents
- Teachers
- Friends
- Family

### Where:

- School
- Home

### When:

- Always, ,a lifetime

### What:

#### Openness

- By using the internet, gather information and knowledge
- Brainstorming

### Who:

- Experts
- Friends

### why:

- In order to understand other points of view
- Prepares you to accept a different culture

### What:

#### Communicating

- Reading
- Attempts
-

Who:

- Family
- Friends
- Teachers

Where:

- At school

What:

Influencing the decision

- Financial situation
- Social situation
- Consultant, experts

Who:

- Family
- Friends

What:

Tolerance/respect

- How you were brought up

Where:

- At school
- Sports

Who:

- Family/parents

What:

Technical Knowledge

- Studies
- Internship
- Internet
- Books

What:

Speaking in a foreign language

- Teachers at school

Why:

- We need the language for communication

What:

Motivation

- Overall success
- Creativity
- Music
- Pictures

What:

Get to know the country's customs

- Internet
- Photos
- People with experience

## How can we learn to acquire competences? (2<sup>nd</sup> factsheet)

	What	Where	When
<b>Language</b>	English 2nd foreign language Terminology (of different fields of science or professions)	From kindergarten on... Throughout their lives	At school (kindergarten until they graduate)
<b>Intercultural knowledge</b>	Customs/traditions Culture Social life	School Exchange programmes Extra-curricular programmes	School life After school (university)
<b>Working in teams (team-work)</b>	Help people in difficult situations Teach each other Solving problems in the best way Working in a friendly and communicative environment Overcoming language difficulties	School Social life family	From an early stage of life...
<b>Tolerance- respect- openness</b>	Socialize Develop patience Overcome prejudices	School Social life Family	From an early stage of life
<b>Self- motivation</b>	Self-confidence Set goals Trying to do the best Never stop trying to improve skills	School Social life Family	From an early stage of life

### 3.4 Information/Europe/European Union

#### Europe let's go!



### 3.4.1 Living abroad or not?

#### Learning objective

- Reflection on his/her own competences
- Reflection on the acquisition of competences

#### Background of the methodology development

At the second Youth Olympics, the second youth congress “Europe is going mobile“ offered the young trainees (and adults who want to prepare them for the European job market) the opportunity to exchange options and challenges of the mobile European job market. The participants discussed the opportunities which a united Europe can offer, and on the new requirements of education, which are necessary preconditions to open up new career opportunities and to face the international job market. On the basis of central questions, the participants made “factsheets” in different committees. They should be reviewed methodically and should lead to a teaching concept. Some committees went into the central question: “Living abroad or not?” The result was presented with a factsheet/claim form vocational training: “Europe – Let’s go!” and led to the result paper of the second youth congress.

#### Instructions:

The students have a look at the sheet created by the participants of the youth congress 2013 regarding the central question “Living abroad or not?” They discuss whether, in their opinion, this is applicable.

#### Preparation:

Sufficient copies of the worksheet

Number of participants: variable

Timeline: variable



### Living abroad or not? (Committee 1/1)

#### Don'ts

- Family and friends
- Bad political situation
- More crime
- Language barriers
- Worse social security

#### Dos

- Earn more money
- Learn a new language
- Explore another country
- Education
- Legal drugs!!! (.....OK...there were Dutch in the group...is this stereotyping?☺)
- Better social security

#### Strategies to overcome barriers

- Language course
- Getting information from the employment office
- Getting information about the culture for more understanding



## Living abroad or not? (Committee 1/2)

### Experiences abroad

- More opportunities (e.g. for a job)
- Meet other people
- Exchange ideas, opinions and cultural knowledge
- Developing working skills
- Learning a foreign language
- Becoming more sociable and open-minded
- Better salary
- Becoming independent and responsible

### Pros & Cons living and working abroad

#### Cons:

- Being homesick
- Having difficulties with the foreign language
- Maybe being excluded by others (people may stereotype you)
- Can be exploited
- Difficulties with the work permit
- Intercultural shock

### Adopt experiences

When you adopt experiences to your home, then you...

- Change your character in a better way, better behavior
- Widens way of thinking
- Learning how to be more competent
- Transfer experiences to others, helping them to have a different view of life

### Barriers preventing people from living abroad

- Financial issues
- Problems with work permits
- Family does not agree
- Language
- Stereotypes-thus interaction problems
- Exploitation in the job market
- Homesick

### Strategies to overcome barriers for living abroad

- Intensive language courses
- Look for a part time or a full time job
- Do your best, have a nice/responsible behavior to show your competence
- Be aware of the laws and rules (stand up for your rights)
- Keep in touch with the family-and behave as socially as possible (to make friends who will help you to improve your language skills and guide you)



### Living abroad or not?! (Committee 4)

#### Positive aspects:

- Meeting people
- Gaining experience
- Earning money

#### Negative aspects:

- You will probably miss the people of your home country.
- You have to learn the language.

#### How does the European Union help people?

- Travelling is easy
- The same currency

### 3.4.2 Living and Working abroad – User Manual

#### Learning objective

- Reflection on his/her own competences
- Reflection on the acquisition of competences

#### Background of the methodology development

At the second Youth Olympics, the second youth congress “Europe is going mobile“, provided the young trainees (and adults who want to prepare them for the European job market) the opportunity to exchange options and challenges of the mobile European job market. The participants discussed the opportunities which a united Europe can offer, and on the new requirements of education, which are necessary preconditions to open up new career opportunities and to face the international job market. On the basis of central questions, the participants made “factsheets” in several committees. They should be reviewed methodically and should lead to a teaching concept. One committee discussed the facts which are typical and important in their country’s working life. So they created the “user manual”, which became part of the result paper of the second youth congress and then was presented to the plenary.

#### Instructions:

The students have a look at the sheet elaborated by the participants of the youth congress 2013 regarding the question. “Living abroad or not? – user manual”. They discuss whether, in their opinion, this is applicable or if they would like to add something.

#### Preparation:

Sufficient copies of the worksheet

Number of participants: variable

Timeline: variable



## Living and Working abroad – User Manual

### Germany

#### How to get a job?

- Inform yourself about the company
- Present yourself well
- Gaining practical experience is an advantage
- Good grades at school (especially in the subjects you need for your job)
- You must write a lot of applications

#### How to keep a job?

- You have to follow the dress code
- Teamwork
- Be on time every day
- to care about the company's welfare
- Follow the rules
- Guard the company secrets
- Develop your knowledge
- Behave helpfully and in a friendly way

#### What is a NO –GO!

- Chewing gum
- Drugs and alcohol
- Lies
- Be late at work
- Ignore the rules
- Behave in a disrespectful way

#### General advice

- Create an exact application without mistakes
- Respect the members of the company every day

### Austria

#### How to get a job?

- One needs good graduation from school and good marks, and a good appearance
- Being able to speak German well.

### How to keep a job?

- One should be able to work independently, very important is being punctual and being interested in the job.
- Get on well with the colleagues

### What is a NO – GO?

- Don't be late, unfriendly, no motivation and don't make telephone calls in the working time

### General advice

- You have to bring a cake on your birthday to work!

## Portugal

### How to get a job?

- You need to do things right

### How to keep a job?

- Living for this job.

### What is a NO – GO?

- Miss work, expect other people to do your job

### General advice

- Open minded, living for work, you need to be multifunctional and not only interested in the money

## Netherlands

### How to get a job?

- Be open and active
- Make connections and use them to get great opportunities

### How to keep a job?

- Be trustworthy and keep your promises
- Keep on looking for new options

### What is a NO – GO?

- Being late.

### General advice

- Use contacts and be open
- Try to speak Dutch even if it is only ten words
- Be honest

## Czech Rep. and Rumania (they worked together)

### How to get a job?

- Experience
- You must stand an interview
- High school diploma

### How to keep a job?

- Don't be late

- Work hard

- Be friendly

What is a NO – GO?

- You must not sleep and should not drink alcohol at work

### 3.4.3 Brandenburg – Let's go!

#### Learning objective

Information on working in Brandenburg

- Information on the course of business of mid-sized and large companies
- Thus reflection and development of ideas regarding his/her own career entry
- Information on competences, challenges from the company's and personnel departments' point of view
- Reflection on his/her own competences for the application period

#### Background of the methodology development

During the Youth Olympics all participants spent one day in a company in Brandenburg. These companies are integrated into the project by the participation of young people who work for these companies, complete a dual training and who made a contribution to the Youth Olympics.

#### Instructions:

Like with "Ciao, Hi, Holá", two classes arrange to meet with a "bilateral agreement" of their teachers in order to chat. For example Greece and Brandenburg. First, the teachers exchange the class lists. On the class list are the students' names and their according e-mail addresses and/or the mobile phone numbers. The students agree before that their names and contact data are given to a partner. From the list they make little tickets with the name and the according contact data of a student of the partner class. Now each student draws a ticket. These will be their chat partners. If the number of the students is not even, there will be one team of three. The young people's homework now is to arrange to meet for a chat within one week. This can be done with Move/Facebook. The young people are free to use another (free!) medium, such as WhatsApp, email etc. At the arranged time they start to chat. This time the chat is about the vocational training. What is it like to work in the company? What about the working routine? What is easy and what is a challenge? They are supposed to find out as much as possible. 😊 Then they evaluate it in their group in class. Each group consists of 4-6 participants and they discuss their results. The results are shown on a poster. The posters are presented to the entire group.

Preparation:

Bilateral appointments, e.g. on Move/Facebook

Preparation of class lists

Obtaining the young people's approval

Preparation of the tickets (to be drawn to find a partner)

Number of participants: variable

Timeline: variable

Dossiers: (-)

### 3.4.4 Europe – Let`s Go!

#### Learning objective

- Information on Europe and the European Union
- Information on life and work in the European Union
- Reflection on his/her own competences for the application period
- Self-reflection on tolerance, respect, openness, self-confidence

#### Background of the methodology development

In Portugal, as part of the project, the teachers exchanged views about the design of lessons and teaching materials.<sup>39</sup> One presentation was about basic ideas regarding the European Union as well as living and working in Europe..<sup>40</sup>

#### Instructions:

The presentation can be used in various ways in class

#### Preparation:

- Power Point presentation Europe/European Union
- Beamer

Number of participants: variable

Timeline: variable

Dossiers: Power Point presentation

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<sup>39</sup> Folder 6: Teaching Concept Presentations

<sup>40</sup> Folder 6: Teaching Concept Presentations – working\_abroad\_Portugal